

Agenda

Macon, GA • September 24–26

Monday, September 24

7:00–8:00 a.m.	Registration	Exhibit Hall B
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Redesigning Our Schools for All Students: Embracing the RTI at Work Process</i>	Exhibit Hall A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	(See page 3).
11:30 a.m.–12:30 p.m.	Lunch (provided)	Exhibit Hall B
12:30–2:00 p.m.	Keynote —Austin Buffum <i>Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn</i>	Exhibit Hall A
2:00–2:15 p.m.	Break	
2:15–3:45 p.m.	Breakout Sessions	(See page 3).

Tuesday, September 25

7:00–8:00 a.m.	Registration	Exhibit Hall B
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Nicole Dimich Vagle <i>Convergent Assessment: Gathering Evidence to Increase Student Learning</i>	Exhibit Hall A
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	(See page 3).
11:15 a.m.–12:15 p.m.	Lunch (provided)	Exhibit Hall B
12:15–1:45 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	Exhibit Hall A
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	Breakout Sessions	(See page 3).
3:30–4:15 p.m.	Team Time	Exhibit Hall A

Wednesday, September 26

7:00–8:00 a.m.	Continental Breakfast	Exhibit Hall B
8:00–10:15 a.m.	In-Depth Seminar —Austin Buffum & Brian K. Butler <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	Exhibit Hall A
	In-Depth Seminar —Mike Mattos & Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	Ballroom B
	In-Depth Seminar —Nicole Dimich Vagle <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>	Ballroom C
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	Keynote —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	Exhibit Hall A

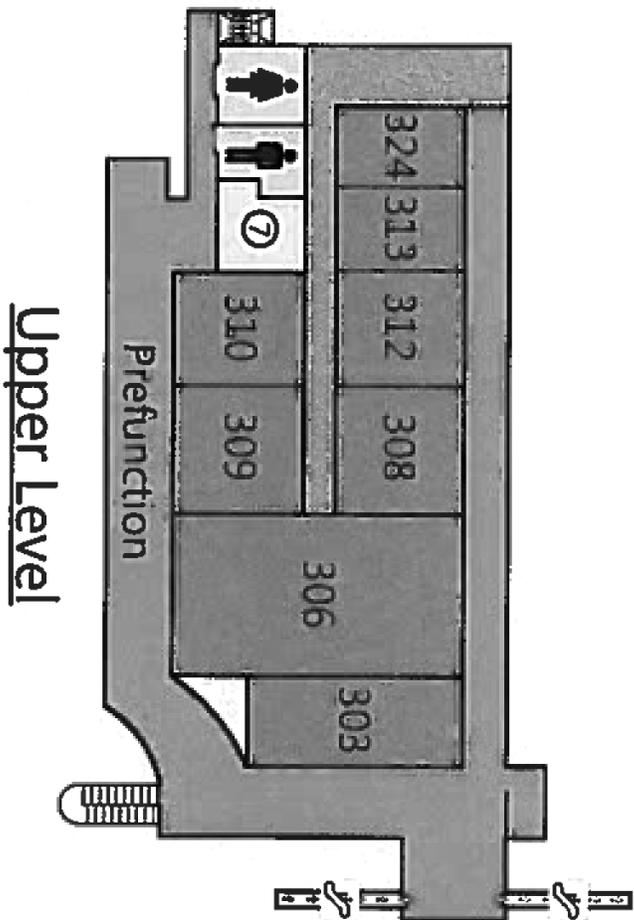
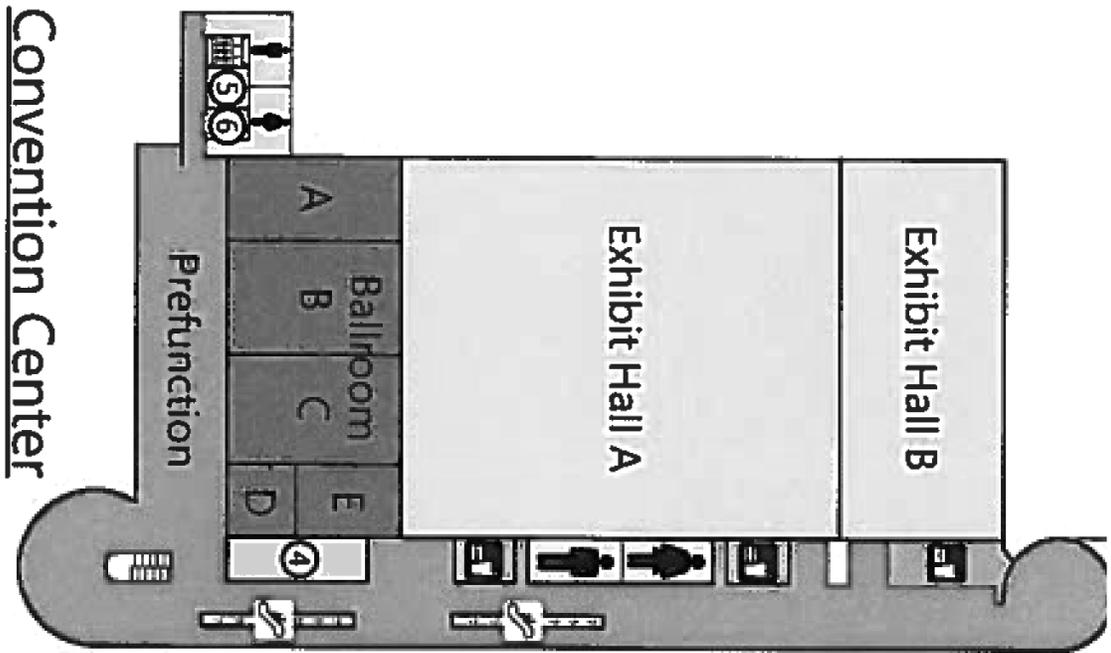
Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Monday, September 24		Tuesday, September 25	
	10:00–11:30 a.m.	2:15–3:45 p.m.	9:45–11:15 a.m.	2:00–3:30 p.m.
Austin Buffum				
Creating a Culture of Collective Responsibility	Ballroom B			
Digging Deeper Into the Teaching-Assessing Cycle		Ballroom B		
Common Missteps When Implementing RTI: A Conversation Among Leaders			Ballroom B	
It's About Time: Planning Interventions and Extensions in Elementary School				Ballroom B
Brian K. Butler				
They Are Not Your Kids or My Kids But Our Kids! A Culture of Collective Responsibility in Elementary Schools	Ballroom C			
Concentrated Instruction in an Elementary Context		Ballroom C		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier I Teacher Team Essential Actions 3 and 4			Ballroom C	
Taking the Lead and Taking Action at Tier 3! How the Site Intervention Team Takes a 360-Degree View of Each Child				Ballroom C
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English Learners and the RTI at Work Process				303
Mike Mattos				
Collaborative Teams: The Engines That Drive the RTI at Work Process	Exhibit Hall A			
Interventions That Work! Making Your Current Site Interventions More Effective		Exhibit Hall A		
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma			Exhibit Hall A	
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Agenda is subject to change.

Macon Centerplex



Session Descriptions

DAY 1—MORNING KEYNOTE



Luis F. Cruz

Redesigning Our Schools for *All* Students: Embracing the RTI at Work Process

What if the very schools we depend on for all students to learn at grade level or higher were never created with that purpose? What if well-intentioned public school educators today are unable to design schools aligned with learning for all due to the inability to think and perform outside the “box” they experienced as students?

Luis F. Cruz shares a new way of thinking, leading to the realization that educators must be prepared to redesign schools both structurally and culturally in order to achieve the goal of all students learning at high levels.

DAY 1—MORNING BREAKOUTS

Austin Buffum

Creating a Culture of Collective Responsibility

Collective responsibility is built on two assumptions: 1) Educators must accept responsibility to ensure high levels of learning for all students, and 2) All students are capable of learning at high levels.

Participants in this session:

- Assess their schools’ beliefs relative to the two assumptions above.
- Acquire tools and strategies to create this condition in their schools.
- Examine the differences between cultural change and structural change.

Brian K. Butler

They Are Not Your Kids or My Kids But Our Kids! A Culture of Collective Responsibility in Elementary Schools

In order to support *all* learners throughout the school day we have to build the capacity for *all* teachers through a culture of collective responsibility. Abandoning the idea that one or few English language, special education, or other teaching specialists could meet all the learning needs of many students, Mason Crest’s specialist teachers became members of grade-level, collaborative teacher teams to ensure all teachers take collective responsibility for each and every student. Elementary-level administrators and teachers learn about a system that is based on creating a schedule that allows for meaningful collaboration, teamwork, and learning for adults and which can easily be implemented in their schools. This system and process builds the capacity of all teachers to effectively support English learners, students receiving special education services, and any other student needing support to learn at high levels.

Participants in this session:

- Learn how a school developed a master schedule that involves all staff.
- Understand the importance of creating meaningful teams and team norms.
- Explore a variety of team meeting structures and purposes that enable teams to focus on: planning instruction, assessing student learning, planning interventions for students who require additional time, and planning extensions for students who have already mastered the content.
- Examine the role of EL and special education teachers in team meetings.



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Session Descriptions

Luis F. Cruz

From a 20th Century Leadership Team to a 21st Century Guiding Coalition

Effectively implementing a system that responds when students do not initially learn requires a concerted, well-informed effort. Who better to ignite this movement than a combination of teachers, staff, and administrators working together as a guiding coalition? Luis F. Cruz explains the need for a guiding coalition to mold a school's culture and successfully implement RTI mindsets and practices. Participants discover the difference between a school's often-antiquated leadership team and the powerful potential of a guiding coalition focused on ensuring that all students learn at high levels.

Participants in this session:

- Learn how a guiding coalition generates the collective responsibility needed to help all students achieve academic success.
- Recognize that implementing a successful RTI process requires a firm understanding of the different roles teams play throughout the school.
- Understand the need for various stakeholders, especially teachers, to align effective leadership practices with essential RTI processes.

Mike Mattos

Collaborative Teams: The Engines That Drive the RTI at Work Process

RTI is a collaborative process in which staff members take collective responsibility for the success of all their students. This session focuses on the creation of two essential teams: collaborative teacher teams and a school intervention team. Mike Mattos discusses how to create collaborative teacher teams, especially for "singleton" instructors in which only one person teaches a specific subject, grade, or course. Mike also discusses teaming options for support staff, such as special education teachers, school psychologists, counselors, and subject specialists.

Participants in this session:

- Learn options for successful teacher team configuration.
- Address how to form teams for singleton teachers.
- Discuss how support staff, such as a school psychologist, counselor, and librarian, fit into collaborative teams.
- Define the characteristics of an effective site intervention team.

Nicole Dimich Vagle

Using Data to Guide Collective Responsibility for Student Learning

A focused analysis of schoolwide data and collaborative team data is essential when committing to being collectively responsible for *all* students in a school learning. What are examples of *quantitative* and *qualitative* data needed to determine which students need targeted and specific interventions? Which assessment data should be collected and how should it be used? Collective responsibility requires recognizing the current reality and intentionally planning to have all students learn at high levels.

Participants in this session:

- Identify the types of qualitative and quantitative data required to determine the current reality of student learning in order to collectively respond.
- Determine next steps to collect the types of data schoolwide teams and collaborative teams need to ensure their students' academic growth.

Session Descriptions

DAY 1—AFTERNOON KEYNOTE



Austin Buffum

Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn

Rather than merely asking how to raise high-stakes test scores, collaborative teacher teams must guarantee what all students must and will learn during each unit, trimester, and semester. When some students fall short, preventions and interventions must be delivered by student, by standard, and by target. When these actions occur, high-stakes test scores rise because all students are experiencing success. This keynote provides the tools to help transform thinking from coverage to mastery.

DAY 1—AFTERNOON BREAKOUTS

Austin Buffum

Digging Deeper Into the Teaching–Assessing Cycle

Austin Buffum facilitates a more in-depth discussion on the teaching–assessing cycle outlined in the *Convergent Assessment* keynote. By structuring informal and formal assessments that provide feedback to students and teachers alike, more students experience success on summative, end-of-unit assessments.

Participants in this session:

- Unwrap standards into learning targets.
- Design assessment strategies at the target level.
- Develop an Essential Standards Unit Plan that answers the question, Where are we now?, at each step of learning.

Brian K. Butler

Concentrated Instruction in Practice

The foundation of concentrated instruction provides a clear picture of what we want our students to learn. This process includes establishing criteria for identifying essential standards; developing a team process for determining essential standards; developing student-friendly learning targets from standards; identifying tasks or rigor to determine proficiency; mapping out a timeline for ensuring proficiency; and planning for extension. Participants have an opportunity to put these ideas into practice and gain an understanding of the products that automatically flow from this process as well as tools to facilitate its effective use.

Brian K. Butler shares the process that staff members at Mason Crest Elementary School use to identify essential standards and how this process drives the cycle of instruction, including student goal setting through the development of “I can” statements. Mason Crest is a showcase for success and received Solution Tree’s first DuFour Award in 2016 for demonstrating exceptional levels of student achievement.

Participants in this session:

- Build common knowledge around key concepts and terms.
- Determine who is involved in establishing essential standards and how to ensure the process is meaningful and focused.
- Prioritize which standards are critical for high levels of learning and turn them into “I can” statements by target.
- Use an identified essential standard or two to complete the essential standards chart.



= Keynote

Session Descriptions

Luis F. Cruz

If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation

Is effective teacher collaboration synonymous with collective planning? Is sharing resources with one another primarily what collaboration looks like? Luis F. Cruz shares the pivotal role collaboration plays in implementing RTI practices. Participants discover what teams must consider in identifying and unpacking essential standards and how to extrapolate clear learning targets from these standards.

Participants in this session learn:

- The difference between ineffective “*cob*laboration” and effective collaboration
- The process of identifying standards all students are expected to learn
- The process of unpacking standards to generate learning targets and build common formative and summative assessments

Mike Mattos

Interventions That Work! Making Your Current Site Interventions More Effective

A system of interventions can only be as effective as the individual interventions that comprise it. Despite honorable intentions, many schools implement interventions that don’t work, primarily because their efforts are not aligned to the characteristics of effective interventions. Participants in this breakout learn the six essential characteristics of effective interventions and a powerful process for applying them.

The most significant difference between a traditional school and a PLC is how each responds when students don’t learn. Mike Mattos illustrates how to create powerful responses (CPR) when students don’t learn.

Nicole Dimich Vagle

Concentrated Instruction in a Secondary Context

Nicole Dimich Vagle has worked with many secondary schools to facilitate the process of establishing essential standards and using the essential standards chart to ensure learning for all students. The foundation of concentrated instruction provides a clear picture of what we want our students to learn. This process includes establishing criteria for identifying essential standards; developing a team process for determining essential standards; developing student-friendly learning targets from standards; identifying tasks or rigor to determine proficiency; mapping out a timeline for ensuring proficiency; and planning for extension. Participants have an opportunity to put these ideas into practice and gain an understanding of the products that automatically flow from this process as well as tools to facilitate its effective use.

Participants in this session:

- Build common knowledge around key concepts and terms.
- Determine who is involved in establishing essential standards and how to ensure the process is meaningful and focused.
- Prioritize which standards are critical for high levels of learning and turn them into “I can” statements by target.
- Use an identified essential standard or two to complete the essential standards chart.

Session Descriptions

DAY 2—MORNING KEYNOTE



Nicole Dimich Vagle

Convergent Assessment: Gathering Evidence to Increase Student Learning

Convergent assessment is a process teams use to analyze student learning and instructional practices so they can collectively respond to the unique needs of each student. Nicole Dimich Vagle highlights the critical understandings and strategies collaborative teacher teams need to effectively use assessment to improve—not merely to measure and record—student results. Creating and analyzing assessment evidence guides the work of teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Convergent assessment points the way to high achievement for all students.

DAY 2—MORNING BREAKOUTS

Austin Buffum

Common Missteps When Implementing RTI: A Conversation Among Leaders

School-site RTI leaders (administrators, RTI specialists and coordinators, counselors) as well as central office leaders are invited to share their challenges, successes, and plans to avoid the nine most common missteps in implementing RTI. Austin Buffum guides this structured conversation and augments it with his experience as senior deputy superintendent of a large district implementing PLC and RTI.

Brian K. Butler

Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier 1 Teacher Team Essential Actions 3 and 4

Within the team-teaching assessment cycle, the need for ongoing checks for understanding and for administering team-developed common formative assessments and end-of-unit assessments for every essential standard cannot be understated. Perhaps more importantly, the need for teacher teams to collaboratively analyze results and collectively respond gives students and teachers the most powerful opportunity to learn at high levels. Collaborative teams identify what is essential for students and create common assessments to target each skill, but teams need to use data in a laser-like manner. This means diving deep, and in doing so, teachers can find the pearls that inform their practices.

Participants in this session:

- Understand the two levers of learning that are activated by answering the second critical question for teacher teams who wish to be highly effective in schools that function as PLCs at Work.
- Use a data set and protocol for examining assessment information to target interventions and extensions and identify effective teaching strategies focused on these questions:
 1. How do we respond when students haven't learned?
 2. How do we extend learning for students who are proficient?
 3. Which teachers are showing effective practices that colleagues could learn from?
 4. Where did the team struggle and what are we going to do about it?
- Assess their school's or team's current reality in judging the quality of student work and using team-developed common formative assessments to monitor each student's attainment of essential learning outcomes.



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Session Descriptions

Luis F. Cruz

Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?

Embracing the RTI process requires staff members to shift from the status quo. However, changing policies, practices, and procedures is challenging, and certain staff may resist implementation. Luis F. Cruz introduces measures teams can use to proactively address resistance.

Participants in this session learn:

- Why resistance is a common reaction when attempting to implement an RTI process
- The difference between rational and irrational forms of resistance and ways to address each
- How to create collective responsibility to ensure effective implementation

Mike Mattos

Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma

Some students struggle in school because they lack academic skills and knowledge. Others struggle because they do not demonstrate the behaviors necessary to succeed in school. And often, the most at-risk youth lack both. This session shows how the PLC at Work process can be used to target and teach essential social and academic behaviors at-risk students need to thrive in school.

Nicole Dimich Vagle

Analyzing Student Work to Plan Tier 1 and Tier 2 Responses

At their best, collaborative teams engage in a process of examining assessment data and student work to determine the learning needs of individual and groups of students. Common formative assessments provide numerical data and student work, which, when analyzed by a team, offer insights into the extent students learned essential standards and which next steps will help them grow. This session explores how teams analyze data and student work to plan effective interventions in response.

Participants in this session:

- Analyze data and student work to discover students' level of proficiency in order to plan interventions to achieve mastery.
- Learn characteristics of effective interventions by examining student work.
- Explore how to plan as a team to create time to analyze student work and common assessment results and implement corresponding interventions.

DAY 2—AFTERNOON KEYNOTE

Mike Mattos



Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports

Mike Mattos and the RTI at Work faculty discuss the essential elements necessary to systematically provide supplemental (Tier 2) and intensive (Tier 3) interventions for academics and behavior, and how teacher teams and support staff are utilized to make this work doable.

Participants in this session:

- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Explore options for resource allocation and staff responsibilities.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

Session Descriptions

DAY 2—AFTERNOON BREAKOUTS

Austin Buffum

It's About Time: Planning Interventions and Extensions in Elementary School

What does an effective elementary school intervention process look like? Austin Buffum provides participants with practical, proven intervention ideas, including ways to create a schoolwide process that identifies students for extra help and ways to create time for intervention and extension within the master schedule.

Brian K. Butler

Taking the Lead and Taking Action at Tier 3! How the Site Intervention Team Takes a 360-Degree View of Each Child

To ensure that students appropriately access Tier 3 supports, staff have to be crystal clear regarding what Tier 3 is and is not. They also have to understand the role of the site intervention team. Unlike the schoolwide team, which takes a macro view of school resources, the site intervention team takes a micro view of each student.

Participants use the book *Taking Action: A Handbook for RTI at Work* (Buffum, Mattos, & Malone, 2017) to:

- Build shared knowledge about the two critical teams at Tier 3.
- Learn about and review multiple tools that support the success of the site intervention team.
- Reflect on their current reality at Tier 3 and next steps.
- Engage in an activity to assess if students should be considered for special education testing.

Luis F. Cruz

English Learners and the RTI at Work Process

While the English learner population continues to grow, few schools have been able to demonstrate significant levels of learning for this critical cohort. Do educators lack the pedagogical skills to promote learning for these students? Do schools lack the resources? Luis F. Cruz, a former and current English learner, explains the practical integration of collective leadership and introduces how critical aspects of the RTI at Work process may be used to accelerate learning for this growing and academically challenged cohort of students.

Participants in this session:

- Learn how the formation of an English learner taskforce aids intervention.
- Recognize the importance of building common language, knowledge, and expectations around job-embedded professional development through structured, whole-staff learning opportunities.
- Discover that schoolwide and smaller teacher team responsibilities needed to determine critical next steps toward academic success, because not all English learners require the same instruction.



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Session Descriptions

Mike Mattos

It's About Time: Planning Interventions and Extensions in Secondary School

What does an effective secondary school intervention process look like? Mike Mattos provides participants with practical, proven intervention ideas, including how to create a schoolwide process to identify students for extra help and how to create time for intervention and extension within the master schedule.

Nicole Dimich Vagle

Investing Students in the RTI Process

Too often, adults take ownership of having all students learn but fail to bring students into the process. How are students able to articulate what they are learning, their strengths, and next steps? How are students learning from and acting on specific feedback given during instruction and on assessments? How do students track their progress on essential standards? For students' reflections on learning to be most meaningful, educators must consider how classroom culture positively influences a student's disposition and beliefs about how he or she can most effectively learn. Teachers can help students understand *why* they need an intervention and *why* they learn best when they are invested in the process.

Participants in this session:

- Identify characteristics of a classroom culture focused on learning.
- Recognize powerful feedback processes to use with students.
- Explore ways for students to reflect through self-regulation and tracking.

DAY 3—IN-DEPTH SEMINARS

Austin Buffum & Brian K. Butler

In-Depth Seminar

Putting It All Together: Creating a Multitiered System of Supports—Elementary

This seminar guides participants through the process of creating a multitiered system of interventions. Based on guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Review essential elements of the RTI process.
- Complete an RTI at Work inverted pyramid as a team.
- Identify current strengths, areas of improvement, and immediate action steps.

Mike Mattos & Luis F. Cruz

In-Depth Seminar

Putting It All Together: Creating a Multitiered System of Supports—Secondary

Participants are guided through the process of creating a multitiered system of interventions. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Session Descriptions

Nicole Dimich Vagle

In-Depth Seminar

Putting It All Together: Linking Instruction, Assessment, and Interventions

Collaborative teams must link instruction, assessment, and intervention to build a solid RTI process. But how do they do this?

Sarah Schuhl shows how to create learning targets from essential standards as part of designing quality assessments. She shares practical tools, protocols, and examples for developing assessments that offer the best information on student learning. Participants identify key elements of assessment design that provide meaningful interventions and promote student investment, and they reflect on their current practices to determine next steps back at their schools.

Participants in this session:

- Explore how to determine learning targets from prioritized standards.
- Identify key elements of assessment design that provide for meaningful interventions and student investment.
- Learn to develop methods of assessment that offer quality information on student learning.

DAY 3—KEYNOTE

Mike Mattos



Eating the Elephant: Transforming Ideas Into Action

How do you eat an elephant? One bite at a time. Implementing RTI can be daunting. The key is to break the process down into meaningful steps. Mike Mattos assists participants in creating practical action steps to implement the four Cs of RTI: collective responsibility, concentrated instruction, convergent assessment, and certain access. Participants leave with a practical implementation plan and the inspiration to get started.