

Agenda

Madison, WI • December 3–5

Tuesday, December 3

7:00–8:00 a.m.	Registration	Capitol Promenade
	Continental Breakfast	Grand Terrace
8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Redesigning Our Schools for All Students: Embracing the RTI at Work Process</i>	Madison Ballroom A–D
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Brian K. Butler <i>Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn</i>	Madison Ballroom A–D
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakouts	See pages 3–4.

Wednesday, December 4

7:00–8:00 a.m.	Registration	Capitol Promenade
	Continental Breakfast	Grand Terrace
8:00–9:30 a.m.	Keynote —Sarah Schuhl <i>Convergent Assessment: Gathering Evidence to Increase Student Learning</i>	Madison Ballroom A–D
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakouts	See pages 3–4.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	Madison Ballroom A–D
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakouts	See pages 3–4.
4:00–4:45 p.m.	Team Time <i>Presenters are available to aid in your collaborative team discussions.</i>	Madison Ballroom A–D

Thursday, December 5

7:00–8:00 a.m.	Continental Breakfast	Grand Terrace
8:00–10:15 a.m.	In-Depth Seminar —Brian K. Butler & Mike Mattos <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	Madison Ballroom A–D
	In-Depth Seminar —Luis F. Cruz & Joe Cuddemi <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	Hall of Ideas E, F, H, I
	In-Depth Seminar —Sarah Schuhl <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>	Meeting Rooms K, L, O, P
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>	Madison Ballroom A–D

Agenda is subject to change.

Breakouts at a Glance

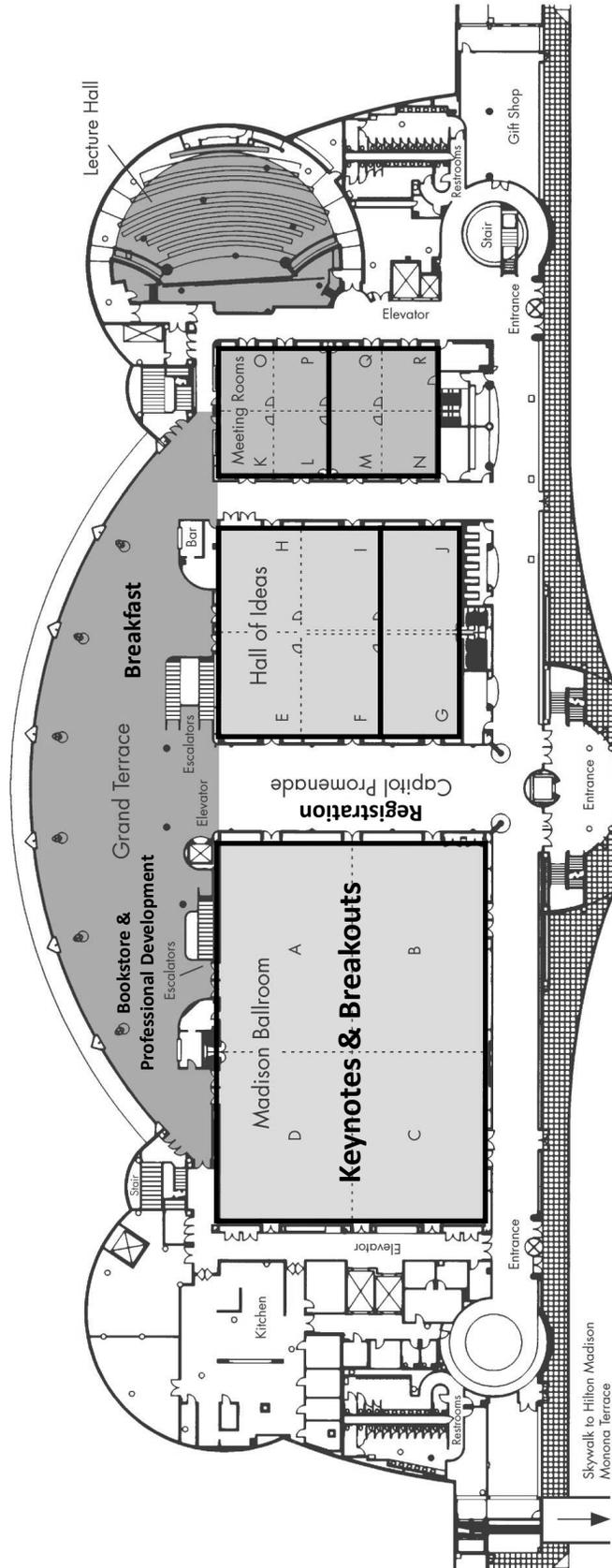
Presenter & Title	Tuesday, December 3		Wednesday, December 4	
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:15 a.m.	2:30–4:00 p.m.
Brian K. Butler				
They Are Not Your Kids or My Kids but Our Kids! A Culture of Collective Responsibility in Elementary Schools	Hall of Ideas E–F			
Concentrated Instruction in Practice		Hall of Ideas E–F		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier 1 Teacher Team Essential Actions 3 and 4			Hall of Ideas E–F	
It's About Time: Planning Interventions and Extensions in Elementary School				Hall of Ideas E–F
Joe Cuddemi				
Protocols: Powerful Tools to Build a Culture of Collective Responsibility	Hall of Ideas G			
Behavioral Expectations: Teaching What You Expect		Hall of Ideas G		
Starting the Conversation: Challenging Traditional Grading Practices			Hall of Ideas G	
Ten Minutes to Learn and a Lifetime to Practice: Anger Management and Effective Communication				Hall of Ideas G
Luis F. Cruz				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	Meeting Rooms M–N			
If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation		Meeting Rooms M–N		
Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?			Meeting Rooms K–L	
English Learners and the RTI at Work Process				Meeting Rooms K–L
Mike Mattos				
Leading Change: How to Build a Culture of Collective Responsibility	Madison Ballroom A–D			
Interventions That Work! Making Your Current Site Interventions More Effective		Madison Ballroom A–D		
The Power of One: Creating High-Performing Teams for Singleton Staff			Madison Ballroom A–D	
It's About Time: Planning Interventions and Extensions in Secondary School				Madison Ballroom A–D

Breakouts at a Glance

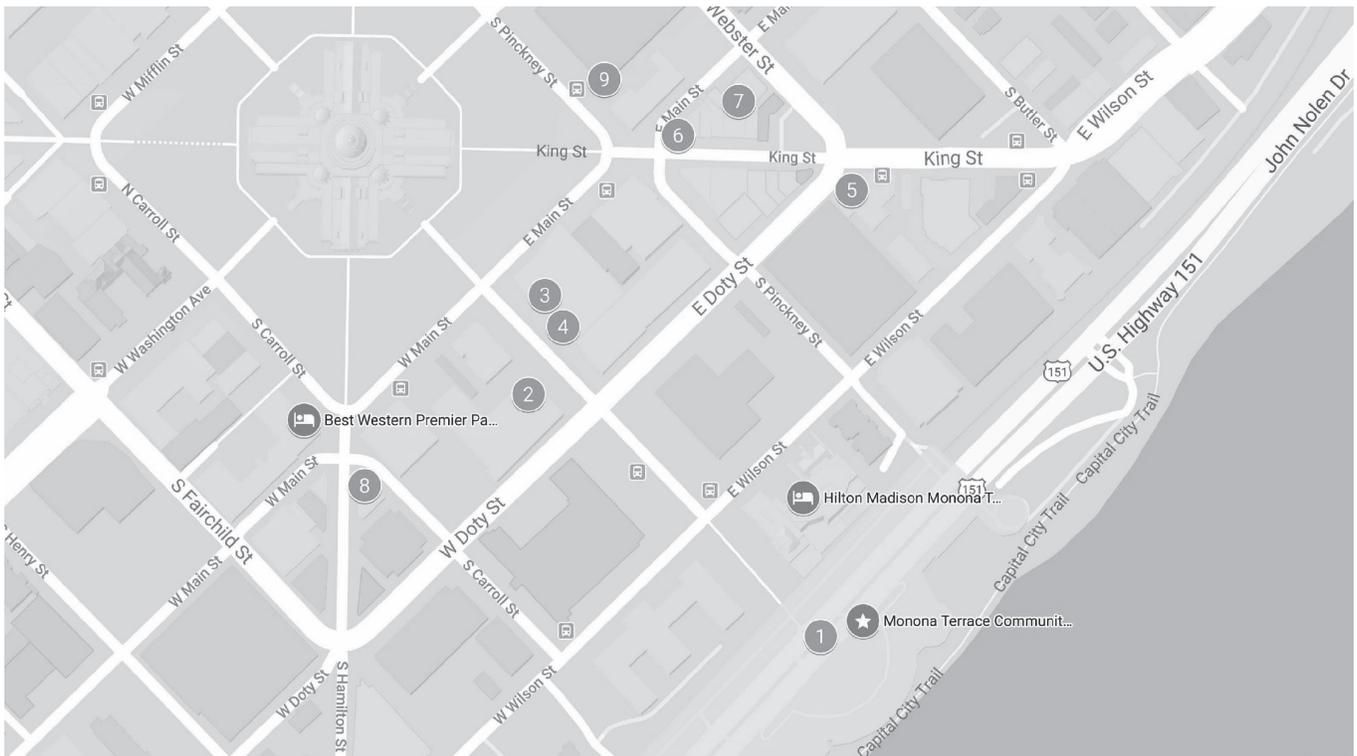
Presenter & Title	Tuesday, December 3		Wednesday, December 4	
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:15 a.m.	2:30–4:00 p.m.
Sarah Schuhl				
Using Data to Guide Collective Responsibility for Student Learning	Meeting Rooms K–L			
Ensuring <i>All</i> Students Learn Mathematics		Meeting Rooms K–L		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			Meeting Rooms M–N	
Investing Students in the RTI Process				Meeting Rooms M–N

Agenda is subject to change.

Monona Terrace Community and Convention Center



DINING GUIDE



LUNCH ON YOUR OWN

90-MINUTES

* quick eats

- ① **GrandView Cafe 0 minute walk ***
Monona Terrace Community & Convention Center
- ② **Milio's Sandwiches 4 minute walk ***
116 Martin Luther King Jr. Blvd. | 608.819.7827
- ③ **BelAir Cantina Capitol Square 5 minute walk**
111 Martin Luther King Jr. Blvd. | 608.620.6040
- ④ **DLUX 5 minute walk**
1117 Martin Luther King Jr. Blvd. | 608.467.3130
- ⑤ **Great Dane Pub & Brewing Co. 6 minute walk**
123 E. Doty St. | 608.284.0000
- ⑥ **Tipsy Cow 7 minute walk**
105 King St. | 608.287.1455
- ⑦ **The Rigby Pub 7 minute walk**
119 E. Main St. | 608.442.1112
- ⑧ **Canteen 7 minute walk**
111 S. Hamilton St. | 608.285.5703
- ⑨ **Graze 7 minute walk**
1 S. Pinckney St., Ste. 107 | 608.254.2700

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 today must be prepared to redesign schools both structurally and culturally in order to achieve the goal of all students learning at high levels.

MORNING BREAKOUTS

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 every student. Elementary-level administrators and teachers learn about a scheduling system that allows meaningful collaboration, teamwork, and learning for adults, and which can be easily implemented. This system 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:

- Discover how a particular 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 English learners and special education teachers in team meetings.

Session Descriptions—Day 1

Joe Cuddemi

Protocols: Powerful Tools to Build a Culture of Collective Responsibility

Building a culture of collective responsibility occurs through conversations, not presentations or mandate. These conversations need to include all educators in the learning community who are responsible for student learning. Joe Cuddemi uses a variety of protocols that can help educators build a culture of collective responsibility. Protocols are structured conversations that help to balance voice and uncover expectations, assumptions, and beliefs while learning from each other. Protocols can also help shift from finding out *who* is right to finding out *what* is right.

Participants in this session:

- Explore and use various protocols and examine their respective purposes.
- Engage in protocols that encourage authentic listening while balancing inquiry and advocacy.
- Participate in protocols that address the process for building a culture of collective responsibility.

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

Leading Change: How to Build a Culture of Collective Responsibility

The fundamental purpose of a professional learning community—and the reason to create a multitiered system of interventions—is to ensure that every student learns at high levels. Yet, if a school staff is unwilling to align their school mission to this outcome, then implementing PLC and RTI practices will assuredly create a cultural tug-a-war on campus. This breakout addresses how a site leadership team can create a school culture of collective responsibility.

Participants in this session:

- Assess their current school culture.
- Learn a six-step process to create consensus around a learning-focused school mission.
- Utilize materials from *Taking Action*.

Session Descriptions—Day 1

Sarah Schuhl

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 require targeted and specific interventions? Which assessment data should be collected and how should they 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 type of data schoolwide teams and collaborative teams need to ensure their students' academic growth.

AFTERNOON KEYNOTE

Brian K. Butler

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.

AFTERNOON BREAKOUTS

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 1) establishing criteria for identifying essential standards, 2) developing a team process for determining essential standards, 3) developing student-friendly learning targets from the standards, 4) identifying tasks or rigor to determine proficiency, 5) mapping out a timeline to achieve proficiency, and 6) planning for extension.

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 use 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.

Session Descriptions—Day 1

Joe Cuddemi

Behavioral Expectations: Teaching What You Expect

In order to ensure high levels of learning for each student, not only must educators engage in a process that identifies and teaches grade-level curriculum, but they also need to engage in a process that identifies and teaches schoolwide academic and social skills. While classroom procedures typically vary from teacher to teacher, behavioral expectations need to be consistent, inside and outside the classroom. Joe Cuddemi engages participants in a process he and his middle school staff used to identify and teach essential academic and social skills.

Participants in this session:

- Engage in a process that identifies agreed upon schoolwide behavioral expectations.
- Distinguish between behavioral expectations for inside and outside the classroom.
- Examine and reflect on the meaning of each of the behavioral expectations.
- Use the four critical questions to explore how teachers and students can monitor these behavioral expectations.

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 “*coblaboration*” 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.

Session Descriptions—Day 1

Sarah Schuhl

Ensuring *All* Students Learn Mathematics

Students who learn mathematics at high levels are able to reason logically and are ready for the next grade level or course on their paths to college and a career. Unfortunately, too many students struggle to learn mathematical content from one year to the next. How do teachers work together to ensure *all* students learn mathematics? How do teachers match interventions to the mathematics skills students are struggling to attain? Essential standards and focused prerequisite skills inform effective intervention and remediation. Additionally, classroom instructional practices with common formative assessments play a critical role in accelerating and continuing learning for mathematics students.

Participants in this session:

- Identify criteria for determining essential content standards in mathematics and prerequisite skills that should be evaluated by common formative assessments.
- Identify high-level mathematical tasks to use as formative feedback during instruction.
- Explore how to remediate and intervene when students struggle to learn mathematics.

Session Descriptions—Day 2

MORNING KEYNOTE

Sarah Schuhl

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. Sarah Schuhl highlights the critical understandings and strategies collaborative teacher teams need to effectively use assessment to improve—not merely 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.

MORNING BREAKOUTS

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. 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 that seek to be highly effective in schools that function as PLCs at Work.
- Use a data set and protocol to examine assessment information, to target interventions and extensions, and to 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.

Session Descriptions—Day 2

Joe Cuddemi

Starting the Conversation: Challenging Traditional Grading Practices

When educators in a PLC commit to a culture of collective responsibility, they also commit to examining the impact that their practices, policies, and procedures have on student learning. Educators in a culture of responsibility ask, “What evidence do we have that this practice is ensuring learning for each of our students?” Our grading practice is one of the most challenging, but important, practices to examine. We owe it to students to make sure that grading practices are fair, accurate, meaningful, and supportive of student learning.

Traditional grading practices cannot be changed overnight; however, we can create incremental shifts by having conversations that challenge the status quo. Conversations can include questions such as “Why do we use the 100-point scale to assess learning?” “Why is an *F* grade worth six times more than an *A*, *B*, *C*, or *D* on the 100-point scale?” “What impact do “zeros” have on grades?” “Why do we average an accumulation of points to communicate learning progressions?”

Participants in this session:

- Clarify the purpose of grading.
- Use essential questions when assessing the effectiveness of grading practices.
- Explore strategies that make grading supportive of learning.
- Learn how Joe’s middle school examined schoolwide grading practices and reached consensus.

Luis F. Cruz

Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?

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 skills outlined in his coauthored book with Anthony Muhammad, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), to provide participants with effective ways of dealing with rational and irrational forms of staff resistance to the RTI at Work process.

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

Session Descriptions—Day 2

Mike Mattos

The Power of One: Creating High-Performing Teams for Singleton Staff

High-performing collaborative teams are the foundation for any professional learning community—the engines that drive the entire process! Nearly every school or district has educators who are singletons (the only person who teaches a particular course or grade level); educators who support multiple grade levels, such as a special education teacher or reading coach; or educators who provide supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams? This session offers guiding principles and real-life examples of how to create meaningful, powerful, collaborative teams for educators looking to connect to the *power of one*.

This session calls on participants to:

- Learn multiple ways to create meaningful, job-embedded teams for singleton staff.
- Consider teaming options for elective or specials teachers, special education staff, and staff who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

Sarah Schuhl

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.

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

Brian K. Butler

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

What does an effective elementary school intervention process look like? Brian K. Butler 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.

Joe Cuddemi

Ten Minutes to Learn and a Lifetime to Practice: Anger Management and Effective Communication

Some students have a home life that is counterproductive to academic success, and some students lack the social skills needed for academic success. Joe Cuddemi focuses on how to help students (and adults) understand effective communication. Effective communication requires emotional intelligence skills like self-awareness, social awareness, and self-management. Depending on the level of intensity required, these skills can be taught and learned at the Tier 1, 2, or 3 levels. We cannot change a student's behavior, but we can raise the level of expectation for that behavior and provide the student with the support needed to be successful in meeting those expectations.

Participants in this session:

- Explore a cognitive approach to help students (and adults) manage anger and frustration when communicating.
- Use the concept of transactional analysis (TA) developed by Eric Berne, MD, as a communication framework to help students (and adults) understand the verbal and nonverbal components of communication.
- Use the TA framework to help students (and adults) understand the difference between aggressive, assertive, passive, and passive-aggressive communication.

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 ways in which critical aspects of the RTI at Work process can 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.
- Determine steps teacher teams should take to ensure academic success for EL learners.

Session Descriptions—Day 2

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.

Sarah Schuhl

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.

Session Descriptions—Day 3

IN-DEPTH SEMINARS

Brian K. Butler & Mike Mattos

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.

Luis F. Cruz & Joe Cuddemi

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.

Sarah Schuhl

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

Collaborative teams must link instruction, assessment, and interventions 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 in this session 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.

Session Descriptions—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.



Brian K. Butler

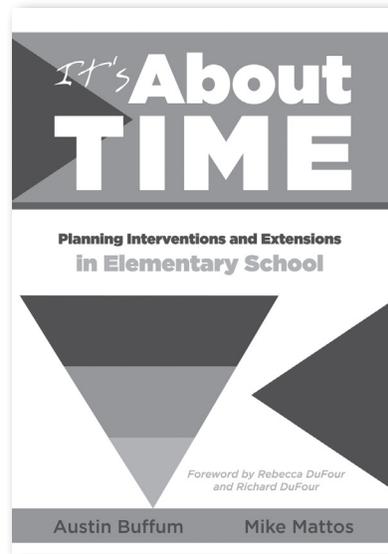
Brian K. Butler, an education consultant, was principal of Mason Crest Elementary School in Fairfax County, Virginia. Under his leadership, Mason Crest received Solution Tree's first annual DuFour Award in 2016. The honor, named after PLC at Work architect Richard DuFour, credits high-performing PLCs that demonstrate exceptional levels of student achievement.

With Brian as principal, Mount Eagle Elementary, also in Fairfax County, achieved outstanding results in reading and mathematics on state tests, earning schoolwide pass rates of more than 92 percent in 2009.

In 2008, Brian received the Nancy F. Sprague Leadership Award, a commendation of excellence as one of Fairfax County's Outstanding First-Year Principal nominees.

Twitter: @bkbutler_brian

Solution Tree Resource:





Joe Cuddemi

Joe Cuddemi, a consultant, has more than 30 years of experience in education. He has served as a teacher, counselor, and principal. Joe is also an adjunct professor at Colorado State University. He specializes in implementing and developing the PLC process.

Joe was instrumental as principal in establishing two schools, including Kinard Middle School in Colorado. Under his leadership, Kinard was selected by Solution Tree as a national model PLC in 2012. It garnered the National Green Ribbon Award in 2013 and the National Blue Ribbon Award for sustaining high academic performance in 2015.

As a counselor, Joe created and developed an award-winning horsemanship program for undersupported students with social and emotional challenges. As a mathematics teacher, he received the Sallie Mae Award as one of Colorado's outstanding educators.

Twitter: @joecuddemi



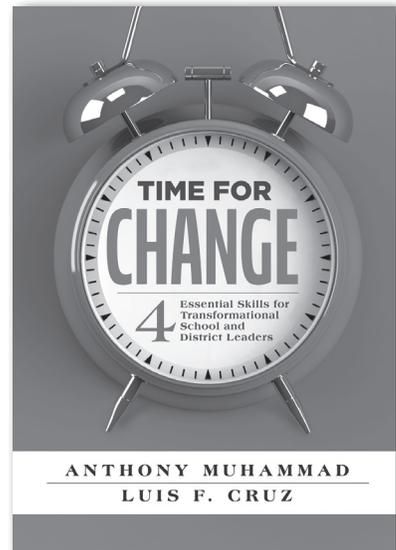
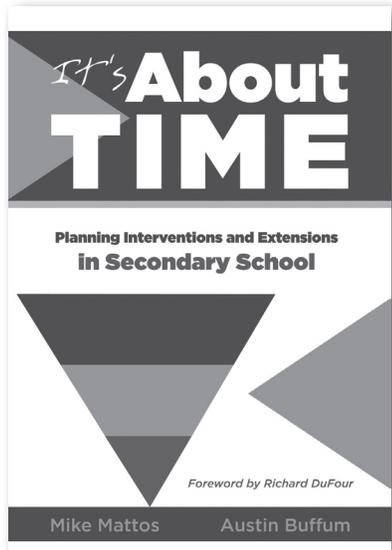
Luis F. Cruz

Luis F. Cruz, PhD, consultant and author, is the former principal of Baldwin Park High School, east of Los Angeles, California. He has been a teacher and administrator at the elementary, middle, and high school levels. In 2007, Dr. Cruz led an effort to secure a \$250,000 grant for Baldwin Park from the California Academic Partnership Program to promote a more equitable and effective organization.

Dr. Cruz has won the New Teacher of the Year, Teacher of the Year, Administrator of the Year, and other community leadership awards. He and a committee of teacher leaders at Baldwin Park received California's prestigious Golden Bell Award from the California School Boards Association for closing the achievement gap between the general student population and students learning English as a second language.

Twitter: @lcruzconsulting

Solution Tree Resources:





Mike Mattos

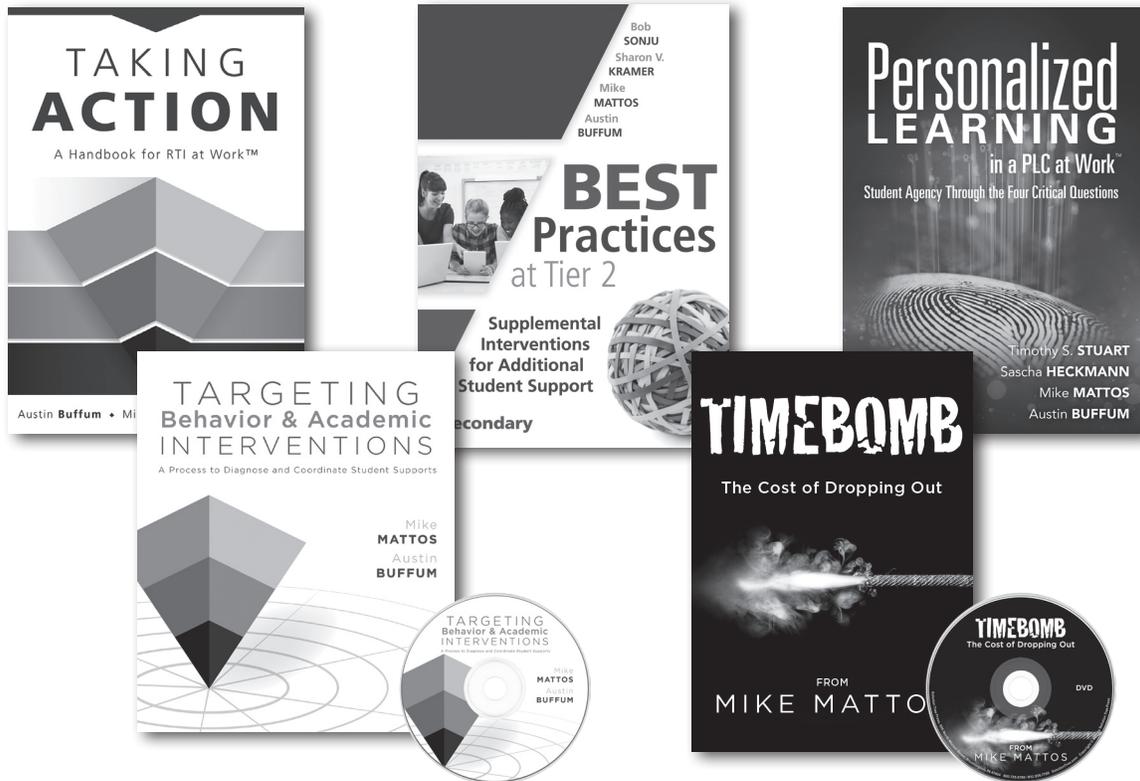
Mike Mattos specializes in uniting teachers, administrators, and support staff to transform schools by implementing response to intervention and PLCs. He is an architect of the PLC at Work and RTI at Work models.

Mike is former principal of Marjorie Veeh Elementary School and Pioneer Middle School in California. In 2004, Marjorie Veeh, an elementary school with a large population of youth at risk, won the California Distinguished School and National Title I Achieving School awards.

The standardized test scores at Pioneer, a National Blue Ribbon School, rank among the top 1 percent for California secondary schools. For his leadership, Mike was named the county's Middle School Administrator of the Year by the Association of California School Administrators.

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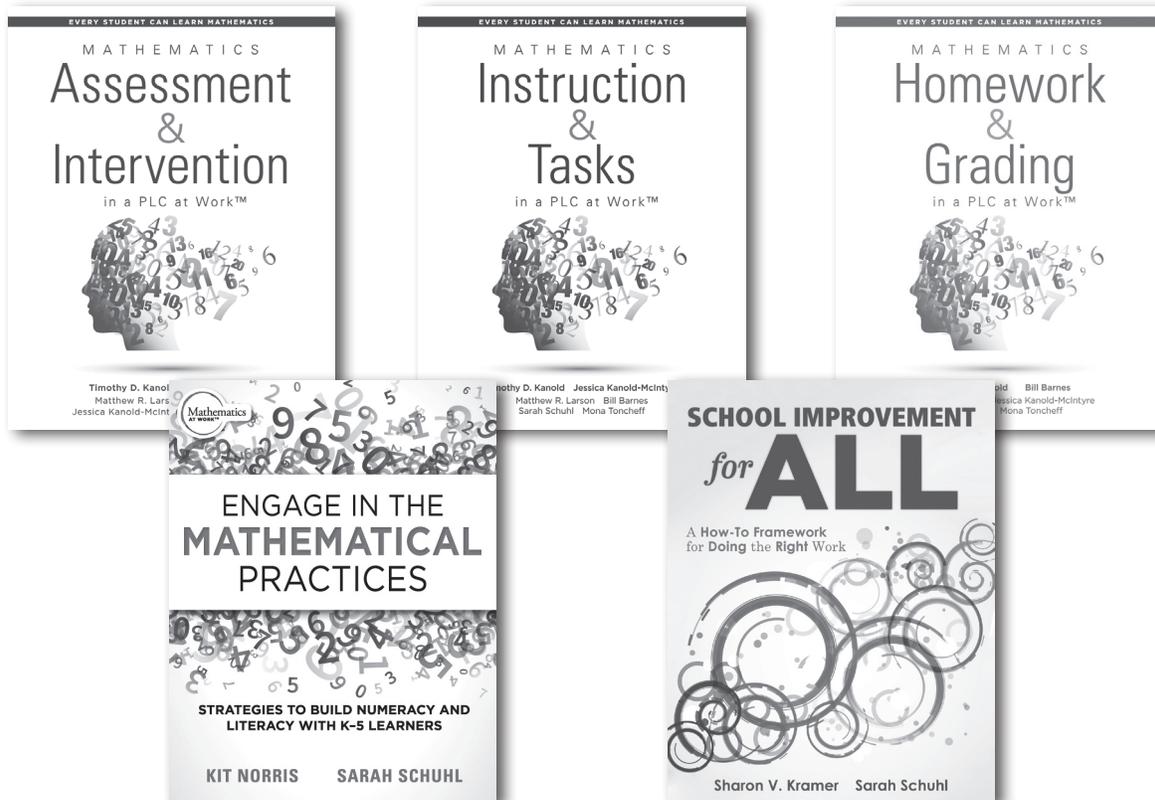
Sarah Schuhl

Sarah Schuhl is a consultant specializing in PLCs, mathematics, assessment, school improvement, and RTI. For more than 20 years, she served as a secondary mathematics teacher, high school instructional coach, and K-12 mathematics specialist. Sarah was instrumental in the creation of a PLC in the Centennial School District in Oregon, helping teachers make large gains in student achievement. She earned the Triple C Centennial Recognition Award in 2012, honoring staff who show exceptional caring, commitment, and creativity.

Sarah has served as chair of the NCTM Editorial Panel for the journal *Mathematics Teacher*. Her work with the Oregon Department of Education includes designing mathematics assessment items, test specifications and blueprints, and rubrics for achievement level descriptors.

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