# Agenda
## Edmonton, AB • April 24–26

**Wednesday, April 24**

| | | |
|---|---|---|
| 7:00–8:00 a.m. | Registration | Hall C Lobby |
| | Continental Breakfast | Hall C |
| 8:00–9:45 a.m. | **Keynote**—Mike Mattos<br>*Redesigning Our Schools for All Students: Embracing the RTI at Work Process* | Hall C |
| 9:45–10:00 a.m. | Break | |
| 10:00–11:30 a.m. | **Breakout Sessions** | See pages 9–12. |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) | |
| 1:00–2:30 p.m. | **Keynote**—Austin Buffum<br>*Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn* | Hall C |
| 2:30–2:45 p.m. | Break | |
| 2:45–4:15 p.m. | **Breakout Sessions** | See pages 9–12. |

**Thursday, April 25**

| | | |
|---|---|---|
| 7:00–8:00 a.m. | Registration | Hall C Lobby |
| | Continental Breakfast | Hall C |
| 8:00–9:30 a.m. | **Keynote**—Sarah Schuhl<br>*Convergent Assessment: Gathering Evidence to Increase Student Learning* | Hall C |
| 9:30–9:45 a.m. | Break | |
| 9:45–11:15 a.m. | **Breakout Sessions** | See pages 13–15. |
| 11:15 a.m.–12:45 p.m. | Lunch (on your own) | |
| 12:45–2:15 p.m. | **Keynote**—Mike Mattos<br>*Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports* | Hall C |
| 2:15–2:30 p.m. | Break | |
| 2:30–4:00 p.m. | **Breakout Sessions** | See pages 13–15. |
| 4:00–4:45 p.m. | Team Time | Hall C |

**Friday, April 26**

| | | |
|---|---|---|
| 7:00–8:00 a.m. | Continental Breakfast | Hall C |
| 8:00–10:15 a.m. | **In-Depth Seminar**—Austin Buffum<br>*Putting It All Together: Creating a Multitiered System of Supports—Elementary* | Hall C |
| | **In-Depth Seminar**—François Massé<br>*Putting It All Together: How Districts Can Support the RTI Process in Schools of All Sizes* | Salon 5–6 |
| | **In-Depth Seminar**—Mike Mattos<br>*Putting It All Together: Creating a Multitiered System of Supports—Secondary* | Salon 4 |
| | **In-Depth Seminar**—Sarah Schuhl<br>*Putting It All Together: Linking Instruction, Assessment, and Interventions* | Salon 2 |
| 10:15–10:30 a.m. | Break | |
| 10:30–11:30 a.m. | **Keynote**—Mike Mattos<br>*Eating the Elephant: Transforming Ideas Into Action* | Hall C |

**Agenda is subject to change.**

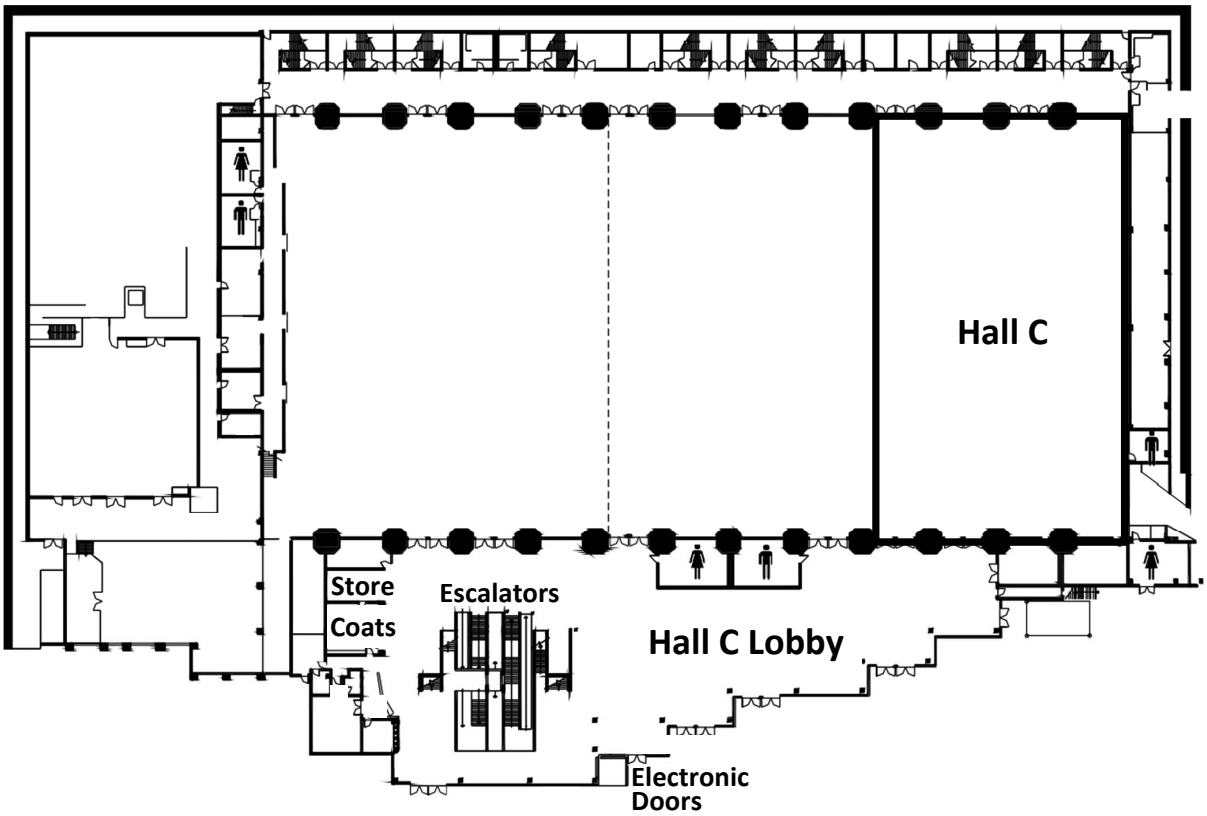
# Breakouts at a Glance

| Presenter & Title | Wednesday, April 24 | | Thursday, April 25 | |
|---|---|---|---|---|
| | 10:00–11:30 a.m. | 2:45–4:15 p.m. | 9:45–11:15 a.m. | 2:30–4:00 p.m. |
| **Austin Buffum** | | | | |
| Creating a Culture of Collective Responsibility | Salon 10 | | | |
| Common Missteps When Implementing RTI: A Conversation Among Leaders | | Salon 10 | | |
| Digging Deeper Into the Teaching–Assessing Cycle | | | Salon 4 | |
| It's About Time: Planning Interventions and Extensions in Elementary School | | | | Salon 4 |
| **François Massé** | | | | |
| Préparer la Terre : Une mission claire, définie et partagée | Salon 5–6 | | | |
| La planification de l'amélioration : la réussite de chaque élève! | | Salon 5–6 | | |
| L'évaluation au service de l'apprentissage : la réussite de chaque élève est possible! | | | Salon 5–6 | |
| Assess to Success—Really! | | | | Salon 5–6 |
| **Mike Mattos** | | | | |
| Collaborative Teams: The Engines That Drive the RTI at Work Process | Hall C | | | |
| Interventions That Work! Making Your Current Site Interventions More Effective | | Hall C | | |
| Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma | | | Hall C | |
| It's About Time: Planning Interventions and Extensions in Secondary School | | | | Hall C |
| **Sarah Schuhl** | | | | |
| Using Data to Guide Collective Responsibility for Student Learning | Salon 2 | | | |
| Ensuring *All* Students Learn Mathematics | | Salon 2 | | |
| Analyzing Student Work to Plan Tier 1 and Tier 2 Responses | | | Salon 2 | |
| Investing Students in the RTI Process | | | | Salon 2 |

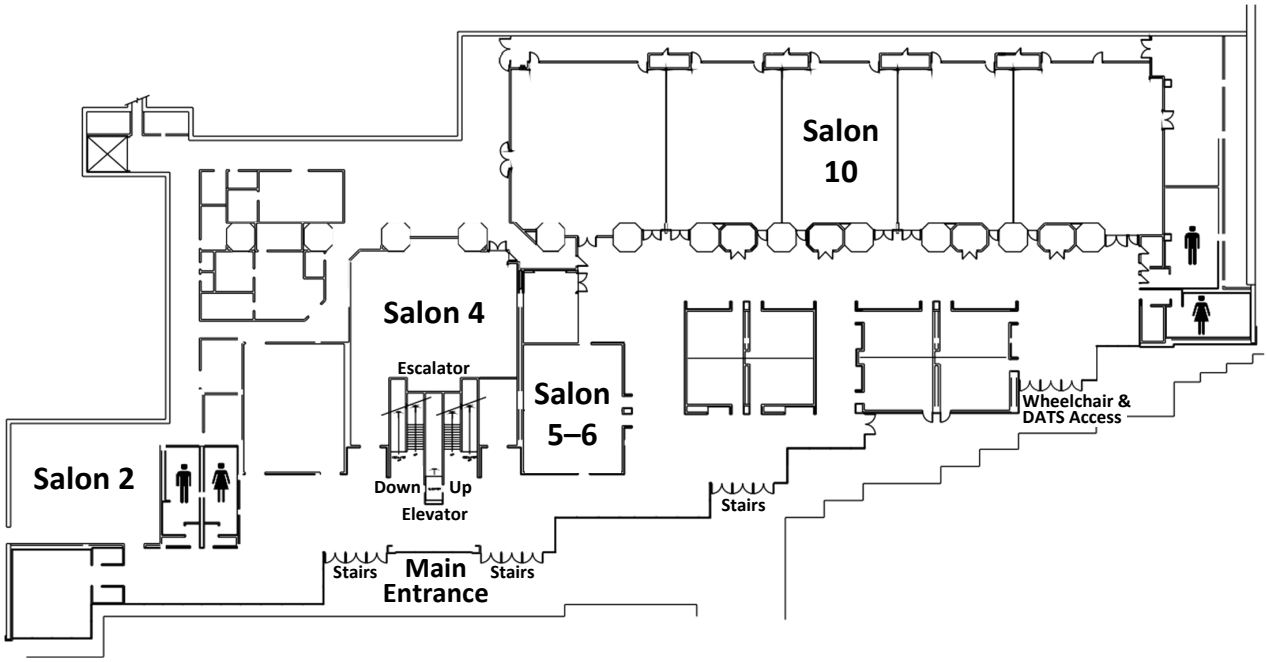
**Agenda is subject to change.**

# Edmonton Convention Centre

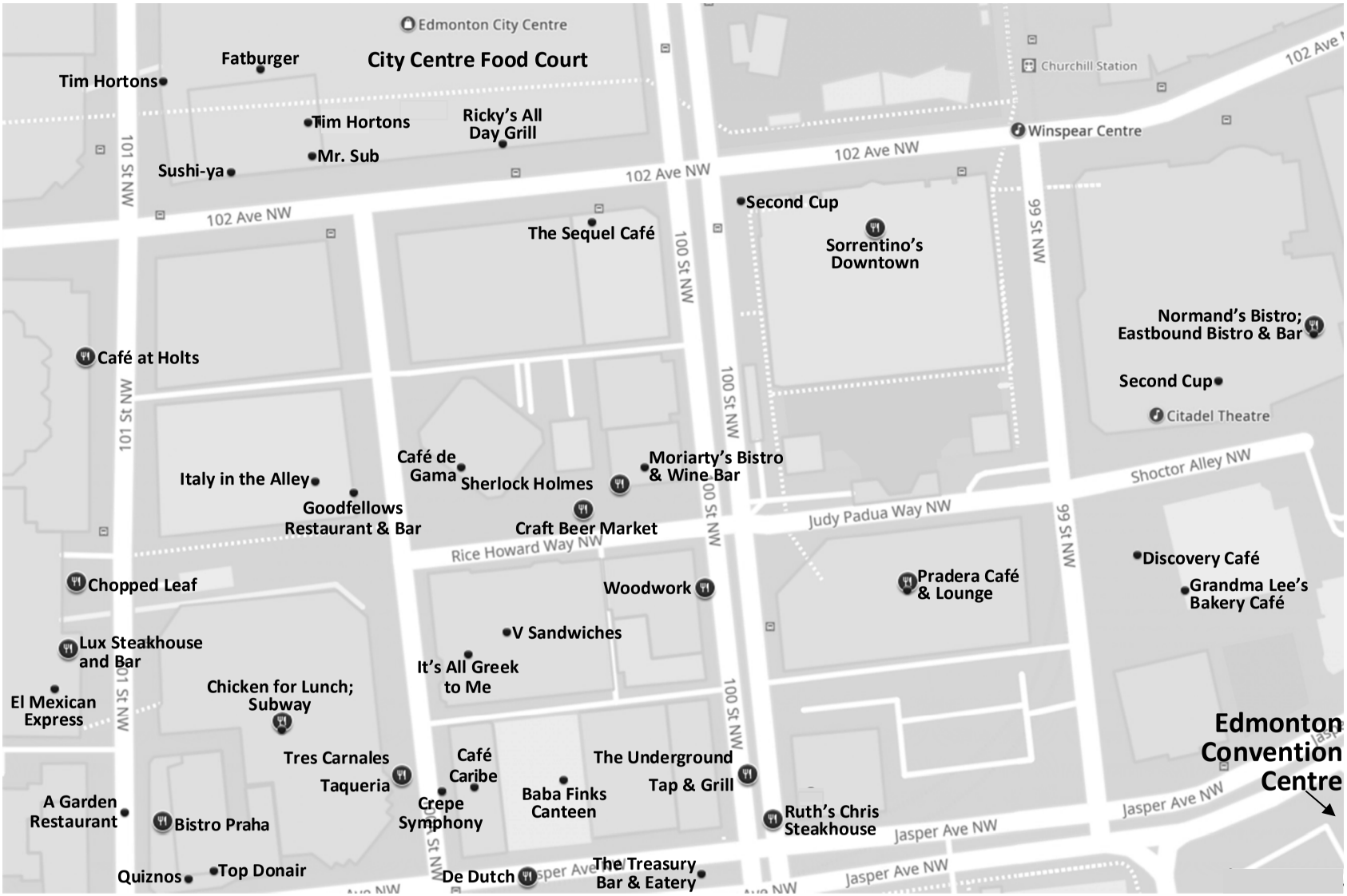
## KEYNOTE ROOM—ASSEMBLY LEVEL




## BREAKOUT ROOMS—MEETING LEVEL



# Edmonton Dining Guide




**Explore Edmonton:** https://bit.ly/2Cs2WzA

# Session Descriptions—Day 1

## Morning Keynote

### Mike Mattos

**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?

Mike Mattos 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.

## 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.

### François Massé

**Préparer la terre : une mission claire, définie et partagée**

La communauté d'apprentissage professionnel doit reposer sur des piliers solides avant de considérer la mise en œuvre de moyens afin d'assurer la réussite de chaque élève. Le personnel d'une école peut relever le défi d'accompagner chaque élève vers la réussite si celui-ci partage des valeurs, une vision et une mission communes. Comment vivre une mission claire et définie? Comment s'assurer que chaque membre du personnel ait des attentes élevées envers ses élèves?

Cet atelier permettra aux participants et participantes :

- de prendre conscience de l'importance de créer une culture saine comme première étape dans la mise œuvre d'une communauté d'apprentissage professionnel;
- de vivre un processus favorisant un dialogue professionnel portant sur une mission, une vision et des engagements à assurer la réussite de chaque élève;
- d'identifier divers moyens pour soutenir une culture saine tout au long de l'année scolaire;
- de contextualiser la démarche en créant une première équipe de leadership qui a pour mandate de soutenir une culture saine au sein de l'école.

# Session Descriptions—Day 1

## 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.

## 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 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.

### 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.

# Session Descriptions—Day 1

## Afternoon 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.

### François Massé

**La Planification de l'amélioration : La Réussite de chaque élève!**

La communauté d'apprentissage professionnel se traduit par l'efficacité des équipes de collaboration à assurer la réussite de chaque élève. Cette session permet aux participants de se familiariser avec une séquence d'enseignement et d'apprentissage permettant aux équipes de collaboration de maximiser les compétences des membres à assurer la réussite de chaque élève. Les participants vivent l'encadrement suggéré pour les équipes de collaboration favorisant les plus hauts niveaux de professionnalisme, de précision et de personnalisation chez le personnel enseignant. Il discutent aussi d'un processus explicite pour l'élaboration d'un objectif SMART interdépendant et de sa puissance à mobiliser toutes les expertises vers l'atteinte d'attentes élevées.

### 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**

Learning mathematics at high levels creates students who can 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 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.

## Morning 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.

### François Massé

**L'Évaluation au service de l'apprentissage: La réussite de chaque élève est possible!**

L'évaluation des élèves, lorsqu'elle est au service de l'apprentissage, est un puissant levier permettant aux élèves de développer l'engagement, la pérsevérance, et l'effort nécessaire pour maitriser des attentes élevées. Durant cette session, les participants discutent des pratiques évaluatives qui renforcent une mentalité fixe auprès des apprenants, ralentissant ainsi l'apprentissage. Comment développer chez les enseignants et les élèves une mentalité perfectible? Cette session explore différentes pratiques évaluatives qui soutiennent le développement des apprenants.

### 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.

# Session Descriptions—Day 2

## 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.

### 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.

# Session Descriptions—Day 2

## François Massé

**Assess to Success—Really!**

The work of collaborative teams is the most promising strategy to ensure success for all students. Decisions concerning assessments made in collaborative teams can have an immediate impact on student success. François Massé outlines how teams come together to plan the learning process and how to identify and use common formative assessments to track student progress during six- to seven-week cycles. These cycles permit collaborative teams to harmonize and calibrate assessments throughout the school to reduce gaps in assessment practices and better scaffold learning.

Participants will:

- Learn strategies for collecting evidence that teaching is impacting student achievement.
- Understand the importance of identifying learning outcomes in a collaborative setting in order to provide effective, descriptive feedback and share the criteria of success with learners.
- Explore the key elements necessary to exercise professional judgement in student assessment.
- Realize that common, teacher-made formative assessments are the gold standard in assessment practices.
- Acknowledge that the high pressure of every student succeeding must be accompanied by strong support from colleagues in collaborative teams.

## 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

### Austin Buffum

**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.

### François Massé

**Putting It All Together: How Districts Can Support the RTI Process in Schools of All Sizes**

Districts play an essential role in accelerating and supporting RTI implementation in their schools. What are the essential conditions districts must consider in facilitating this way of working in each school? François Massé describes the characteristics of high-performing districts of all sizes that lead to successfully implementing the RTI process.

### Mike Mattos

**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 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.

# 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.