

Agenda

Times are in the time zone of the streaming site.

Day 1

8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Redesigning Our Schools for All Students: Embracing the RTI at Work Process</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	
11:30 a.m.–12:30 p.m.	Lunch	
12:30–2:00 p.m.	Keynote —Brian K. Butler <i>A Guaranteed and Viable Curriculum Ensuring Access and Equity: Creating a Laser-Like Focus on What All Students Must Learn</i>	
2:00–2:15 p.m.	Break	
2:15–3:45 p.m.	Breakout Sessions	

Day 2

8:00–9:30 a.m.	Keynote —Nicole M. Dimich <i>Assessment: Powerful Information to Increase Student Learning</i>	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	
11:15 a.m.–12:15 p.m.	Lunch	
12:15–1:45 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	Breakout Sessions	
3:30–4:15 p.m.	Team Time —Presenters are available to aid in your collaborative team discussions.	

Day 3

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>	
	In-Depth Seminar —Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	
	In-Depth Seminar —Nicole M. Dimich <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>	
10:15–10:30 a.m.	Break	
10:30–12:00 p.m.	Keynote —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	

Agenda subject to change.

Breakouts at a Glance

Presenter & Title	Day 1		Day 2	
	10:00–11:30 a.m.	2:15–3:45 p.m.	9:45–11:15 a.m.	2:00–3:30 p.m.
Brian K. Butler				
They Are Not Your Kids or My Kids but Our Kids! A Culture of Collective Responsibility in Elementary Schools	X			
What About Us? Unwrapping Standards, Creating Learning Progressions, and Setting Goals for PreK–2 Teams		X		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier 1 Teacher Team Essential Actions 3 and 4			X	
It’s About Time: Planning Interventions and Extensions in Elementary School				X
Luis F. Cruz				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	X			
If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation		X		
Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?			X	
English Learners and the RTI at Work Process				X

Nicole M. Dimich				
Using Data to Guide Collective Responsibility for Student Learning	X			
Identifying, Mapping, and Assessing Essential Standards in Literacy		X		
Analyzing Work to Plan Tier 1 and Tier 2 Responses			X	
Investing Students in the RTI Process				X
Mike Mattos				
Leading Change: How to Build a Culture of Collective Responsibility	X			
Interventions That Work! Making Your Current Site Interventions More Effective		X		
The Power of One: Creating High-Performing Teams for Singleton Staff			X	
It's About Time: Planning Interventions and Extensions in Secondary School				X

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Keynote Session Descriptions

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.

Brian K. Butler

A Guaranteed and Viable Curriculum Ensuring Access and Equity: 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.

Nicole M. Dimich

Assessment: Powerful Information 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 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.

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.

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.

Breakout Session Descriptions

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.

What About Us? Unwrapping Standards, Creating Learning Progressions, and Setting Goals for PreK–2 Teams

This session is aligned to Chapter 4 in *What About Us? The PLC Process for Grades PreK–2 Teams*. In this session, Brian K. Butler focuses on the link between identifying essential standards and creating assessments. Participants learn about three important steps before creating effective assessment for learning:

1. Breaking the standard down into specific learning targets that clarify for both teachers and students exactly what students are learning
2. Developing learning progressions that clarify the steps toward proficiency
3. Communicating those steps to students by goal setting with them

Administrators, coaches, and teachers are encouraged to attend this session.

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.

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.

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.

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

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* (Solution Tree Press, 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

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.

Nicole M. Dimich

Using Data to Guide a 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 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.

Identifying, Mapping, and Assessing Essential Standards in Literacy

Learning to read, write, and speak at high levels is complex and nuanced. Background knowledge and student experience influence how well students learn to read, write, and speak. The foundation of ensuring all students learn at high levels involves 1) establishing criteria to identify essential standards, 2) developing student-friendly learning targets from standards, 3) identifying tasks or the rigor to determine proficiency, 4) mapping out a timeline for ensuring proficiency, and 5) planning for extension. Participants in this session put these ideas into practice, gain an understanding of the products that automatically flow from this process, and obtain tools to use back at their schools and districts.

Participants in this session can expect to:

- Identify characteristics and use of essential standards in ELA.
- Explore examples of ELA Essential Standards Map.
- Apply the Essential Standards Chart to ELA.
- Identify characteristics of high-quality literacy assessment tasks to use as formative feedback during instruction.

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.

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.

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.

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.

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.

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.

In-Depth Seminar Descriptions

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

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.

Nicole M. Dimich

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?

Nicole Dimich 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.