Agenda
Hot Springs, AR • October 27–29

Tuesday, October 27

Time	Session	Location
6:30–8:00 a.m.	Registration	Plaza Lobby
	Continental Breakfast	Plaza Lobby
8:00–9:45 a.m.	**Keynote**—Luis F. Cruz *Redesigning Our Schools for All Students: Embracing the RTI at Work Process*	Horner Hall Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Keynote**—Mike Mattos *A Guaranteed and Viable Curriculum Ensuring Access and Equity: Creating a Laser-Like Focus on What All Students Must Learn*	Horner Hall Ballroom
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	**Breakout Sessions**	

Wednesday, October 28

Time	Session	Location
7:00–8:00 a.m.	Registration	Plaza Lobby
	Continental Breakfast	Plaza Lobby
8:00–9:30 a.m.	**Keynote**—Paula Maeker [*Materials created by Angie Freese] *Assessment: Powerful Information to Increase Student Learning*	Horner Hall Ballroom
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	**Breakout Sessions**	
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	**Keynote**—Mike Mattos *Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports*	Horner Hall Ballroom
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	**Breakout Sessions**	
4:00–4:45 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	Horner Hall Ballroom

Thursday, October 29

7:00–8:00 a.m.	Continental Breakfast	Plaza Lobby
8:00–10:15 a.m.	**In-Depth Seminar**—Luis F. Cruz, Aaron Hansen, & Mike Mattos *Putting It All Together: Creating a Multitiered System of Supports*	207
	In-Depth Seminar—Paula Maeker *Putting It All Together: Linking Instruction, Assessment, and Interventions*	203
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	**Keynote**—Mike Mattos *Eating the Elephant: Transforming Ideas Into Action*	Horner Hall Ballroom

Agenda subject to change.

Breakouts at a Glance

Presenter & Title	Tuesday, October 27		Wednesday, October 28	
	10:00–11:30 a.m.	**2:45–4:15 p.m.**	**9:45–11:15 a.m.**	**2:30–4:00 p.m.**
Luis F. Cruz				
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Agenda is subject to change.

Session Descriptions—Day 1

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.

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.

Aaron Hansen
Commitment, Persistence, and Reinspiration
Author and educator Mike Schmoker calls it *the press*—the daily avalanche of new initiatives, reports, lesson plans, grading, parent inquiries, emails, and meetings that add to the enormous pressure teachers and leaders face. It is no wonder that educators often feel frustrated and are distracted from what is important. Through stories and structured conversations, Aaron Hansen helps participants reconnect their "why" to their organizational purpose and learn how to help others at their schools do the same. When individual purpose and organizational purpose align, the opportunity is ripe for

revolutionary change. Participants in this session will be reinspired while they develop ways to keep their school community committed, persistent, and motivated to make real and lasting change.

Participants can expect to:
- Learn how to connect each staff member's personal purpose to the organization's vision.
- Help staff establish and sustain commitment and persistence to achieve high levels of learning for all students.
- Become reinspired to make a difference!

Paula Maeker
From Purpose to Practice: Elementary Teams Embracing the Fundamental Assumptions of a Learning-for-All Culture
Janel Keating writes, "If we truly believe that all students can learn at high levels, then what will they see us doing?" To develop a culture that is in relentless pursuit of every child learning at high levels, there must be a collective commitment from all stakeholders built through a shared mission, guiding vision, protected values, and common goals. Paula Maeker debunks the myths that stall a learning-for-all culture and uncovers the truths that maximize learning outcomes for every student we serve by name, strength, and need.

Participants build shared knowledge in:
- Confronting the assumptions of labels that limit expectations
- Developing a plan of action to respond to the needs of all learners
- Reviewing systems and structures that support a learning-for-all culture
- Exploring a variety of tools and templates to help guide the right work
- Reflecting on current stages of team development and identifying best next steps
- Celebrating the efforts and achievements of teams

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.

Mike Mattos
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.

AFTERNOON BREAKOUTS **[2:45–4:15 p.m.]**

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 "co*blab*oration" 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

Aaron Hansen
Empowering Students to Own Their Learning, Intervention, and Enrichment
To reach the levels of rigor demanded of them on high-stakes assessments and life in this era of innovation, students must become owners of their learning. All too often, students passively comply in completing assignments without really *learning* what is intended.

Participants in this session are challenged to rethink their teaching stance to become more learner-centered by embedding RTI concepts into their daily practice—virtually or in classrooms. In doing so, they help kids take ownership of their intervention and enrichment. Participants walk away with strategies they can immediately put into practice to bolster student achievement.

Outcomes from this session include:
- Learning the difference between a delivery-centered and learner-centered stance and how to apply these concepts to improve students' academic and emotional outcomes
- Discovering ways to easily track student progress and thus empower students to make decisions for self-improvement and, ultimately, understand their potential to shape their destiny
- Becoming reinspired!

Paula Maeker
Concentrated Instruction in Literacy
At the center of concentrated instruction is the work of teams clearly articulating what every student must know and be able to do. The process of identifying what students must learn starts with identifying what standards are essential and developing a plan of action to guarantee mastery for every student. Teams that dive deeply into the work of identifying, prioritizing, and dissecting essential learning targets in literacy have a greater understanding of how to ensure all students are learning at high levels and respond immediately and effectively when students are not.

Participants will engage in:
- Identifying the criteria for establishing essential learning targets
- Prioritizing and pacing essential learning outcomes
- Creating "I can" statements, success criteria, and coaching questions to lead students through the learning progression of essential targets
- Examining tools and protocols to support the right work of teams
- Building shared knowledge in designing focused instruction and intervention

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 2

Paula Maeker [*Materials created by Angie Freese]
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. Paula Maeker 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 [9:45–11:15 a.m.]

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*, 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

Aaron Hansen
How to Develop Collaborative Teams for Singletons and Small Schools
Working together just makes sense. However, forming meaningful collaborative teams in small schools or for singleton teachers can be challenging. Participants in this session explore five models for creating meaningful professional learning teams: 1) changing schedules to allow teachers to teach the same subjects, 2) vertical teaming, 3) cross-curricular teaming, 4) supporting roles, and 5) using electronic tools to pair teachers with peers in the same subject area.

Participants discuss common structural barriers that prevent singletons from joining collaborative teams and develop an action plan to incorporate singletons into the collaboration process.

Paula Maeker
It Begins at the End: Utilizing Assessment to Drive Intentional Outcomes for *All* Elementary Learners
Focused and purposeful assessment practices are critical to the learning and teaching process. There are no shortcuts when designing team-created assessments that measure our effectiveness as educators and provide quality feedback opportunities for students to reach mastery. These checks for understanding are ongoing, embedded, and focused on essential learning targets, and they guide collaborative team discussions around celebrations of achievement and opportunities for growth by student name, strength, and need. Utilizing data in a thoughtful and responsive way achieves more than students learning at high levels—it inspires teams to become masters of their craft.

Participants can expect to:
- Examine the purpose of assessments at every stage of learning.
- Understand the types of assessment that inform learning at the elementary level.
- Use protocols and templates to help facilitate design quality and targeted assessments.
- Review the concept of backward design to improve best initial instruction.
- Explore team data protocols to respond to the individual needs of every student.

Mike Mattos
It's About Time: Planning Interventions and Extensions in Elementary School
What does an effective elementary 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.

KEYNOTE [12:45–2:15 p.m.]

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.

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.

Aaron Hansen
Building a Positive Student Culture and Ensuring Systematic Relationships
School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status (Blum & Libbey, 2004). All things related to teaching, leading, and learning are nested in relationships. We all know the importance of students, especially at-risk students, having meaningful and positive relationships with adults. However, schools are rarely systematic about ensuring they exist. Participants find out how to not only foster positive relationships for students, but also how to intentionally create structures, develop student and staff buy-in, and track data to ensure *all* students have someone who advocates for them and ultimately helps them be successful in school and life.

Participants in this session:
- Are reminded, through stories and reflection, about the importance of relationships for student success.
- Learn simple tools to foster staff conversations that lead to a commitment to building relationships.
- Obtain ways to apply these tools to systematically ensure every student feels safe, accepted, and listened to, and has a meaningful relationship with an adult on campus.

Paula Maeker
High Expectations, High Support: Guaranteeing High Levels of Learning for Every Child, Every Day in Elementary Schools
Ensuring every student learns at high levels is not achieved through a checklist of tasks, attending meetings, or filling out paperwork. If schools want to guarantee all students learn at high levels, they must commit to equally high support through essential actions for Tiers 1, 2, and 3. Paula Maeker leads participants in exploring the shift from traditional mindsets in elementary classrooms to the new paradigm of educators working collaboratively to meet the individual and unique needs of every

student they serve. Participants face the challenge of meeting students where they are and creating a pathway for their success head-on.

Participants can expect to:
- Examine the systems and practices of a learning-for-all culture.
- Address the unique needs of learners with tailored instruction and individualized pathways to mastery.
- Review tools that provide scaffolded supports for access to high levels of learning.

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.

Session Descriptions—Day 3

IN-DEPTH SEMINARS **[8:00–10:15 a.m.]**

Luis F. Cruz, Aaron Hanson, & Mike Mattos
Putting It All Together: Creating a Multitiered System of Supports
Participants in this session are guided through the process of creating a multitiered system of intervention, 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.

Paula Maeker
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?

Paula Maeker 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.

KEYNOTE **[10:30–11:30 a.m.]**

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.