Information Sheet – 12/17/19 - Board of Trustees Meeting

TO: Board of Trustees Item: 7.5

FR: Celli Coeville

DATE: December 10, 2019

RE: Out of State Travel for RTI at Work Institute

We would like to send our two Vice Principals to the leading conference on Response to Intervention (RTI) in Louisville, Kentucky.

To further improve our Multi-Tiered System of Supports (MTSS), it is important to have all administrators experience this conference. With a drill-down breakout approach full of hands-on activities and through interactive and highly engaging keynotes, this institute explores how to build an intervention system by looking at the four essential elements of a successful RTI model: collective responsibility, concentrated instruction, convergent assessment, and certain access.

Expanding on the methods detailed in their best-selling books *Pyramid Response to Intervention and Simplifying Response to Intervention*, the presenters include specifics on how to lead the RTI process at the site and district levels. The team will learn how to create a proactive process to identify students who need help, place them in the proper intervention, monitor their progress, revise interventions as needed, and determine when students no longer need additional support. Each presenter matches theory with practice and offers strategies that can immediately increase effectiveness for students and staff.

Conference Dates: May 5-7, 2020

Location: Kentucky International Convention Center

The estimated total district cost is approximately $4,200. We plan to pay with funds from the Low Performing Student Block Grant.

Recommended Action: Approved the RTI at Work Institute registration, travel, and accommodations for our Vice Principals.

Agenda
Louisville, KY • May 5–7

Tuesday, May 5

7:00–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:45 a.m.	**Keynote**—Luis F. Cruz *Redesigning Our Schools for* All *Students: Embracing the RTI at Work Process*	x
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	x
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Keynote**—Brian K. Butler *Concentrated instruction: Creating a Laser-Like Focus on What All Students Must Learn*	x
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	**Breakout Sessions**	x

Wednesday, May 6

7:00–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:30 a.m.	**Keynote**—Nicole Dimich *Convergent Assessment: Gathering Evidence to Increase Student Learning*	x
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	**Breakout Sessions**	x
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*	x
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	**Breakout Sessions**	x
4:00–4:45 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	x

Thursday, May 7

7:00–8:00 a.m.	Continental Breakfast	x
8:00–10:15 a.m.	**In-Depth Seminar—**Brian K. Butler & Jasmine K. Kullar *Putting It All Together: Creating a Multitiered System of Supports—Elementary*	x
	In-Depth Seminar—Mike Mattos & Luis F. Cruz *Putting It All Together: Creating a Multitiered System of Supports—Secondary*	x
	In-Depth Seminar—Nicole Dimich *Putting It All Together: Linking Instruction, Assessment, and Interventions*	x
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	**Keynote**—Mike Mattos *Eating the Elephant: Transforming Ideas Into Action*	x

Agenda subject to change.

Breakouts at a Glance

Presenter & Title	Tuesday, May 5		Wednesday, May 6	
	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	X			
Concentrated Instruction in an Elementary Context		X		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier I 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 Dimich				
Using Data to Guide Collective Responsibility for Student Learning	X			
Literacy Practices to Ensure All Students Learn at High Levels		X		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			X	
Investing Students in the RTI Process				X
Jasmine K. Kullar				
Building Your Building: How to Train Teacher Leaders to Lead	X			
Learning Targets: The Foundation of Great Instruction		X		
Consistency in Grading: A Must-Have for RTI			X	
The Challenges of District RTI Implementation				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

Agenda is subject to change.

Session Descriptions

Brian K. Butler

[KEYNOTE] 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, or semester. When some students fall short, preventions and interventions must follow—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.

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 various 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.

Brian K. Butler

Concentrated Instruction in an Elementary Context

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

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.

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.

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.

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.

Brian K. Butler & Jasmine K. Kullar

[IN-DEPTH SEMINAR] Putting It All Together: Creating a Multitiered System of Supports—Elementary

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

Participants in this session:

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

Luis F. Cruz

[KEYNOTE] 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.

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 "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

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* (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 Dimich

[KEYNOTE] Convergent Assessment: Gathering Evidence to Increase Student Learning

Convergent assessment is a process teams use to analyze student learning and instructional practices so they can collectively respond to the unique needs of each student. Nicole Dimich 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.

Nicole Dimich

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 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.

Literacy Practices to Ensure All Students Learn at High Levels

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 criteria for determining grade-level or course-essential literacy standards.
- Identify characteristics of high-quality literacy assessment tasks to use as formative feedback during instruction.
- Explore how to remediate and intervene when students are struggling to read.

Nicole Dimich

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.

Nicole Dimich

[IN-DEPTH SEMINAR] 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.

Jasmine K. Kullar

Building Your Building: How to Train Teacher Leaders to Lead

For RTI to be successful in your school, teachers must help lead this work. The problem, however, is that not all teacher leaders know how to lead adults. Working with kids is easy compared to working with adults, which can be challenging. So, how do school leaders prepare teacher leaders to guide and support their colleagues? This session explores various strategies to help teacher leaders strengthen their leadership skills so they can ultimately help lead the essential work of teacher teams.

Participants in this session:

- Discuss why teacher leadership is important.
- Examine strategies to build teacher leaders.
- Build a professional learning plan for teacher leaders.

Jasmine K. Kullar

Learning Targets: The Foundation of Great Instruction

Every classroom lesson needs to have a purpose. What is it that the students should learn or be able to do by the end of that lesson? If teachers are crystal clear on what the learning targets are, they are better prepared to select appropriate instructional strategies, assessment methods, and interventions. The impact of clear learning targets on students cannot be overstated. Dr. Robert J. Marzano says students who know what they are supposed to be learning significantly outperform students who do not. So why wouldn't we invest in creating those clear learning targets? This session explores effective versus ineffective learning targets and calls on participants to practice creating effective targets.

Participants in this session:

- Examine effective and ineffective learning targets.
- Explore the process for creating effective targets.
- Work collaboratively to create these targets.

Consistency in Grading: A Must-Have for RTI

Examining grades in RTI is critical. Teachers make many decisions based on the grades they assign to students. Grading is seen as a personal and private practice, but it can't be, as grading impacts student achievement, motivation, and behavior. This session discusses grading practices and why it is necessary to ensure these practices within collaborative teams are consistent, and not personal and private.

Participants in this session:

- Discuss the need for consistency in grading.
- Explore effective grading practices.
- Experience developing an effective grading practice.

The Challenges of District RTI Implementation

Implementing anything at the district level comes with challenges, and RTI implementation is no exception. Participants in this session explore how to effectively lead change from the district office and discuss specifically how this relates to RTI and effective approaches to rolling out RTI processes.

Participants in this session:

- Examine challenges of RTI implementation at the district level.
- Explore change management strategies.
- Discuss effective planning approaches for RTI.

Mike Mattos

[KEYNOTE] 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.

[KEYNOTE] 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.

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.

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.

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*.

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.

Mike Mattos & 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.