INFORMATION SHEET 10/8/2019 TRUSTEES' MEETING

Item: 7.5

To: Jim Bridges, Superintendent

For: Board of Trustees

From: Celli Coeville

Re: Out of State Travel for RTI at Work Institute

We would like to send our Principals, two Instructional Coaches and the Superintendent to the leading conference on Response to Intervention (RTI) in Phoenix, Arizona. Last year the District sent a team of people to this conference who returned with valuable resources and information. 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: November 3 - 6, 2019

Location: Phoenix Convention Center

The estimated total district cost is approximately $13,000. We plan to pay with funds from the Low Performing Student Block Grant.

Recommended Action: Approve the RTI at Work Institute registration, travel, and accommodations for our Administrative and Coaching Team.

Agenda
Phoenix, AZ • November 4–6

Monday, November 4

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Luis F. Cruz *Redesigning Our Schools for* All *Students: Embracing the RTI at Work Process*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakouts**	
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*	
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	**Breakouts**	

Tuesday, November 5

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

Wednesday, November 6

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

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Monday, November 4		Tuesday, November 5	
	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 Practice		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		
Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?			X	
English Learners and the RTI at Work Process				X
Aaron Hansen				
Commitment, Persistence, and Re-Inspiration	X			
Pass the Test? Yes, But There is So Much More!		X		
Owning Their Learning: Students as Partners in Next Generation Rigor			X	
Building a Positive Student Culture and Ensuring Systematic Relationships				X

Mike Mattos				
Leading Cultural 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 Meaningful Teams for Singleton Staff			X	
It's About Time: Planning Interventions and Extensions in Secondary School				X
Sarah Schuhl				
Using Data to Guide a Collective Responsibility for Student Learning	X			
Ensuring *All* Students Learn Mathematics		X		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			X	
Investing Students in the RTI Process				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, 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.

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 each and every student. Elementary-level administrators and teachers learn about a system that is based on creating a schedule that allows for meaningful collaboration, teamwork, and learning for adults and which can easily be implemented in their schools. This system and process 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:

- Learn how a school developed a master schedule that involves all staff.
- Understand the importance of creating meaningful teams and team norms.
- Explore a variety of team meeting structures and purposes that enable teams to focus on: planning instruction, assessing student learning, planning interventions for students who require additional time, and planning extensions for students who have already mastered the content.
- Examine the role of EL and special education teachers in team meetings.

Concentrated Instruction in Practice
The foundation of concentrated instruction provides a clear picture of what we want our students to learn. This process includes establishing criteria for identifying essential standards; developing a team process for determining essential standards; developing student-friendly learning targets from standards; identifying tasks or rigor to determine proficiency; mapping out a timeline for ensuring proficiency; and planning for extension. Participants have an opportunity to put these ideas into practice and gain an understanding of the products that automatically flow from this process as well as tools to facilitate its effective use.

Brian K. Butler shares the process that staff members at Mason Crest Elementary School use to identify essential standards and how this process drives the cycle of instruction, including student goal setting through the 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.

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.

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 at high levels. 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 who wish to be highly effective in schools that function as PLCs at Work.
- Use a data set and protocol for examining assessment information to target interventions and extensions and 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 & Mike Mattos

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

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 his co-authored book with Anthony Muhammad, *Time for Change: 4 Essential Skills for Transformational School and District Leaders*, to provide participants with effective ways of dealing with both 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 how critical aspects of the RTI at Work process may 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.
- Discover that schoolwide and smaller teacher team responsibilities needed to determine critical next steps toward academic success for students learning English as a second language.

Luis F. Cruz & Aaron Hansen

In-Depth Seminar

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.

Aaron Hansen

Commitment, Persistence, and Re-Inspiration

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 the individuals at their schools do the same. When individual purposes and organizational purpose align, the opportunity for revolutionary change is present. Participants will be re-inspired while they develop their own 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 members establish and sustain commitment and persistence to achieve high levels of learning for all students.
- Become re-inspired to make a difference!

Pass the Test? Yes, But There is So Much More!

What do we want kids to *really* learn? The topic of conversation has been preparing kids for the 21st century, but this isn't a job for the future—we're already two decades in! It's time to get serious about defining what skills are essential for success in today's world and tomorrow's future. Participants see how it's doable to teach, assess, monitor progress, and intervene in each of the areas without adding more curriculum.

In this session, participants:

- Define the four categories of learning: 1) content knowledge and basic skills, 2) conceptual understanding, 3) innovation skills, and 4) personal attributes and dispositions.
- Understand how they can use current curriculum to help empower students with unlimited possibilities for future accomplishment.

Owning Their Learning: Students as Partners in Next-Generation Rigor
To reach the levels of rigor being demanded of them on high-stakes assessments and life in the innovation era, students have to become owners of their learning. All too often students sit passively in compliance doing assignments but aren't really *learning* what is intended. Participants are challenged to rethink their teaching stance to become more learner-centered by embedding PLC and RTI concepts into their daily practice. They come away with strategies that they can use in their schools and classrooms tomorrow to empower students to own their learning.

In this session, participants:

- Learn the difference between a delivery-centered stance and learner-centered stance and how to apply these concepts to empowering students.
- Walk away with self-generated strategies for empowering students to reach their true potential.
- Be re-inspired!

Building a Positive Student Culture and Ensuring Systematic Relationships
School connectedness is linked to higher grades, higher test scores, 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 ensuing 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.

In this session, participants:

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

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.

Collaborative Teams: The Engines That Drive the PLC 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.

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.

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.

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

[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. Sarah Schuhl highlights the critical understandings and strategies collaborative teacher teams need to effectively use assessment to improve—not merely measure and record—student results. Creating and analyzing assessment evidence guides the work of teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Convergent assessment points the way to high achievement for all students.

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.

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.

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.

<u>In-Depth Seminar</u>

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.