

Agenda

Winnipeg, Manitoba • April 12–14, 2012

Thursday, April 12

7:00–8:00 a.m.	Registration Continental breakfast	Winnipeg Ballroom Foyer
8:00–9:45 a.m.	Keynote —Mike Mattos <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i>	Winnipeg Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	Titles & locations: pages 3–5 Descriptions: pages 9–16
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Austin G. Buffum <i>Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning</i>	Winnipeg Ballroom
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakouts	Titles & locations: pages 3–5 Descriptions: pages 9–16

Friday, April 13

7:00–8:00 a.m.	Registration Continental breakfast	Winnipeg Ballroom Foyer
8:00–9:30 a.m.	Keynote —Janet Malone <i>Convergent Assessment: Connecting the Dots to Increase Student Learning</i>	Winnipeg Ballroom
9:30–9:45 a.m.	Break	
9:45–11:00 a.m.	Breakouts	Titles & locations: pages 3–5 Descriptions: pages 9–16
11:00 a.m.–12:30 p.m.	Lunch (on your own)	
12:30–2:00 p.m.	Keynote —Chris Weber <i>Certain Access: Meeting Our Moral Responsibility for Every Child</i>	Winnipeg Ballroom
2:00–2:15 p.m.	Break	
2:15–3:30 p.m.	Breakouts	Titles & locations: pages 3–5 Descriptions: pages 9–16
3:30–3:45 p.m.	Break	
3:45–4:30 p.m.	Team time — <i>A time for collaboration with your team. Presenters are available for help in team discussions.</i>	Winnipeg Ballroom

Saturday, April 14

7:00–8:00 a.m.	Continental breakfast	Winnipeg Ballroom Foyer
8:00–9:30 a.m.	Breakouts	Titles & locations: pages 3–5 Descriptions: pages 9–16
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	Keynote —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	Winnipeg Ballroom

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Breakouts at a Glance

Presenter and Title	Thursday, April 12		Friday, April 13		Saturday, April 14
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:00 a.m.	2:15–3:30 p.m.	8:00–9:30 a.m.
Austin G. Buffum					
Shift Happens: From a Focus on Teaching to a Focus on Learning	Winnipeg Ballroom East				
Is the Central Office Central to RTI?		Winnipeg Ballroom East			
Convergent Assessment: Digging Into the Data for Elementary Schools			Winnipeg Ballroom East		
Learning CPR: The Characteristics of Effective Interventions				Winnipeg Ballroom East	
Putting It All Together for Elementary Schools					Winnipeg Ballroom East
Janet Malone					
Are We a Group or a Team?	Lombard Room				
Ready, Aim, Fire! Identifying Learning Targets		Lombard Room			
Convergent Assessment—Just Do It!			Lombard Room		
Partnering With Students on the Learning Journey				Lombard Room	
Conflict: Resource or Roadblock?					Lombard Room
Mike Mattos					
Digging Deeper Into the PRTI Pyramid: Creating the Right Teams	Winnipeg Ballroom Midway/West				
Secondary Concentrated Instruction: Beyond Curricular Chaos		Winnipeg Ballroom Midway/West			
Convergent Assessment: Digging Into the Data for Secondary Schools			Winnipeg Ballroom Midway/West		
We Know What to Do, but <i>When</i> Do We Do It? Making Time for Interventions				Winnipeg Ballroom Midway/West	
Putting It All Together: Examining a Model Secondary RTI Program					Winnipeg Ballroom Midway/West

Breakouts at a Glance



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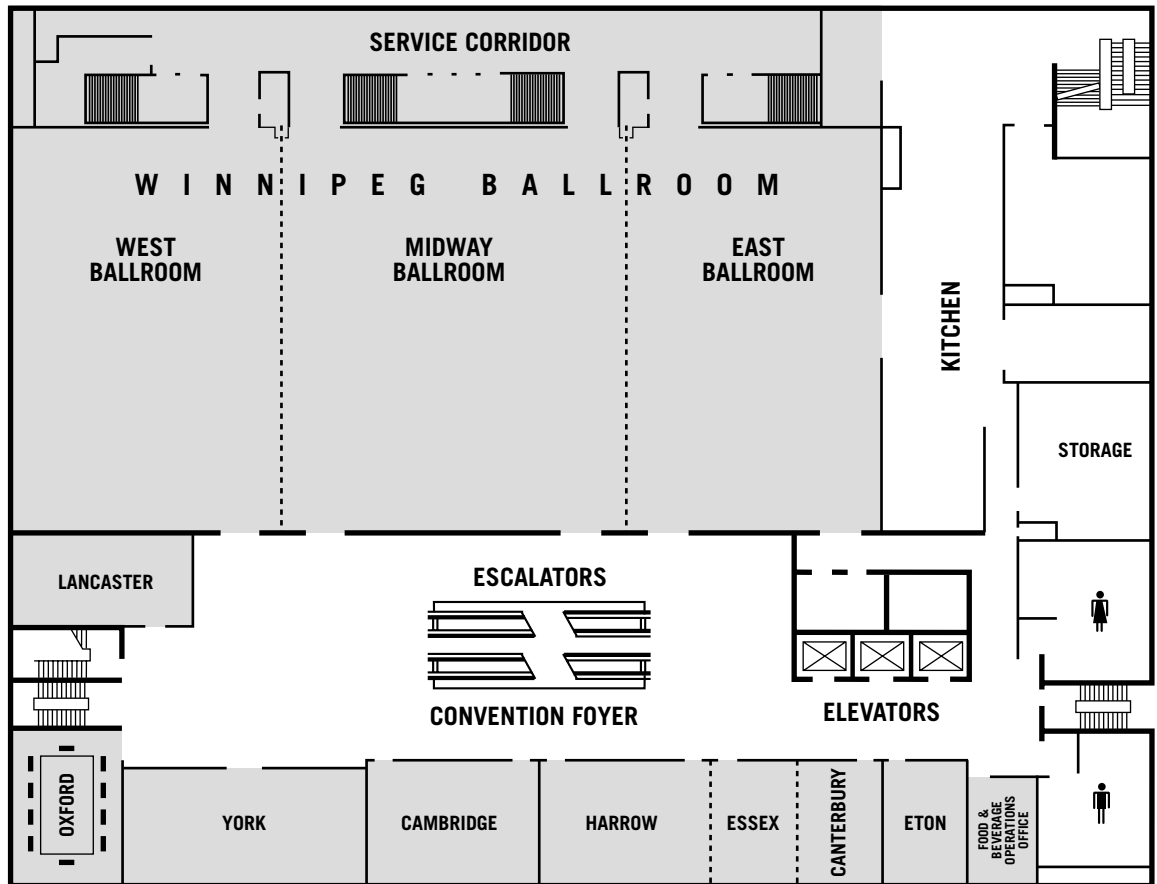
Breakouts at a Glance

Presenter and Title	Thursday, April 12		Friday, April 13		Saturday, April 14
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:00 a.m.	2:15–3:30 p.m.	8:00–9:30 a.m.
Chris Weber					
The What and Why of RTI	Wellington Room				
Behavioral RTI—Tiers 1–3		Wellington Room			
Universal Screening, Progress Monitoring, and Convergent Assessment			Wellington Room		
Each Student Learning: A Case Study				Wellington Room	
Evidence-Based Reading Strategies and Programs					Wellington Room

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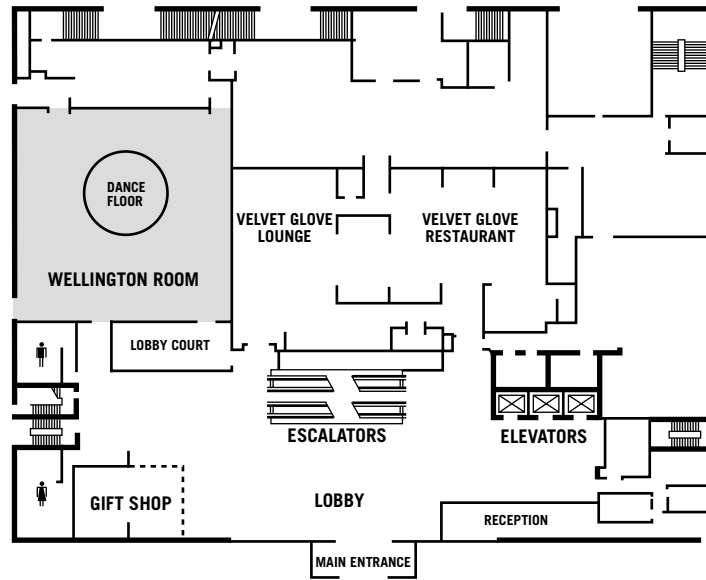
The Fairmont Winnipeg

MEZZANINE LEVEL

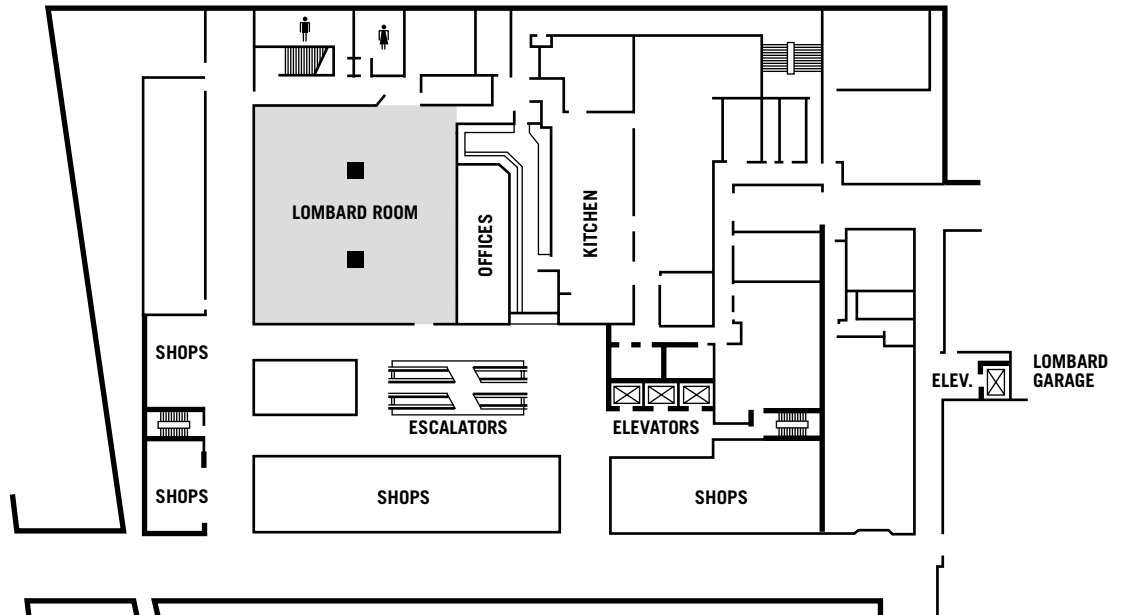


The Fairmont Winnipeg

LOBBY LEVEL



CONCOURSE LEVEL

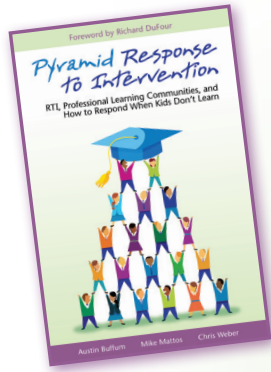


Map

PRTI IWC

Change is never easy

Let us support you when it comes



While one of the many strengths of the PRTI model is its flexibility, it's impossible to anticipate the challenges and obstacles that may derail the implementation process. Bring greater clarity and accountability to your plan by participating in a follow-up interactive web conference (IWC) with one of the authors of *Pyramid Response to Intervention*—

Austin Buffum, Mike Mattos, or Chris Weber.

In half a day, one of the authors will review your progress, answer your questions, and show your team how to navigate around the things that are blocking your path to success.



Austin Buffum



Mike Mattos



Chris Weber

What is interactive web conferencing?

Interactive web conferencing (IWC) sessions offer your school or district an affordable opportunity to receive ongoing support from top experts. All you need is a web camera connected to your PC or Mac, a sound card installed in your computer, and a microphone and speakers connected to your computer—or, a telephone with conference-call capabilities located in the same room as the session. It's an easy way to address your most challenging issues!

What can you do with IWC?

- Save money! There's no travel required with IWC.
- Cultivate a lasting professional development experience on a specific research-based topic.
- Plan an in-depth discussion with the most noted education experts in North America.
- Use as a follow-up to your book study or workshop.
- Invite whoever you want—the only limit to the number of attendees is the space you have available.



Session Descriptions



Austin G. Buffum

Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning

Rather than asking, “How can we make our scores go up?” collaborative teams should ask, “What specifically do students need to master?” and “How can we, as a team, construct a plan for instruction, intervention, and enrichment to accomplish our goal of mastery for every student?”

Dr. Buffum helps teams clarify how to identify the essential knowledge and skills that students must master in order to be successful in school as well as in life.

Shift Happens: From a Focus on Teaching to a Focus on Learning

This session is intended for teachers and administrators who realize the structural change they seek will not be accomplished without first addressing the culture of their schools. Participants are presented with a number of different tools to assess school culture, as well as strategies for using the tools to begin making cultural changes at their schools.

In this session, participants:

- Examine the difference between structural change and cultural change.
- Consider tools to assess the current culture of their schools.
- Acquire strategies and action steps to begin the process of cultural change at their schools.

Is the Central Office Central to RTI?

Why are so many schools and districts struggling to reap the benefits of RTI? Some schools mistakenly view RTI as merely a new way to qualify students for special education— trying a few token regular education interventions before referring struggling students for traditional special education testing and placement. Others implement RTI from a compliance perspective, doing just enough to meet mandates. The RTI efforts of still others are driven by a desire to raise test scores, which too often leads to practices that are counterproductive to the guiding principles of RTI.

This session explores Professor Joan Talbert’s chapter “Professional Learning Communities at the Crossroads: How Systems Hinder or Engender Change” (in Fullan, Hargreaves, & Lieberman, Eds., *Second International Handbook of Educational Change*, 2010). Dr. Buffum then applies these findings to the work of central office administrators attempting to implement PRTI across school districts.

In this session, participants:

- Learn the difference between bureaucratic and professional change strategies.
- Examine their PRTI implementation efforts in light of these change strategies.
- Network with other central office administrators.



= Keynote

Session Descriptions

Austin G. Buffum

Convergent Assessment: Digging Into the Data for Elementary Schools

Once a collaborative team has identified what is essential for all students to master and has built common assessments that tells it “where each student is” relative to each essential skill or learning target, the team needs to practice using these data in a significant way.

This session provides a data set and protocol for examining the data in order to target interventions/enrichment and identify effective teaching strategies. Participants engage in a role-playing activity and should therefore attend with other members of their school or team, if possible.

Participants in this session:

- Practice answering the questions, “How do we respond when students haven’t learned?” and “How do we respond when they already know it?”
- Experience a process for responding to common assessment data sets, for both student and adult learning.
- Gain insights into current assessment practices.

Learning CPR: The Characteristics of Effective Interventions

Learn how to create a highly effective, systematic intervention program and gain practical, proven intervention strategies for elementary or secondary school students. Dr. Buffum shows participants how to create a tiered system of interventions that provides supplemental and intensive support to students when they are not successful. He presents the characteristics of effective interventions and demonstrates models for both elementary and secondary students.

The most significant difference between a traditional school and a PLC is how the site responds when students don’t learn. As Richard DuFour says, “Don’t tell me you believe all kids can learn; tell me what you are doing about the kids who aren’t learning.”

In this session, Dr. Buffum illustrates:

- Characteristics of effective interventions as participants consider the efficacy of their schools’ current intervention programs
- How these characteristics can be embedded in your own school’s response to intervention by examining successful elementary and secondary level models

Putting It All Together for Elementary Schools

This session presents three different models of PRTI for consideration and adaptation. Each model demonstrates how urgent, research-based, directive, timely, targeted, and systematic interventions has resulted in increased student learning without requiring additional staff or funding.

Participants in this session:

- Understand how *push-in* and *pull-out* programs can be effective models for intervention and enrichment.
- Consider ways to adapt some of the features of the demonstrated programs to their own schools.
- Identify strengths and weaknesses in their current intervention models.

Session Descriptions



Janet Malone

Convergent Assessment: Connecting the Dots to Increase Student Learning

To *converge* means to come together. Assessment is the essential component that causes all other components of PRTI—collective responsibility, concentrated instruction, and certain access—to come together and effectively improve student achievement.

This interactive keynote highlights the critical understandings and strategies that collaborative teams need in order to collect targeted student learning information. In turn, teams can use knowledge about specific needs to develop instructional responses to leverage maximum success for each student. The guiding question, “Where are we now?” frames the thinking and processes of powerful convergent assessment.

As a result of this session, participants:

- Understand the role that assessment plays in encouraging high levels of learning for all students.
- Gain insight into the connections among the four C’s of PRTI.
- Learn processes for implementing powerful convergent assessment practices.

Are We a Group or a Team?

Teamwork and collaboration are the foundations on which successful professional learning communities are built. This interactive session highlights the differences between groups and teams, and provides experiences and strategies to help groups become teams. Participants engage in collaborative teamwork and collegial dialogue to assess their current reality and identify next steps. Janet Malone provides tools for building and/or strengthening collaborative teams.

Ready, Aim, Fire! Identifying Learning Targets

Concentrated instruction results from a collaborative analysis of essential standards to identify key learning targets. In this interactive session teams unwrap their essential standards to determine the specific knowledge and skills students will need to master to demonstrate proficiency of the standards.

Janet Malone helps participants understand:

- The types of achievement embedded in standards and learning targets
- A collaborative process for unwrapping essential standards and creating an assessment roadmap for a unit of study
- The relationship between standards, targets, assessments, and instruction to maximize student learning.



= Keynote

Session Descriptions

Janet Malone

Convergent Assessment—Just Do It!

TEAM: Together Everyone Achieves More!

One of the best ways to maximize achievement for students and teachers alike is for teams of teachers to collaboratively develop and examine the results of common assessments. Participants in this session experience the process of developing, analyzing, and responding to common formative and summative assessments. Also, participants are provided opportunities to identify challenges, brainstorm solutions, and share current practices.

Learning outcomes of this session include:

- Identifying key factors to consider when developing and/or selecting common assessments
- Experiencing a process for designing, analyzing, and responding to common assessments
- Gaining insights into current assessment practices

Partnering With Students on the Learning Journey

Students who are engaged in all aspects of their learning journey develop into reflective, independent learners. To support such engagement, teachers can use formative assessment practices, such as providing effective feedback and involving students in self-assessment, record-keeping, and communicating results, to not only promote student motivation but also as a bridge to higher levels of achievement. Participants in this session explore strategies and tools to engage students as partners in monitoring and managing their own learning.

Session participants:

- Understand the power of student involvement in classroom assessments.
- Acquire strategies and tools for involving students as partners in the assessment process.
- Learn and practice the attributes of effective feedback.
- Gain insight into current assessment practices.

Conflict: Resource or Roadblock?

Powerful teams view conflict as an essential resource for continuous improvement. In this session, participants review protocols and participate in collaborative problem solving to gain a deeper understanding of conflict and how to productively manage and use it to strengthen collaborative work.

In this session, participants deepen their understanding of:

- Conflict—its dynamics, dangers, and opportunities
- Strategies and tools for effectively managing conflict
- Personal conflict management style and skills

Session Descriptions



Mike Mattos

Simplifying Response to Intervention: Four Essential Guiding Principles

Many schools struggle to realize the powerful potential of RTI due to misguided thinking that is too focused on paperwork and protocols, too rigid to meet the unique needs of each school, and too narrowly viewed as a new way to qualify kids for special education.

In this session, Mike Mattos shares a new way of thinking about RTI, simplifying the process to four essential elements: collective responsibility, concentrated instruction, convergent assessment, and certain access.



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 bites. In this session, Mike Mattos assists participants in creating practical action steps to implement the four C's of RTI: collective responsibility, concentrated instruction, convergent assessment, and certain access. Participants leave with a doable implementation plan and the inspiration needed to get started.

Digging Deeper Into the PRTI Pyramid: Creating the Right Teams

RTI is a collaborative process in which staff members take collective responsibility for the success of all their students. To achieve this goal, three critical teams drive the RTI process: collaborative teacher teams, a school leadership team, and a school intervention team. This breakout discusses potential team configurations, the responsibilities of each team, and practical ideas for making these teams highly effective.

Participants in this session:

- Review the responsibilities of the three essential RTI teams.
- Learn options for successful team configuration.
- Study multiple ways to create weekly collaboration time.
- Review processes to create team norms and strategies to address norm violations.

Secondary Concentrated Instruction: Beyond Curricular Chaos

After a study of state standards, Robert Marzano declared, “To cover all of this content, you would have to change schooling from K–12 to K–22 ... the sheer number of standards is the biggest impediment to implementing standards.” Due to this curriculum overload, secondary teachers are individually determining what they feel is important for their students to learn, thus creating at most secondary schools a system described as curricular chaos.

In this session, Mike Mattos illustrates:

- Why it is so important to provide secondary students a guaranteed and viable curriculum
- The critical skills needed to prepare students for higher education
- How to align vertical and interdisciplinary curricula



= Keynote

Session Descriptions

Mike Mattos

Convergent Assessment: Digging Into the Data for Secondary Schools

Data is a four-letter word at many secondary schools. Too many secondary schools are creating RTI assessment processes that are too complex, burdensome, and disconnected from school interventions. Participants in this session learn a simple, practical protocol for transforming common assessment data into meaningful information to guide effective interventions.

As a result of this session, participants can expect to:

- Address the question, “How do we respond when students haven’t learned?”
- Experience a process for responding to common assessment data sets for student and adult learning.
- Gain insights into current assessment practices.

We Know What To Do, but *When Do We Do It?* Making Time for Interventions

The greatest obstacle most secondary schools face when implementing RTI is not what to do when students need additional time and support but how to create time during the school day to provide that needed help. The traditional secondary master schedule is often counter-productive to this end.

This breakout explores ways to create intervention time for teachers during day, when students are required to be at school. Participants in this session learn:

- How to create flexible time to regroup, reteach, and enrich students during the school day
- Options for designing a master schedule that provides intervention and elective options for at-risk students
- How to use flexible time to also meet the needs of students who are already proficient

Putting It All Together: Examining a Model Secondary RTI Program

What does a model secondary RTI program look like? This session helps illuminate the big picture while providing proven, practical intervention ideas from Pioneer Middle School, a nationally recognized PLC/RTI school.

Learning outcomes of this session include:

- Reviewing specific examples of secondary Tier 2 and Tier 3 interventions
- Understanding how individual interventions fit together to form a system of support to ensure high levels of learning
- Examining ways to address the needs of intentional non-learners and failed learners

Session Descriptions



Chris Weber

Certain Access: Meeting Our Moral Responsibility for Every Child

How do we guarantee that all children learn at high levels? Chris Weber addresses this vital question and explains the critical role of support professionals in the RTI process, including counselors, psychologists, librarians, and speech therapists.

In this session, participants:

- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Determine the proper intervention(s) for each child.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

The What and Why of RTI

RTI is perhaps the most significant concept and framework to impact education in decades. Where did it come from? Why is it so significant and why is it necessary? What are its essential elements?

Chris Weber helps participants:

- Gain an understanding of the essential elements of RTI.
- Understand the antecedents of RTI.
- Benchmark their school's readiness for RTI.

Behavioral RTI—Tiers 1–3

Concentrated instruction is an essential component of behavioral RTI as well as academic RTI. The research base and historic implementation of behavioral RTI are at least as robust as those related to academic RTI. Based on the tenets of positive behavior interventions and supports (PBIS), behavioral RTI has the potential to positively change the culture, climate, and academic environments of schools.

Participants in this session:

- Review the critical components of Tier 1, 2, and 3 interventions within a behavioral RTI system.
- Examine universal screening tools that help schools make data-driven decisions about students and behaviors that require more attention.
- Discover the value in the initial steps of implementing behavioral RTI.

Universal Screening, Progress Monitoring, and Convergent Assessment

In this breakout session, participants explore practical ways to universally screen and monitor student progress in reading, math, and behavior. Participants also consider inexpensive and efficient tools available to screen and monitor students' work. Additionally, Chris Weber shares methods and tools for further diagnosing student needs.



= Keynote

Session Descriptions

Chris Weber

Each Student Learning: A Case Study

Participants observe a “model” schoolwide intervention team as it problem solves and diagnoses criteria to determine the most appropriate supports for a student. Chris Weber provides templates and invites participants to practice an intervention process with colleagues, using one of their own students as an example, while receiving guided feedback.

Evidence-Based Reading Strategies and Programs

The strategies and programs schools use will never be as important as the intensity and sense of urgency with which they use them. Therefore, it is our responsibility to select the most effective supports. Free or low-cost strategies are available in the area of reading, and cost-free or reasonably priced programs can provide a systematic, explicit, scoped-and-sequenced set of lessons.

Participants in this session:

- Explore evidence-based reading strategies.
- Determine the best, most appropriate programs for students at risk in the area of reading.
- Learn how to monitor the fidelity of intervention implementation.