

RTI At Work - PGHS Guiding Coalition

PG Central Services

January 21/22, 2021 7:45-3:45

1. Welcome
2. Introductions
3. Celebrations
4. Collaborative Learning Norms
 - a. Engage fully.
 - b. Open your mind.
 - c. Collaborate professionally.
 - d. Utilize what you learn.

📝 What is your campus current reality?

📝 What questions do you hope to answer during these two days?

Simplifying Response to Intervention: Four Essential Guiding Questions

Luiz F. Cruz

Many schools struggle to realize the powerful potential of RTI because they focus too much on paperwork and protocols. They think too rigidly to meet the unique needs of each school or view RTI narrowly as a means of qualifying kids for special education

📝 Reflections - individual, team, then chart paper

Break

Creating a Culture of Collective Responsibility: From Believing to Doing

Austin Buffum

Collective responsibility is built on two assumptions: 1) Educators must accept responsibility to ensure high levels of learning for all students, and 2) All students are capable of learning at high levels.

📝 Reflections - individual, team, then chart paper

Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning

Austin Buffum

Rather than asking how to raise scores, collaborative teams should ask what specifically students need to master and how they can construct a plan for instruction, intervention, and enrichment to achieve mastery for every student

 Reflections - individual, team, then chart paper

Lunch 12:00-12:30

United Academic and Behavior Interventions: Solving the Will or Skill Dilemma

Mike Mattos

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.

 Reflections - individual, team, then chart paper

Convergent Assessment: Evidence to Increase Student Learning

Assessment converges collective responsibility, concentrated instruction, and certain access to meet the unique needs of each student. Nicole Dimich Vagle highlights the critical understandings and strategies collaborative teacher teams need to use assessments to improve student results, not merely to measure and record them. Creating and analyzing assessments guides the work of teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific intervention.

 Reflections - individual, team, then chart paper

 End of day reflections

- Looking back at your questions, were any addressed today?

RTI At Work In-District Conference

January 22, 2021 7:45-3:45

Collaborative Learning Norms

- Engage fully.
 - Open your mind.
 - Collaborate professionally.
 - Utilize what you learn.
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Day 1 Reflections

8:15-10:00

It's About Time: Planning Interventions and Extensions in Secondary School

Mike Mattos

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.

 Reflections - individual, team, then chart paper

10:15-12:00

Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports

Mike Mattos and the RTI at Work faculty review essential elements for providing supplemental (Tier 2) and intensive (Tier 3) interventions for academics and behavior systematically, and how teacher teams and support staff can make this work doable.

 Reflections - individual, team, then chart paper

Lunch 12:00-12:30

12:30-2:40

Putting it All Together: Creating a Multitiered System of Supports - Secondary

Mike Mattos and Luis F. Cruz

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.
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2:45-3:30

Eating the Elephant: Transforming Ideas Into Action

Mike Mattos

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.

Closing - [Girl's First Ski Jump](#)