

Table of Contents

Pre-Conference: Strengthening Instruction (Wednesday, April 25)

- Schedule2
- Keynote and Endnote Presenters3
- Complete Schedule and Session Details4

Main Conference (Thursday and Friday, April 26 & 27)

- Schedule6
- General Session Presenters7
- Quick Guide to Concurrent Sessions8
- List of Sessions by Category14
- Complete Schedule and Session Details: Day 1, Thursday18
- Complete Schedule and Session Details: Day 2, Friday33
- Blank Notes Pages44
- Reminders47
- Map of Hilton Conference Rooms48

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Visit our website at: www.oregonrti.org

Join the conversation on Twitter: **#ortii2018**



ORTI Pre-Conference
Strengthening Instruction
April 25, 2018

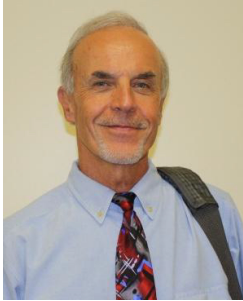
8:00 – 8:30	Arrive and Check-In; Coffee & Tea	
8:30 – 8:45	Welcome and Introductions	Dr. David Putnam Location: Playwrights' Hall
	Keynote Address	
8:45 –10:15	<i>"Collective Efficacy: Creating a School Culture of 'Public Practice' with Actionable Feedback to ALL Teachers"</i>	Dr. Kevin Feldman Location: Playwrights' Hall
10:15 –10:30	Break	
	Morning Break-out Sessions	
	Wilder	Hellman
10:30 –11:45	<i>"Digging Deep into Collective Efficacy: Tools for Coaches, Teacher Leaders and Administrators"</i> Dr. Kevin Feldman	<i>"Talk Less and Show More: Presentations, Public Practice, and Pickles"</i> Dr. Shera Sackey
11:45 – 12:45	Lunch	
	Afternoon Break-Out Sessions	
Location	Wilder	Hellman
12:45 – 2:15	<i>"Voices from the Field"</i> Presenters: Representatives from Ontario and Gaston School Districts Facilitator: Dr. Nicole Kaye	<i>"No Life Vests Necessary! Learn to Swim in All that Data"</i> Jenice Pizzuto
2:15 – 2:30	Break	
	Endnote Address	
2:30 – 3:30	<i>"Master Your Mindset: Master Your Life"</i>	Dr. Shera Sackey Location: Playwrights' Hall

PRE-CONFERENCE GENERAL SESSIONS

STRENGTHENING INSTRUCTION – KEYNOTE ADDRESS:

Collective Efficacy: Creating a School Culture of "Public Practice" With Actionable Feedback for ALL Teachers

Dr. Kevin Feldman



*"Public-practice tied to evidence-based practices **IS** the secret sauce" ~ KF*

Get ready for a treat as Dr. Kevin Feldman, Emeritus Director of Reading and Intervention with the Sonoma County Office of Education (SCOE), gives us a taste of the secret sauce of public practice. Public practice calls on educators to open their doors and collaborate meaningfully with colleagues to improve daily instruction at Tier 1. RTI/MTSS can be the vehicle for this improvement if leaders intentionally create a school culture that ensures every teacher is actively involved in the process of giving and receiving actionable feedback grounded in a shared focus on a limited number of potent, evidence-based practices. Prepare to learn and be inspired!

STRENGTHENING INSTRUCTION – ENDNOTE ADDRESS:

Master Your Mindset, Master your Life

Dr. Shera Sackey



Dr. Shera gives her audiences tools and techniques for fostering increased mastery for engagement, for buy-in, and for effective communication with diverse groups. Your group will walk away more comfortable, knowledgeable, and prepared to work more collaboratively, while respecting differences, navigating conflict, and speaking in a way that informs, influences, and inspires. Combining her years of experience as an award-winning teacher and trainer with an in-depth knowledge of change, leadership, cultural proficiency, and mindset, she will inspire you to increase YOUR organization's efficiency and effectiveness. Dr. Shera is currently a professor of Speech Communication at San Jacinto College in Houston, Texas. She is a former K-12 teacher, district-leader, and Professional Learning Community Implementation Specialist.

Complete Schedule and Session Details

Pre-Conference: Wednesday, April 25, 2018

8:00 – 8:30 PRE-CONFERENCE CHECK-IN Lobby

8:30 – 8:45 WELCOME AND OPENING REMARKS Playwrights Hall
Dr. David Putnam, Director
Oregon Response to Instruction and Intervention

8:45 – 10:15 KEYNOTE ADDRESS Playwrights Hall
“Collective Efficacy: Creating a School Culture of “Public Practice” with Actionable Feedback for ALL Teachers”

Dr. Kevin Feldman

Meaningful large-scale meta-analyses (Hattie, 2009; Marzano & DuFour 2011) have concluded the key to accelerating student achievement is figuring out how to significantly improve typical daily instruction. RTI/MTSS can potentially be the vehicle for this improvement IF leaders grasp the imperative of focusing squarely on improving core or Tier 1 instruction. Improving daily instruction requires leaders to intentionally create a school culture that ensures every teacher is actively involved in the process of giving and receiving actionable feedback grounded in a shared focus on a limited number of potent, evidence-based practices. Simply forming PLCs and other talk-based forums for teacher collaboration are necessary but rarely sufficient to significantly “move the dial” in terms of measurable instructional improvement.

10:30 – 11:45 MORNING CONCURRENT SESSIONS

Talk Less and Show More: Presentations, Public Practice, and Pickles (Room: Hellman)
Dr. Shera Sackey

Come and find out what presentations, public practice, and pickles have in common during this high content, high-energy, interactive presentation that shows you how to use appropriate methods to deliver effective lessons or presentations. As a bonus, participants will also leave with strategies that help with leveraging feedback and managing anxiety when presenting, delivering a lesson, or engaging in high-stakes conversations.

Digging Deep into Collective Efficacy: Tools for Coaches, Teacher Leaders, and Administrators
Kevin Feldman

Giving actionable feedback to teachers is both an art and a science. Join Kevin Feldman as he unlocks the mystery of what goes into making feedback useful, clear, and actionable. Participants will learn the pragmatics and practices of actionable feedback including using protocols and video recording instruction for observation, roleplaying, and reflection in order to build collective teacher efficacy.

11:45 – 12:45

LUNCH

12:45 – 2:15

AFTERNOON CONCURRENT SESSIONS

Voices from the Field

(Room: Wilder)

Tim Larkin, Principal, Gaston School District; Karen Franette, Interventionist, Gaston School District; Melissa Williams, Director of Student Services and Curriculum and Instruction, Ontario School District; Shelby DiFonzo, ORTli Implementation Coach, Ontario School District; Facilitator: Nicole Kaye, ORTli Implementation Coach

Want to know what a strong system of professional learning looks like in the real world? Come learn from two districts that are strong implementers of RTI. These districts are intentional about providing professional learning opportunities for staff and embracing a continuous cycle of improvement. Listen to their journey from exploration (Where do we start?) to implementation in developing a MTSS system (How do we sustain?). Participants will have opportunities to interact with presenters and to engage in a dynamic discussion and Q & A.

No Life Vests Necessary! Learn to Swim in All that Data

(Room: Hellman)

Jenice Pizzuto, ORTli Implementation Coach

Are you...swimming in data yet grabbing for a life vest? It is not unusual for school districts and schools to have data available in many forms only to have the complexity of utilizing the data to drive instructional improvements overwhelm the system and fail to impact outcomes. Atul Gawande states: "Complexity requires group success." This session will focus on using district or school level screening data to identify instructional priorities and professional learning needs for staff to meet those identified areas of need. *Together we are better* and we can create professional learning opportunities that empower our staff to transform their teaching by supporting one another through intentional, focused learning based on demonstrated areas of need for students and adults. Come join me for a session focused on data, adult learning and student success! #learningmattersforall!

2:30 – 3:30

ENDNOTE ADDRESS

Playwrights Hall

"Master Your Mindset: Master Your Life"

Dr. Shera Sackey

How to develop a mindset that leads to taking intentional risks that maximize rewards in professional and personal practice.

Join the conversation on Twitter: #ortii2018

ORTII 2018 Annual Conference

Main Conference Schedule

Wednesday, April 25th

6:00 - 8:00 PM	Early Bird Check-In and Packet Pickup - Lobby
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Thursday, April 26th

Time	Session
7:00 - 8:00	Day 1 Check-In
8:00 - 8:15	Welcome and Opening Remarks: David Putnam - Playwrights Hall
8:15 - 9:15	Keynote: Kevin Feldman - Playwrights Hall
9:15 - 9:30	Transition
9:30 - 10:45	Concurrent Session #1
10:45 - 11:00	Transition
11:00 - 12:15	Concurrent Session #2
12:15 - 1:15	Lunch
1:15 - 2:30	Concurrent Session #3
2:30 - 2:45	Transition
2:45 - 4:00	Concurrent Session #4
4:00 - 5:30	ALL Conference Reception - Lobby

Friday, April 27th

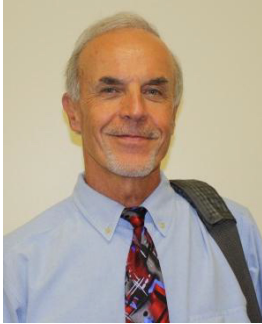
Time	Session
7:30 - 8:00	Day 2 Check-In
8:00 - 8:30	Celebrating Our Collective Success! - Playwrights Hall
8:30 - 8:45	Welcome from Colt Gill, Oregon Deputy Superintendent of Instruction
8:45 - 9:00	Transition
9:00 - 10:15	Concurrent Session #5
10:15 - 10:30	Transition
10:30 - 11:45	Concurrent Session #6
11:45 - 12:45	Lunch
12:45 - 2:00	Concurrent Session #7
2:00 - 2:15	Transition
2:15 - 3:15	End Note: Anita Archer - Playwrights Hall

Join the conversation on Twitter: #ortii2018

KEYNOTE ADDRESS:

Ensuring Your School Becomes a “No-Chill Zone”: Literate Student Engagement in EVERY Classroom, EVERY Lesson, EVERY Day!

Dr. Kevin Feldman



Dr. Kevin Feldman is the Emeritus Director of Reading and Intervention with the Sonoma County Office of Education (SCOE) and an independent educational consultant working with publishers, schools, and districts across the country and in Asia. Dr. Feldman serves as lead consultant to a number of RTI/CCSS Instructional improvement related projects around the country supporting a rigorous effort to improve content area literacy or Tier 1 instruction in grades K-12.

ENDNOTE ADDRESS:

Equality and Equity for All: Reflections on our Mission

Anita Archer, Ph.D.



Anita L. Archer is an educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction. Over the course of her 40-year career, Dr. Archer has taught elementary and middle school students and has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally recognized for her professional development activities, having presented workshops and seminars in every state. Dr. Archer is coauthor, with Dr. Mary Gleason, of numerous curriculum materials addressing reading, writing, and study skills. She is the recipient of ten awards honoring her excellence in teaching and her contributions to the

field of education.

FRIDAY WELCOME:

Oregon Deputy Superintendent of Public Instruction

Colt Gill



Colt Gill was appointed by Governor Brown as Deputy Superintendent of Public Instruction, and confirmed by the Senate on February 12, 2018. He served previously as Oregon's first Education Innovation Officer. In this position, he focused on improving graduation outcomes by working with local communities, school districts, researchers, students, and other stakeholders to identify effective practices across the P-20 continuum and make recommendations to the Governor, state agencies, and the Legislature regarding policies, budget priorities and supports needed to increase the number of students who graduate prepared for their next steps in the work place or college. He has been an Oregon educator since 1989. He is an adjunct professor at the University of Oregon and has served on a number of

boards and commissions for the both the State of Oregon and various education and children's health and wellness institutions.

Quick Guide to Concurrent Sessions

Thursday, April 26th

8:00 - 8:15 Welcome and Opening Remarks

Playwrights Hall

8:15 - 9:15 Keynote Address:

Playwrights Hall

Ensuring Your School Becomes a “No-Chill Zone”:

Literate Student Engagement in EVERY Classroom, EVERY Lesson, EVERY Day!

Dr. Kevin Feldman

Session 1: Thursday, 9:30 – 10:45

Increasing Student Engagement Through Opportunities to Respond <i>Dean Richards, ORTI Implementation Coach</i>	Hellman
Analysis Paralysis: How to Select an Intervention in a World Where Everything is Evidence-Based <i>Sarah Arden, Senior Researcher, American Institutes for Research and Erica Lembke, Professor, University of Missouri</i>	Williams
Interactive Read Alouds <i>Julie Walker, EBISS Coordinator, and Jenn Montoya & Lindsley Gehrig, Instructional Coaches, Bend-La Pine School District</i>	O'Neill
Data Based Decision Making in the Age of Unreason <i>Jon Potter, ORTI Implementation Coach</i>	Vista
Building a Strong RTI Culture: Leadership that Improves Student Learning through Effective Collaboration and Data-Based Decision Making <i>Steven Carney, Principal, Woodland Public Schools, Woodland, Washington</i>	Sousa
Meeting Oregon's Dyslexia Requirements Through an RtI Model <i>Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education and Shelby DiFonso, ORTI Implementation Coach</i>	Bloch
Improving Number Sense in Struggling 3rd-5th Graders <i>Jen Hunt, Elementary Math Consultant, SMC Consulting</i>	Joplin/Seeger
Lose the Rules Approach to Reading Big Words <i>Nick Goodman, Implementation Specialist, Really Great Reading Company</i>	Studio B/C
Effective Behavior Support: Tier 1 <i>Colleen Thompson, EBS Tier I Coach: Grades K-1, Sari Hedges, EBS Tier I Coach: Grades 2-3, and Sheri LeDrew, EBIS Tier 1 Coach, Grades 4-5, Tigard Tualatin School District</i>	Ferber
RTI “Strategy”: Strategically Planning to Implement RTI <i>Lisa Bates and Jenice Pizzuto, ORTI Implementation Coaches</i>	Wilder
Colorado's Multi-Tiered System of Supports <i>Scott Ross, Director, Office of Learning Supports and Jason Harlacher, MTSS Specialist Colorado Department of Education</i>	Hansberry
Problems of Practice: A Collaborative Conversation for Teachers, Para-Professionals, and Administrators Supporting MTSS in Schools. <i>Jennifer Stackhouse, Intervention Coordinator K-8, Gresham-Barlow School District and Richelle Wuethrich, Reading Specialist, East Gresham Elementary, and Michele Cook, Principal, Powell Valley Elementary School</i>	Directors
Open space for team collaboration (not facilitated)	Board
Open space for team collaboration (not facilitated)	Studio A

Session 2: Thursday, 11:00 – 12:15

Coordinated Literacy Through Comprehension <i>Dean Richards, ORTli Implementation Coach</i>	Hellman
Collective Efficacy: Creating a School Culture of “Public Practice” with Actionable Feedback for ALL Teachers. <i>Kevin Feldman</i>	Williams
Instructional Coaching <i>Julie Walker, EBISS Coordinator, and Jenn Montoya & Lindsley Gehrig, Instructional Coaches, Bend-La Pine School District</i>	O’Neill
Building Complex Multi-Tiered Systems: Implementing Data-Based Individualization and Intensive Interventions in Mathematics <i>Sarah Arden, Senior Research Scientist, American Institutes for Research and William Rasplca, Executive Director of Student Supports and Kelly DeMarco Glick, School Psychologist, Franklin Pierce School District</i>	Vista
Bending the Arc of Achievement! Evidence-Based Practices for Closing the Achievement Gap <i>Jenice Pizzuto, ORTli Implementation Coach and David Putnam, Director ORTli</i>	Sousa
Implementing Intensive Intervention: Integrating Behavior and Academics through Data-Based Individualization <i>Chris Riley-Tillman, Professor and Department Chair, University of Missouri and Sarah Benz, Research Intern, American Institutes for Research</i>	Bloch
Arti-Facts and Derived Facts: Increasing Multiplication Fact Fluency using Research-Driven Methods <i>Jen Hunt, Elementary Math Consultant, SMC Consulting</i>	Joplin/Seeger
"Hair on Fire?" The Shift to Capacity-Building for Behavior <i>Joyce Woods, Director of Student Services and Laura Batchelor, Associate Director of Student Services, Tigard Tualatin School District</i>	Studio B/C
Bringing the Process of Evaluating Core Screening Data to Life through Core Review Meetings! <i>Shelby DiFonzo, ORTli Implementation Coach</i>	Ferber
PBIS 101: Overview of Tier I School-Wide Foundations <i>Teri Lewis, PBIS Implementation Coordinator, Michelle Massar, PBIS Coach, and Charisse Elliott, PBIS Coach, Salem-Keizer Public Schools</i>	Wilder
Bullying Prevention within an MTSS Framework <i>Scott Ross, Director, Office of Learning Supports, Colorado Department of Education</i>	Hansberry
Building Infrastructure for SLD Decision Making <i>Lisa Bates and Sally Helton, ORTli Implementation Coaches</i>	Directors
Open collaboration space for teams (not facilitated)	Board
Leveraging the Power of a Growth Mindset in an Elementary Classroom <i>Sarah Vannice, 2nd Grade Teacher, Lake Oswego School District</i>	Studio A

12:15 – 1:15 LUNCH

Session 3: Thursday, 1:15 – 2:30

Math RTI: All Students Can Succeed in Math <i>Dean Richards, ORTli Implementation Coach</i>	Hellman
Academic Literacy Across the Grades and Content Areas K-8 <i>Kevin Feldman</i>	Williams
Building and Maintaining a Healthy School Culture <i>Jon Potter ORTli</i>	O’Neill
20% Intervention Review Meeting Process and Practices: Lessons Learned Through Implementation <i>Brad Thorud, Principal, Sarah Thorud, Title 1 Teacher, and Dawn Warren, Amber Crawford, & Amber-Dawn Ingwersen, Teachers, Clatskanie Elementary School</i>	Vista

Session 3: Thursday, 1:15 – 2:30 (Continued)

Are You Hitting the Mark? Seven Key Elements for Effective Professional Learning <i>Nicole Kaye and Jenice Pizzuto, ORTLi Implementation Coaches</i>	Sousa
Enhancing Your Core Reading Program Instruction (Grades K-2) <i>Carol Dissen, Literacy Projects Coordinator, Center on Teaching and Learning, University of Oregon</i>	Bloch
District Level Data Review: An Effective Way to Improve Student Outcomes <i>Lisa Bates and Sally Helton, ORTLi Implementation Coaches</i>	Joplin/Seeger
CREATING A WELCOMING SCHOOL FOR EVERY STUDENT (Part 1) Social Perspective Taking and Empathy: Setting the Stage for Caring Learning Environments <i>Vicki Nishioka, Senior Advisor – School Climate and Discipline, Education Northwest and John Lenssen, Instructor/Consultant</i>	Studio B/C
If We Build It, We Will Use It, and We Will Improve Outcomes: Using Implementation Science Research in Real World Practice. <i>Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network & Western Implementation Society for Practice & Research (WISPR), Amanda Waldroup, State Transformation Specialist, Kentucky Department of Education, and Lillian Groff, Behavior Specialist, 4J School District & WISPR</i>	Ferber
Oregon RTIi: A Framework for Delivering on the Promise of Reaching and Teaching ALL Students <i>David Putnam, Director ORTLi</i>	Wilder
Advanced Topics in Tier 2 Check-In Check-Out Implementation: Fading and Intensifying Support <i>Billie Jo Rodriguez, School Psychologist/PBIS Coach, Springfield Public Schools</i>	Hansberry
Using i-Ready to Effectively Implement Math RTI <i>Jandy Eskew, Math Coach, South Baker Intermediate School</i>	Directors
Facilitated Team Time: Scheduling <i>Shelby DiFonzo, ORTLi Implementation Coach</i>	Board/Studio A

Session 4: Thursday, 2:45 – 4:00

Collective Teacher Efficacy <i>Dean Richards, ORTLi Implementation Coach and Julie Walker, EBISS Coordinator, Bend-La Pine School District</i>	Hellman
A Conversation with Dr. Kevin Feldman <i>Kevin Feldman,</i>	Williams
Individual Problem Solving (IPS) for Students with Intensive Needs <i>Elise Hall, Title 1/ELA Administrator, David Douglas School District and Jon Potter, ORTLi Implementation Coach</i>	O'Neill
Diagnosing Decoding Issues in Students of All Ages <i>Nick Goodman, Implementation Specialist, Really Great Reading Company</i>	Vista
The Big Three: Course Performance, Behavior, and Attendance (High School Early Warning Systems) <i>Ken Martinez, Instructional Coach, Ontario School District</i>	Sousa
Math + Fluency = Fun! <i>Molly Smith, Principal, North Powder School District</i>	Bloch
Gleeful Learning 2.0: The Intersection of Technology and Hattie's Work on Student Achievement <i>Jennifer Scypinski, Instructional Support TOSA, Technology & Sonia Lulay, Instructional Technology Coach, Tigard Tualatin School District</i>	Joplin/Seeger
CREATING A WELCOMING SCHOOL FOR EVERY STUDENT (Part 2) Practicing Social Perspective Taking and Empathy: Strategies to Take Home and Use <i>Vicki Nishioka, Senior Advisor – School Climate and Discipline, Education Northwest and John Lenssen, Instructor/Consultant</i>	Studio B/C

Session 4: Thursday, 2:45 – 4:00 (Continued)

Core Review Meetings in Action <i>Katie Barrett, Principal and Rickie Woolley, Reading Specialist, Sacramento Elementary, Parkrose School District</i>	Ferber
Advanced Tiers PBIS: Supporting Students with Challenging Behavior <i>Teri Lewis, PBIS Implementation Coordinator, Michelle Massar, PBIS Coach, and Charisse Elliott, PBIS Coach, Salem-Keizer Public Schools</i>	Wilder
Addressing Tier III Behaviors at the Elementary School Level: Tigard-Tualatin School District Model in Action <i>Bobbie Brown, Leslie Van Kleek, and Dylan Tanner, Tier 3 Partners, Tigard Tualatin School District</i>	Hansberry
Explore ORISS: The Oregon Integrated System of Supports, Oregon's Multi-Tiered System of Support Framework <i>Sarah Soltz, Coherent Strategies Specialist, Oregon Department of Education and Mariana Praschnik-Enriquez, Education Specialist, Oregon Department of Education</i>	Directors
Facilitated Team Time <i>Nicole Kaye, ORTI Implementation Coach</i>	Board/Studio A

Thursday, 4:00 – 5:30

ALL Conference Reception: Join us for food, fun, & 'freshments!	Lobby
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Friday, April 27th**8:00 – 8:30 Celebrating Our Collective Success****Playwrights Hall****8:30 – 8:45 Welcome from Colt Gill, Oregon Deputy Superintendent of Instruction****Session 5: Friday, 9:00 – 10:15**

Multi-Tiered Systems of Support for Middle Schools: It's Never too Late to Close the Gap <i>Dean Richards, ORTI Implementation Coach</i>	Hellman
Learning Intentions and Success Criteria: Opening a Path to Learning <i>Anita Archer</i>	Williams/ O'Neill
The Five Evidence-Based Principles of Classroom Management <i>Jason Harlacher, MTSS Specialist, Colorado Department of Education</i>	Vista
Building and Sustaining Long-Term School Improvement: Systemic Change Requires Systematic Thinking <i>Scott Drue, Principal and Alfonso Giardiello, Assistant Principal, Aloha-Huber Park K-8 School, Beaverton School District</i>	Sousa
Characteristics of English Learners' Writing in Grades 1-3: Understanding Language Influenced Errors <i>Sylvia Linan Thompson, Associate Professor, University of Oregon</i>	Bloch
Using RTI to Determine SLD Eligibility, Part 1: Background and Overview <i>Jon Potter, ORTI Implementation Coach</i>	Joplin/Seeger
Improving Comprehension with Structured Student Talk within an Explicit Summarization Routine, Part 1 <i>Dan Busch, Principal, Mandy Apple, Math Teacher, Aaron Bech, Spanish Teacher, Sarah Foltz, Science Teacher, Jill Flores, Language Arts Teacher, Susan Morgan, Instructional Coordinator, Matt Kingsley, Reading Teacher, and Caitlin Ponzetti, Instructional Technology TOSA, Fowler Middle School, Tigard Tualatin School District</i>	Studio B/C
Understanding and Supporting Students with Challenging Behavior: Building Capacity in Teachers and Schools <i>Chris Borgmeier, Professor, Portland State University</i>	Ferber

Session 5: Friday, 9:00 – 10:15 (Continued)	
Growing Math Knowledge for Teaching <i>Cary Cermak-Rudolf, Instructional Support Specialist, Roseburg Public Schools</i>	Wilder
Leadership Matters in Improving Core Instruction, Supporting Effective Instruction, and Core Review (100%) Meetings <i>Jenice Pizzuto, ORTli Implementation Coach</i>	Hansberry
Taking Your Core Review Meetings to the Next Level <i>Shelby DiFonzo, ORTli Implementation Coach</i>	Studio A
Facilitated Team Time <i>Nicole Kaye, ORTli Implementation Coach</i>	Board

Session 6: Friday, 10:30 – 11:45

Raising Rigor through Depth of Knowledge <i>Dean Richards, ORTli Implementation Coach</i>	Hellman
Reading Foundations: Preparing Students to be Accurate, Fluent Readers <i>Anita Archer</i>	Williams/ O'Neill
Facilitated Team Time <i>Shelby DiFonzo, ORTli Implementation Coach</i>	Vista
Influencing Change Through the Power of Leadership <i>Christine Russell, Behavior Consultant, and Chelsea Boyd, Literacy Consultant, Genessee Intermediate School District, Michigan</i>	Sousa
Improving Language and Literacy Outcomes for English Learners in Elementary and Middle School <i>Erin Chaparro, Research Assistant Professor, University of Oregon</i>	Bloch
Using RTI to Determine Specific Learning Disability Eligibility, Part 2: Answering Key Questions <i>Nicole Kaye and Sally Helton, ORTli Implementation Coaches</i>	Joplin/Seeger
Improving Comprehension with Structured Student Talk within an Explicit Summarization Routine, Part 2 <i>Dan Busch, Principal, Mandy Apple, Math Teacher, Aaron Bech, Spanish Teacher, Sarah Foltz, Science Teacher, Jill Flores, Language Arts Teacher, Susan Morgan, Instructional Coordinator, Matt Kingsley, Reading Teacher, and Caitlin Ponzetti, Instructional Technology TOSA, Fowler Middle School, Tigard Tualatin School District</i>	Studio B/C
From Classroom Interactions to Disproportionate Outcomes: Addressing Inequity through SW-PBIS <i>Chris Borgmeier, Professor, Portland State University</i>	Ferber
Disproportionality in School Discipline: How Do We Measure It and What Can We Do? <i>Bert Eliason, Research Associate, University of Oregon</i>	Wilder
Improving Students Academic Vocabulary and Language Use <i>Amanda Sanford, Associate Professor, and Julie Esparza Brown, Associate Professor, Portland State University and Jordan Mills Teacher on Special Assignment, Jessica Swindle Title 1 Reading Specialist, and Todd Farris, Principal, Metzger Elementary School, Tigard Tualatin School District</i>	Hansberry
Open space for team collaboration (not facilitated)	Board
Open space for team collaboration (not facilitated)	Studio A

Session 7: Friday, 12:45 – 2:00

English Learners and Dyslexia: Effective Screening Practices for Beginning Readers and Beyond <i>Sylvia Linan Thompson, Associate Professor, University of Oregon</i>	Hellman
Sailing Toward Sustainability by Integrating Academic and Behavior Support Systems <i>Kent McIntosh, Professor, University of Oregon</i>	Williams/ O'Neill
Facilitated Team Time <i>Sally Helton, ORTli Implementation Coach</i>	Vista

Session 7: Friday, 12:45 – 2:00 (Continued)	
Differentiating Early Math Instruction through Technology <i>Ben Clarke, Associate Professor, Mari Strand Cary, Research Associate, Lina Shanley, Research Associate, Kathy Jungjohann, Research Associate, Teresa Schantin. Research Assistant, Nancy Nelson, Research Associate, and Hank Fien, Associate Professor, University of Oregon, Chris Doabler, Assistant Professor, University of Texas at Austin</i>	Sousa
Leveraging Measure's focus on 9th Grade On Track: Supporting the Transition to High School through a Strengths-based and System-wide Improvement Process <i>Laura Kanter Fellows, Regional 9th Grade Success Coach and Kimberley Ednie, Professional Learning Specialist, NW Regional Education Service District</i>	Bloch
A System of Care for Students with Severe Behavior need: The Importance of High-Quality Instruction as a Foundation <i>Jacob Williams, Senior Advisor, Education Northwest</i>	Joplin/Seeger
Develop Number Sense and Math Vocabulary through Number Talks <i>Jane Osborne, K-12 Math Coach, Hood River County School District</i>	Studio B/C
Data Collection for Instructional Improvement <i>Brad Thorud, Principal, Clatskanie Elementary School</i>	Ferber
PBIS Assessment: Using Survey Tools to Guide Implementation Fidelity <i>Bert Eliason, Research Associate, University of Oregon</i>	Wilder
Is Your Intervention System Working? <i>Lisa Bates and Nicole Kaye, ORTII Implementation Coach</i>	Hansberry
Successes, Challenges, and Lessons Learned: Implementing RTI and Gaining Traction in Equity for ALL <i>Kelly Welch, Gladstone School District, Oregon</i>	Directors
Building a Strong Foundation: Accelerating and Intervening to Make the Most of Every Moment During the Kindergarten Year <i>Jessica Swindle and Nicole Smith, Literacy Specialists and Title 1 Coordinators, Jordan Mills, Assistant Principal TOSA, and Joyce Haner, Reading Specialist, Tigard Tualatin School District</i>	Board
The Onus for Improved Outcomes is on the System: Using Non-Evaluative Fidelity Data to Strengthen Systems of Support for Teachers and School Staff <i>Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network (NIRN) & Western Implementation Society for Practice & Research (WISPR), Amanda Waldroup, State Transformation Specialist, Kentucky Department of Education, and Lillian Groff, Behavior Specialist, 4J School District & WISPR</i>	Studio A

2:15 – 3:15 Endnote Address, Anita Archer, Ph.D.:

Equality and Equity for All: Reflections on our Mission

Playwrights Hall



Join the conversation on Twitter: #ortii2018

2018 Annual Conference Sessions by Category

Culture and Equity
Successes, Challenges, and Lessons Learned: Implementing RTI and Gaining Traction in Equity for <i>ALL</i>
CREATING A WELCOMING SCHOOL FOR EVERY STUDENT (Parts 1 and 2)
Social Perspective Taking and Empathy: Setting the Stage for Caring Learning Environments
Building and Sustaining Long-Term School Improvement: Systemic Change Requires Systematic Thinking
From Classroom Interactions to Disproportionate Outcomes: Addressing Inequity through SW-PBIS
Bending the Arc of Achievement! Evidence-Based Practices for Closing the Achievement Gap
Building and Maintaining a Healthy School Culture
Building a Strong RTI Culture: Leadership that Improves Student Learning through Effective Collaboration and Data-Based Decision Making
Disproportionality in School Discipline: How Do We Measure It and What Can We Do?
Leveraging the Power of a Growth Mindset in an Elementary Classroom
Collective Teacher Efficacy

Leadership
Successes, Challenges, and Lessons Learned: Implementing RTI and Gaining Traction in Equity for <i>ALL</i>
“Hair on Fire?” The Shift to Capacity-Building for Behavior
Data Collection for Instructional Improvement
Building and Sustaining Long-Term School Improvement: Systemic Change Requires Systematic Thinking
Collective Efficacy: Creating a School Culture of “Public Practice” with Actionable Feedback for ALL Teachers
If We Build It, We Will Use It, and We Will Improve Outcomes: Using Implementation Science Research in Real World Practice.
Building a Strong RTI Culture: Leadership that Improves Student Learning through Effective Collaboration and Data-Based Decision Making
RTI “Strategy”: Strategically Planning to Implement RTI
Influencing Change Through the Power of Leadership
Collective Teacher Efficacy
Leadership Matters in Improving Core Instruction, Supporting Implementation of Effective Instruction and Core Review (100%) Meetings

Professional Learning (Supporting, organizing and leading professional learning in a school or district)
Are You Hitting the Mark? Seven Key Elements for Effective Professional Learning
The Onus for Improved Outcomes is on the System: Using Non-Evaluative Fidelity Data to Strengthen Systems of Support for Teachers and School Staff
Instructional Coaching
Leadership Matters in Improving Core Instruction, Supporting Implementation of Effective Instruction and Core Review (100%) Meetings
Understanding and Supporting Students with Challenging Behavior: Building Capacity in Teachers and Schools
Growing Math Knowledge for Teaching

Teaming and Data Based Decision Making
Leveraging Measure 98's Focus on 9th Grade On Track: Supporting the Transition to High School through a Strengths-Based and System-Wide Improvement Process
The Big Three: Course Performance, Behavior, and Attendance (High School Early Warning Systems)
Sailing Toward Sustainability by Integrating Academic and Behavior Support Systems
The Onus for Improved Outcomes is on the System: Using Non-Evaluative Fidelity Data to Strengthen Systems of Support for Teachers and School Staff
20% Intervention Review Meeting Process and Practices: Lessons Learned Through Implementation
Individual Problem Solving (IPS) for Students with Intensive Needs
Bringing the Process of Evaluating Core Screening Data to Life through Core Review Meetings!
Taking Your Core Review Meetings to the Next Level
Core Review Meetings in Action
District Level Data Review: The Effective Way to Improve Student Outcomes
Data Based Decision Making in the Age of Unreason
PBIS Assessment: Using Survey Tools to Guide Implementation Fidelity
Implementing Intensive Intervention: Integrating Behavior and Academics through Data-Based Individualization
Is Your Intervention System Working?

Math
Using i-Ready to Effectively Implement Math RTI
Math + Fluency = Fun!
Arti-Facts and Derived Facts: Increasing Multiplication Fact Fluency using Research-Driven Methods
Building Complex Multi-Tiered Systems: Implementing Data-Based Individualization and Intensive Interventions in Mathematics
Improving Number Sense in Struggling 3 rd -5 th Graders
Differentiating Early Math Instruction through Technology
Develop Number Sense and Math Vocabulary through Number Talks
Growing Math Knowledge for Teaching
Math RTI: All Students Can Succeed in Math (Intro to ORTli in Math)

Core Reading Instruction and Coordinated Literacy
Lose the Rules Approach to Reading Big Words
Academic Literacy Across the Grades and Content Areas K-8
Diagnosing Decoding Issues in Students of All Ages
Enhancing Your Core Reading Program Instruction (Grades K-2)
Reading Foundations: Preparing Students to be Accurate, Fluent Readers
Learning Intentions and Success Criteria: Opening a Path to Learning
Interactive Read Alouds
Leveraging the Power of a Growth Mindset in an Elementary Classroom
Gleeful Learning 2.0: The Intersection of Technology and Hattie's Work on Student Achievement
Building a Strong Foundation: Accelerating and Intervening to Make the Most of Every Moment During the Kindergarten Year
Raising Rigor through Depth of Knowledge
Increasing Student Engagement Through Opportunities to Respond
Improving Language and Literacy Outcomes for English Learners in Elementary and Middle School
A Conversation with Dr. Kevin Feldman

English Learners
Improving Students' Academic Vocabulary and Language Use
English learners and Dyslexia: Effective Screening Practices for Beginning Readers and Beyond
Improving Language and Literacy Outcomes for English Learners in Elementary and Middle School
Characteristics of English Learners' Writing in Grades 1-3: Understanding Language Influenced Errors

Behavior
PBIS 101: Overview of Tier I School-Wide Foundations
A System of Care for Students with Severe Behavior Need: The Importance of High-Quality Instruction as a Foundation
Advanced Tiers PBIS: Supporting Students with Challenging Behavior
Sailing Toward Sustainability by Integrating Academic and Behavior Support Systems
Advanced Topics in Tier 2 Check-In Check-Out Implementation: Fading and Intensifying Support
The Five Evidence-Based Principles of Classroom Management
From Classroom Interactions to Disproportionate Outcomes: Addressing Inequity through SW-PBIS
Bullying Prevention within an MTSS Framework
Understanding and Supporting Students with Challenging Behavior: Building Capacity in Teachers and Schools
"Hair on Fire?" The Shift to Capacity-Building for Behavior
Disproportionality in School Discipline: How Do We Measure It and What Can We Do?
Addressing Tier III Behaviors at the Elementary School Level: Tigard-Tualatin School District Model in Action
Effective Behavior Support: Tier 1
PBIS Assessment: Using Survey Tools to Guide Implementation Fidelity
CREATING A WELCOMING SCHOOL FOR EVERY STUDENT (Parts 1 and 2)
Social Perspective Taking and Empathy: Setting the Stage for Caring Learning Environments

Secondary
Leveraging Measure 98's Focus on 9 th Grade On Track: Supporting the Transition to High School through a Strengths-Based and System-Wide Improvement Process
The Big Three: Course Performance, Behavior, and Attendance (High School Early Warning Systems)
Coordinated Literacy Through Comprehension
Improving Comprehension with Structured Student Talk Within an Explicit Summarization Routine, Parts 1 & 2
Academic Literacy Across the Grades and Content Areas K-8
Multi-Tiered Systems of Support for Secondary Schools: It's Never too Late to Close the Gap
Increasing Student Engagement Through Opportunities to Respond
Analysis Paralysis: How to Select an Intervention in a World Where Everything is Evidence-Based
Raising Rigor through Depth of Knowledge
Improving Language and Literacy Outcomes for English Learners in Elementary and Middle School

Screening
Meeting Oregon's Dyslexia Requirements Through an RtI Model
English Learners and Dyslexia: Effective Screening Practices for Beginning Readers and Beyond

Interventions
Lose the Rules Approach to Reading Big Words
Diagnosing Decoding Issues in Students of All Ages
Building Complex Multi-Tiered Systems: Implementing Data-Based Individualization and Intensive Interventions in Mathematics
Advanced Tiers PBIS: Supporting Students with Challenging Behavior
Implementing Intensive Intervention: Integrating Behavior and Academics through Data-Based Individualization
Analysis Paralysis: How to Select an Intervention in a World Where Everything is Evidence-Based
Advanced Topics in Tier 2 Check-In Check-Out Implementation: Fading and Intensifying Support
Is Your Intervention System Working?
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Addressing Tier III Behaviors at the Elementary School Level: Tigard-Tualatin School District Model in Action
20% Intervention Review Meeting Process and Practices: Lessons Learned Through Implementation
Differentiating Early Math Instruction through Technology

Specific Learning Disability
Using RTI to Determine SLD Eligibility, Part 2: Answering Key Questions
Building Infrastructure for SLD Decision Making
Using RTI to Determine SLD Eligibility, Part 1: Background and Overview
Individual Problem Solving (IPS) for Students with Intensive Needs

Miscellaneous MTSS/RTI
Colorado's Multi-Tiered System of Supports
Problems of Practice: A Collaborative Conversation for Teachers, Para-Professionals and Administrators Supporting MTSS in Schools.
Explore ORISS: The Oregon Integrated System of Support, Oregon's Multi-Tiered System of Support Framework
Oregon RTII: A Framework for Delivering on the Promise of Reaching and Teaching ALL Students

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Complete Schedule and Session Details

Day 1: Thursday, April 26, 2018

7:00 – 8:00 DAY 1 CHECK-IN Lobby

8:00 – 8:15 WELCOME AND OPENING REMARKS Playwrights Hall
Oregon Response to Instruction and Intervention

8:15 – 9:15 KEYNOTE ADDRESS Playwrights Hall
Ensuring Your School Becomes a “No-Chill Zone”: Literate Student Engagement in EVERY Classroom, EVERY Lesson, EVERY Day!
Dr. Kevin Feldman

Meaningful literate engagement is absolutely foundational to effective instruction. In this seminar Kevin Feldman will provide participants with a practical “engagement tool kit” that is directly transferable to any classroom from Kindergarten pre-reading to High School physics. Using classroom video, structured simulations and interactive discussion participants will “learn by doing”. A particular emphasis will be placed on how to develop a coherent faculty-wide focus resulting in a significant increase in student engagement across the school.

CONCURRENT SESSION DESCRIPTIONS

Sessions are categorized according to following:

Grade Level: Elementary, Secondary, All

Content Area: Reading, Math, Behavior, ELs (English Learners), All

Domain: Culture/Equity (Culture), Leadership, Teaming & Data-Based Decision Making (DBDM), Professional Learning (PL), Core, Screening, Interventions, Progress Monitoring (PM), Specific Learning Disability Decision Making (SLD)

9:30 – 10:45 CONCURRENT SESSION 1

Increasing Student Engagement Through Opportunities to Respond (Room: Hellman)

Dean Richards, ORTLi Implementation Coach, Bend-La Pine School District

(**Grade Level:** Elementary/Secondary **Content Area:** All **Domain:** Core)

For many students, active participation in the school environment ends when they walk through the classroom doors. Participants in this session will develop and expand strategies to keep students actively engaged in instruction by increasing what students say, write and do daily within the classroom. By increasing the feedback loop through opportunities to respond, we can decrease undesirable behaviors and increase student achievement.

Analysis Paralysis: How to Select an Intervention in a World Where Everything is Evidence-Based

(Room: Williams)

Sarah Arden, Senior Researcher, American Institutes for Research and Erica Lembke, Professor, University of Missouri

(Grade Level: Elementary/Secondary **Content Area:** All **Domain:** Interventions)

Do you struggle with selecting which reading, mathematics, or writing interventions to use for students in Tier II or Tier III? Does selecting an intervention out of a sea of evidence-based options feel overwhelming? During this session presenters will navigate the murky waters of intervention selection and the world of evidence-based interventions. We will discuss how to determine fit, how to select interventions that can be implemented with fidelity, and review the challenge of sustainability with limited resources.

Interactive Read Alouds

(Room: O'Neill)

Julie Walker, EBISS Coordinator, and Jenn Montoya & Lindsley Gehrig, Instructional Coaches, Bend-La Pine School District

(Grade Level: Elementary **Content Area:** Reading **Domain:** Core Reading)

Who is doing all of the work during your read aloud? Do you want your students to be engaged in higher-level thinking? Come to this session! You will participate in conversations and strategies to increase the cognitive demand of your read alouds. We will also discuss approaches to help students independently apply these strategies to their own reading.

Data Based Decision Making in the Age of Unreason

(Room: Vista)

Jon Potter, ORTI Implementation Coach

(Grade Level: Elementary **Content Area:** Reading **Domain:** DBDM **Skill Level:** Intermediate/Advanced)

As decision-makers, we are susceptible to making questionable decisions that aren't always based on evidence and are influenced by unconscious biases and irrelevant information. This can lead to less than optimal outcomes when making decision for our students. This presentation will explore some of the biases that prevent us from being true data-based decision makers in an RTI/MTSS system. The presenter will focus on how to use data and evidence not to replace our professional judgment, but rather to enhance it, particularly when using decision rules to help evaluate the effectiveness of interventions for struggling readers in Tier 2/3 systems of support.

Building a Strong RTI Culture: Leadership that Improves Student Learning through Effective Collaboration and Data-Based Decision Making

(Room: Sousa)

Steven Carney, Principal, Woodland Public Schools, Woodland, Washington

(Grade Level: Elementary **Content Area:** All **Domain:** Culture, Leadership)

Learn the key leadership practices that fostered a culture of collective responsibility for increasing educator effectiveness and student learning results for schools in Woodland, Washington. Discover key leadership language, strategies, and tactics that inspired ownership and commitment to increasing the school's capacity for improving student learning and leading professional learning. Explore how a focus on effective teams, a clear Response to Intervention process, leadership development, job-embedded professional learning, and effective core instruction served as the leader's guide to develop collective responsibility for learning and an RtI system that works for all learners.

Meeting Oregon's Dyslexia Requirements Through an Rtl Model**(Room: Bloch)**

*Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education and
Shelby DiFonzo, ORTli Implementation Coach*

(Grade Level: Elementary **Content Area:** Reading **Domain:** Screening)

Oregon's newest dyslexia legislation, SB 1003, requires that districts universally screen for risk factors of dyslexia in kindergarten. This presentation will focus on how districts can meet the new screening requirement within an Rtl model. Information on the types of screeners that have been approved by the state will be provided, along with guidelines on when to administer them. Participants will learn how the process of providing tiered support, monitoring progress, and collecting additional informal diagnostic information can help intensify and individualize intervention that meets the needs of students at risk of dyslexia.

Improving Number Sense in Struggling 3rd-5th Graders**(Room: Joplin/Seeger)**

Jen Hunt, Elementary Math Consultant, SMC Consulting

(Grade Level: Elementary **Content Area:** Math **Domain:** Core Math, Interventions)

Students struggling with math in grades 3-5 are often grappling with number sense. In this session, teachers and specialists will learn how to integrate strategies throughout their day to improve number sense in their struggling learners and begin building a solid foundation that will allow students to comprehend basic concepts in grade-level work. Many strategies can be applied right away with little prep.

Lose the Rules Approach to Reading Big Words**(Room: Studio B/C)**

Nick Goodman, Implementation Specialist, Really Great Reading Company

(Grade Level: Elementary, Secondary **Content Area:** Reading **Domain:** Core Reading, Interventions)

Learn how to easily equip students with a functional strategy for reading large multi-syllable words. This hands-on session will prepare you to help students to attack large words without them having to memorize all those syllabication rules they typically cannot remember or apply. Leave with tools to help your readers the very next day. Participants will receive a set of SyllaBoards to use with students.

Effective Behavior Support: Tier 1**(Room: Ferber)**

*Colleen Thompson, EBS Tier I Coach: Grades K-1, Sari Hedges, EBS Tier I Coach: Grades 2-3,
and Sheri LeDrew, EBS Tier 1 Coach: Grades 4-5, Tigard Tualatin School District*

(Grade Level: Elementary **Content Area:** Behavior **Domain:** Core Behavior)

Tigard Tualatin Effective Behavior Support Coaches share their first-hand experiences of traveling to all ten elementary schools partnering with classroom teachers on Tier 1 (core) research-based behavior strategies that align with the "Big 5". Learn about our favorite behavior and classroom management activities and how teachers are utilizing them with great success. You will leave with several innovative strategies that you can implement immediately in your classroom and/or school.

RTI “Strategy”: Strategically Planning to Implement RTI**(Room: Wilder)***Lisa Bates and Jenice Pizzuto, ORTI Implementation Coaches***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Leadership, DBDM, PL)

Implementing RTI is a huge endeavor. It can be exciting to start implementing RTI practices in order to achieve increased outcomes for students. However, for too long education has underestimated what it will take for adults in a school setting to change their practices and behavior. This session will provide a replicable framework for strategic planning to implement your RTI system. Participants will see an example of how to: identify needs, set priorities, and create an action plan to implement a sustainable, effective RTI system.

Colorado's Multi-Tiered System of Supports**(Room: Hansberry)***Scott Ross, Director, Office of Learning Supports and**Jason Harlacher, MTSS Specialist Colorado Department of Education***(Grade Level:** All **Content Area:** All **Domain:** All)

This presentation will describe Colorado's vision for a Multi-Tiered System of Supports, defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level. This will include discussion of our efforts to use implementation science to improve support from the state department to regions, districts and schools. It will also include a discussion of Colorado's State Personnel Development Grant (SPDG) and how it is being used to support regional infrastructure development, effective professional development and ongoing technical assistance.

Problems of Practice: A Collaborative Conversation for Teachers, Para-Professionals and Administrators Supporting MTSS in Schools**(Room: Directors)***Jennifer Stackhouse, Intervention Coordinator K-8, Gresham-Barlow School District and Richelle Wuethrich, Reading Specialist, East Gresham Elementary, and Michele Cook, Principal, Powell Valley Elementary School***(Grade Level:** All **Content Area:** All **Domain:** All)

Teachers, paraprofessionals, and administrators form a critical team for supporting MTSS - however creating opportunities to fully include paraprofessionals as collaborative partners can be difficult. At Gresham-Barlow we have been working to meet this challenge. Gresham's recent successes include: creative scheduling to allow weekly student focused collaboration among paras, teachers, admin, ELL, and SpEd, as well as carving out time for bi-weekly paraprofessional staff development. Join this “un-conference” session to learn about our schedules and systems, as well as to share your successful practices, and brainstorm out of the box solutions for working with paraprofessionals across school systems. Bring your challenges and triumphs, and expect to participate as we use this networking opportunity to develop innovative solutions around teaming to strengthen student learning.

Coordinated Literacy Through Comprehension**(Room: Hellman)***Dean Richards, ORTI Implementation Coach, Bend-La Pine School District***(Grade Level:** Secondary **Content Area:** Reading **Domain:** Core)

This session will use middle school examples to examine cross-disciplinary comprehension in order to support students' understanding of the variety of texts they encounter across classes. Educators will walk away with practical tools to enhance student understanding.

Collective Efficacy: Creating a School Culture of “Public Practice” with Actionable Feedback for ALL Teachers**(Room: Williams)***Kevin Feldman***(Grade Level:** All **Content Area:** All **Domain:** Leadership)

Large-scale meta-analyses (Hattie, 2009; Marzano & DuFour 2011) have concluded the key to accelerating student achievement is figuring out how to **significantly** improve typical daily instruction. RTI/MTSS can potentially be the vehicle for this improvement **IF** leaders grasp the imperative of focusing squarely on improving core or Tier 1 instruction. Improving daily instruction requires leaders to intentionally create a school culture that ensures every teacher is actively involved in the process of giving and receiving actionable feedback grounded in a shared focus on a limited number of potent, evidence-based practices. Simply forming PLCs and other talk-based forums for teacher collaboration are necessary but rarely sufficient to significantly “move the dial” in terms of measurable instructional improvement.

Instructional Coaching**(Room: O’Neill)***Julie Walker, EBISS Coordinator, and**Jenn Montoya & Lindsley Gehrig, Instructional Coaches, Bend-La Pine School District***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Professional Learning)

Join us for an opportunity to explore instructional coaching models. In this session we will discuss several ways to structure coaching in your district, school or classroom. We will also share our top five coaching moves that you can implement immediately across all subjects.

Building Complex Multi-Tiered Systems:**(Room: Vista)****Implementing Data-Based Individualization and Intensive Interventions in Mathematics***Sarah Arden, Senior Research Scientist, American Institutes for Research and**William Rasplica, Executive Director of Student Supports and**Kelly DeMarco Glick, School Psychologist, Franklin Pierce School District***(Grade Level:** Elementary **Content Area:** Math **Domain:** Leadership, Interventions)

In 2014, the Franklin Pierce School District in Tacoma, Washington and the American Institutes for Research were awarded a 3-year USDOE Investing in Innovation (i3) Grant focusing on implementing intensive interventions in mathematics for students with disabilities and other students who have not responded to tier 2 and 3 instruction. This session will include discussion of the project's approach to intensive intervention, Data-Based Individualization (DBI) evidence-based protocol and will review DBI fundamentals, team structures and processes and provide student-level examples. Presenters will review the

process of implementing and sustaining complex systems such as DBI from the perspective of district leadership and will discuss lessons learned after 3 years of implementation.

Bending the Arc of Achievement!

(Room: Sousa)

Evidence-Based Practices for Closing the Achievement Gap

David Putnam, Director ORTli and Jenice Pizzuto, ORTli Implementation Coach

(Grade Level: Elementary **Content Area:** Reading **Domain:** Culture and Equity)

Do you have a passion to improve outcomes and thus change the trajectory for our most vulnerable student populations? Educators throughout Oregon and the US continue to struggle to meet the academic needs of students of color, students with disabilities, students from poverty, and English Learners. This presentation will outline evidence-based practices for closing the achievement gap for at-risk populations. You will leave with a clear understanding of these practices and how including them in your RTI or MTSS system will lead to success for ALL students. Join us as we strive to scale the use of these practices to impact students' lives.

Implementing Intensive Intervention:

(Room: Bloch)

Integrating Behavior and Academics through Data-Based Individualization

Chris Riley-Tillman, Professor and Department Chair, University of Missouri and Sarah Benz, Research Intern, American Institutes for Research

(Grade Level: All **Content Area:** All **Domain:** Culture, DBDM, Interventions)

Although many districts have implemented, developed, or planned some form multi-level system of support (e.g. response to intervention, school-wide positive behavior support) to improve outcomes for struggling students, students with intensive needs continue to pose challenges for educators. One approach to addressing these needs is through data-based individualization (DBI). DBI is a systematic method for using assessment data to determine when and how to intensify intervention in behavior as well as reading and mathematics that may contribute to challenging behavior.

This presentation will provide an overview of DBI, focusing on procedures for intensifying tier 2 intervention and implementing tier 3 intervention. Presenters will describe teacher-friendly assessments to evaluate intervention effectiveness and review implementation challenges, strengths, and barriers of intensive intervention for students in need of support both in behavior and academics.

Arti-Facts and Derived Facts:

(Room: Joplin/Seeger)

Increasing Multiplication Fact Fluency using Research-Driven Methods

Jen Hunt, Elementary Math Consultant, SMC Consulting

(Grade Level: Elementary **Content Area:** Math **Domain:** Core Math, Interventions)

When students struggle with basic math facts, achievement at grade-level tasks is arduous. There are several reasons why students may have difficulty memorizing math facts. This session tackles both the "why" and the "what next" using current brain and school-based research. Participants will try out these new strategies and relate techniques to current practice.

"Hair on Fire?" The Shift to Capacity-Building for Behavior**(Room: Studio B/C)***Joyce Woods, Director of Student Services and**Laura Batchelor, Associate Director of Student Services, Tigard Tualatin School District***(Grade Level:** Elementary **Content Area:** Behavior **Domain:** Culture, Leadership, DBDM)

TTSD has undertaken a major "reset" of behavior support systems in response to the changing needs of our students. Strengthening universal supports (Tier 1) by enhancing and supporting the skills of classroom teachers is our most important investment in this work. We have also aligned and coordinated all three tiers of support so that teaming and collaboration are emphasized. Participants can expect to learn about specific organizational structures and program components that have been implemented, including details about teaming between district-level and school-based staff members, data collection, and on-going program review for the purposes of improvement. We are in the early stages of this program shift and are eager to share what we are learning and where we hope to go.

**Bringing the Process of Evaluating Core Screening Data to Life through
Core Review (100%) Meetings!****(Room: Ferber)***Shelby DiFonzo, ORTI Implementation Coach***(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM)

Collaboration is key; come see how the meeting process can support focused, empowering teacher collaboration. This session will explore the structure and purpose of Core Review (100%, or Tier 1) Team Meetings. Participants will learn about ways to analyze school-wide screening data in a meaningful way and explore how that data can inform a grade level plan to address deficits through changes in the core. Videos will provide examples of the meeting process, facilitating a meeting and data-based decision making at the Tier 1 level using the problem solving framework and the factors that impact student learning (Instruction, Curriculum, Environment, & Learner). Participants will receive a tool to help guide Tier 1 meeting discussions. **Prerequisite:** Participants should have a basic understanding of the Problem Solving Process

PBIS 101: Overview of Tier I School-Wide Foundations**(Room: Wilder)***Teri Lewis, PBIS Implementation Coordinator, Michelle Massar, PBIS Coach,
and Charisse Elliott, PBIS Coach, Salem-Keizer Public Schools***(Grade Level:** All **Content Area:** Behavior **Domain:** Culture, Leadership, DBDM)

During this session, participants will develop: 1. an understanding of the PBIS three-tiered framework for establishing a positive school climate, 2. information and examples about the guiding features of Tier I PBIS, and 3. suggestions for beginning and sustaining PBIS within your academic setting.

Bullying Prevention within an MTSS Framework**(Room: Hansberry)***Scott Ross, Director, Office of Learning Supports, Colorado Department of Education***(Grade Level:** Elementary, Secondary **Content Area:** Behavior **Domain:** All)

This presentation will describe a novel and functional approach to bullying prevention, which gives students the tools to reduce bullying through the blending of school-wide positive behavioral interventions and supports, explicit instruction, consistent adult responses, and a redefinition of the bullying construct. Participants will think systematically and functionally about adding interventions that result in positive outcomes for all students. The Bullying Prevention in Positive Behavior Support curriculum will be demonstrated along with discussion of its development and empirical evaluation. Recent additions and research on BP-PBS, including a new strategy for working with older students and catching them standing up for one another will also be described. Finally, implementation and outcome data collection critical to sustainability will be discussed, and participants will leave the session with specific action plans for the future.

Building Infrastructure for SLD Decision Making**(Room: Directors)***Lisa Bates and Sally Helton, ORTI Implementation Coaches, Tigard Tualatin School District***(Level:** Elementary **Content Area:** Reading **Domain:** SLD)

This presentation will provide participants with the steps necessary to build the infrastructure for using RTI for Specific Learning Disability eligibility. Developing the infrastructure consists of developing appropriate policy, procedures, training and monitoring components. Participants will receive resources and tools to assist in this process and will be provided time to ask questions and receive guidance from people with experience in this work. The presentation is geared towards administrators and key staff who want to use RTI for SLD eligibility.

Leveraging the Power of a Growth Mindset in an Elementary Classroom**(Room: Studio A)***Sarah Vannice, 2nd Grade Teacher, Lake Oswego School District***(Grade Level:** Elementary **Content Area:** All **Domain:** Culture, Core)

Explore what it means to have and facilitate a growth mindset in an elementary classroom. Learn how this can empower children to understand who they are as learners, view challenge as opportunity, and how to advocate for their learning. Portfolios, data notebooks, and flexible seating help to create a differentiated, respectful classroom culture where students are highly engaged in learning. Participants will engage in dialogue and sample lessons to gain a deeper understanding of how explicitly teaching and modeling the language of a growth mindset will empower young learners.

12:15 – 1:15 LUNCH

Math RTI: All Students Can Succeed in Math**(Room: Hellman)***Dean Richards, ORTI Implementation Coach***(Level:** Elementary **Content Area:** Math **Domain:** All)

Many schools have been working on having a systematic response for students struggling in Mathematics. While the thinking between Reading and Math systems are similar, there are some important differences that leaders will want to know in order to make the system run well. This presentation will focus on the ORTI 9 elements of an effective RTI system with the lens of mathematics. It is a summary of the multiyear training that districts in the ORTI Math Cadre receive.

Academic Literacy Across the Grades and Content Areas K-8**(Room: Williams)***Kevin Feldman***(Grade Level:** Elementary, Secondary **Content Area:** Reading **Domain:** Core Reading)

Focus on the Big Dogs: Developing a coherent school-wide emphasis on high leverage academic literacy strategies to build academic language and critical thinking skills.

Building and Maintaining a Healthy School Culture**(Room: O'Neill)***Jon Potter ORTI Implementation Coach, Tigard Tualatin School District***(Level:** Elementary/Secondary **Content Area:** All **Domain:** Culture/Equity)

One of the single best features of the most successful schools is a healthy and positive school culture. But when implementing significant school-wide system change, such as RTI/MTSS, we often focus our efforts on changing the day-to-day practices we are asking our staff to implement (e.g. teaching a new curriculum, using specific assessments, attending data meetings, etc.), rather than directly addressing the existing school culture that may help or hinder these efforts. This session will cover some of the features that define a school's culture, and the basics of how to build a healthy school culture and ensure new practices will be better understood and thus, better implemented.

20% Intervention Review Meeting Process and Practices:**(Room: Vista)****Lessons Learned Through Implementation***Brad Thorud, Principal, Sarah Thorud, Title 1 Teacher, and Dawn Warren, Amber Crawford, & Amber-Dawn Ingwersen, teachers, Clatskanie Elementary School***(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, Interventions)

This session will focus on the implementation of 20% Intervention Review Meeting processes and practices, challenges and obstacles that may occur during implementation, and how a small school was able to overcome these obstacles for successful implementation. This session will also lead participants through the "nuts and bolts" of 20% Intervention Review Meetings by examining the current process and practices in place at Clatskanie Elementary School.

Are You Hitting the Mark?**(Room: Sousa)****Seven Key Elements for Effective Professional Learning***Nicole Kaye and Jenice Pizzuto, ORTLi Implementation Coaches***(Grade Level:** Elementary **Content Area:** All **Domain:** Professional Learning)

Is your professional learning hitting the mark? Most school systems already have some professional learning opportunities in place, but many are frustrated because they are not seeing the results they want. In this presentation, participants will learn about the importance of using a systematic instructional framework to provide high quality effective professional learning to all staff. We will share the most up to date research from the Learning Policy Institute on effective professional learning. Participants will learn about the most critical seven key elements and their application in school settings. Participants will be provided a Professional Learning Implementation Tool that they can use to design and enhance their effective professional learning. Come join us and be a part of the learning revolution in schools!

Enhancing Your Core Reading Program Instruction (Grades K-2)**(Room: Bloch)***Carol Dissen, Literacy Projects Coordinator, Center on Teaching and Learning, University of Oregon***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Core Reading)

The purpose of this session is to describe how to use instructional routines to enhance the delivery of your core reading instruction in a multi-tiered system of Tier 1 and Tier 2 support. Systematic strategies and teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first, and second grade will be described and will be directly relevant to practitioners implementing multi-tiered systems and response to intervention models. By the end of this session, participants will understand how (a) using teaching routines can enhance current core reading instruction, and (b) how aligning Tier 1 and Tier 2 reading instruction can lead to higher student reading outcomes.

District Level Data Review:**(Room: Joplin/Seeger)****An Effective Way to Improve Student Outcomes***Lisa Bates & Sally Helton, ORTLi Implementation Coaches***(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM, **Skill Level:** Intermediate/Advanced)

Districts work hard to ensure all students are learning; however despite our best efforts a large percentage of students continue to lag behind grade level benchmarks. Come to this session to find ways to focus your efforts so that you get results! This session will provide a problem-solving framework for examining critical variables (adult actions and student outcomes) needed to plan actions specifically tailored to improve student learning.

CREATING A WELCOMING SCHOOL FOR EVERY STUDENT (Part 1) (Room: Studio B/C)
Social Perspective Taking and Empathy: Setting the Stage for Caring Learning Environments
Vicki Nishioka, Senior Advisor – School Climate and Discipline, Education Northwest and John Lenssen, Instructor/Consultant

(Grade Level: Elementary, Secondary **Content Area:** Behavior **Domain:** Culture & Equity)

To achieve academic success, our schools need to create learning environments that are engaging and focus on keeping students in school. This interactive session will share research and practical strategies that build welcoming environments and strong teacher-student relationships overall, and for students of color in particular. Participants will learn why social perspective taking and empathy skills are critical to strengthening relationships between teachers and students from different cultural or racial backgrounds. The session will also share examples of how schools have used these strategies to promote positive changes for each student.

If We Build It, We Will Use It, and We Will Improve Outcomes: (Room: Ferber)
Using Implementation Science Research in Real World Practice.

Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network (NIRN) & Western Implementation Society for Practice & Research (WISPR), Amanda Waldroup, State Transformation Specialist, Kentucky Department of Education, and Lillian Groff, Behavior Specialist, 4J School District & WISPR

(Grade Level: All **Content Area:** All **Domain:** Leadership)

We will demonstrate how your district and its schools can co-create, develop, and measure implementation supports (fidelity, training, and coaching) in an RTI Framework. Participants will walk away with examples from practice that you can replicate in your district's schools. You will learn the importance of co-creating effective implementation supports that you can measure monthly to close the implementation gap between research and practice, all to support continuous improvement of teachers' skills and student outcomes.

Oregon RTIi: A Framework for Delivering on the Promise of (Room: Wilder)
Reaching and Teaching ALL Students
David Putnam, Director, ORTIi

(Grade Level: Elementary **Content Area:** Reading **Domain:** All)

When educational initiatives fail, it is often NOT because the initiative itself is inadequate, but because it was NOT implemented strategically and with sufficient thrust. Through its work with 103 school districts over the past 13 years, ORTIi has attended the "Implementation School of Hard Knocks" and learned many lessons about what it takes to successfully implement a Multi-Tiered System of Support. This session will outline the essential components of ORTIi's comprehensive RTI system and dig deep into a framework for implementation that can be generalized to other educational initiatives. Guiding principles and outcome data will be shared, and upcoming opportunities for participating in the ORTIi project will be discussed.

Advanced Topics in Tier 2 Check-In, Check-Out Implementation: (Room: Hansberry)
Fading and Intensifying Support

Billie Jo Rodriguez, School Psychologist/PBIS Coach, Springfield Public Schools

(**Grade Level:** Elementary/Secondary **Content Area:** Behavior **Domain:** DBDM/Interventions)

Participants will review critical features of CICO systems and then will learn strategies for adjusting Check-In Check-Out supports based on systems features and student need.

Participants will learn a systematic process for fading students who are successful with CICO and integrating them into Tier 1 SWPBIS systems. Participants will also learn common modifications for intensifying supports for students whose data indicate a need for increased supports.

Using i-Ready to Effectively Implement Math RTI (Room: Directors)

Jandy Eskew, Math Coach, South Baker Intermediate School

(**Grade Level:** Elementary **Content Area:** Math **Domain:** All)

In this workshop, participants will explore how to use i-Ready data to analyze math instruction through the RTI process. Information will be shared on the utilization of Ready Core and i-Ready diagnostic lessons for student growth. Presenter will include example of the math EBIS 100% meeting agenda, the instructional materials chosen, and examples of how resource implementation is used to guide instruction for students and professional development for staff. Our school teaches grades 4-6, however the screening process and data information is appropriate for grade levels K-6.

Facilitated Team Time: Scheduling (Room: Board/Studio A)

Shelby DiFonzo, ORTli Implementation Coach

This facilitated team time is designed for school teams to engage in conversations with each other as they work to build effective master schedules that support a multi-tiered system of support. Participants will be able to spend time discussing the importance and application of consistency in the instructional day and protection of instruction time for core and interventions. They will be asked to reflect on what is important to their school and use data to support their decisions. Sample schedules will be available and an ORTli coach will be on site to answer questions and provide support and feedback to teams.

2:45 – 4:00

CONCURRENT SESSION 4

Collective Teacher Efficacy (Room: Hellman)

Dean Richards, ORTli Implementation Coach and Julie Walker, EBISS Coordinator, Bend-La Pine School District

(**Grade Level:** All **Content Area:** Reading/Math **Domain:** Culture/Equity, Leadership)

Collective teacher efficacy is Hattie's second highest rated effect size at 1.57! Collective teacher efficacy is defined as "*collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.*" This presentation will discuss the benefits, including greater persistence and increased commitment by teachers. We will also help leaders with 6 specific moves that support teacher efficacy.

A Conversation with Dr. Kevin Feldman**(Room: Williams)***Kevin Feldman*

Dr. Kevin Feldman is skilled at providing schools with practical, evidence-based approaches for accelerating academic literacy and student engagement. This session will provide an opportunity to dig deeper into the issues and strategies raised in Dr. Feldman's Keynote address "*Ensuring Your School Becomes a 'No-Chill Zone'*", and his breakout sessions on "*Collective Efficacy*" and "*Academic Literacy Across the Grades and Content Areas K-8.*" Join Dr. Feldman for an opportunity to ask your questions, share your wonderings, and exchange perspectives with one of our national leaders in the area of creating effective educational environments for *ALL* students.

Individual Problem Solving (IPS) for Students with Intensive Needs**(Room: O'Neill)***Elise Hall Title 1/ELA Administrator, David Douglas School District and Jon Potter, ORTI Implementation Coach***(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM)

When students don't respond to Tier 2/3 interventions, the Individual Problem Solving (IPS) process helps to individualize and intensify an additional level of support. This session will provide a basic overview of the IPS process, focusing on the variables that impact student learning (e.g. Instruction, Curriculum, Environment and the Learner, or ICEL) at an individual level. One school district will also share their particular implementation successes and challenges of taking the IPS process from a general framework to an in-school reality across their district.

Diagnosing Decoding Issues in Students of All Ages**(Room: Vista)***Nick Goodman, Implementation Specialist, Really Great Reading Company***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Core Reading, Interventions)

Diagnostic Decoding Surveys are an easy and efficient way to quickly detect when students are having word-level reading difficulties and pinpoint specific decoding weaknesses. This session is designed to: 1. Help you identify students who would benefit from decoding instruction, 2. Teach you how to administer and use survey results to pinpoint students' specific difficulties, and 3. Learn to group students for instruction (using the Grouping Matrix) and monitor student progress & report on student response to instruction.

**The Big Three: Course Performance, Behavior, and Attendance
(High School Early Warning Systems)****(Room: Sousa)***Ken Martinez, Instructional Coach, Ontario School District***(Grade Level:** Secondary **Content Area:** All **Domain:** DBDM)

Participants will explore the unique challenges of Early Warning Systems in a high school setting, including how to organize and make data-driven decisions for improving building culture, classroom instruction, and student outcomes. Opportunities concerning student course performance, behavior, and attendance will be featured.

Math + Fluency = Fun!**(Room: Bloch)***Molly Smith, Principal, North Powder School District***(Grade Level:** Elementary **Content Area:** Math **Domain:** Core Math)

Discover new learning strategies to engage your students in mathematical fluency! Have you ever wondered what exactly is meant by mathematical fluency? Have you been searching for activities that will increase your students' number sense? Then this is the fast-paced, interactive workshop for you! You will walk away with a better understanding of mathematical fluency and a smorgasbord of ideas to increase your students' fluency!

Gleeful Learning 2.0:**(Room: Joplin/Seeger)****The Intersection of Technology and Hattie's Work on Student Achievement***Jennifer Scypinski, Instructional Support TOSA, Technology & Sonia Lulay, Instructional Technology Coach, Tigard Tualatin School District***(Grade Level:** All **Content Area:** Reading, Math **Domain:** Core, Interventions, PL)

Examine two of John Hattie's top-ranked influences on student achievement (jigsaw method and classroom discussion) and explore ways to connect, enhance and support these practices using technology. Educators will leave this session with the knowledge and tools to directly apply new learning in their building or classroom.

CREATING A WELCOMING SCHOOL FOR EVERY STUDENT (Part 2)**(Room: Studio B/C)****Practicing Social Perspective Taking and Empathy: Strategies to Take Home and Use***Vicki Nishioka, Senior Advisor – School Climate and Discipline, Education Northwest and John Lenssen, Instructor/Consultant***(Grade Level:** Elementary, Secondary **Content Area:** Behavior **Domain:** Culture & Equity)

School communities are challenged by stressful events that make it difficult to teach and learn. This interactive session will focus on how teachers can incorporate perspective-taking and empathy in their work to strengthen relationships and promote social-emotional learning. Participants will learn how social perspective taking and empathy skills can contribute to student learning and strategies for overcoming barriers to using these skills. The session will provide opportunities for participants to discuss how their school or classroom may use these strategies to support success for their students. Participants will discuss and practice strategies they can implement immediately to increase perspective-taking skills and empathy in their classrooms and schools.

Core Review Meetings in Action**(Room: Ferber)***Katie Barrett, Principal and Rickie Woolley, Reading Specialist, Sacramento Elementary, Parkrose School District***(Grade Level:** Elementary **Content Area:** Reading **Domain:** DBDM)

Core Review Meetings are a key feature in RTI and play a critical role in improving outcomes for students. Come hear about how this process works in one elementary school despite funding issues and a large percentage of students from underserved populations. Learn what data is most useful, how to ensure that all teachers are part of the discussion and goal setting, and what areas need to be evaluated in order to set goals for the next three months.

Advanced Tiers PBIS: Supporting Students with Challenging Behavior (Room: Wilder)

Teri Lewis, PBIS Implementation Coordinator, Michelle Massar, PBIS Coach, and Charisse Elliott, PBIS Coach, Salem-Keizer Public Schools

(Grade Level: All **Content Area:** Behavior **Domain:** Culture, Leadership, DBDM)

Through this session, participants will 1. Become familiar with the process and purpose of PBIS Advanced Tiers (Tier II and Tier III), 2. Understand PBIS Tier II systems and practices with a focus on Check-In and Check-Out, and 3. Become familiar with the Full FBA-BIP process to support students with the most significant behavioral needs.

Addressing Tier III Behaviors at the Elementary School Level: (Room: Hansberry)

Tigard-Tualatin School District Model in Action

Bobbie Brown, Leslie Van Kleek, and Dylan Tanner, Tier 3 Partners, Tigard Tualatin S. D.

(Grade Level: Elementary **Content Area:** Behavior **Domain:** DBDM, Interventions)

The use of Tier III strategies to proactively address challenging classroom behaviors has shown to be an effective practice, leading to decreased disruptions and discipline referrals and increased student engagement. In response to these findings, a Tier III team was developed as part of TTSD's goal of implementing Effective Behavior Systems management systems, which align with best practices. The purpose of this presentation is for attendees to understand the TTSD Tier III system including identified best practices in managing challenging behaviors for students requiring Tier III interventions.

Explore ORISS: The Oregon Integrated System of Supports: (Room: Directors)

Oregon's Multi-Tiered System of Support Framework

Sarah Soltz, Coherent Strategies Specialist, Oregon Department of Education and Mariana Praschnik-Enriquez, Education Specialist, Oregon Department of Education

(Grade Level: All **Content Area:** All **Domain:** All)

Come ready to engage and provide feedback to ODE about the Oregon Integrated System of Supports (ORISS), a developing framework intended to foster positive outcomes for students through school transformation. Participants will explore how evidence-based practices including RTII and PBIS can be situated and sustained within ORISS. You will be a thought partner with the State Agency as we articulate indicators of a healthy system of support in K-12 schools. Feedback gained from this and other opportunities will help guide the State in unifying these efforts within an Oregon MTSS framework.

Facilitated Team Time (Room: Board/Studio A)

Nicole Kaye, ORTII Implementation Coach

Bring your team together for guided work. An ORTII Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your districts.

4:00 – 5:30 ALL CONFERENCE RECEPTION

LOBBY

Join the conversation on Twitter: #ortii2018

Day 2: Friday, April 27, 2018

7:30 – 8:00 DAY 2 CHECK-IN Lobby

8:00 – 8:30 **Celebrating our Collective Success** Playwrights Hall
Oregon Response to Instruction and Intervention

8:30 – 8:45 **Welcome from Colt Gill** Playwrights Hall
Oregon Deputy Superintendent of Public Instruction

9:00 –10:15 CONCURRENT SESSION 5

Multi-Tiered Systems of Support for Middle School: (Room: Hellman)
It's Never Too Late to Close the Gap
Dean Richards, ORTI Implementation Coach

(**Grade Level:** Secondary, **Content Area:** Reading, **Domain:** All)

This presentation will focus on the structural components that secondary schools can put into place to provide supports for all students. Supports in core classrooms, a framework for intervention, and data systems specific to interventions will be discussed. This is a summary of the multiyear training that districts in the ORTI Middle School Cadre receive.

Learning Intentions and Success Criteria: (Room: Williams/O'Neill)
Opening a Path to Learning
Anita Archer

(**Grade Level:** Elementary, Secondary **Content Area:** All **Domain:** Core Instruction, DBDM)

There have been many ways to convey the lessons' goals, but *Learning Intentions and Success Criteria* may be the most effective. In this session, Dr. Archer will introduce the research on *Learning Intentions* and procedures for writing *Learning Intentions* that are content and context free, allowing reuse. She will also discuss the how success criteria can be used to guide the teacher, guide the student, provide powerful feedback to the student, and formative assessment data for teachers and students.

The Five Evidence-Based Principles of Classroom Management (Room: Vista)
Jason Harlacher, MTSS Specialist, Colorado Department of Education

(**Grade Level:** Elementary, Secondary **Content Area:** Behavior **Domain:** Core Instruction)

Attendees will learn the 5 principles of classroom management, which are identifying and teaching expectations, developing a system to reinforce those expectations, developing procedures to manage misbehavior, using active engagement, and teaching routines explicitly. I will present on each of those principles and have the audience apply each to their own sites, while also providing examples of each principle at the elementary and secondary level.

**Building and Sustaining Long-Term School Improvement:
Systemic Change Requires Systematic Thinking**

(Room: Sousa)

Scott Drue, Principal and Alfonso Giardiello, Assistant Principal, Aloha-Huber Park K-8 School, Beaverton School District

(Grade Level: All **Content Area:** All **Domain:** Leadership, Culture)

If you want systemic change, you must think systematically!! Despite serving a community where 85% of students come from poverty and 600 are learning English as a second or third language, Aloha-Huber Park K-8 School continues to be ranked number one out of the 14 Title I schools in the Beaverton School District, and is nationally recognized as a leader in sustained school improvement practices. In fact, as students progress through each grade level at Aloha-Huber, the achievement gap between students of color and their white peers closes completely, and in many cases, reverses itself.

This session will introduce educators to the power of "Systems Thinking" when building a school-wide, general education RTI Model. Topics to be presented and discussed include: Systematic Core Curriculum Mapping, Multi-Tiered Systems of Support, building an environment to enable "Interdependent Teacher Collaboration," and most importantly, innovative and proven hiring practices.

**Characteristics of English Learners' Writing in grades 1-3:
Understanding Language Influenced Errors**

(Room: Bloch)

Sylvia Linan Thompson, Associate Professor, University of Oregon

(Grade Level: Elementary **Content Area:** English Learners **Domain:** Culture, DBDM, Screening) Little is known about the writing development of English learners (ELs) who learn to write in two languages simultaneously. Since they have access to more than one phonological and lexical system, they must make decisions about which to use and will often transfer knowledge between the two languages. To understand which errors are influenced by language and which indicate a disability, we examined student writing to identify errors that indicate typical development. Participants will be able to identify which spelling errors are indicative of a writing difficulty and which are developmental and which writing indices best document student growth.

**Using RTI to Determine SLD Eligibility, Part 1:
Background and Overview**

(Room: Joplin/Seeger)

Jon Potter, ORTI Implementation Coach

(Grade Level: Elementary **Content Area:** Reading **Domain:** DBDM, SLD)

Although RTI systems have been utilized in various parts of the country for decades, it was the 2004 reauthorization of the Individuals with Disabilities Education Act that led to an increase in its use as a way to identify students with Specific Learning Disabilities (SLD). This session will provide some background on the benefits of using an RTI model to identify students with SLD as well as provide a general overview of what the process looks like.

**Improving Comprehension with Structured Student Talk
within an Explicit Summarization Routine, Part 1**

(Room: Studio B/C)

Dan Busch, Principal, Mandy Apple, Math Teacher, Aaron Bech, Spanish Teacher, Sarah Foltz, Science Teacher, Jill Flores, Language Arts Teacher, Susan Morgan, Instructional Coordinator, Matt Kingsley, Reading Teacher, and Caitlin Ponzetti, Instructional Technology TOSA, Fowler Middle School, Tigard Tualatin School District

(Grade Level: Secondary **Content Area:** All **Domain:** Leadership, Professional Learning)

Come learn about the school wide improvement plan for literacy that was developed by our site council and implemented by teachers across content areas. Evidence is clear that students need multiple opportunities to collaborate and structured speaking routines. In response we developed a plan that was based on summarization strategies with which our teachers were already familiar, combined with explicit talk routines. The inclusive process for developing this plan has led to a high level of commitment among staff and the integration into existing practice has helped us avoid initiative overload.

**Understanding and Supporting Students with Challenging Behavior:
Building Capacity in Teachers and Schools**

(Room: Ferber)

Chris Borgmeier, Professor, Portland State University

(Grade Level: All **Content Area:** Behavior **Domain:** Leadership, Professional Learning)

Supporting students with challenging behavior is complicated and requires a school-wide effort. Schools and students benefit when all staff are trained in the basics of understanding behavior and behavioral intervention. Training all staff creates a common language and skill set across administrators, teachers, and staff for supporting students with challenging behavior. Schools also need personnel with more intensive training in behavioral intervention to support students with challenging behavior. This session will present a training model and free training resources, including e-learning modules to help build the knowledge and skills of your staff to support students with challenging behavior.

Growing Math Knowledge for Teaching

(Room: Wilder)

Cary Cermak-Rudolf, Instructional Support Specialist, Roseburg Public Schools

(Grade Level: All **Content Area:** Math **Domain:** Professional Learning, Core Math)

Elementary teachers are often faced with being “experts” in multiple subject areas. Teachers need a deep understanding of the math standards and learning progressions in order to support all students’ achievement. During this presentation, participants will have hands-on experiences that can be used with teachers and receive valuable resources to integrate into future professional development.

**Leadership Matters in Improving Core Instruction:
Supporting Implementation of Effective Instruction,
and Core Review (100%) Meetings**

(Room Hansberry)

Jenice Pizzuto, ORTli Implementation Coach

(Grade Level: Elementary, **Content Area:** Reading, **Domain:** Leadership, PL **Skill Level:** Intermediate/Advanced)
Time to roll up your sleeves! We all know that effective instruction is key to our school's success, yet getting into classrooms, providing actionable feedback and supporting rigorous, evidence-based core instruction is easier said than done. How do we support implementation of meeting agreements? Are you struggling with monitoring and supporting implementation of the Standards of Practice for Reading in classrooms? Are you performing multiple walkthroughs but none hit the spot for supporting improved reading instruction? Are you using the data gathered to design professional development matched to learning needs of staff? This session will provide resources and tools to refine and streamline practices.

Taking Your Core Review Meetings to the Next Level

(Room: Studio A)

Shelby DiFonzo, ORTli Implementation Coach

(Grade Level: Elementary **Content Area:** Reading **Domain:** DBDM)

Come and listen to useful tips on how to take your Core Review Meetings to the next level! This session will explore how to bring attendance and behavior data to Core Review Meetings as well as how to structure meetings to hold them during early release/late start times. Participants should have an understanding of the Problem Solving Process as well as experience in facilitating/participating in Core Review Meetings.

Facilitated Team Time

(Room: Board)

Nicole Kaye, ORTli Implementation Coach

Bring your team together for guided work. ORTli Implementation Coaches will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your districts

10:30 –11:45

CONCURRENT SESSION 6

Raising Rigor through Depth of Knowledge

(Room: Hellman)

Dean Richards, ORTli Implementation Coach

(Grade Level: Secondary **Content Area:** Reading **Domain:** Core Literacy)

The CCSS have put an emphasis on "rigor". The definition of "rigor" has been elusive. This presentation will help define the term rigor with Webb's Depth of Knowledge. This session will ask participants to analyze tasks and curriculum examples in order to identify the complexity level of the tasks being assigned in your school.

**Reading Foundations:
Preparing Students to be Accurate, Fluent Readers**

(Room: Williams/O'Neill)

Anita Archer

(Grade Level: Elementary **Content Area:** Reading **Domain:** Core Reading)

In order to succeed in the intermediate grades, students must leave second grade as accurate, fluent readers. As a result, teachers must optimize instruction on print concepts, phonological awareness, decoding, sight vocabulary, and fluency. In this session, Dr. Archer will model instructional procedures that are both effective and efficient for use in the primary grades and in intervention.

Facilitated Team Time

(Room: Vista)

Shelby DiFonzo, ORTli Implementation Coach

Bring your team together for guided work. An ORTli Implementation Coach will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your districts.

Influencing Change Through the Power of Leadership

(Room: Sousa)

*Christine Russell, Behavior Consultant, and Chelsea Boyd, Literacy Consultant,
Genessee Intermediate School District, Michigan*

(Grade Level: All **Content Area:** All **Domain:** Leadership)

School leaders are managers, instructors, counselors, coaches and much more. Wearing many hats each day can result in a lack of time for reflective practice and focus on systemic change. This interactive session will provide time to consider the right drivers to influence district actions to achieve improved academic and behavior results. Participants will be provided with tools, strategies and real world examples from districts in Michigan that empower school leaders to promote collaboration, build capacity, and inspire active change leadership. Leave with action steps and long-term vision for enhanced district and school systems and structures.

**Improving Language and Literacy Outcomes for English Learners
in Elementary and Middle School**

(Room: Bloch)

Erin Chaparro, Research Assistant Professor, University of Oregon

(Grade Level: Elem., Secondary **Content Area:** Reading, ELs **Domain:** Culture, Core, Interventions)

In this session you will receive an overview of evidence-based instructional practices that will especially benefit EL students as well as other students. The presentation will highlight explicit instructional strategies that are effective for ELs including examples of how to develop academic vocabulary in particular. I will also share some preliminary data from our recent IES-funded research with middle school newcomer EL students.

**Using RTI to Determine Specific Learning Disability Eligibility, Part 2: (Room: Joplin/Seeger)
Answering Key Questions**

Nicole Kaye and Sally Helton, ORTI Implementation Coaches

(Grade Level: Elementary, **Content Area:** Reading, **Domain:**

Using an RTI model for determining Specific Learning Disability (SLD) eligibility is a comprehensive process. This session will address the questions that need to be answered and what data sources can be used to answer them when determining SLD eligibility in Oregon. The presenters will also demonstrate how using an RTI model allows you to go beyond simply identifying the disability, by providing much more functional and comprehensive information around what evidence-based instructional supports are needed to ensure student success.

**Improving Comprehension with Structured Student Talk (Room: Studio B/C)
within an Explicit Summarization Routine, Part 2**

Dan Busch, Principal, Mandy Apple, Math Teacher, Aaron Bech, Spanish Teacher, Sarah Foltz, Science Teacher, Jill Flores, Language Arts Teacher, Susan Morgan, Instructional Coordinator, Matt Kingsley, Reading Teacher, and Caitlin Ponzetti, Instructional Technology TOSA, Fowler Middle School, Tigard Tualatin School District

(Grade Level: Secondary **Content Area:** All **Domain:** Leadership, Interventions)

Part one provided attendees with an understanding of the process, tools and strategies for developing and implementing structured student talk within an explicit summarization routine. Come join us for part 2, which will provide an opportunity to meet in break-out groups with administrators and teacher leaders to further explore this process.

**From Classroom Interactions to Disproportionate Outcomes: (Room: Ferber)
Addressing Inequity through SW-PBIS**

Chris Borgmeier, Professor, Portland State University

(Grade Level: All **Content Area:** Behavior **Domain:** Culture, Leadership, Professional Learning)

This presentation will examine how implicit bias and teacher expectations influence teacher-student interactions that contribute to disproportionate outcomes and inequitable student experiences. School-wide PBIS will be presented as a framework for supporting teacher and staff practices to implement evidence-based practices to reduce disproportionate outcomes and improve school experiences for all students, particularly those susceptible to implicit bias.

**Disproportionality in School Discipline: (Room: Wilder)
How Do We Measure It and What Can We Do?**

Bert Eliason, Research Associate, University of Oregon

(Grade Level: All **Content Area:** Behavior **Domain:** Culture, DBDM)

This session provides a basic understanding of discipline disproportionality especially as it relates to racial and ethnic subgroups and other marginalized groups of students (e.g., students with disabilities). Information will be provided about how schools can investigate and measure disproportionality. Additional information will be shared on vulnerable decision points and the impact of implicit bias on disproportionality. We will demonstrate a four-step problem-solving process schools can use to address situations when disproportionality occurs.

Improving Students' Academic Vocabulary and Language Use**(Room: Hansberry)**

Amanda Sanford and Julie Esparza Brown, Associate Professors, Portland State University and Jordan Mills, Teacher on Special Assignment, Jessica Swindle, Title 1 Reading Specialist, and Todd Farris, Principal, Metzger Elementary School, Tigard Tualatin School District

(Grade Level: Elementary **Content Area:** Reading, English Learners **Domain:** Culture, Core)

This presentation focuses on practical teaching strategies for improving students' use of academic language and vocabulary. We will present a research-based framework (PLUSS) for planning instruction and intervention for students who are English learners and need additional support within a Multi-Tiered System of Support. We will focus on the use of (a) explicit vocabulary routine, (b) use of sentence frames and starters, and (c) utilizing precision partnerships with meticulous modeling to increase academic vocabulary and rigorous academic language use for K-5 students.

11:45 – 12:45 LUNCH

12:45 – 2:00

CONCURRENT SESSION 7**English Learners and Dyslexia:****(Room: Hellman)****Effective Screening Practices for Beginning Readers and Beyond**

Sylvia Linan Thompson, Associate Professor, University of Oregon

(Grade Level: Elementary **Content Area:** Reading, English Learners **Domain:** Screening)

Students with dyslexia experience difficulty with accurate and/or fluent word recognition, spelling and decoding. Students across language groups will exhibit difficulties in these areas but their profiles may vary based on the structure of the language. Assessment procedures will also vary based on the student's language or when he or she is assessed in a second language. This session will provide guidance for making decisions about dyslexia screening procedures based on the type of language model provided. Issues that will be addressed include identifying which skills transfer across languages and which should be assessed in each language.

Sailing Toward Sustainability**(Room: Williams/O'Neill)****by Integrating Academic and Behavior Support Systems**

Kent McIntosh, Professor, University of Oregon

(Grade Level: Elementary **Content Area:** Reading, Behavior **Domain:** Leadership, DBDM, Core)

Without a focus on systems of implementation, even effective practices are likely to be abandoned. One method for increasing sustainability is to integrate social behavior support systems (such as PBIS) and academic response to intervention (RtI) systems into a single, integrated multi-tiered system of supports (MTSS). This presentation will describe the core components of MTSS and describe how separate initiatives can be merged into a single, integrated MTSS without creating a shipwreck.

Facilitated Team Time**(Room: Vista)***Sally Helton, ORTI Implementation Coach*

Bring your team together for guided work. ORTI Implementation Coaches will be on site to help facilitate discussions and plan next steps, debrief or preview sessions and plan for trainings in your districts

Differentiating Early Math Instruction through Technology**(Room: Sousa)***Ben Clarke, Associate Professor, Mari Strand Cary, Research Associate, Lina Shanley, Research Associate, Kathy Jungjohann, Research Associate, Teresa Schantlin, Research Assistant, Nancy Nelson, Research Associate, and Hank Fien, Associate Professor, University of Oregon, Chris Doabler, Assistant Professor, University of Texas at Austin*

(Grade Level: Elementary **Content Area:** Math **Domain:** Interventions)

Technology-based programs are well suited to serve as targeted or intensive, supplemental interventions because of their capacity to differentiate instruction for a range of learners. Despite these potential advantages, the research base is scant for efficacious technology tools in early mathematics. Moreover, few existing technology products infuse in their design research-based instructional and technological design principles that support students struggling to learn academic content. This session will detail efforts from three federally funded projects to develop technology learning platforms in early mathematics using rigorous development and research frameworks. Products developed will be showcased and potential use in RTI models discussed.

Leveraging Measure 98's Focus on 9th Grade On Track:**(Room: Bloch)****Supporting the Transition to High School through a Strengths-Based and System-Wide Improvement Process***Laura Kanter Fellows, Regional 9th Grade Success Coach and Kimberley Ednie, Professional Learning Specialist, NW Regional Education Service District*

(Grade Level: Secondary **Content Area:** All **Domain:** Culture, DBDM)

During the session, we will share key learning from University of Chicago's Freshman Success efforts and guide participants through how to set up a strengths-based, system-wide improvement process. A core element of the work is grounded in 9th grade Success Teams that use data to develop system and individual supports grounded in asset-based equitable practices.

Participants will learn key research around 9th grade on track efforts in Chicago and in the NW Region of Oregon, will understand the central elements of launching a 9th grade system improvement effort in their buildings, and will begin to explore how the work might fit within their context. (It would be ideal, but not required, for participants to have familiarity with 9th grade on track and their school's current and future plans to implement via Measure 98.)

A System of Care for Students with Severe Behavior Need: The Importance of High-Quality Instruction as a Foundation (Room: Joplin/Seeger)
Jacob Williams, Senior Advisor, Education Northwest

(Grade Level: All **Content Area:** Behavior **Domain:** Leadership, Core, Interventions)
Educators consistently report that student behavior is one of the greatest challenges they face. All students are subject to misbehavior at some point, and managing behavior in a classroom is a core component of teacher effectiveness. However, sometimes the challenge of behavior management is particularly imposing for a teacher when a student's behavioral needs severely impact not only their own learning but also the learning of all the students around them. Students with severe behavior needs, who may have previously been served in isolated settings, are now, to the benefit of the student, more frequently served in the general education classroom. To support these students and the educators who work with them, school districts must begin to formulate Systems of Care (SOC). SOC's require multiple agencies to work together to improve outcomes for students. Central to the success of these systems is recognizing and ensuring universal supports are in place.

Develop Number Sense and Math Vocabulary through Number Talks (Room: Studio B/C)
Jane Osborne, K-12 Math Coach, Hood River County School District

(Grade Level: Elementary **Content Area:** Math **Domain:** PL, Core, Interventions)
Come learn about a strategy called Number Talks. Number Talks help students make thinking visible while developing math language and number sense. Participants will learn: (a) Components of Number Talks, (b) steps to get started, (c) modeled strategies and hints, and (d) resources and videos to support you back at school.

Data Collection for Instructional Improvement (Room: Ferber)
Brad Thorud, Principal, Clatskanie Elementary School

(Grade Level: Elementary **Content Area:** Reading **Domain:** Leadership)
ALL GOOD THINGS BEGIN WITH DATA - that goes for instructional improvement as well. In this session, participants will explore methods for data collection to support instructional improvement in the classroom and other settings. This session will support administrators, coaches, and others in their efforts to collect efficient and effective data to support instructional improvement.

PBIS Assessment: Using Survey Tools to Guide Implementation Fidelity (Room: Wilder)
Bert Eliason, Research Associate, University of Oregon

(Grade Level: All **Content Area:** Behavior **Domain:** DBDM, Progress Monitoring)
This interactive session will share information about the reliable and valid survey and reporting tools available free to all users via PBIS Assessment. Regular and ongoing assessment of PBIS implementation and the related student outcomes is foundational to the implementation of PBIS. Such data should be used to continually inform the action plan for improving the school environment and to plan for professional development. PBIS Assessment offers ten surveys that assess SWPBIS implementation fidelity and two more that attend to implementation outcomes for students and staff. The surveys can be used by school teams to assess their implementation fidelity and to monitor progress of improvement. But which survey tools should a group use, and how do we plan for this evaluation process?

Is Your Intervention System Working?**(Room: Hansberry)***Lisa Bates and Nicole Kaye, ORTI Implementation Coach***(Grade Level:** Elementary **Content Area:** Reading **Domain:** Interventions, DBDM)

Do you wonder how well your interventions are working for students? Setting up strong intervention systems helps to ensure that “intervention failure is a rare event” (VanDerHyden & Tilly, 2010). In this training, participants will learn and practice two methods to evaluate the health of reading intervention systems using data that schools commonly collect. Participants will also be shown how these data can be used to analyze and strengthen common intervention system needs.

Successes, Challenges, and Lessons Learned:**(Room: Directors)****Implementing RTI and Gaining Traction in Equity for ALL***Kelly Welch, Director of Special Services, Gladstone School District, Oregon***(Level:** District Level, **Content Area:** Reading, Behavior **Domain:** Leadership Teaming/DBDM, PL, SLD)

Gladstone School District has been implementing RTI for four years and they have impressive results in: reducing the achievement gap for English Language Learners, decreasing the number of students at-risk and reducing the number of students with identified disabilities, (while increasing parent satisfaction) and improving the percentage of students at benchmark. In this session participants will hear about Gladstone’s journey. Kelly will share about culture and leadership, funding, alignment of resources, vision and maintaining focus. Come to learn about the importance of district level support in scaling an effective RTI system that leads to results for all but most importantly great results for our most vulnerable populations.

Building a Strong Foundation: Accelerating and Intervening to Make the Most of Every Moment During the Kindergarten Year**(Room: Board)***Jessica Swindle and Nicole Smith, Literacy Specialists and Title 1 Coordinators, Jordan Mills, Assistant Principal TOSA, and Joyce Haner, Reading Specialist, Tigard Tualatin School District***(Grade Level:** Elementary **Content Area:** All **Domain:** All)

We will share the lessons we have learned in a school wide Title 1 school on ways to quickly begin building strong early literacy skills and self-regulation skills to optimize success in K-5 and beyond for every student. Participants will walk away with a renewed sense of excitement and urgency for the all-important kindergarten year as well as knowledge about the critical role of screening and progress monitoring, the often overlooked and yet vital role of phonemic awareness in intervention and core, the most effective intervention practices in kindergarten, and multiple methods for maximizing resource and small group instruction for kindergarten learning. We will also share the strategies and programming that have led all of our students to have stronger self-regulation skills and have led to positive outcomes for students with challenging behaviors.

The Onus for Improved Outcomes is on the System:**(Room: Studio A)****Using Non-Evaluative Fidelity Data to Strengthen Systems of Support for Teachers and School Staff**

Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network & Western Implementation Society for Practice & Research (WISPR), Amanda Waldroup, State Transformation Specialist, Kentucky Department of Education, and Lillian Groff, Behavior Specialist, 4J School District & WISPR

(Grade Level: All **Content Area:** All **Domain:** Professional Learning)

Come learn how districts and their schools are using the Observation Tool for Instructional Supports and Systems (OTISS). The OTISS measures the systems of support available for teachers and school staff to use evidence-based instructional practices that are highly correlated with student learning. The OTISS assesses seven evidence-based instructional practices (Hattie, 2009) that can be observed in a 10-minute segment of instruction within any content area or grade level. The walkthrough assesses aggregate teacher instruction in the classroom - it is not an evaluation of teachers; instead, it evaluates the supports available to teachers and school staff (e.g., training, coaching, data use). The data is used to improve supports available to teachers and school staff so they get what they need when they need it. Teachers who co-create use of the walkthrough system share, "You really meant it was about the system and not about us."

2:15 – 3:15 ENDNOTE:**Playwrights Hall*****Equality and Equity for All: Reflections on our Mission***

Anita Archer, Educational Consultant

Master teacher, author, and researcher, Anita Archer has shared her expertise with educators throughout Oregon, the United States, and around the world. We are fortunate to have her end our conference again this year with wisdom earned from years of research and practice on what works in education to improve outcomes for each and every student.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Reminders

Pre-Conference and Main Conference:



Join the conversation on Twitter! #ortii2018



Please silence your phone



All sessions are on a first come, first served basis. **Once a session is full,** we ask that you **please find another session.**



The **conference evaluation will be emailed** to all participants on the final day of the conference. Please help us continue improving this conference by providing your thoughtful feedback. Attendees who complete the evaluation before the end of the final conference day will be **entered into a prize drawing.**

Main-Conference Only:



Facilitated Team Time: A room will be available for school and district teams to meet and receive support from one of the ORTli Implementation coaches during all but the first two concurrent sessions. Unfacilitated collaboration space is available during the first two sessions.



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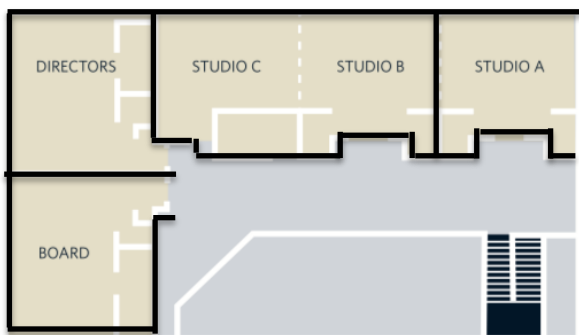
On behalf of ourselves and all of the educators that benefit from the ORTli initiative and this conference, we would like to extend our sincere gratitude to the Oregon Department of Education for their continued support of this important work.

Eugene Hilton Conference Rooms

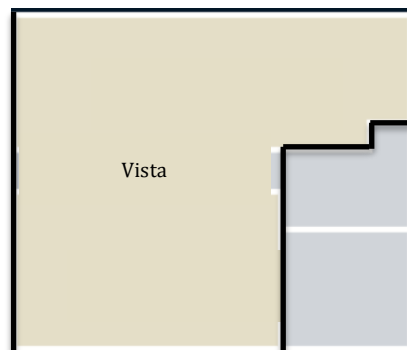
Main Floor



Mezzanine



12th Floor



Conference session handouts will be available on our website:

www.oregonrti.org