

# ORTIi ANNUAL CONFERENCE

OREGON RESPONSE TO INSTRUCTION & INTERVENTION

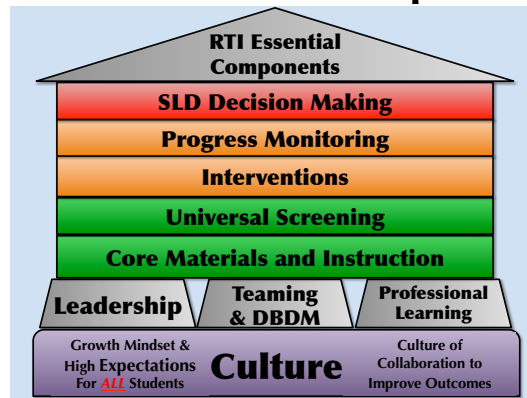


PRE-CONFERENCE

APRIL 26, 2017 ❖ EUGENE, OR

# ACTIONS TO EQUITY

# ORTli 9 Essential Components



Oregon RTIi identifies nine components that we believe are essential for the *full and sustainable implementation of a comprehensive RTI system*. Conference session descriptions include a notation indicating which component they address.

1. **Culture:** A purposeful school culture that is based on a growth mindset, a continuous cycle of improvement, a belief that all students can learn, high expectations for *ALL* students, and delivers culturally responsive, evidence-based, and systematic instruction.
2. **Leadership:** Technical and adaptive leadership at all levels that provides the vision, guidance, resources, professional learning support, and instructional leadership necessary for all staff stay to on course and effectively carry out their responsibilities.
3. **Teaming and Data-Based Decision Making:** These teaming and decision making structures form a continuous backbone that gives the system consistency, integrity, and provides the focus for instructional practices that maximize the learning of ALL students.
4. **Professional Learning and Development:** Continuous professional learning that is embedded into the day-to-day activities and the cultural ethos of a school and district is essential in order for staff to develop and enhance the skills needed for any to school improvement effort, and to effectively meet the needs of our increasingly diverse students.
5. **A Research-Based Core Program:** An effective core program is the instructional foundation of an RTI system. "Core Program" includes both well-designed, evidence-based curriculum materials and effective instructional practices that are articulated within and across grades.
6. **Universal Screening:** Screening of all students conducted three times a year and used to identify students in need of additional supports, and assess to the health of the core and plan for instructional improvement.
7. **Research-Based Interventions:** Interventions that can be used to address the instructional need of struggling learners for whom the core program, implemented well, is not sufficient.
8. **Progress Monitoring:** Frequent assessment of the effectiveness of interventions that supports data-based decision making on whether to modify interventions.
9. **SLD Eligibility:** A comprehensive RTI system provides the basis for a standardized, valid, reliable, and equitable SLD eligibility decision-making process that is based on a functional analysis of a student's learning in response to instruction across a range of authentic conditions.

April 15, 2017

Dear Friends, Colleagues and Fellow Evidence-Based Practitioners,

We are pleased to have you join us for *ORTI's Annual Spring Conference!*

The “*Vision*” of the Oregon RTI initiative is that ***“Every child in every district receives the instruction that they need and deserve... every day.”*** Not an easy task, to be sure. In order to achieve that *Vision*, educators at all levels must relentlessly pursue practices that have demonstrated effectiveness and use them whenever possible. Moreover, those practices must be embedded in a Multi-Tier System of Support that accurately identifies student needs and carefully matches instruction and support to those needs. Having a solid multi-tier system of support, however, is not enough. If we want our systems of support to be *truly effective and sustainable*, it is essential that we apply an ongoing process of self-evaluation and improvement to everything we do, from our district-level systems to individual student interventions.

Districts that successfully implement and sustain effective RTI practices engage in just such a process. They select the most effective instructional tools and strategies based on a review of evidence. They use structured teaming practices to regularly examine their implementation and outcome data to determine whether their systems are healthy, strong, and effective, and they implement improvements accordingly. At the student level, they use data and teaming practices to determine whether instruction and interventions are working, and make adjustments until they achieve success. The good news is that we now have the evidence-based assessment tools, instructional strategies, behavior supports, teaming practices, and implementation strategies needed to *implement and evaluate* effective and sustainable systems.

Moreover, there is a substantial and growing body of evidence demonstrating that the essential elements of multi-tier systems benefit *ALL* students, including students of color, ELs, students from poverty, and student with disabilities. In order for those multi-tier systems to be effective, however, educators must focus deliberately on disaggregating data for subgroups, and then create a school culture that connects effective, explicit, and engaging instructional practices to the unique culture, language, and learning contexts of our students.

This year’s ORTI Annual Conference and Pre-conference, “*Actions to Equity*”, brings together nearly 100 of Oregon’s leading educators to share the tools and processes you need to continuously improve your systems of support so that ***“Every child in every district receives the instruction that they need and deserve... every day.”***

Welcome to the 2017 Oregon RTI Annual Spring Conference!

With Enthusiastic Anticipation,

*David Putnam, Jr.*

David Putnam, Jr., Ph.D.  
Director, Oregon Response to Instruction and Intervention

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## Contact Us

### The ORTI Team:

Bates, Lisa	<a href="mailto:lbates@ttsd.k12.or.us">lbates@ttsd.k12.or.us</a>	Implementation Coach, Tigard-Tualatin
DiFonzo, Shelby	<a href="mailto:sdifonzo@ontario.k12.or.us">sdifonzo@ontario.k12.or.us</a>	Implementation Coach, Ontario
Helton, Sally	<a href="mailto:shelton@ttsd.k12.or.us">shelton@ttsd.k12.or.us</a>	Implementation Coach, Tigard-Tualatin
Kaye, Nicole	<a href="mailto:nkaye@roseburg.k12.or.us">nkaye@roseburg.k12.or.us</a>	Implementation Coach, Roseburg
Maier, Jamie	<a href="mailto:jmaier@ttsd.k12.or.us">jmaier@ttsd.k12.or.us</a>	Administrative Assistant, Tigard-Tualatin
Pizzuto, Jenice	<a href="mailto:jpizzuto@ttsd.k12.or.us">jpizzuto@ttsd.k12.or.us</a>	Implementation Coach, Tigard-Tualatin
Potter, Jon	<a href="mailto:jpotter@ttsd.k12.or.us">jpotter@ttsd.k12.or.us</a>	Implementation Coach, Tigard-Tualatin
Putnam, David	<a href="mailto:dputnam@ttsd.k12.or.us">dputnam@ttsd.k12.or.us</a>	Director, Tigard-Tualatin
Richards, Dean	<a href="mailto:dean.richards@bend.k12.or.us">dean.richards@bend.k12.or.us</a>	Implementation Coach, Bend
Rivas, Christie	<a href="mailto:crivas@ttsd.k12.or.us">crivas@ttsd.k12.or.us</a>	Administrative Assistant, Tigard-Tualatin

Visit our website at: [www.oregonrti.org](http://www.oregonrti.org)



**ORTI Annual Pre-Conference: Actions to Equity**  
**Schedule: Wednesday, April 26, 2017**

Time	Topic
8:00 – 8:30	Arrive and Check In, Coffee & Tea
8:30-9:00	Welcome and Introductions: <i>Nicole Kaye, Jenice Pizzuto, David Putnam</i>
9:00-10:00	Keynote: <i>Sylvia Linan-Thompson</i> <b>Appropriate Instructional and Assessment Practices for English Learners with RTI Frameworks</b>
10:00-10:15	Break
10:15-11:45	Session One
11:45-12:30	Lunch
12:30-1:45	Session Two
1:45-2:00	Break
2:00-3:15	Session Three
3:15-3:30	Actions to Equity-Complete your commitment cards!
3:30-4:30	Networking, Snacks, Refreshments, Raffle -- Be sure to join us!

**ACTIONS TO EQUITY - KEYNOTE ADDRESS:**  
**“Appropriate Instructional and Assessment Practices for  
English Learners with RTI Frameworks”**  
Sylvia Linan-Thompson, Ph.D.



RTI holds great promise in reducing the misidentification of ELs and in improving instruction at all three tiers. Recent research has demonstrated that instruction and assessment practices used in RTI models have led to improved student outcomes. However, there have been unintended consequences when an RTI model is implemented without regard to students' cultural and linguistic backgrounds. The goal of this presentation is to provide the latest research on practices that support the implementation of a culturally and linguistically responsive RTI model.

## Actions to Equity Quick Guide to Concurrent Sessions

**8:00 - 8:30 Registration** Lobby Main Hall  
**8:30 - 9:00 Welcome and Introductions** Sousa  
**9:00 - 10:00 Keynote Address:** Sousa  
**“Appropriate Instructional and Assessment Practices for English Learners with RTI Frameworks “**  
*Sylvia Linan-Thompson, Associate Professor, University of Oregon*

**Break: 10:00 – 10:15**

### Session 1: 10:15 – 11:45

<b>PBIS as a Framework to Establish Preventative and Equitable School Climates</b> <i>Teri Lewis, Salem-Keizer School District</i>	<b>Joplin/Seeger</b>
<b>An Introduction to the National Center on Improving Literacy: Towards the Scaling Up of Evidence-based Approaches for Screening, Identification, and Teaching of Students with Reading Disabilities, Including Dyslexia.</b> <i>Hank Fien, University of Oregon and Nancy Nelson, University of Oregon</i>	<b>Bloch</b>
<b>Resources for Enhancing the Cultural Responsiveness of PBIS Systems</b> <i>Kent McIntosh, University of Oregon</i>	<b>Sousa</b>

### Session 2: 12:30 – 1:45

<b>Empowering Effective Instruction Across Literacy in Multiple Languages: A Collective Data-Based Decision Making Process</b> <i>Amy Harlow, Forest Grove School District and Lilliana Jimenez, Forest Grove School District</i>	<b>Studio B/ C (Mezzanine)</b>
<b>Successes, Challenges and Lessons Learned: Implementing RTI and Gaining Traction in Equity for ALL</b> <i>Kelly Welch, Gladstone School District, Oregon</i>	<b>Joplin/Seeger</b>
<b>Delivering on Equity: Being Intentional and Courageous</b> <i>Markisha Smith, ODE Office of Equity and Inclusion and Rudyane Rivera-Lindstrom, ODE Office of Equity and Inclusion</i>	<b>Bloch</b>
<b>Building, then Sustaining, a Long-Term Culture of Purpose</b> <i>Scott Drue, Beaverton School District and Alfonso Giardiello, Beaverton School District</i>	<b>Sousa</b>

**Break: 1:45 – 2:00**

### Session 3: Wednesday, 1:15 – 2:30

<b>Lessons learned when Implementing RTI in Dual Language Classrooms: Do's and Don'ts</b> <i>Sylvia Linan-Thompson, University of Oregon, Angie Whalen, University of Oregon, and Beth Harn, University of Oregon</i>	<b>Sousa</b>
<b>Social Perspective Taking and Empathy: Setting the Stage for Caring Learning Environments</b> <i>Vicki Nishioka, Education Northwest</i>	<b>Bloch</b>
<b>From Classroom Moments to Disproportionate Outcomes: Improving Equity Through SW-PBIS</b> <i>Chris Borgmeier, Portland State University</i>	<b>Joplin/Seeger</b>

**Actions to Equity (3:15) and Networking, Snacks, Refreshments, and Raffle (3:30-4:30) – Join us!**

**Actions to Equity  
Complete Schedule and Session Details  
Wednesday, April 26, 2017**

<b>8:00 – 8:30</b>	<b>REGISTRATION</b>	Lobby
<b>8:30 – 9:00</b>	<b>WELCOME AND INTRODUCTIONS</b> <i>Oregon Response to Instruction and Intervention</i>	Sousa
<b>8:15 – 9:15</b>	<b>KEYNOTE ADDRESS</b>	Sousa

**“Appropriate Instructional and Assessment Practices  
for English Learners with RTI Frameworks”**

*Sylvia Linan-Thompson, Associate Professor, University of Oregon*

RTI holds great promise in reducing the misidentification of ELs and in improving instruction at all three tiers. Recent research has demonstrated that instruction and assessment practices used in RTI models have led to improved student outcomes. However, there have been unintended consequences when an RTI model is implemented without regard to students' cultural and linguistic backgrounds. The goal of this presentation is to provide the latest research on practices that support the implementation of a culturally and linguistically responsive RTI model.

**10:00 – 10:15 BREAK**

**CONCURRENT SESSIONS**

***Sessions are categorized according to following:***

<b>Grade Level:</b>	Early Childhood, Elementary, Secondary, All
<b>Content Area:</b>	Reading, Effective Instruction, Culture, Behavior, ELs (English Learners), Economically Disadvantaged/At-Risk Populations, All
<b>Domain:</b>	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), All
<b>Skill Level:</b>	Beginning, Intermediate, Advanced, All

**Join the conversation on Twitter: #ortiiequity17**

## 10:15 – 11:45 CONCURRENT SESSION 1

### **An Introduction to the National Center on Improving Literacy: Towards the Scaling Up of Evidence-based Approaches for Screening, Identification, and Teaching of Students with Reading Disabilities, including Dyslexia.** (Room: Bloch)

*Hank Fien, Ph.D., Director, Center on Teaching and Learning, Director, National Center on Improving Literacy, Associate Professor, School Psychology, University of Oregon and Nancy Nelson, Ph.D., Director, CTL Reading Clinic, Research Assistant Professor, University of Oregon*

**(Grade Level:** Elementary, **Content Area:** Reading, Effective Instruction, ELs, Economically Disadvantaged/At-Risk, **Domain:** All **Skill Level:** Intermediate)

The purpose of the session is to introduce participants to the newly funded National Center on Improving Literacy. The University of Oregon's Center on Teaching and Learning (CTL) "working in partnership with Florida State University's (FSU) Florida Center for Reading Research and RMC Research Corporation" has received a five-year grant from the U.S. Department of Education to help schools improve literacy through evidence-based interventions and assessments. The new technical assistance center, which launched officially in October, will support schools across the country to translate and apply existing research to help students with learning disabilities attain full literacy skills. The session will provide an overview of the primary dissemination and technical assistance activities the center will provide over the next five years.

### **PBIS as a Framework to Establish Preventative and Equitable School Climates** (Room: Joplin/Seeger)

*Teri Lewis, PBIS Implementation Coordinator, Salem-Keizer Public Schools*

**(Grade Level:** Early Childhood, Elementary, Secondary **Content Area:** Behavior **Domain:** Culture, Leadership **Skill Level:** Beginner)

While PBIS is known to support development of a positive school climate, the three-tiered framework can also provide a foundation for increasing equity within schools. This presentation will focus on a brief overview of the three-tiered PBIS model and discuss how a PBIS philosophy encourages policies and practices to address equity within school-wide discipline.

### **Resources for Enhancing the Cultural Responsiveness of PBIS Systems** (Room: Sousa)

*Kent McIntosh, Ph.D., University of Oregon*

**(Grade Level:** Elementary, Secondary, **Content Area:** Behavior, Culture, Economically Disadvantaged/At-Risk Populations **Domain:** Culture, Core **Skill Level:** Intermediate)

At its core, PBIS is a framework for implementing practices that fit the values and needs of students, families, and staff. In this session, participants will learn how to embed principles of cultural responsiveness deeply into their PBIS systems. The presenter will share new resources for enhancing equity from the National Center on PBIS.

## 12:30 – 1:45 CONCURRENT SESSION 2

### **Delivering on Equity: Being Intentional and Courageous** (Room: Bloch)

*Markisha Smith, Ed.D., Director of ODE Office of Equity, Diversity, and Inclusion and Rudyane Rivera-Lindstrom, M.Ed., Education Equity and English Learner Specialist, ODE Office of Equity, Diversity, and Inclusion*

**(Grade Level:** Early Childhood, Elementary, Secondary **Content Area:** Effective Instruction, Behavior, English Learners, Culture, Economically Disadvantaged/At-risk Populations **Domain:** Culture/Equity, Leadership, PL **Skill Level:** Beginning/Intermediate/Advanced)



This session will explore how national contexts can begin to shape our lens for equity while considering ways in which an equity lens is shaped by local influences. Participants will have the opportunity to engage with content through interactive dialogue while considering tools that could immediately be used in education policy and procedures at the district level.

**Successes, Challenges and Lessons Learned:**

**(Room: Joplin/Seeger)**

**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)

We are fortunate to hear from Gladstone School District today. This 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.

***Prerequisite: Participants should have a basic understanding of RTI.***

**Empowering Effective Instruction Across Literacy in Multiple Languages:**

**(Room: Studio B/C)**

**A Collective Data-Based Decision Making Process**

*Amy Harlow, Title I Teacher, Fern Hill Elementary School, Forest Grove School District and Lilliana Jimenez, Title I teacher, Fern Hill Elementary School, Forest Grove School District*

**(Grade Level:** Elementary, **Content Area:** Reading, ELs **Domain:** Culture, DBDM, Core, Screening **Skill Level:** Beginner, Intermediate)

Implementing 100% meetings in schools with literacy being taught in multiple languages can be tricky. Forms don't work, different groups have to use different assessments, and teachers struggle to collaborate when they do not feel like they are teaching the same skills. This presentation will review 100% meetings (a collective data-based decision making process that supports ALL students). The presenters will then discuss how one school found solutions to the challenges presented by literacy in multiple languages during the 100% meetings.

**Building, then Sustaining, a Long-Term Culture of Purpose**

**(Room: Sousa)**

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

**(Grade Level:** Early Childhood, Elementary, Secondary **Content Area:** Reading, Effective Instruction, Behavior, ELs, Culture, Economically Disadvantaged/At-Risk **Domain:** Culture, Leadership, PL, Core, Interventions **Skill Level:** All)

Sustaining a long-term, highly successful school culture is entirely possible. In this session, educators will examine Aloha-Huber Park K-8 School's systematic approach to creating a school-wide, general education RTI model that can continue to thrive throughout the toughest of times, and through multiple generations of leadership. Educators will leave with practical and proven strategies to strengthen their own instructional models over the long-term.

## 2:00 – 3:15 CONCURRENT SESSION 3

### Lessons Learned when Implementing RTI in Dual Language Classrooms:

(Room: Sousa)

#### Do's and Don'ts

*Sylvia Linan-Thompson, Ph.D., Associate Professor, University of Oregon, and  
Angie Whalen, Ph.D., Clinical Associate Professor, University of Oregon and  
Beth Harn, Ph.D., Associate Professor, University of Oregon*

**(Grade Level:** Elementary **Content Area:** Effective Instruction, ELs **Domain:** Leadership, Teaming & DBDM, Core Instruction, Screening, Interventions, PM **Skill Level:** Intermediate)

This session will present the lessons learned from the implementation of RTI in dual language schools. There was a reduction in the number of ELs that participated in Tier 2 interventions from the beginning to the end of the project. Two key points guided the implementation of the project:

1. An RTI model that responds to the needs of ELs includes all of the major components of any RTI model; however modifications are needed.
2. An RTI model that serves the needs of ELs is not a separate or standalone model; it is part of the RTI model that you are already implementing.

We will share the processes and procedures that were implemented to ensure the model was culturally and linguistically responsive.

### Social Perspective Taking and Empathy:

(Room: Bloch)

#### Setting the Stage for Caring Learning Environments

*Vicki Nishioka, Senior Research Advisor, Education Northwest*

**(Grade Level:** Elementary, Secondary **Content Area:** Behavior, Culture, Economically Disadvantaged/At-Risk **Domain:** Culture **Skill Level:** All)

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.

### From Classroom Moments to Disproportionate Outcomes:

(Room: Joplin/Seeger)

#### Improving Equity through SW-PBIS

*Chris Borgmeier, Ph.D., Portland State University*

**(Grade Level:** All **Content Area:** Behavior, EL, Culture, Economically Disadvantaged/At-Risk **Domain:** Culture, Leadership, PL, DBDM, Core, Interventions **Skill Level:** Beginner, Intermediate)

This presentation will examine how implicit bias and teacher expectations influence student interactions that contribute to disproportionate outcomes and inequitable school experiences for students. SW-PBIS will be used as a framework for supporting teacher and staff practices to reduce disproportionate outcomes and improve school experiences for all students.

**3:15 – 3:30 ACTIONS TO EQUITY** - Complete your Commitment cards and turn them in!

### **3:30 – 4:30 NETWORKING RECEPTION with HOSTED CONVERSATIONS and RAFFLE**

Come join us in Studio B/C on the mezzanine for networking, hosted conversations and our raffle! Enjoy snacks, a refreshment and time to collaborate, learn and share about your day.

See you there!

# ORTIi 2017 Annual Conference

## Main Conference Schedule

**Wednesday, April 26<sup>th</sup>**

6:00 - 8:00 PM	Early Bird Check-in and Packet Pickup - Lobby
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**Thursday, April 27<sup>th</sup>**

Time	Session
7:00 - 8:00	Day 1 Check-in
8:00 - 8:15	Welcome and Opening Remarks - Playwrights Hall
8:15 - 9:15	Keynote: Anthony Muhammad - 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	<b>ALL</b> Conference Reception - Lobby

**Friday, April 28<sup>th</sup>**

Time	Session
7:45 - 8:15	Day 2 Check-in
8:15 - 9:00	Celebrating Our Collective Success and Recognizing RTI Champions - Playwrights Hall
9:00 - 9:15	Transition
9:15 - 10:30	Concurrent Session #5
10:30 - 10:45	Transition
10:45 - 12:00	Concurrent Session #6
12:00 - 1:00	Lunch
1:00 - 2:30	End Note: Anita Archer - Playwrights Hall

**Join the conversation on Twitter: #ortii2017**

**KEYNOTE ADDRESS:**  
**“Closing the Achievement Gap:  
Creating Effective Learning Environments for All Students”**  
Anthony Muhammad, Ph.D.



Anthony Muhammad is recognized as one of the field’s leading experts in the areas of school culture and organizational climate. He currently serves as the CEO of New Frontier 21 Consulting, a company dedicated to providing cutting-edge professional development to schools all over the world. Prior to this, Dr. Muhammad served as a practitioner for nearly twenty years, as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner earned him several awards as both a teacher and a principal. Dr. Muhammad knows firsthand what it’s like to transform a troubled school in an underprivileged community into a high-performing educational environment where all students learn, and he is passionate about helping others do the same.

**ENDNOTE ADDRESS:**  
**“The Science, Art, and Heart of Teaching”**  
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.

## Quick Guide to Concurrent Sessions

### Thursday, April 27<sup>th</sup>

**8:00 - 8:15 Welcome and Opening Remarks**

Playwrights Hall

**8:15 - 9:15 Keynote Address:**

Playwrights Hall

**Closing the Achievement Gap: Creating Effective Learning Environments for All Students**

*Anthony Muhammad, President, New Frontier 21 Consulting*

#### **Session 1: Thursday, 9:30 – 10:45**

<b>Systematic Instruction: A Model of Success for All Students to Learn</b> <i>Dean Richards, ORTI Implementation Coach</i>	<b>Hellman</b>
<b>Transforming School Culture</b> <i>Anthony Muhammad, President, New Frontier 21 Consulting</i>	<b>Williams</b>
<b>Erasing the Misery of Reading and Spelling Multi-Syllable Words</b> <i>Shawna Forni, Implementation Specialist, Really Great Reading</i>	<b>O'Neill</b>
<b>Improving Reading Outcomes with Adolescents: Promising Practices to Inspire Reading Growth in all Students</b> <i>Terri Metcalf, Content Specialist, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</i>	<b>Vista I</b>
<b>Number Sense – Is it the Universal Math Intervention?</b> <i>Steve Wyborney, District Math Coach, Ontario School District</i>	<b>Sousa</b>
<b>Individual Problem Solving (IPS) for Students with Intensive Needs</b> <i>Jon Potter, ORTI Implementation Coach</i>	<b>Bloch</b>
<b>Improving Intervention Systems: Using Data to Maximize Results</b> <i>Angelisa Braaksma Fynaardt, Director of Special Education, Great Prairie Area Education Agency, Iowa, and Sarah Brown, University of Minnesota</i>	<b>Vista II</b>
<b>Learning Disability Identification: How to Get More Bang for Your Buck</b> <i>Jacob Williams, Senior Advisor, Education Northwest</i>	<b>Joplin/Seeger</b>
<b>Supporting Students around Behavior at Advanced Tiers</b> <i>Florence Protopapas, Student Services Coordinator and Stacie Moncrief, Principal, Gilbert Park Elementary, David Douglas School District</i>	<b>Studio B/C</b>
<b>District Level Data Review: The Effective Way to Improve Student Outcomes</b> <i>Lisa Bates &amp; Sally Helton, ORTI Implementation Coaches</i>	<b>Ferber</b>
<b>Rethinking Professional Development: Culture, Continuity &amp; Continuous Learning</b> <i>Emily Putney, Instructional Coach and Ashley Cantrell, 2<sup>nd</sup> Grade Teacher, Gaston Elementary School</i>	<b>Wilder</b>
<b>Real World RTI: Leadership Lessons from a Successful School District</b> <i>Diane Dunas, Student Services Director, Kara Kitzrow, 1<sup>st</sup> Grade Teacher, and Debbie Foley, Elementary Principal, Sutherlin School District</i>	<b>Hansberry</b>
<b>Trials and Tribulations on the Road to Success: The Journey of One Small Rural School</b> <i>Robert Rusk, Principal, Alice Olstedt, 8<sup>th</sup> Grade Teacher, Jeremy Hirsch, Support and 6<sup>th</sup> Grade Technology, and Brenda Edwards, Learning Specialist, Broadway Middle School, Seaside School District</i>	<b>Directors</b>
<b>RTI 101</b> <i>Nicole Kaye, ORTI Implementation Coach</i>	<b>Board</b>
<b>Support is Necessary: Superintendent and School Board Support for Successfully Implementing and Sustaining RTI</b> <i>Paul Erlebach, Superintendent, Neah-Kah-Nie School District, and Jenice Pizzuto, ORTI Implementation Coach</i>	<b>Studio A</b>

## Session 2: Thursday, 11:00 – 12:15

<b>Making Your Read Aloud Interactive</b> <i>Julie Walker EBISS Coordinator, and Jenn Montoya &amp; Lindsley Gehrig, Instructional Coaches, Bend-La Pine School District</i>	<b>Hellman</b>
<b>Elephants in the Room: Confronting the Barriers to Effective Collaboration</b> <i>Anthony Muhammad, President, New Frontier 21 Consulting</i>	<b>Williams</b>
<b>Diagnosing Decoding Issues in Students of All Ages</b> <i>Shawna Forni, Implementation Specialist, Really Great Reading</i>	<b>O'Neill</b>
<b>Putting Culturally Responsive Strategies in School Discipline Practices</b> <i>Vicki Nishioka, Oregon State Coordinator, Education Northwest, and Andy McFarlane, Director of Option Programs, Tigard Tualatin School District</i>	<b>Vista I</b>
<b>Engaging With Numbers</b> <i>Cary Cermak, Elementary Math Coach, Roseburg Public Schools</i>	<b>Sousa</b>
<b>Facilitated Team Time for IPS</b> <i>Jon Potter and Shelby DiFonzo, ORTI Implementation Coaches</i>	<b>Bloch</b>
<b>Specific Learning Disability (SLD) Decision Making within an RTI System</b> <i>Nicole Nakayama, School Psychologist, Teresa Collins, Special Education TOSA, and Kate Lode, Literacy TOSA, Springfield School District</i>	<b>Vista II</b>
<b>District Math Data Meetings</b> <i>Steve Wyborney, District Math Coach, Ontario School District</i>	<b>Joplin/Seeger</b>
<b>Standards of Practice for Core Instruction</b> <i>Dean Richards, ORTI Implementation Coach</i>	<b>Studio B/C</b>
<b>It Is All About Supporting School Staff: Using Research Evidence from Implementation Science to Produce and Sustain Equitable Outcomes</b> <i>Kathleen Ryan-Jackson, National Implementation Research Network (NIRN), Sandra Price, Director of Elementary Education, Salem Keizer School District, and Lillian Groff, Special Education Teacher, 4J School District</i>	<b>Wilder</b>
<b>District-Wide RTI Implementation: Is the Culture Ready for RTI?</b> <i>Melissa Carter, District Literacy and Title 1 Coordinator, Forest Grove School District</i>	<b>Hansberry</b>
<b>Supporting RTI Implementation and Partnerships at the Secondary Level</b> <i>Ken Martinez, Instructional Coach, Ontario School District</i>	<b>Directors</b>
<b>School Psychologists in Multi-Tiered Systems of Support: A Discussion of Roles, Challenges, and Successes</b> <i>Elena Diamond, Assistant Professor, Lewis &amp; Clark College, and Angie Whalen, Clinical Associate Professor, University of Oregon</i>	<b>Board</b>
<b>RTI "Strategy": Strategically Planning to Implement RTI</b> <i>Lisa Bates and Jenice Pizzuto, ORTI Implementation Coaches</i>	<b>Studio A</b>

## Session 3: Thursday, 1:15 – 2:30

<b>A Conversation with Anthony Muhammad</b> <i>Anthony Muhammad, President, New Frontier 21 Consulting</i>	<b>Hellman</b>
<b>Math RTI: All Students Can Succeed in Math</b> <i>Dean Richards, ORTI Implementation Coach</i>	<b>Williams</b>
<b>Supporting Student Learning Through Small Group Instruction</b> <i>Effie Triol, K-4 Literacy Coordinator, Student &amp; School Success, ESD 112, Vancouver, Washington, and Marie Klemmer, Instructional Coach, Washougal School District</i>	<b>O'Neill</b>
<b>A Framework for Culturally and Linguistically Responsive Academic Intervention Within Multi-Tiered Support Systems – PLUSS</b> <i>Amanda Sanford, Associate Professor, and Julie Esparza Brown, Associate Professor, Portland State University</i>	<b>Vista I</b>
<b>Bringing the Process of Evaluating Core Screening Data to Life!</b> <b>Core Review/100% Meetings: Tier 1 (Core)</b> <i>Jenice Pizzuto, ORTI Implementation Coach</i>	<b>Sousa</b>

### Session 3: Thursday, 1:15 – 2:30

<b>Bye-Bye Chit Chat – Hello Purposeful Talk!</b> <i>Tara Bourland-Black, Principal Firwood Elementary School, Oregon Trail School District</i>	<b>Bloch</b>
<b>Implementing RTI for SLD: Our Messy Journey and What we have Learned</b> <i>Elise Hall, Title 1/ELA Administrator, Amy Straw, Secondary Special Education Administrator, Alyssa Alvord, Student Achievement Specialist, Lindsay Defazio, Student Achievement Specialist, and Sarah Magnano, School Psychologist, David Douglas School District</i>	<b>Vista II</b>
<b>Driven by Data: The Use of DIBELS Math within an Outcomes Driven Model</b> <i>Courtney Wheeler, Research Scientist and Kelly Powell-Smith, VP and Associate Director of Research and Development, Dynamic Measurement Group</i>	<b>Joplin/Seeger</b>
<b>PBIS 101: An Overview of PBIS with a Focus on School-Wide PBIS – Tier I</b> <i>Teri Lewis, PBIS Implementation Coordinator, Salem-Keizer School District</i>	<b>Studio B/C</b>
<b>Looking Back and Forging Ahead: Lessons Learned on Getting the Most out of your RTI System</b> <i>Jon Potter, ORTli Implementation Coach &amp; David Putnam, ORTli Director</i>	<b>Ferber</b>
<b>Embracing Humility: RTI for the Long Haul</b> <i>Joyce Woods, Director of Student Services, Maureen Feldman, Special Education Procedures and Compliance TOSA, and Lindsey Pratt, PBIS TOSA, Tigard Tualatin S.D.</i>	<b>Wilder</b>
<b>Promoting School Attendance and Engaging Families</b> <i>Florence Protopapas, Student Services Coordinator &amp; Barb Kienle, Director of Student Services, David Douglas S.D.</i>	<b>Hansberry</b>
<b>Oregon's Early Learning and Kindergarten Guidelines</b> <i>Brett Walker, Education Program Specialist, Early Learning Division, ODE</i>	<b>Board</b>
<b>Facilitated Team Time: Scheduling</b> <i>Shelby DiFonzo, ORTli Implementation Coach</i>	<b>Studio A</b>

### Session 4: Thursday, 2:45 – 4:00

<b>Implementing the Requirements of Oregon's New Dyslexia Legislation using a Multi-Tiered System of Support</b> <i>Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education</i>	<b>Hellman</b>
<b>What Can ORTli Teach Us About Pioneering Practices?</b> <i>Erin Lolich, Professional Development Director and Megan Irwin, Northwest Regional Education Service District</i>	<b>Williams</b>
<b>Going Deeper with Individual Problem Solving: Evaluating the Learner Using Curriculum-Based Evaluation</b> <i>Angie Whalen, Clinical Associate Professor, University of Oregon and Lisa Bates, ORTli Implementation Coach</i>	<b>O'Neill</b>
<b>Using RTI for Determining Specific Learning Disability Eligibility</b> <i>Nicole Kaye and Sally Helton, ORTli Implementation Coaches</i>	<b>Vista I</b>
<b>Mathematical Fluency = Fun!</b> <i>Molly Smith, 5<sup>th</sup> Grade Teacher, North Powder School District</i>	<b>Sousa</b>
<b>Enhancing Core Reading Instruction (ECRI) for At-Risk Readers (K-2)</b> <i>Carol Dissen, Intervention Developer, Center for Teaching and Learning, U. of Oregon</i>	<b>Bloch</b>
<b>Get Your Coaching Moves On!!</b> <i>Julie Walker, EBISS Coordinator and Lindsley Gehrig, Jenn Montoya, and Alyx Lyons, Instructional Coaches, Bend-La Pine School District</i>	<b>Vista II</b>
<b>Leadership Matters in Improving Core Instruction, Supporting Effective Instruction, and 100%/Core Review Meetings</b> <i>Jenice Pizzuto, ORTli Implementation Coach</i>	<b>Joplin/Seeger</b>
<b>PBIS Advanced Tiers: Systems and Practices to Support with At-Risk and Chronic Social Behavior</b> <i>Teri Lewis, PBIS Implementation Coordinator, Salem-Keizer School District</i>	<b>Studio B/C</b>

**Session 4: Thursday, 2:45 – 4:00**

<b>Multi-Tiered Systems of Support for Secondary Schools: It's Never too Late to Close the Gap</b> <i>Dean Richards, ORTli Implementation Coach</i>	<b>Ferber</b>
<b>Math Strategies to Support Language Learners</b> <i>Jane Osborne, K-12 Math Coach, Hood River County School District</i>	<b>Wilder</b>
<b>Using Evidence-Based Formative Assessment as a Quality Classroom Practice</b> <i>Erin Whitlock, Center for Great Public Schools, OEA, Leah Starkovich, David Douglas SD and OEA, and Catherine Contreras, St. Helens School District and OEA</i>	<b>Hansberry</b>
<b>"We are More Alike, My Friends, Than We are Unalike": Universal Lessons from Implementing RTI in Independent International Schools</b> <i>Ralph Pruitt, Asst. Superintendent International Schools Group, and David Putnam, ORTli Director</i>	<b>Board</b>
<b>Facilitated Team Time</b> <i>Shelby DiFonzo, ORTli Implementation Coach</i>	<b>Studio A</b>

**Thursday, 4:00 – 5:30**

<b>ALL</b> Conference Reception: Join us for food, fun, & 'freshments!	<b>Lobby</b>
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**Friday, April 28<sup>th</sup>****8:15-8:45 Celebrating our Collective Success!**

Playwrights Hall

**8:45-9:00 RTI Champion Awards**

Playwrights Hall

**Session 5: Friday, 9:15 – 10:30**

<b>Foundation Skills in Writing K-5</b> <i>Anita Archer, Educational Consultant</i>	<b>Hellman</b>
<b>Striving for Equity in Oregon's Graduation Outcomes: How Can the Graduation Equity Fund (SB 183) Support School Districts as they Strive for Equitable Outcomes</b> <i>Colt Gill, Oregon Education Innovation Officer &amp; Laura Lien, Research Analyst, Chief Education Office</i>	<b>Williams</b>
<b>Facilitated Team Time</b> <i>Shelby DiFonzo &amp; Lisa Bates, ORTli Implementation Coaches</i>	<b>O'Neill</b>
<b>Data Based Decision Making in the Age of Unreason</b> <i>Jon Potter, ORTli Implementation Coach</i>	<b>Vista I</b>
<b>Increasing Equity Through Engaging Instructional Environments for All Students</b> <i>Erin Chaparro, Educational and Community Supports, University of Oregon</i>	<b>Sousa</b>
<b>Number Combining</b> <i>Cary Cermak, Elementary Math Coach, Roseburg Public Schools</i>	<b>Bloch</b>
<b>Connecting the Dots: 100% Meetings, School Improvement Plans, Site Council, &amp; Teacher Goals: How One School Connected the Dots to Work Smarter and Not Harder</b> <i>Dan Busch, Principal and the Fowler Middle School Site Council (Susan Morgan, Natalie Heath, Aaron Bech, Caitlin Ponzetti, Matt Kingsley, Sarah Foltz, and Jill Flores), Tigard Tualatin School District</i>	<b>Vista II</b>
<b>Reading for Meaning – Fluently</b> <i>Kristi Vincent, Educational Coach, Read Naturally, Inc.</i>	<b>Joplin/Seeger</b>
<b>Special Considerations for English Learners in the SLD Eligibility Process</b> <i>Nicole Kaye and Sally Helton, ORTli Implementation Coaches</i>	<b>Studio B/C</b>
<b>Unshaken: An Educator's Life with Seizures</b> <i>Steve Wyborney, District Math Coach, Ontario School District</i>	<b>Ferber</b>



### Session 5: Friday, 9:15 – 10:30

<b>The Future of MTSS in Oregon – Come Share Your View!</b> <i>Shawna Moran, ODE Educational Specialist, Jennifer Ecklund Smith, ODE Coherent Strategies SSIP/SPDG Specialist, and Mariana Praschnik-Enrique, ODE Cohesion Specialist</i>	<b>Wilder</b>
<b>Leadership for Learning: Building Capacity, Advocating, Creating Support Systems for Professional Learning</b> <i>Erin Whitlock, Consultant, Institute for Professional Skills &amp; Practice, Center for Great Public Schools, OEA, Andrea Shunk, Educational Policy and Practices Strategist, OEA, and Jenna Schadler, Grant Coordinator, North Clackamas School District</i>	<b>Hansberry</b>
<b>The Professional Learning Link: Improved Adult Learning Leads to Improved Student Learning</b> <i>Tanya Frisendahl, Education Specialist, District and School Effectiveness Team, Oregon Department of Education</i>	<b>Directors</b>
<b>Effects of a Web-Based Responsive Parenting Intervention on Low-Income Spanish-Speaking Mother-Child Interactions During Shared-Book Reading</b> <i>Ruby Batz, Center for Teaching and Learning &amp; Center for Translational Neuroscience, University of Oregon</i>	<b>Board</b>
<b>Addressing Problems of Practice: A Collaborative Conversation for TOSAs, Coordinators, and Coaches Developing and Supporting an MTSS System</b> <i>Jennifer Stackhouse, Intervention Coordinator, and Kristin Wilson, PBIS/Restorative Justice Coordinator, Gresham-Barlow School District</i>	<b>Studio A</b>

### Session 6: Friday, 10:45 – 12:00

<b>Increasing Student Engagement Through Opportunities to Respond</b> <i>Dean Richards, ORTI Implementation Coach</i>	<b>Hellman</b>
<b>Short Writing Often NOT Just Long Writing Seldom</b> <i>Anita Archer, Educational Consultant</i>	<b>Williams</b>
<b>Facilitated Team Time</b> <i>Nicole Kaye &amp; Sally Helton, ORTI Implementation Coaches</i>	<b>O'Neill</b>
<b>How Much is Enough? Observing Small Group Interventions to Improve Outcomes</b> <i>Ronda Fritz, Assistant Professor, Eastern Oregon University, and Beth Harn, Associate Professor, University of Oregon</i>	<b>Vista I</b>
<b>Supporting Long-Term English Learners in Middle Schools</b> <i>Erin Chaparro, Educational and Community Supports, University of Oregon</i>	<b>Sousa</b>
<b>How to Run an Effective and Efficient Intervention Review Meeting</b> <i>Shelby DiFonzo, ORTI Implementation Coach</i>	<b>Bloch</b>
<b>The Five Evidence-Based Practices of Classroom Management</b> <i>Jason Harlacher, MTSS Specialist, Colorado Department of Education</i>	<b>Vista II</b>
<b>Foundational Skills: Standards Tell Us What, Research Tells Us How</b> <i>Kristi Vincent, Educational Coach, Read Naturally, Inc.</i>	<b>Joplin/Seeger</b>
<b>Going from a “Promising Initiative” to “On-going Ways of Work”: Action Steps for Sustainability</b> <i>Kimberly Ingram, Facilitator of Special Programs, Brian Megert, Director of Special Programs, and Whitney McKinley, Teaching and Learning Coordinator, Springfield School District</i>	<b>Studio B/C</b>
<b>Math that Works: Using Reteach and Enrich to Excel Math Learning for Students</b> <i>Tara Bourland-Black, Principal Firwood Elementary and Rachael George, principal, Sandy Elementary, Oregon Trail School District</i>	<b>Ferber</b>
<b>Leveraging the Power of a Growth Mindset in an Elementary Classroom</b> <i>Sarah Vannice, 2<sup>nd</sup> Grade Teacher, Lake Oswego School District</i>	<b>Wilder</b>

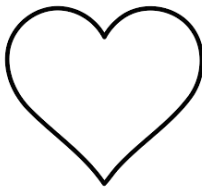
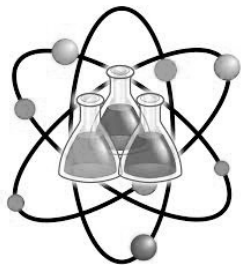
**Session 6: Friday, 10:45 – 12:00**

<b>Implementation Strategies for Implementing and Sustaining Effective Change to Transform Professional Learning</b> <i>Erin Whitlock, Consultant, Institute for Professional Skills &amp; Practice, Center for Great Public Schools, OEA, Andrea Shunk, Education Policy and Practice Strategist, Center for Great Public Schools, OEA, and Jenna Schadler, Grant Liaison, North Clackamas School District</i>	<b>Hansberry</b>
<b>Improving Educator Practice through Instructional Mentoring</b> <i>Tanya Frisendahl, Education Specialist, District and School Effectiveness Team, Oregon Department of Education</i>	<b>Directors</b>
<b>Kids Do Well If They Can: Looking at Behavior Through the Lens of Unsolved Problems and Lagging Skills</b> <i>Kathy Helgeson, Leadership Coach, Rogue Ed Consulting</i>	<b>Board</b>

**1:00-2:30 Endnote Address:**

**The Science, Art, and Heart of Teaching**  
*Anita Archer, Educational Consultant*

Playwrights Hall



of



**Reach & Teach *All* Students**

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## Complete Schedule and Session Details Day 1: Thursday, April 27, 2017

7:00 – 8:00	DAY 1 CHECK-IN	Lobby
8:00 – 8:15	WELCOME AND OPENING REMARKS <i>Oregon Response to Instruction and Intervention</i>	Playwrights Hall
8:15 – 9:15	KEYNOTE ADDRESS	Playwrights Hall

### “Closing the Achievement Gap: Creating Effective Learning Environments for All Students”

*Anthony Muhammad, President, New Frontier 21 Consulting*

Ensure learning equality in every classroom so that factors such as economic standing and race don't play a role in determining students' achievement. Investigate previous and current policies designed to help close the achievement gap. Examine predominant mindsets that contradict school missions to promote equal academic opportunities, and consider the psychological impact this has on students. Explore strategies for adopting a new mindset that frees educators and students from cultural attitudes that reinforce negative academic performance expectations.

### CONCURRENT SESSIONS

Sessions are categorized according to following:

<b>Grade Level:</b>	Elementary, Secondary, Early Childhood
<b>Content Area:</b>	Reading, Math, Behavior, ELs (English Learners), All
<b>Domain:</b>	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),
<b>Skill Level:</b>	Beginning, Intermediate, Advanced

### 9:30 – 10:45 CONCURRENT SESSION 1

**(NEW) Systematic Instruction: A Model of Success for All Students to Learn (Room: Hellman)**

*Dean Richards, ORTIi Implementation Coach*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Core, **Skill Level:** Beginning/Intermediate)

“I do it, We do it, You do it together, You do it alone” has been a popular lesson architecture for a number of years. But what does it really mean? This presentation will give specific examples and videos of systematic instruction in both whole group and small group with an emphasis on elementary reading.

**(NEW) Transforming School Culture****(Room: Williams)***Anthony Muhammad, President, New Frontier 21 Consulting***(Grade Level:** All, **Content Area:** All, **Domain:** Culture, **Skill Level:** All)

This presentation will address the issue of conflicting agendas within schools. A high performing school has a very clear purpose, high levels of learning for all students. We will examine the barriers to aligning individual agendas with the organization's agenda, and what ALL parties must do to develop the synergy necessary to guarantee learning. We will examine the theoretical framework developed by Anthony Muhammad in the book *Transforming School Culture: How to Overcome Staff Division* (2009) as the basis for developing a collaborative culture.

**(NEW) Erasing the Misery of Reading and Spelling Multi-Syllable Words****(Room: O'Neill)***Shawna Forni, Implementation Specialist, Really Great Reading***(Grade Level:** Elementary, Secondary **Content Area:** Reading, **Domain:** Core, Interventions, **Skill Level:** All)

When students don't have strategies for reading big words, they often guess, skip or misread words. They struggle to comprehend complex text and often get stuck and frustrated. Learn how to provide functional strategies that can be applied to many big words.

**(NEW) Improving Reading Outcomes with Adolescents:****(Room: Vista 1)****Promising Practices to Inspire Reading Growth in all Students***Terri Metcalf, Content Specialist, Michigan's Integrated Behavior and Learning Support Initiative***(Grade Level:** Secondary, **Content Area:** Reading, **Domain:** Core & Interventions, **Skill Level:** Beginning/Inter.)

What do we know about reading and adolescents? How can we alter our instructional approach and intervention focus to meet the needs of adolescent readers? This session will describe the research-based foundational skills in adolescent reading, unpack promising instructional routines for improving adolescent reading skills for ALL students and provide guidance and resources on intervention strategies designed to boost the reading skills of our struggling adolescent readers.

**(NEW) Number Sense – Is it the Universal Math Intervention?****(Room: Sousa)***Steve Wyborne, District Math Coach, Ontario School District***(Grade Level:** All, **Content Area:** Math, **Domain:** Core & Interventions, **Skill Level:** All)

This session will explore the power and importance of promoting the growth of number sense for all students, at all levels. The common question, "What is a strong math intervention program?" often leads to the recognition of the importance of helping our students develop number sense. Number sense is sometimes regarded as something that is important only for early elementary students. Yet, the influence of number sense is seen across all grade levels, and plays a powerful role in student success. How do we build number sense for all students?

**Individual Problem Solving (IPS) for Students with Intensive Needs****(Room: Bloch)***Jon Potter, ORTI Implementation Coach***(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** DBDM, **Skill Level:** Beginning/Intermediate)

Core instruction and group interventions in an effective RTI system will meet the needs of the majority of students. For those students with the most intensive needs, the Individual Problem Solving (IPS) process helps to individualize and intensify an additional level of supports. This session will provide a basic overview of the individual problem solving process, focusing on the variables that impact student learning (e.g. Instruction, Curriculum, Environment and the Learner, ICEL) at an individual level. Participants will learn how to collect data across the multiple domains and how to use the data to develop an individual intervention for a student with intensive and persistent needs.

**(NEW) Improving Intervention Systems: Using Data to Maximize Results** (Room: Vista II)  
*Angelisa Braaksma Fynaardt, Director of Special Education, Great Prairie Area Education Agency, Iowa and Sarah Brown, University of Minnesota*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** DBDM, PL, Interventions, PM **Skill Level:** Inter./Adv.)  
Schools have developed a multitude of interventions for students who need extra support. However, most are not keeping score of the impact of these interventions, even though they require a significant amount of resources to implement (e.g. time, staff). This session will support schools in evaluating the effectiveness of their interventions, as well as provide practical, evidence-based ideas for improving current interventions.

**Learning Disability Identification: How to Get More Bang for your Buck** (Room: Joplin/Seeger)  
*Jacob Williams, Senior Advisor, Education Northwest*

**(Grade Level:** All, **Content Area:** All, **Domain:** SLD, **Skill Level:** Intermediate/Advanced)  
The field of learning disabilities (LD) has been described as “having a checkered history, littered with contention, false starts, fads, dead ends, and pseudoscience” (Stanovich, 1989, p. 487). Much of this controversy is centered on methods to identify LD, and most frequently this debate has centered on the equity and validity of aptitude-achievement discrepancy. What has received less attention in LD debates are the fiscal implications of different LD identification methods. This presentation will discuss two frameworks for learning disability identification utilized in Oregon, and data comparing the fiscal costs and benefits for school districts of the two frameworks will be presented.

**(NEW) Supporting Students around Behavior at Advanced Tiers** (Room: Studio B/C)  
*Florence Protopapas, Student Services Coordinator and Stacie Moncrief, Principal, Gilbert Park Elementary, David Douglas School District*

**(Grade Level:** Elementary **Content Area:** Behavior **Domain:** Interventions **Skill Level:** Intermediate/Advanced)  
It is expected that somewhere between 5-10% of students will need additional behavior supports, but where do you begin? This session will provide examples and lessons learned from a district perspective on how to establish and maintain a PBIS support framework around behavior in elementary schools. David Douglas has a long history with successful RTI and PBIS district implementation. Join us to hear how we are working on installing an effective and sustainable coaching system including supports for PBIS with a focus on targeted interventions and Functional Behavioral Assessment (FBA).

**(NEW) District Level Data Review: The Effective Way to Improve Student Outcomes** (Room: Ferber)  
*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.

**(NEW) Rethinking Professional Development:  
Culture, Continuity & Continuous Learning**

**(Room: Wilder)**

*Emily Putney, Instructional Coach, and Ashley Cantrell, 2<sup>nd</sup> Grade Teacher, Gaston Elementary School*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Culture, P.L., Leadership **Skill Level:** Beginning)

Finding time and resources to provide professional learning to staff is a challenge for most schools and districts. This presentation will provide participants with examples of restructuring professional development by empowering experts in our midst, utilizing peer observations, and viewing professional development as a habit & attitude instead of a budget item.

**(NEW) Real World RTI: Leadership Lessons from a Successful School District**

**(Room: Hansberry)**

*Diane Dunas, Student Services Director, Kara Kitzrow, 1<sup>st</sup> Grade Teacher, and Debbie Foley, Elementary Principal, Sutherlin School District*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Culture, Leadership, DBDM, **Skill Level:** Inter./Adv.)

Looking to turn RTI in your district from surface level implementation to a fully embedded and sustainable practice? Look no further. Principals, district administrators, RTI coordinators, and RTI leadership team members are invited to attend this session to hear lessons learned from a successfully implementing school district. Participants will follow the journey from past, present, and future and hear how Sutherlin school district made RTI their own. Presenters will share their favorite tips, tricks, insights, and resources for building sustainability into the teaming and data-based decision making process and building a positive culture of collaboration district-wide.

**(NEW) Trials & Tribulations on the Road to Success:**

**(Room: Directors)**

**The Journey of One Small Rural School**

*Robert Rusk, Principal, Alice Olstedt, 8<sup>th</sup> Grade Teacher, Jeremy Hirsch, Support and 6<sup>th</sup> Grade Technology, and Brenda Edwards, Learning Specialist, Broadway Middle School, Seaside School District*

**Grade Level:** Secondary **Content Area:** Reading, Math **Domain:** All, **Skill Level:** Beginning/Intermediate)

This session is about the journey of one small rural school on their road to implementing RTI effectively. The presenters will discuss how they used data, professional development, and support classes to change the overall school culture. During the session you will also learn about how special education and general education teachers collaborate, implement active engagement strategies, and use data to create specific RTI support and intervention classes. The session will conclude by explaining the trials and tribulations that occurred throughout the three-year process in becoming an RTI school.

**RTI 101**

**(Room: Board)**

*Nicole Kaye, ORTI Implementation Coach*

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

Are you new to RTI and wondering where to start? Is your district thinking about joining the project but you are not exactly sure what building an RTI system involves? Or perhaps you are just curious about how all the pieces fit together as a whole. If so, this session is for you! RTI 101 will cover the heart and values of a Response to Instruction and Intervention system, how RTI is related to other systems change such as Positive Behavior Interventions and Supports and Culturally Responsive Practice, and how EVERY educator and staff member is an integral part of making RTI successful. In addition, we will highlight the nine essential components of RTI. Join us for this fast-paced overview.

**(NEW) Support is Necessary: Superintendent and School Board Support for Successfully Implementing and Sustaining RTI** (Room: Studio A)

*Paul Erlebach, Superintendent, Neah-Kah-Nie School District and Jenice Pizzuto, ORTI Implementation Coach*

**(Grade Level:** All, **Content Area:** Reading, **Domain:** Leadership, **Skill Level:** Beginning)

*"RTI does not come from a place; it comes from a unified vision of effective teaching and leadership that demands high expectations for all students."* Judy Elliot

Whether in business or education we have evidence that leadership and support are critical to the implementation of any initiative. In implementing an effective RTI system leadership is critical for success. Aligning priorities, allocating funding, establishing and maintaining a vision to implement a district wide RTI system requires district level support. In this session you will hear from a superintendent about systematically planning for RTI implementation that is inclusive and in partnership with the school board. We will share about Neah-Kah-Nie's journey to implement RTI strategically and with school board support.

## 11:00 – 12:15 CONCURRENT SESSION 2

**(NEW) Making Your Read Aloud Interactive** (Room: Hellman)

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

**(Grade Level:** Early Childhood, Elementary, **Content Area:** Reading, **Domain:** Core, **Skill Level:** All)

Who is doing all of the work during your read aloud? Do you want your students to be engaging in high level thinking work? Come to this session! We will engage in conversation and strategies that will help you to increase the cognitive demand of your read aloud with strategies that encourage students to do higher level thinking work. We will also discuss strategies for using read aloud to help students apply the strategies they are learning to their own reading.

**(NEW) Elephants in the Room: Confronting the Barriers to Effective Collaboration** (Room: Williams)

*Anthony Muhammad, President, New Frontier 21 Consulting*

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

Many educators are placed into teams, but many never make progress because of personal and professional drama that prevents them from focusing on the needs of students. A house divided cannot stand! We will examine all of the psychological and sociological barriers that can arise and interfere with a school or a team's ability to move forward. After leaving this session, participants will have a clear understand of what it takes to create a highly collaborative culture.

**Diagnosing Decoding Issues in Students of All Ages** (Room: O'Neill)

*Shawna Forni, Implementation Specialist, Really Great Reading*

**(Grade Level:** Elementary, Secondary **Content Area:** Reading **Domain:** DBDM, Screen, Intervention, PM, **Skill Level:** All)

This session will focus on the gap that exists between struggling readers and their peers, and how that gap can be closed through the use of diagnostic tools and explicit instructional routines. Participants will become familiar with the "16 Elements of Explicit Instruction" and the "Principles of Effective Instruction" (Archer and Hughes, 2011). Instructional routines that are systematic and sequential are necessary to stabilize the pace and flow of a lesson, establish expectations for student learning and help teachers to be fluent and efficient. Sample routines will be shared and the participants will learn how to match instructional routines to student need based on diagnostic data.

**(NEW) Putting Culturally Responsive Strategies in School Discipline Practices (Room: Vista I)**

*Vicki Nishioka, Oregon State Coordinator, Education Northwest and  
Andy McFarlane, Director of Option Programs, Tigard Tualatin School District*

**(Grade Level:** All, **Content Area:** Behavior, **Domain:** Culture, Interventions, **Skill Level:** Beginning/Intermediate)

Creating a welcoming learning environment that focuses on keeping students in school is both challenging, rewarding, and, in Oregon, it is the law! This interactive session will share the successes and lessons learned of Oregon Leadership Network districts that are committed to equity in school discipline. Learn how the districts used data to identify root causes and local solutions to reduce suspensions overall, and for students of color in particular. Participants will learn about the shifts in school discipline policies and culturally responsive practices that led to positive outcomes for students and educators!

**(NEW) Engaging With Numbers (Room: Sousa)**

*Cary Cermak, Elementary Math Coach, Roseburg Public Schools*

**(Grade Level:** E.C., Elementary **Content Area:** Math, **Domain:** Culture, PL, Core **Skill Level:** Beginning/Inter.)

Learn how to recognize and get students in grades 3 to 5 to utilize the Property of Operations and the meanings of multiplication and division. During this session we will do the math, observe videos, and think deeply about how to get students engaged in math in a way that is accessible and meaningful for all students.

**Facilitated Team Time for IPS (Room: Bloch)**

*Jon Potter and Shelby DiFonzo, ORTI Implementation Coaches*

This facilitated team time is for school teams that have already received training on the Individual Problem Solving Process and need additional support. Participants should attend with their fellow team members, and come with a specific student in mind. Participants will spend the majority of this session engaging in the IPS process with their specific example student or further developing and refining their IPS system. ORTI coaches will be available to answer questions and provide support and feedback to teams.

**(NEW) Specific Learning Disability (SLD) Decision Making within an RTI System (Room: Vista II)**

*Nicole Nakayama, School Psychologist, Teresa Collins, Special Education TOSA, and Kate Lode, Literacy TOSA, Springfield School District*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Leadership, DBDM, PL, SLD, **Skill Level:** Beginning)

The Springfield School District team invites you to join them in a conversation about Specific Learning Disability decision-making within an RTI system. Learn how they built the infrastructure for using RTI for SLD eligibility. They will focus on what work occurred at the district level and with key staff. The roles of district leadership, special education teachers and school psychologists will be emphasized. Lessons learned will be shared as the team prepares to renew their efforts in a district-wide approach to implementing RTI.

**(NEW) District Math Data Meetings (Room: Joplin/Seeger)**

*Steve Wyborney, District Math Coach, Ontario School District*

**(Grade Level:** Elementary, **Content Area:** Math, **Domain:** Leadership, DBDM, PL **Skill Level:** All)

How can you create a powerful, effective, district-wide math focus across all elementary grade levels? Learn about the strategies and resources that are being used in the Ontario School District that include the use of images, data, and teamwork to propel professional development in the area of math.



**Standards of Practice for Core Instruction****(Room: Studio B/C)***Dean Richards, ORTI Implementation Coach***(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Leadership, Core **Skill Level:** Beginning/Intermediate)

Effective core instruction is the most important thing you can do in RTI. This presentation is a repeat of the initial training core instruction presentation. We will look at how districts can create standards of practice for core including time, materials, and instructional routines.

**(NEW) It Is All About Supporting School Staff:****(Room: Wilder)****Using Research Evidence from Implementation Science to Produce and Sustain Equitable Outcomes***Kathleen Ryan-Jackson, National Implementation Research Network (NIRN), Sandra Price, Director of Elementary Education, Salem Keizer School District, and Lillian Groff, Special Education Teacher, 4J School District***(Grade Level:** All, **Content Area:** All, **Domain:** All, **Skill Level:** All)

Come learn how to develop and sustain the implementation supports required for principals and teachers to effectively use RTI and produce equitable student outcomes. You will see how one district developed and has sustained an RTI model since 1997 and you will walk away with tools and feasible actions to strengthen your RTI system. A district administrator and teacher will share how they use the research evidence from Implementation Science to strengthen staff knowledge, skill, and confidence to use RTI practices to reach each and every student.

**District-Wide RTI Implementation: Is the Culture Ready for RTI?****(Room: Hansberry)***Melissa Carter, District Literacy and Title 1 Coordinator, Forest Grove School District***(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Culture, Leadership **Skill Level:** All)

Creating the district's RTI Framework is fairly easy to accomplish, but changing the culture in the schools is where the tough work begins and is necessarily as you move from developing to sustaining your RTI model. Changing the culture is critical for successful RTI Implementation and this work is hard for everyone in the system. It takes laser-like focus, strong leaders, and long-term commitment for successful implementation.

You will hear about Forest Grove School District's journey as they moved to a district-wide RTI implementation model. The presenters will share the district's successes, struggles, and what they learned through their process.

**(NEW) Supporting RTI Implementation and Partnerships at the Secondary Level****(Room: Directors)***Ken Martinez, Instructional Coach, Ontario School District***(Grade Level:** Secondary, **Content Area:** All, **Domain:** Culture, Lead., DBDM, PL, Core, **Skill Level:** Beg./Inter.)

This session will help participants explore ways to implement the RTI framework at the secondary level to make meaningful changes to culture, classroom instruction, and to building-wide systems, which lead to improved outcomes for students. The nuances of RTI at the secondary level will be discussed as will fostering partnerships for RTI implementation and making systematic changes through data and outcome sharing.

**School Psychologists in Multi-Tiered Systems of Support:****(Room: Board)****A Discussion of Roles, Challenges, and Successes**

*Elena Diamond, Assistant Professor, Lewis & Clark College and Angie Whalen, Clinical Associate Professor, University of Oregon*

**(Level:** Elementary/Secondary, **Content Area:** All, **Domain:** Leadership, PL **Skill Level:** All)

This facilitated discussion will explore the role of school psychologists within multi-tiered systems of support (MTSS), and provide participants the opportunity to learn from each other about how their roles have changed with MTSS implementation. Participants will discuss the role of school psychologists across tiers of support in their district, challenges faced, and successful strategies for addressing common challenges.

**RTI “Strategy”: Strategically Planning to Implement RTI****(Room: Studio A)**

*Lisa Bates and Jenice Pizzuto, ORTI Implementation Coaches*

**(Level:** Elementary, **Content Area:** Reading, **Domain:** Leadership, DBDM, PL **Skill Level:** Beginning/Intermediate)

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.

**12:15 – 1:15 LUNCH****1:15 – 2:30 CONCURRENT SESSION 3****(New) A Conversation with Anthony Muhammad****(Room: Hellman)**

*Anthony Muhammad, President, New Frontier 21 Consulting*

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

Evidence of the power of school culture continues to mount; from the research-base, to implementation data from the ORTI project, and anecdotally from day-to-day practice. This session will provide an opportunity to dig deeper into the issues and strategies raised in Dr. Muhammad’s Keynote address “*Closing the Achievement Gap*”, and his breakout sessions on “*Transforming School Culture*” and “*Confronting the Barriers to Effective Collaboration*.” Join Dr. Muhammad for an opportunity to ask your questions, share your wonderings, and exchange perspectives with one of our national leaders in the area of school culture and creating effective educational environments for ALL students.

**(NEW) Math RTI: All Students Can Succeed in Math****(Room: Williams)**

*Dean Richards, ORTI Implementation Coach*

**(Level:** Elementary, **Content Area:** Math, **Domain:** All **Skill Level:** Beginning)

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 a lens of mathematics. It is a summary of the multiyear training that districts in the ORTI Math Cadre receive.

**(NEW) Supporting Student Learning Through Small Group Instruction** (Room: O'Neill)  
*Effie Triol, K-4 Literacy Coordinator, Student & School Success, ESD 112, Vancouver, Washington and Marie Klemmer, Instructional Coach, Washougal School District*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** DBDM & Core, **Skill Level:** Beginning/Intermediate)  
This session will address development of small group instructional plans to meet the needs of students. The focus will be on the Oregon State Learning Standards Foundational Skills and will include the following: 1) Developing a small group instructional schedule to maximize learning 2) Addressing how to develop the focus for instruction based on student data and 3) Exploring instructional strategies to support small group phonological, phonics and fluency instruction.

**A Framework for Culturally and Linguistically Responsive Academic Intervention** (Room: Vista I)  
**Within Multi-Tiered Support Systems – PLUSS**  
*Amanda Sanford, Associate Professor, and Julie Esparza Brown, Associate Professor, Portland State University*

**(Grade Level:** Elem., **Content Area:** Reading, ELs **Domain:** Culture, Core, Interventions **Skill Level:** Intermediate)  
We will present a research-based framework for planning instruction and intervention for students who are English learners and need additional support with reading and math within a Multi-Tiered System of Support. Case examples and data from implementation will be shared. Participants will analyze case studies, videos, and lesson plans for the instructional match to students' linguistic/cultural backgrounds and literacy needs, with opportunity for discussion and action planning.

**(NEW) Bringing the Process of Evaluating Core Screening Data to Life!** (Room: Sousa)  
**Core Review/100% Meetings: Tier 1 (Core)**  
*Jenice Pizzuto, ORTLi Implementation Coach*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** DBDM **Skill Level:** Beginning/Intermediate)  
Collaboration is key; come see how the meeting process can support focused, empowering teacher collaboration. This session will explore the structure and purpose of 100%, Core Review (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.

**(NEW) Bye-Bye Chit Chat – Hello Purposeful Talk!** (Room: Bloch)  
*Tara Bourland-Black, Principal Firwood Elementary School, Oregon Trail School District*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Leadership, PL, Core, **Skill Level:** Beg./Inter.)  
Learn how Firwood Elementary's Principal has worked with coaches and teachers to implement Purposeful Talk in classrooms. Using a read aloud as the spark to build purposeful talk, we engage students in meaningful discourse, promoting metacognition, and building students' critical thinking skills. Attendees will participate in a model lesson and walk away from the session with resources they can readily use within their schools.

**(NEW) Implementing RTI for SLD: Our Messy Journey and What we have Learned (Room: Vista II)**

*Elise Hall, Title 1/ELA Administrator, Amy Straw, Secondary Special Education Administrator, Alyssa Alvord, Student Achievement Specialist, Lindsay Defazio, Student Achievement Specialist, and Sarah Magnano, School Psychologist, David Douglas School District*

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

David Douglas School District began in the Oregon Response to Instruction and Intervention Project in 2011. Come and learn about our slow rollout of RTI with pilot schools and how we leveraged their experience to scale up RTI for SLD for all of our elementary schools.

**Driven by Data: The Use of DIBELS Math within an Outcomes Driven Model (Room: Joplin/Seeger)**

*Courtney Wheeler, Research Scientist and Kelly Powell-Smith, VP and Associate Director of Research and Development, Dynamic Measurement Group*

**(Grade Level:** Elementary, **Content Area:** Math, **Domain:** Screening, PM, **Skill Level:** Beginning)

This session will be focused on how to use DIBELS Math data within an Outcomes Driven Model of decision-making. The session will illustrate the use of DIBELS Math data at both the student level and the systems level. It will also include a brief review of the measures for participants who may not be familiar with them. Time will be allocated for questions and answers from session participants.

**PBIS 101: An Overview of PBIS with a Focus on School-Wide PBIS – Tier I (Room: Studio B/C)**

*Teri Lewis, PBIS Implementation Coordinator, Salem-Keizer School District*

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

The purpose of this session will be to provide an overview of PBIS' rationale and three-tiered support framework. Participants will have an opportunity to ask questions and address concerns they may have about adopting PBIS. Emphasis will be placed on Tier I PBIS and provide examples of including staff, students and families.

**(NEW) Looking Back and Forging Ahead: Lessons Learned on Getting the Most out of your RTI System (Room: Ferber)**

*Jon Potter, ORTI Implementation Coach, and David Putnam, ORTI Director*

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

It is often not what we do but how well we do it that matters most. This applies particularly well to implementing an RTI system. RTI is a collection of best practices, guided by research and evidence, and implemented through strong leadership and professional learning supports. Over the past 12 years of supporting Oregon school districts in RTI implementation, ORTI has learned valuable lessons about what works and what doesn't work when building an effective RTI system. Presenters will share data, anecdotes, and personal stories about what makes districts successful and what causes a district to struggle to implement these practices effectively. Key recommendations for what to focus on in your RTI system will also be shared.

**(NEW) Embracing Humility: RTI for the Long Haul (Room: Wilder)**

*Joyce Woods, Director of Student Services, Maureen Feldman, Special Education Procedures and Compliance TOSA, and Lindsey Pratt, PBIS TOSA, Tigard Tualatin School District*

**(Grade Level:** Elementary, Secondary **Content Area:** All, **Domain:** Leadership **Skill Level:** Advanced)

Initial design and implementation of MTSS is a huge undertaking. Maintaining effective systems over time is an equal, if not greater, challenge. This session will focus on "lessons learned" about MTSS and RTI in Tigard Tualatin School District over the past 15 years and the important role of humility in the process.

**(NEW) Promoting School Attendance and Engaging Families****(Room: Hansberry)**

*Florence Protopapas, Student Services Coordinator and Barb Kienle, Director of Student Services, David Douglas School District*

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

Educators have long known that attendance matters. Research shows that those who are absent for 10 percent or more of scheduled days – often the neediest children – tend to struggle academically in later years as compared to their peers. Fueled by local leadership, a growing base of research and evidence, and the opportunity for states to make chronic absenteeism an element of accountability systems designed under the new Federal Every Student Succeeds Act (ESSA), David Douglas School District is using data to track early learner and school age absences, uncover the primary causes of poor attendance, and engage families and communities as strategic partners in promoting attendance. Attend this session and learn about what is working best in the quest to boost attendance.

**Oregon's Early Learning and Kindergarten Guidelines****(Room: Board)**

*Brett Walker, Education Program Specialist, Early Learning Division, ODE*

**(Grade Level:** Early Childhood, Elem. **Content Area:** All **Domain:** Culture, Lead., DBDM, PL, Core **Skill Level:** All)

When schools align PreK-Grade 3 standards, curriculum, instruction, assessments, family engagement and professional development efforts, the gains that children make are more likely to persist and build from one year to the next. Oregon's Early Learning and Kindergarten Guidelines are an important step towards creating a seamless pathway by aligning the early learning standards for children ages 3-5 with those for children in kindergarten. This session introduces participants to the Guidelines and provides time to explore their multiple applications and uses, with a specific focus on the standards for social-emotional development and approaches to learning.

**Facilitated Team Time: Scheduling****(Room: Studio A)**

*Shelby DiFonzo, ORTI Implementation Coach*

This facilitated team time is for school teams to engage in conversations with each other to build an effective master schedule that supports a multi-tiered system of support. Teams members will be able to spend time discussing the importance and application of consistency in the instructional day, protection of instruction time for core and interventions, as well as prioritize what is important to their school and use data to support those decisions. Sample schedules will be available to view as well as ORTI coaches on site to answer questions and provide support and feedback to teams.

**1:15 – 2:30 CONCURRENT SESSION 4****Implementing the Requirements of Oregon's New Dyslexia Legislation using a Multi-Tiered System of Support****(Room: Hellman)**

*Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education*

**(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** PL, Screening, Interventions, SLD **Skill Level:** All)

This session will provide an update on the work at the Department of Education to assist districts in implementing the requirements of Oregon's new dyslexia legislation. Participants will learn about the content of the dyslexia-related training opportunities, timelines for teachers to complete the training, and the role the trained teacher will play in the school. Clarification on screening requirements will be provided along with recommendations from the Department's plan for providing instructional support for students who demonstrate risk for reading difficulties, including dyslexia, within a multi-tiered system of support. The presenter will address the district's role in evaluating students for specific learning disabilities in the area of reading, including dyslexia.

### What Can ORTli Teach Us About Pioneering Practices?

(Room: O'Neill)

*Erin Lolich, Professional Development Director and Megan Irwin,  
Northwest Regional Education Service District*

**(Grade Level:** All, **Content Area:** Behavior, **Domain:** Culture, Leadership, DBDM, PL **Skill Level:** Beg./Inter.)

Districts across Oregon are scaling up trauma-informed practices. While the impact of trauma on student learning is well researched, effective practices to mitigate trauma are still emerging. As schools work to address trauma, many of the pillars of ORTli, such as data-based teaming, can be applied to trauma-informed practice. This presentation explores the parallels and perpendiculars of these bodies of work.

### Going Deeper with Individual Problem Solving:

(Room: O'Neill)

#### Evaluating the *Learner* using Curriculum Based Evaluation (CBE)

*Lisa Bates, ORTli Implementation Coach, Tigard Tualatin School District and  
Angie Whalen, Clinical Associate Professor, School Psychology, University of Oregon*

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

Despite your best efforts at individual problem solving and (ICE) do you still struggle to find ways to enhance interventions for students? Do you want to determine more specific strategies to support individual students who aren't making progress? This session will focus specifically on evaluating the needs of the *learner* by using the Curriculum Based Evaluation (CBE) process. CBE is a process that can be used to evaluate the learner to better match instructional supports to their specific needs. Participants will learn how to use the CBE process to evaluate the learner's needs in the area of reading (decoding & fluency). **Please note: This session is intended for educators that have already received some level of basic training in Individual Problem Solving.**

### Using RTI for Determining Specific Learning Disability Eligibility

(Room: Vista I)

*Nicole Kaye and Sally Helton, ORTli Implementation Coaches*

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

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. **This is a prerequisite for the "Special Considerations for the English Learners in the SLD Eligibility Process" session that will be held during concurrent session 5.**

### (NEW) Mathematical Fluency = Fun!

(Room: Sousa)

*Molly Smith, 5<sup>th</sup> Grade Teacher, North Powder School District*

**(Grade Level:** E.C., Elementary **Content Area:** Math, **Domain:** PL, Core, **Skill Level:** All)

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!

**Enhancing Core Reading Instruction (ECRI) for At-Risk Readers (K-2)****(Room: Bloch)***Carol Dissen, Intervention Developer, Center for Teaching and Learning***(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** Core, Interventions, **Skill Level:** All)

This session will 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 (a) how aligning Tier 1 and Tier 2 reading instruction can lead to high student reading outcomes, and (b) how using teaching routines can enhance current core reading instruction.

**(NEW) Get Your Coaching Moves On!!****(Room: Vista II)***Julie Walker, EBISS Coordinator and Lindsley Gehrig, Jenn Montoya, and Alyx Lyons, Instructional Coaches, Bend-La Pine School District***(Grade Level:** All, **Content Area:** Reading, **Domain:** Leadership, PL **Skill Level:** All)

Join us for an opportunity to explore instructional coaching moves. In this session we will model and practice several coaching moves that you can implement immediately across all subjects.

**(NEW) Leadership Matters in Improving Core Instruction,****(Room Joplin/Seeger)****Supporting Implementation of Effective Instruction, and 100% Meeting/Core Review Meetings***Jenice Pizzuto, ORTI 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.

**(NEW) PBIS Advanced Tiers: Systems and Practices to Support with At-Risk and Chronic Social Behavior****(Room: Studio B/C)***Teri Lewis, PBIS Implementation Coordinator, Salem-Keizer School District***(Grade Level:** Elementary, **Content Area:** Behavior, **Domain:** Interventions, DBDM **Skill Level:** Interm./Advanced)

Once a school has established a strong foundation through Tier 1 PBIS there continue to be students who experience school failure because of their social behavior. This session will preview the systems and teaming structure for Tiers 2 and 3 within a PBIS model. Additionally, the recommended practices for both Tiers will be presented.

**(NEW) Multi-Tiered Systems of Support for Secondary Schools:****(Room: Ferber)****It's Never Too Late to Close the Gap***Dean Richards, ORTI Implementation Coach***(Grade Level:** Secondary, **Content Area:** Reading, **Domain:** All **Skill Level:** Beginning)

This presentation will focus on the structural components of 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.

**(NEW) Math Strategies to Support Language Learners** (Room: Wilder)  
*Jane Osborne, K-12 Math Coach, Hood River County School District*

**(Grade Level:** Elementary, Secondary **Content Area:** Math, ELs **Domain:** Culture, PL, Core, Interv., **Skill Level:** All)  
In this session participants will learn strategies to support language learners in math. Videos, strategies, and language supports for developing math language and understanding will be explored.

**(NEW) Using Evidence-Based Formative Assessment as a Quality Classroom Practice** (Room: Hansberry)  
*Erin Whitlock, Center for Great Public Schools, OEA, Leah Starkovich, David Douglas SD and OEA, and Catherine Contreras, St. Helens School District and OEA*

**(Grade Level:** All, **Content Area:** Reading, Math **Domain:** Leadership, PL, Core, PM, **Skill Level:** Beg./Inter.)  
Tier-1 interventions include monitoring at-risk students within the general education classroom and ensuring each student has access to high-quality education matched to their needs. Learn how two educators from Oregon Education Association's Quality Assessment and Professional Practices cadre use evidence-based formative assessment practices aligned to the five guiding principles of *A New Path for Oregon System of Assessment to Empower Meaningful Student Learning* as an integral approach to measure the progress of their Tier 1 students and ensure all students have been provided with the information they need to be successful learners.

**(NEW) "We are More Alike, My Friends, Than We are Unalike": Universal Lessons from Implementing RTI in Independent International Schools** (Room: Board)  
*Ralph Pruitt, Assistant Superintendent, International Schools Group, and David Putnam, Director Oregon Response to Instruction and Intervention*

**(Grade Level:** Elementary, **Content Area:** Reading & ELs, **Domain:** Leadership, PL, DBDM, Core, **Skill Level:** Beg.)  
Implementing RTI in any setting presents unique challenges and opportunities. This is especially true for independent and international schools. It is also true that many of the keys to successful implementation transcend international boundaries and contextual variables. This session will describe lessons-learned from the first year of a collaborative project transporting RTI from the US to private, non-profit American and British elementary schools in the Middle East. This model combines onsite and online training modules, consultation, and coaching. Join us to learn more about the fundamental principles of RTI and tools for supporting implementation in remote locations, all through the lens of international education.

**Facilitated Team Time** (Room: Studio A)  
*Shelby DiFonzo, 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.

**4:00 – 5:30**     **ALL CONFERENCE RECEPTION**

**LOBBY**



## Day 2: Friday, April 28, 2017

7:45 – 8:15 DAY 2 CHECK-IN

8:15 – 9:00 **Celebrating our Collective Success  
and Recognizing RTI Champions** Playwrights Hall  
*Oregon Response to Instruction and Intervention*

9:15 – 10:30 CONCURRENT SESSION 5

**(NEW) Foundation Skills in Writing K-5** (Room: Hellman)  
*Anita Archer, Educational Consultant*

**(Grade Level:** Elementary, **Content Area:** Writing **Domain:** Core, **Skill Level:** Beginning/Intermediate)

In order to write products outlined in State Standards, students need a level of proficiency and automaticity in handwriting, spelling, and sentence formation. In this session, Anita will review the research related to each of these areas and introduce effective and efficient instructional practices.

**(NEW) Striving for Equity in Oregon's Graduation Outcomes:** (Room: Williams)  
**How Can the Graduation Equity Fund (SB 183) Support School Districts  
as they Strive for Equitable Outcomes?**

*Colt Gill, Oregon Education Innovation Officer, & Laura Lien, Research Analyst, Chief Education Office*

**(Grade Level:** Secondary, **Content Area:** All **Domain:** Culture, DBDM **Skill Level:** Beg./Inter.)

The Graduation Equity Fund (SB 183) focuses on statewide systems for equitable student support. Specifically, it aims to provide tools districts can use to track student progress toward graduation, curb chronic absenteeism, and implement universal trauma informed practices to support all students on their path to graduation. This session will outline these three efforts and the outreach that led to their inclusion in SB 183. Your input will be sought on the implementation design of the Graduation Equity Fund.

**Facilitated Team Time** (Room: O'Neill)  
*Shelby DiFonzo & Lisa Bates, ORTLi Implementation Coaches*

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.

**(NEW) Data Based Decision Making in the Age of Unreason** (Room: Vista I)  
*Jon Potter, ORTLi Implementation Coach*

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

The new book, *The Undoing Project* by Michael Lewis, suggests that "Wherever there is uncertainty there has got to be judgment, and wherever there is judgment there is an opportunity for human fallibility." This key phrase highlights the importance of why we use data to make decisions in an RTI system. As decision-makers, we are susceptible to making questionable decisions that aren't based on evidence and are influenced by unconscious biases and irrelevant information. This can lead to less than optimal outcomes for students. This presentation will discuss how to use data and evidence not to replace our professional judgment, but rather to enhance it. The focus will be on Tier 2/3 systems and decision rules that help evaluate the effectiveness of interventions for struggling readers.

**(NEW) Increasing Equity Through Engaging Instructional Environments for All Students (Room: Sousa)**

*Erin Chaparro, Educational and Community Supports, University of Oregon*

**(Grade Level:** All, **Content Area:** All, **Domain:** Culture, Leadership, PL, Core **Skill Level:** Beginning)

This presentation will provide an overview of the PBIS National TA Center's Brief titled, *"Examples of Engaging Instruction to Increase Equity in Education"*. Through demonstration and practice attendees will learn how to use instructional delivery skills that increase equity in the classroom:

- Increased opportunities to respond,
- Performance feedback,
- Explicit instruction, and
- Building and priming student background knowledge.

Participants will be given access to online tools that they can share with their colleagues to guide them in applying these practices in the classroom.

**(NEW) Number Combining**

**(Room: Bloch)**

*Cary Cermak, Elementary Math Coach, Roseburg Public Schools*

**(Level:** E.C., Elementary **Content Area:** Math, **Domain:** Culture, PL, Core **Skill Level:** Beginning/Inter.)

Learn how to recognize and get K-2 students to utilize the Property of Operations and the meanings of addition and subtraction. During this session we will do the math, observe videos, and think deeply about how to get students engaged in math in a way that is accessible and meaningful for all students.

**(NEW) Connecting the Dots: 100% Meetings, School Improvement Plans, Site Council, & Teacher Goals: How One School Connected the Dots to Work Smarter and Not Harder**

**(Room: Vista II)**

*Dan Busch, Principal and the Fowler Middle School Site Council (Susan Morgan, Natalie Heath, Aaron Bech, Caitlin Ponzetti, Matt Kingsley, Sarah Foltz, and Jill Flores) Tigard Tualatin School District*

**(Grade Level:** Secondary, **Content Area:** Reading, Math, ELs, **Domain:** Leadership, DBDM, PL, **Skill Level:** All)

Our School Improvement Plan focuses on one high leverage strategy. Our Site Council provides the professional development for that strategy. Our 100% Meetings measure the effectiveness of that strategy. Our teachers write their professional goals around that strategy. One strategy = one focus = results!

**(NEW) Reading for Meaning – Fluently**

**(Room: Joplin/Seeger)**

*Kristi Vincent, Educational Coach, Read Naturally, Inc.*

**(Grade Level:** Elem., Second. **Content Area:** Reading **Domain:** PL, Screening, Interventions **Skill Level:** Beg./Adv.)

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, research-based strategies: teacher modeling, repeated reading, and progress monitoring. Meet standards and accelerate the achievement of developing and struggling readers using these effective strategies.

This session will help participants understand the role of fluency in overall reading proficiency and understand how to identify students who are at risk for reading failure. The focus will be on three research-based strategies that have been developed into a series of steps that improve fluency, support vocabulary, and promote comprehension in developing readers, and why each step is critical to achieve maximum results.

**Special Considerations for English Learners in the SLD Eligibility Process****(Room: Studio B/C)***Nicole Kaye and Sally Helton, ORTI Implementation Coaches***\*Prerequisite:** Using RTI for Determining Specific Learning Disability Eligibility (Session 4)**(Grade Level:** Elementary, Secondary, **Content Area:** Reading **Domain:** SLD **Skill Level:** Beginning/Intermediate)

Using an RTI model for determining Specific Learning Disability (SLD) eligibility is a comprehensive process. When the referred student is classified as an English Learner (EL), more complexity is introduced to the process, regardless of the approach used. While the components of the eligibility process remain the same for all students, there are many more factors that need to be investigated in order to appropriately and equitably determine eligibility for EL students. This session will highlight the key considerations for EL students at each step of the SLD eligibility process and connect those considerations to important data sources that are needed for a comprehensive evaluation. In this presentation, you will learn how using an RTI model allows you to go beyond simply identifying the disability through connecting functional and comprehensive information to targeted evidence-based instructional supports to ensure student success.

**(NEW) Unshaken: An Educator's Life with Seizures****(Room: Ferber)***Steve Wyborney, District Math Coach, Ontario School District***(Grade Level:** All **Content Area:** All **Domain:** Culture **Skill Level:** All)

This presentation will detail Steve Wyborney's journey through education - as both a student and an educator - while grappling with epilepsy. This session will be raw, insightful, informative, and inspiring. Participants will gain an additional lens through which to think about their students and will more fully understand some of the challenges and complexities of traveling through an educational system while being constantly impacted by a medical condition.

**(NEW) The Future of MTSS in Oregon – Come Share Your View!****(Room: Wilder)***Shawna Moran, ODE Educational Specialist, Jennifer Ecklund Smith, ODE Coherent Strategies SSIP/SPDG Specialist, and Mariana Praschnik-Enrique, ODE Cohesion Specialist***(Grade Level:** Elementary, Secondary, **Content Area:** All **Domain:** All, **Skill Level:** All)

Participate in a collegial discussion about the challenges and opportunities of your MTSS implementation. Engage with state leaders to provide input and feedback regarding MTSS supports and needs. Learn about upcoming state-led MTSS opportunities.

**(NEW) Leadership for Learning:****(Room: Hansberry)****Building Capacity, Advocating, Creating Support Systems for Professional Learning***Erin Whitlock, Consultant, Institute for Professional Skills & Practice, Center for Great Public Schools, OEA, Andrea Shunk, Educational Policy and Practices Strategist, OEA, and Jenna Schadler, Grant Coordinator, North Clackamas School District***(Grade Level:** All, **Content Area:** All, **Domain:** Leadership, PL, Core, **Skill Level:** All)

Leaders throughout the education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, or public agencies, leaders develop their own and others' capacity to learn.

In this session participants will examine *Learning Forward's Leadership Standard for Professional Learning* as a framework for leading effective professional learning, advocating for it, providing support systems and distributing leadership and responsibility for its effectiveness and results. Together participants will examine tools, strategies, and tactics to help leaders articulate the link between student learning and professional learning in their districts; analyze where they are as a district; and determine steps to move toward more effective systems and structures for professional learning.

**(NEW) The Professional Learning Link: (Room: Directors)**  
**Improved Adult Learning Leads to Improved Student Learning**  
*Tanya Frisendahl, Education Specialist, District and School Effectiveness Team, Oregon Department of Education*

**(Grade Level:** All, **Content Area:** Reading/Math, **Domain:** Leadership, PL, **Skill Level:** All)  
Effective Professional Learning and Educator Evaluation and Support Systems have a common purpose: improving practice and outcomes for students. When you focus on providing effective Professional Learning and look at the rich data that the educator evaluation and support system provides along with the multiple sources of student data, you ensure that your resources have the highest impact on improving educator practice and student outcomes.

**(New) Effects of a Web-Based Responsive Parenting Intervention on (Room: Board)**  
**Low-Income Spanish-Speaking Mother-Child Interactions During Shared-Book Reading**  
*Ruby Batz, Center for Teaching and Learning & Center for Translational Neuroscience, University of Oregon*

**(Grade Level:** Early Childhood, **Content Area:** ELs, **Domain:** Culture, interventions, **Skill Level:** Beg./Inter.)  
Many families who could benefit from evidence-based parenting programs receive little or no support; this is especially true for minority families. ePALS is a web-based adaptation of the Play and Learning Strategies program targeting parents' ability to interact with their children using responsive behaviors that support optimal social, emotional, and cognitive development.  
  
Come hear about the efficacy of this program and how it compared in a research study to a look-alike web-based program about developmental milestones. We will examine the increase in positive child-mother interactions through the ePALS coaching video-feedback. The extent to which the ePALS intervention affected mothers' behaviors in everyday activities such as shared-book reading will also be examined as well as their perceptions of the ease of use, relevance, and satisfaction with the ePALS program.

**(New) Addressing Problems of Practice: A Collaborative Conversation for TOSAs, (Room: Studio A)**  
**Coordinators, and Coaches Developing and Supporting an MTSS System**  
*Jennifer Stackhouse, Intervention Coordinator, and Kristin Wilson, PBIS/Restorative Justice Coordinator, Gresham-Barlow School District*

**(Grade Level:** All **Content Area:** All **Domain:** Culture, Leadership, DBDM, Core, Interv. **Skill Level:** Inter./Adv.)  
TOSAs provide critical supports for student success, but are often isolated. This session provides networking and facilitated conversations for any Coordinator, Coach, or TOSA around problems of practice unique to our roles. We will discuss: mindset and developing culture for equity, balancing the TOSA role between broad initiatives and classroom level work, as well as supporting teachers and students in the classroom. Bring your challenges and triumphs, and expect to participate and learn from one another as we use this networking opportunity to develop a learning community we can call on for support and encouragement beyond this conference session.

## 10:45 – 12:00 CONCURRENT SESSION 6

### **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 **Skill Level:** Beginning/Intermediate)

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.

### **(NEW) Short Writing Often NOT Just Long Writing Seldom**

**(Room: Williams)**

*Anita Archer, Educational Consultant*

**(Level:** Elementary/Secondary, **Content Area:** All, **Domain:** Core **Skill Level:** Beginning/Intermediate)

Much attention is being given to planning, writing and revising long narrative, informative, and argumentative products. Perhaps even more gains in writing will flow from a focus on writing for learning: completing short writing assignments often in all classes. In this session, Anita will present procedures to scaffold writing summaries, compare-contrast paragraphs, and responses to reading (explanations, opinions, etc.) using strategies, writing frames, and think sheets. Participants will leave with a bevy of ways to increase students' writing skills.

### **Facilitated Team Time**

**(Room: O'Neill)**

*Nicole Kaye & Sally Helton, ORTli Implementation Coaches*

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.

### **(NEW) How Much is Enough?**

**(Room: Vista I)**

#### **Observing Small Group Interventions to Improve Outcomes**

*Ronda Fritz, Assistant Professor, Eastern Oregon University, and Beth Harn, Associate Professor, University of Oregon*

**(Grade Level:** E.C., Elementary, **Content Area:** Reading, Math, **Domain:** Lead., PL, Interv., **Skill Level:** Beg./Inter.)

How often do you observe and give feedback to your interventionists in an effort to improve their instructional delivery? Have you been looking for an observational tool that is appropriate for observation of small group intervention? In many cases, this type of observation and feedback happens seldom, if ever, due to time constraints and lack of resources. In addition, most common observation tools do not measure teacher behaviors common to intervention instruction. This presentation will introduce an observation tool found to be reliable and valid when used for brief, 10-minute observations of small group intervention. Participants will learn the basics about the tool, and even have the opportunity to test it using videos of small group instruction.

### **(NEW) Supporting Long-Term English Learners in Middle Schools**

**(Room: Sousa)**

*Erin Chaparro, Educational and Community Supports, University of Oregon*

**(Grade Level:** Secondary, **Content Area:** All, **Domain:** Culture, Leadership, PL, Core, **Skill Level:** Beg./Inter.)

In this session you will receive an overview of evidence-based instructional practices that will especially benefit long-term English learners. In particular I will highlight a new resource from the U.S. Department of Education's Office on English Language Acquisition (OELA). There will also be time provided for you to share information about strategies that are working in your schools.

**How to Run an Effective and Efficient Intervention Review Meeting****(Room: Bloch)***Shelby DiFonzo, ORTli Implementation Coach***(Grade Level:** Elementary, **Content Area:** Reading, **Domain:** DBDM, **Skill Level:** Beginning/Intermediate)

Who said, "I love it when a plan comes together?" Come to this session to find out the answer as well as how to have your school's intervention review meetings come together in a systematic and meaningful way. This session will cover the logistics of an intervention review meeting as well as provide tips to run a meeting that is effective, productive and most important meaningful for students! This session is designed for participants who are new to the process of intervention review meetings and/or who would like to refine their current practices.

**(NEW) The Five Evidence-Based Practices of Classroom Management****(Room: Vista II)***Jason Harlacher, MTSS Specialist, Colorado Department of Education***(Grade Level:** Elementary, Secondary **Content Area:** Behavior **Domain:** Core **Skill Level:** Beginning)

The presentation will cover the five principles/evidence-based practices of classroom management, which are:

1. Identify and teach expectations,
2. Reinforce expectations,
3. Use a high rate of active engagement,
4. Have clear procedures and structure, and
5. Have strategies to manage misbehavior.

Attendees will learn the five practices and have examples of what they look like in practice for elementary and secondary settings.

**(NEW) Foundational Skills: Standards Tell Us What, Research Tells Us How****(Room: Joplin/Seeger)***Kristi Vincent, Educational Coach, Read Naturally, Inc.***(Grade Level:** Elementary **Content Area:** Reading **Domain:** PL, Screening, Interventions, PM **Skill Level:** Beg/Inter.)

We know that all students must develop the foundational skills necessary to become proficient readers. The Common Core State Standards define what foundational skills students should be able to do by the end of each grade (K-5), but the standards do not tell teachers how they should teach. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards. You can meet the goals by emphasizing skills that impact reading development and predict reading success. Learn how to implement highly effective, research-based strategies to accelerate the progress of your developing and struggling readers.

**(NEW) Going from a "Promising Initiative" to "On-going Ways of Work":  
Action Steps for Sustainability****(Room: Studio B/C)***Kimberly Ingram, Facilitator of Special Programs, Brian Megert, Director of Special Programs, and Whitney McKinley, Teaching and Learning Coordinator, Springfield School District***(Grade Level:** All, **Content Area:** All, **Domain:** Leadership, DBDM **Skill Level:** All)

We, in public education, are "old hat" at adopting new initiatives. We do a decent job with initial implementation. Some of us will achieve full implementation. But sustaining full implementation for 5+ years is rare. Yet, sustaining an initiative is a critical goal of implementation. In a meta-analysis of comprehensive school reform programs, researchers found stronger impact on student outcomes beginning after the fifth year of implementation (Borman et. al., 2002).

If our goal is to improve student outcomes, we need to include a goal to sustain efforts. This presentation will provide a framework of implementation for districts (and schools) to consider while planning for new and ongoing efforts. Presenters will also share Springfield School District's RTI implementation story from adoption (10 years ago) to renewal (current efforts), with specific

steps we have taken to (1) improve student outcomes through (2) renewing and sustaining RTI efforts now and in the future.

**(NEW) Math that Works: Using Reteach and Enrich to Excel Math Learning for Students**(Room: Ferber)  
*Tara Bourland-Black, Principal Firwood Elementary and Rachael George, principal, Sandy Elementary, Oregon Trail School District*

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

Learn how staff and teachers at Firwood Elementary and Sandy Elementary have worked together to create a collaborative culture of math excellence centered around data. Teachers have created a structure to accelerate math learning through working collaboratively to plan weekly lessons, creating formative assessments (aligned directly to math standards), and re-teaching or enriching student learning on an ongoing basis.

**Leveraging the Power of a Growth Mindset in an Elementary Classroom** (Room: Wilder)  
*Sarah Vannice, 2<sup>nd</sup> Grade Teacher, Lake Oswego School District*

**(Grade Level:** Elementary, **Content Area:** All, **Domain:** Culture, PL, Core, PM **Skill Level:** Beginning/Intermediate)

Come 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 and how to advocate for their own needs. Tools such as data notebooks and flexible seating help to create a mutual, respectful classroom where students are engaged in learning

Participants will engage in dialogue and gain a deeper understanding of how facilitating a mutually respectful environment by using the language of a growth mindset will empower young learners and will leave with real-world, practical applications to create a flexible learning environment, set up a routine for data notebooks, and develop language to use in the classroom.

**Implementation Strategies for Implementing and Sustaining Effective Change to Transform Professional Learning** (Room: Hansberry)  
*Erin Whitlock, Consultant, Institute for Professional Skills & Practice, Center for Great Public Schools, OEA, Andrea Shunk, Education Policy and Practice Strategist, Center for Great Public Schools, OEA, and Jenna Schadler, Grant Liaison, North Clackamas School District*

**(Grade Level:** All, **Content Area:** All, **Domain:** Leadership, PL, Core, **Skill Level:** All)

There is broad agreement that implementation is a decidedly complex endeavor, more complex than the policies, programs, procedures, techniques, or technologies that are the subject of the implementation efforts. This session will help participants understand how to apply Learning Forward's Implementation Standard for Professional Learning as a framework for planning, implementing, and evaluating complex change initiatives relevant to their own schools and districts. Together participants will examine tools, strategies, and tactics to help navigate various aspects of implementation from system transformation to changing service provider behavior and restructuring organizational contexts.

**Improving Educator Practice through Instructional Mentoring** (Room: Directors)  
*Tanya Frisendahl, Education Specialist, District and School Effectiveness Team, Oregon Department of Education*

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

Learn how instructional mentoring can have a positive impact on: improving beginning educator instructional and leadership practices, increasing student learning and growth and retaining teachers and administrators. Participants will learn about the characteristics of a highly effective mentoring program and how to develop one in your district.

**(NEW) Kids Do Well If They Can:**

**(Room: Board)**

**Kids Do Well If They Can: Looking at Behavior Through the Lens of Unsolved Problems and Lagging Skills**

*Kathy Helgeson, Leadership Coach, Rogue Ed Consulting*

**(Grade Level:** All, **Content Area:** Behavior, **Domain:** Culture, Core, Interventions **Skill Level:** all)

Many schools are searching for ways to address the needs of students exhibiting red zone behaviors. This growing population of students is forcing educators to re-examine core beliefs about equity and the root of causes of recurring behavior issues. This session will provide new insights and concrete tools to help staff address behavior through a different lens, and begin to change mindsets. It will also provide resources for leaders in bringing these tools to their school and turning them into effective practices that reduce behavior issues and increase student achievement.

**12:00 – 1:00 LUNCH**

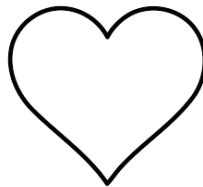
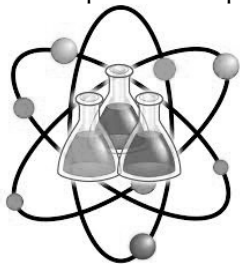
**1:00 – 2:30 ENDNOTE**

Playwrights Hall

**The Science, Art, and Heart of Teaching**

*Anita Archer, Educational Consultant*

It's what teachers do that matters most! Systematic, relentless, and engaging instruction is critical to reaching students, especially those most at risk. With a focus on the identified critical content within a lesson, complex ideas and skills can be chunked into smaller, easier-to-digest units that can be taught and learned before moving on to the next component. For students needing more exposure or practice, brisk lesson delivery with additional opportunities for practice are essential for mastery. Options for student participation include verbal, written, and action responses. Explicit instruction is an essential key for raising student achievement.



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# NOTES

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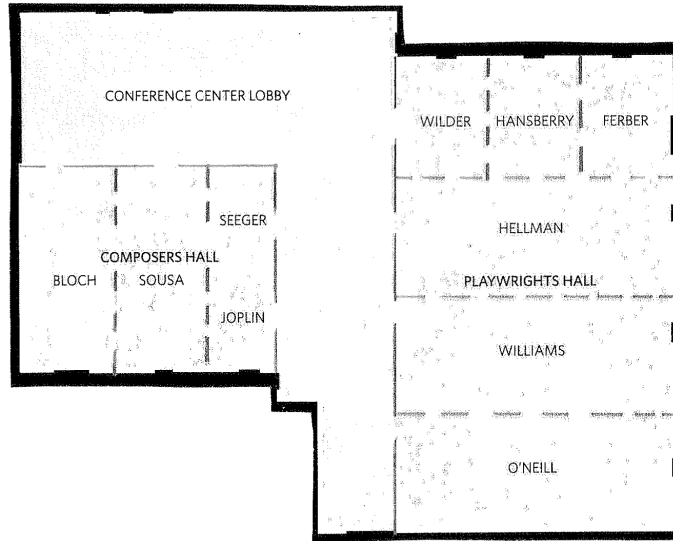
# NOTES

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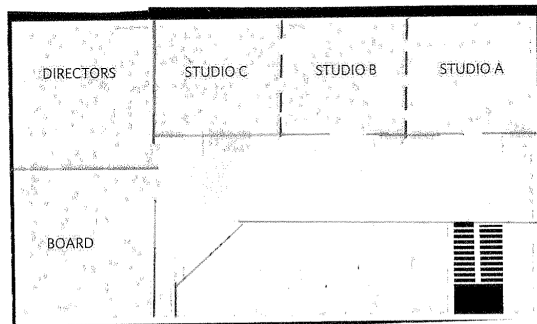
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# Eugene Hilton Conference Rooms

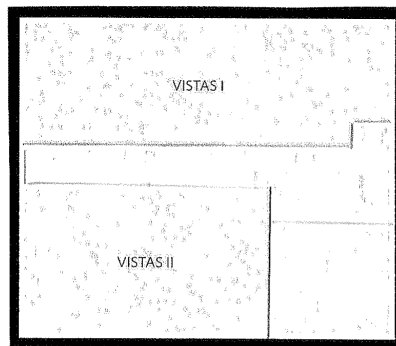
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Main Floor



Second Floor



Twelve Floor

# Reminders

## Pre-Conference and Main Conference



### **Join the conversation on Twitter!**

Pre-Conference: #ortiequity17

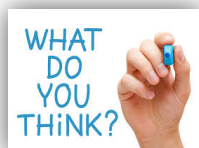
Main Conference: #ortii2017



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.

## Pre-conference “Actions to Equity” Only:



### **Networking Session, Raffle, and Snacks, Wednesday, 3:30-4:30:**

A Please join us for snacks, beverages, and hosted conversations. This is a wonderful opportunity to meet fellow educators, ask questions to presenters, and build relationships with colleagues who are completing their actions to equity.

## 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 concurrent session.

**Conference session handouts will be available on our website:**

[www.oregonrti.org](http://www.oregonrti.org).

# THANKS TO OUR PRESENTERS FROM

Bend-La Pine School District

Beaverton School District

Center for Great Public Schools

Center on Teaching and Learning,

University of Oregon

Colorado Department of Education

David Douglas School District

Dynamic Measurement Group

Eastern Oregon University

Educational and Community Supports,

University of Oregon

Education Northwest

ESD 112, Vancouver, Washington

Eugene 4J School District

Forest Grove School District

Gaston School District

Great Prairie Area Education Agency, Iowa

Gresham-Barlow School District

National Implementation Research  
Network (NERN)

Neah-Kah-Nie School District

New Frontier 21 Consulting

North Clackamas School District

North Powder School District

Northwest Regional ESD

Ontario School District

Oregon Chief Education Office

Oregon Department of Education

Oregon Education Association

Oregon Trail School District

Portland State University

Read Naturally, Inc.

Really Great Reading Company

REL Northwest

Rogue Ed Consulting

Roseburg Public Schools

# THANKS FOR YOUR SUPPORT

On behalf of ourselves and all of the educators that benefit from the ORTIi 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.