

# Professional Learning Communities at Work™ Institute


## Responding to Intervention

Dr Austin Buffum

Gavin Grift

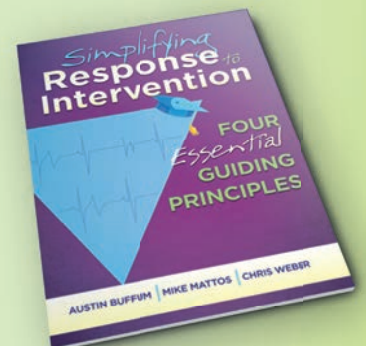
Whether you are just beginning to build a Professional Learning Community or need to regroup for your next steps, this institute provides practical knowledge based on the three big ideas that drive a PLC. You will return to your school system ready to work interdependently within high-performing collaborative teams on work that truly transforms learning for both teachers and students. Professional learning communities can only thrive when schools provide time and support to students who need it. Learn how to ensure that your collaborative efforts do this!

- ▶ **BRISBANE** Thursday 4 & Friday 5 September
- ▶ **CANBERRA** Monday 8 & Tuesday 9 September
- ▶ **MELBOURNE** Thursday 11 & Friday 12 September



Why are  
so many schools  
struggling to reap the  
benefits of intervention?

Some schools mistakenly view intervention as merely a new way to qualify students for special education. Others implement intervention from a compliance perspective, doing just enough to meet mandates.



Included in your registration

Dr Austin Buffum, a leading author and expert presenter, will guide participants through the Responding to Intervention process. Participants will learn how to systematically identify students' needs, provide targeted interventions, monitor students' progress and modify interventions as necessary – techniques that will enable all of a school's students to learn at high levels.



## KEYNOTES

### The Power of PLCs in Australia: The Journey So Far

Presenter: **Gavin Grift**

Gavin will outline how the growth of the PLC work in Australia is contributing to meeting the National Education Reform Agreement set out in 2014. He will explain how the three big ideas of a PLC provide schools with a tangible model for sustainable school improvement.

### RTI in North America: Six Years of Lessons Learned

Presenter: **Austin Buffum**

Why are so many schools struggling to reap the benefits of RTI? Some schools mistakenly view as merely a new way to qualify students for special education. Others implement RTI from a compliance perspective, doing just enough to meet mandates. By identifying the opposite approaches to these misguided ideas, schools will reap the benefits of RTI noted in the research.

Presenter: **Austin Buffum**

## SESSION ONE

### Learning CPR: Characteristics of Effective Interventions

Learn how to create a high-functioning, systematic intervention program and gain practical, proven intervention strategies that are successful for both primary and secondary schools. As Richard DuFour says, "Don't tell me you believe all kids can learn; tell me what you are doing about the kids who aren't learning."

## SESSION TWO

### PLCs and RTI: Intertwined and Mutually Beneficial

Are you confused as to how to successfully implement RTI in your school? Are PLCs and RTI seen as two separate initiatives by your staff? This session will demonstrate how the three big ideas of the Professional Learning Community are absolutely essential in providing the foundation to successful implementation of RTI, and show how these two initiatives can work together to help ensure that all students learn at high levels.

## SESSION THREE

### Simplifying Response to Intervention: Four Essential Guiding Principles

Many schools struggle to realise the powerful potential of RTI due to misguided thinking that is too focused on paperwork and protocols and too rigid to meet the unique needs of each school. In this session, participants will learn a new way of thinking about interventions by simplifying the process to four essential elements: collective responsibility, concentrated instruction, convergent assessment and certain access.



## About the Presenters

Gavin Grift is currently director of professional learning for Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin connects with audiences on topics ranging from Cognitive Coaching<sup>SM</sup> and quality teacher practice to Professional Learning Communities, collaboration and learning-centred leadership. Gavin is an author of numerous articles and books, including *Assessing the Whole Child* (2007) and *Teachers as Architects of Learning* (2013). As a PLC at Work<sup>TM</sup> training associate he led the establishment of the Professional Learning Communities Network to Australian Schools, based on the foundational work of Dr Richard DuFour, Rebecca DuFour and Bob Eaker. He also serves as a global outreach consultant and training associate to Thinking Collaborative, which is the home of both Cognitive Coaching<sup>SM</sup> (Costa and Garmston) and Adaptive Schools (Garmston and Wellman).



Presenter: **Austin Buffum****SESSION ONE****Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning**

Rather than asking, "How can we increase our results?" collaborative teams should ask, "What specifically do students need to master?" and "How can we, as a team, construct a plan for instruction, intervention and extension to accomplish our goal of mastery for every student?" In order to meet this goal, we need to identify the essential knowledge and skills that students must master in order to be successful in school as well as in life.

**SESSION TWO****Digging into the Data**

Once a collaborative team has identified what is essential for all students to master, and has built common assessments that tell them "where each student is" relative to each essential skill or learning target, the team need to practise using these data in a significant way. This session will provide a data set and protocol for examining the data in order to target interventions/extension and to identify effective teaching strategies.

**SESSION THREE****Building a Culture of Collective Responsibility**

Collective responsibility is built upon two assumptions:

1. A belief that we, as educators, must accept responsibility to ensure high levels of learning for all students.
2. The assumption that all students can learn at high levels.

Participants in this session will assess their own school's beliefs relative to the two assumptions stated above; acquire tools and strategies needed to create this condition in their school; and examine the differences between cultural change and structural change.

**SESSION FOUR****The "Why" Behind RTI: Recognising the Moral Imperative**

The structural changes necessary for RTI will not be embraced nor sustained without first addressing the culture of the school. This session will identify the two fundamental beliefs upon which RTI is based.

**CLOSING KEYNOTE**Presenter: **Gavin Grift****Next Steps in the PLC Journey**

Gavin will show how the insight Austin has shared contributes to the development of Professional Learning Communities in Australia. He will suggest resources and support services available to ensure that schools move from information to action.

Austin Buffum, EdD, has 38 years of experience in public schools. His many roles include serving as former senior deputy superintendent of the Capistrano Unified School District in California. Dr Buffum has presented in over 500 school districts throughout the United States and around the world. He delivers workshops and presentations on the Responding to Intervention at Work™ model. This tiered approach to RTI is centred on Professional Learning Communities at Work™ concepts and strategies to ensure that every student receives the time and support necessary to succeed. Dr Buffum also delivers workshops and presentations that provide the tools educators need to build and sustain PLCs. In 2006 Dr Buffum was named Curriculum and Instruction Administrator of the Year by the Association of California School Administrators. He attended the Principals' Center at the Harvard Graduate School of Education and was greatly inspired by its founder, Roland S. Barth, an early advocate of the collaborative culture that defines PLCs today.



# REGISTRATION

## Investment

Individual: \$700 (inc. GST) per person

Team: \$630 (inc. GST) per person\*

\*A team is a group of 5 people from the same organisation, registering at the same time

### ► Brisbane

Date: Thursday 4 & Friday 5 September

Time: 9:00am–4:00pm

Venue: Royal on the Park

Corner Alice & Albert Streets, Brisbane

Parking: Paid parking available on site

### ► Canberra

Date: Monday 8 & Tuesday 9 September

Time: 9:00am–4:00pm

Venue: TBA, Canberra

Parking: TBA

### ► Melbourne

Date: Thursday 11 & Friday 12 September

Time: 9:00am–4:00pm

Venue: The International

81 Bay Street, Brighton

Parking: Limited free parking on site and paid parking nearby

### ► Institute Selection

Brisbane

Canberra

Melbourne



**Please note:** All registrations are confirmed by email. If you don't receive email confirmation, PLEASE contact us!

## School/Organisation

Name: \_\_\_\_\_

Address: \_\_\_\_\_

State: \_\_\_\_\_ Postcode: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_) \_\_\_\_\_

Email address for invoice: \_\_\_\_\_

## Team Registrant

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Dietary requirements: \_\_\_\_\_

## Team Registrant

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Dietary requirements: \_\_\_\_\_

## Team Registrant

Name: \_\_\_\_\_

Position: \_\_\_\_\_

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## Team Registrant

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## Team Registrant

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Dietary requirements: \_\_\_\_\_

## Method of Payment:

### INVOICE

Please invoice school/institution (official purchase order must be supplied)

Purchase order number: \_\_\_\_\_

### CREDIT CARD

School/organisation credit card  Personal credit card

Visa  Mastercard  Amex (4% surcharge)

Card number:

Amount: \$ \_\_\_\_\_ Expiry date: \_\_\_\_\_ Signature: \_\_\_\_\_

### CHEQUE

Cheque – Please make cheque payable to

Hawker Brownlow Professional Learning Solutions

FL1292



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