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Conducting the Workshops

The DVD programs are based on the concept of response to intervention (RTI) and the essential guiding principles as presented in the books, *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn* and *Simplifying Response to Intervention: Four Essential Guiding Principles* by Austin Buffum, Mike Mattos, and Chris Weber. The authors passionately believe that RTI has the power to transform our schools, transform how we teach, and help *all students* reach their highest levels of learning. The workshop resources are designed to complement the key principles presented in the DVD programs and bring the four essential guiding principles—the four Cs—into focus as concrete and realistic approaches.

The workshops provide opportunities for hands-on, experiential learning. Using the DVD, participants will access real-life discussions in professional learning communities (PLCs), as well as interviews with the authors and educators at the school and district level, examining RTI from beginning implementation through long-term experiences.

The accompanying activities will help promote deep thinking and personal reflection on the four Cs and their benefits and challenges, with opportunity to develop strategies and action steps for personal and professional follow up. Through the workshop experience, participants will gain a renewed understanding of the collaboration needed to work on all three tiers and practice this type of collaboration in workshop-style simulations.

Each of the four sessions is designed to last about three hours. Sessions can be scheduled back to back over a two-day in-service period or used as individual or grouped sessions to meet the needs of the facilitator and participants. As facilitator, you will want to decide how to divide the group, such as by self-selected seating, administrator/teacher combinations, or as team members. You will also want to consider how to best use the DVD programs by using pauses suggested in the guide or adding pauses where they best fit the group's learning needs. All the professional development materials you need to conduct this workshop are provided in this complete package. The package includes the facilitator's guide with an overview of each session, detailed teaching suggestions, participant handouts, and accompanying DVDs. To conduct a successful learning event, other important issues and guidelines to consider include the following.

Preparation

Please view all the DVD programs prior to leading the workshops. Read all materials, and select and prepare copies of handouts and worksheets. Complete all activities to anticipate questions and gauge usability with the audience. Decide if you want to use handouts prior to the start of the workshop as preparatory reading or incorporate the materials for distribution during the workshop. Session two—Concentrated Instruction—requires a sample learning standard. If possible, provide a sample learning standard from your own state or school for use with the exercise on essential standards. Please review the session and bring an appropriate sample of a learning standard and make copies as handouts available to all participants.

Location

Allow for individual, group, and break out workspace and table top discussions.

Equipment

You will need the following items:

- DVD player

Workshop Overview at a Glance

Session One: Collective Responsibility

Time (in Minutes)	Section Activities	Handouts and Worksheets
45	Welcome and Opening	DVD Program One (Collective Responsibility) <i>Introduction to the Four Cs of Response to Intervention</i> <i>Reaction Log</i>
55	A Focus on the Commitment to Collective Responsibility	<i>The Inverted RTI Pyramid</i> <i>Student Scenarios</i>
45	Creating a Culture of Collaboration and Increased Capacity	<i>Creating Consensus for a Culture of Collective Responsibility</i>
20	Student Scenarios Reconsidered	<i>Student Scenarios</i>
15	Closing, Reflection, and Action Step	<i>Essential Learning Quadrant</i> <i>Collective Responsibility</i> <i>Workshop Evaluation Form</i>

Collective Responsibility

Statement of Purpose

This session will introduce participants to the four Cs, the four essential guiding principles of RTI, and explore what is meant by collective responsibility for all students learning, why this type of culture and structure is important, how it can be developed, and what it will take to sustain this commitment.

Learning Objectives

After viewing the DVD program and participating in the activities for this session, workshop participants will understand the following aspects of collective responsibility.

- Collective responsibility involves creating a culture of trust and collaboration among the teacher teams and schoolwide teams with a commitment to assuming responsibility for the success of all students learning at their highest levels. *All students* refers to any student who will be expected to live as a financially independent adult.
- Collective responsibility shifts focus from “my kids” to “our kids” with a collective sense of ownership for the successful learning of all students in each subject, each class, and across the school.
- Collective responsibility involves three specific teams driving the intervention process: (1) teacher teams, (2) leadership teams, and (3) intervention teams. By systematically building the capacity for trust, support, and mutual responsibility between the three teams, the teams function with a high level of interdependent collaboration and with clearly defined responsibilities for each team in the intervention process.
- Inverting the RTI pyramid demonstrates how everyone shares responsibility for every student through effective core instruction and additional supports and resources when necessary while recognizing that the success of each student is a schoolwide effort. In addition, the pyramid is split to show the specific responsibilities of the interdependent school teams which collaborate in developing and delivering the intervention process for all students.

Program Overview

Session one introduces participants to the concept of collective responsibility and gives an overview of the process of inverting the RTI pyramid to focus on ownership and the importance of assuming collective responsibility for the learning and success of all students in the school. Participants will see how assuming collective responsibility can transform the learning and teaching focus of individual teachers, schools, and districts. Educators using RTI in their PLCs describe their initial reactions to collective responsibility, their personal experiences, their personal motivation to engage in RTI, and the benefits they’ve received from implementing collective responsibility. Throughout the workshop, the four Cs of RTI are highlighted as the guiding principles. The DVD program highlights how educators are sharing responsibility, building trust, and engaging in ongoing professional development as they learn from and support each other and assume collective responsibility for every student learning at their highest level.

Materials

- DVD Program One: Collective Responsibility
- Handouts for each participant:
 - + *Introduction to the Four Cs of Response to Intervention*
 - + *Reaction Log*
 - + *The Inverted RTI Pyramid*
 - + *Student Scenarios*
 - + *Creating Consensus for a Culture of Collective Responsibility*
 - + *Essential Learning Quadrant*
 - + *Collective Responsibility Workshop Evaluation Form*
- Computer or DVD player and projector
- Flip chart, markers, and other writing utensils

Activities

You can show the DVD without stopping (it is about twenty-one minutes in length) and then conduct the activities for each section. This guide is structured for use with the DVD program as directed in the following activities. The DVD is programmed with one pause in the middle and a closing prompt at the end. After showing each segment, allow participants time to comment, express opinions, or ask questions before moving into the activity. The activities are provided as learning tools for use with each DVD segment.

Welcome and Opening (45 minutes)

1. Welcome participants to the workshop, and introduce yourself and anyone else serving as host, coleader, or organizer.
2. Review learning objectives for the day.
3. Conduct a brief ice breaker or get-to-know-you activity. Ask participants to form pairs and interview each other for about five minutes. Then ask the pairs to introduce each other to the group, stating the person's name, something interesting or different about the person, why the person came to the workshop, and what the person hopes to gain. Adapt the introduction if the group is larger than twenty by putting participants in smaller groups of four or six. Record a list of why participants came and what they hope to gain. Make comments about themes and relate to the objectives for the day if possible.
4. Determine the process for breaks, and identify any special needs of the group.
5. Distribute the following handouts:
 - + *Introduction to the Four Cs of Response to Intervention*
 - + *Reaction Log*
 - + *The Inverted RTI Pyramid*
 - + *Student Scenarios*

- + *Creating Consensus for a Culture of Collective Responsibility*
- + *Essential Learning Quadrant*

6. The following is a brief script you might say or adapt to set the stage for the workshop:

I am providing you with four handouts for today's workshop. Many of you may have heard of or may be using response to intervention (RTI) and may be familiar with the RTI pyramid. The first handout provides you with a description of the four Cs of RTI and how these interact with each other as guiding principles for implementing RTI.

The second handout goes to the heart of the four Cs of RTI—the RTI pyramid—but the pyramid is inverted to show the importance of core instruction for all students and the essential role of all educators and school personnel in meeting the learning needs of all students so every student reaches his or her highest level of learning. This workshop will look at the RTI pyramid “on its head” to create a visual image for guiding RTI and new ways of thinking of working collaboratively to provide the best teaching and learning experiences for all students across the tiers. Today's workshop will explore the concept of collective responsibility, the first of the four Cs of RTI. I hope this workshop will help you become comfortable with the philosophy of collective responsibility and working together to implement RTI in your classroom, school, and district. To help foster this discussion, you will be provided with the third handout, a set of student scenarios for use at the first pause in the DVD program.

The last handout is a reaction log, which you can use throughout the workshop. During this workshop, and as you watch the DVDs, you may have reactions—to individuals, to teaching practices, to experiences of the team members and processes, or to the students featured in the program. If something makes an impression on you, capture it.

Your reaction may be:

- ▶ **Aha!** (Wow, I never thought of that; That's a new idea.)
- ▶ **Hmmm . . . ?** (That makes me curious; I want to know more; I may need to explore further.)
- ▶ **OH NO!** (I am shocked or not sure I agree with this.)

When this happens, please take a moment during the workshop to use this log to record your reaction and your observations of what you view in the DVD presentations. Describe your observations as concretely and simply as possible, reserving judgment. Use the log for discussion during the workshop, for sharing with your professional learning team and colleagues at your school, and for your own personal reflection after leaving the workshop.

Please take a few minutes to read over these handouts, and then we will begin the DVD.

7. When everyone has finished reading, you may ask if anyone has any comments or thoughts about the handouts. Encourage the participants to record reactions as they watch the DVD.