



Oregon Response to Instruction & Intervention (ORTI)
2021 Annual Conference Series

Day 1 (February 17): Building Multi-Tiered Systems on a Foundation of Equity

Schedule at-a-glance (All times PST)

8:15-8:40	Welcome & Introductions	Oregon RTI & Oregon Department of Education	
8:40-9:40	Keynote	<i>Opportunity-Centered Education: Six (Racial) Justice Imperatives</i> H. Richard Milner IV	
9:40-9:50	Break		
9:50-11:05	Concurrent Session 1	<u>Session 1A:</u> <i>Leading MTSS for Equity</i> Amy Jablonski, Ph.D. Hollie Petterson, Ph.D.	<u>Session 1B:</u> <i>An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline</i> Kent McIntosh
		<u>Session 1C:</u> <i>Leveraging a Multi-Tiered System of Support for Innovation that Enhances Learning for All Students</i> Amanda Smith	<u>Session 1D:</u> <i>What is SEL, and what does it have to do with RTI?</i> Vicki Nishioka, Ph.D.
11:05-11:15	Break		
11:15-12:30	Concurrent Session 2	<u>Session 2A:</u> <i>Belonging through a Culture of Dignity</i> Floyd Cobb, Ph.D.	<u>Session 2B:</u> <i>Equity Bedrock: Setting Conditions at Tier 1</i> Dr. Nikole Hollins-Sims Amira Hill-Yancy
		<u>Session 2C:</u> <i>Pain. Power. Honor.</i> Andratesha Fitzgerald	<u>Session 2D:</u> <i>Establish-Maintain-Restore (EMR): Strategies for building positive student-teacher relationships</i> Larissa M. Gaias, Ph.D.



Session Descriptions

Keynote: 8:40 AM - 9:40 AM PST

Opportunity-Centered Education: Six (Racial) Justice Imperatives

H. Richard Milner IV

Keynote Description: Students tend to succeed when mechanisms are in place to support them. Opportunity gaps, particularly for Black and Brown students, those who live below the poverty line, Muslim students, those whose first language is not English, and those who have a learning disability can result in students' lack of academic and social success. Educators tend to have good intentions and work overtime to meet the needs of their students. However, due to pressures and critiques inside and outside of education, they may forget principles, practices, and imperatives that can propel or stifle learning opportunities in schools and classrooms. With an explicit focus on disrupting (racial) inequity inside and outside of education, this keynote will focus on six imperatives necessary to build and cultivate justice and equity in classrooms, schools, and districts.

Keynote Speaker Bio:



H. Richard Milner IV (also known as Rich) is a Cornelius Vanderbilt Distinguished Professor and Chair of Education and Professor of Education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. His research, teaching, and policy interests concern urban education, teacher education, African American literature, and the social context of education. Professor Milner's research examines practices and policies that support teacher effectiveness in urban schools. Professor Milner's work has appeared in numerous journals, and he has published seven books. His most recent are: *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms* (Harvard Education Press, 2010 and 2020, Second Edition), *Rac(e)ing to class: Confronting poverty and race in schools and classrooms* (Harvard Education Press, 2015) and *These kids are out of control: Why we must reimagine classroom management for equity* (Corwin Press, 2018).

Concurrent Session 1A: 9:50 AM - 11:05 AM PST

Leading MTSS for Equity

Amy Jablonski, Ph.D. & Hollie Petterson, Ph.D.

Session Description: This session will focus equity-minded leadership within an MTSS Framework. Starting with courageous study and dialogue about the roles that race and racism play in perpetuating educational inequity. Transitioning to improvement actions that result in more equitable and just systems.

Speaker Bios:



Amy Jablonski, Ph.D., a SWIFT Leadership Development and Research Director, is based in North Carolina. Dr. Jablonski served as a classroom teacher, school administrator, and district administrator before transitioning to statewide roles. As the Director of Integrated Academic and Behavior Systems at the North Carolina Department of Public Instruction Amy created a team that led the statewide development and implementation of a Multi-Tiered System of Support. Her training as an implementation science specialist provides insight when working with teams to ensure sustainable outcomes are achieved. Dr. Jablonski has a passion for public education transformation efforts in the name of equity and social justice.



Hollie Petterson, Ph.D., a SWIFT Leadership Development and Research Director, is based in Salt Lake City, Utah. Dr. Petterson highly values the lessons learned through her decades of on-the-ground experience serving in various school systems as a teacher (general and special education), school psychologist, building and district level administrator, director of state improvement initiatives, and university instructor. Hollie is passionate about justice for historically marginalized students; she is the founder of Diligent Learning Group, an independent, non-profit focused on addressing access- and opportunity-based achievement gaps.

Concurrent Session 1B: 9:50 AM - 11:05 AM PST

An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline

Kent McIntosh

Session Description: This presentation will describe and share results from Project ReACT, a federally-funded project to address racial discipline disproportionality within a positive behavioral interventions and supports (PBIS) framework. The presenter will share ReACT elements, including practical classroom strategies for increasing positive student-teacher interactions, teaching new skills, and responding instructionally to unwanted behaviors at times when our snap decisions may be influenced by implicit biases.

Speaker Bio:



Kent McIntosh, PhD, is the Philip H. Knight Chair of Special Education at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education. He is Co-Director of the *Center on Positive Behavioral Interventions and Supports*.

Concurrent Session 1C: 9:50 AM - 11:05 AM PST

Leveraging a Multi-Tiered System of Support for Innovation that Enhances Learning for All Students

Amanda Smith

Session Description: Dive into the journey of a highly diverse, high poverty Oregon middle school as they strive to improve the educational experience for all students through team-driven data-based problem solving that not only improves the outcomes of all students through family, school, and community partnering using a layered continuum of evidence-based practices, but innovates instructional practices that enhance outcomes for all students. This session will address multiple tiers of instruction, intervention, and support focused on learning standards and behavioral expectations and will review the problem-solving process, data evaluation methods, communication, collaboration, capacity building, and leadership requirements of the process.

Speaker Bio:



Amanda Smith is the Instructional Support Specialist for Ontario Middle School in Ontario, Oregon where she supports teachers as they reflect on instruction, collaborate, and engage in positive change through the use of data analysis to inform and drive instructional practice. Her passion is empowering educators through practical and applicable professional development and collaborations designed to assist them in creating instructional experiences where understanding can be developed and creativity can be nurtured so that academic ability is improved for all students. She began her career as a 21st Century Community Learning Centers Grant Director before becoming a third grade teacher, K-5 reading specialist, summer program principal, university instructor, and now instructional support specialist for one of the highest poverty rural districts in Oregon. She has also served as an item writer for ELPA21 and on various special project committees for the Oregon Department of Education. She is passionate about working collaboratively with teachers through a lens of equity to ensure ALL students have access to high quality learning opportunities.

Concurrent Session 1D: 9:50 AM - 11:05 AM PST

What is SEL, and what does it have to do with RTI?

Vicki Nishioka, Ph.D.

Session Description: Social and emotional learning contributes to a welcoming learning environment and better academic outcomes for all students. This session will share the research and strategies on teaching social and emotional learning within a response to intervention (RTI) framework. Participants will increase their understanding of the evidence-base for quality SEL implementation in schools, including promising practices related to RTI's essential components, increasing adult capacity, and promoting equity.

Speaker Bio:



Vicki Nishioka is a Senior Advisor at Education Northwest. Her current work includes research and technical assistance on equity, social and emotional learning, school discipline, family engagement, and inclusion in PreK-12 education settings. She leads the REL Northwest research and consultation work on equity in school discipline and evaluations on inclusion of students with disabilities and implementation of school employee wellness programs.

Concurrent Session 2A: 11:15 AM - 12:30 PM PST

Belonging through a Culture of Dignity

Floyd Cobb, Ph.D.

Session Description: Too often, implementation of educational equity reinforces a vicious cycle of failure, largely because the keys to success are missing. Among the things in their place are equity workshops, jargon, and public statements that do not lead to responsible action that moves the needle on results. In this session, learn how to make equity actionable through the concepts of dignity and belonging. Explore the importance of improvement science in developing and executing a plan of action that embeds these concepts into a variety of contexts: Instruction, curriculum, environment, family engagement, and policy development.

Speaker Bio:



Floyd Cobb has almost 20 years of experience spanning the P-20 educational continuum, holding roles as a teacher, school leader, district curriculum leader, and a statewide policy implementer. He holds a Ph.D. in curriculum and instruction from the Morgridge College of Education at the University of Denver. There, he is an adjunct faculty member and teaches courses on social inequality through the lenses of race, class, and gender. In 2017, Floyd was awarded the Ruth Murray Underhill Teaching Award for excellence in teaching, which is given to one adjunct faculty member at the university. He has published numerous articles and book chapters and is the lead author of the book *Belonging Through a Culture of Dignity*, which focuses on dignity as a key component of equity implementation. He is also the author of *Leading While Black* (2017), an autoethnography detailing his reflections on the Black experience in educational leadership.

Concurrent Session 2B: 11:15 AM - 12:30 PM PST

Equity Bedrock: Setting Conditions at Tier 1

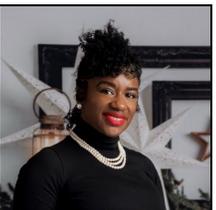
Dr. Nikole Hollins-Sims & Amira Hill-Yancy

Session Description: This session will detail the key components of equitable practices beginning foundationally at Tier 1. Classroom demographics are ever-changing, requiring educators to employ dynamic and purposeful instructional approaches. Participants will gain an understanding of the power of implementing culturally responsive-sustaining pedagogy, primarily focusing on literacy and its overall impact on creating positive classroom culture. In addition, participants will be able to identify and describe five culturally responsive teaching strategies. The delivery of these strategies will be purposeful in supporting immediate execution in classrooms and the advocacy of usage in equitable educational systems.

Speaker Bios:



Nikole Y. Hollins-Sims, Ed.D., is an educational consultant for the Pennsylvania Training and Technical Assistance Network (PaTTAN). She currently serves as the co-statewide lead for the Behavior initiative, as well as an active member of the Multi-Tiered Systems of Support (MTSS) initiative. In addition, she is a Special Advisor for Equity for the Pennsylvania Department of Education (PDE). Finally, Dr. Hollins-Sims is a Pennsylvania certified school psychologist with a specific interest in social justice.



Amira Hill-Yancy is an Educational Consultant with the Pennsylvania Training and Technical Assistance Network (PaTTAN). She supports the Special Education Law initiative, the state systemic improvement plan focused on decreasing the dropout risk and rates for students with disabilities, MTSS projects, and provides ongoing compliance support to charter schools. Amira previously served as a Special Education teacher, Secondary English teacher, Special Education Coordinator, and Literacy Coach. Amira is especially interested in researching contributing factors to disproportionality for students of color and closing the School to Prison Pipeline for Black males. She is currently completing her dissertation on a related topic.

Concurrent Session 2C: 11:15 AM - 12:30 PM PST

Pain. Power. Honor.
Andratesha Fritzgerald

Session Description: Controversy is born the moment dreamers begin taking actions to invite the marginalized ones into the secret society of success. It takes bravery to dream beyond the locked gates of educational access for all. When we say "all" we need to be brave enough to identify the students who the system has not traditionally served. It's more important than ever that we recognize that our systems are not socially just or equitable for our students with disabilities, our English language learners, our LGBTQ students, our students who experience trauma, students who are economically disadvantaged and our Black and Brown students. In order to design learning environments that are safe, welcoming, inviting and empowering we have to learn how to:

- Acknowledge the pain of staying the same.
- Disarm the danger of "power".
- Transform the code of power into the code of honor.

This workshop will cover stories and strategies to actualize the pathway to access and success for all learners.

Speaker Bio:



Andratesha Fritzgerald, Ed.S. has worked in education for nearly 20 years. She is a speaker, author and expert in building antiracist, universally designed learning environments. Her life's work is to awaken, celebrate and activate brilliance by breaking barriers and stereotypes of teachers, leaders and students to actualize achievement wherever it seems impossible. A self proclaimed book nerd, Jeopardy enthusiast and imagination expert, she loves writing and dreaming out loud with her husband, two children and committed educators who believe in academic success for all.

Her new book *Antiracism and Universal Design for Learning: Building Expressways to Success* (CAST, 2020), is equipping teachers and leaders all over the world with the tools they need to make learning personal and possible for every child. Connect with her on Twitter @FritzTesda.

Concurrent Session 2D: 11:15 AM - 12:30 PM PST

Establish-Maintain-Restore (EMR): Strategies for building positive student-teacher relationships

Larissa M. Gaias, PhD

Session Description: This presentation will describe strategies for building positive student-teacher relationships with students at all ages. We will discuss the Establish-Maintain-Restore (EMR) framework for developing student-teacher relationships characterized by trust and connection, sustaining these relationships over the school year, and repairing relationships after a conflict or negative interaction. We will also discuss how EMR incorporates an equity lens to reduce bias and enhance cultural responsiveness in relationship building. We will describe research that demonstrates the impact of EMR on student outcomes. Finally, we will also discuss considerations for sustaining the implementation of EMR.

Speaker Bio:



Larissa Gaias is an Assistant Professor of Psychology at the University of Massachusetts Lowell. Her work focuses on integrating an equity lens into the development, implementation, and evaluation of school-based social-emotional, behavioral, and mental health interventions to reduce pervasive racial/ethnic disparities in educational outcomes. Dr. Gaias is passionate about building collaborations with districts, schools, educators, community organizations, and policy makers to develop feasible, sustainable, effective, and equitable strategies for supporting students.