Wired EVENTS

RTI at Work Model Agenda

Day 1

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	**Introduction and Overview**—Host and RTI Associate
8:00–9:30 a.m.	**Session**—Luis F. Cruz *Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process*
9:30–9:45 a.m.	**Directed Q&A Session**—RTI Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	**Session**—Paula Maeker *Essential Learning: Our Promise of Equity, Purpose, and Practice*
11:30 a.m.–12:30 p.m.	**Lunch**
12:30–2:00 p.m.	**Session**—Nicole M. Dimich *Assessment: Powerful Information to Increase Student Learning*
2:00–2:15 p.m.	**Directed Q&A Session**—RTI Associate
2:15–2:30 p.m.	**Inspiration and Closing Comments**—Host and RTI Associate

Day 2

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	**Reconnection**—Host and RTI Associate
8:00–9:30 a.m.	**Session**—Mike Mattos *Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports*
9:30–9:45 a.m.	**Directed Q&A Session**—RTI Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	**Session**—Paula Maeker *Finding Solutions: A Systemwide Response to Behavior Interventions* or **Customized Session** with the RTI Associate
11:30 a.m.–12:30 p.m.	**Lunch**
12:30–2:30 p.m.	**Paula Maeker & Mike Mattos**—*Putting It All Together: Creating a Multitiered System of Supports—Elementary* **Luis F. Cruz**—*Putting It All Together: Creating a Multitiered System of Supports—Secondary*
2:30–2:45 p.m.	Break
2:45–3:45 p.m.	**Session**—Mike Mattos *Eating the Elephant: Transforming Ideas Into Action*
3:45–4:00 p.m.	**Inspiration and Closing Comments**—Host and RTI Associate

Optional Sessions

- Luis F. Cruz—*Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change*
- Paula Maeker—*It's About Time: Planning Interventions and Extensions in Elementary School*
- Mike Mattos—*It's About Time: Planning Interventions and Extensions in Secondary School*

Session Descriptions

Luis F. Cruz

Putting It All Together: Creating a Multitiered System of Supports—Secondary
Participants in this session learn to create a multitiered intervention system for secondary schools. Based on the guiding principles of RTI at Work, the process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:
- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change
When we build a case on why RTI at Work is the right course, some resistance is natural. Typically, leaders deal with rational educators who eventually embrace the process. Yet occasionally, they cannot sway some staff members.

Dealing with irrational resistance is a challenge. Despite best practices and generous support, some staff members refuse to participate. As a result, failure to hold individuals accountable stifles RTI at Work implementation.

Participants in this session learn how to:
- Create a culture of accountability.
- Manage irrational resistance to the RTI at Work process.
- Practice the RESIST protocol to address and prepare for accountability.

Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process
We depend on today's schools to help all students learn at grade level or higher. But what if schools were never established with that purpose in mind? What if the desire to "go back to normal" after the pandemic is not what schools need to ensure equitable learning for all students?

Luis F. Cruz shares a new way of thinking. Educators today must redesign schools structurally and culturally, so all students learn at high levels.

Nicole M. Dimich

Assessment: Powerful Information to Increase Student Learning
Assessment is a process teams use to analyze student learning and instructional practices to collectively respond to each student's unique needs. Participants review critical understandings and strategies that collaborative teams use to improve student results, not merely measuring and recording them.

Creating and analyzing assessment evidence guides teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Assessment is critical to an effective RTI process that ensures high achievement for all students.

Paula Maeker

Essential Learning: Our Promise of Equity, Purpose, and Practice

The traditional education system was never built to ensure equitable learning outcomes for all students. Suppose we truly embrace the mission of guaranteeing all students learning at high levels. In that case, we have to redesign our approach to teaching and learning and relentlessly focus on what matters most. Teacher teams become architects of intentional outcomes and collaborate to identify essential learning. This guaranteed and viable curriculum ensures access and equity for every student.

Paula Maeker helps teams build a learning pathway that establishes a framework for prevention, intervention, and acceleration. In this way, educators can systematically respond by name, standard, target, strength, and need when students do not learn.

Finding Solutions: A Systemwide Response to Behavior Interventions

Teachers often agonize over students whose behaviors don't support learning. How do teachers collectively ensure learning occurs at high levels when students haven't cultivated scholarly dispositions? If we have high expectations, we must provide high support.

Teacher teams and campus leaders learn to create systemwide responses to help students monitor their progress in academic and behavior targets at tiers 1, 2, and 3. Participants learn to develop structures to implement positive behavior intervention and supports. The session focuses on helping teacher teams and students reach academic and social behavior goals in the classroom and beyond.

It's About Time: Planning Interventions and Extensions in Elementary School

What does an effective elementary school intervention process look like? Paula Maeker offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

Paula Maeker & Mike Mattos

Putting It All Together: Creating a Multitiered System of Supports—Elementary

Participants learn to create a multitiered system of intervention for secondary schools. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:
- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Mike Mattos

Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports

Mike Mattos and the RTI at Work faculty discuss the essential elements to systematically provide supplemental Tier 2 and intensive Tier 3 interventions for academics and behavior. He shares how to employ teacher teams and support staff to make this work doable.

Participants in this session:
- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Explore options for resource allocation and staff responsibilities.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

Eating the Elephant: Transforming Ideas Into Action

How do you eat an elephant? One bite at a time. Implementing RTI can be daunting. The key is to break the process into meaningful steps. Mike Mattos assists participants in creating practical action steps to implement the four Cs of RTI: collective responsibility, concentrated instruction, convergent assessment, and certain access. Participants leave with a workable implementation plan and the inspiration to get started.

It's About Time: Planning Interventions and Extensions in Secondary School

What does an effective secondary school intervention process look like? Mike Mattos offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.