

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 <i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i>
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 <i>Essential Learning: Our Promise of Equity, Purpose, and Practice</i>
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:00 p.m.	Session —Nicole M. Dimich <i>Assessment: Powerful Information to Increase Student Learning</i>
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.	Introduction and Overview —Host and RTI Associate
8:00–9:30 a.m.	Session —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>
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 <i>All-Inclusive! Collectively Meeting the Diverse Needs of All Learners</i> or Customized Session with the RTI Associate
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:00 p.m.	Paula Maeker & Mike Mattos— <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i> Luis F. Cruz— <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>
2:45–3:45 p.m.	Session —Mike Mattos <i>Our Educational Moonshot</i>
3:45–4:00 p.m.	Inspiration and Closing Comments —Host and RTI Associate

Optional Sessions

- Luis F. Cruz—*Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation*
- 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—Day 1

Luis F. Cruz

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.

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.

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.

Session Descriptions—Day 2

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.

Paula Maeker

All-Inclusive! Collectively Meeting the Diverse Needs of All Learners

The word *all* by definition does not exclude, so how do we meet the varied, unique, and sometimes intensive needs of learners who are eligible for additional services? If we embrace collective responsibility and the idea that every student is our student, then we need to create systems and structures that ensure success for every scholar we serve. Participants in this session examine past and current realities regarding special education, reflect on practices at each tier of instruction that do and do not support a culture of learning for all, and learn strategies for effective and purposeful collaboration between general and special educators. Designed for both general and special educators, Paula Maeker provides participants with strategies and protocols to examine mindsets and collaborative processes to ensure higher learning levels for all students. No low expectations allowed!

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 elementary 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.

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.

Mike Mattos

Our Educational Moonshot

In this keynote, Mike Mattos engages all participants in an end-of-unit common assessment. What are the big takeaways from this institute? Which essential elements can you see in practice in your building, and which ones need additional time and support? The session ends with a celebration of our learning together. For in the end, doing the right work really well is our best hope to ensure a promising future for our students and our collective prosperity.

Optional Sessions

Luis F. Cruz

Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation

Through the RTI at Work process, staff members must commit to essential actions across the three tiers. Sometimes educators neglect key steps and weaken interventions that students need. Luis F. Cruz shares steps that teachers often ignore or bypass. He describes the ill effects and how to avoid them by adhering to all actions in the RTI at Work process.

Paula Maeker

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.

Mike Mattos

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.