



RTI at Work Institute Agenda Green Bay, WI • April 26–28, 2023

Wednesday, April 26

6:30–8:00 a.m.	Registration	ROOMS TBD
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i>	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	Breakout Sessions	
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	Keynote —Paula Maeker <i>Essential Learning: Our Promise of Equity, Purpose, and Practice</i>	
2:45–3:15 p.m.	Break	
3:15–4:45 p.m.	Breakout Sessions	

Thursday, April 27

6:30–8:00 a.m.	Registration	ROOMS TBD
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Sarah Schuhl <i>Assessment: Powerful Information to Increase Student Learning</i>	
9:30–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	
2:30–3:00 p.m.	Break	
3:00–4:30 p.m.	Breakout Sessions	
4:30–5:15 p.m.	Team Time —Presenters are available to aid in your collaborative team discussions.	

Friday, April 28

7:00–8:00 a.m.	Continental Breakfast	ROOMS TBD
8:00–10:15 a.m.	In-Depth Seminars	
	<ul style="list-style-type: none"> • Mike Mattos & Paula Maeker <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i> 	
	<ul style="list-style-type: none"> • Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i> 	
	<ul style="list-style-type: none"> • Jessica Djabrayan Hannigan <i>Putting It All Together: Creating a Multitiered System of Supports—Behavior</i> 	
	<ul style="list-style-type: none"> • Sarah Schuhl <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i> 	
10:15–10:45 a.m.	Break	
10:45–11:45 a.m.	Keynote —Mike Mattos <i>Our Educational Moonshot</i>	

Agenda subject to change.

Breakout Sessions at a Glance

Presenter & Title	Wednesday, April 26		Thursday, April 27	
	10:15–11:45 a.m.	3:15–4:45 p.m.	10:00–11:30 a.m.	3:00–4:30 p.m.
Luis F. Cruz				
Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility	X			
Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation		X		
Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change			X	
English Learners and the RTI at Work Process				X
Jessica Djabrayan Hannigan				
Behavior Solutions Tier 1: Prevention Is the Best Intervention	X			
Four Cs of a Classroom: First Best Classroom Prevention		X		
Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions			X	
Behavior Academies: A Targeted Intervention Structure That Works!				X
Paula Maeker				
Embrace or Abandon? Debunking the Myths and Exploring the Truths of RTI	X			
High Levels of Literacy: Accelerating Essential Outcomes for All Students		X		
All-Inclusive! Collectively Meeting the Diverse Needs of <i>All</i> Learners			X	

Presenter & Title	Wednesday, April 26		Thursday, April 27	
	10:15–11:45 a.m.	3:15–4:45 p.m.	10:00–11:30 a.m.	3:00–4:30 p.m.
It's About Time: Planning Interventions and Extensions in Elementary School				X
Mike Mattos				
The Best Intervention Is Prevention: Planning Proactive Supports	X			
Interventions That Work! Making Your Current Site Interventions More Effective		X		
The Power of One: Creating High-Performing Teams for Singleton Staff			X	
It's About Time: Planning Interventions and Extensions in Secondary School				X
Sarah Schuhl				
Using Data to Guide Collective Responsibility for Student Learning	X			
Ensuring <i>All</i> Students Learn Mathematics		X		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			X	
Investing Students in the RTI at Work Process				X

Agenda is subject to change.

Session Descriptions—Day 1

MORNING KEYNOTE

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.

MORNING BREAKOUTS

Luis F. Cruz

Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility

Implementing the RTI at Work process requires school staff members to embrace the discomfort in change. Therefore, the main responsibility of a guiding coalition is creating a culture of collective responsibility while tackling adult resistance.

Luis F. Cruz addresses how a guiding coalition can support and tackle resistance. He shows participants:

- How to create collective responsibility when implementing the RTI at Work process
- Why resistance is a common reaction when implementing the process
- How to address rational resistance to change

Jessica Djabrayan Hannigan

Behavior Solutions Tier 1: Prevention Is the Best Intervention

If we have learned anything through teaching during this pandemic, it is that the term behavior doesn't simply refer to a disruptive student. Behavior refers to academic behaviors (skill-based) and social behaviors (will-based). Both need to be taught and reinforced in every tier of systematic SEL support at your school, beginning with the focus on Tier 1 prevention schoolwide. This session is designed to help educators learn how to assess their current state for Tier 1 behavior and develop processes and actions necessary to build an effective Tier 1 schoolwide system.

Paula Maeker

Embrace or Abandon? Debunking the Myths and Exploring the Truths of RTI

Paula Maeker debunks myths that stall a learning-for-all culture and uncovers the truths that maximize learning outcomes for every student by name, strength, and need. Sometimes, we must identify what to *stop* doing and determine what we must *start*.

In this session, participants explore the mistakes, mindsets, and misconceptions that derail the RTI process and commit to embracing the fundamental assumptions, essential behaviors, and collective commitments that achieve our goal of all students learning at high levels.

Mike Mattos

The Best Intervention Is Prevention: Planning Proactive Supports

Most schools use student failure to identify those who need interventions. The problem is if we wait for students to fail, they will! Tier 2 interventions become buried under too many needs. Mike Mattos demonstrates academic and behavior supports and processes to proactively bolster students at Tier 1.

Sarah Schuhl

Using Data to Guide Collective Responsibility for Student Learning

Focused analysis of schoolwide and collaborative team data is essential when developing collective responsibility for all student learning. What *quantitative* and *qualitative* data examples help identify which students need targeted interventions? Which assessment data should teams collect, and how should they use it? Attendees determine the answers to these questions during this session.

Collective responsibility requires educators to recognize current reality and intentionally plan for all students to learn at high levels. In this session, participants learn about different assessment information to collect schoolwide and in collaborative teams to ensure student academic growth.

AFTERNOON KEYNOTE

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.

AFTERNOON BREAKOUTS

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

Jessica Djabrayan Hannigan

Four Cs of a Classroom: First Best Classroom Prevention

Students thrive when their social-emotional and academic needs are supported in tandem with consistent and predictable classroom structures and routines—along with best practice strategies—to create a sense of safety, positivity, and belonging in every classroom. In this session, Jessica Djabrayan

Hannigan shows educators how to create a first best classroom behavior prevention system designed to help them respond to the academic and social behavior needs of every learner. Specifically, educators learn how to integrate the best practice strategies for behavioral supports for each of the four Cs of a classroom—climate, culture, curriculum, and communication—and monitor through a behavior rounds process.

Paula Maeker

High Levels of Literacy: Accelerating Essential Outcomes for All Students

Literacy is at the center of learning. Without solid reading, writing, and oral language skills, the learning gap widens exponentially. Through RTI at Work, teams articulate what every student must know and be able to do. This process becomes complicated when separating essential standards from the endless scope of literacy and learning standards.

Paula Maeker guides teams in identifying, prioritizing, and clarifying essential literacy learning targets and creating powerful, actionable responses that accelerate literacy learning for every child every day.

Mike Mattos

Interventions That Work! Making Your Current Site Interventions More Effective

A *system* of interventions is only as effective as the *individual* interventions that comprise it. Despite honorable intentions, many school interventions fail, primarily because efforts don't align with the characteristics proven most fruitful.

Participants learn the six essential characteristics of productive interventions and a robust process for applying them. The most significant difference between a traditional school and a PLC is how each responds when students falter. Mike Mattos illustrates how to perform CPR—*create powerful responses*—when students don't learn.

Sarah Schuhl

Ensuring All Students Learn Mathematics

Students who learn mathematics at high levels can reason logically and are ready for the next grade level or course on their college and career paths. Unfortunately, too many students struggle to learn mathematical content from one year to another. How do teachers work together to ensure *all* students learn mathematics? How do teachers match interventions to the mathematics skills students struggle to attain?

Essential standards and the required prior knowledge standards leading to each one inform intervention and remediation. Additionally, classroom instructional and assessment practices play a critical role in accelerating and continuing learning for mathematics students.

Participants in this session:

- Identify criteria for determining grade-level or essential standards in mathematics.
- Identify high-level mathematical tasks to use as formative feedback during instruction.
- Explore how to remediate and intervene when students struggle to learn mathematics.

Session Descriptions—Day 2

MORNING KEYNOTE

Sarah Schuhl

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.

MORNING BREAKOUTS

Luis F. Cruz

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.

Jessica Djabrayan Hannigan

Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions

In this session, Jessica Djabrayan Hannigan shows participants how to use behavior data to implement targeted behavior interventions for students not responding to Tier 1 (schoolwide) behavior. Go beyond check in/check out (CICO) as the “catch all” intervention and begin using interventions that are targeted for all the specific behaviors you wish to eliminate. Dr. Hannigan teaches participants how to identify, match, deliver, and monitor targeted interventions. They also learn how to develop a menu of interventions including entrance and exit criteria, characteristics, and conditions essential for intervention success.

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!

Mike Mattos

The Power of One: Creating High-Performing Teams for Singleton Staff

High-performing collaborative teams are the foundation for any PLC—the engines that drive the entire process! Nearly every school or district has these types of educators: singletons (the only person who teaches a grade level or course); multiple-grade-level instructors, such as a special education teacher; or those providing supplemental support, such as a school counselor or psychologist.

How do these individuals fit into collaborative teams? Mike Mattos offers guiding principles and real-life examples for educators who look to create inclusive collaborative teams by connecting to the *power of one*.

This session calls on participants to:

- Learn ways to create meaningful, job-embedded teams for singleton staff.
- Consider team options for elective and specials teachers, special education staff, and those who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

Sarah Schuhl

Analyzing Student Work to Plan Tier 1 and Tier 2 Responses

At their best, collaborative teams examine assessment data and student work to determine the learning needs of individuals and groups. Common formative assessments provide numerical data and student work. When analyzed by a team, assessments offer insight into whether students are learning essential standards and the steps to help them grow. This session explores how teams analyze data and student work to plan effective interventions in response.

Participants in this session:

- Analyze data and student work to discover student proficiency levels to plan interventions for achieving mastery.
- Learn characteristics of effective interventions by examining student work.
- Explore how teams create time to analyze student work and common assessment results and implement corresponding interventions.

AFTERNOON KEYNOTE

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.

AFTERNOON BREAKOUTS

Luis F. Cruz

English Learners and the RTI at Work Process

While the English learner population continues to grow, fewer schools have demonstrated significant levels of learning for this critical cohort. Do educators lack the pedagogical skills to promote learning for these students? Do schools lack the resources?

Luis F. Cruz reviews the practical integration of collective leadership and shows how the RTI at Work process can accelerate learning for this growing and academically challenged group of students. As a current and former English learner, Luis has more than 30 years of public school experience working with students studying English as an additional language.

Participants in this session learn how to:

- Aid interventions through an English learner task force.
- Build common language, knowledge, and expectations via job-embedded professional development.
- Ensure academic success for EL learners through teacher teams.

Jessica Djabrayan Hannigan

Behavior Academies: A Targeted Intervention Structure That Works!

Addressing the root cause of the behavior and providing the teaching of necessary and targeted academic and social behavior skills a student needs to access school and life is essential to their personal growth and success. Jessica Djabrayan Hannigan shows participants how to develop, implement, and monitor behavior academies based on targeted student needs.

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.

Sarah Schuhl

Investing Students in the RTI at Work Process

Educators often shoulder responsibility for student learning but fail to bring students into the process. How can students articulate what they learn, describe their strengths, and plot their next steps? Do students learn from and act on feedback during instruction and on assessments? How do students track their progress in achieving essential standards?

For reflections to be meaningful, educators must consider how classroom culture influences student beliefs and dispositions about how they can learn. Teachers can help students understand *why* they need intervention and *how* to grow their belief in their ability to learn. This belief is the foundation needed for students to invest in their learning.

In this session, participants identify characteristics of a classroom culture focused on learning. They learn how to use powerful feedback processes with students. Finally, they explore ways for students to reflect through self-regulation and tracking.

Session Descriptions—Day 3

IN-DEPTH SEMINARS

Mike Mattos & Paula Maeker

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.

Jessica Djabrayan Hannigan

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

Participants learn to create a multitiered system of intervention for behavior. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 schoolwide prevention, targeted Tier 2 interventions, and intensive Tier 3 remediation.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team with the focus on behavior.
- Develop a roadmap for implementation.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Sarah Schuhl

Putting It All Together: Linking Instruction, Assessment, and Interventions

Collaborative teams must link instruction, assessment, and interventions to build a solid RTI at Work process. But how do they do this?

Participants learn to create learning targets from essential standards to design quality assessments. They gather tools, protocols, and examples for developing assessments that offer the best information

on student learning. The seminar highlights key elements of assessment design that provide meaningful interventions and promote student investment. Educators reflect on current practices to determine the next steps at their schools.

Participants will:

- Explore how to determine learning targets from prioritized standards.
- Identify key elements of assessment design that enable meaningful interventions and student investment.
- Learn to develop methods of assessment that offer quality information about student learning.

MORNING KEYNOTE

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.