



RTI at Work Institute Agenda Bellevue, WA • August 7–9, 2023

Monday, August 7

7:00–8:00 a.m.	Registration	Center Hall B
	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>	Center Hall A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —William M. Ferriter <i>Focus! Understanding the Role of a Guaranteed and Viable Curriculum in the RTI at Work Process</i>	Center Hall A
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakout Sessions	See pages 3–4.

Tuesday, August 8

7:00–8:00 a.m.	Registration	Center Hall B
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Katie White <i>Assessment: Powerful Information to Increase Student Learning</i>	Center Hall A
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	See pages 3–4.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	Center Hall A
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakout Sessions	See pages 3–4.
4:00–4:45 p.m.	Team Time —Presenters are available to aid in your collaborative team discussions.	Center Hall A

Wednesday, August 9

7:00–8:00 a.m.	Continental Breakfast	Center Hall B
8:00–10:15 a.m.	In-Depth Seminars	
	<ul style="list-style-type: none"> Mike Mattos <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i> 	Center Hall A
	<ul style="list-style-type: none"> Luis F. Cruz & William M. Ferriter <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i> 	404
	<ul style="list-style-type: none"> John Hannigan <i>Putting It All Together: Creating a Multitiered System of Supports—Behavior</i> 	405
	<ul style="list-style-type: none"> Katie White <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i> 	406
10:15–10:30 a.m.	Break	
10:30am–11:30 a.m.	Keynote —Mike Mattos <i>Our Educational Moonshot</i>	Center Hall A

Agenda subject to change.

Breakout Sessions at a Glance

Presenter & Title	Monday, August 7		Tuesday, August 8	
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:15 a.m.	2:30–4:00 p.m.
Luis F. Cruz				
Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility	404			
Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation		404		
Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change			404	
English Learners and the RTI at Work Process				404
William M. Ferriter				
Collaborative Tools for Learning Teams in a PLC at Work	406			
Moving Beyond Curriculum: Identifying, Teaching, and Assessing Academic Skills and Dispositions		406		
You Can Learn: Understanding the Role of Student Self-Efficacy in the RTI at Work Process			406	
How Will We Extend Learning When Students Are Already Proficient?				406
John Hannigan				
Behavior Solutions Tier 1: Prevention Is the Best Intervention	Center Hall A			
Four Cs of a Classroom: First Best Classroom Prevention		Center Hall A		
Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions			405	

Presenter & Title	Monday, August 7		Tuesday, August 8	
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:15 a.m.	2:30–4:00 p.m.
Behavior Academies: A Targeted Intervention Structure That Works!				Center Hall A
Mike Mattos				
The Best Intervention Is Prevention: Planning Proactive Supports	405			
The Power of One: Creating High-Performing Teams for Singleton Staff		405		
It's About Time: Planning Interventions and Extensions in Elementary School			Center Hall A	
It's About Time: Planning Interventions and Extensions in Secondary School				405
Katie White				
Leveraging Learning Targets to Predict and Prevent Challenge	407–408			
Analyzing Student Work to Plan Tier 1 and 2 Responses		407–408		
Responding to the Diverse Needs of Learners Within the Classroom			407–408	
Student Self-Assessment: Partnership Within the RTI Process				407–408

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

William M. Ferriter

Collaborative Tools for Learning Teams in a PLC at Work

One of the first essential actions that RTI at Work schools must take (Tier 1—Teacher Team Essential Action 3) is to form collaborative teams. Ask classroom teachers, though, and they will tell you that forming collaborative teams is the easy part! The challenge rests in ensuring that those collaborative teams can work together efficiently and effectively.

In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to the kinds of tangible structures and explicit tools that learning teams must have in place to make their work with one another productive.

Participants in this session:

- Learn how personalities influence the successes or struggles of learning teams.
- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

John 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.

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.

Katie White

Leveraging Learning Targets to Predict and Prevent Challenge

Unwrapping standards helps educators figure out learning destinations and the ways progress might be measured, but how does this all fit into response to intervention? This session explores how spending time on articulating learning targets can be leveraged in responding much more effectively to student needs. Clarity about proficiency guides our intervention decisions and predicting challenges readies us to respond to our learners in a timely and intentional way. Participants work through personally meaningful examples and consider how the process of unwrapping leads to powerful learning for every student.

Participants in this session:

- Practice identifying proficiency targets and criteria.
- Predict challenges students might experience in relation to a goal.
- Connect learning targets to assessment and intervention decisions.

AFTERNOON KEYNOTE

William M. Ferriter

Focus! Understanding the Role of a Guaranteed and Viable Curriculum in the RTI at Work Process

If schools want to build a system of interventions to ensure that all students learn at the highest levels, what is the first step that they should take? Should they generate lists of students who are struggling in classes? Should they hire specialists to deliver academic interventions in foundational skills like reading and mathematics? Should they plan their Tier 2 intervention period?

While these are all thoughtful answers, the first step that schools should take is developing a guaranteed and viable curriculum. It is impossible to intervene, after all, until we are crystal clear on just what every student must know and be able to do at the end of instruction. That's Tier 1—Essential Teacher Team Action 1 in the RTI at Work Process.

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

William M. Ferriter

Moving Beyond Curriculum: Identifying, Teaching, and Assessing Academic Skills and Dispositions

Identifying grade-level academic standards all students must master is the first step towards developing a guaranteed and viable curriculum. But identifying essential grade-level academic standards isn't the only step to ensure high levels of learning. Here's why: Some students struggle because they have yet to master the skills and dispositions of successful learners.

In an RTI at Work building, teachers address this concern via Tier 1—Schoolwide Essential Action 2: “identify and teach essential academic and social behaviors.”

Career classroom teacher and Solution Tree author William M. Ferriter introduces participants to skills and dispositions that define successful learners. He outlines plans and steps help students develop this know-how.

Participants will:

- Examine the skills and dispositions essential for students to master.
- Explore simple strategies for teaching those skills and dispositions to students.
- Discuss steps that teams can take to assess the progress students are making toward mastering essential skills and dispositions.

John 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, John 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.

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.

Katie White

Analyzing Student Work to Plan Tier 1 and 2 Responses

At their best, collaborative teams examine assessment data and student work to determine the learning needs of individuals and groups. Common formative assessment provides both qualitative and quantitative information to guide decision making. When analyzed by a team, assessment evidence offers insight into student learning of essential standards and the steps required to help them grow. Katie White explores protocols teams can use to analyze data and student work to identify strengths and plan responsive interventions.

Participants in this session:

- Analyze data and student work to discover student proficiency levels and plan interventions for advancing learning.
- Learn the importance of analyzing for student strengths.
- Explore ways teams can create and use collaborative time to analyze student work and common assessment results and design and implement corresponding interventions.

Session Descriptions—Day 2

MORNING KEYNOTE

Katie White

Assessment: Powerful Information to Increase Student Learning

Assessment is a window into every student’s current thinking and skill development. Embracing assessment as a critical process for meeting students where they are and making efficient and informed instructional decisions to advance learning is a key to RTI effectiveness. Designing assessment opportunities and analyzing assessment evidence guides teams as they strive to improve instruction, invite student investment in their learning, and inform targeted and specific interventions and extensions.

Participants review critical understandings and strategies for using assessment to grow essential skills and understanding, instead of simply measuring and recording results. When assessment is used in these ways within the RTI process, high achievement becomes the promise 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.

William M. Ferriter

You Can Learn: Understanding the Role of Student Self-Efficacy in the RTI at Work Process

If the ultimate goal of the RTI at Work process is to ensure high levels of learning for all students, classroom teachers must integrate high-impact teaching strategies into their instruction—and no strategy has a greater impact on student achievement than what John Hattie (2018) calls *student self-reported grades*. As Hattie describes it, self-reported grading helps all students “gain a reputation as a learner” (2009). “My major and loud message,” Hattie argues, “is that ... we need to give students the confidence and the skills and the understandings that they can exceed their own expectations” (2012).

This session introduces participants to the steps that career classroom teacher and Solution Tree author William M. Ferriter has taken to use student-centered versions of the four critical questions of learning in his classrooms.

Participants in this session:

- Discuss the important role that student self-efficacy plays in learning.
- Explore student-centered versions of the four critical questions of the PLC at Work Process.
- Explore simple student self-efficacy building strategies that can be integrated into any classroom.

John Hannigan

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

In this session, John 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.

Mike Mattos

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

The biggest obstacle most elementary schools face to providing interventions is not identifying which students need help, but how to schedule the time needed to provide interventions—at all three tiers—during the school day. This breakout provides guiding principles, examples, and common mistakes regarding how to schedule time for supplemental and intensive interventions.

Katie White

Responding to the Diverse Needs of Learners Within the Classroom

There comes a moment when assessment information reveals diverse student strengths and challenges, establishing the need for intentional, well-designed, differentiated responses within a classroom setting. Katie White explores strategies for moving from the reality presented in assessment data to an effective and carefully designed response. Participants consider how they might adjust classroom groupings, timing, behavioral expectations, and resources to build independence while supporting optimal learning outcomes.

Participants in this session:

- Consider the implications of assessment data, using a simulation as a springboard for discussion.
- Examine strength-based approaches to responding to assessment data.
- Explore options for grouping students, organizing class time, managing behavior, and accessing needed resources to intervene and respond to diverse student needs.

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.

William M. Ferriter

How Will We Extend Learning When Students Are Already Proficient?

For many learning teams, being prepared with additional time and support for every student who demonstrates the need means doing all that we can to help struggling students master essential outcomes. The highest performing teams, however, recognize that our moral obligation isn't only to help students master essential outcomes. Instead, our moral obligation is to help all students learn at the highest levels—including those “question-four students” who are already working beyond grade-level essentials. In the RTI at Work Process, that's Tier 2—Teacher Team Essential Action 4.

In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to several simple steps they can take to make extension a priority in their Tier 2 work with students.

John 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. John Hannigan shows participants how to develop, implement, and monitor behavior academies based on targeted student needs.

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.

Katie White

Student Self-Assessment: Partnership Within the RTI 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? Strong self-assessment in classrooms leads to co-constructed learning experiences that leverage student strengths and precisely address student needs. Through self-assessment, we can increase partnership with students as they move through our system.

Katie White explores the power of an assessment culture that includes self-assessment. By inviting students to document learning, analyze evidence, and make decisions, educators can support the development of learners who are confident, capable, and invested in their own growth and achievement within the RTI process.

Participants in this session:

- Consider why self-assessment is critical in every classroom and what factors ensure self-assessment is a productive and authentic part of RTI.
- Explore practical strategies for engaging students at all grade levels with self-assessment, including collecting and analyzing evidence, setting goals, and celebrating growth.
- Examine portfolios, data notebooks, and other self-assessment tools that support partnership within the RTI process.

Session Descriptions—Day 3

IN-DEPTH SEMINARS

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 & William M. Ferriter

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.

John 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.

Katie White

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.