



RTI at Work Summit Agenda

Austin, TX • February 19–21, 2024

Monday, February 19

6:30–8:00 a.m.	Registration	Ballroom Pre-Function
	Continental Breakfast	
8:00–9:30 a.m.	Keynote—Mike Mattos <i>Doing the Right Work Right</i>	Ballroom D
9:30–9:45 a.m.	Break	
9:45–11:00 a.m.	Concurrent Keynote—Paula Maeker <i>Gaining Ground: A Method and Model for Accelerating Essential Learning</i>	Ballroom D
	Concurrent Keynote—Heather Frizziellie <i>Yes We Can: Collaboration by All, for All!</i>	Ballroom EF
11:00 a.m.–12:30 p.m.	Lunch (on your own)	
12:30–2:00 p.m.	Breakout Sessions	See pages 3–6.
	Anisa Baker-Busby—Is It Really an Intervention Problem?	Rooms/Locations TBD
	Luis F. Cruz—Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation	
	Heather Frizziellie—Inclusive Instruction: Learning for All!	
	Timothy D. Kanold—Your PreK–12 PLC Mathematics Focus: Instruction, Tasks, and Tier 1 Interventions!	
	Paula Maeker—High Levels of Literacy: Accelerating Essential Outcomes for All Students	
	Mike Mattos—Taking Action: Digging Deeper Into Systematic Interventions	
2:00–2:15 p.m.	Break	
2:15–3:30 p.m.	Keynote—Timothy D. Kanold <i>Wellness Routines and Strategies for Living the RTI Life: Thriving at Work and at Home!</i>	Ballroom D

Tuesday, February 20

7:00–8:00 a.m.	Registration	Ballroom Pre-Function
	Continental Breakfast	
8:00–9:30 a.m.	Keynote—Katie White <i>Nurturing Hope Through Assessment</i>	Ballroom D

9:30–9:45 a.m.	Break	
9:45–11:00 a.m.	Concurrent Keynote—Jessica Djabrayan Hannigan <i>Four Cs of a Classroom: First Best Classroom Prevention</i>	Ballroom D
	Concurrent Keynote—Sharroky Hollie <i>The Best Intervention Is Prevention: The What of Using Cultural and Linguistic Responsiveness Proactively</i>	Ballroom EF
11:00 a.m.–12:30 p.m.	Lunch (on your own)	
12:30–2:00 p.m.	Breakout Sessions	See pages 7–10.
	Anisa Baker-Busby — <i>All in a Day's Work: Core Plus More</i>	Rooms/Locations TBD
	Luis F. Cruz — <i>English Learners and the RTI at Work Process</i>	
	Jessica Djabrayan Hannigan — <i>Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions</i>	
	Sharroky Hollie — <i>The Best Intervention Is Prevention: The How of Using Cultural and Linguistic Responsiveness Proactively</i>	
	Mike Mattos — <i>Beyond Study Halls and Office Hours: Tackling the Logistics of a Secondary Tier 2 Flex Period</i>	
	Katie White — <i>Analyzing Student Work to Plan Tier 1 and Tier 2 Responses</i>	
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Panel Discussion — <i>Presenters answer your most pressing questions.</i>	Ballroom D

Wednesday, February 21

7:00–8:00 a.m.	Continental Breakfast	Ballroom Pre-Function
8:00–9:30 a.m.	Keynote—Kenneth C. Williams <i>Ruthless Equity: Disrupt the Status Quo and Ensure Learning for All Students</i>	Ballroom D
9:30–9:45 a.m.	Break	
9:45 a.m.–11:30 a.m.	Keynote—Luis F. Cruz <i>Bringing It All Together: Handling Resistance to RTI at Work Implementation</i>	Ballroom D

Agenda is subject to change.

Session Descriptions—Day 1

MORNING KEYNOTE

Mike Mattos

Doing the Right Work *Right*

There has never been a greater need for educators to collectively respond when students need help mastering the academic skills and behaviors needed for future success. Fortunately, there has also never been greater professional consensus on the best way to achieve this goal. Yet committing to the right work is not enough; we must do the right work well.

Mike Mattos sets the stage for our learning by creating a shared vision of the right way to think about RTI and MTSS while addressing common misconceptions and missteps in the process.

CONCURRENT KEYNOTES

Heather Friziellie

Yes We Can: Collaboration by All, for All!

When teams commit to collaborating in the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that “all really does mean all!” This session provides participants with strategies and protocols to examine mindsets and collaborative processes to drive action planning that ensures higher levels of learning for all students. It is designed for both general and special educators.

Participants in this session:

- Understand the six core beliefs of living *Yes We Can!*
- Learn strategies to build a school and district culture with a belief that all students can learn at high levels.
- Reflect on current local practices and policies that do and do not align with the belief that all students can learn at high levels to identify steps for improvement for *all*.

Paula Maeker

Gaining Ground: A Method and Model for Accelerating Essential Learning

How is it possible to ensure all students learn at high levels when our scholars continue to advance from grade level to grade level with significant gaps in learning? It’s not only possible, it’s probable if we rethink our approach to teaching and learning and design a systematic response that relentlessly focuses on accelerating what matters most. Teacher teams must become architects of intentional outcomes that focus on identifying essential outcomes that embed prerequisite learning into

grade-level proficiency and beyond. Paula Maeker supports teams in developing a method and model of prevention, intervention, and acceleration that leads to impactful gains in student achievement.

BREAKOUT SESSIONS

Anisa Baker-Busby

Is It Really an Intervention Problem?

Teams spend an excessive amount of time discussing how interventions work, how to monitor progress, and when to find time to do it all. Anisa Baker-Busby discusses finding a balance, using your entire school to support values, and understanding the importance of Tier 1 instruction.

Participants can expect to:

- Become crystal clear on what their team wants students to know and do.
- Learn how to use assessment and their current schedule to meet the learning needs of their students.

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.

Heather Friziellie

Inclusive Instruction: Learning for All!

When we dig into the research, it's pretty easy to identify two things: We can't keep doing what we've always done and expect to get better results, *and* there are some clear high-leverage strategies we can employ to lead to higher levels of learning for *all* students.

Outcomes from this session include:

- Building an understanding of key research findings
- Using these findings to identify five essential instructional strategies that—regardless of grade level or content area—*will* help more learners learn at higher levels than ever before!

Timothy D. Kanold

Your PreK–12 PLC Mathematics Focus: Instruction, Tasks, and Tier 1 Interventions!

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback for Tier 1 intervention during instruction.

Dr. Kanold shares research-affirmed lesson design criteria essential to student perseverance, development of self-efficacy and sustained effort during the mathematics lesson every day. He shares sample mathematics tasks and an online professional library of resources for teacher support in mathematics.

Participants use the PLC Mathematics at Work lesson design framework to:

- Examine research-affirmed teaching actions that maximize student learning and perseverance during a mathematics lesson.
- Learn how to use prior-knowledge and vocabulary tools and activities effectively.
- Examine the balanced use of lower- and higher-level-cognitive-demand mathematics tasks during class (rigor equity).
- Embrace the balanced use of small-group and whole-group student discourse as part of a formative Tier 1 feedback process that encourages student perseverance, engagement, effort, efficacy, and participation during the lesson.

Paula Maeker

High Levels of Literacy: Accelerating Essential Outcomes for All Students

Literacy is at the center of learning. Without strong skills in reading, writing, and oral language, the learning gap widens exponentially. The RTI process asks teams to articulate what every student must know and be able to do. This becomes particularly complicated when teams try to identify what is essential from the seemingly unending scope of literacy learning and standards. In this session, Paula Maeker guides teams in learning how to identify, prioritize, and clarify essential literacy learning targets in order to create a powerful, actionable response that accelerates literacy learning for every child, every day.

Mike Mattos

Taking Action: Digging Deeper Into Systematic Interventions

Building upon his keynote, Mike Mattos digs deeper into how to create a highly effective, multitiered system of supports to ensure student learning. Specific essential action steps are defined for three critical teams: the school leadership team, teacher teams, and a site intervention team. Participants gain clarity regarding lead responsibility for academic and behavior interventions. Recommendations and resources for scheduling are provided.

AFTERNOON KEYNOTE

Timothy D. Kanold

Wellness Routines and Strategies for Living the RTI Life: Thriving at Work and at Home!

Ours is a profession of emotional and relational labor, and it is easy to experience fatigue from the daily noise and intense, often uncertain expectations of our work life. Giving our “heart and soul” to our professional life is fulfilling. Yet it can also take its toll at work and at home.

Timothy D. Kanold notes, “Off and on, I have lost contact with the joy of my work life. So it is for you. Sooner or later, the world of your professional and personal life stretches you beyond your limits. But there are ways to sustain and regain your joy and happiness at work.” He points out that the research is clear: Teachers impact student achievement more than any other aspect of schooling. Yet there is a fine line between being busy (good stress) and being hurried (bad stress) as well as the need to ruthlessly eliminate hurry from their lives. Utilizing the research-affirmed educator wellness framework developed with his colleague, Tina H. Boogren, Dr. Kanold helps educators of all levels and backgrounds learn how to bring their very best selves to their colleagues and students every day. Come to this session ready to have fun, laugh, and learn how to live your best life and be inspired!

Participants gain insight into:

- Foundational research, theory, and practice for daily educator wellness and well-being to enhance student achievement
- Compassion and self-compassion as effective tools for avoiding mental and emotional exhaustion
- Powerful routines, strategies, and tools that can be implemented immediately to support the physical, mental, emotional, and relational health of all educators
- Sustaining a high-positive-energy state at work and at home, every day

Session Descriptions—Day 2

KEYNOTE

Katie White

Nurturing Hope Through Assessment

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.

Katie White leads participants in:

- Exploring the importance of assessment as a catalyst for strong decision-making
- Connecting assessment to instruction and intervention within RTI
- Examining ways to build student and teacher confidence and investment through the use of effective assessment

CONCURRENT KEYNOTES

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.

Sharroky Hollie

The Best Intervention Is Prevention: The *What* of Using Cultural and Linguistic Responsiveness Proactively

The purpose of cultural and linguistic responsiveness (CLR) is to prevent the need for intervention, particularly with marginalized student populations. However, in order to actualize that purpose, we must first understand how CLR is defined. In this keynote, Sharroky Hollie addresses the *what* of CLR by answering three questions: what is CLR, why is it important for all students, and how does it look in the classroom?

BREAKOUT SESSIONS

Anisa Baker-Busby

All in a Day's Work: Core Plus More

Theoretically, schools are designed to be institutions where all students learn. In order to achieve their purpose, schools must operate as professional learning communities where their fundamental purpose is to ensure all students learn at high levels. This means all their learning needs should be provided or embedded in their daily schedule. Their school day or schedule should give students extra time and support to succeed. In this session, Anisa Baker-Busby provides real examples of how to create a master schedule with embedded time for prevention (Tier 1), supplemental (Tier 2), and intensive interventions (Tier 3).

Participants learn specific steps to implement an additional intervention segment to meet all student learning needs during their daily schedule, including how to:

- Determine what interventions to offer each week.
- Require students to attend specific interventions.
- Review and reflect on the essential elements of Tiers 1, 2, and 3 intervention.
- Allocate staff.
- Do all this within teachers' contractual obligations.
- Reflect on practices.

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

Participants in this session explore how to use behavior data to implement targeted behavior interventions for students not responding to Tier 1 (schoolwide) interventions. Go beyond Check In-Check Out (CICO) as the *catchall* intervention and begin using strategies that are targeted for all the specific behaviors you wish to eliminate. Participants discover how to identify, match, deliver, and monitor targeted interventions. They also learn how to develop a menu of interventions, including entrance and exit criteria and characteristics and conditions essential for intervention success.

Sharroky Hollie

The Best Intervention Is Prevention: The *How* of Using Cultural and Linguistic Responsiveness Proactively

As a follow up to his keynote address, Sharroky Hollie delineates the *how* of cultural and linguistic responsiveness (CLR) with a focus on pedagogy. Two determinations must be made: who are the underserved, and what are the potential cultural and linguistic biases that could falsely lead to intervention? After these questions have been answered, a mini-lesson demonstrates how CLR can be used preventatively, not reactively.

Mike Mattos

Beyond Study Halls and Office Hours: Tackling the Logistics of a Secondary Tier 2 Flex Period

To provide systematic supports, schools must incorporate dedicated intervention time into the master schedule. Scheduling time at Tier 2 is relatively easy at the secondary level—it is the process virtually every middle and high school uses to create an assembly schedule. The real obstacles begin when the staff considers the logistics of having potentially hundreds of students transitioning to specific interventions.

Critical questions that arise include:

- How do we determine what interventions to offer?
- How do we assign staff?
- How do we transition students to the correct help sessions?

- What if students need help in more than one course?
- How do we hold students accountable to attend?
- What do we do for students who don't need extra help?

Mike Mattos digs deeply into processes that work—and don't work—when creating and targeting a secondary Tier 2 flex period.

Katie White

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 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 guides the decisions needed to adjust instruction to help learners grow.

Katie White explores ways to engage in assessment evidence, including protocols teams can use to analyze student assessment artifacts 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 and nurturing student investment.
- Explore the importance of analyzing for and leveraging 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 3

KEYNOTES

Kenneth C. Williams

Ruthless Equity: Disrupt the Status Quo and Ensure Learning for *All* Students

In this powerful status quo-disrupting examination of the internal obstacles to ensuring high levels of learning for every student, bestselling author Kenneth C. Williams empowers educators with the tools to identify and defeat the enemy of equity.

Participants discover the many subtle and seductive forms this enemy takes and the mindset and practices required to defeat it.

This session galvanizes every educator to deliver on the promise of equity, excellence, and achievement for *all* students, regardless of background.

Luis F. Cruz

Bringing It All Together: Handling Resistance to RTI at Work Implementation

Schools and districts are often plagued by the *knowing-doing gap*, where individuals learn how to improve their organization but fail to implement the knowledge. Luis F. Cruz connects lessons from throughout the summit and strategies from his best-selling *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019) to address resistance toward RTI at Work implementation. Dr. Cruz shows why failing to implement improvements leads to life-altering consequences for students.

Participants in this session:

- Acquire knowledge from different lenses to understand and introduce the RTI at Work process.
- Learn how to address rational and irrational forms of resistance.
- Understand how students suffer when educators fail to implement the RTI at Work process.