



Agenda

Sacramento, CA • November 5–7, 2025

Wednesday, November 5

7:00–8:00 a.m.	Registration and Continental Breakfast	Ballroom A Pre-Function
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>	Ballroom A1
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Paula Maeker <i>Essential Learning: Our Promise of Equity, Purpose, and Practice</i>	Ballroom A1
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakout Sessions	See page 3.

Thursday, November 6

7:00–8:00 a.m.	Registration and Continental Breakfast	Ballroom A Pre-Function
8:00–9:30 a.m.	Keynote —Sarah Schuhl <i>Assessment at the Center of a Powerful and Effective System of Support</i>	Ballroom A1
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	See page 3.
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>	Ballroom A1
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakout Sessions	See page 3.
4:00–4:45 p.m.	Team Time —Presenters are available to aid in your collaborative team discussions.	Ballroom A1

Friday, November 7

7:00–8:00 a.m.	Continental Breakfast	Ballroom A Pre-Function
8:00–10:15 a.m.	In-Depth Seminars	
	Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	Ballroom A7–A8
	Jessica Djabrayan Hannigan <i>Putting It All Together: Creating a Multitiered System of Supports—Behavior</i>	Ballroom A3–A4
	Paula Maeker and Mike Mattos <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	Ballroom A1
	Sarah Schuhl <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>	Ballroom A5–A6
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	Keynote —Mike Mattos <i>Our Educational Moonshot</i>	Ballroom A1

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms are listed beneath titles in *blue italics*.

Presenter	Wednesday, November 5		Thursday, November 6	
	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 <i>Ballroom A1</i>	Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation <i>Ballroom A3–A4</i>	Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change <i>Ballroom A7–A8</i>	English Learners and the RTI at Work Process <i>Ballroom A2</i>
Jessica Djabrayan Hannigan	Behavior Solutions: Schoolwide Prevention in Tier 1 <i>Ballroom A5–A6</i>	Four Cs of a Classroom: First Best Classroom Prevention <i>Ballroom A5–A6</i>	Behavior Solutions Tier 2 System: Identify, Match, Deliver, and Monitor Targeted Interventions <i>Ballroom A5–A6</i>	Behavior Academies: Targeted Interventions That Work! <i>Ballroom A5–A6</i>
Paula Maeker	In Relentless Pursuit: Moving Beyond the Practice of Teaching to a Culture of Learning <i>Ballroom A3–A4</i>	What Matters Most: Collectively Establishing and Ensuring Essential Literacy Outcomes for All <i>Ballroom A1</i>	Gaining Ground: Accelerating Learning in Schools Seeking Significant Gains in Student Achievement <i>Ballroom A3–A4</i>	It's About Time: Planning Interventions and Extensions in Elementary School <i>Ballroom A7–A8</i>
Mike Mattos	The Best Intervention Is Prevention: Planning Proactive Supports <i>Ballroom A7–A8</i>	Interventions That Work! Making Your Current Site Interventions More Effective <i>Ballroom A7–A8</i>	The Power of One: Creating High-Performing Teams for Singleton Staff <i>Ballroom A2</i>	It's About Time: Planning Interventions and Extensions in Secondary School <i>Ballroom A1</i>
Sarah Schuhl	Using Data to Guide Collective Responsibility for Student Learning <i>Ballroom A2</i>	Ensuring All Students Learn Mathematics <i>Ballroom A2</i>	Analyzing Student Work to Plan Tier 1 and Tier 2 Responses <i>Ballroom A1</i>	Investing Students in the RTI at Work Process <i>Ballroom A3–A4</i>

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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 BREAKOUT SESSIONS

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: Schoolwide Prevention in Tier 1

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

In Relentless Pursuit: Moving Beyond the Practice of Teaching to a Culture of Learning

Ensuring every student learns at high levels requires a paradigm shift from the traditional practice of teaching to a culture that embraces learning as its fundamental purpose. Making this

shift requires rethinking the way we approach instruction, assessment, and feedback across all tiers of support. This session guides participants in exploring effective systems and structures that provide a framework that connects effective classroom instruction to students reaching proficiency in targeted learning goals. Participants learn how to face the challenge of meeting students where they are and collectively creating a pathway for their success head-on.

Participants can expect to:

- Compare the traditional educational paradigm to the needs of today's learners.
- Examine the effective systems and structures of a learning-for-all culture.
- Explore practices that foster growth, increase achievement, and ensure all scholars are supported by name, strength, and need.

Mike Mattos

The Best Intervention Is Prevention: Planning Proactive Supports

Most schools use student failure to identify those who need interventions. The problem is that 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 BREAKOUT 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.

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

What Matters Most: Collectively Establishing and Ensuring Essential Literacy Outcomes for All

Literacy is at the center of learning, and when students don't develop strong skills in reading, writing, and oral language, the learning gap widens exponentially. In order to ensure all students learn at high levels, teams must collectively determine exactly what every student must know and be able to do. This task becomes complicated when teams try to identify what literacy outcomes matter most from the seemingly unending scope of literacy learning, standards, and research. In this session, K-12 collaborative teams build shared learning in how to identify, prioritize, and clarify essential learning targets in literacy.

Participants can expect to:

- Explore a process for establishing essential literacy standards.
- Develop a framework for spending time wisely on essential literacy outcomes within each tier of instruction.
- Gain tools and strategies to guide collaborative literacy teams.

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 at the Center of a Powerful and Effective System of Support

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 BREAKOUT SESSIONS

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 catchall 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

Gaining Ground: Accelerating Learning in Schools Seeking Significant Gains in Student Achievement

Many schools are experiencing an overwhelming abundance of students needing every tier of intervention. How can they ever begin to catch students up? When there are overarching and significant gaps in foundational learning, many schools struggle to provide effective Tier 1 instruction and Tier 2 intervention at grade-level text, task, and thought. With the right framework focused on the most essential learning outcomes, closing the achievement gap is not only possible, it's *probable*. Paula Maeker guides teams with strategies that transform our approach, advance our expectations, and see the gains our students deserve!

Participants can expect to:

- Understand how to overcome mindsets and practices that widen the achievement gap.
- Design effective grade-level learning that includes the integration of essential prerequisite skills.
- Create a campus-wide acceleration plan in response to a majority of students needing intensive support in literacy and math.

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 BREAKOUT SESSIONS

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 English learners through teacher teams.

Jessica Djabrayan Hannigan

Behavior Academies: Targeted Interventions That Work!

Go beyond check-in/check-out (CICO) as the catchall intervention and begin using interventions that are targeted for all the specific behaviors you wish to eliminate. It is essential to a student's personal growth and success to address the root cause of the behavior and provide the teaching of necessary and targeted academic and social behavior skills.

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

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.

Paula Maeker and 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.

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 in this session:

- 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.

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.