RTI at Work Institute
Oklahoma City, OK • February 4–6, 2026

Wednesday, February 4

7:00–8:00 a.m.	Registration and Continental Breakfast	Ballroom B
8:00–9:45 a.m.	**Keynote**—Luis F. Cruz *Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process*	Ballroom A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Keynote**—Paula Maeker *Less, But Better: Permission to Focus on What Matters Most*	Ballroom A
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	**Breakout Sessions**	See page 2.

Thursday, February 5

7:00–8:00 a.m.	Registration and Continental Breakfast	Ballroom B
8:00–9:30 a.m.	**Keynote**—Nicole Dimich *Assessment at the Center of a Powerful and Effective System of Support*	Ballroom A
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	**Breakout Sessions**	See page 2.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	**Keynote**—Mike Mattos *Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports*	Ballroom A
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	**Breakout Sessions**	See page 2.
4:00–4:45 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	Ballroom A

Friday, February 6

7:00–8:00 a.m.	Continental Breakfast	Ballroom B
8:00–10:15 a.m.	**In-Depth Seminars**	See page 2.
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	**Keynote**—Mike Mattos *Our Educational Moonshot*	Ballroom A

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms will be listed in blue beneath titles three weeks before the event.

Presenter	Wednesday, February 4		Thursday, February 5		Friday, February 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.**	**8:00–10:15 a.m.**
Luis F. Cruz	Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility Ballroom A	Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation 208A	Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change 208A	English Learners and the RTI at Work Process 208A	Putting It All Together: Creating a Multitiered System of Supports **Secondary** 301D
Nicole Dimich	Using Data to Guide Collective Responsibility for Student Learning 301D	Moving Beyond the List: The Foundational Process of Identifying and Clarifying Essential Standards to Ensure Learning 301D	Analyzing Student Work to Plan Tier 1 and 2 Responses Ballroom A	Crafting Unit Assessment Plans With Intention 301D	Putting It All Together: Linking Instruction, Assessment, and Interventions 208B
Jessica Djabrayan Hannigan	Behavior Solutions: Schoolwide Prevention in Tier 1 301B	Four Cs of a Classroom: First Best Classroom Prevention 301B	Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions 301B	Behavior Academies: Targeted Interventions That Work! 301B	Putting It All Together: Creating a Multitiered System of Supports **Behavior** 301B
Paula Maeker	Gaining Ground: Solutions for Schools Seeking Significant Gains in Student Achievement 208A	Multiplying the Impact of Essential Literacy: Ensuring Equitable Outcomes for All Ballroom A	We Really Do Mean *All*! Collectively Meeting the Diverse Needs of All Learners 301D	It's About Time: Planning Interventions and Extensions in Elementary School Ballroom A	Putting It All Together: Creating a Multitiered System of Supports **Elementary** Ballroom A
Mike Mattos	The Best Intervention Is Prevention: Planning Proactive Supports 209A	Interventions That Work! Making Your Current Site Interventions More Effective 209A	The Power of One: Creating High-Performing Teams for Singleton Staff 209A	It's About Time: Planning Interventions and Extensions in Secondary School 209A	

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 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

Nicole Dimich

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? Participants in this session determine the answers to these questions. Collective responsibility requires that educators recognize current reality and intentionally plan for all students to learn at high levels. Participants learn about different assessment information to collect schoolwide and in collaborative teams to ensure student academic growth.

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

Gaining Ground: Solutions for 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 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.

AFTERNOON KEYNOTE

Paula Maeker

Less, But Better: Permission to Focus on What Matters Most

The traditional education system was never built to ensure equitable learning outcomes for all students. If we truly embrace the mission of guaranteeing all students learning at high levels, we must 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. In this keynote, Paula Maeker helps teams build a learning pathway that establishes a framework for prevention, intervention, and acceleration. As such, 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.

Nicole Dimich

Moving Beyond the List: The Foundational Process of Identifying and Clarifying Essential Standards to Ensure Learning
Too often, essential standards are lists of identified standards that don't help collaborative teams focus their prevention and intervention efforts. The essential standards process is powerful when it establishes criteria for developing a team process and learning outcomes, creating student-friendly learning targets, identifying tasks or rigor to determine proficiency, mapping timelines to ensure proficiency, and planning extensions. In this session, Nicole Dimich outlines key process elements and how to facilitate them across course, grade-level, school, and district contexts. Nicole also offers tools and tips for impactful implementation.

Participants in this session:
- Learn how to identify and implement essential standards.
- Reflect on and employ aspects of facilitation.

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

Multiplying the Impact of Essential Literacy: Ensuring Equitable Outcomes for All

Literacy is at the center of learning. Without strong skills in reading, writing, and oral language, the learning gap widens exponentially. The RTI at Work process is centered around the essential standards, skills, and dispositions in each course, content, or grade level. Identifying what matters most in literacy is particularly complicated due to the complexity and seemingly unending scope of literacy standards. In this session, Paula Maeker guides teams in learning how to identify, prioritize, and clarify a vertical progression of essential literacy outcomes in order to create a powerful, actionable response that ensures equitable literacy outcomes for all.

Participants can expect to:
- Explore a process for establishing a vertical progression of 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.

Session Descriptions—Day 2

MORNING KEYNOTE

Nicole Dimich

Assessment at the Center of a Powerful and Effective System of Support
Assessment is more than evaluation; it is a source of powerful information. A balanced approach equips guiding coalitions, teacher teams, and intervention teams to build a multitiered system of supports (MTSS) that ensures every student achieves at high levels. By creating and analyzing common formative and end-of-unit assessments, teacher teams can reflect on instructional impact, design targeted interventions and extensions, and engage students more deeply in their learning. As such, assessment becomes the foundation of an effective RTI process that drives 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.

Nicole Dimich

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. Participants in this session explore 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.

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

We Really Do Mean *All*! Collectively Meeting the Diverse Needs of All Learners

The word *all*, by definition, does not exclude, so how do we meet the varied and unique needs of learners who are eligible for additional services through every tier of instruction? If we embrace the idea that every student is *our* student, then we need systems and structures that deepen collaboration for all students' success regardless of eligibility. Teachers learn how to provide access and support to all learners through the lens of inclusive practices, responsive instruction, and scaffolded support. In this session, Paula Maeker provides both general and special educators with strategies and protocols to examine mindsets and collaborative processes to ensure higher learning levels for *all* students. No low expectations allowed!

Participants can expect to:
- Examine past and current realities regarding special education and additional services.
- Reflect on practices that do and do not support a culture of learning for all.
- Learn strategies for effective and purposeful collaboration between general and special educators.

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.

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.

Nicole Dimich

Crafting Unit Assessment Plans With Intention

Well-designed assessments capture student learning in ways that inform instruction and intervention. In this session, teacher teams engage in a process for developing unit assessment plans that identify standards, define proficiency, plan assessments, and ensure feasible timelines for response. Participants learn how to unwrap standards into progressions, plan end-of-unit and common formative assessments, and map calendars to align teaching, assessing, and responding. Nicole Dimich provides practical tools and templates to support implementation.

Participants in this session:
- Identify keys to designing effective formative and summative assessments.
- Learn a process for building intentional assessment plans.
- Write clear learning goals and progressions.

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

The systemwide response to ensure all students learn requires prioritizing what matters most. The campus master schedule can be one of our most valuable tools in designing a system of prevention, intervention, and acceleration. In this session, Paula Maeker helps leaders and schoolwide teams understand how to effectively budget time within the school day and create a campuswide instructional schedule that ensures all students have access to essential grade-level learning at every tiered level of support.

Participants can expect to:
- Understand the essential components of the RTI at Work tiered system of prevention, intervention, and acceleration.
- Reflect on the unique needs and considerations of their campus schedule.
- Explore iterations and ideas of various elementary master schedules.

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.

Session Descriptions—Day 3

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.

Nicole Dimich

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.

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.

Mike Mattos and 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.

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.