

## Monday, April 27

7:00–8:00 a.m.	Registration	Main Lobby
	Continental Breakfast	Junior Ballroom
8:00–9:45 a.m.	<b>Keynote</b> —Luis F. Cruz <i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i>	Grand Ballroom 100AB
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Keynote</b> —William M. Ferriter <i>Doing the Right Work First: Examining the Role of a Guaranteed and Viable Curriculum</i>	Grand Ballroom 100AB
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Breakout Sessions</b>	See page 2.

## Tuesday, April 28

7:00–8:00 a.m.	Registration	Main Lobby
	Continental Breakfast	Junior Ballroom
8:00–9:30 a.m.	<b>Keynote</b> —Sarah Schuhl <i>Assessment at the Center of a Powerful and Effective System of Support</i>	Grand Ballroom 100AB
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	<b>Breakout Sessions</b>	See page 2.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Keynote</b> —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	Grand Ballroom 100AB
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	<b>Breakout Sessions</b>	See page 2.
4:00–4:45 p.m.	<b>Team Time</b> —Presenters are available to aid in your collaborative team discussions.	Grand Ballroom 100AB

## Wednesday, April 29

7:00–8:00 a.m.	Continental Breakfast	Junior Ballroom
8:00–10:15 a.m.	<b>In-Depth Seminars</b>	See page 2.
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	<b>Keynote</b> —Mike Mattos <i>Our Educational Moonshot</i>	Grand Ballroom 100AB

# Breakout Sessions at a Glance

Rooms will be listed beneath titles in [blue](#) three weeks before the event.

Presenter	Monday, April 27		Tuesday, April 28		Wednesday, April 29
	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.
<b>Luis F. Cruz</b>	Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility <a href="#">Grand Ballroom 100AB</a>	Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation <a href="#">Grand Ballroom 100AB</a>	Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change <a href="#">100D</a>	English Learners and the RTI at Work Process <a href="#">100D</a>	Putting It All Together: Creating a Multitiered System of Supports <b>Secondary</b> <a href="#">100D</a>
<b>William M. Ferriter</b>	Three Essential Cultural Tools for Collaborative Teacher Teams <a href="#">100C</a>	Using AI Tools to Better Plan for Initial Instruction and Reteaching of Grade-Level Essential Standards <a href="#">100C</a>	Building Confident Learners: Understanding the Role of Student Self-Efficacy in the RTI at Work Process <a href="#">110A</a>	How Will We Extend Learning When Students Are Already Proficient? <a href="#">100C</a>	
<b>Paula Maeker</b>	Gaining Ground: Solutions for Schools Seeking Significant Gains in Student Achievement <a href="#">120A</a>	Multiplying the Impact of Essential Literacy: Ensuring Equitable Outcomes for All <a href="#">120A</a>	We Really Do Mean <i>All!</i> Collectively Meeting the Diverse Needs of All Learners <a href="#">120A</a>	It's About Time: Planning Interventions and Extensions in Elementary School <a href="#">Grand Ballroom 100AB</a>	Putting It All Together: Creating a Multitiered System of Supports <b>Elementary</b> <a href="#">Grand Ballroom 100AB</a>
<b>Mike Mattos</b>	The Best Intervention Is Prevention: Planning Proactive Supports <a href="#">100D</a>	Interventions That Work! Making Your Current Site Interventions More Effective <a href="#">100D</a>	The Power of One: Creating High-Performing Teams for Singleton Staff <a href="#">100C</a>	It's About Time: Planning Interventions and Extensions in Secondary School <a href="#">110A</a>	
<b>Sarah Schuhl</b>	Using Data to Guide Collective Responsibility for Student Learning <a href="#">110A</a>	Ensuring <i>All</i> Students Learn Mathematics <a href="#">110A</a>	Analyzing Student Work to Plan Tier 1 and 2 Responses <a href="#">Grand Ballroom 100AB</a>	Investing Students in the RTI at Work Process <a href="#">120A</a>	Putting It All Together: Linking Instruction, Assessment, and Interventions <a href="#">100C</a>

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

### William M. Ferriter

#### **Three Essential Cultural Tools for Collaborative Teacher Teams**

One of the first essential actions that RTI at Work schools must take is to form collaborative teacher teams. Ask classroom teachers, though, and they will say 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:

- Examine a process for addressing moments when personalities derail the work of collaborative teams.

- Discuss the role that clear norms and expectations play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

## 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.

## 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? 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.

## AFTERNOON KEYNOTE

### William M. Ferriter

#### **Doing the Right Work First: Examining the Role of a Guaranteed and Viable Curriculum**

If a school wants to build a system of interventions that ensures high levels of learning for all students, where should it begin? Intervention schedules, student lists, additional staff? While all of those decisions matter, career classroom teacher and Solution Tree author William M. Ferriter makes the case that none work without first establishing a clear, guaranteed, and viable curriculum.

Bill argues that the most common reason intervention systems fail is not a lack of effort or belief, but a lack of focus. Participants explore why clarity on essential standards is a Tier 1 moral imperative, how bloated curricula undermine both teaching and intervention, and what it truly means to guarantee student access to essential learning. Drawing on research and practical team-based tools, Bill highlights concrete practices teacher teams and guiding coalitions can use to identify essential outcomes, build shared understanding, and create the foundation necessary for effective intervention at every level.

## 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.

### William M. Ferriter

#### **Using AI Tools to Better Plan for Initial Instruction and Reteaching of Grade-Level Essential Standards**

Over the last few years, artificial intelligence tools like ChatGPT have taken education by storm. Teachers are using AI tools to create new content, differentiate their instruction, identify strategies for teaching and reteaching concepts to their students, and work more efficiently and effectively. Just as importantly, high school students are using these tools to improve their understanding of complex ideas, identify new paths of learning in their areas of personal interest, and receive targeted feedback on their work products. Because AI tools are changing how we work and learn, classroom teachers must reflect on their potential as planning partners in the RTI at Work process.

Participants in this session:

- Understand what artificial intelligence is and how it works.

- Examine how teachers can use artificial intelligence tools to better plan for initial instruction and reteaching of grade-level essential standards.
- Discuss the potential in coaching older students to use AI tools to support their own learning.

## 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.

## Sarah Schuhl

### **Ensuring All Students Learn Mathematics**

Students who learn mathematics at high levels develop reasoning and problem-solving skills with grade-level content each year. Unfortunately, too many students struggle to learn grade-level mathematics from one year to the next. How can teachers work together to ensure *all* students learn mathematics? How can teachers match interventions to the mathematics skills students struggle to attain?

Essential standards and the required prior knowledge standards inform mathematics interventions needed to accelerate learning to grade level and beyond. Additionally, to more

effectively reason and make sense of the mathematics they are learning, students develop mathematics habits of mind while learning content. Participants in this session explore the meaning of rigorous mathematics, formative use of mathematical tasks, and strategies to re-engage students in learning mathematics through effective and intentional Tier 1 and Tier 2 instructional practices.

# Session Descriptions—Day 2

## MORNING KEYNOTE

### Sarah Schuhl

#### **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.

### William M. Ferriter

#### **Building Confident Learners: Understanding the Role of Student Self-Efficacy in the RTI at Work Process**

Schools aiming to *create lifelong learners* must recognize the powerful role classroom actions play in realizing this mission. Lifelong learning doesn't happen by chance; it's built through intentional actions that empower students to believe they can take control of their own learning—no matter their circumstances. While many teachers recognize the importance of student self-efficacy, embedding practices that consistently build it into daily instruction often remains elusive. In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces

participants to the factors that impact a student's sense of efficacy and strategies they can use to make efficacy building a regular part of their classroom instruction.

Participants in this session:

- Discuss the important role that student self-efficacy plays in learning.
- Study the four factors that influence a student's belief in their own ability to succeed.
- Explore simple student self-efficacy-building strategies that can be integrated into any classroom.

## 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.

## 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. 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.

## 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.

## **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.

## **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.

## Sarah Schuhl

### **Investing Students in the RTI at Work Process**

Educators often shoulder responsibility for student learning without including students in 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. Participants in this session 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 and 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.

### 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.

### 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.