

RTI at Work™ Virtual Summit

Portable Event Package

Course Overview

The Portable Event Package course is structured for your optimal learning experience. Keynote sessions drive home the main ideas and themes. Concurrent keynotes and breakout sessions support the keynotes.

Solution Tree recommends viewing the keynotes in the order presented. Please select concurrent keynotes and breakout sessions to match your viewing needs.

PEP participants have access to sessions for 90 days from the date they click “I agree” on the acknowledgement within the virtual platform. Sessions may feature downloadable handouts or PowerPoint slides. Handouts and slides will be available on the virtual platform on the “Additional Resources” tab.

Block 1

Keynote —Mike Mattos <i>The Urgency of the Moment</i>	See page 3.
Concurrent Keynotes	See pages 2 & 4.
Breakout Sessions	See pages 2 & 5–6.
Keynote —Douglas Reeves <i>Equity and Excellence Now</i>	See page 6.

Block 2

Keynote —Nicole Dimich <i>Assessment: The Center of Hope, Efficacy, and Achievement</i>	See page 7.
Concurrent Keynotes	See pages 3 & 7.
Breakout Sessions	See pages 7–9.
Panel Discussion — <i>Presenters answer your most pressing questions.</i>	

Block 3

Keynote —Kenneth C. Williams <i>No Passive Path to Equity</i>	See page 10.
Keynote —Luis F. Cruz <i>Bringing It All Together: Handling Resistance to RTI at Work Implementation</i>	See page 10.

Sessions at a Glance

Block 1

Concurrent Keynotes

Paula Macker <i>Gaining Ground: A Method and Model for Accelerating Essential Learning</i>
Katie White <i>Making the Most of Assessment Evidence: Analysis that Supports Tier 1 and 2 Responses</i>

Breakout Sessions

Luis F. Cruz <i>Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation</i>
Jessica Djabrayan Hannigan <i>Behavior Solutions Tier 1: Prevention Is the Best Intervention</i>
Paula Macker <i>High Levels of Literacy: Accelerating Essential Outcomes for All Students</i>
Mike Mattos <i>Taking Action: Digging Deeper Into Systematic Interventions</i>
Douglas Reeves <i>Grading Reform From Theory to Action: How Schools Can Improve Achievement, Engagement, Behavior, and Attendance With Effective Grading Systems</i>
Katie White <i>Student Self-Assessment: Partnership Within the RTI Process</i>

Sessions at a Glance

Block 2

Concurrent Keynotes

Heather Friziellie <i>Yes We Can: Collaboration by All, for All!</i>
Sharroky Hollie <i>The Best Intervention Is Prevention: The What of Using Cultural and Linguistic Responsiveness Proactively</i>

Breakout Sessions

Luis F. Cruz <i>English Learners and the RTI at Work Process</i>
Nicole Dimich <i>Design in Five: A Meaningful Assessment Design Process</i>
Heather Friziellie <i>Inclusive Instruction: Learning for All!</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>

Session Descriptions

Block 1

KEYNOTE

Mike Mattos

The Urgency of the Moment

As educators, we face one of the most historically challenging times in our nation's history. The years-long impact of the global pandemic has exacerbated inequities in academic achievement while creating unprecedented needs in student social-emotional health. And while more students face significant gaps in their learning, the academic rigor that all students must master for future success has never been greater. How we respond to this moment in time—this convergence of need and necessity—will have a generational impact on our students and our collective prosperity.

Fortunately, there has never been greater professional consensus on the best way to close learning gaps and ensure high levels of learning for all students: schools should function as a professional learning community (PLC) and create a highly effective, multitiered system of supports (MTSS) to target individual learning needs. In this opening keynote, Mike Mattos sets the stage for our learning by creating a shared vision of the right way to think about MTSS while addressing common misconceptions and missteps.

CONCURRENT KEYNOTES

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.

Katie White

Making the Most of Assessment Evidence: Analysis That Supports Tier 1 and 2 Responses

Our teams have designed assessment tools and given them to students. Now what?

At their best, collaborative teacher teams examine assessment data and student assessment artifacts to determine the learning strengths and 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 in relation to essential standards and guides the decisions needed to help learners grow. In this session, Katie White explores ways to engage with assessment evidence, including protocols teams can use to analyze assessment data and student assessment artifacts to identify strengths and plan responsive interventions.

Participants in this session explore:

- The ways the analysis of both data and student assessment artifacts can help teacher teams not only to discover student proficiency levels, but also to plan interventions for advancing learning
- The importance of analyzing and leveraging student strengths
- Ways teams can create and use collaborative time to analyze assessment evidence and design and implement corresponding interventions

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

Behavior Solutions Tier 1: Prevention Is the Best Intervention

If we have learned anything through teaching during this pandemic, it is that the term *behavior* doesn't simply refer to a disruptive student. *Behavior* refers to academic behaviors (skill-based) *and* social behaviors (will-based). Both need to be taught and reinforced in every tier of systematic social-emotional learning (SEL) support beginning with a focus on Tier 1 prevention schoolwide and in every classroom. In this session, Jessica Djabrayan Hannigan helps educators learn how to assess their current state for Tier 1 behavior and develop processes and actions necessary to build an effective Tier 1 system.

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.

Douglas Reeves

Grading Reform From Theory to Action: How Schools Can Improve Achievement, Engagement, Behavior, and Attendance With Effective Grading Systems

In this interactive presentation, Douglas Reeves discusses how schools can make small changes in grading systems to yield big results in student achievement. In addition, he addresses how to reduce the controversy and acrimony surrounding changes in grading systems.

Katie White

Student Self-Assessment: Partnership Within the RTI Process

Educators often shoulder responsibility for student learning, but fail to bring students into the decision-making process. How might students articulate what they learn, describe their strengths, and plot their next steps? How can partnerships support our efforts within the RTI process? Strong self-assessment in classrooms leads to co-constructed learning experiences that leverage student strengths and precisely address student needs.

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

Participants in this session:

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

KEYNOTE

Douglas Reeves

Equity and Excellence Now

In this interactive keynote presentation, Douglas Reeves reviews the five core competencies of Equity and Excellence Schools: Focus, Feedback, Instruction, Leadership, and Efficacy. Participants learn how to apply the latest and best evidence to their schools and generate local evidence of impact on improved achievement, behavior, engagement, and attendance.

Session Descriptions

Block 2

KEYNOTE

Nicole Dimich

Assessment: The Center of Hope, Efficacy, and Achievement

Assessment sits at the center of creating a culture of learning that fosters hope, efficacy, and achievement. To realize its full potential, it needs a rebrand—a hard move away from being a stressor that merely chases points and compliance to becoming evidence of learning. Assessment as information inspires our collective systems to ensure our students deeply understand their strengths and next steps in learning. When positioned in this way, assessment has the power to reengage students who have experienced so much in the past few years, who may be quickly shutting down, who are averse to challenging tasks, who are doing the bare minimum to get by, or who have given up hope altogether. Assessment can also reengage educators who are fatigued with large amounts of data and address the discouraging narrative of learning loss and behavioral challenges. This interactive keynote shares key principles, practices, and processes that position assessment as a central, high-leverage process to ensure excellence and embrace a meaningful focus on learning.

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*.

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

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.

Nicole Dimich

Design in Five: A Meaningful Assessment Design Process

Assessments, when designed well, reflect student learning in meaningful ways. This session introduces a three-step assessment design process based on Nicole Dimich's book *Design in Five: Essential Phases to Create Engaging Assessment Practice*. Specifically, participants dig into three steps that lead to designing high-quality assessments, including both common formative and end-of-unit assessments. This session focuses on how to choose and unpack standards to create learning progressions, and how to create an assessment plan that most accurately describes student learning and levels of proficiency. Teachers, instructional coaches, and administrators will find these resources useful in supporting teacher teams and facilitating efficient quality assessment design.

Participants can expect to learn:

- A three-step process for creating and refining valid assessments
- How to break down a standard into a learning progression
- How to select meaningful types of assessment methods to ensure accurate evidence

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!

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.

Session Descriptions

Block 3

KEYNOTES

Kenneth C. Williams

No Passive Path to Equity

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.