RTI at Work™ 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. Breakout sessions support the keynotes.

Solution Tree recommends viewing the keynotes in the order presented. Please select 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 *The Four Keys to Effective Interventions*	See page 4.
Keynote—William M. Ferriter *Examining Classroom Instructional Practices That Work*	See page 4.
Breakout Sessions	See pages 2 & 4–7.
Keynote—Tina H. Boogren *Cultivating Educator Wellness for Leading and Living the RTI at Work Process*	See page 7.

Block 2

Keynote—Sarah Schuhl *Increasing Student Learning and Strengthening RTI with Assessment Information*	See page 8.
Keynote—Aaron Hansen *Heroes Within: A Framework for Empowering Students to Own Their Learning Journey*	See page 8.
Breakout Sessions	See pages 3 & 8–10.
Panel Discussion—*Presenters answer your most pressing questions.*	

Block 3

Keynote—Luis F. Cruz *Bringing It All Together: Handling Resistance to RTI at Work Implementation*	See page 11.

Breakout Sessions at a Glance—Block 1

Mandy Barrett *Learning Targets: What Are We Aiming For?*
Mandy Barrett *Building Commitment to Close the Gaps*
Luis F. Cruz *Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation*
Nicole Dimich *Moving Beyond the List: The Foundational Process of Identifying and Clarifying Essential Standards to Ensure Learning*
John Hannigan *Behavior Solutions: Schoolwide Prevention in Tier 1*
John Hannigan *Four Cs of a Classroom: First Best Classroom Prevention*
William M. Ferriter *Tools for the Three Critical Teams in the RTI at Work Process*
Paula Maeker *In Relentless Pursuit: Moving Beyond the Practice of Teaching to a Culture of Learning*
Mike Mattos *Interventions That Work! Making Your Current Site Interventions More Effective*

Breakout Sessions at a Glance—Block 2

Mandy Barrett *Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes*
Luis F. Cruz *English Learners and the RTI at Work Process*
Nicole Dimich *Using Data to Guide Collective Responsibility for Student Learning*
John Hannigan *Behavior Solutions Tier 2 System: Identify, Match, Deliver, and Monitor Targeted Interventions*
Aaron Hansen *Owning Their Learning: Rethinking Intervention and Extension and Who Owns It*
Paula Maeker *Gaining Ground: Accelerating Learning in Schools Seeking Significant Gains in Student Achievement*

Session Descriptions—Block 1

Mike Mattos

The Four Keys to Effective Interventions

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

Mike Mattos sets the stage for our learning by creating a shared vision of the right way to think about RTI and MTSS (multitiered system of supports) and provide four "keys" to creating a highly effective MTSS.

William M. Ferriter

Examining Classroom Instructional Practices That Work

In *Taking Action: A Handbook for RTI at Work* (2024), the authors acknowledge that all educators work hard every year. The only question is whether they "work hard and succeed or work hard and fail" (p. 312). For classroom teachers, the best way to work hard and succeed is to use research-based instructional practices in their Tier 1 instructional efforts—a process illustrated by career classroom teacher William M. Ferriter in this keynote session.

Participants in this session:
- Explore the research base detailed in the *Classroom Instruction That Works* series.
- Examine examples of practical teaching strategies aligned to that research base.
- Identify a small handful of research-based teaching strategies to begin implementing in their own classrooms.

BREAKOUT SESSIONS

Mandy Barrett

Learning Targets: What Are We Aiming For?

Participants in this session explore how precise learning targets can drive student achievement, inform instructional practices, and foster a culture of mastery in their classrooms. Mandy Barrett walks participants through the unpacking of an essential standard to discover where and how those targets help guide strong assessment practices.

Mandy Barrett

Building Commitment to Close the Gaps

In this session, Mandy Barrett provides participants with actionable strategies, collaborative approaches, and innovative solutions aimed at developing and supporting strong teams focused on the right work. Resources are provided for participants to take back and immediately begin using with their teams.

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
A school culture that ensures learning is founded on a clear picture of what students need to learn. 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. She offers tools and tips for impactful implementation.

In this session, participants:
- Learn how to identify essential standards.
- Apply the process for implementing standards.
- Reflect on and employ aspects of facilitation.

John 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.

John 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.

William M. Ferriter

Tools for the Three Critical Teams in the RTI at Work Process

The original architects of the RTI at Work process argue that there are three teams critical to the successful implementation of a multitiered system of supports: collaborative teacher teams, the school's guiding coalition, and the school's intervention team. Each of those teams takes lead responsibility for implementing actions that are essential for creating an effective system of interventions. In this session, participants explore explicit tools that can provide tangible structure for the work of each of those critical teams.

Participants in this session:
- Discuss the roles of each of the three teams in the RTI at Work process.
- Examine tools for structuring the work of each team.

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

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.

Tina H. Boogren

Cultivating Educator Wellness for Leading and Living RTI at Work

In an educational landscape marked by increasing demands, it's crucial to recognize that the well-being of educators directly impacts student success. This interactive keynote is an immersive experience designed to equip educators with the tools, strategies, and routines needed to prioritize their well-being, ultimately leading to improved student outcomes and increased job satisfaction. Utilizing the research-affirmed educator wellness framework built by Tina H. Boogren and Timothy D. Kanold, this session helps educators of all levels and backgrounds learn how to bring their very best selves to their students through the use of daily routines and strategies that can have a significant impact on the achievement of educators and students alike.

Participants gain insight into:
- Foundational research, theory, and practice for daily educator wellness and well-being to enhance student achievement
- A research-affirmed educator wellness framework that can be used by individuals, teams, schools, or entire districts as part of their professional development plan
- Simple but powerful routines, strategies, and tools that can be implemented immediately to support the mental and emotional health of all educators

Session Descriptions—Block 2

Sarah Schuhl

Increasing Student Learning and Strengthening RTI With Assessment Information
Assessment is a process used to strengthen Tier 1 and Tier 2 learning experiences for every student. Teams learn about effective instructional practices when creating and analyzing common assessments and gather the information needed to design targeted and specific interventions. Students use their assessment results as learning feedback to reflect and set goals for continued and future learning. In this keynote session, Sarah Schuhl challenges participants to see assessments as tools that, rather than merely measuring and recording scores, are used to improve student learning and are critical to an effective RTI process that ensures high levels of achievement for all students.

Aaron Hansen

Heroes Within: A Framework for Empowering Students to Own Their Learning Journey
All too often students sit passively in compliance "doing school" to get by but aren't really *learning* what they need to learn, whereas others refuse to even try. Shift students' mindsets from one of compliance, apathy, and even victimization to a new story of hope, where they are the heroes. Help learners discover purpose, ownership, and the courage to try, face failure, and persevere. It's a new story for teachers and leaders, too—a story of renewed fulfillment, purpose, and excitement for their work as they use the seven-step framework to help students develop a strong sense of self-efficacy and motivation.

Participants in this session:
- Learn how to use a seven-step framework for helping students take ownership: set goals, relationships, and self-assessment; track progress and choices; engage in metacognition; and create a vision for the future, all to develop a strong sense of self-efficacy.
- Understand some of the psychological and sociological principles of why students often don't try, as well as the steps to follow to change their mindset.
- Are reinspired and reinvigorated for their profession!

Mandy Barrett

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes
In this session, Mandy Barrett shows participants how to utilize PLC best practices to develop collaborative partnerships between general and special educators. High-leverage structures and strategies are shared to support success for all students.

Participants can expect to:
- Understand past realities regarding special education.
- Learn strategies to build a school and district culture with a belief that all students can learn at high levels.
- Examine collaborative structures and instructional practices to support high levels of learning for all.

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

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.

John Hannigan

Behavior Solutions Tier 2 System: 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.

Aaron Hansen

Owning Their Learning: Rethinking Intervention and Extension and Who Owns It
Students must become owners of their learning in order to truly reach the levels of rigorous learning being demanded of them in school and life. Participants in this session are challenged to rethink the traditional role of a teacher who delivers lessons and controls all the decisions. Instead, teachers are challenged to take the role of a *facilitator of learning* who intentionally develops students into *learners*, helping them

self-assess, monitor, and self-select intervention or extension. The byproduct becomes less teacher stress, better results, and a method for intentionally developing students' sense of self-efficacy.

Participants in this session:
- Understand how to collect the type of information they need to make smart intervention decisions.
- Learn how to help students track and own their progress.
- Explore how to structure intervention so students, together with their teachers, have some voice, choice, and mobility in the intervention and extension process.
- Are re-inspired and reinvigorated for their profession!

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.

Session Description—Block 3

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.