

RTI at Work™

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 60 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 —Luis F. Cruz <i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i>	See page 5.
Breakout Sessions	See pages 2 and 5–6.

Block 2

Keynote —Nicole Dimich <i>Assessment: Powerful Information to Increase Student Learning</i>	See page 7.
Breakout Sessions	See pages 3 and 7–8.
Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	See pages 8–9.
Breakout Sessions	See pages 3 and 9.

Block 3

In-Depth Seminars	See pages 4 and 10–11.
Keynote —Mike Mattos <i>Our Educational Moonshot</i>	See page 11.

Breakout Sessions at a Glance—Block 1

Luis F. Cruz <i>Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility</i>
William M. Ferriter <i>Three Essential Cultural Tools for Collaborative Teacher Teams</i>
William M. Ferriter <i>Using AI Tools to Better Plan for Initial Instruction and Reteaching of Grade-Level Essential Standards</i>
Paula Maeker <i>What Matters Most: Collectively Establishing and Ensuring Essential Literacy Outcomes for All</i>
Mike Mattos <i>The Best Intervention Is Prevention: Planning Proactive Supports</i>
Mike Mattos <i>The Power of One: Creating High-Performing Teams for Singleton Staff</i>

Breakout Sessions at a Glance—Block 2

Luis F. Cruz <i>Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change</i>
Nicole Dimich <i>Analyzing Student Work to Plan Tier 1 and Tier 2 Responses</i>
Nicole Dimich <i>Crafting Unit Assessment Plans With Intention</i>
William M. Ferriter <i>Building Confident Learners: Understanding the Role of Student Self-Efficacy in the RTI at Work Process</i>
William M. Ferriter <i>How Will We Extend Learning When Students Are Already Proficient?</i>
John Hannigan <i>Behavior Solutions Tier 2 System: Identify, Match, Deliver, and Monitor Targeted Interventions</i>
John Hannigan <i>Behavior Academies: Targeted Interventions That Work!</i>
Paula Maeker <i>It's About Time: Planning Interventions and Extensions in Elementary School</i>
Mike Mattos <i>It's About Time: Planning Interventions and Extensions in Secondary School</i>

In-Depth Seminars at a Glance—Block 3

Mandy Barrett and Mike Mattos

Putting It All Together: Creating a Multitiered System of Supports—Elementary

Luis F. Cruz and William M. Ferriter

Putting It All Together: Creating a Multitiered System of Supports—Secondary

Nicole Dimich and Paula Maeker

Putting It All Together: Linking Instruction, Assessment, and Interventions

John Hannigan

Putting It All Together: Creating a Multitiered System of Supports—Behavior

Session Descriptions—Block 1

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.

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 tell you that *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 for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

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

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

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

Participants can expect to:

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

Mike Mattos

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.

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.

Session Descriptions—Block 2

KEYNOTE

Nicole Dimich

Assessment: Powerful Information to Increase Student Learning

Assessment is a process teams use to analyze student learning and instructional practices to collectively respond to each student's unique needs. Participants review critical understandings and strategies that collaborative teams use to improve student results, not merely measuring and recording them.

Creating and analyzing assessment evidence guides teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Assessment is critical to an effective RTI process that ensures high achievement for all students.

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. This session explores how teams analyze data and student work to plan effective interventions in response.

Participants in this session:

- Analyze data and student work to discover student proficiency levels to plan interventions for achieving mastery.
- Learn characteristics of effective interventions by examining student work.
- Explore how teams create time to analyze student work and common assessment results and implement corresponding interventions.

Nicole Dimich

Crafting Unit Assessment Plans With Intention

Assessments, when designed well, capture student learning in meaningful ways that lead to effective instruction and intervention. Teacher teams engage in the process of creating unit assessment plans to identify standards, determine proficiency, plan assessments, and ensure doable timing in responding to students' learning needs. This session introduces a unit assessment planning process that includes unwrapping standards and developing a learning progression, planning end-of-unit and common formative assessment methods, and mapping out a calendar to ensure the teaching, assessing, learning cycle is intentional. Tools and templates are offered to focus this work.

Participants in this session:

- Describe keys to effectively designing and using common formative and end-of-unit assessments.
- Learn a process for designing an intentional assessment plan.
- Learn to write learning goals and progressions effectively.

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.

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.

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.

BREAKOUT SESSIONS

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.

John Hannigan

Behavior Academies: Targeted Interventions That Work!

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

Paula Maeker

It's About Time: Planning Interventions and Extensions in Elementary School

What does an effective elementary school intervention process look like? Paula Maeker offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

Mike Mattos

It's About Time: Planning Interventions and Extensions in Secondary School

What does an effective secondary school intervention process look like? Mike Mattos offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

Session Descriptions—Block 3

IN-DEPTH SEMINARS

Mandy Barrett and Mike Mattos

Putting It All Together: Creating a Multitiered System of Supports—Elementary

Participants learn to create a multitiered system of intervention for elementary schools. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

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.

Nicole Dimich and Paula Maeker

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.

John 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.

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.