

# 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 from the breakout sessions on the following page.

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.

 Clicking on the page numbers below will take you to those pages.

#### Block 1

<b>Keynote</b> —Luis F. Cruz <i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i> Description, p. 3 
<b>Keynote</b> —Paula Maeker <i>Essential Learning: Our Promise of Equity, Purpose, and Practice</i> Description, p. 3 

#### Block 2

<b>Keynote</b> —Nicole M. Dimich <i>Assessment: Powerful Information to Increase Student Learning</i> Description, p. 4 
<b>Keynote</b> —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i> Description, p. 4 

#### Block 3

<b>In-Depth Seminar</b> —Mike Mattos & Paula Maeker <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i> Description, p. 5 
<b>In-Depth Seminar</b> —Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i> Description, p. 5 
<b>In-Depth Seminar</b> —Nicole M. Dimich <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i> Description, p. 5 
<b>Keynote</b> —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i> Description, p. 6 

# Breakout Sessions at a Glance

**Luis F. Cruz**

- *English Learners and the RTI at Work Process*
- *From a 20th Century Leadership Team to a 21st Century Guiding Coalition*
- *Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation*
- *Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change*

**Nicole M. Dimich**

- *Analyzing Student Work to Plan Tier 1 and Tier 2 Responses*
- *Facilitating the Process of Identifying Essential Standards*
- *Investing Students in the RTI at Work Process*
- *Using Data to Guide Collective Responsibility for Student Learning*

**Paula Maeker**

- *Concentrated Instruction in Literacy*
- *Finding Solutions: A Systemwide Response to Behavior Interventions*
- *From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams*
- *It's About Time: Planning Interventions and Extensions in Elementary School*

**Mike Mattos**

- *The Best Intervention Is Prevention: Planning Proactive Supports*
- *Interventions That Work! Making Your Current Site Interventions More Effective*
- *It's About Time: Planning Interventions and Extensions in Secondary School*
- *The Power of One: Creating High-Performing Teams for Singleton Staff*

# Session Descriptions

## 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.

### Paula Maeker

#### **Essential Learning: Our Promise of Equity, Purpose, and Practice**

The traditional education system was never built to ensure equitable learning outcomes for all students. Suppose we truly embrace the mission of guaranteeing all students learning at high levels. In that case, we have to 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.

Paula Maeker helps teams build a learning pathway that establishes a framework for prevention, intervention, and acceleration. In this way, educators can systematically respond by name, standard, target, strength, and need when students do not learn.



# Session Descriptions

## KEYNOTE

### Nicole M. 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.

### 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.

# Session Descriptions

## IN-DEPTH SEMINARS

### Mike Mattos & Paula Maeker

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

Participants learn to create a multitiered system of intervention for secondary 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

#### **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 M. 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 can expect to:

- 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.

## Session Descriptions

### KEYNOTE

**Mike Mattos**

**Eating the Elephant: Transforming Ideas Into Action**

*How do you eat an elephant? One bite at a time.* Implementing RTI can be daunting. The key is to break the process into meaningful steps. Mike Mattos assists participants in creating practical action steps to implement the four Cs of RTI: collective responsibility, concentrated instruction, convergent assessment, and certain access. Participants leave with a workable implementation plan and the inspiration to get started.

# Breakout Session Descriptions

## **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.

### **From a 20th Century Leadership Team to a 21st Century Guiding Coalition**

When students do not initially learn, schools must take action within a concerted, well-informed system. Who better to ignite this movement than teachers, staff, and administrators united as a guiding coalition?

Luis F. Cruz shares how the guiding coalition molds a school's culture and implements RTI mindsets and practices. Successful RTI processes require a firm understanding of school team and stakeholder roles. A guiding coalition generates collective responsibility to help all students achieve academic success.

Dr. Cruz shares the difference between a school's often-antiquated leadership team and a powerful guiding coalition focused on ensuring all students learn at high levels.

### **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.

# Breakout Session Descriptions

## **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 M. 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.

### **Facilitating the Process of Identifying Essential Standards**

Understanding students' strengths and planning for their diverse needs are not new, but the depth and breadth of the challenges are unprecedented.

Critical to meeting distinct student needs are processes to determine essential standards, choosing assessment evidence, and analyzing data. Collaborative teams and individual teachers must understand the *why* and get support to engage deeply, accelerate student learning, and increase learning. Nicole M. Dimich focuses on methods to empower teams and facilitate this process.

# Breakout Session Descriptions

## Nicole M. Dimich

### Investing Students in the RTI at Work Process

Educators often shoulder responsibility for student learning but fail to bring students into 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.

In this session, participants 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.

### 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.

## Paula Maeker

### Concentrated Instruction in Literacy

At the center of concentrated instruction, teams work to articulate what every student must know and be able to do. Teams identify, prioritize, and dissect essential learning targets in literacy, building a plan of action to guarantee mastery for every student. Teams also must know how to ensure all students learn at high levels. They have to respond immediately and effectively when students do not.

Participants in this session learn to:

- Identify criteria for setting essential learning targets.
- Prioritize and pace essential learning outcomes.
- Create “I can” statements, success criteria, and coaching questions to lead students through the progression of essential targets.
- Examine tools and protocols to support the work of teams.
- Build shared knowledge in designing focused instruction and intervention.

# Breakout Session Descriptions

## Paula Maeker

### **Finding Solutions: A Systemwide Response to Behavior Interventions**

Teachers often agonize over students whose behaviors don't support learning. How do teachers collectively solve the skill versus will dilemma when students haven't cultivated scholarly dispositions? If we have high expectations, we must provide high support.

Teacher teams and campus leaders learn to create systemwide responses to help students monitor their progress in academic and behavior targets at tiers 1, 2, and 3.

Participants in this session learn to:

- Develop structures to implement positive behavior intervention and supports. They focus on supporting teacher teams and students in reaching academic and social behavior goals in the classroom and beyond.
- Support a tiered process approach to positive behavior interventions and supports through schoolwide system requirements.

### **From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams**

"If we truly believe that all students can learn at high levels, then what will they see us doing?" These words, written by author and consultant Janel Keating, demand that we face our commitments directly.

Our goal is to develop a culture in relentless pursuit of every child learning at high levels. All stakeholders must collectively commit through a shared mission, guiding vision, protected values, and common goals.

Paula Maeker debunks myths that stall a learning-for-all culture and uncovers the truths that maximize learning outcomes for all students by name, strength, and need.

Participants build shared knowledge in:

- Confronting labels that limit expectations
- Developing a plan to respond to all learners' needs
- Reviewing systems and structures that support a learning-for-all culture
- Exploring tools and templates to guide work
- Reflecting on current stages of team development and identifying next steps
- Celebrating team efforts and achievements

### **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.

# Breakout Session Descriptions

## Mike Mattos

### **The Best Intervention Is Prevention: Planning Proactive Supports**

Most schools use student failure to identify those who need interventions. The problem is 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.

### **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.

### **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.

### **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.