



## **RTI Professional Learning Webinar Series: *Using Research to Select and Design Effective Interventions***

**September 10, 2009**

Our session will start momentarily. While you are waiting, please do the following:

### **Enter/edit your profile information by going to:**

- Tools - Preferences - My Profile...
- Fill out the info on the “identity” tab and click “OK”
- To view the profile of another use, hover your mouse over his or her name in the participants window

### **Configure your microphone and speakers by going to:**

- Tools – audio – audio setup wizard

### **Confirm your connection speed by going to:**

- Tools – preferences – connection speed

**Polling Responses**

**Participant Window**

**Chat Window**

**Audio Window**



**Whiteboard Window**

# Who are we?

- Teachers
  - Administrators
  - Counselors or Social Workers
  - County Office or DOE
  - Parents
  - PK-5, 6-8, 9-12, post secondary
  - Statewide organizations
  - Other
- If there is more than one person at your computer, please share that in the chat box  
(ex. Georgia Elementary, 3 teachers and principal)

# Welcome and Introductions

- John Wight, GaDOE
- Dr. Kimberly Anderson, REL-SE at SERVE Center at UNCG
- Dr. Tessie Rose, National RTI Center
- Participants: groups w/ facilitators, individuals

# **REGIONAL EDUCATION LABORATORY- SOUTHEAST (REL-SE)**

**Operated by SERVE Center**

**at the University of North Carolina at Greensboro**

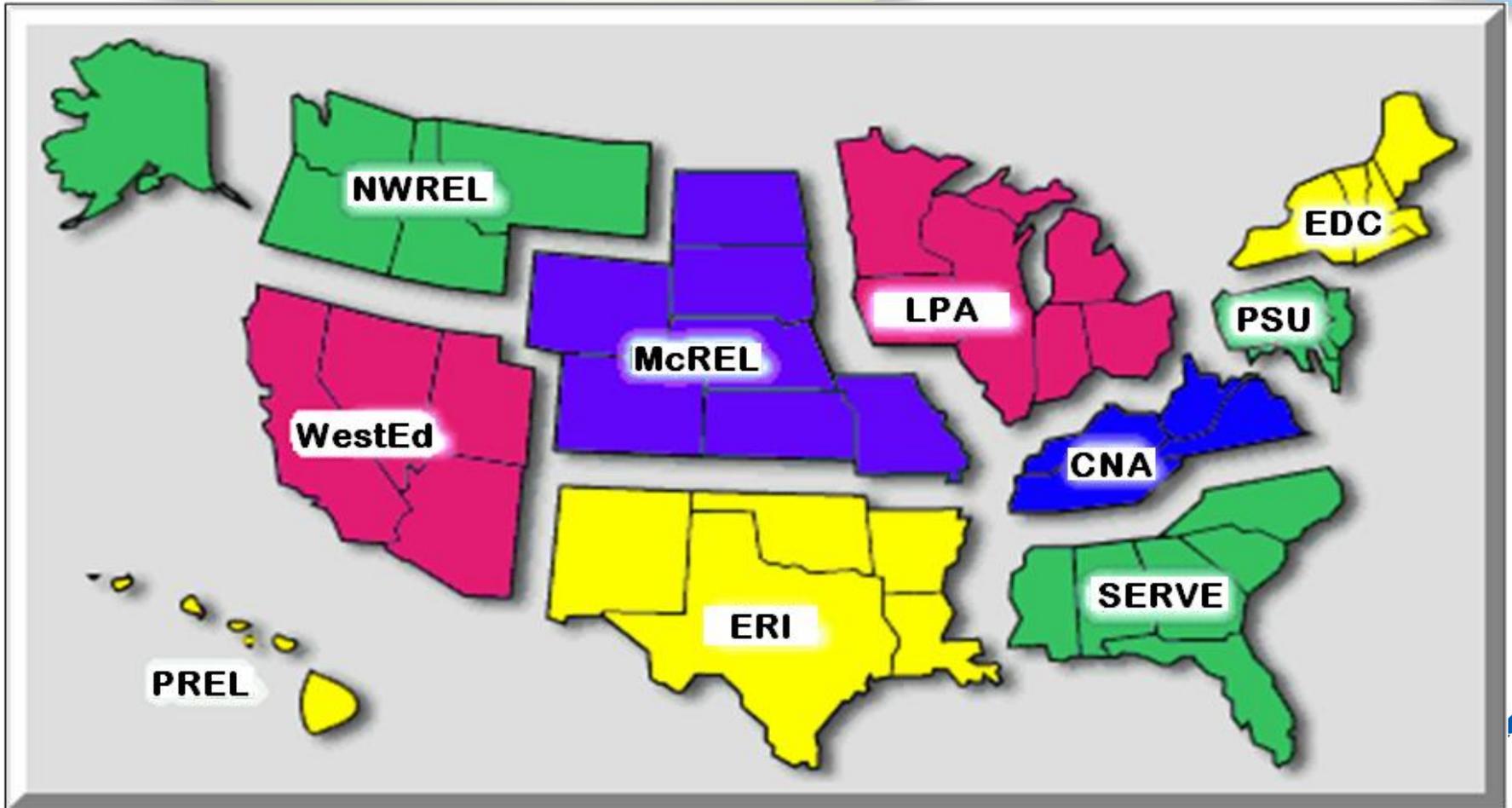
**Executive Director**

**Dr. Ludwig van Broekhuizen**

**Toll Free: 800-755-3277**

**[www.serve.org](http://www.serve.org)**

# The Regional Educational Laboratory (REL) System





# REL-SE

**Serving Alabama, Florida, Georgia, Mississippi,  
North Carolina and South Carolina, 2006 –  
2011**

**Georgia liaison: Dr. Kim Anderson  
kanderson@serve.org  
404-657-6174  
Logo insert**

# REL-SE's MISSION

**To serve the educational needs of the Southeast, using applied research, development, dissemination, and training and technical assistance to bring the best available evidence and proven practices into local, district, state, and regional school improvement efforts**

# AGENDA

- Overview of the series: Kim Anderson
- National perspective on RTI: Tessie Rose
- RTI in Georgia: John Wight
- Discussions
  - Our current successes and challenges with RTI
  - Our hopes for the future of RTI
  - Our expectations for this webinar series
- Looking ahead to Session 2 September 17

# Overview of the Series

- 9 professional learning webinars on RTI.
- Co-hosted by GaDOE and the REL-SE at SERVE, with support from USED Institute of Education Sciences (IES).
- Builds upon trainings on "Using Research to Strengthen Decision-Making in RTI" that GaDOE and REL-SE have been delivering since fall, 2008.
- Addresses key components of the GA RTI Guidance manual.

# Overview of the Series, cont.'

- Provides information and tools to support practitioners in finding, understanding, and applying rigorous research to their selection, purchase and design of effective interventions.
- Brings together RTI researchers and experts on RTI implementation; tools and resources from the REL network; the USED IES; GaDOE; and Georgia educators.

# 9 Sessions

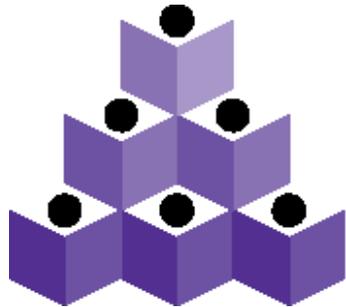
1	2	3	4	5	6	7	8	9
Series Introduction & Overview	Scientifically Based Research (SBR) & Evidence-Based Decision-Making (EBDM)	Education Research & Determining "What Works"	Putting Research to Daily Use: Critiquing Research Studies	State of Research on RTI Math: What do we know? What do we not know?	State of Research on RTI Reading: What do we know? What do we not know?	Putting Research to Daily Use: Reviewing Interventions	Fidelity of RTI Implementation	Promising Progress  Looking forward
9/10	9/17	10/1	10/15	10/28	11/5	11/19	12/3	12/9
<p><i>Invited</i> GA Supt. of Schools Kathy Cox Welcome</p> <p>Dr. Tessie Rose National Center on RTI</p> <p><b>Participants will:</b> - understand RTI in GA &amp; the implications for using ARRA funds for RTI - gain an overview of the entire webinar series</p>	<p>GaDOE and REL-SE staff introduce SBR &amp; EBDM</p> <p><b>Participants will:</b> - understand what the EBDM Cycle and SBR are and why they are important - share team expectations for the rest of the series</p>	<p>REL-SE presentation of the types of education research methods</p> <p><b>Participants will:</b> - understand the different types of education research - learn why it is important to understand them as they consider interventions - learn their strengths and weaknesses for determining "what works"</p>	<p>REL-SE presentation of <i>Critical Review Protocol for Studies on Interventions</i></p> <p><b>Participants will:</b> - understand how to assess the rigor and findings of studies on interventions they are considering implementing or creating - practice using the <i>Protocol</i> with research studies relevant to Ga. educators</p>	<p>Dr. Sybilla Beckmann gives an overview of the <i>IES Math Practice Guide</i> -Q&amp;A</p> <p><b>Participants will:</b> - learn the findings and recommendations of in the Guide - discuss implications for practice with a national research expert (co-author of the Guide, professor of mathematics at the University of Georgia)</p>	<p>Dr. Carol Conner gives an overview of the <i>IES RTI Reading Practice Guide</i> -Q&amp;A</p> <p><b>Participants will:</b> - learn the findings and recommendations of in the Guide - discuss implications for practice with a national expert (co-author of the Guide, professor at Florida State University, Florida Center for Reading Research)</p>	<p>REL-SE presentation of <i>Intervention Review Protocol</i></p> <p><b>Participants will:</b> - understand how to review an intervention's desired outcomes, evidence of effectiveness, features, and implementation issues - determine if an intervention meets their students' and system's needs - practice using the <i>Protocol</i> with an intervention relevant to GA</p>	<p>Dr. Joe Witt, Professor Emeritus LSU - video</p> <p><b>Participants will:</b> - learn about fidelity of implementation from a national expert - gain tips on how to monitor the fidelity of implementation of interventions - reflect on current practice at their sites and problem-solve</p>	<p>Presentations of <i>promising progress</i> from GA schools and districts</p> <p><b>Participants will:</b> - learn from colleagues how to put concepts and tools from the series into action - reflect on what they learned in the series - discuss their own next steps and next steps for GA</p>

Dr. Tessie Rose, National RTI Center

# National Perspective on RTI



Kathy Cox, State Superintendent of Schools  
“We will lead the nation in improving student achievement.”



# National Perspective on Response to Intervention

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Dr. Tessie Rose

National Center on Response to Intervention (NCRTI)

# About NCRTI

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- ❖ 5-year Technical Assistance Center
- ❖ Funded through a cooperative agreement to American Institutes for Research from OSEP
- ❖ Part of OSEP's National Technical Assistance and Dissemination Network

# Our Mission

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To build state capacity and support for implementing RTI in local districts and schools by serving as a central source of knowledge, expertise, and research-based information for educators, administrators, and parents.

# Achieving the Mission...

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- ❖ **Strategy 1** – identify and evaluate RTI components for identifying and serving students with or at risk for a learning disability identification
- ❖ **Strategy 2** – provide ongoing technical assistance to states and to support the implementation of RTI in classrooms, schools, and local districts nationally
- ❖ **Strategy 3** – disseminate information about proven and promising RTI models to interested stakeholders across the country

# Strategic Activities

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- ❖ Knowledge Production
- ❖ Technical Assistance Support
- ❖ Information Dissemination

# Strategy 1: Knowledge Production

- ❖ Technical Review Committees (TRCs):
  - ❖ Identify tools and interventions that are grounded in a rigorous scientific evidence base

## ❖ Three TRCs

(1) Screening

(2) Progress Monitoring

(3) Tiered Instruction

*Winter 2009*

Tools	Area	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	●	—
	Nonsense Word Fluency	●	Moderate Low	●	●	○
	Oral Reading Fluency	●	Moderate High	●	●	●
	Phoneme Segmentation Fluency	○	Moderate Low	●	○	●
Scholastic	Phonics Inventory - Screener Version	●	Moderate High	●	●	—
STAR	Early Literacy	●	Broad	●	●	●
	Reading	●	Moderate High	●	●	●
STEEP	Oral Reading Fluency	●	Moderate High	●	●	—

# Strategy 1: Knowledge Production

- ❖ RTI Workgroups
  - ❖ SEA Implementation
  - ❖ ELL and RTI
  - ❖ Disproportionality
  - ❖ Learning Disability Identification
  - ❖ Secondary RTI (High and Middle School)
- ❖ State Performance Plan (SPP) Analyses
  - ❖ Focusing on Indicators 9 & 10

# Strategy 2: Technical Assistance Support

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- ❖ In person
  - ❖ Direct Technical Assistance
- ❖ At a distance
  - ❖ TA Resource Development
  - ❖ Sharing Communities and Webinars
  - ❖ Training Modules

# Strategy 3: Information Dissemination

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- ❖ Sharing information through a variety of methods
  - ❖ The NCRTI website – [www.rti4success.org](http://www.rti4success.org)
  - ❖ Monthly newsletters – the RTI Responder
  - ❖ Email blasts about new resources or products
  - ❖ Q&A through email inbox and toll-free number

Facebook

twitter

GEORGIA  
DEPARTMENT OF  
EDUCATION

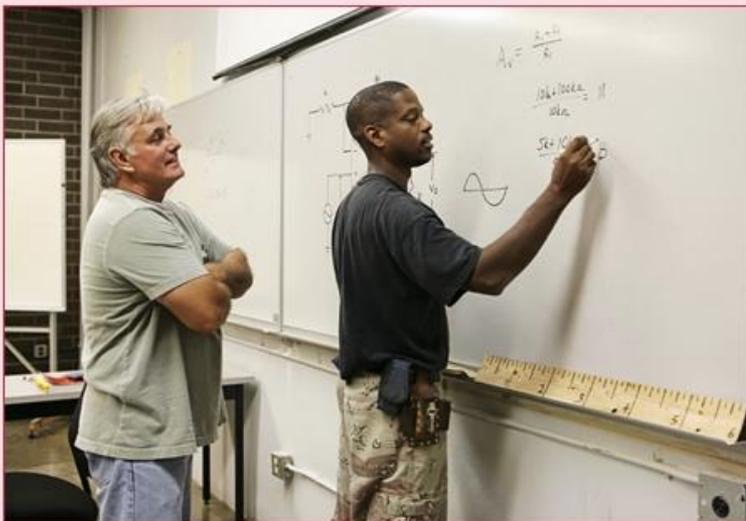
Kathy Cox, State Superintendent of Schools



## What is RTI ?

**Response to intervention** integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

## RTI Resources



### [National Center on Response to Intervention](#)

#### [Listen to What's New with the Center!](#)

Wondering what the NCRTI has been up to? What can you expect to be seeing from us in the near future? Listen to center co-director, Darren Woodruff, as he shares the latest and greatest in the workings of the National Center on Response to Intervention. (Updated 5/21/09)



[Download the podcast.](#)

## Our Library

GLOSSARY OF RTI TERMS

### RTI TOPICS

- ▶ [What is RTI? \(35\)](#)
- ▶ [Tiered Instruction](#)
  - ▶ [Tiered Instruction: General Information \(5\)](#)
  - ▶ [Tiered Instruction: 3-Tier Model \(26\)](#)
  - ▶ [Tiered Instruction: 4 - or 5-Tier Model \(1\)](#)
- ▶ [Models of RTI \(4\)](#)
- ▶ [Secondary School \(7\)](#)
- ▶ [Student Screening Tools \(6\)](#)
- ▶ [Progress Monitoring \(53\)](#)
- ▶ [Early Intervening Services \(9\)](#)
- ▶ [Learning Disabilities Identification \(38\)](#)
- ▶ [Behavioral Interventions \(5\)](#)
- ▶ [Cultural and Linguistic Diversity](#)
  - ▶ [Cultural and Linguistic Diversity: General Information \(5\)](#)
  - ▶ [Cultural and Linguistic Diversity: ELL \(6\)](#)
- ▶ [Implementation Planning and Evaluation](#)
  - ▶ [Implementation](#)

## New State Database



## What's New in RTI?

### Progress Monitoring Tools Chart

The Center's Technical Review Committee (TRC) review of reading and math progress monitoring tools is complete! Our interactive tools chart provides users with information about the technical adequacy of commonly used progress monitoring tools. In addition, the chart provides users with practical information about how to obtain, access support for, and implement the tools.

### CBM Summer Series

Over the course of the summer we are hosting a series of free webinars on Curriculum Based Measurement (CBM). Learn what CBM is, how to administer it, and how to use the data you collect in a response to intervention framework.

### Webinar Series:

[Home](#) › [RTI TOPICS](#) › [Behavioral Interventions](#)

## Behavioral Interventions

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Resources in this category provide information and examples about intervening to change student behavior.

### Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters with Different Misters?

This brief explains the similarities between RTI and Positive Behavior Support. It describes each within the context of a three-tier system and gives insight into what teachers, administrators, and other stakeholders should be doing at each level. It was written by Therese Sandomierski, Don Kincaid, and Bob Algozzine and released by the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS).



[PDF Document](#)

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### IES Practice Guide for Reducing Behavior Problems in the Elementary School Classroom

This Practice Guide, released by IES in September 2008, aims to help educators develop and implement prevention and intervention strategies that promote positive student behavior. The focus is building a plan so that education can be improved for individual students who might have behavior issues and the classroom as a whole. The guide presents recommendations and indicates the quality of the research base that supports them. It includes common questions and potential concerns that might arise with each recommendation and suggestions to help alleviate those concerns. Technical details about the studies that were used to generate the recommendations are also presented.



[PDF Document](#)

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### Response to Intervention Logic and Positive Behavior Support

This 2007 presentation provides an overview of RTI systems and of positive behavioral interventions and supports, including school-wide systems, by laying out objectives and main elements. It lends support to RTI while also providing cautions about implementation. It was presented by George Sugai and Rob Horner of the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS).



[PowerPoint Version](#)



[PDF Version](#)

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# NCRTI State Database

The screenshot shows the homepage of the National Center on Response to Intervention (NCRTI) State Database. At the top left is the NCRTI logo, a stack of purple cubes, and the text "NATIONAL CENTER ON RESPONSE TO INTERVENTION RTI State Database". A "MAIN SITE" button is in the top right. Below the header are three search options: "SEARCH BY TOPICS" with a text input field and a "GO" button, "ADVANCED SEARCH", and "SEARCH BY STATE" with a map of the United States. The map shows state abbreviations and includes "OTHER TERRITORIES" for Alaska and Hawaii. To the right of the search options is a "Welcome TO THE RTI STATE DATABASE" section with two paragraphs of placeholder text. Below the welcome message are three buttons: "About THE RTI STATE DATABASE", "How to use THE RTI STATE DATABASE", and "The States Chart HOW DO OTHER STATES COMPARE?".

Database contains RTI information and resources from states, such as:

- Policies
- Guidance documents
- Briefs
- Handbooks
- Presentations
- Tools
- Checklists

# Monthly Webinars and Podcasts

## ◆ Tiered Instruction and Interventions - Experiences of the Vail (AZ) and Mahtomedi (MN) Districts

May 20, 2009

Watch the recording and view the presentation slides (see below) that were presented by Lynne Viker and Denise Waalen from the Mahtomedi School District in Minnesota, and Laurie Emery from the Vail School District in Arizona.



Lynne Viker



Denise Waalen



Laurie Emery



[Powerpoint Version](#)



[Webinar Recording](#)

## ◆ RTI and Universal Screening: Establishing District Benchmarks

March 25, 2009

Watch the recording and view the presentation slides (see below) that were presented by Dr. Heistad. At this webinar, universal screening measures, their use, and how to establish district benchmarks were described. Real-life examples and resources from schools using universal screening measures were also presented.



[PDF Version](#)



[Webinar Recording](#)



[Follow-Up Q & A](#)

## ◆ English Language Learners (ELLs) and RTI Webinar Follow Up

December 2, 2008

Watch the recording and view the presentation slides (see below) that were presented by Dr. Janette Klingner. The purpose of this webinar was to discuss the educational needs of English Language Learners (ELLs) and how those needs can best be met in an RTI framework. The webinar also highlighted examples from schools who are successfully meeting the needs



### Latest Events

Mon, Jul 6th

NAESP Summer Institute - Response to Intervention: The Leadership Challenge and Reward

Tue, Jul 14th, @12:00pm - 01:00PM

NCRTI WEBINAR: How to Administer CBM in Reading

Tue, Aug 11th, @12:00pm - 01:00PM

NCRTI WEBINAR: Other Ways to Use CBM Data

Thu, Aug 13th, @4:00pm - 05:45PM

CEC Webinar: PBS Through Staff Development And Coaching

Thu, Aug 20th

CEC Webinar: Utilizing RTI For Academic And Behavior Support

Thu, Aug 20th, @4:00pm - 05:45PM

CEC Webinar: Utilizing RTI For Academic And Behavior Support

Thu, Sep 24th

UPDC Conference: RTI Innovations Conference

### Events Calendar

<< June 2009 >>

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

# Training Modules

- [Introduction to CBM for Progress Monitoring](#)
- [Using CBM for Progress Monitoring in Reading](#)
- [Using CBM for Progress Monitoring in Math](#)
- [Using CBM for Progress Monitoring in Written Expression and Spelling](#)
- [Other ways to use CBM Data](#)

### Introduction to CBM for Progress Monitoring

Through this module, you will learn what progress monitoring is and how it differs from traditional assessments. You will then learn the difference between CBA and CBM. Finally an overview of the basics of CBM will be covered. While this module can be used alone, it is part of a series of modules teaching how to use CBM data in a Response to Intervention framework. After you learn about the basics of CBM through this module, you will then be prepared to go into more depth in the content areas and you can learn about CBM in reading, math, and/or written expression.



[Manual](#)  
[Presentation](#)  
[Training Webinar](#)

### Using CBM for Progress Monitoring in Reading

Through this module, you will learn how to implement the seven steps necessary in order to implement CBM in Reading for grades K-6. While this module can be used alone, it is part of a series of modules teaching how to use CBM data in a Response to Intervention framework. Before covering this module, participants should be familiar with the content in the Introduction to Using CBM for Progress Monitoring module.



[Handouts](#)  
[Manual](#)  
[Presentation](#)

### Using CBM for Progress Monitoring in Math

Through this module, you will learn how to implement the seven steps necessary in order to implement CBM in Math for grades K-6. While this module can be used alone, it is part of a series of modules teaching how to use CBM data in a Response to Intervention framework. Before covering this module, participants should be familiar with the content in the Introduction to Using CBM for Progress Monitoring module.



### Using CBM for Progress Monitoring in Written Expression and Spelling

Through this module, you will learn how to implement the seven steps necessary in order to implement CBM in Written Expression and Spelling for grades K-6. While this module can be used alone, it is part of a series of modules teaching how to use CBM data in a Response to Intervention framework. Before covering this module, participants should be familiar with the content in the Introduction to Using CBM for Progress Monitoring module.



# What does RTI look like?

## Who decides?

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- ❖ USDOE does not endorse a specific RTI model/ framework
- ❖ National Center on RTI promotes essential components
- ❖ Georgia provides guidance for LEAs
- ❖ Some LEAs are implementing RTI ahead of their SEA

# What is Response to Intervention?

- ❖ An instructional framework aimed at improving the skills of ALL students
- ❖ RTI is “preventative” and provides immediate support to students who are at risk for academic failure
- ❖ Two primary goals:
  - ❖ prevent future academic problems
  - ❖ assist in identifying students with SLD

# Center Definition of RTI

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*Response to intervention integrates student assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior issues. With RTI, schools identify students at risk for poor learning outcomes, monitor their progress, provide evidence-based interventions and adjust the intensity and nature of those interventions based on a student's responsiveness, and identify students with learning disabilities or other disabilities*

# Essential Features of RTI

- ❖ Core Curriculum
- ❖ Universal Screening
- ❖ Tiered-Interventions
- ❖ Progress Monitoring
- ❖ Data-Based Decision Making
  - ❖ Learning Disability Determination

# 1. Core Curriculum

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- ❖ Research-based curriculum delivered to all students
- ❖ Differentiated curriculum with evidence-based instructional methods
- ❖ High-quality instruction in the general education classroom setting
- ❖ Delivered with fidelity

## 2. Universal Screening

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- ❖ PURPOSE: Identify students who are at risk of academic failure
- ❖ Conducted with all or targeted groups of students
- ❖ Administered more than 1x per year
  - ❖ Fall, Winter, Spring
- ❖ Involves brief assessments that are valid, reliable, and evidence-based

# NCRTI Screening Tools Chart

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration & Scoring Time	Scoring Key	Norms/ Benchmarks
AIMSweb	Reading Curriculum Based Measurement (R-CBM)	●	Moderate High	●	●	—	Individual	2 Minutes	Yes	Yes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	●	—	Individual	2 Minutes	Yes	Yes
	Nonsense Word Fluency	●	Moderate Low	●	●	○	Individual	2 Minutes	Yes	Yes
	Oral Reading Fluency	●	Moderate High	●	●	●	Individual	2 Minutes	Yes	Yes
	Phoneme Segmentation Fluency	○	Moderate Low	●	○	●	Individual	2 Minutes	Yes	Yes
Scholastic	Phonics Inventory - Screener Version	●	Moderate High	●	●	—	Individual Group	10 Minutes	Computer Scored	No
STAR	Early Literacy	●	Broad	●	●	●	Individual Group	10 Minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	●	●	Individual Group	10 Minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency	●	Moderate High	●	●	—	Individual	1 Minute	Yes	Yes

**Chart Legend:** ● Convincing Evidence | ● Partially Convincing Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

[www.rti4success.org](http://www.rti4success.org)

# 3. Tiered-Interventions

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- ❖ 3+ levels of increasingly intense scientific, research-based interventions
- ❖ Intensity addressed through duration, frequency and time of interventions, group size, and instructor skill level
- ❖ Individual problem solving model and/or standardized intervention protocol for intervention levels
- ❖ Delivered with fidelity

# 4. Progress Monitoring

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- ❖ Repeated measurement of academic performance
- ❖ Conducted at least monthly to
  - ❖ estimate rates of improvement,
  - ❖ students who are not demonstrating adequate progress and/or
  - ❖ compare the efficacy of different forms of instruction to design more effective, individualized instruction.
- ❖ Technically adequate measures administered with fidelity (accurate data)

# Progress Monitoring Tools Chart

General Outcome Measures

Mastery Measures

TOOLS	AREA	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data
	Test of Early Literacy - Nonsense Word Fluency	●	●	●	●	●	◐	●	●	No	●
	Test of Early Literacy - Phonemic Segmentation Fluency	●	●	●	●	●	◐	●	●	No	●
Curriculum Based Measurement in Reading (CBM-R)	Letter Sound Fluency	●	●	●	●	●	●	●	●	No	—
	Maze Fluency	●	●	●	●	●	●	●	●	No	—
	Passage Reading Fluency	●	●	●	●	●	●	●	●	No	—
	Word Identification Fluency	●	●	●	●	●	●	●	●	No	—
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	●	—	●	—	●	●	○	○	No	—
	Nonsense Word Fluency	●	—	●	○	●	●	○	○	No	—

Chart Legend: ● Convincing Direct Evidence | ◐ Partially Convincing Evidence or Convincing Indirect Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

# 5. Data-Based Decision Making

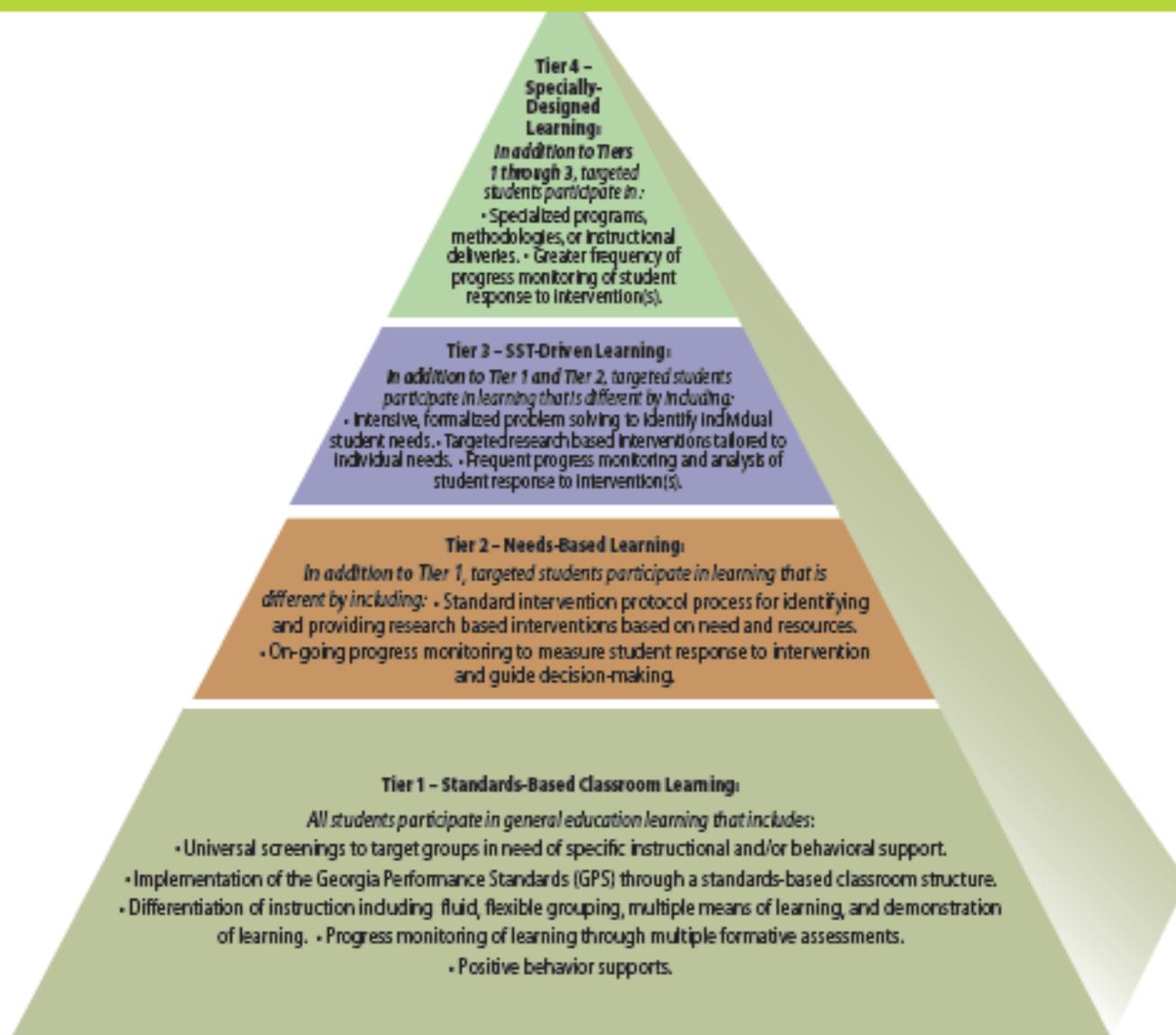
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- ❖ Conducted at all levels of implementation (e.g., district, school, grade/content)
- ❖ Explicit decision rules for assessing learners' progress (e.g., level and/or rate)
  - ❖ Based on evidence based criteria
- ❖ Follows established routines and procedures

John Wight

# RTI in Georgia

# Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



*"We will lead the nation in improving student achievement."  
Kathy Cox, State Superintendent of Schools*

# Response to Intervention

Process of aligning appropriate  
assessment with purposeful instruction  
for all students

**Did the plan work?**  
What does the data show?

**What is the problem?**  
What does the data show?

**Implement the plan**  
Who will do what, where,  
when, and how often?  
How will fidelity of  
implementation be  
determined?

**Why is this happening?**  
Curriculum Issue?  
Instructional Issue?  
Student Issue?

**What is our plan?**  
What are we going to  
do?  
What interventions are  
needed?  
How will we measure  
success?

# Tier 1 Non-negotiables

## Tier 1

### STANDARDS-BASED CLASSROOM LEARNING:

- All students participate in general education learning that includes:
  - Universal screenings to target groups in need of specific instructional and/or behavioral support.
  - Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure.
  - Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
  - Progress monitoring of learning through multiple formative assessments.
  - Positive behavior supports.

# Tier 2 Non-negotiables

## NEEDS-BASED LEARNING:

- In addition to Tier 1, targeted students participate in learning that is different by including:
  - Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
  - On-going progress monitoring to measure student response to intervention and guide decision-making.

# Tier 3 Non-negotiables

## SST-DRIVEN LEARNING:

- In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:
  - Intensive, formalized problem solving to identify individual student needs.
  - Targeted research based interventions tailored to individual needs.
  - Frequent progress monitoring and analysis of student response to intervention(s).

# Tier 4 Non-negotiables

## SPECIALLY-DESIGNED LEARNING:

- In addition to Tiers 1 through 3, targeted students participate in :
  - Specialized programs, methodologies, or instructional deliveries.
  - Greater frequency of-progress monitoring of student response to intervention(s).

# Georgia's Focus on RTI

- Establishing a common understanding
- Supporting data driven decision making at the school and classroom level
- Ensuring a culture of providing immediate interventions for students
- Identifying and implementing interventions that impact achievement

# Participant Discussions

- Our current successes and challenges with RTI
- Our hopes for the future of RTI
- Our expectations for this webinar series

## Two ways to share:

- Share with your colleagues at your location.
- Use the microphone to share with the whole group.

# Looking ahead to Session 2

## September 17 3-4:30pm

### Scientifically Based Research and Evidence-Based Decision-Making

- Understand the EBDM Cycle
- Understand SBR
- Discuss how these apply to RTI daily practice
- Prepare for Sessions 3 and 4
- Logistics

# RTI Resources

- Georgia Department of Education
  - [http://www.gadoe.org/ci\\_services.aspx?PageReq=CIServRTI](http://www.gadoe.org/ci_services.aspx?PageReq=CIServRTI)
- SERVE Center at UNC Greensboro
  - <http://www.serve.org/>
- American Institutes of Research
  - <http://www.rti4success.org/>

# Contact Information

- John Wight, GaDOE
  - [jwight@doe.k12.ga.us](mailto:jwight@doe.k12.ga.us)
  - 404-656-0478
- Dr. Kim Anderson, SERVE/REL-SE
  - [kanderson@serve.org](mailto:kanderson@serve.org)
  - 404-657-6174
- Dr. Tessie Rose, American Institutes for Research
  - [trose@air.org](mailto:trose@air.org)
  - 202-403-5828