GEORGIA DEPARTMENT OF EDUCATION
Kathy Cox, State Superintendent of Schools

Response to Intervention: The Georgia Student Achievement Pyramid of Interventions

March 24, 2009

Spring Leadership Meeting

We will lead the nation in improving student achievement.

Response to Intervention

Process of aligning appropriate assessment with purposeful instruction for all students.

Sustainability of RTI

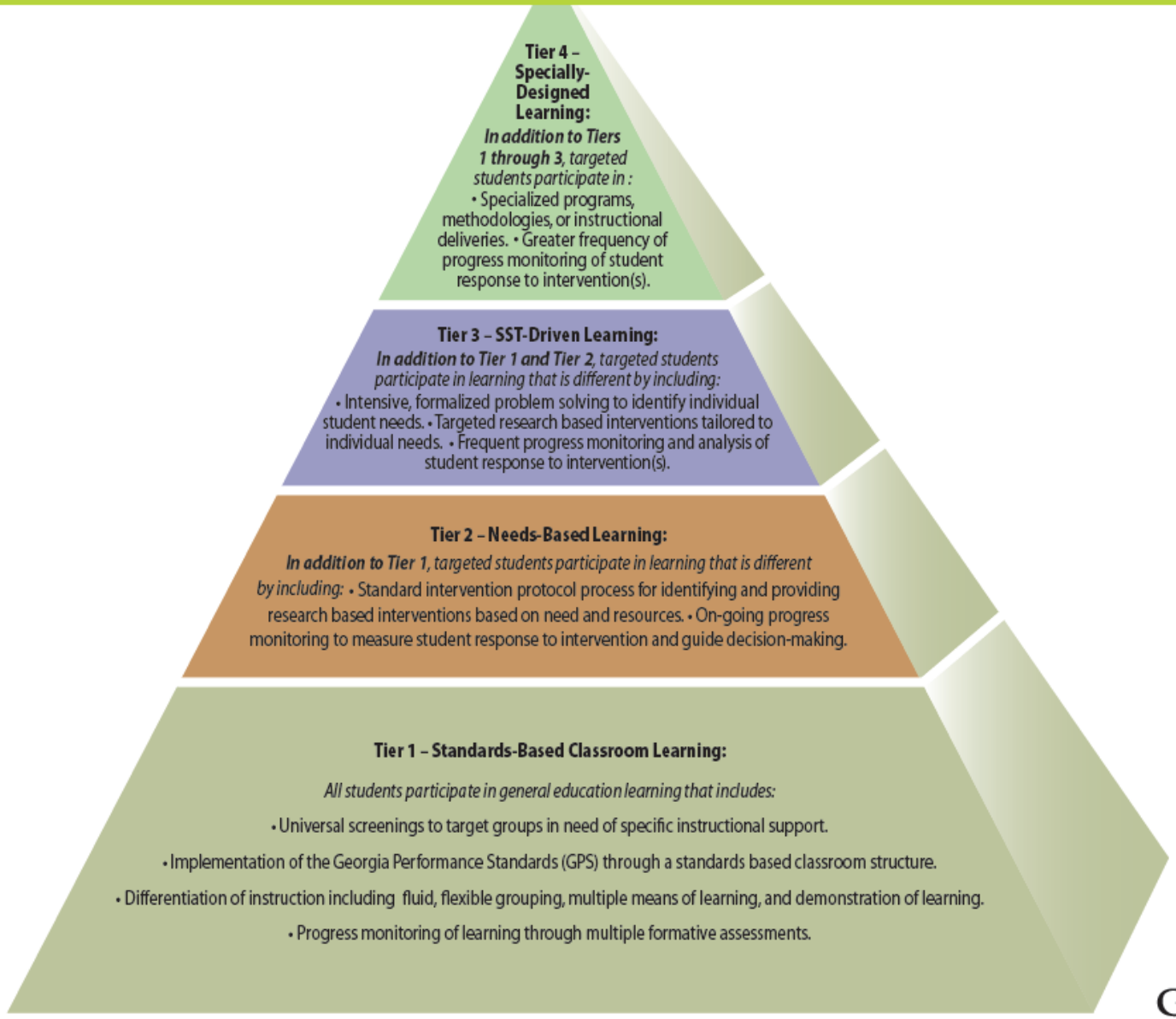
- Establishing a common understanding
- Data driven decision making at the classroom level
- Supporting a culture of providing immediate interventions for students
- Implementing interventions that impact achievement

RTI guidance from the Federal Level

- "There are many RTI models and the regulations are written to accommodate the many different models that are currently in use.
- The Department does not mandate or endorse any particular model. Rather, the regulations provide States with the flexibility to adopt criteria that best meet local needs.
- Language that is more specific or prescriptive would not be appropriate…"

Source: US Department of Education. (2006). *Assistance to States for the education of children with disabilities and preschool grants for children with disabilities, final rule. 71 Fed. Reg. (august 14, 2006) 34 CFR Parts 300 and 301.*

Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



"We will lead the nation in improving student achievement."
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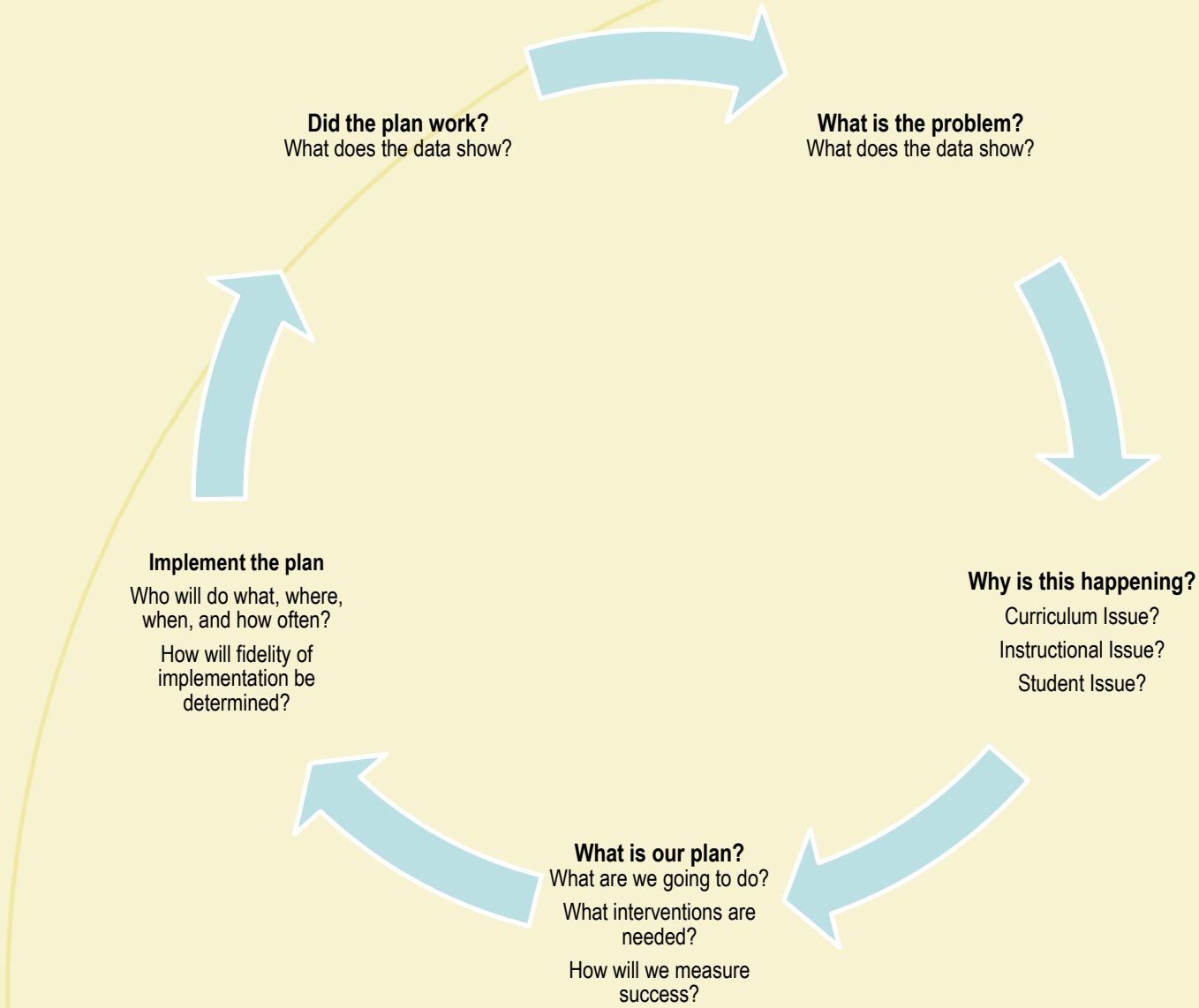
School Data Teams

- Data Teams in each school serve as the driving force for instructional decision making in the building.
- The team will use data during the year to monitor growth in terms of the rate of increase shown at the district, school, classroom or student level.
- The data team is responsible for targeting the areas of needed improvement and working to address the specific issues related to those areas.
- The data team will identify additional "detective work" assessments needed to determine the root cause of the identified underperformance.


What is the problem?
What does the data show?
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?
Implement the plan
Who will do what, where, when, and how often?
How will fidelity of implementation be determined?
Did the plan work?
What does the data show?

Universal Screening

- Identify underachievers
- 3x per year
- Performance expectations set in advance by data teams and teacher teams
- Measure progress toward expectations (individual, group, and school)
- A Universal Screening will not identify <u>why</u> students are underperforming, rather it will identify which student is not at the expected performance criteria for a given grade level in reading and math.

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 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.

How Do Children Learn Best?

- Children learn best by doing.
- Children learn best when they are engaged.
- Children learn best when they are motivated.
- Children learn best when they know their expectations.
- Children learn best when they have dialogue and discussion.
- Children learn best when they have choice and appropriate support.

Standards-Based Teaching and Learning

High Impact Practice Implementation Rubric: Standards-Based Classrooms

This rubric for standards-based classrooms is an implementation rubric and each column builds on the previous column. When a school is fully operational, it will continue to implement criteria addressed in the emergent and operational columns of the rubric. Implementation of standards-based classrooms is a process. Each stage on the rubric is a part of the process for growth and progress over time and should be celebrated.

Standards-Based Classrooms				
Concept	**Not Addressed**	**Emergent**	**Operational**	**Fully Operational**
1. *The Georgia Performance Standards are utilized as the curriculum in the school (based on the phase-in plan), and there is a shared understanding of the standards.*	Teaching is often driven solely by the textbook (or other resources) or is performance activities-based but unaligned with the GPS.	Curriculum documents are developed to support implementation of the GPS, using textbooks as a resource.	Teachers work together to build consensus on what students are expected to know, understand, and be able to do and plan instruction based on the GPS.	Teachers utilize the GPS to collaboratively plan for instruction and assessment. Teachers and students articulate a common understanding of what they are expected to know, understand, and be able to do based on the Georgia Performance Standards.
2. *Standards are accessible to all students.*	Teachers do not explain the purpose of the lesson or articulate the expectations for student work. Visual cues and other strategies to make the standards accessible are not evident.	Teachers use a variety of strategies to make the standards accessible to students such as paraphrasing, repetition, visual cues, essential questions, etc. Teachers do not explicitly state the standard(s) being addressed during a lesson.	Teachers use the language of the standards during instruction as well as when they provide feedback to students. Teachers provide students with models and provide specific examples of how the work meets standards. Students explain the standards in their own words. Students can articulate the standards and elements they are currently working on and show evidence of the standards in their work.	Teachers expect students to use the language of the standards to describe their work. Students use the language of the standards to support their work and their answers. Students use the language of the standards when they provide feedback to other students.
3. *Teachers sequence the lesson or their instruction in a logical, predictable manner referencing standards throughout.*	There is not an agreed upon school-wide instructional framework or sequence for instruction.	Teachers implement a common instructional framework or sequence of lessons (e.g., opening, work session, closing).	Teachers implement a sequence of instruction or instructional framework that provides opportunities for students to receive explicit instruction connected to the standards, apply learning independently and collaboratively, share and explain their work as it relates to the standards, and receive feedback based on the standards.	Teachers expect students to explain the standards and/or elements they are applying during the sequence of instruction or instructional framework. Students can explain the sequence of instruction and how they apply the standards and elements to the resulting work.

Standards-Based Classrooms

- Student performance tasks…
- A variety of delivery modes are incorporated…
- Students receive feedback through written or oral…
- Standards are accessible to all students.
- Students will communicate mathematically. Students will justify their reasoning…
- Students are expected to meet the same standards and instruction is differentiated by content…

How Children Learn Best

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Instructional Framework

Teachers sequence the lesson in a logical, predictable manner referencing standards throughout.

Mathematics Instructional Framework

Opening

Activating strategy to activate schema

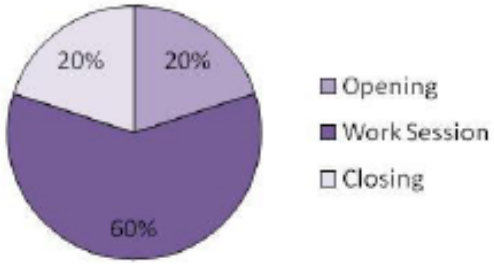
Discussion of standard(s), element(s) and essential question(s).

Explicit instruction aligned to the standards and/or elements that include a balance of:

- Skills
- Conceptual understanding
- Problem solving

Modeling:

- Practices and procedures
- A variety of problem-solving strategies
- Mathematical vocabulary development in context



Closing

Students:

- Justify and explain approaches for solving problems
- Ask questions
- Use mathematical vocabulary and language of the standards
- Summarize the main concepts for the day and link concepts to the standards

Teacher:

- Selects students to share solutions
- Explicitly clarifies misconceptions
- Informally assesses student understanding
- Identifies future problems for adjustments in lessons and interventions

Celebrate progress towards meeting standards

Work Session

Teacher:

Facilitates independent and small group work:

- Listens carefully to students
- Allows students to struggle and make mistakes
- Assesses student understanding of the standards
- Provides appropriate hints and asks questions
- Provides feedback and guidance

Monitors and documents student progress

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction

Students:

Struggle to apply skills and concepts to solve problems and gain insight from mistakes:

- Independent work
- Small group work

Participate in guided practice

Engage in performance tasks

Conference with teacher and/or peers

Demonstrate process standards:

- Solve problems (Using appropriate technology)
- Reason and evaluate mathematical thinking
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

Appropriately use manipulatives to solve problems

Engage in content area reading and writing to learn

How Do Children Learn Best?

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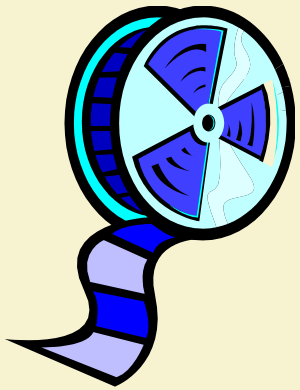


When are tier 2 interventions needed?

- Movement between Tier 1 and Tier 2 is fluid and flexible.
- Three important questions must be addressed to determine the reason for the need for additional support:
  - Is the learning concern a curriculum issue?
  - Is the learning concern an instructional issue?
  - Is the learning concern a student issue?
- Students identified through the universal screening and classroom performance data are placed in Tier 2 interventions that supplement the Tier 1 classroom.

- **High achievers AND low achievers may need interventions based on progress monitoring data and individual performance expectations.**

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.

Standard Protocol

- A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students.

- These protocols are typically implemented in a specific sequence, based on the resources available in the school.

Interventions

- Scientifically proven interventions mean that scientific results have already been published in peer-reviewed journals using the scientific rigor described in the definition from NCLB (see chapter 3).

- Evidence-based interventions indicate that specific data is available that shows the intervention improves student outcomes.

- Research based interventions mean the methods, content, materials, etc. were developed in guidance from the collective research and scientific community.

Interventions are…

Dr. John McCook

- Targeted based on progress monitoring
- In addition to classroom instruction
- Individual, small group, or technology assisted
- Increase in structure and relevant practice
- Additional learning strategies
- Mini lessons on skill deficits
- Administered by classroom teacher, specialized teacher or external interventionist

Interventions are NOT…

Dr. John McCook

- Preferential seating
- Shortened assignments
- Parent contacts
- Classroom observations
- Suspension
- Doing MORE of the same
- Retention
- Peer helpers (informal)

CENTER ON INSTRUCTION

Effective Instructional Practices For Students with Difficulties in Mathematics: Findings from a Research Synthesis

Russell Gersten
Scott Baker
David Chard

Presented at the Center on Instruction Mathematics Summit
November 13, 2006

Areas of Major Findings

- Visual and graphic depictions of problems
- Student think-alouds
- Explicit instruction
- Peer-assisted learning
- Formative assessment

Summary

- Results of these research syntheses suggest that students who are struggling with mathematics benefit from:
  - Verbalizing and use of visuals for problem solving;
  - Explicit instruction in how to use specific skills and multi-step strategies;
  - Their teachers receiving feedback from formative assessment to modify instruction;
  - Peer-assisted learning opportunities in which they focus on problem details, observe models of proficient students' problem solving, or are guided by more proficient peers

ELA Interventions should include:

- familiarizing students with the structure of expository text;
- promoting content area vocabulary development;
- promoting word identification skills;
- building reading fluency; and
- emphasizing and directly teaching how, why, when, and where to use a repertoire of comprehension strategies.

Comprehension

- activating and using background knowledge—calling up pertinent background knowledge and using that knowledge to help understand what is being read.
- generating and asking questions—self-questioning throughout the reading of a text.
- making inferences—using background knowledge or information from the text to evaluate or draw conclusions during reading.
- predicting—using background information to make informed guesses.
- summarizing—pulling together, or synthesizing information in a text so as to explain what the text is about.
- visualizing—making mental images of a text as a way to understand processes or events that are encountered during reading.

5 Essential Components of Comprehension:

- Teacher Modeling
- Guided Practice
- Collaborative Practice
- Independent Practice
- Application

Choosing Interventions

- The interventions used at Tiers 2-4 should supplement the learning that is occurring in the Tier 1 classroom,
- address identified weaknesses in basic skills,
- and accelerate learning toward individual expectations.

"Although commercially prepared programs and the subsequent manuals and materials are inviting, they are not necessary...

- A recent review of research suggests that interventions are research based and likely to be successful if they are:
  1. Correctly targeted and provide explicit instruction in the skill
  2. An appropriate level of challenge
  3. [provide] sufficient opportunities to respond to and practice the skill
  4. [provide] immediate feedback on performance
- Thus these [elements] could be used as criteria with which to judge the potential tier 2 interventions." p.88

Source: Burns, M.K., & Gibbons, K. A. (2008). *Implementing response to intervention in elementary and secondary schools.* Routledge: New York.

Choosing Interventions

- **Review Protocols provided by SERVE to support schools and districts in choosing interventions based on student achievement data.**

SERVE Center
at the University of North Carolina at Greensboro

Desired Outcomes: What are the goals of this intervention? How well do those match with your students' needs (address problem areas, meet subgroup needs, etc.)?

Program Features: What are the core features of the intervention? How consistent are they with your team's/school's/district's vision? Do these features seem like they would lead to the desired outcomes?

Implementation Issues: As you reviewed the portfolio, did any implementation challenges become apparent? Could any issues like leadership capacity, staffing, funding and facilities pose a challenge to implementation?

Extent of the evidence: Are there any studies that used a strong design to determine the intervention's impact? Did they find statistically significant effects? On what?

Initial Impression: Recommended Need more info. Not recommended

Apply the '80-15-5' rule to determine if the focus of the intervention should be the core curriculum (and instruction), subgroups of underperforming learners, or individual struggling students (T.Christ, 2008)

Source: Christ, T. (2008). Best practices in a problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* V (pp. 159-176).

- If less than 80% of students are successfully meeting academic or behavior goals, the intervention focus is on the core curriculum, INSTRUCTION, and general student population.
- If no more than 15% of students are not successful in meeting academic or behavior goals, the intervention is on small group 'treatments' or interventions.
- If no more than 5% of students are not successful in meeting academic or behavioral goals, the intervention focus in on the individual student.

Source: Christ, T. (2008). Best practices in a problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* V (pp. 159-176).

Secondary Students: Should Interventions Be "Off-Level" or Focus on Grade Level Academics?

- There is a lack of consensus of how to address the academic needs of students with deficits in basic skills in secondary grades (Espin & Tindal, 1998).
  - Should the student be placed in remedial instruction at a point of "instructional match" to address those basic-skill deficits?
  - Or is time better spent providing the student with compensatory strategies to learn grade-level content and "work around" those basic-skill deficits?

Source: Espin, C.A., & Tindal, G (1998). Curriculum-based measurement for secondary students. In M.R. Shinn (Ed.) *Advanced Applications of curriculum-based measurement.* New York: Guilford Press.

Tier 2 'Standard Protocol' Interventions: Strengths and Limits in Secondary Settings

- Research indicates that students do well in targeted small-group interventions (4-6 students) when the intervention 'treatment' is closely matched to those students' academic needs (Burns & Gibbons, 2008).
- However, in secondary schools:
  - Students are sometimes grouped for remediation by convenience rather than by presenting a need. Teachers instruct across a broad range of student skill, diluting the positive impact of the intervention.
  - Students often present with a unique profile of concerns that does not lend itself to placement in a group intervention.

Source: Burns, M.K., & Gibbons, K.A. (2008). Implementing response to intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Implementing the Intervention

Collaboration between the intervention teacher and the general teacher team is required.

Implementing the Intervention

- During the intervention, progress monitoring is used to determine the student's response to the intervention.

- The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher (and the Data Team).

Implementing the Intervention

- Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions.

Implementing the Intervention

- **The instruction within the Tier 2 intervention is a critical focus for the data team.**
  - **Is the instruction different from the general classroom?**
  - **Is the instruction designed to support targeted student performance in the general classroom?**
  - **Are students responses to the intervention being monitored?**

Implementing the Intervention

- The Georgia Department of Education recommends districts and schools monitor the transfer of learning from all interventions to the Tier 1 general classroom.

Fidelity…

…refers to the provision or delivery of instruction in the manner in which it was designed or prescribed.

SET UP			
Area	*Level of Implementation*		
Materials and Time			
▪ Teacher and student materials ready	2	1	0
▪ Teacher organized and familiar with lesson	2	1	0
INSTRUCTION/PRESENTATION			
▪ Follows steps and wording in lessons	2	1	0
▪ Uses clear signals	2	1	0
▪ Provides students many opportunities to respond	2	1	0
▪ Models skills/strategies appropriately and with ease	2	1	0
▪ Corrects all errors using correct technique	2	1	0
▪ Provides students adequate think time	2	1	0
▪ Presents individual turns	2	1	0
▪ Moves quickly from one exercise to the next	2	1	0
▪ Maintains good pacing	2	1	0
▪ Ensures students are firm on content prior to moving forward	2	1	0
▪ ***Completes all parts of teacher-directed lesson***	2	1	0

NT.

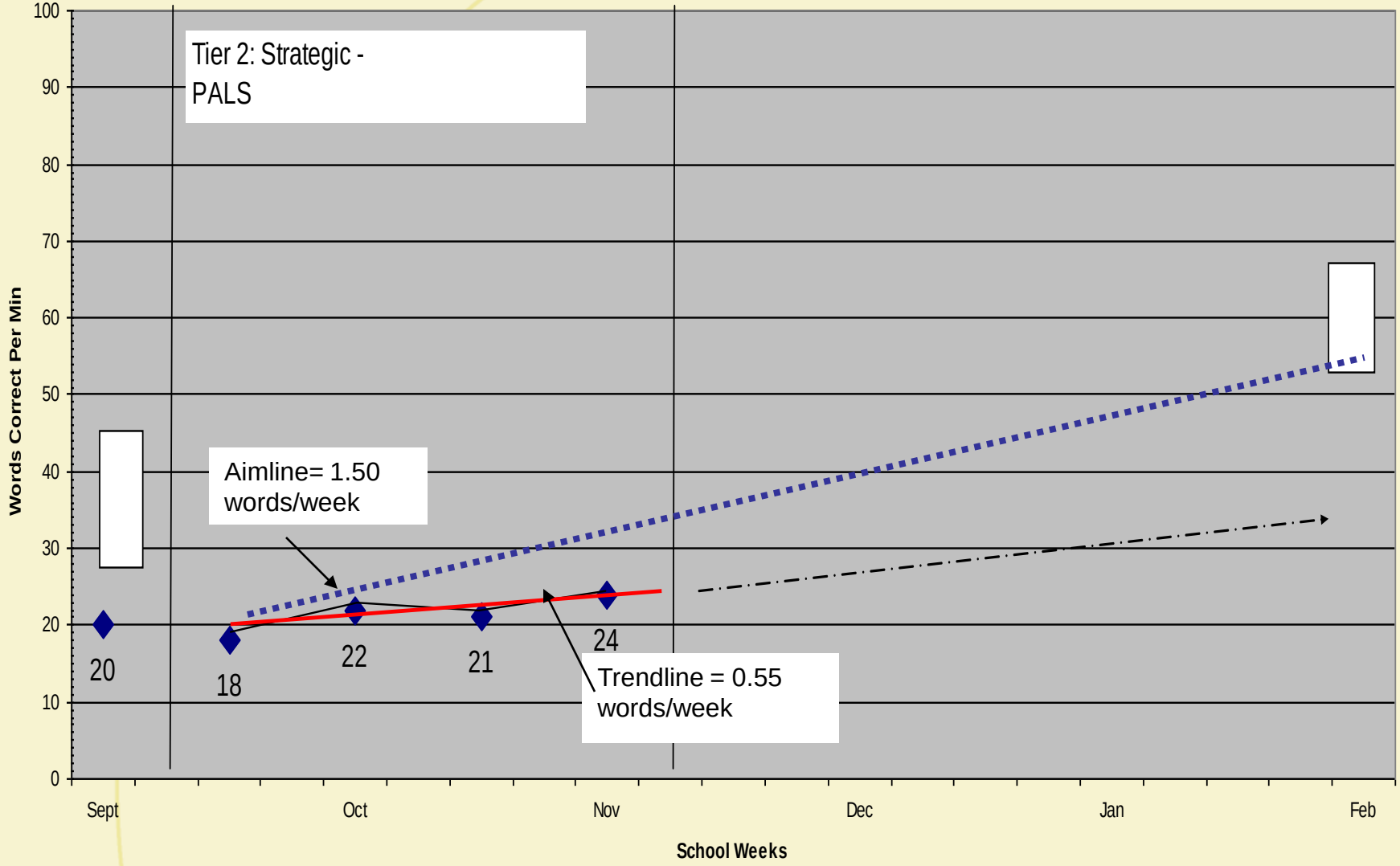
Progress Monitoring at Tier 2

- Students identified for Tier 2 interventions are regularly assessed to measure understanding and transfer of learning to core classrooms.
- The progress monitoring process used for the intervention is pre-identified by the school data team based on the intervention components and should include curriculum based measures and/or other standardized assessments.
- Benchmarks for expected progress are set, and student progress toward these benchmarks is closely monitored through assessments.
- Graphs of these purposeful data points are needed to illustrate the progress toward benchmark goal.
- These data graphs support the data team in monitoring individual student growth as well as the fidelity of implementation of the intervention.

- **Progress-monitoring assessment fulfills two main purposes:**
  - **to assess students' academic progress and**
  - **evaluate the effectiveness of the intervention**

Dr. George M. Batsche
Co-Director, Institute for School Reform
Florida Problem-Solving/RtI Statewide Project
University of South Florida
Tampa, Florida

Poor RTI



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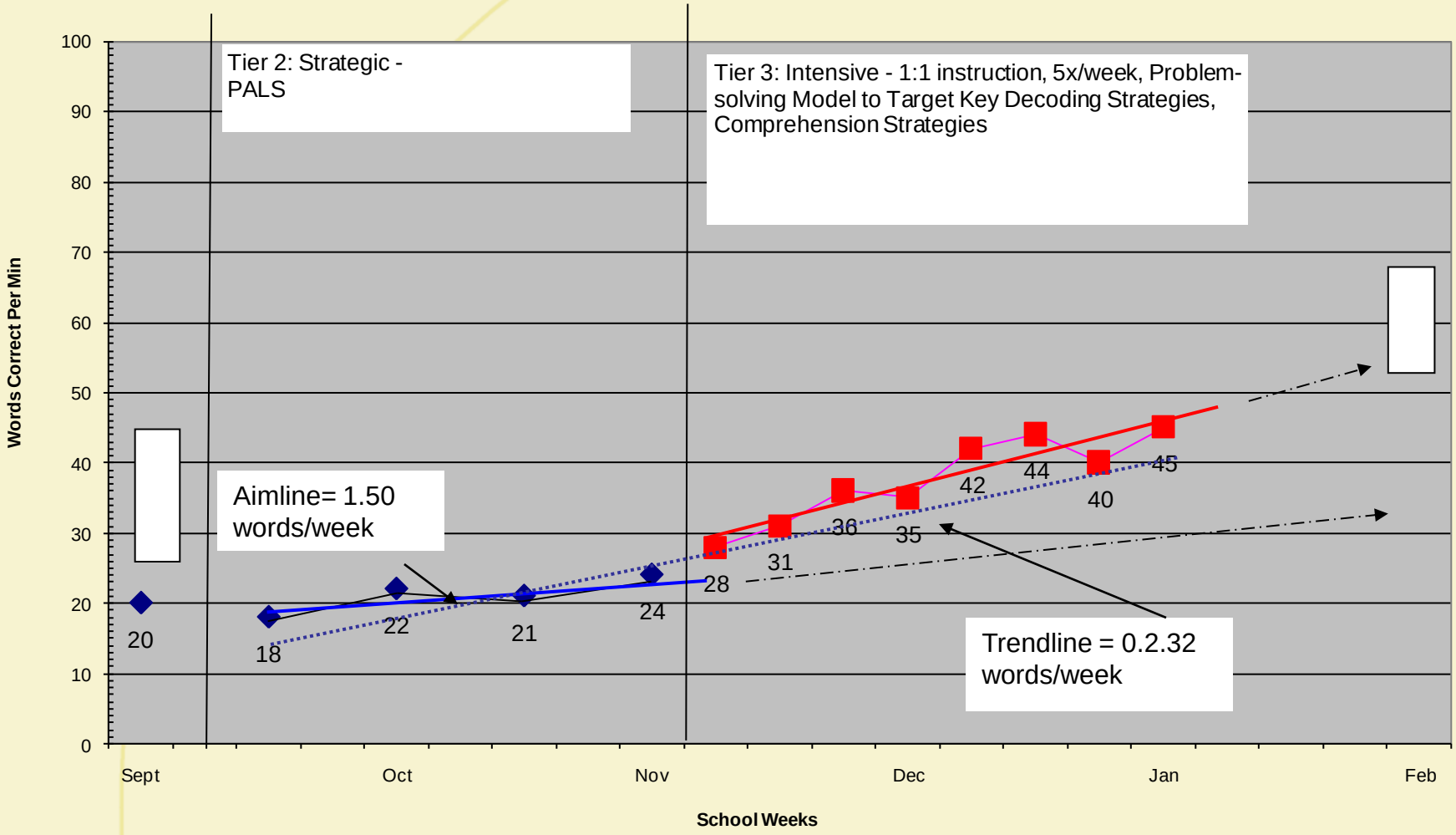
Positive RTI

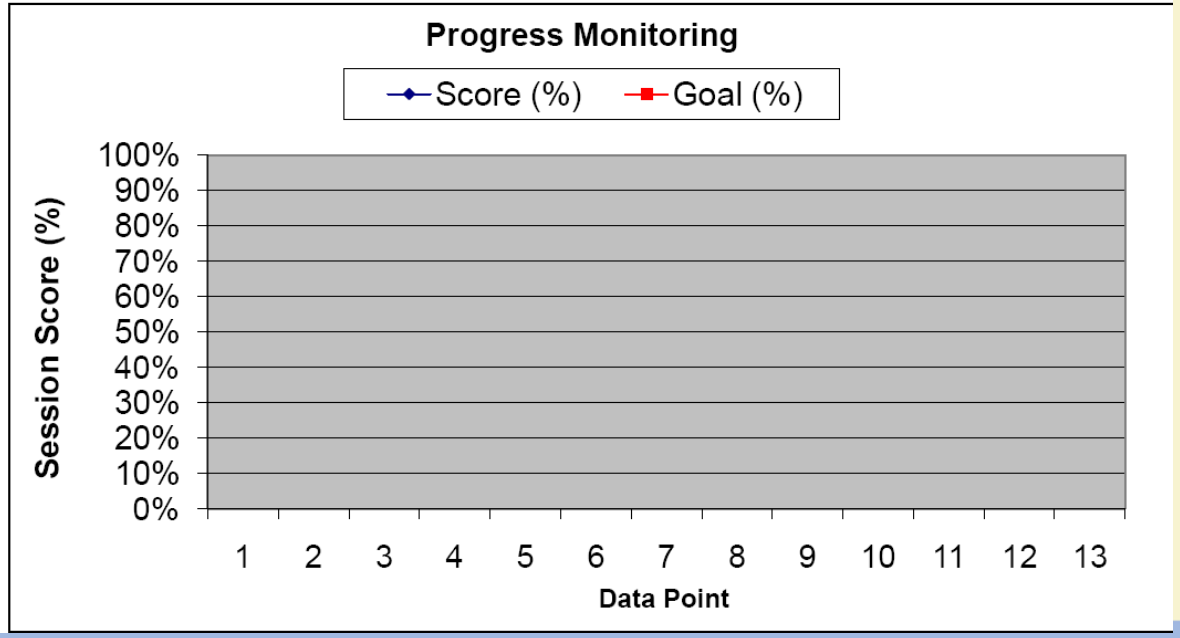


Example from Barrow County (available on GaDOE website)

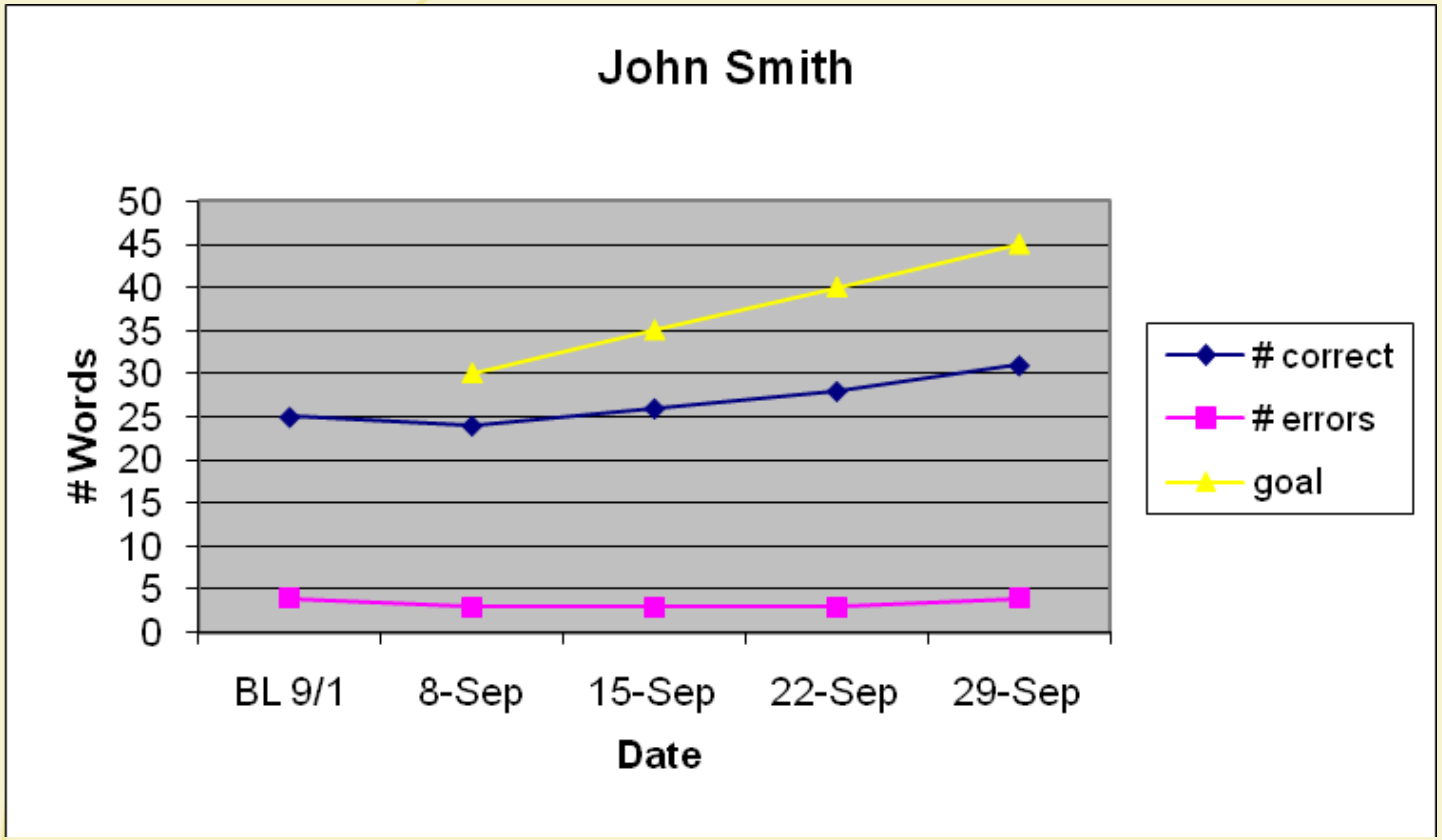
Baseline	Score (%)	Goal (%)	Date	Phase
BL	#N/A	#N/A		
Data Point	**Score (%)**	**Goal (%)**	**Date**	**Phase**
1	#N/A	#N/A		
2	#N/A	#N/A		
3	#N/A	#N/A		
4	#N/A	#N/A		
Add More Data Points if Appropriate				
5	#N/A	#N/A		
6	#N/A	#N/A		
7	#N/A	#N/A		
8	#N/A	#N/A		
9	#N/A	#N/A		
10	#N/A	#N/A		
11	#N/A	#N/A		
12	#N/A	#N/A		

Note: Minimum of Baseline and 4 Data Points Required for Progress Monitoring

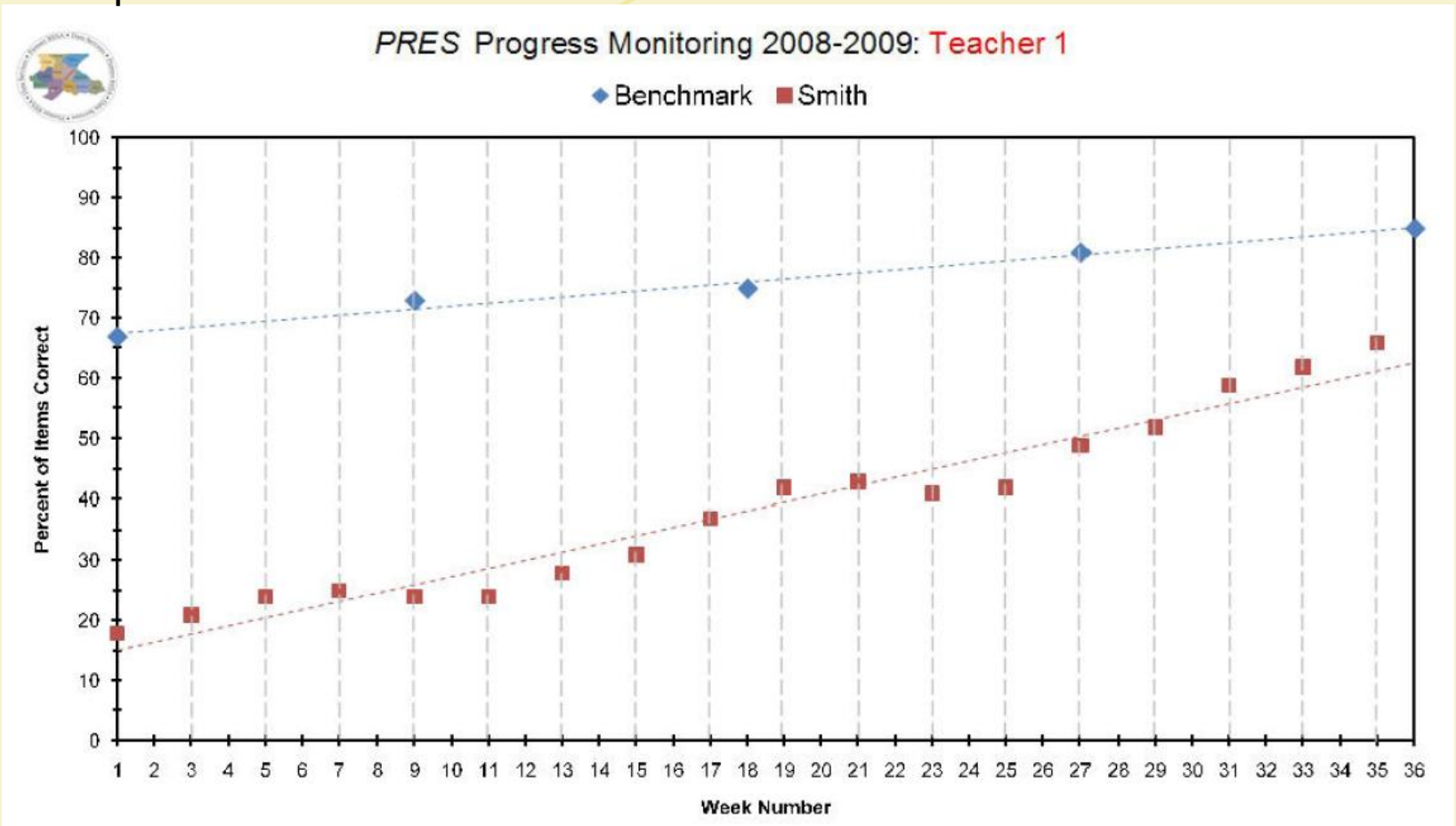
Progress Monitoring Descriptions
*Interventions Implemented by Phase



Example from Cobb County



Example from Pioneer RESA



Week #	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	31	32	33	34	35	36
Benchmark	67								73									75									81									85
Smith	18		21		24		25		24		24		28		31		37		42		43		41		42		49		52		59		62		66	
Intervention Notes		Int. 1, Str.1				Int. 1, Str.2				Int.2, Str.1																		Int. 2, Str.2								Int. 3, Str.1	
	Include skill deficit																																			

Created by Pioneer RESA Data Services

Behavior!!!!

"If a child doesn't know how to read, *we teach*."

"If a child doesn't know how to swim, *we teach*."

"If a child doesn't know how to multiply, *we teach*."

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, *we…*

…TEACH? or *…PUNISH?*"

"Why can't we finish the last sentence as automatically as we do the others?"

(Herner, 1998)

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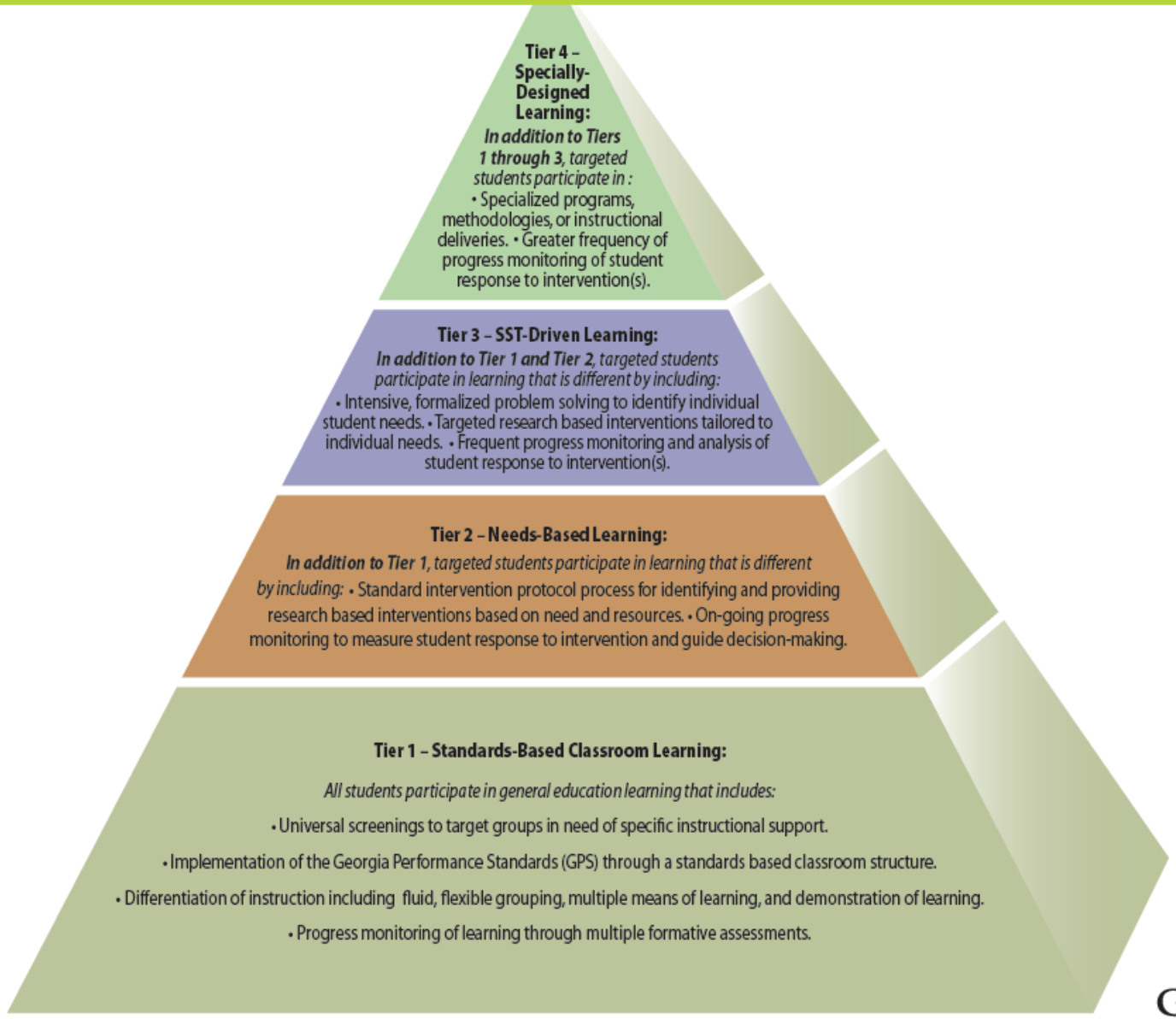

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Tier 1 - Performance Standards

The set of social and behavioral skills all students are expected to display.

Tier 1 – Standards Based Learning

School-wide Expectations and Rules

- Consensus of all staff
- In all school settings for all students
  - Classrooms, halls, cafeteria, media center, bus
- Consistently applied
- Taught to all students
- Reinforced and acknowledged when displayed

Why Universal Interventions?

- Challenging behaviors exist in every school
- If many students are making the same mistake, it is typically the system that needs to change
- Behavior and academics are intimately connected
- Proactive and preventive
- More instructional time=increase student achievement

Universal Screenings

- Teacher nominations
- Parent nominations

"Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning."

- Not all students come to school with the same readiness skills – academics & behavior.

- Some students need multiple means of learning and demonstration of learning.

“Progress monitoring of learning through multiple formative assessments.”

- Data based decision making

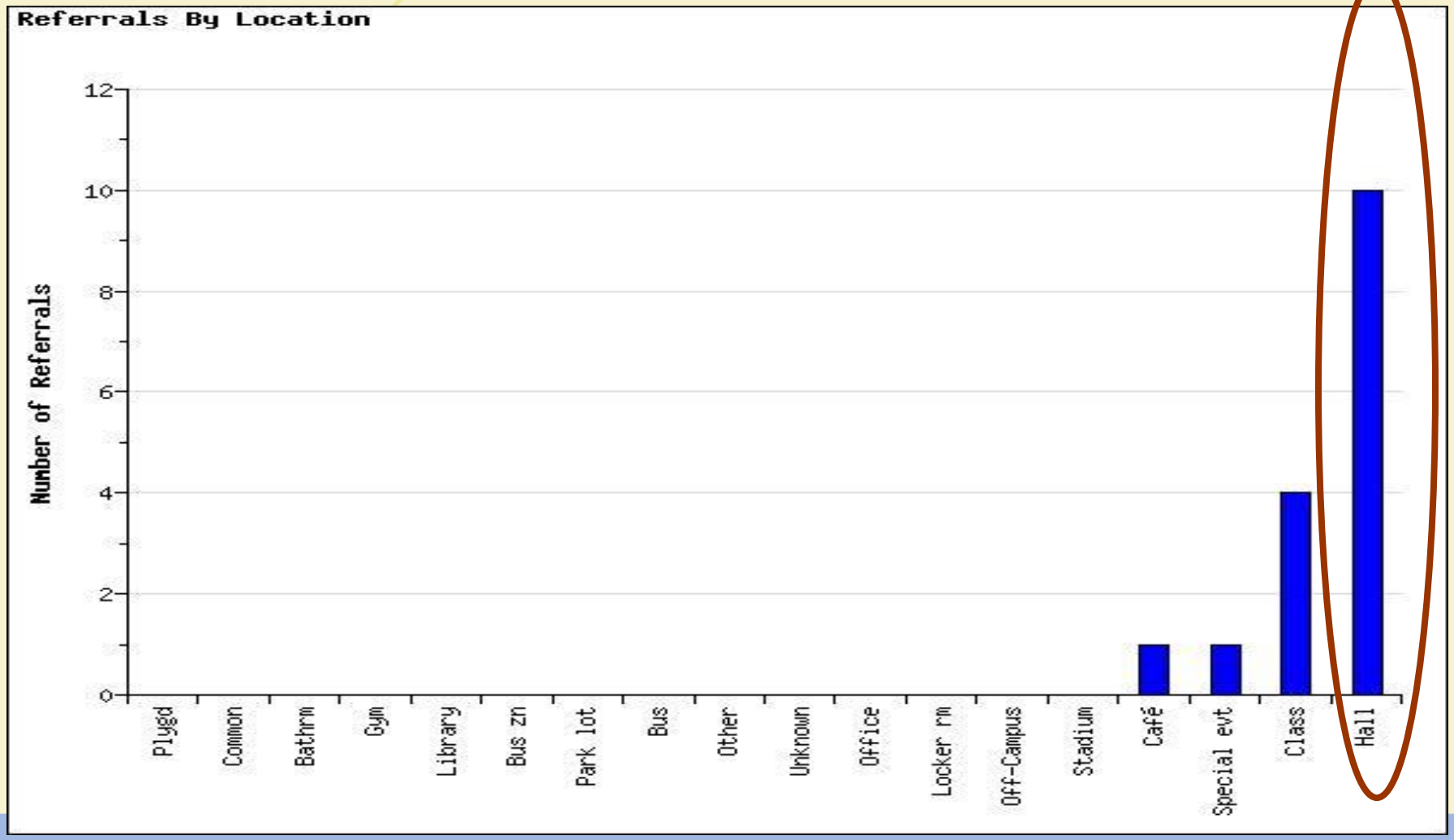
- School improvement teams review discipline data monthly

- Interventions are selected based on the data review

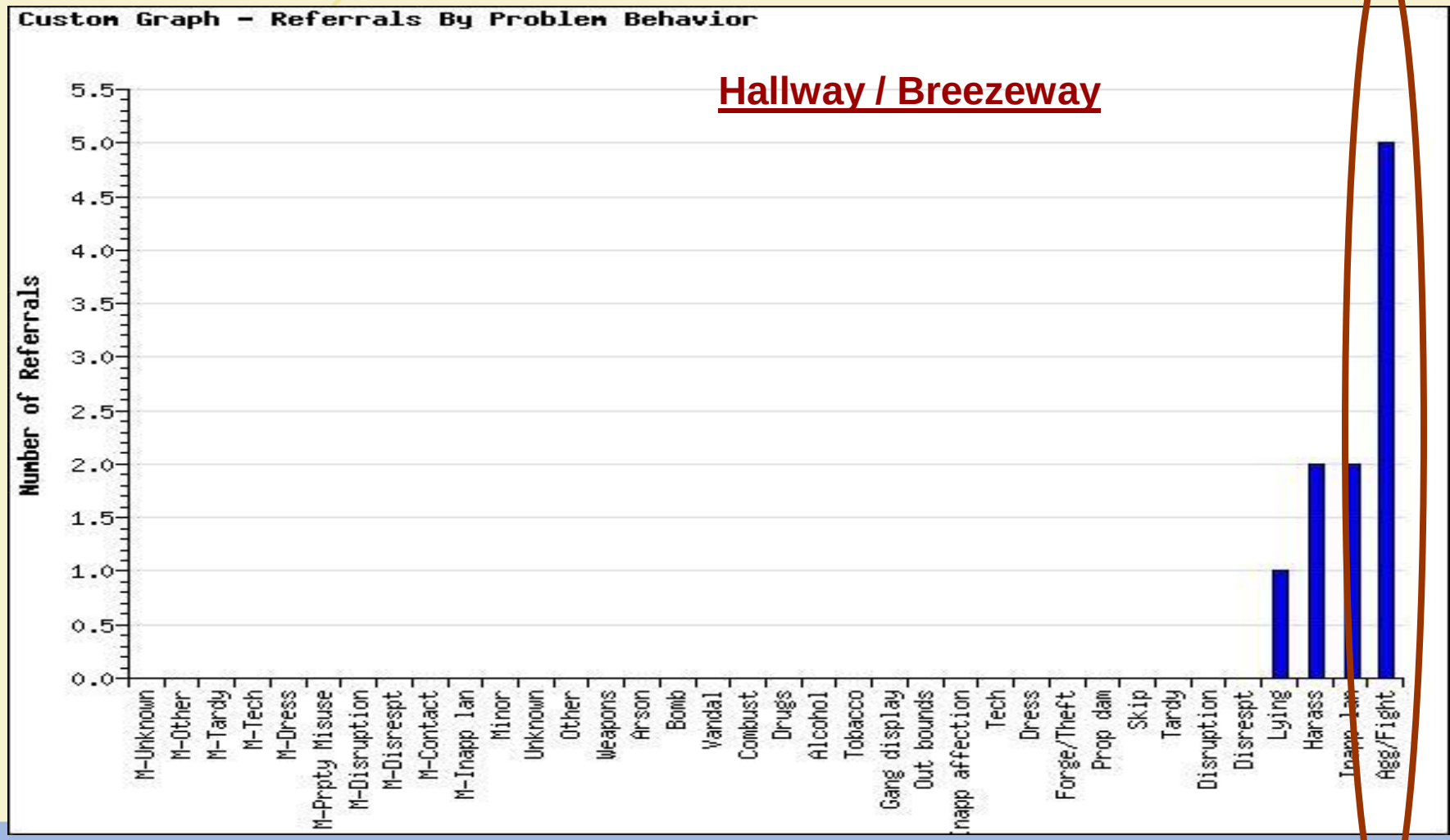
Discipline Data

- Who are the students?
- What are the behaviors?
- Where are the behaviors occurring most frequently?
- What time of day is most problematic?
- What are the consequences?
- What teachers refer the most?

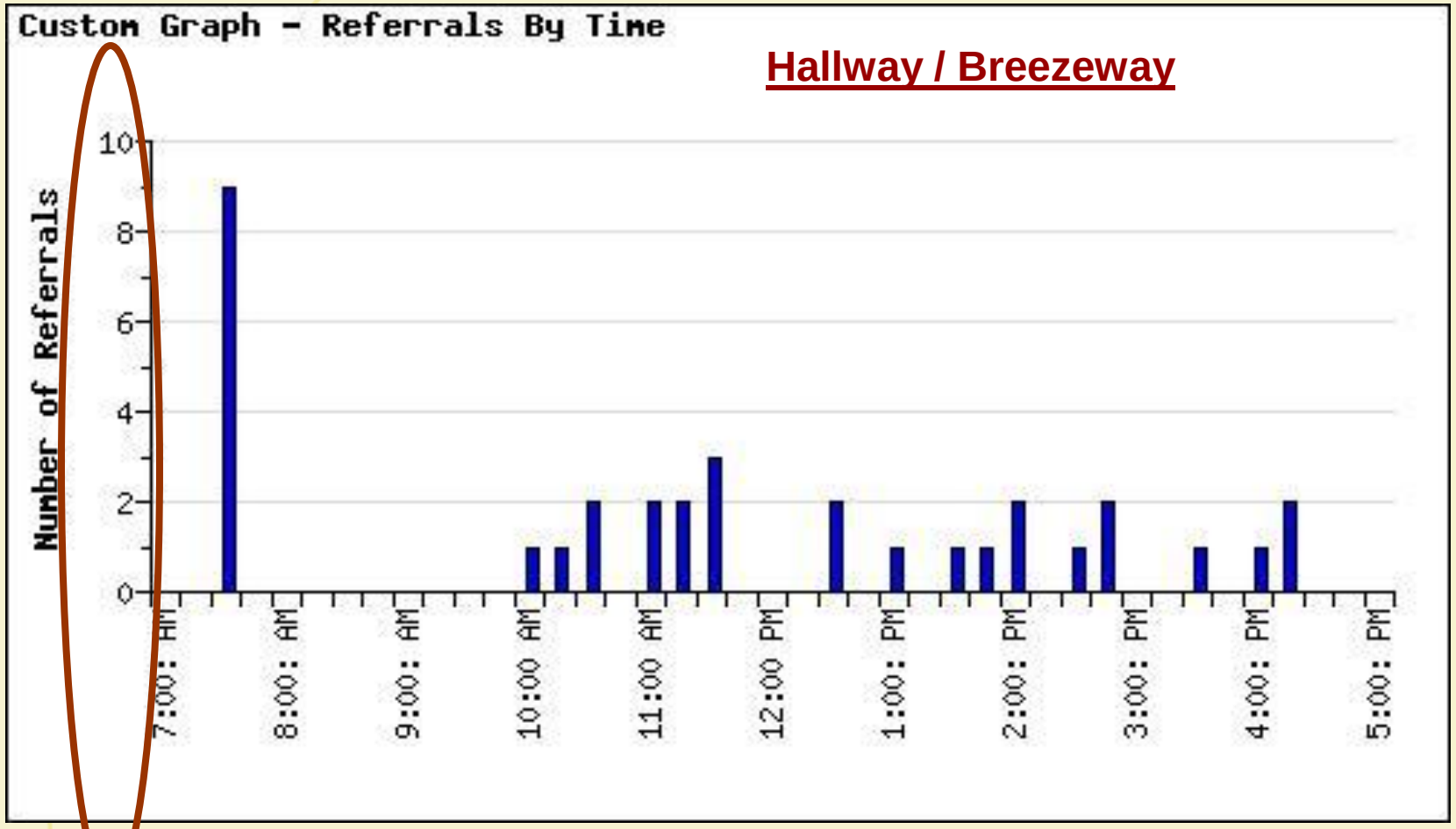
Referrals by Location



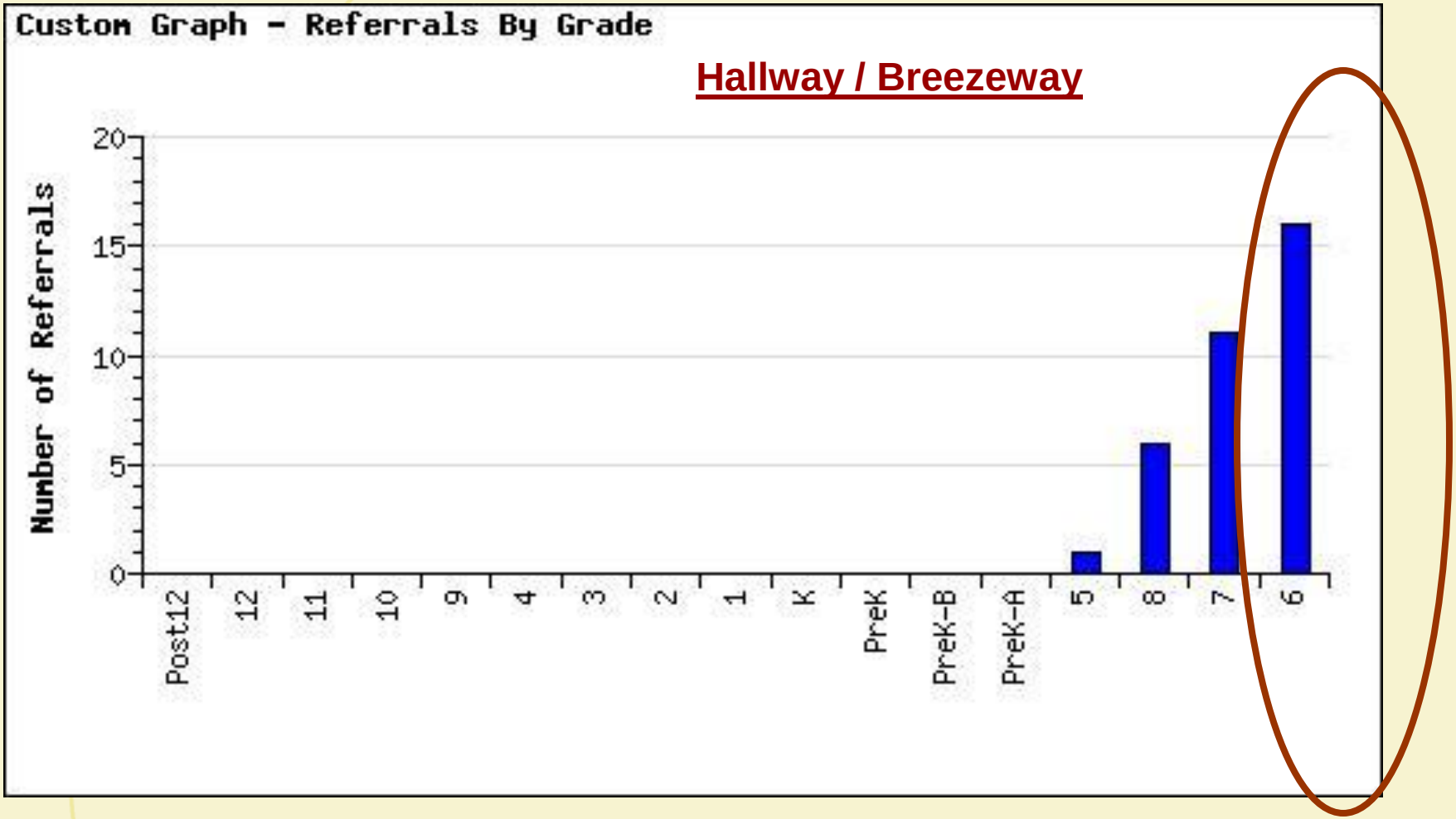
Referrals by Location by Behavior



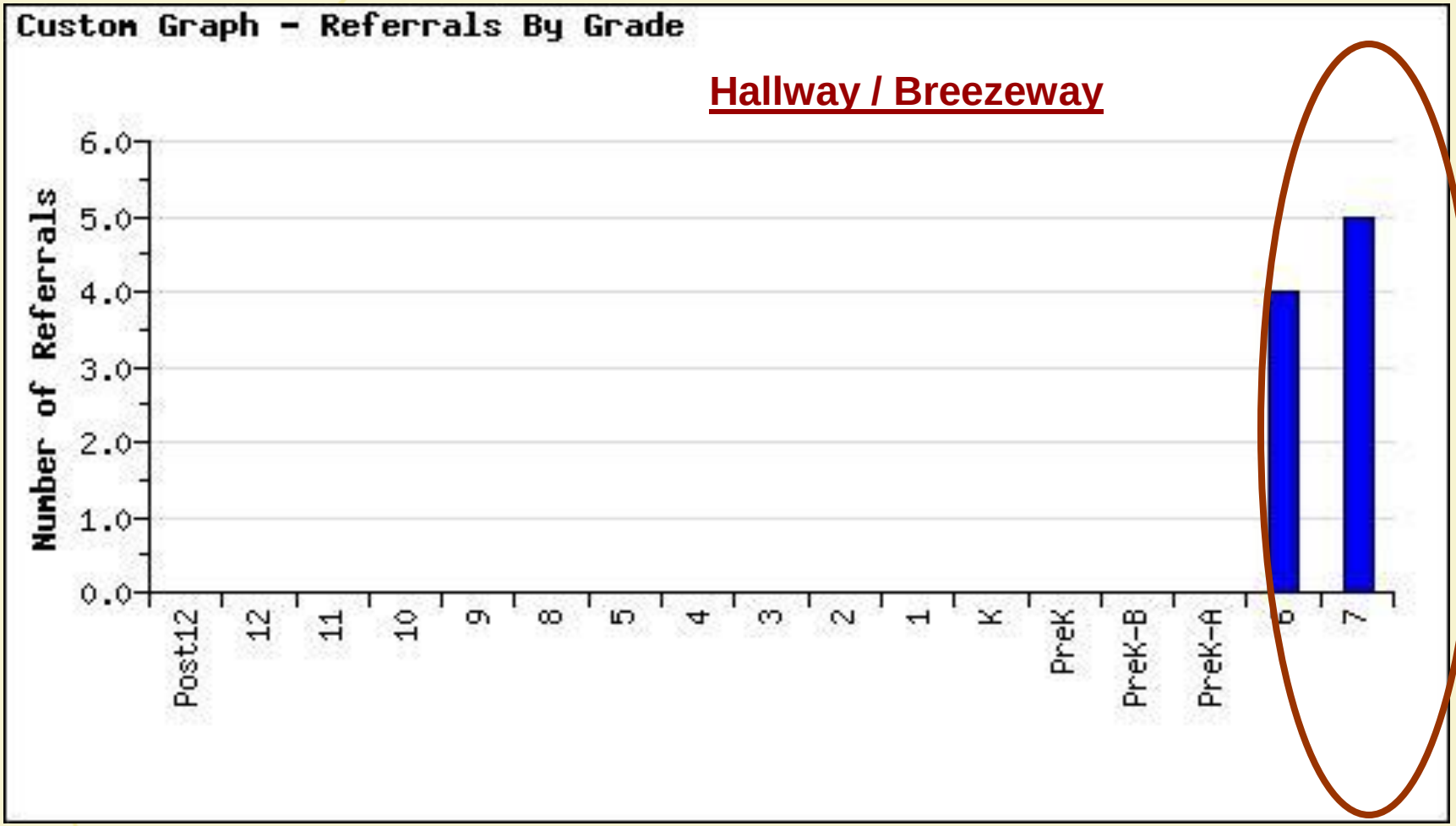
Referrals by Location by Time



Referrals by Location by Grade



Referrals by Grade from 7-8:30 a.m.



Step 1: Identify and Analyze

- **Identify and analyze the problem**
  - Fighting in the hall first thing in the morning by 6th and 7th graders
- **Gather additional information**
  - Which hallways?
  - Supervision in hallways?
  - Has there been efficient teaching of expectations/rules and procedures?
  - Which students?

Positive Behavior Support

Data-driven, team-based framework for establishing a continuum of effective behavioral practices and systems that:

1. Prevents the development or worsening of problem behavior
2. Encourages the teaching and reinforcement of prosocial expectations and behavior across all school settings.

(George Sugai, Brandi Simonsen , and Robert Horner, 2008)

Tier 2: School or Classroom?

- If more than 50% of referrals are coming from many classrooms, revisit school wide plan
- If a few classrooms are generating the majority of referrals, consider classroom interventions
- If the classroom has implemented interventions with fidelity, then consider Tier 2 supports for the student

Tier 2: Classroom Problem-Solving Process

Step 1: Identify the Behavior

- Collect data
  - Classroom Assessment Tool (CAT)
  - Positive Environment Checklist (PEC)
  - Direct observation
  - Office Discipline Referral Data
- Entire class
- Select individuals

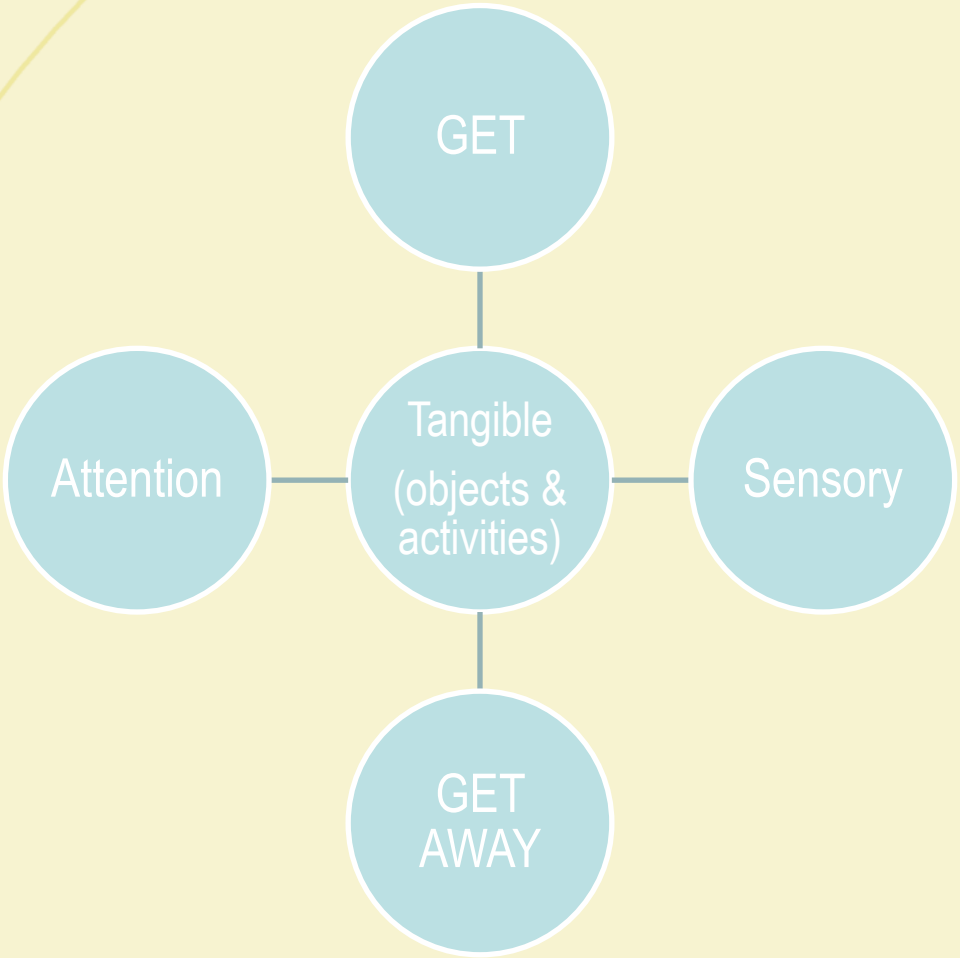
Set a Goal

"At least 80% of the students in X classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping eyes on the teacher) for at least 15 consecutive minutes during large-group reading instruction."

Step 2: Problem Analysis

- When is the behavior most likely to occur?
- When is the behavior least likely to occur?
- What is the motivation or function of the behavior?

Functions of Behavior



Hypothesis

"When the teacher doesn't review recently learned material and changes topics before checking for understanding, close to half the students engage in disruptive behavior to avoid the new task."

Step 3: Intervention Design

- Link the strategies to the hypothesis and include:
  - Classroom expectations and rules
  - Classroom procedures
  - Reward system
  - Responses to problem behavior
  - Modifications to the environment and instruction
- Provide regular feedback to teacher

Step 4: Response to Intervention

- Set schedule for monitoring
- Monitor implementation
- Track individual and group performance
- Has the goal been met?

Identifying Students for Tier 2 Support

- Office Discipline Referrals
- Minor Classroom Referral Forms
- Nomination Process
- Parent Referrals

Critical Questions

- Are our Tier 1 supports impacting 80% of the students?
- Do the types or causes of the behaviors match a targeted group intervention?
- What can we implement to have the biggest impact for the least cost/effort?
- How will we monitor progress?

Tier 2 Interventions

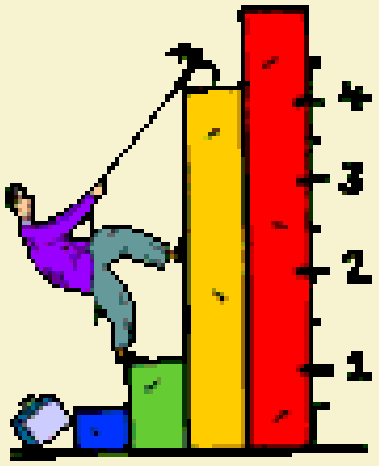
- **Behavior Education Program (BEP):** attention seeking behavior, daily check-in and check-out with adults, K-12
- **Skillstreaming**: teaches social skills, K-12
- **Second Step**: social skills, K-8
- **Steps to Respect**: anti-bullying, 9-12
- **I Can Problem Solve**: 1-3
- **PREPARE**: Problem solving, empathy, anger management, social skills, stress management, 6-12
- More: What Works Clearinghouse; Promising Practices

Intervention Design

- Match intervention type and intensity to student(s), setting, and problem
- Interventions must focus on teaching replacement behavior
- Select evidence-based interventions that match the context of school/classroom culture
- Provide support for implementation
  - Coaching
  - Evaluation of implementation integrity

Progress Monitoring-Behavior

- Daily Progress Report
- Office Discipline Referrals
- Minor Forms
- Repeated Teacher Nomination
- Grades
- Attendance
- GPA



Resources

- Georgia's Positive Behavior Support: voconnel@doe.k12.ga.us
- Florida's Positive Behavior Support Project: http://flpbs.fmhi.usf.edu
- National Website: http://www.pbis.org
- What Works Clearinghouse: http://ies.ed.gov./ncee/wwc/
- The IRIS Center: http://iris.peabody.vanderbilt.edu/
- Promising Practices Network: http://www.promisingpractices.net/

"Establishing a Common Understanding" Webinars via ElluminateLive!

• November 6, 2008	10:00 am	Establishing a Common Understanding - Guidance Document Overview
• November 7, 2008	10:00 am	Establishing a Common Understanding – Tier 1 Standards-Based Learning
• November 12, 2008	10:00 am	Establishing a Common Understanding – Tier 1 and Behavior
• November 20, 2008	10:00 am	Establishing a Common Understanding – Tier 2 Needs Based Learning
• December 3, 2008	10:00 am	Establishing a Common Understanding – Tier 2 and Behavior
• December 5, 2008	10:00 am	Establishing a Common Understanding – Tier 3 SST Driven Learning
• December 8, 2008	10:00 am	Establishing a Common Understanding – Tier 3 and Behavior
• December 10, 2008	10:00 am	Establishing a Common Understanding – Progress Monitoring
• December 12, 2008	10:00 am	Establishing a Common Understanding – Interventions

Feedback

- Next steps for GaDOE?
- Support needed for schools?
- Professional Learning for administrators and teachers?
- Scheduling and Funding?
- Interventions?

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