

Welcome

Please take a few moments to answer the questions on the pre-test.

Georgia's Tiered System of Supports for Students

Implementer Series Unit 1: Overview - The Who, What, When, and How

Session Agenda

- Welcome, Review of Agenda and Plan for the Day
- Establish a Common Language for Georgia's Tiered System of Supports for Students
 - Describe What It Is and What It Is Not
- Identify Alignment and Support of State and Federal Initiatives
- Articulate the Essential Components of Georgia's Tiered System of Supports for Students
- Describe the Roles and Responsibilities of District and School Teams and Coaches
- Wrap-up, Review, Questions and Next Steps

Participants will be able to:

- Articulate the essential components of Georgia's Tiered System of Supports for Students
- Describe how Georgia's Tiered System of Supports for Students aligns and supports existing district, state, and federal initiatives
- Describe the roles and responsibilities of teams and coaches in the framework
- Identify two types of data collected and describe how these data sets are used in data-based decision making

State Personnel Development Grant (SPDG)

- 5-year grant from the Office of Special Education Programs (OSEP)
- Focused on professional development
- Georgia's SPDG is focused on developing a Tiered System of Supports for Students



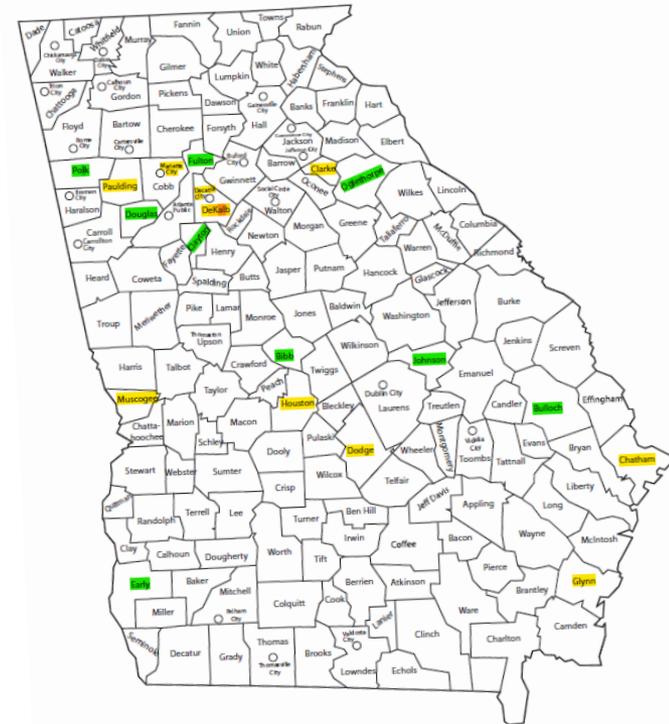
Georgia's Tiered System of Supports for Students

Cohort 1

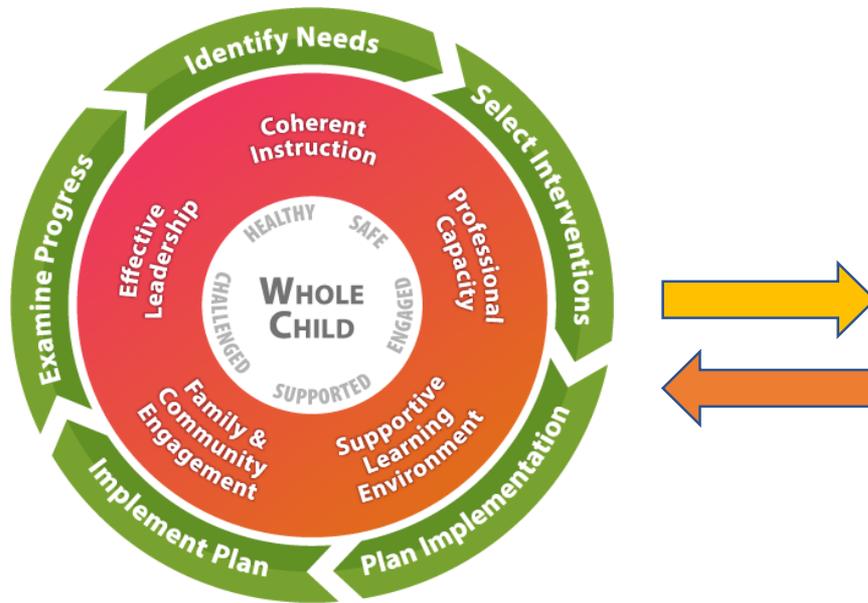
- Clarke
- Decatur City
- DeKalb
- Dodge
- Glynn
- Houston
- Marietta City
- Muscogee
- Paulding
- Savannah-Chatham

Cohort 2

- Bulloch
- Douglas
- DuBois Integrity Academy
- Early
- GaDOE State Schools
- Johnson
- Oglethorpe



Georgia's Systems of Continuous Improvement



“The What”

Georgia's Tiered System of Supports for Students

“The How”

Georgia's Tiered System of Supports for Students

A National Definition

- A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.
- Promotes systems alignment to increase efficiency and effectiveness of resources.

Adopted from the National Center on Response to Intervention (NCRTI), 2010

What is MTSS?

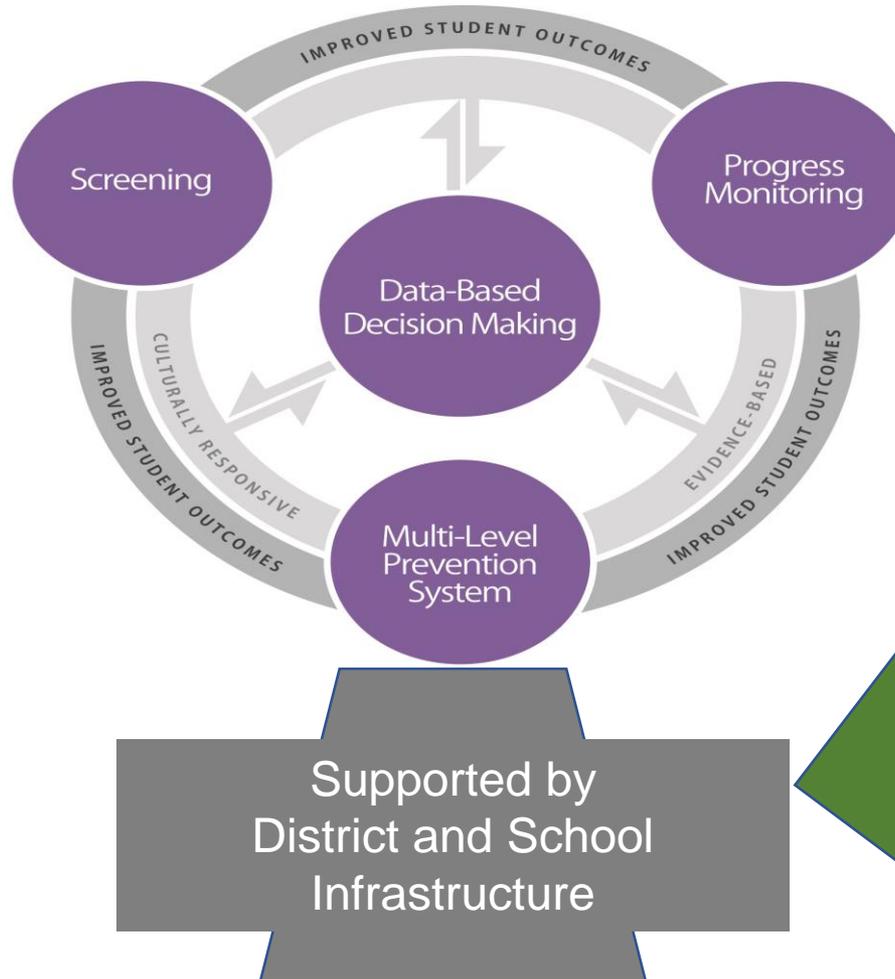
A Multi-Tiered System of Supports is a framework that:

- incorporates 5 essential components;
- is data driven;
- includes a team approach;
- supports ALL students in learning; and
- is considered best practice for teaching and learning.

Facilitates Systems and Initiative Alignment

- Is preventative and outcome-oriented
- Aligns special and general education requirements under IDEA and ESSA
- Aligns multiple domains under a common structure and language
- Provides structure and data to support teaming and problem-solving across systems
- Is curriculum and program independent

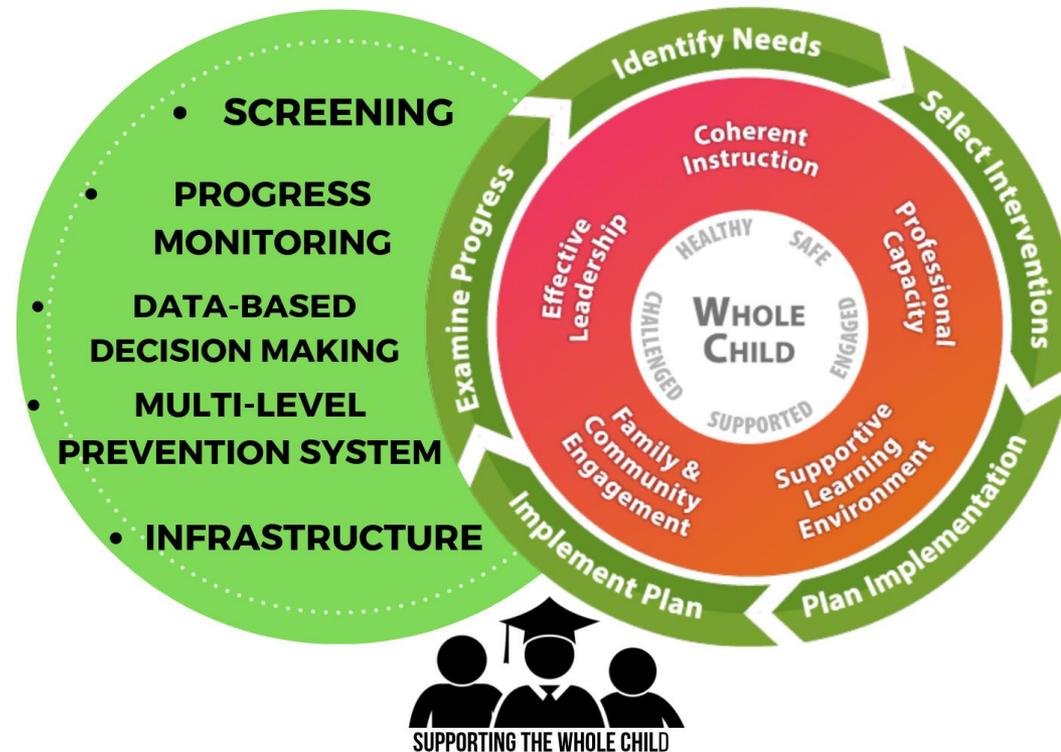
Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure.

MTSS: Integrating the *What* and the *How*

Integrating the Essential Components of Georgia's Tiered System of Supports for Students with Georgia's Systems of Continuous Improvement



What's the big deal about a tiered system of supports for students?

1.29 Effect Size
(that's really large!!)

Improved Outcomes

- Decreased expulsion, behavioral referrals, and suspension rates
- Sustained academic improvement
- Increased on-time graduation

Strong positive effects on system outcomes

- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education referrals and placement rates
- Reduction in amount of time student receives special education services
- Reduction in student grade retention

Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2018

How will a Tiered System of Supports for Students benefit.....

Students?

Jot down your responses.

- 1.
- 2.
- 3.

Districts and Schools?

Jot down your responses.

- 1.
- 2.
- 3.

Clarifying Misconceptions

What Georgia's Tiered System of Supports for Students <u>IS</u>	What Georgia's Tiered System of Supports for Students is <u>NOT</u>
A PREVENTION framework for district and school improvement made up of core components and features	A program or curriculum
For ALL students, including those students who need enrichment/acceleration	Just for struggling students or students with disabilities
Flexible for schools and districts to customize to meet their unique circumstances	A one-size-fits-all prescriptive model
Collaborative and incorporates a team-based approach of representative stakeholders	The responsibility of one teacher or one specialist
Data driven, using multiple valid and reliable data sources	Based on assumptions or unreliable data
Framework that can be used to assist with special education decisions	Pre-referral process for special education

Pulse Check

Georgia's Tiered System of Supports for Students IS

1. A program or curriculum	T or F
2. For ALL students, including those students who need enrichment/acceleration	T or F
3. A one-size-fits-all prescriptive model	T or F
4. Flexible for schools and districts to customize to meet their unique circumstances	T or F
5. A pre-referral process for special education	T or F
6. The responsibility of one teacher or one specialist	T or F

Pulse Check Review

Georgia's Tiered System of Supports for Students IS

- | | |
|---|-------|
| 1. A program or curriculum | False |
| 2. For ALL students, including those students who need enrichment/acceleration | True |
| 3. A one-size-fits-all prescriptive model | False |
| 4. Flexible for schools and districts to customize to meet their unique circumstances | True |
| 5. A pre-referral process for special education | False |
| 6. The responsibility of one teacher or one specialist | False |

Four-Corners Activity



- **Corners 1 and 3:** Chart any statements regarding what Georgia's Tiered System of Supports for Students is...
- **Corners 2 and 4:** Chart any misconceptions regarding what Georgia's Tiered System of Supports for Students is not...

Multi-tier System of Supports in Every Student Succeeds Act (ESSA) and House Bill 740

- MTSS in literacy in kindergarten through grade 12 is an allowable use of grant funds [Sec 2224(e)(4)].
- Identified as an approach for improving outcomes for students with disabilities and English Language Learners [Sec 2103 (b)(3)(F)].
- ESSA requires use of evidence-based interventions.
- House Bill 740 requires “local school systems to conduct certain multi-tiered system of supports and reviews prior to expelling or assigning a student in preschool through third grade to out-of-school suspension for more than five consecutive or cumulative days during a school year.”

Georgia Board of Education Rule Code: JD 190-4-8-.15 STUDENT DISCIPLINE

(d) Multi-tiered system of supports or MTSS – a systemic, continuous-improvement framework in which data based problem-solving and decision making is practiced across all levels of the educational system for supporting students at multiple levels of intervention.

(l) No student in public preschool through third grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention, unless such student possessed a weapon, illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel pursuant to O.C.G.A. 20-2-742.

Adopted: November 8, 2018

Effective: November 28, 2018

MTSS, RTI, SST, etc. How do they align?



- **PBIS:** Positive Behavioral Interventions and Supports
- **RTI:** Response to Intervention
- **SST:** Student Support Team
- **SMH:** Student Mental Health
- **WRAP:** Wraparound Services
- **Other Supports and Services**

MTSS, SST and RTI – Are these terms synonymous?

- **Multi-Tiered System of Supports** - a **system** or framework that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. It promotes systems alignment to increase efficiency and effectiveness of resources. *(Adopted from Center on Response to Intervention, 2010)*
- **Response to Intervention (RTI)** - a **process** in which 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 or other disabilities. *(Center on Response to Intervention)*
- **Student Support Team (SST)** - an interdisciplinary **team** or group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school. SST is unique to Georgia. *(Georgia Department of Education)*

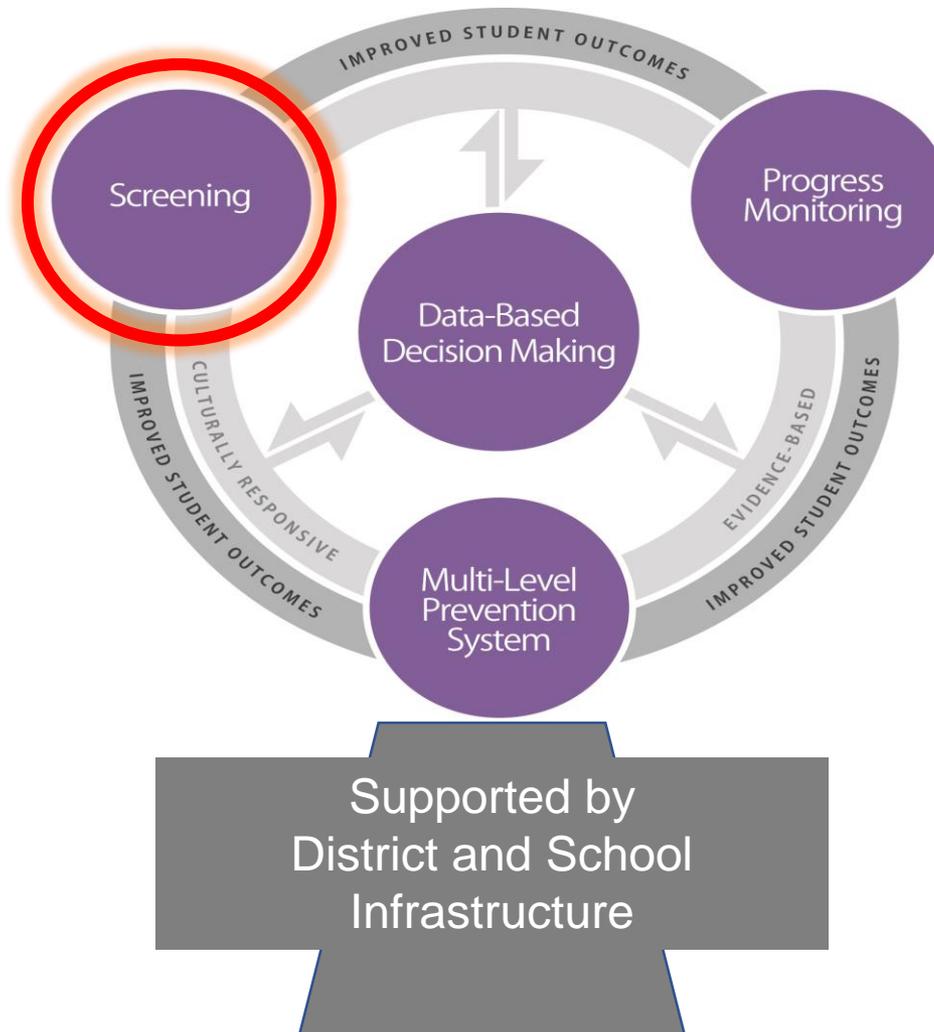
SST and RTI in the MTSS Process

- Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are still both a part of the MTSS process.
- Georgia's pyramid is now composed of only three tiers.
- RTI is embedded in the data-based decision making component and remains a part of the multi-level prevention system. It is also included in the screening and progress monitoring components.
- Under the MTSS framework, SST is initiated at Tier III.

Essential Components of Georgia's Tiered System of Supports for Students

- **Screening**
- **Progress Monitoring**
- **Multi-Level Prevention System**
 - Tier I: Primary Level – Instruction/Core Curriculum
 - Tier II: Secondary Level - Intervention
 - Tier III: Tertiary Level - Intensive Intervention
- **Data-Based Decision Making**
 - Identify instructional needs for academics and/or behavior
 - Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
 - Determine movement within the multi-level system
- **Infrastructure**

Essential Components Tiered System of Supports for Students



Screening

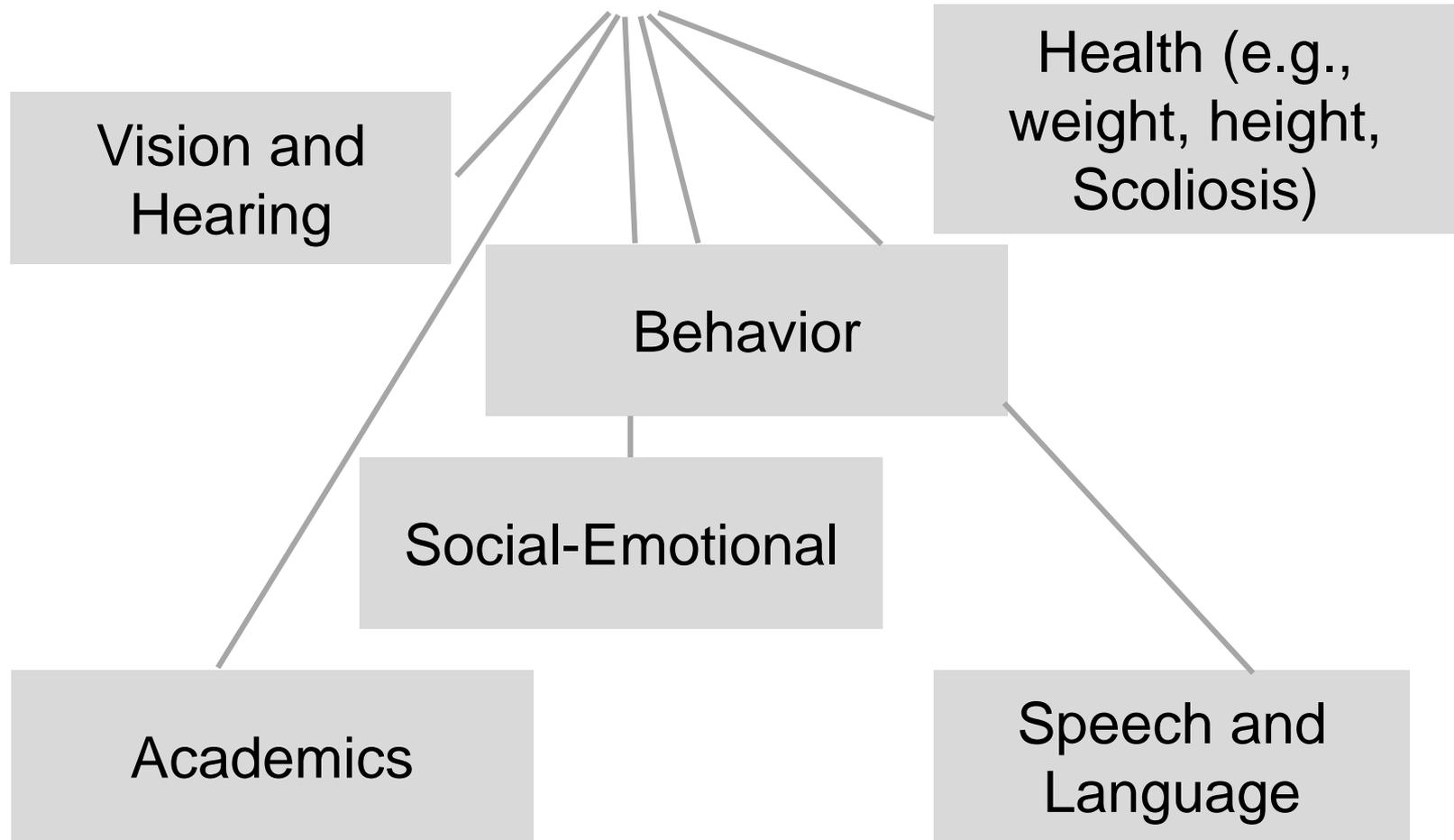


Table Talk: What screeners does your school/district already implement?

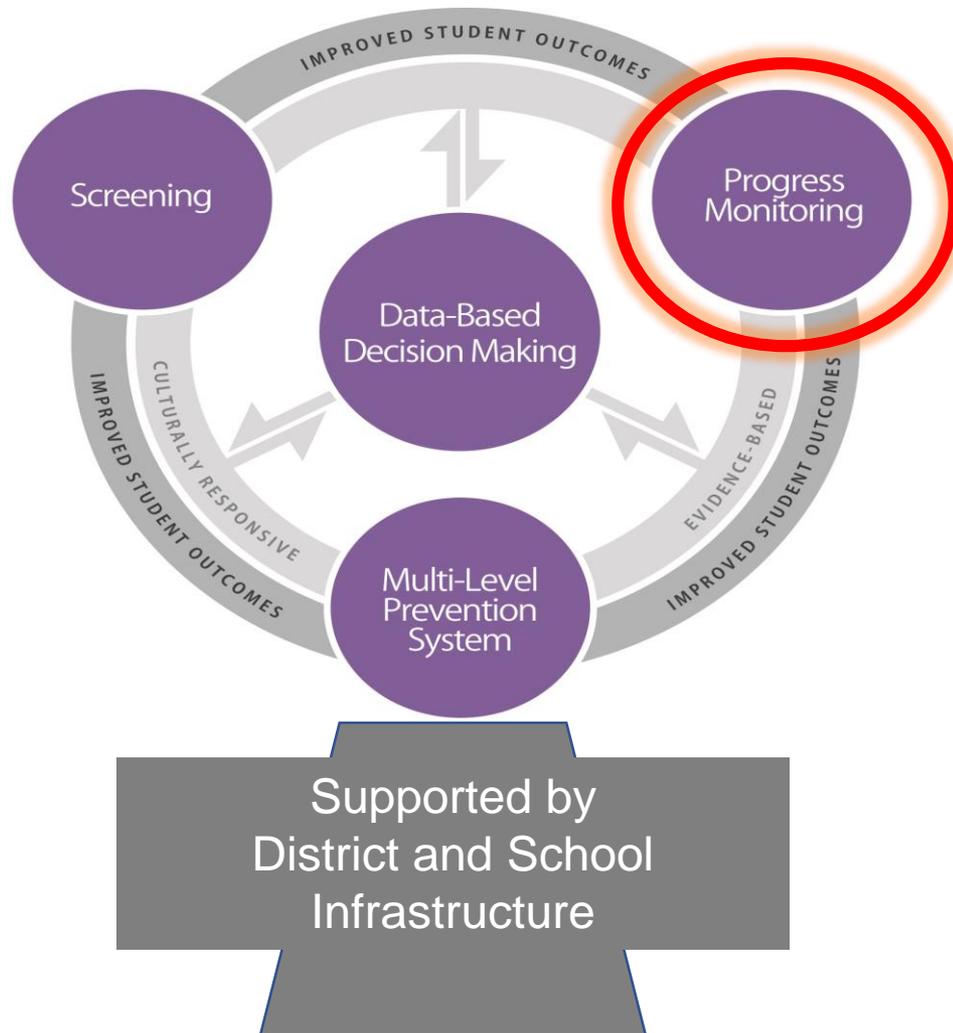
Essential Component: Screening

PURPOSE	Identify students who need enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness.
FOCUS	<u>ALL</u> Students
TOOLS	Brief assessments that are valid, reliable and demonstrate diagnostic accuracy for predicting learning potential or behavioral concerns.
TIME FRAME	Administered more than one time per year (e.g., fall, winter, and spring). Ideally, screening should be administered three times per year.

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>

Essential Components Tiered System of Supports for Students



Essential Component: Progress Monitoring

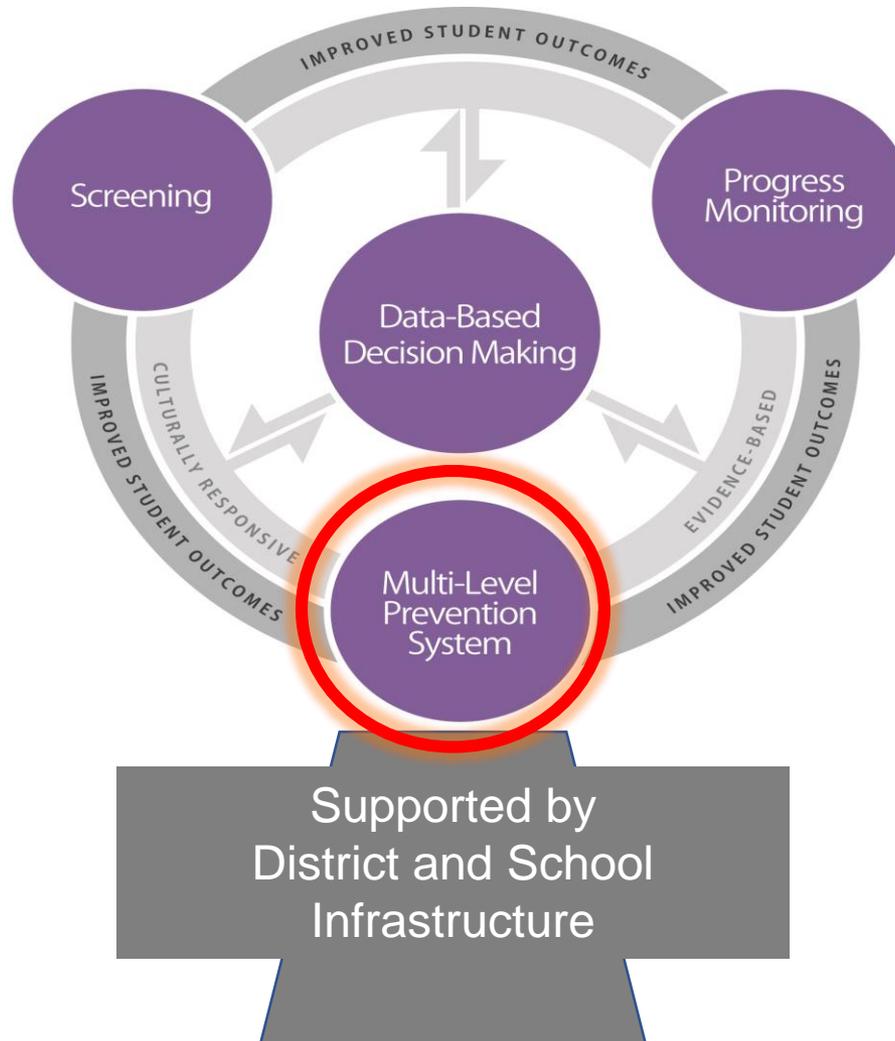
PURPOSE	Monitor students' response to secondary or tertiary instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction
FOCUS	Students who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
TOOLS	Brief assessments that are valid, reliable and evidence-based
TIME FRAME	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>



Essential Components Tiered System of Supports for Students

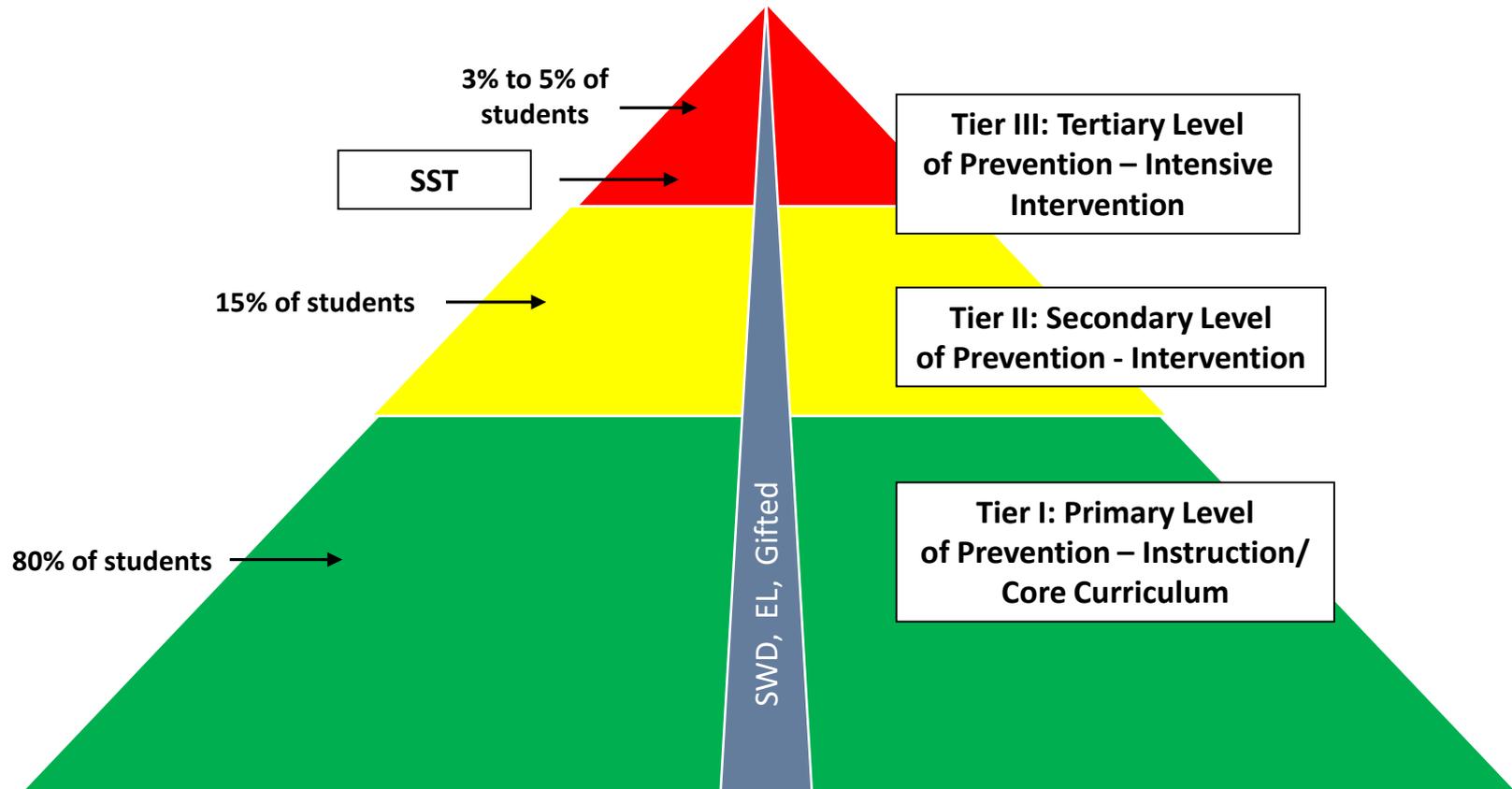


Essential Component: Multi-Level Prevention System

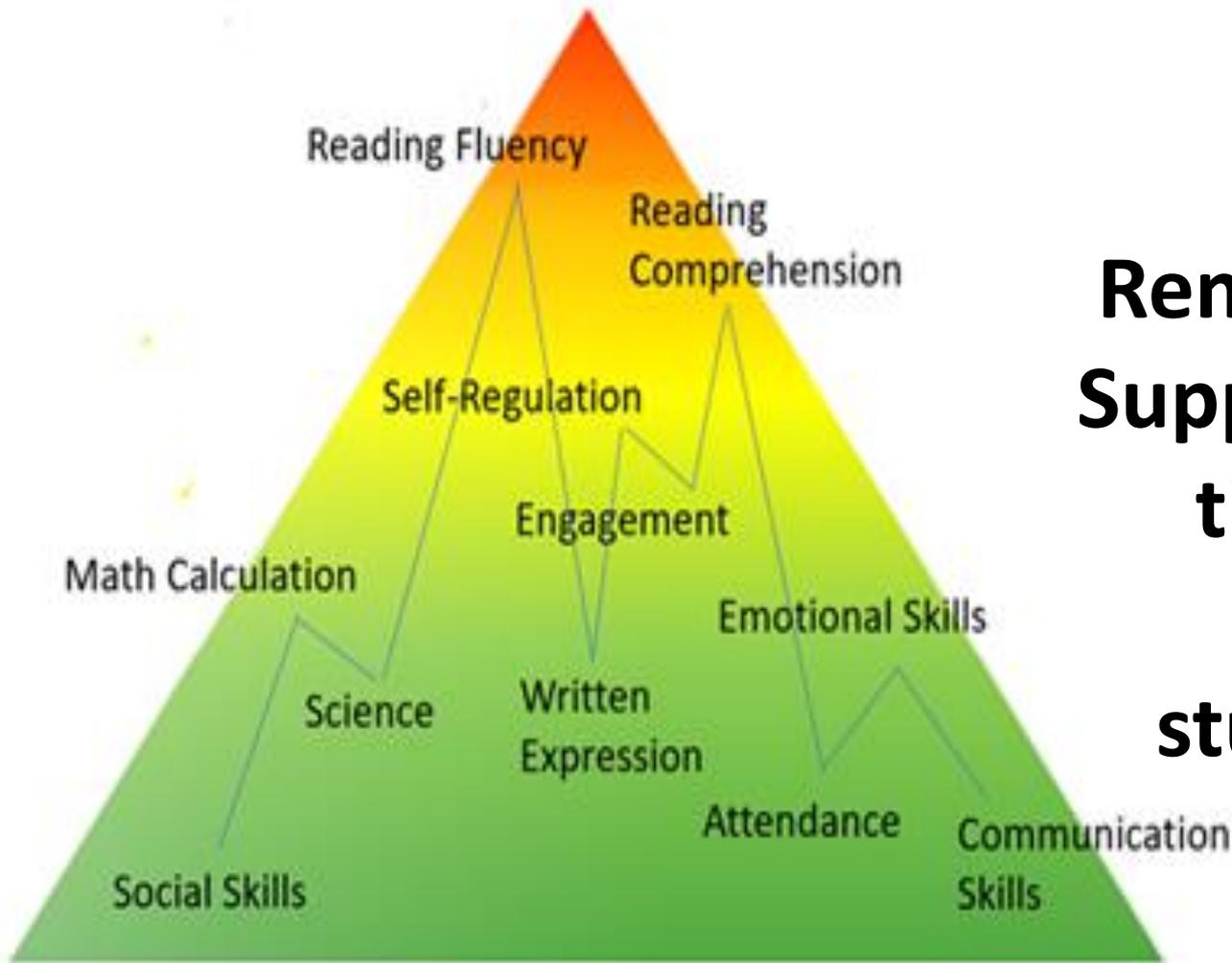
- Tier I: Primary Level - Instruction/Core Curriculum
- Tier II: Secondary Level – Intervention
- Tier III: Tertiary Level - Intensive Intervention

Interventions are tiered – not students.

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.



**Remember:
Supports are
tiered,
NOT
students**

**Students receive services at all levels,
depending on need.**

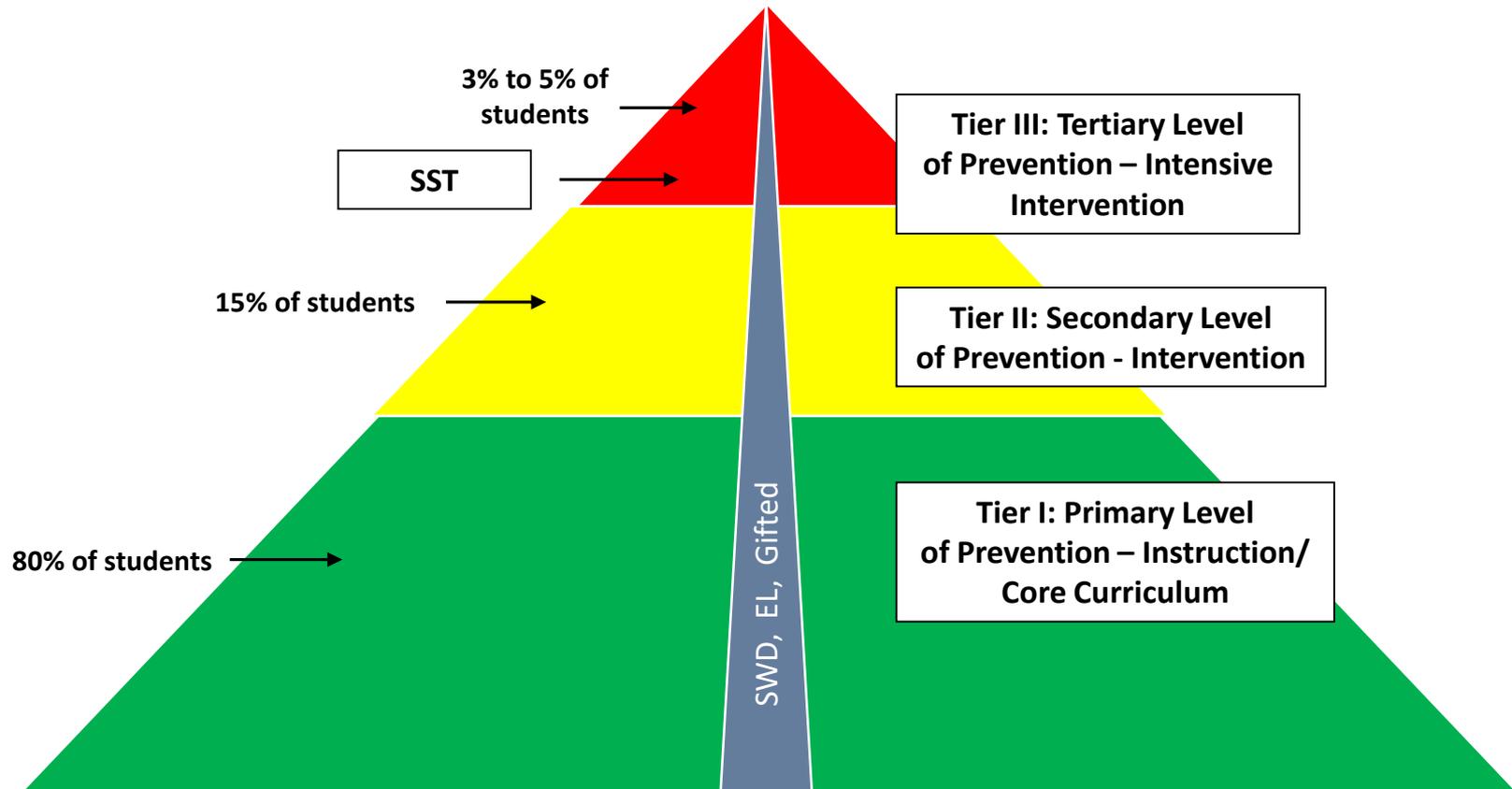
Data-Based Decision Making within a Multi-Level Prevention System

- Analyze data at all levels of implementation (e.g., state, district, school, grade level) and all levels of prevention (i.e., primary, secondary, or tertiary).
- Establish routines and procedures for making decisions (i.e., data-based decision-making protocol).
- Set explicit decision making rules for assessing student progress
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.

Primary Prevention Level



Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Primary Level – Tier I Universal Instruction/ Core Program

- **FOCUS:** ALL students – Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?
- **INSTRUCTION:** District curriculum and instructional practices that are evidence-based, aligned with state or district standards, and incorporate differentiated instruction
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Screening, continuous monitoring for progress (formative assessments), outcome measures or summative assessments and discipline referrals

Resource: <https://rti4success.org> and
<https://intensiveintervention.org/resource/IEP-Teams>

Instructional Understandings about High Leverage Practices

Handout

High-Leverage Practices (HLPs) are a set of strategies used across all content areas that are necessary to support student learning.

<http://www.teachingworks.org/work-of-teaching/high-leveragepractices>

What are High-Leverage Practices (HLPs)?

Fundamental to effective teaching

Cut across content domains and grade levels

Used frequently

Supported by research

<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Instructional Understandings about EBPs/EBIs

Evidence-Based Practices (EBPs)/Interventions (EBIs) are generally content specific and result in positive impacts on academics and behavior.

(Tessie Bailey, American Institutes for Research (tbailey@air.org))

What are Evidence-Based Practices/Interventions?

Are Content Specific

Developmentally Appropriate

Learner Dependent

Supported by Research

Tessie Bailey, American Institutes for Research (tbailey@air.org)

Instructional Understandings About Implementing High Leverage Practices and Evidence-Based Practices

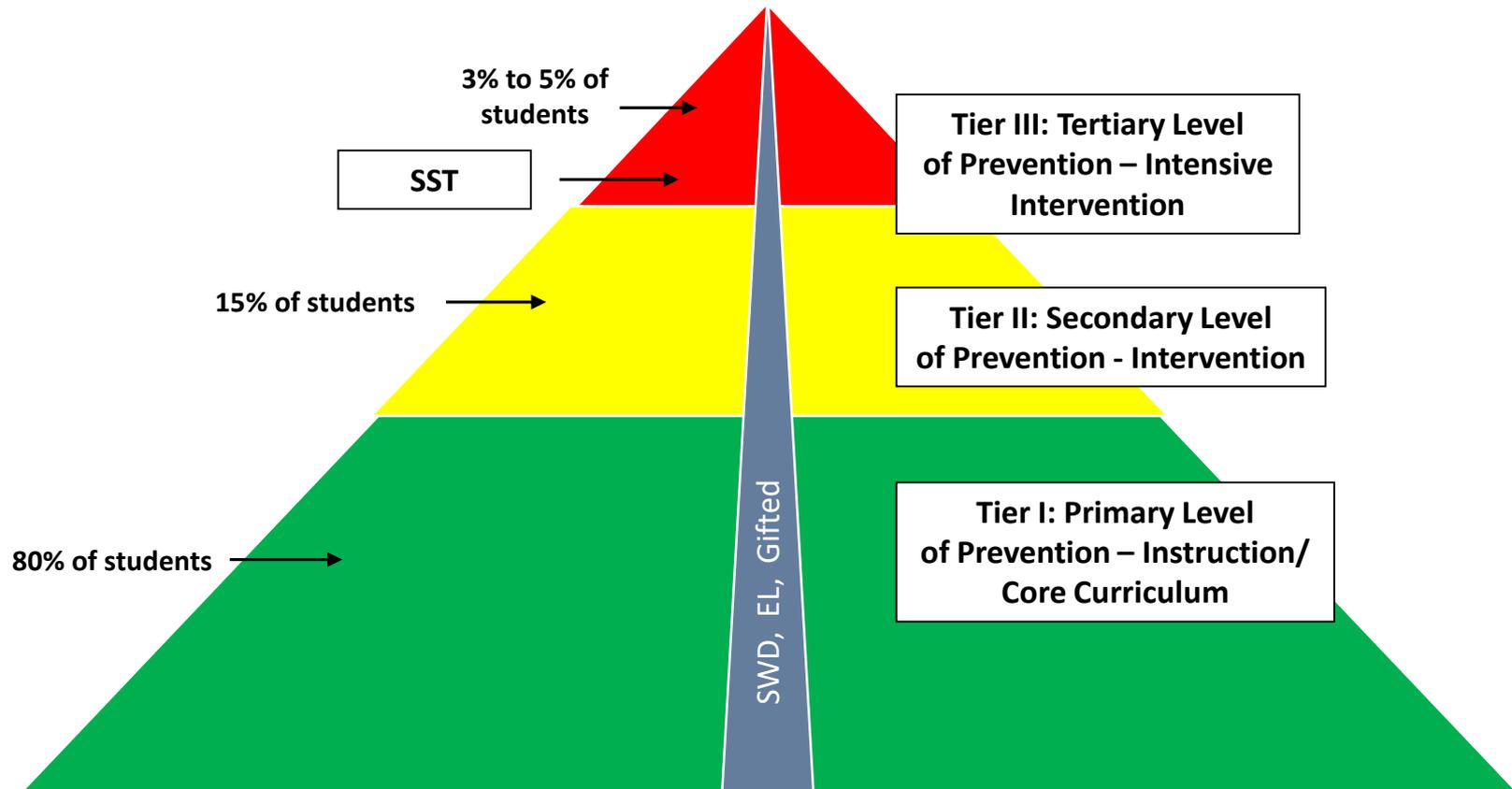
When High-Leverage Practices (HLPs) are coupled with Evidence-Based Practices/Interventions (EBPs/EBIs), they provide a continuum of supports that result in a rapid response to academic and behavioral needs.

(<http://www.teachingworks.org/work-of-teaching/high-leveragepractices>)

Secondary Prevention Level



Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Secondary Level – Tier II Intervention

- **FOCUS:** Students identified through screening and other data sources who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
- **INSTRUCTION:** Targeted to the area of need, supplemental instruction and/or evidence-based intervention delivered to small groups; and with fidelity (i.e., consistent with the way it was designed)
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Progress monitoring measures, diagnostic, behavior “point sheets”, discipline referrals

Resource: <https://rti4success.org> and <https://intensiveintervention.org/resource/IEP-Teams>

Evidence-Based Interventions: Context Matters

Context Matters: Evidence-Based Interventions (EBIs) have been shown to have a positive effect on the outcomes of interests (e.g., student literacy, school climate, on-time graduation). Although prior positive findings increase the odds of future success, they don't guarantee it. Evidence-based interventions will be more likely to have a positive effect if you implement them in a context with the fidelity consistent with the original research.

Massachusetts Department of Elementary & Secondary Education

Evidence-Based Interventions: Fidelity Matters

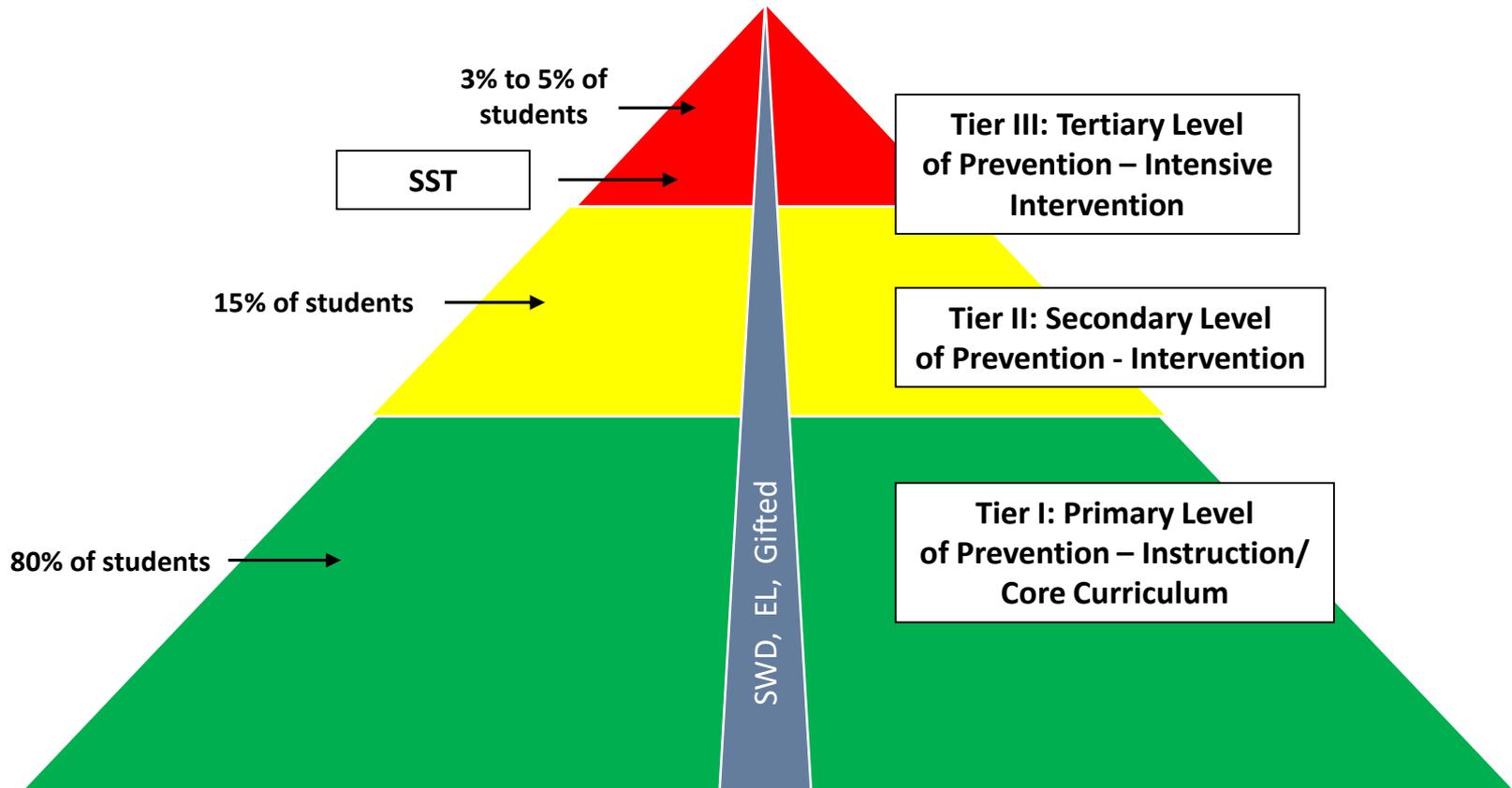
Fidelity Matters: Evidence on whether an intervention works also specifically relates to how the intervention was implemented. Changing parts of an intervention – for example, adapting materials, conducting trainings on a different frequency, or omitting or adding content – can reduce the relevance of the prior evidence on the intervention.

Massachusetts Department of Elementary & Secondary Education

Tertiary Prevention Level



Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Tertiary Level – Tier III Intensive Intervention

- **FOCUS:** Students who have not responded to primary or secondary level of prevention (SST)
- **INSTRUCTION:** Intensive, supplemental instruction delivered to small groups or individually
- **SETTING:** General education classroom or other education setting within the school
- **ASSESSMENTS:** Progress monitoring (more frequently), academic diagnostic assessments, functional behavior assessment, individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)

Resource: <https://rti4success.org> and
<https://intensiveintervention.org/resource/IEP-Teams>

Taxonomy of Intervention Intensity

- Strength
- Dosage
- Alignment
- Attention to Transfer
- Comprehensiveness
- Behavioral Support
- Individualization



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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WANT TO LEARN MORE?

Visit us at www.intensiveintervention.org.

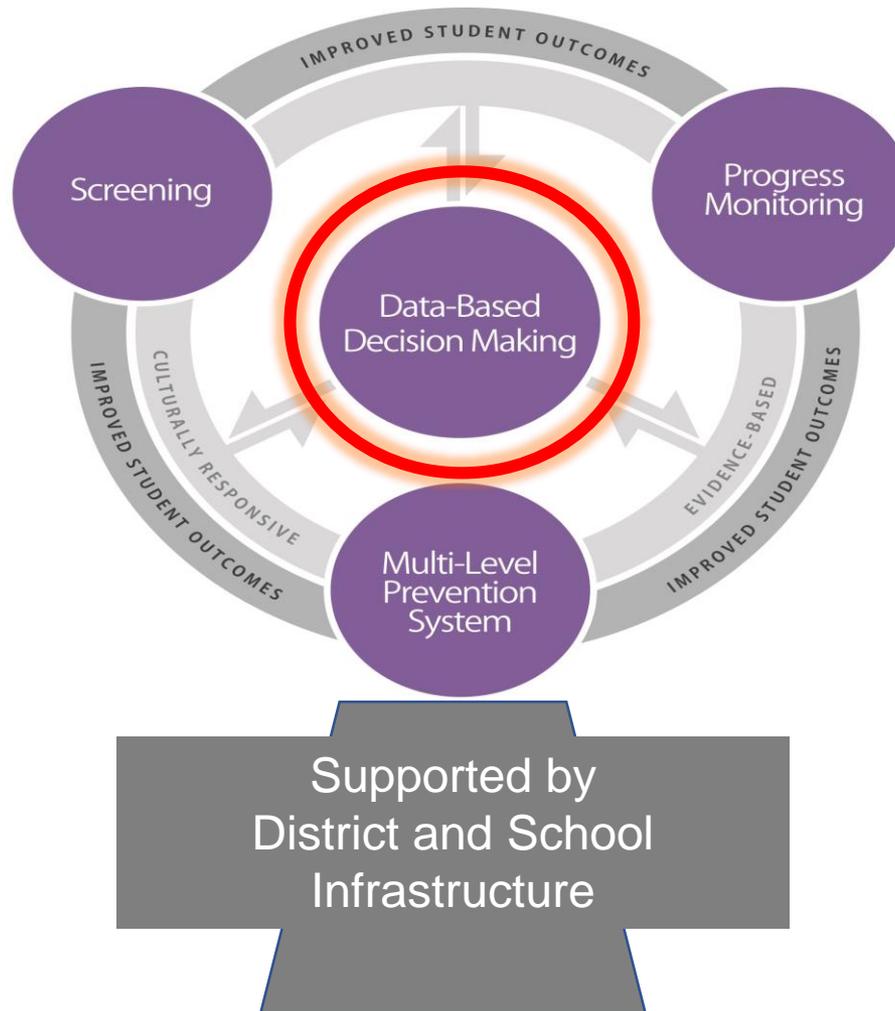


The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

Essential Components Tiered System of Supports for Students



Essential Component: Data-Based Decision Making

- Instruction
- Evaluate Effectiveness
- Movement within the Multi-Level Prevention System

If Screening, Progress Monitoring and a Multi-Level Prevention System are in place, but data-based decision making is absent, then Georgia's Tiered System of Supports for Students is technically not being implemented.

Using Data to Implement Georgia's Tiered System of Supports for Students

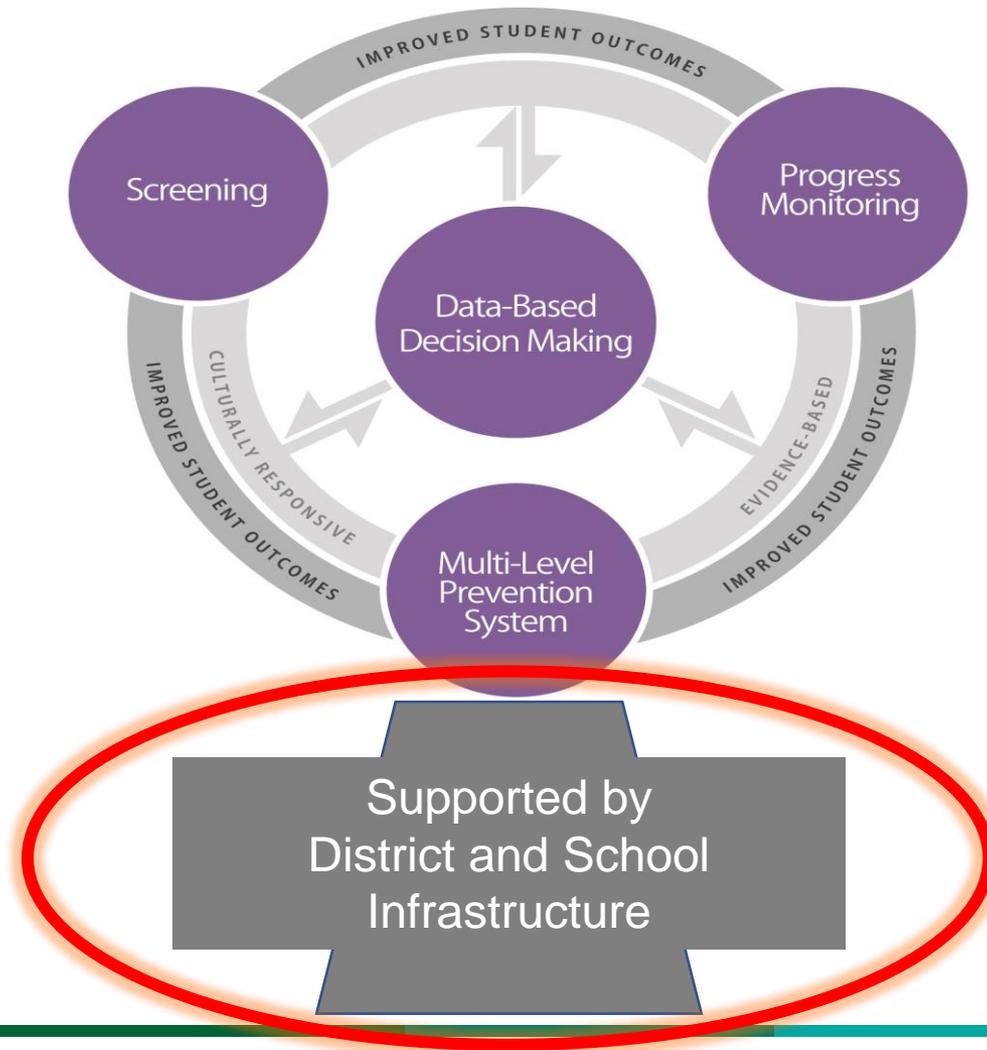
- Identify students who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
- Select and implement evidence-based practices and interventions
- Implement essential components and identified framework with integrity and fidelity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the framework and its components
- Monitor fidelity of implementation and progress of student responsiveness to the intervention
- Use progress monitoring data to inform decision-making

Program Effectiveness

“Discovering what works does not solve the problem of program effectiveness. Once models and best practices are identified, practitioners are faced with **the challenge of implementing programs properly. A poorly implemented program can lead to failure as easily as a poorly designed one.”**

Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004

Essential Components Tiered System of Supports for Students



Essential Components: Infrastructure

Knowledge, resources and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals

- Prevention Focus
- **Leadership**
- **Professional Learning**
- Schedules
- Resources
- **Family and Community Engagement**
- Communication with and Involvement of All Staff
- **Effective Teaming**
- Cultural Linguistic Responsiveness



Examining District and School Roles and Responsibilities

Roles and Responsibilities GaDOE Regional Coaches

- Sustain feedback loops that foster effective communication
- Make contact with Cohort 2 district at least 3 times monthly – one time must be F2F (could combine with school contact)
- Make contact with each Cohort 2 school up to 3 times monthly – one time must be F2F (could combine with district contact)
- Make contact with Cohort 1 district at least 1 time monthly – may be F2F, virtual, or conference call format (could combine with school contact)
- Make contact with each Cohort 1 school at least 1 time monthly – may be F2F, virtual, or conference call format (could combine with district contact)
- Observe and provide feedback for district coordinators and/or school coordinators
- Collect and submit data as requested

Roles and Responsibilities

- District Team
- School Team
- District Coordinator
- School Coordinator

Are you able to:

- Articulate the essential components of Georgia's Tiered System of Supports for Students?
- Describe how Georgia's Tiered System of Supports for Students aligns and supports existing district, state, and federal initiatives?
- Describe the roles and responsibilities of District and School teams and coaches?
- Identify two types of data collected and describe how these data sets are used in data-based decision making?

Next Steps



**Please complete the
post test and training evaluation**

Professional Learning Calendar

Date(s)	Content	Location	Audience
8/21 – 8/22/2019	Evidence-Based Practices and Evidence-Based Interventions	GaDOE West Tower, 20 th Floor Atlanta, GA	All GaDOE, All Georgia educators (Priority given to Cohorts 1 & 2)
September 2019	Infrastructure and Needs Assessment	Individual Sites	Cohort 2 Districts & Schools
9/12/2019	SSTAGE Fall Conference	Macon, GA	All Georgia Educators
10/8/2019	Screening**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
10/10/2019	Screening**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.

Professional Learning Calendar

Date(s)	Content	Location	Audience
10/22/2019	MTSS for Middle & High Schools	GaDOE West Tower, 20th Floor: Floyd Room	All Georgia Educators (Priority given to Cohorts 1 & 2)
11/6/2019	Progress Monitoring**	KSU Center Kennesaw, GA	All Georgia educators (Cohort 2 Districts required**)
11/7/2019	Progress Monitoring**	Anderson Conference Center Macon, GA	All Georgia educators (Cohort 2 Districts required**)
1/15/2020	SSTAGE Promising Practices Conference	Athens, GA	All Georgia Educators

** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.

Professional Learning Calendar

Date(s)	Content	Location	Audience
1/22/2020	Multi-Level Prevention System Part 1**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
1/28/2020	Multi-Level Prevention System Part 1**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)
January- February 2020	Fidelity Rubric Verification	Individual Sites	Cohort 1 & 2
3/17/2020	Multi-Level Prevention System Part 2**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
3/19/2020	Multi-Level Prevention System Part 2**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.

Georgia's Tiered System of Supports for Students

Atlanta Office

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Professional Learning Specialist

Karen Suddeth,
Program Manager/ Project
Director

Rondalyn Pinckney,
Research & Evaluation
Specialist

Carole Carr,
Communications & Visibility
Specialist

Georgia's Tiered System of Supports for Students

Field Team

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Coordinator for Coaching Services

Christy Jones,
Regional Coach

Launa Chamberlin,
Regional Coach

Claire Smith,
Regional Coach

Jody Drum,
Regional Coach

Deshonda Stringer,
Regional Coach

Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
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Project Officer, Jennifer Coffey.**





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