Advancing School Leadership for Continuous Improvement

Strengthening the Infrastructure to Meet the Literacy Needs of the Whole Child

Winter Instructional Leadership Conference
February 25-26, 2020

Franeka Colley, Content Integration and Special Education Specialist
Rondalyn Pinckney, Georgia’s Tiered System of Supports for Students Research and Evaluation Specialist
Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.
Outcomes for Today

• Understand the essential component of **Infrastructure** in Georgia’s Tiered System of Supports for Students
• Explore how Georgia’s Tiered System of Supports for Students framework impacts literacy instruction
• Reflect on how the subcomponents of infrastructure are essential to an effective literacy program
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 National Center on Response to Intervention, 2010)
Think-Pair-Share: Barrier Activity

• With your groups, briefly discuss challenges that have impacted literacy outcomes in your school/district.

• We will chart a few of these responses and refer to these responses during the session.
What is a Multi-Tiered System of Supports (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.
Essential Components of the Nationally Aligned MTSS Framework

Georgia added the essential component of Infrastructure. Georgia will focus on Leadership, Effective Teaming, Professional Learning, and Family and Community Engagement.
Georgia’s Tiered System of Supports for Students

How do the following essential components impact the literacy program in your district/school?

1. Screening
2. Progress Monitoring
3. Data-based Decision Making
4. Multi-Level Prevention System
5. 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

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System
- Infrastructure
Essential Component: Infrastructure
Essential Component: 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 and Linguistic Responsiveness
Turn and Talk

What knowledge and resources are needed to support literacy instruction?

Group 1: Knowledge (Leaders)
Group 2: Knowledge (Teachers)
Group 3: Resources (Leaders)
Group 4: Resources (Teachers)
### Fidelity of Implementation Rubric: Infrastructure

#### Georgia's Tiered System of Supports for Students

<table>
<thead>
<tr>
<th>District Fidelity of Implementation Rubric</th>
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#### Additional Items — Infrastructure and Support Mechanisms: Fidelity and Evaluation

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<th>Measures</th>
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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Turn and Talk

How does infrastructure impact effective use of knowledge and resources?
What is Reading Literacy?

• The Programme for International Student Assessment (PISA) 2018 definition of **reading literacy** is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

• American Institute of Research (AIR) definition of **literacy** is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently.

• Georgia Literacy Task Force’s **definition of literacy** is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:
  • to communicate effectively with others,
  • to think and respond critically in a variety of settings to a myriad of print and non-print text, and
  • to access, use, and produce multiple forms of media, information, and knowledge in all content areas. (Georgia Department of Education)
Scarborough’s Reading Rope

https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/
What do schools need to foster literacy development?

- Multi-Level Prevention System
- Literacy Curriculum Plan
- Assessment Plan and Calendar
- High-Leverage Practices
- Evidence-Based Practices
- Evidence-Based Interventions
- Implementation Fidelity Plan
- Professional Learning/Professional Learning Communities
- Family and Community Engagement
- Etc.
Georgia’s Multi-Level Prevention System

Students receive services at all levels, depending on need.

Tier I: Primary Level of Prevention – Instruction/Core Curriculum

Tier II: Secondary Level of Prevention - Intervention

Tier III: Tertiary Level of Prevention – Intensive Intervention

SST

3% to 5% of students

15% of students

80% of students

SWD, EL, Gifted

Question to Ponder - What factors might impact a school that has an inverted pyramid based upon their literacy data?
Literacy Curriculum Plan

- What are students expected to learn and do?
- How will we get them there?
  - What do we teach?
  - How do we teach it?
  - When do we teach it?
- What resources are needed?
- How can we ensure that this is happening?

Which of the subcomponents impact effective development and implementation of a literacy curriculum plan?
Planning Standards Aligned Instruction within a Multi-Tiered System of Supports

1. What **goals** are stated or implied (benchmarks or expectations for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed)?

2. What **methods** are stated or implied (the specific instructional methods for the teacher)?

3. What **materials** are stated or implied (the media and tools that are used for teaching and learning)?

4. What **assessments** are stated or implied (the reasons for and methods of measuring student progress)?
Assessment Plan

• How do you determine a student’s level of risk?
• What tools and resources do you use to monitor students’ response to core literacy instruction (Tier I)?
• How do you ensure progress monitoring data is collected and used effectively (Tiers II and III)?
• How do you ensure effectiveness of your assessment plan?
• What is the role of data-based decision making?

Which of the subcomponents impact the development and implementation of an assessment plan?
<table>
<thead>
<tr>
<th>Component</th>
<th>August/September</th>
<th>January</th>
<th>May</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Universal Screening Fall Benchmark</td>
<td>Progress Monitoring</td>
<td>Universal Screening Winter Benchmark</td>
</tr>
<tr>
<td></td>
<td>Group and Individual</td>
<td>Individual</td>
<td>Group and Individual</td>
</tr>
</tbody>
</table>
Specially Designed Instruction (SDI)

Specially Designed Instruction is….
Adapting as appropriate the *content*, *methodology* or *delivery of instruction* (i) to address the unique needs of a child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards within the Jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), 34C.F.R §300.39.
Specially Designed Instruction…
Adapting the...

Content
Refers to knowledge and skills being taught to the student with a disability are different from what is being taught to general education students.

Methodology
Refers to utilizing different instructional strategies and approaches to teach content to a student with disability, which may not be utilized with general education students.

Delivery
Refers to the way instruction is delivered to a student with a disability is different from how delivered to general education students.
SDI within Georgia’s Tiered System of Supports for Students

- All students, including students with disabilities, receive core instruction in literacy (Tier I) and supplemental (Tier II) and intensive interventions (Tier III) as needed; students with disabilities also receive SDI
- SDI occurs within all tiers of the MTSS framework
- SDI is required under IDEA and only available to eligible students with identified disabilities with an IEP
- SDI is what the teacher does

Processing Deficits, Accommodations and Specialized Instruction Strategies
Implementing Specially-Designed Instruction (SDI) in Literacy for Students with Disabilities at Tier I

• Within Tier I implement appropriate instructional accommodations/SDI to support students with disabilities in accessing grade-level literacy standards

• Within Tier I, implement high leverage practices frequently and with fidelity
  • High-Leverage Practices in Special Education
  • Teachingworks.org

• Within Tier I implement evidence-based practices
Multi-Level Prevention System

• How do you evaluate the effectiveness of your primary level of prevention (Tier I)?
• How do you evaluate the effectiveness of your secondary level of prevention (Tier II)?
• How do you evaluate the effectiveness of your tertiary level of prevention (Tier III)?

Which of the subcomponents impact effective implementation of a Multi-Level Prevention System?
Fidelity of Implementation Rubric: Infrastructure

Sections A-E
What are High-Leverage Practices (HLPs)?

- Fundamental to effective teaching
- Cut across content domains and grade levels
- Used frequently
- Supported by research

(HREF:http://www.teachingworks.org/work-of-teaching/high-leverage-practices

How do these practices impact an effective literacy program?
Examples of HLPs

The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices." High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for achieving skill in teaching.

EXPAND ALL HIGH-LEVERAGE PRACTICES

1. Leading a group discussion

2. Explaining and modeling content, practices, and strategies
High Leverage Practices Crosswalk

High-Leverage Practices Crosswalk
High-Leverage Practices

• How pervasive are high-leverage practices throughout your literacy program?
  • Tier I?
  • Tier II?
  • Tier III?

• Do teachers plan instruction with these practices in mind?
  • Are they clearly documented in lesson plans?
  • How do you monitor the effectiveness of these practices?

Which of the subcomponents impact the planning and usage of these High-Leverage Practices in your literacy program?
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)

How do these practices impact an effective literacy program?
## Areas that Impact Skilled Reading

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence</th>
<th>Research Based Strategies*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Recognition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td>Strong</td>
<td>Phoneme blending, phoneme segmenting, phoneme manipulation</td>
</tr>
<tr>
<td>Develop awareness of the segments of the sounds and how they link to letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decoding/Sight-Recognition</strong></td>
<td>Strong</td>
<td>Teach Blending, Common Sound Spelling Patterns, Strategy for Word Analysis, Practice with word lists and connected text.</td>
</tr>
<tr>
<td>Teach students to decode words, analyze word parts, and write and recognize words.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Sight-Recognition</strong></td>
<td>Strong</td>
<td>Assess high frequency word knowledge</td>
</tr>
<tr>
<td>Teach students to decode words, analyze word parts, and write and recognize words.</td>
<td></td>
<td>Explicitly teach regular and irregular high frequency words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide ample practice reading, spelling and writing these words</td>
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</table>

*This is not an exhaustive list.*
## Areas that Impact Skilled Reading

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<tr>
<td>Background Knowledge</td>
<td></td>
<td>Consider prior knowledge and build background knowledge to aid comprehension</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Strong Evidence</td>
<td>Provide student friendly definitions Explicitly teach vocabulary Provide repeated exposure to words in different contexts Give sufficient opportunities to practice Encourage wide reading Teach and model word learning strategies</td>
</tr>
<tr>
<td>Language Structures</td>
<td></td>
<td>Ensure sentence level comprehension Teach sentence composing: combine, imitate, unscramble, expand</td>
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<td>Verbal Reasoning</td>
<td>Moderate to Strong Evidence</td>
<td>Before, During, and After Read-Alouds engage students in meaningful conversations Teach and model strategy use Provide Think Alouds Ask open-ended questions</td>
</tr>
<tr>
<td>Literacy Knowledge</td>
<td>Strong Evidence</td>
<td>Use shared reading to model literacy knowledge and strategy use</td>
</tr>
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*This is not an exhaustive list.
EFFECTIVE READING INSTRUCTION

Instructional design of high-quality programs should include:

• explicit and systematic strategies for instruction
• consistent instructional routines
• opportunities for practice with appropriate student support materials
• cumulative review
• alignment to the Georgia Standards of Excellence for English Language Arts
• integration of the components of reading rather than isolation each skill
Evidence-Based Practices

• How pervasive are evidence-based practices throughout your literacy program?
  • Tier I?
  • Tier II?
  • Tier III?

• Do teachers plan instruction with these in mind?
  • Are they clearly documented in lesson plans?
  • How do you monitor the effectiveness of these practices?

Which of the subcomponents impact the planning and usage of Evidence-Based Practices in your literacy program?
ESSENTIAL COMPONENTS OF AN EFFECTIVE SCREENER FOR READING DIFFICULTIES

1. Phonological and phonemic awareness
2. Sound symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming
6. Encoding skills

A screener alone cannot identify dyslexia. The use of a screener can indicate that further individualized assessment is needed.
Evidence-Based Interventions

• What are the **specific** needs of our students?
• What evidence-based interventions do we have to address students’ **specific** needs?
• How do we know if students are/are not responding to evidence-based interventions?
• What do we do if students are not responding to evidence-based interventions?
• How do we ensure interventions are implemented with fidelity?
Taxonomy of Intervention Intensity

- Strength
- Dosage
- Alignment
- Attention to Transfer
- Comprehensiveness
- Behavioral Support
- Individualization
Fidelity of Implementation

“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
Professional Learning

- What sources of data are used to determine the professional learning needs of your literacy program?
- Does your professional learning plan for literacy follow the professional learning cycle?
- Does your literacy professional learning plan address the critical areas of language and literacy (phonological awareness, alphabetic principle phonics, fluency, vocabulary, and comprehension)
  - Assessment
  - Instructional strategies
  - Instructional routines and materials

Which of the subcomponents impact effective Professional Learning in your district/school?
Family and Community Engagement

• How do you engage families to support literacy development at home and at school?

• What school and community resources (year-round) are available for parents to address the literacy needs of their child(ren) at home?

• How do you empower parents to understand the desired outcomes for their child(ren)?

• How do you inform parents of parental involvement/engagement opportunities?

Which of the subcomponents impact effective Family and Community Engagement?
Family and Community Engagement Resources

- Family and Community Engagement One-pager (District/Schools)
- Family Guide to Understanding MTSS
- Key MTSS Terms
Fidelity of Implementation Rubric: Infrastructure

Sections F-I
Revisit Sections A-E
### Fidelity of Implementation Rubric: Infrastructure

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Next Steps

• Discuss with your group, at least 2 next steps using the content from today.
• Participants will be asked to share out some of their responses.
## Action Plan/Next Steps

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Literacy Conversations

• Identification of all common beliefs about literacy. What do we believe about literacy learning? Why? Do our beliefs align with our practice? What evidence do we have to support our beliefs?

• Opportunities to observe, learn, discuss, and modify to meet the needs of the students collectively. Our students vs. my students.

• Celebration of the learning and the learner through collecting evidence (data).

• Common literacy language.

• Reflection on common literacy practices. What can we take off our plate? What can we refine, adjust, or modify?

• Focus on a student’s strengths before weaknesses. Build on those strengths. Professional literacy conversations must be well grounded in a common language for the whole school for all instruction. Stakeholders need to know, identify, and communicate what a high performing school looks like and feels like. They must address the learning environment, student interactions and student engagement.
Georgia Literacy Plan Needs Assessment: Birth – 12th Grade

This document should be used for school level planning.

<table>
<thead>
<tr>
<th>Building Block 1: Community Partnerships</th>
<th>Exemplary</th>
<th>Operational</th>
<th>Emerging</th>
<th>Not Evident</th>
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<td>A. A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade.</td>
<td>Partnership meets regularly and is represented by some community stakeholders. A designated leader facilitates discussions on identified issues.</td>
<td>Partnership meets sporadically. Stakeholder representation is limited.</td>
<td>A partnership has not been convened.</td>
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<td>B. The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (Birth through 5th Grade)</td>
<td>A systematic process for implementing an effective approach to early literacy is being implemented and is regularly monitored for sustainability by all stakeholders.</td>
<td>A systematic process for implementing an effective approach to early literacy is being implemented.</td>
<td>Formal planning for an early literacy program has not begun.</td>
<td></td>
</tr>
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<td>C. Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12th Grade)</td>
<td>Family and child/youth services participate monthly in meetings involving community partners and school leaders to ensure appropriate supplemental services are provided based on multiple data sets, including academic and health data, community assets, poverty rates, employment statistics, and student access to social services.</td>
<td>Family and child/youth services participate regularly in meetings with some community partners and school leaders, but a complete partnership has yet to be established. Some data sets are shared and some services are being provided.</td>
<td>A partnership with family and child/youth service organizations, community partners, and school leaders has not been established.</td>
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Additional Resources
LeadforLiteracy.org
https://leadforliteracy.org/

- Lead for Literacy Framework
  - Standards, Priorities, and Goals
  - Administration, Organization, and Communication
  - Assessments
  - Instruction and Intervention
  - Professional Development and Job-Embedded Collaborative Learning

- Resource Repository
Comprehensive Reading Solutions

The Georgia Department of Education has funded this site through the Striving Readers initiative. We are using it to provide free access to materials for professional learning. Choose your focus, and then read, listen, and watch.

http://comprehensivereadingsolutions.com/
Cox Campus

What is the Cox Campus?

The Cox Campus is a free online learning platform with the singular goal of eradicating illiteracy. Originally for educators, the Cox Campus is a virtual community for all of us committed to changing children’s futures.

https://www.coxcampus.org/
Topics Covered

- What is dyslexia?
- Components of effective reading instruction
- Screening for reading difficulties through MTSS
- Identification of dyslexia
- Delivery of dyslexia instruction using Structured Literacy approach
- Special Education services and dyslexia
- Professional learning best practices and opportunities
Resources to Support Identification of HLPs and EBPs at Tier 1

- IES Practice Guides: Institute of Education Sciences (IES) Practice Guides are subjected to rigorous external peer review and consist of recommendations, strategies, and indications of the strength of evidence supporting each recommendation [https://eric.ed.gov/](https://eric.ed.gov/)
- Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners [http://www.bestevidence.org/?ad=6](http://www.bestevidence.org/?ad=6)
- CEEDAR Center: [http://ceedar.education.ufl.edu/](http://ceedar.education.ufl.edu/)
- Evidence-based Intervention Network: [http://ebi.missouri.edu/](http://ebi.missouri.edu/)
Resources to Support Identification of HLPs and EBIs at Tier 2

• National Center on Intensive Intervention Tools Chart: 
  http://www.intensiveintervention.org/chart/instructional-intervention-tools

• What Works Clearinghouse/IES Practice Guides:
  All%20Publication%20and%20Product%20Types,3;#pubsearch

• Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve 
  learning for students in grades K-12 and particularly targets students in mathematics, special
  needs/diverse learners, and English language learners  http://www.bestevidence.org/?ad=6

• IRIS Center:  http://iris.peabody.vanderbilt.edu/ebp_summaries/
• EBI Network:  http://ebi.missouri.edu/
• RTI Center:  www.rti4success.org
• Evidence for ESSA, a free website designed to provide education leaders with information on 
  programs that meet the evidence standards included in the Every Student Succeeds Act 
  (ESSA) https://www.evidenceforessa.org/
Resources to Support Identification of HLPs and EBIs at Tier 3

• National Center on Intensive Intervention:  
  http://www.intensiveintervention.org/

• Center on Instruction: The Center on Instruction offers information to improve learning in reading, mathematics, science, Special Education, and English Learning (EL) instruction  
Outcomes for Today

• Understand the essential component of **Infrastructure** in Georgia’s Tiered System of Supports for Students
• Explore how Georgia’s Tiered System of Supports for Students framework impacts literacy instruction
• Reflect on how the subcomponents of infrastructure are essential to an effective literacy program
Georgia’s Tiered System of Supports for Students

Atlanta Office

Wina Low, Program Manager Senior
Karen Suddeth, Program Manager/ Project Director
Carole Carr, Communications & Visibility Specialist

Andrea Catalano, Professional Learning Specialist
Rondalyn Pinckney, Research & Evaluation Specialist
Georgia’s Tiered System of Supports for Students

Field Team

Laura Brown,
Coordinator for Coaching Services

Christy Jones,
Regional Coach

Jody Drum,
Regional Coach

Claire Smith,
Regional Coach

Deshonda Stringer,
Regional Coach

Launa Chamberlin,
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
• Subscribe to Newsletter
• Register for Upcoming Events
Contact us

GAMTSS@DOE.K12.GA.US
Session Feedback

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Project Officer, Jennifer Coffey.
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