

## *Beyond Awareness: Next Steps*

- Participate in Professional Development Institutes in Literacy and Mathematics.
- Implement Strategies from Professional Development with fidelity.
- Use Instructional Data-Based Decision Making in Classrooms.
- Attend Virtual Learning Opportunities and Professional Learning Communities



## *Action Research*

- Engage in Instructional Decision Making focused on classroom data and instruction/intervention specific to content literacy and mathematics.

## *Contact Information*

**Mary Little, Ph.D.**  
*Co-Principal Investigator*

**Enrique Ortiz, Ph.D.**  
*Co-Principal Investigator*

**Tabatha Scharlach, Ph.D.**  
*Co-Principal Investigator*

**Shelby Robertson, Ph.D.**  
*Project Coordinator*

**Gina Zugelder, M.Ed.**  
*Project Coordinator*

**RtI Teaching Learning Connections**  
**1673 Mason Avenue, Suite 207**  
**Daytona Beach, FL 32117**

**386.274.0175 Phone**  
**386.274.0179 Fax**  
**866.367.4150 Toll Free**

**<http://www.RtITLC.ucf.edu>**  
**[RtITLC@mail.ucf.edu](mailto:RtITLC@mail.ucf.edu)**

### *Hablamos Español*

This document was developed for RtI Teaching Learning Connections, a special project funded by the State of Florida, Department of Education, Bureau of Exceptional and Student Services (BEES), through federal assistance under the Individuals with Disabilities Education Act (IDEA), PartB.



This project is designed to collaboratively **identify, develop, disseminate, and facilitate** high fidelity implementation of current and emerging research-based instructional practices in curriculum, instruction, and assessment, especially in literacy and mathematics, within the framework of Response to Intervention (RtI).



**<http://www.RtITLC.ucf.edu>**

## Mission

The goal of RtI Teaching Learning Connections (RtITLC) is to provide ongoing professional development, in the areas of literacy and mathematics, to support the instructional components needed to intensify instruction for ALL learners.

## RtI Tiers of Services

### Tiered Model of School Supports & the Problem-Solving Process



#### SPECIFIC IMPLEMENTATION ACTIVITIES TO SUPPORT

- Instructional decision-making
- Intensifying instruction and intervention in literacy and mathematics
- Strategic, comprehensive intensive interventions in literacy and mathematics

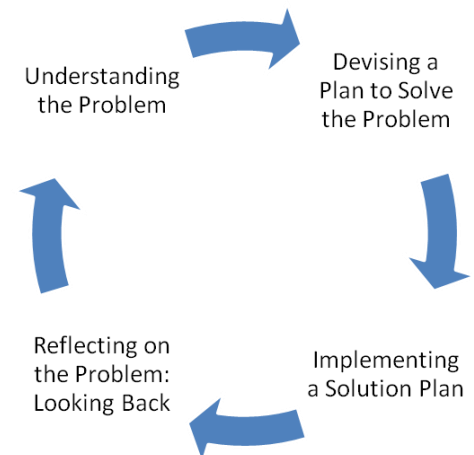
#### THROUGH PROJECT INITIATIVES:

- Algebra Success Keys*
- Keys of Problem Solving*
- Progress Monitoring Probes in Algebra*
- Math Institutes*
- Interactive Case Studies in literacy and mathematics*

## Response to Intervention

### What is Response to Intervention?

At all tiers, the problem-solving process is used to maximize outcomes for ALL students. RtI first assures the success of large numbers of students, then narrows to small groups, finally delivering maximum supports to individual students.



## School Supports

**Collaboratively with statewide partners, RtI TLC identifies, develops, and disseminates:**

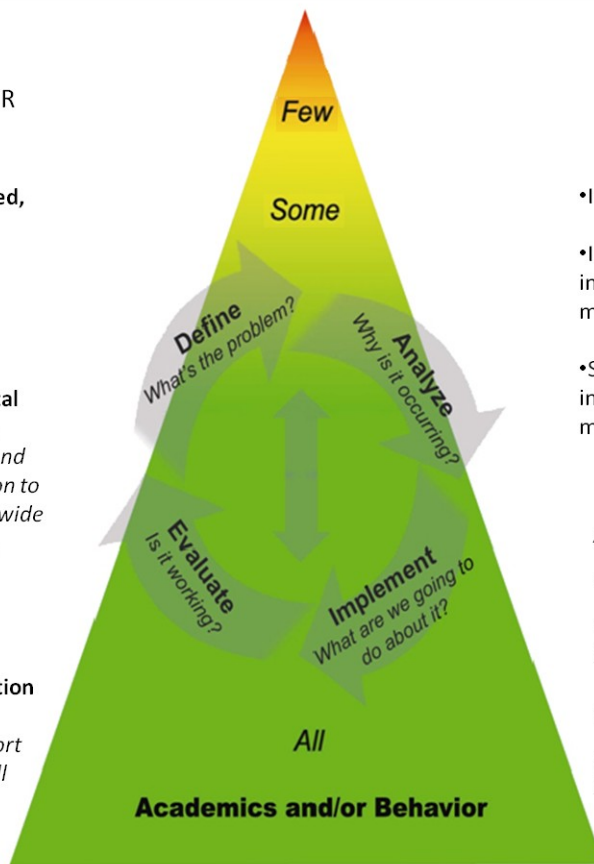
- Research
- Professional Development
- Resources

ACADEMIC and BEHAVIOR SYSTEMS

**Tier 3: Intensive, Individualized, Interventions.**  
*Individual or small group intervention.*

**Tier 2: Targeted, Supplemental Interventions & Supports.**  
*More targeted interventions and supplemental support in addition to the core curriculum and school-wide positive behavior program.*

**Tier 1: Core, Universal Instruction & Supports.**  
*General instruction and support provided to all students in all settings.*



Adapted by FLDOE August 2009