

## AGENDA

Sharing IES Practice Guide with Georgia Educators (in collaboration with the Georgia Department of Education): *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools.*

Date: October 28, 2009 (webinar)

Time Length (mins)	Section
7	<p><b>Introduction</b> — Welcome, purpose of EEP event, introduction of presenter by GaDOE and REL-SE.</p>
40	<p><b>Presentation</b> — Dr. Sybilla Beckmann, Practice Guide author</p> <ul style="list-style-type: none"> <li>• Background, method, and findings of the new IES Practice Guide, <i>Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools.</i></li> <li>• Review the 8 recommendations               <ol style="list-style-type: none"> <li>1. Screen all students for risk</li> <li>2. Whole numbers/rational number focus</li> <li>3. Explicit and systematic instruction</li> <li>4. Focus on word problems</li> <li>5. Focus on visual representation</li> <li>6. Fluent retrieval of basic facts</li> <li>7. Progress monitoring</li> <li>8. Motivational strategies</li> </ol> </li> </ul>
15	<p><b>Small-group discussion</b> — REL-SE and GaDOE staff facilitate</p> <ul style="list-style-type: none"> <li>• Participants at school sites discuss the information shared in the presentation and its implications for their own RtI practice.</li> </ul>
15	<p><b>Q&amp;A</b> — Dr. Beckmann, Practice Guide Author</p> <ul style="list-style-type: none"> <li>• Dr. Beckmann will respond to submitted questions.</li> </ul>
10	<p><b>Small-group Discussion of Relevant Info</b> — REL-SE and GaDOE staff facilitate</p> <ul style="list-style-type: none"> <li>• Participants at school sites will be prompted to collaboratively determine the most relevant information emerging from the session.</li> </ul>
3	<p><b>Wrap up</b> — GA DOE staff.</p> <ul style="list-style-type: none"> <li>• Participants will be asked to submit evaluation forms to GaDOE as per a protocol determined by GaDOE.</li> </ul>