# Use of the Response to Instruction Framework for Mathematics

Erin Donovan, M.A.
Katharine Shepherd, Ed.D.

The purpose of this study was to investigate the level of implementation of the Response to Instruction (RtI) framework for mathematics instruction at primary and secondary schools in Vermont, the perceived benefits and challenges of using this framework for math, and how it can be improved. RtI is a framework used to organize the curriculum, and instructional and assessment methods in schools. The basic principles of RtI are the use of scientifically-supported curricula, frequent progress monitoring, decision-making regarding students' progress based upon valid and reliable data, and increasing levels of intervention for students failing to meet standards (Fuchs, Mock, Morgan, & Young, 2003). The study first conducted a series of qualitative interviews with math teachers, math interventionists, and math department administrators in order to better understand perceptions of RtI, to document instructional practices, and to develop a series of survey questions. The second part of the study consists of an online survey distributed to math professionals who completed a common professional development experience in mathematics.(currently in progress). The goal of the survey is to assess the participants' roles in implementing RtI for math, their perceptions of how the framework is functioning for math instruction, and their beliefs on how math instruction should best serve students' needs. To date, the data suggests that RtI model implementation for math has resulted in positive changes for schools. It has led to changes in the roles of school personnel, the structure of curricula and classrooms, and the focus of math instruction. RtI implementation has also led to increases in communication and collaboration among personnel, students, and parents; professional development; student assessment and support; and differentiation of instruction. This study furthers knowledge of the current state of implementation, challenges and successes, and future goals for the use of RtI for math instruction.