This poster will present a study that sought to investigate how Response to Instruction (RtI) is impacting the instruction of mathematics in the state of Vermont. RtI is a framework that can be used by schools to organize the curriculum, instructional and assessment methods. The RtI framework fits well as a model for addressing the needs of all students in increasing mathematical knowledge and skills. This study implemented a statewide survey in order to assess the roles of those involved in implementing RtI for math, perceptions of how roles and structures have changed in schools as a result of the implementation of RtI for math, and the degree to which the RtI framework has been implemented for math in schools across Vermont. An online survey was disseminated to all graduates of a Masters level mathematics professional development program. Results indicated that schools that had at least partially implemented an RtI model for math differed in several significant ways from schools that had not implemented an RtI model, such as in areas related to student screening, roles of math personnel, and knowledge and support of the RtI framework. The experiences reported by professionals using RtI for math were largely positive, such as more time to prepare lessons and more professional development than those not implementing an RtI framework. The results also suggest that using an RtI approach for math may be related to broader, more school-wide changes in instructional approach. These findings are important because they show that RtI does result in significant changes in math professionals' roles and procedures in regards to math instruction. Because a large number of Vermont schools are in the process of implementing an RtI model for their math curriculum, RtI may represent a major shift in how math instruction is approached.