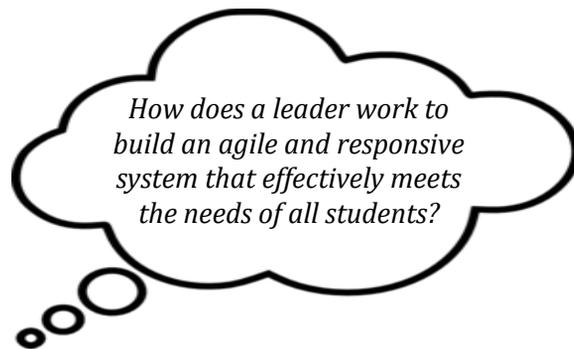


# Critical Question #4

## What do we do when students are not learning or are reaching mastery before expectation? (Revise)

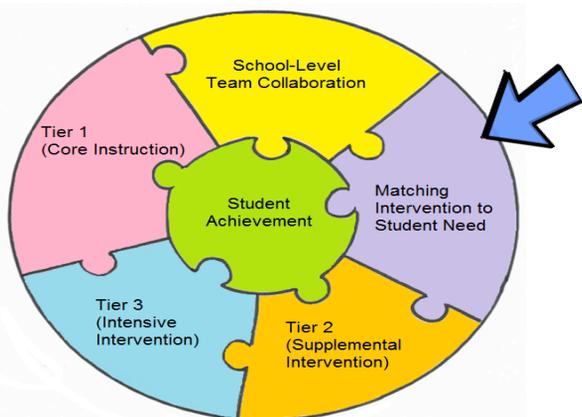


**Fundamental Practice 3.** All intervention models, programs, or strategies, from classroom differentiation to Tier III interventions, are research based and delivered to meet the individual learning needs of students.

All interventions provided to students must be research based and provide intensive, targeted opportunities based on the individual needs of each student either for acceleration or remediation. In this case, one size does not fit all.

Interventions should be designed and delivered only when they are based on proven instructional pedagogy and found, through research, to be effective with identified student needs. All interventions need to be delivered based on evidence of student needs, informed by multiple sources of data, and delivered with fidelity to the model, framework, or program design identified in the research.

Additionally, while students receive interventions at any level, ongoing formative assessment practices and interim measures should continually be used to monitor learning progress to ensure learning is being accelerated or enriched as intended.



### Guiding Questions:

- How are districts and schools ensuring all interventions are research based?
- How is the effectiveness of intervention strategies or programs assessed or monitored?
- How do schools respond when interventions are not effective in accelerating learning?

### Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



## Every Student Succeeds Act Defines Evidence-Based

The Every Student Succeeds Act (ESSA) defines the term “evidence-based” and distinguishes between activities with “strong,” “moderate,” and “promising” support based on the strength of existing research. The law defines “strong” evidence as showing a statistically significant effect on student outcomes from at least one experimental study. The terms “moderate” and “promising” require, respectively, evidence from a quasi-experimental study or a correlational study that makes statistical corrections for selection bias. *When using federal funds to pay for interventions in low-performing schools, the law requires states and school districts to include activities that meet at least the promising standard.*

Everywhere else the law is more flexible, encouraging states and school districts to adopt “evidence-based” programs under numerous funding streams, but permitting them to do so by subjecting novel programs to “ongoing” evaluation. *These provisions do not require that funds be spent on evidence-based activities.* In each case, doing so is simply listed as an allowable use of funds allocated for a particular purpose, such as improving teacher quality, engaging families, or meeting the needs of English language learners. But the clear implication is that states may use a portion of their federal funds to pay for the *ongoing evaluation* of untested programs. To view the ESSA law in its entirety:

[http://edworkforce.house.gov/uploadedfiles/every\\_student\\_succeeds\\_act\\_-\\_conference\\_report.pdf](http://edworkforce.house.gov/uploadedfiles/every_student_succeeds_act_-_conference_report.pdf)

## Differentiation for Our High Achievers

Every child in your district should be achieving at his or her highest level, all the time. “We need to figure out a way to challenge kids, not just move them along because they’re at grade level,” says Mary Kay Sommers, president of the National Association of Elementary School Principals and principal at Shepardson Elementary in Fort Collins, Colorado. The following practices will help you, as an administrator, facilitate high achievers’ learning:

**Articulate Achievement:** Make sure that your school’s mission and expectations are clear—that exceeding the standards, not just testing at proficient, should be the ultimate goal.

**Up the Challenge:** Make sure that kids who are high achievers are on the track for success. In middle school, that means that you’re preparing them for AP classes, and helping them get into a high school that will challenge them. In high school, it’s making sure that those students are on a clear path to higher education. At the district level: Do you have a track for high-achieving students? Are AP classes available and are middle school teachers helping prep their high achievers for success in high school?

**Leave It Open-Ended:** Provide students open-ended questions and assignments allowing high achievers to grapple with more difficult questions or assignments based on the concept that the class is learning.

**Create Cross-Classroom Collaboration:** Encourage teachers to team up and even let kids move into different classes or grade levels.

**Make School Matter:** Don’t let students think school is easy no matter what.

To see the complete list and view the article in its entirety:  
<http://www.scholastic.com/browse/article.jsp?id=3749384>

## Choosing Appropriate Interventions

The National Center on Intensive Intervention (NCII) has developed tools charts that are published to assist educators in selecting academic and behavioral progress monitoring tools and interventions that best meet students’ individual needs. These tools charts display expert ratings on the technical rigor of commercially available assessments and interventions. To access the interactive tools charts:

<http://www.intensiveintervention.org/resources/tools-charts>

*“Every child should be learning something new every day”*  
- Betsy McCoach, University of Connecticut’s Neag School of Education.