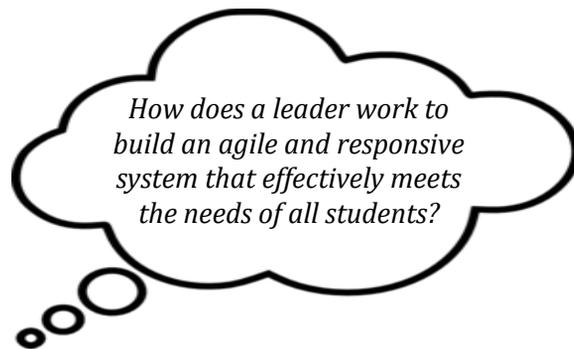


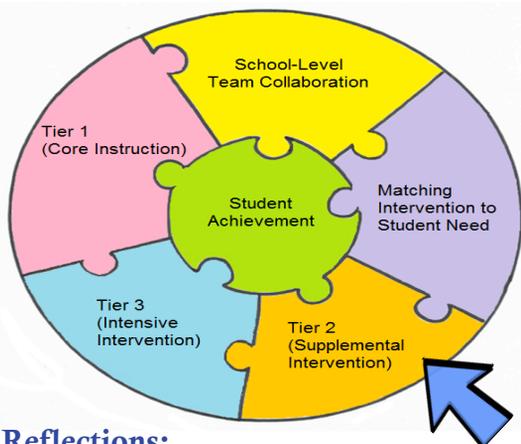
Critical Question #4

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



Fundamental Practice 4. Tier II grade-level or content-area instructional interventions, are provided within and/or beyond the classroom, are provided for students performing below mastery while extended enrichment opportunities are available for students performing above mastery. This level of intervention might include 15-20% of a school's student population.

In a standards-based school, when the capacity of the classroom, grade-level, or department team to provide differentiated or individualized instruction is maximized, students are provided with Tier II interventions to *supplement* their classroom instruction, not replace it. Such interventions are also provided to students who may be performing above mastery. Intervention systems should significantly reduce the need for remedial instruction, classes, or referral to special education. DuFour (2004) suggests that interventions must be systematic (correctly designed), timely (to provide quick responses), and directive (rather than optional).

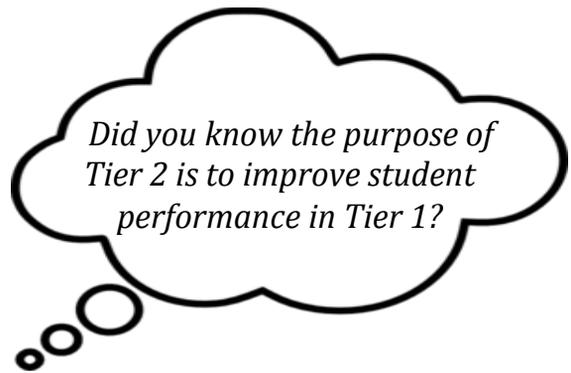
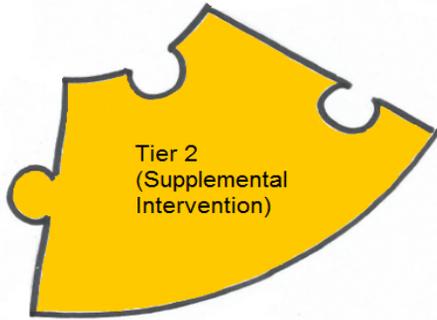


Guiding Questions:

- Are interventions available to all students as needed?
- How do we know students are receiving the most effective and appropriate intervention at the earliest possible time once they are identified?
- Are interventions optional or required for students?
- Are interventions accelerating student learning? What evidence demonstrates this?

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. _____



Essential Components of Tier 2

The *MTSS Implementation Components* guide (link below) addresses common questions regarding effective implementation of a Multi-Tiered System of Support (MTSS). The information provided guides district and school leadership with adopting a common language and understanding of key components to ensure alignment of support, expectations and accountability. The material offers teams positive effects such as effective communication and collaboration skills. To build an effective MTSS, leadership must communicate effective problem-solving and communication skills, and reinforce expectations for data based decision-making to align a tiered system of support.

When the focus of the tiered system falls within Tier 2, it is necessary to define the function of effective support. The purpose of Tier 2, or supplemental instruction, is to assist students with increasing their performance levels within Tier 1, therefore **alignment to core instruction is essential**. The service is more intense than core, which requires additional time and a narrower focus of instruction. Within Tier 2, the concentration is on the skills that are a barrier to “acceleration of student learning”. Additionally, the problem-solving process is utilized to pinpoint and improve the development of skills, determined by data, to assist learning within a small group environment with students who share the same need. The leadership team determines who provides instruction, where the instruction occurs, how much time is needed to accelerate skill development, and what instruction will occur. The *MTSS Implementation Components* guide is available in its entirety at: http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Instructional Grouping:	
Guided by Individual Ability Score	Determine intervention type, frequency, and intensity
Similar Skill Development Grouped Together	Monitor progress frequently, formally and informally
Groups are Dynamic and modified as needs change	Each group focus based on instructional need

Using Data to Differentiate Intervention Instruction Module demonstrates a process for using assessment data to group students, plan instruction, and schedule interventions
<http://bit.ly/1TLxw8w>

