

Critical Question #4

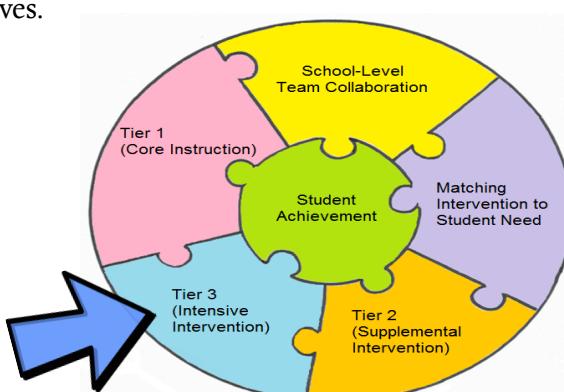
What do we do when students are not learning or are reaching mastery before expectation? (Revise)

How does a leader work to build an agile and responsive system that effectively meets the needs of all students?

Fundamental Practice 5. To ensure any student whose needs are not met through best-first classroom instruction or Tier II interventions, Tier III interventions are provided to specifically meet individual student needs with sufficient time, intensity, and frequency needed to address those remedial or advanced needs. This level of intervention might include 5 –10% of a school's population.

Tier III interventions are designed to meet the needs of those students who are at the highest risk for failure and who have not found success through best-first classroom instruction, differentiation within the classroom, or have not learned to mastery through Tier II interventions. These students are provided with an intensive, individualized learning plan appropriate to meet their unique needs through the regular education program, other school support programs, or through legislated programs required by state or federal law.

Tier III interventions are also for advanced learners who need radical adaptation of either content or environment to meet their significantly advanced needs (Brown, 2012). Options at this level of service for advanced learners might include “across-grade,” “in-school,” and “between-school” alternatives.

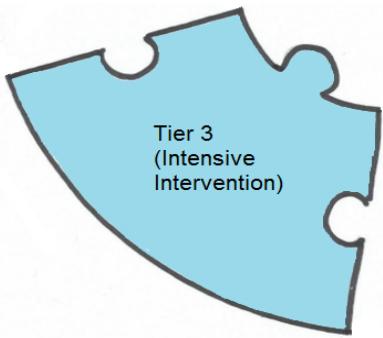


Guiding Questions:

- What criteria are used when designing or implementing interventions for students?
- How is fidelity to research-based programming monitored and ensured?
- How are students afforded opportunities to learn through multiple pathways including Tier III interventions?

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. _____



Did you know meeting the needs of all learners can be achieved through effective implementation of a MTSS?

Lesson from the Field

The National Center on Intensive Intervention (NCII) conducted an exploratory study of five districts, including Okaloosa (Florida) County School District, that had experienced success with their populations of students with disabilities. NCII visited these districts to learn more about how they were implementing intensive intervention, specifically about what factors had supported their success and what challenges they were facing. Some clear and consistent themes emerged from the data collected. Most importantly, all five sites were implementing some form of a Multi-Tiered System of Supports (MTSS). The MTSS supported implementation of intensive intervention because it promoted a focus on *team and data-based decision making*, and also embedded support for students with intensive needs within a broader system that *addresses the needs of all students*. In addition, data showed that all sites were data driven, focused on capacity building, and took proactive steps to communicate with and engage families in strategies for implementing intensive intervention. To view report in its entirety:

http://www.intensiveintervention.org/sites/default/files/Lessons_Learned_From_Field_0.pdf

Between 2006 and 2011, 45% of Okaloosa County students with disabilities met or exceeded proficiency targets in reading and 51% did so in math.

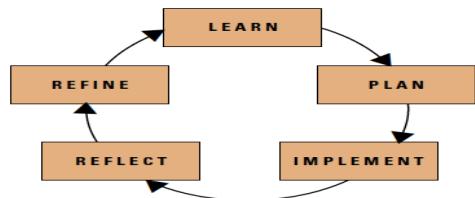
The logic model, created by the Center on Instruction, depicts a process for designing and delivering effective intensive interventions for the most struggling students that includes:

- Learn-Review informative research
- Plan-Draft plans and action steps
- Implement-Design and deliver lessons
- Reflect-Examine delivery and effectiveness
- Refine-Improve instruction

Designing and Delivering Intensive Intervention (2012) offers a Teacher's Toolkit to assist with facilitating the design and delivery of research-based intensive interventions. Included are planning guide and worksheet, lesson reflection template and matrix of resources, professional development activity and supplemental resource guide.

The toolkit can be found at:

<http://www.centeroninstruction.org/designing-and-delivering-intensive-interventions-a-teachers-toolkit>



In order to successfully respond to the needs of all learners within the classroom, Brown (2012) shares students who require acceleration or enrichment learning can also be achieved through effective implementation of the problem solving process. When focusing on intensive (Tier 3) support for high-level learners, educators can target a strategy based on diagnostic assessment and progress monitoring that indicates a need for above grade level work. Article can be found at: jpa.sagepub.com