Working Document

Self-study guide for implementing high school academic interventions

Materials for the Learning Series on Early Warning Systems

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http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=463

Introduction

This working document was produced by the REL Southeast Improving Literacy Research alliance. REL Southeast staff would like to offer a special thanks to the following members who were instrumental in the creation of this guide: Laurie Lee, Anna-Marie Cote, Israel Sanabria, and Tammy Stafford. Feedback from other alliance members and select school and district administrators from alliance member districts helped shape the development of this guide.

While academic intervention can be implemented at any grade level, focusing on interventions in high school is critical because this is often a student's last chance to become ready for the academic demands of post-secondary education and careers.

States in both the REL Southeast region and across the country are implementing large-scale initiatives focused on providing academic interventions in the high school grades. This self-study guide provides a template for data collection and guiding questions for discussion that may improve the implementation of high school academic interventions and increase the number of students meeting college and career readiness standards.

This guide will help district- and school-based practitioners conduct self-studies for planning and implementing high school academic interventions. Self-study is a process of using a guide with predetermined focus areas and questions to collect, share, and discuss data with stakeholders. The process can include teachers, instructional coaches, guidance counselors, school-based administrators, district administrators, and chief academic officers knowledgeable in high school academic interventions. This process may help educators ensure strong implementation of interventions and document current practices in implementing a specific academic practice or multitiered system of support or response-to-intervention (RTI) policy. An Ideal time for conducting a self-study of academic interventions implementation is at the beginning or end of the school year so that prior year implementation can be considered and planning can occur for implementation for the next school year.

States, districts, and schools that are implementing or planning to implement high school academic interventions may find this guide helpful as they consider which types of evidence to collect and which components of high school academic interventions may be important for evaluation of implementation.

Determining and Meeting the Need for Academic Interventions

While many districts and schools recognize the need for high school academic interventions, successful implementation is often a challenge. The *Self-study Guide for Implementing High School Academic Interventions* will be most effective if each school's current situation and needs are considered. Prior to completing this guide, a team of educators at the school might consider current academic intervention needs and practices. This team may consist of teachers, others implementing academic interventions, and relevant school-based administrators and staff (for example, instructional coach(es), RTI coordinator, guidance counselors). As the team completes the guide, the following overarching questions may be beneficial in determining how intervention is being carried out and what changes may need to be made:

- What is the need for academic interventions at my school?
- How are my students performing and how many need to be served?
- In what components of academics (literacy and mathematics) are my students struggling?

- How will we determine which students are served through academic interventions?
- Will additional adults or cross-age tutors enter the classroom in order to assist the teacher in differentiating instruction in small groups?
- Will students be pulled out of their classroom to receive intervention?
- How many minutes each day, days per week, and weeks per year will students receive intervention?
- What challenges will be encountered when delivering high-quality academic interventions and how can these challenges be overcome?

Purpose and use of the self-study guide

The purposes of the *Self-study Guide for Implementing High School Academic Interventions* are to help districts, and schools:
- Gather baseline information to use in developing an implementation plan for academic interventions.
- Prioritize their needs as they develop their implementation plan for academic interventions.
- Gather progress-monitoring information for continuous improvement of academic interventions.
- Evaluate the implementation of academic interventions.

This guide was designed to promote reflection about current strengths and challenges in planning or implementation, spark conversations among staff, and identify areas for improvement. Based on pilot use of the guide, the use of this tool for school-level self-study will take three to five hours. Time estimates are provided in the process steps outlined below. It is helpful to elicit input from participating teachers and others who deliver academic interventions, in addition to instructional coaches and school-based administrators.

The self-study guide works best if a dedicated facilitator is identified to lead the process for members of the self-study guide team. This facilitator should be knowledgeable in best academic intervention practices from research as well as in intervention policies, procedures, and implementation and should review the guide in detail before the self-study begins. It is anticipated that this review would take approximately two hours. The facilitator should also collect relevant data and possible sources of evidence before convening a meeting. The facilitator should be a careful listener and able to lead and structure discussions around collected evidence and decisionmaking processes.

Components of the guide

The *Self-study Guide for Implementing High School Academic Interventions* consists of the *Scoring Guide*, *Implementation Consensus Rating Form*, and *Planning Next Steps Form*.

Scoring Guide. The *Scoring Guide* includes guiding questions and potential sources of evidence to support districts and schools in reviewing district- and school-based planning and implementation of interventions. The *Scoring Guide* is tied to school actions and uses a four-point scale to assess the current status of implementation. The content of the *Scoring Guide* is based on eight areas: student selection, assessment selection and data use, content and instruction, instructional time, interventionist or teacher selection, professional development and ongoing support, communication, and intervention or classroom environment. An annotated bibliography of the research supporting each scoring guide area is provided in appendix A. Box 1 lists the steps for completing the *Scoring Guide.*

Implementation Consensus Rating Form. After the *Scoring Guide* is completed, the facilitator guides the self-study team through a consensus rating process. The team uses the *Implementation Consensus Rating Form* to reach agreement on the current status of implementation in the school and on planning the next steps. The most important part of this process for states, districts, and schools is the discussion that goes into consensus rating. The scores on the *Implementation Consensus Rating Form* should reflect this facilitated discussion. Box 1 lists the steps for completing the *Implementation Consensus Rating Form*.

Planning Next Steps Form. The *Planning Next Steps Form* is used to prioritize the areas based on the strength of evidence and importance for success as described in the literature. The self-study team should review the consensus scores showing a need to develop or improve, identify two or three top priorities from the eight areas for action planning, record the priority areas, complete a detailed plan for next steps and activities, and note any potential challenges.

Box 1. Steps to complete the *Scoring Guide, Implementation Consensus Rating Form, and Planning Next Steps Form*

- Recruit five to seven members who will make up the self-study team and convene a meeting to complete the self-study process. Select a dedicated and knowledgeable facilitator. Then recruit teachers, others who deliver academic interventions, and relevant school-based administrators (instructional coaches, RTI coordinator, lead teachers, and guidance counselors) knowledgeable in academic intervention policies and implementation to complete the team.
- Present an overview of the self-study process to all members of the team, including a review of relevant data and possible sources of evidence collected by the facilitator. [Activity length: 30 minutes]
- Have each member of the team individually review the content of the *Scoring Guide* for each specific area that will be rated (for example, Student Selection, Assessment Selection and Data Use, Content and Instruction) and the "Support for *Scoring Guide* areas." [Activity length: 20 minutes]
- Discuss any questions asked during the review. Questions should be answered by the facilitator after the overview and document review. [Activity length: 20 minutes]
- Have each member of the team rate each area individually using the full *Scoring Guide,* including a review of relevant data or possible sources of evidence provided by the facilitator. Each team member should rate each area independently to provide an opportunity for each person's voice to be heard. A team member who does not know how to rate a specific area may abstain from rating it. [Activity length: 60 minutes]
- Vote as a group to reach consensus. There are several steps to consensus voting [Activity length: 90 minutes]:

    o Vote. Ask each member to provide their numerical ranking for each area (1–4) for each of the eight areas.
    o Identify frequency. Identify the most frequent number (if three members vote 3, five vote 2, and two vote 1, the most frequent number that members voted is 2).
    o Discuss rationale of the high frequency number. Ask someone who selected the high frequency number to talk about what motivated that vote.
    o Discuss the rationale of lower frequency numbers. Ask other members to talk about why they voted in a particular way.
    o Vote. Use numeric voting a second time. Members may change their votes based on the discussion.
    o Record rating. If there is consensus (typically determined by majority vote), record the high frequency number on the *Implementation Consensus Rating Form.* If consensus is not reached (there is no high frequency number), continue discussing and voting until consensus is reached.
    o Continue across all areas. Repeat this process for each area.

- Discuss and record initial team thoughts on priorities, next steps, and activities on the *Implementation Consensus Rating Form.* [Activity length: 20 minutes]
- Complete the *Planning Next Steps* form by leading a discussion with the group about the priorities for action, based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan. [Activity length: 60 minutes]

Scoring Guide

Scoring Guide Area 1: Student Selection

A plan is developed and implemented to identify and serve struggling students with timely academic interventions.

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

1.1. A plan is developed and implemented for timely (in close proximity to the student's first day of school) identification of students who are at-risk and/or failing to meet grade-level academic expectations.

Possible Sources of Evidence
- o District or school pupil progression plan. Pupil or student progression plans are typically developed by local school districts and align with state policies to identify criteria (such as course mastery, attendance, and grade point average) that students must meet to be promoted to the next grade.
- o School improvement plan.
- o District or school multitiered system of support or RTI plan.
- o Documentation of assessments and other Early Warning System criteria used for identification of students' academic skills (including attendance and prior grade retention).
- o Documentation of student grades in academic courses and prior assessment scores.
- o School schedule for the administration of academic progress monitoring assessments.

Guiding Questions
- o Are students' with academic intervention needs identified through teacher nomination, previous grades, or existing academic assessment data in close proximity to the students' first day of school?
- o Who ensures all students with potential risks have been identified?
- o Who administers academic progress monitoring assessments?
- o Who interprets the results of the academic assessments and translates to instruction?
- o Is there a more efficient way to identify students who are at risk?
- o Is prior data available to prioritize placement of low-performing students in intervention?

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

1.2. A schedule is created and implemented that ensures struggling students receive academic intervention in a timely (in close proximity to the students' first day of school) manner (Fuchs et al., 2010; Hamilton et al., 2009).

Possible Sources of Evidence
- o District or school pupil progression plan.
- o School improvement plan.
- o Intervention implementation timeline; high school master schedule.
- o Intervention course schedule for teachers who will be delivering academic interventions.
- o Intervention course scheduling for students who are eligible to receive academic interventions.
- o Information on progress with prior interventions provided to students.

<u>Guiding Questions</u>
- o Does the intervention schedule allow additional time as needed for students who are significantly below grade level (more than one class period, before school, after school, winter break, spring break, as needed)?
- o Does the high school master schedule indicate who will deliver intervention, during what times, in what location, for which students, and in what size of group (intervention class sizes should be smaller than regular academic classes – 15 students or fewer)?
- o Are students' performances in prior academic interventions considered during intervention placement?
- o Does each student's schedule for academic intervention consider graduation requirements needed and schedule requests (academic course credit requirements, student courses selected for extracurricular activities, other services received)?

Scoring Guide **Area 2: Assessment Selection and Data Use**

In the area of literacy, valid and reliable standardized literacy assessments are selected and used to determine the need for intervention in the domains of vocabulary and comprehension, as well as students' ability to interpret text and derive meaning. For mathematics the assessments are used to determine the need for intervention in the domains of conceptual knowledge, procedural knowledge, and procedural flexibility. These progress monitoring assessments are to be aligned with instructional content to track a student's response to intervention and inform intervention placement, foci, duration, and intensity. In addition, inventories to determine students' level of motivation and engagement in learning are administered to help guide the teacher in providing the student with meaningful learning opportunities.

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

2.1. Valid and reliable standardized literacy assessments are selected and used to determine eligibility for literacy intervention. For high school students, the reading assessments should include measurement of embedded vocabulary, comprehension, and the ability to derive meaning from text. For students far below grade level, assessments should also include measures that would indicate potential instructional needs in phonics and decoding multi-syllabic words.

Possible Sources of Evidence
- o Documentation of criteria used to select assessments.
- o Documentation of assessments used for identification of students' vocabulary, comprehension, and interpretation skills.
- o District or school pupil progression plan; school improvement plan.
- o Documentation of eligibility requirements (cut points) for receiving support through multitiered system of support or RTI.

Guiding Questions
- o Do the assessments include the most predictive indicators of literacy success in secondary education, higher education, and the workplace, as documented in the technical manual for the assessments?
- o What are the eligibility requirements for determining who will receive literacy intervention?
- o How does the school determine which level of support eligible students will receive through intervention?

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

2.2. Valid and reliable standardized mathematics assessments are selected and used to determine eligibility for intervention, with the foci being on the improving of algebra knowledge. For high school students, the mathematics assessments should include measurement of conceptual knowledge, procedural knowledge, and procedural flexibility.

Possible Sources of Evidence
- o Documentation of criteria used to select assessments.
- o Documentation of assessments used for identification of students' conceptual knowledge, procedural knowledge, and procedural flexibility.
- o District or school pupil progression plan; school improvement plan.
- o Documentation of eligibility requirements (cut points) for receiving support through multitiered system of support or RTI.

Guiding Questions
- o Do the assessments include the most predictive indicators for utilization of mathematics in secondary education, higher education, and the workplace, as documented in the technical manual for the assessments?
- o What are the eligibility requirements for determining who will receive mathematics intervention?
- o How does the school determine which level of support eligible students will receive through intervention?

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

2.3. Formative assessments that align with instructional goals are used to monitor student response to intervention.

Possible Sources of Evidence
- o Documentation of criteria used for selection of formative assessments.
- o Placement and pacing guidelines from current intervention curricula.
- o District or school pupil progression plan; school improvement plan.
- o Multitiered system of support or RTI guidelines.

Guiding Questions
- o How are embedded assessment data used to group students for intervention and the foci, length, and intensity of the intervention?
- o Are the providers of interventions given support in making instructional and grouping decisions for students receiving intervention? Who provides the support?
- o Is there a plan to review student progress in the intervention and change intervention placement as needed?

Write the rating number below that best describes your program's implementation progress for each item. My Rating:_____	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

2.4. Data are used by teachers and students to set goals, adjust instructional practices, and guide the selection of curriculum materials in order to enhance student-centered learning, improve student motivation, and increase student engagement.

Possible Sources of Evidence
- o Learning environment and interest surveys.
- o Documented use of school-based facilitators (instructional coaches) for data integration.
- o District or school data management plan.
- o Results of formative assessments, including embedded assessments.
- o District, school, classroom, or publisher's data warehouse.

Guiding Questions
- o How are curriculum materials and topics of study determined?
- o What is the variety of data available to teachers and students?
- o What informational feedback is available and provided to students?
- o What is the level of integration across the disciplines and collaboration among teachers?

Scoring Guide Area 3: Content and Instruction

The design of the curriculum and the plan for instruction and interventions reflect instructional practices that have been empirically shown to support gains in student achievement.

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

3.1. Criteria for selecting and using programs and curricula that have been shown to have a positive effect on student achievement are used (see What Works Clearinghouse http://ies.ed.gov/ncee/wwc/; Coalition for Evidence-Based Policy, 2003).

    Possible Sources of Evidence
- o Review of criteria for selecting the most effective literacy and mathematics programs and curricula.
- o Documentation of program use.
- o Professional development records.
- o Log or record of literacy and mathematics programs and curricula that are currently available at the school.

    Guiding Questions
- o Have criteria been developed to select programs and materials for use with students receiving literacy or mathematics interventions?
- o Are all components of selected curricula or programs available in their entirety to ensure that each intervention is delivered the way it was intended to be delivered (with fidelity)?
  - o Has professional development been provided to individuals who will be delivering interventions to support effective use of selected reading programs and curriculum?

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

3.2. A plan is developed and implemented for academic interventions that reflect instructional practices empirically shown to increase student achievement.

    Possible Sources of Evidence
- o Professional development plans for individuals who teach interventions, including instructional materials, an instructional schedule that maximizes instructional time, and instructional practices empirically shown to affect gains in student achievement.
- o Instructional plans for interventions.
- o Interviews with instructional coaches, administrators, and educators who implement interventions.
- o Intervention session observations.
- o Professional development attendance records and evaluations.
- o Progress monitoring tools and data.

    Guiding Questions
- o Does the professional development offered focus on instructional practices empirically shown to increase student achievement (has been validated with data)?
- o Who facilitates the development of instructional plans that are informed by student assessment data?

o   Do fidelity observations help verify the implementation and support of effective instructional practices (for example, observations of adherence to program components delivered with quality)?

Scoring Guide Area 4: Instructional Time

The school schedule has allocated sufficient and consistent instructional time to facilitate academic intervention and meet students' instructional needs.

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

4.1.   The school has established a schedule that maximizes instructional time for academic interventions through the use of various formats such as stand alone courses, integration of intervention strategies in content area courses, as well as out-of-school time.

Possible Sources of Evidence
- o   District or school pupil progression plan.
- o   School master schedule (includes intervention and course schedules).
- o   Interviews with teachers, instructional coach(es), guidance counselors, administrators, and staff to determine best schedules for interventions.

Guiding Questions
- o   Where in the school schedule is time provided for academic interventions?
- o   How does the school schedule provide time for academic interventions above and beyond the minimum/required time already allocated to literacy and mathematics instruction?
- o   Does the length of time dedicated to academic interventions offer enough intensity and duration for academic growth?
- o   Are interventions provided during out-of-school times (e.g. before school, after school, breaks)?

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

4.2.   The school has established a schedule that will provide academic interventions with the appropriate frequency, consistency, and duration to meet students' instructional needs.

Possible Sources of Evidence
- o   District or school pupil progression plans.
- o   School master schedule (includes intervention and course schedules).
- o   Review of student academic and Early Warning System data.

Guiding Questions
- o   According to the master schedule, how many days per week and minutes per day will students receive academic intervention?
- o   According to diagnostic assessment data, are students receiving enough intervention time to meet their needs?
- o   Is the intervention schedule being implemented as designed with consistency?

Scoring Guide **Area 5: Interventionist/Teacher Selection**

A plan is developed and implemented to identify and/or hire, develop, and retain the best possible individuals to deliver academic interventions for struggling students.

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

5.1. A plan is developed and implemented to identify and/or hire school faculty and staff who will provide academic interventions to students daily or near-daily in small groups. The individuals delivering intervention should be able to teach academic literacy or mathematics skills in an engaging manner to students during classroom intervention or content area instruction.

Possible Sources of Evidence
- o Schedules for school faculty and staff (may include content area teachers, instructional coaches, paraprofessionals/instructional assistants, other school staff).
- o Documentation of hiring, training, and work hours of individuals identified for delivering intervention.

Guiding Questions
- o How many school faculty and staff who have demonstrated success in teaching academic literacy or mathematics skills are available to implement academic interventions daily or near-daily in small groups?
- o How many school faculty and staff can be identified who have the ability to be trained to implement effective academic interventions?
- o Do the school faculty and staff selected to deliver interventions have consistent blocks of time in their daily schedule that enable them to work with one or more intervention groups daily or near-daily? Can schedules be adjusted to allow them to consistently (daily or near-daily) serve intervention groups?
- o How are teachers' schedules established to provide time for small group instruction/intervention to take place in the classroom?
- o How are instructional coaches hired at the school to support intervention teachers?

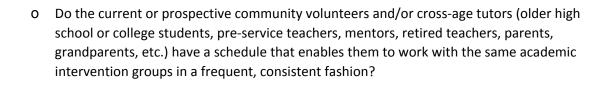| Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

5.2. A plan is developed and implemented to identify available community volunteers and/or cross-age tutors who can provide academic interventions to students daily or near-daily in small groups.

Possible Sources of Evidence
- o Documentation of current community volunteers and/or cross-age tutors.
- o Schedule of availability for each well-trained community volunteer or cross-age tutor.
- o Documentation of partnerships with local colleges and universities and high school leadership organizations.
- o Documentation of partnerships with local or national organizations, agencies, or non-profit groups.

Guiding Questions
- o Does the district/school recruit, train, and use community volunteers and/or cross-age tutors to reduce group sizes for implementing academic interventions?

o Do the current or prospective community volunteers and/or cross-age tutors (older high school or college students, pre-service teachers, mentors, retired teachers, parents, grandparents, etc.) have a schedule that enables them to work with the same academic intervention groups in a frequent, consistent fashion?

Scoring Guide **Area 6: Professional Development and Ongoing Support**

A plan is developed and implemented that will provide professional development and ongoing support to school faculty, staff, and community volunteers delivering academic interventions and strategy instruction for educators providing initial instruction.

Write the rating number below that best describes your program's implementation progress for each item. My Rating:_____	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

6.1.   A plan is developed and implemented to provide professional development for individuals delivering academic interventions and academic intervention strategies for educators providing initial instruction.

- Possible Sources of Evidence
    o   Professional development schedule and training agenda.
    o   Professional development training materials.
    o   Professional learning community schedules and agendas.
- Guiding Questions
    o   Who provides training in academic intervention strategies for educators providing initial academic instruction through professional development or professional learning communities?
    o   Who provides training to individuals delivering academic interventions?
    o   When do individuals delivering academic interventions receive initial training?
    o   What follow-up and other professional development opportunities are offered and when?

Write the rating number below that best describes your program's implementation progress for each item. My Rating:_____	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

6.2.   A plan is developed and implemented to conduct ongoing observations of, and provide feedback and support to individuals delivering academic interventions.

- Possible Sources of Evidence
    o   Academic interventions observation plan.
    o   Academic interventions fidelity checklist/rubric.
    o   Interviews with school faculty and staff responsible for organizing the implementation of academic interventions.
- Guiding Questions
    o   Has a timeline agreed upon by teachers and school leaders been developed for teacher implementation of instructional practices modeled during professional development?
    o   Does the school use rubrics or checklists to conduct ongoing fidelity observations of individuals delivering interventions? How often?
    o   Do observations of intervention sessions inform school leaders about the kinds of support and feedback to provide to individuals delivering intervention?

Scoring Guide Area 7: Communication

A plan is developed and implemented that facilitates effective communication and collaboration among administrators, instructional coaches, classroom teachers, intervention teachers, parents, and guidance counselors to ensure that each student's instructional needs are met.

Write the rating number below that best describes your program's implementation progress for each item. My Rating:_____	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

7.1. A plan is developed and implemented for communication and collaboration that will ensure successful start-up of academic literacy interventions (Gonzalez-DeHass, Willems, & Holbein, 2005).

- Possible Sources of Evidence
    - Documentation of faculty and staff roles and responsibilities.
    - Interviews with administration and leadership (for example, instructional coach, RTI coach, special education teachers, guidance counselor, content area teachers).
    - Meeting notes from academic intervention planning meetings.
    - Memos from administration or leadership to classroom teachers.
    - Documentation of communication with parents.
- Guiding Questions
    - Who is responsible for organizing intervention startup (for example, identifying school personnel and community volunteers who will provide intervention, identifying training opportunities for those providing intervention, creating intervention schedules, ensuring timely assessment of students to determine eligibility for intervention, identifying students for intervention placement)?
    - How are parents informed when a student is deemed eligible to receive academic intervention?
    - What connections have been made with previous educators who have served students prior to the current school year?

Write the rating number below that best describes your program's implementation progress for each item. My Rating:_____	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

7.2. A plan is developed that enables teachers, those delivering intervention, and parents to collaborate regularly regarding students' growth in targeted skill areas (Gonzalez-DeHass, Willems, & Holbein, 2005; Hamilton, et al., 2009).

- Possible Sources of Evidence
    - Interviews with classroom teachers.
    - Interviews with individuals delivering intervention.
    - Schedule of collaborative meetings between teachers and individuals implementing intervention.
    - Schedule of conferences with parents.
    - Schedule of school-sponsored parent/community academic events.
- Guiding Questions
    - Do teachers understand the intervention goals and progress for each student?
    - What types of student work and data collected during intervention sessions are shared with classroom teachers and parents?
    - How are classroom teachers using information provided from intervention sessions?
    - What types of student work and data collected during classroom instruction are shared with those delivering interventions?
    - How is information from classroom teachers used by the interventionist?

- o Who is facilitating collaborative discussions between teachers and interventionists about students' instructional needs?
- o Are parents provided with resources to continue to support and build academic skills in students while at home?

Scoring Guide Area 8: Intervention or Classroom Environment

A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive literacy instruction (Averill, Baker, Rinaldi, 2014; Tanner, 2008).

Write the rating number below that best describes your program's implementation progress for each item. **My Rating:_____**	1 = Important, but not feasible now 2 = Area to develop 3 = Partially in place, under development 4 = Already in place

8.1.   A plan is developed and implemented to ensure a healthy and safe learning environment.

- Possible Sources of Evidence
    - o Documentation of district/school criteria for instructional environments.
    - o Documentation of a custodial/maintenance plan for instructional environments.
    - o Procedures established for school faculty and staff to report concerns about the instructional environment and for these concerns to be addressed quickly.
    - o Documentation of available instructional spaces to provide consistent academic interventions (inside and outside the classroom).
    - o Documentation of instructional materials (complete curricula) and supplies (pencils, paper, calculators, erasers, pencil sharpeners) available and easily accessible for intervention use.

- Guiding Questions
    - o Have criteria been developed to select instructional environments for intervention that will provide healthy and safe learning environments in which distractions are minimized?
    - o Is there a plan in place to regularly monitor instructional environments to ensure that they remain a healthy and safe learning environment throughout the school year?
    - o Is instructional space consistently available to provide academic literacy interventions?
    - o Is the instructional space conducive to student engagement and productivity (for example, physical space, furniture, lighting, minimized outside distractions)?
    - o Is the instructional environment engaging, conducive to learning, and print rich?
    - o Are instructional materials and supplies readily available for use during intervention sessions?

Rating Key: 1 = Important, but not feasible now

        2 = Area to be developed or improve

        3 = Partially in place, under development

        4 = Already in place

State:

District:

School:

_____

Complete this form by recording the results of consensus ratings and discussions from initial self-study results, initial thoughts on priorities, and initial brainstorming ideas for next steps/activities for each area rated 2 or 3 (areas where development is most needed).

Scoring Guide Area	Consensus	Priorities	Ideas for next steps/activities
Area 1. Student Selection	Part 1.1. : 1 2 3 4 Part 1.2. : 1 2 3 4		
Area 2. Assessment Selection and Data Use	Part 2.1. : 1 2 3 4 Part 2.2. : 1 2 3 4 Part 2.3. : 1 2 3 4 Part 2.4. : 1 2 3 4		
Area 3. Content and Instruction	Part 3.1.: 1 2 3 4 Part 3.2. : 1 2 3 4		
Area 4. Instructional Time	Part 4.1. : 1 2 3 4 Part 4.2. : 1 2 3 4		
Area 5. Interventionist/ Teacher Selection	Part 5.1. : 1 2 3 4 Part 5.2. : 1 2 3 4		
Area 6. Professional Development and Ongoing Support	Part 6.1. : 1 2 3 4 Part 6.2. : 1 2 3 4		
Area 7. Communication	Part 7.1. : 1 2 3 4 Part 7.2. : 1 2 3 4		
Area 8. Intervention/ Classroom Environment	Part 8.1. : 1 2 3 4		

After the *Implementation Consensus Rating Form* has been completed, the facilitator will begin the completion of this form by leading a discussion with the group about the priorities for action based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan.

Based on group discussion and consensus ratings, list the top priority areas to improve implementation of early literacy intervention.

Based on group discussion, what next steps and activities are needed to address the listed priorities? Consider timelines and who will be responsible for determining the strategies or providing the resources.

Based on group discussion, what general challenges do you anticipate? How will the challenges be addressed? Consider who will be responsible for addressing these challenges.

Who will be responsible for monitoring progress as the plan is implemented? What will be the timeline for implementation?

This appendix describes key references that provide additional support for each of the *Scoring Guide* areas.

Scoring Guide Area 1: Student Selection

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review*, *39*(1), 22-28. https://eric.ed.gov/?id=EJ886408

The authors note important differences in student selection for academic interventions at secondary school settings. "At middle and high school, academic deficits are well established. Moreover, because a greater range of performance in the academic domain can be sampled than in the elementary grades, it is easier to design middle and high school tests whereby students do not cluster near the bottom of the scale, creating meaningful distinctions among students with deficits of larger and smaller magnitudes. For these reasons, at middle and high school, it no longer makes sense to allocate scarce resources to screening for the purpose of identifying students at risk for academic failure. It makes more sense to rely on teacher nomination or existing assessment data to identify students with manifested academic difficulties" (p. 24).

"Restricting participation in secondary prevention to students for whom the likelihood of success is good creates a better opportunity to serve this population more effectively, which in turn enhances schools' opportunity to provide appropriately intensive tertiary prevention. This is the case because when secondary prevention is offered to a mix of students, some of whom seem likely to respond and others of whom have such large deficits that secondary prevention's intensity is manifestly insufficient, a higher proportion of both subsets of students may fail to respond, thereby flooding tertiary prevention and watering down the intensity required at the tertiary level. This parallels the need for high-quality primary prevention to avoid overwhelming secondary prevention with inappropriate students and thereby decreasing the intensity available at secondary prevention. For these reasons, moving students with the greatest academic deficits directly to a well-conceptualized, most intensive tertiary prevention level may produce more reliable and substantial outcomes for both subpopulations of students" (p. 25)

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE No. 2009-4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED506645

This practice guide for using student data in decision making recommends that "after triangulating data and considering the extent to which student learning did or did not improve in response to the intervention, teachers can decide whether to keep pursuing the approach in its current form, modify or extend the approach, or try a different approach altogether" (p. 16).

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?&id=ED502502

This practice guide makes the recommendation that educators, "Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. States, districts and schools should develop comprehensive, longitudinal, student level databases with unique IDs that, at a minimum, include data on student absences, grade retention, and low academic achievement. Data should be reviewed regularly, with a particular emphasis before the transitions to middle school and high school" (p. 6).

***Scoring Guide* Area 2: Assessment Selection and Data Use**

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED502398

The authors of this practice guide conclude that reading ability is a key predictor of achievement in content area classes, as well as success in the global information economy. The authors recommend explicit instruction and assessments in vocabulary, comprehension, and interpretation skills within the content areas (p. 7). Motivated students are more likely to be engaged and become autonomous, self-directed learners (p. 37).

Pearson, P., Hiebert, E., & Kamil, M. (2007). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly,* 282-296. http://eric.ed.gov/?id=EJ760266

Vocabulary is closely tied to comprehension. The authors assert that there are different vocabulary types: listening, speaking, reading, and writing and caution that when selecting the assessment of vocabulary the type of vocabulary intended to be assessed must be considered. It is further advised that the selection of the assessment must go beyond tradition, convenience, psychometric standards, and economy of effort and move towards selecting assessments in which words are contextually embedded (p. 284).

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED506645

The authors recommend a systemic process of annual, interim, and classroom assessment for collecting data to inform instruction (p. 10). The data from these assessments are to be used by educators to guide the intervention practices. The recommendations in this practice guide are applied to the data cycle used for improving mathematics instruction to meet the student's learning needs (p. 8). Data are used to inform classroom-level instructional decisions such as how to structure instructional time and the level of intervention (p. 8). The assessments are embedded within the learning activity and linked to the current unit of instruction (p. 47). Specific feedback increases student confidence and motivation (p. 22).

Star et al. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students* (NCEE 2014-4333). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED555576

This practice guide notes that mathematics assessments should include measurement of conceptual knowledge, procedural knowledge, and procedural flexibility (p. 3).

***Scoring Guide* Area 3: Content and Instruction**

Coalition for Evidence-Based Policy. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED477483

This guide emphasizes the importance of using high-quality tools that are supported by rigorous evidence. "This Guide seeks to provide assistance to educational practitioners in evaluating whether an educational intervention is backed by rigorous evidence of effectiveness, and in implementing evidence-based interventions in their schools or classrooms. By intervention, we mean an educational practice, strategy, curriculum, or program" (p. 1).

Foorman, B., & Wanzek, J. (2015). Classroom reading instruction for all students. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of multi-tiered systems of support* (pp. 235-252). New York, NY: Springer Science, Inc.

This chapter highlights the importance of providing instruction in language skills as part of literacy instruction. Specifically, the authors indicate that focusing on academic language development can contribute to comprehension of text as it becomes increasingly complex in the later grades.

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review*, *39*(1), 22-28. https://eric.ed.gov/?id=EJ886408

The authors note that "the greatest potential for accelerating the academic progress of most difficult-to-teach learners… the teacher begins with a more intensive validated tutoring program, while conducting frequent progress monitoring to tailor that program for maximal effectiveness" (p. 24).

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED502398

This guide on effective practices for improving adolescent literacy classroom and intervention notes that "teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content-area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text" (p. 11). Another recommendation noted that "teachers should provide adolescents with direct and explicit instruction in comprehension strategies to improve students' reading comprehension" (p. 16). In addition, the practice guide recommended that "teachers should provide opportunities for students to engage in high-quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension" (p. 21). A final recommendation noted that "teachers should use strategies to enhance students' motivation to read and engagement in the learning process" (p. 26).

Wanzek et al. (2013). Extensive reading interventions for students with reading difficulties after grade 3. *Review of Educational Research*, 83,(2), 163–195. http://eric.ed.gov/?id=EJ1001658

The authors found that "adolescence is not too late to intervene in reading and that student achievement in comprehension, word recognition, fluency, word reading fluency, and spelling can be improved in small amounts through extensive interventions" (p. 29).

Star et al. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students* (NCEE 2014-4333). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED555576

The authors of this practice guide recommend that teachers use solved problems to engage students in analyzing algebraic reasoning and strategies, teach students to utilize the structure of algebraic representations, and teach different algebraic representations to convey different information about an algebra problem (p. 2).

Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2008). *Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A synthesis of the intervention research*. Center on Instruction. http://eric.ed.gov/?id=ED521890

The findings of this meta-analysis recommend the following approaches to instruction or curricular design for mathematics intervention: explicit instruction, student verbalization of their mathematical reasoning, visual representations, range and sequence of examples, multiple and heuristic strategies, giving teachers ongoing formative assessment data and feedback on students' mathematics performance, providing data and feedback to students on their mathematics performance, and peer-assisted mathematics instruction (p. 1-3).

Pashler et al. (2007). *Organizing Instruction and Study to Improve Student Learning* (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ncer.ed.gov.

This practice guide provides recommendations for organizing instruction and study to improve learning. These practices include spacing learning over time, having students alternate between worked solutions and trying to solve problems on their own, combining graphics with verbal descriptions, connecting and integrating abstract and concrete representations of concepts, using quizzing to promote learning, helping students to allocate study time efficiently, and asking deep explanatory questions (p. 2).

Gersten et al. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED504995

The authors discuss the importance of mastering foundational mathematics skills in intervention. "Tier 2 and tier 3 instruction focuses on foundational and often prerequisite skills that are determined by the students' rate of progress. So, in the opinion of the panel, acquiring these skills will be necessary for

future achievement. Additionally, because tier 2 and tier 3 are supplemental, students will still be receiving core classroom instruction aligned to a school or district curriculum (tier 1)" (p. 20).

Scoring Guide Area 4: Instructional Time

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED502398

The authors of this practice guide note that, "the recommendations are representative of panel members' thinking about methods that have the strongest research support and those that are appropriate for use with adolescents. The first four recommendations (explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, and increasing student motivation and engagement in literacy learning) can be implemented easily by classroom teachers within their regular instruction, regardless of the content areas they teach." The final recommendation of this practice guide, make available intensive individualized interventions for struggling readers that can be provided by qualified specialists, specifically notes that interventions should be provided where intensiveness matches student needs or "the greater the instructional need, the more intensive the intervention." The authors note that if the instructional quality is high, intensity of intervention is "related most directly to the size of instructional groups and amount of instructional time."

Biancarosa, G., & Snow, C. (2006). *Reading next—A vision for action and research in middle and high school reading. A report to the Carnegie Corporation of New York (2nd Ed.).* Washington, DC: Alliance for Excellent Education. Retrieved from https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf.

The authors note the importance of devoting a significant amount of daily instructional time to literacy skills. "The panel strongly argued the need for two to four hours of literacy-connected learning daily. This time is to be spent with texts and a focus on reading and writing effectively. Although some of this time should be spent with a language arts teacher, instruction in science, history, and other subject areas qualifies as fulfilling the requirements of this element if the instruction is text centered and informed by instructional principles designed to convey content and also to practice and improve literacy skills. To leverage time for increased interaction with texts across subject areas, teachers will need to reconceptualize their understanding of what it means to teach in a subject area. In other words, teachers need to realize they are not just teaching content knowledge but also ways of reading and writing specific to a subject area" (p. 20).

Gersten et al. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED504995

The authors focus on targeting additional time for students needing additional support in mathematics instruction. "In tier 2 interventions, schools provide additional assistance to students who demonstrate difficulties on screening measures or who demonstrate weak progress. Tier 2 students receive supplemental small group mathematics instruction aimed at building targeted mathematics proficiencies. These interventions are typically provided for 20 to 40 minutes, four to five times each week. Student progress is monitored throughout the intervention" (p. 5).

Beckett et al. (2009). *Structuring out-of-school time to improve academic achievement. A Practice Guide.* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED505962

The authors of the practice guide recommend that Out of School Time (OST) programs align academically with instruction occurring during the school day. They also recommend efforts take place to maximize student participation and attendance. Finally, the authors recommend that educators adapt instruction to individual and small group needs (p. 11).

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?&id=ED502502

This practice guide recommends that schools provide academic support and enrichment to imporive academic performance. "Research shows that low academic performance, absenteeism, and grade retention are related to dropping out. Providing academic supports, such as tutoring or enrichment programs, helps address skill gaps and offset a cycle of frustration" (p. 22).

Scoring Guide Area 5: Interventionist or Teacher Selection

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review*, *39*(1), 22-28. https://eric.ed.gov/?id=EJ886408

The authors note that it is important that "to ensure that teachers view their mission as reducing and eliminating already existing, sizable academic deficits" (p. 26).

Wanzek et al. (2013). Extensive reading interventions for students with reading difficulties after grade 3. *Review of Educational Research*, 83,(2), 163–195. http://eric.ed.gov/?id=EJ1001658

The authors note the importance of teacher understanding of how to adequately differentiate instruction (p. 25).

Biancarosa, G., & Snow, C. (2006). *Reading next—A vision for action and research in middle and high school reading. A report to the Carnegie Corporation of New York (2nd Ed.).* Washington, DC: Alliance for Excellent Education. Retrieved from https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf.
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The authors note that it is important for teachers providing core instruction and intervention in secondary schools to understand "effective instructional principles embedded in content, including language arts *teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area" (p. 4). Teachers "should assume leadership roles and spearhead curricular improvements*" (p. 21). "The vision for an effective literacy program recognizes that creating fluent and proficient readers and writers is a very complex task and requires that teachers coordinate their instruction to reinforce important strategies and concepts" (p. 22). "Other important contextual information, such as teacher experience and education, should be tracked as well" (p. 27).

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice*, *19*(5), 531-540. http://eric.ed.gov/?id=EJ852125

The authors focus on staff selection as an important area of implementation. "Who is qualified to carry out the evidence-based practice or program? What are the methods for recruiting and selecting practitioners with those characteristics? Beyond academic qualifications or experience factors, certain practitioner characteristics are difficult to teach in training sessions so must be part of the selection criteria (e.g., knowledge of the field, basic professional skills, common sense, sense of social justice, ethics, willingness to learn, willingness to intervene, good judgment, empathy)" (p. 533).

Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2008). *Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A synthesis of the intervention research*. Center on Instruction. http://eric.ed.gov/?id=ED521890

It is important for mathematics interventionists to know how to implement instructional practices such as explicit instruction, visual representations, using a range and sequence of examples, and using multiple and heuristic strategies (p. 1-3).

Beckett et al. (2009). *Structuring out-of-school time to improve academic achievement. A Practice Guide.* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED505962

The authors discuss the importance of staff selection when hiring for OST programs. "Although little is known about the methods or characteristics that define effective teachers, researchers have discovered that some teachers are much better than others at helping students achieve significant achievement gains during the school day. For direct instruction or supervisory roles, the panel recommends hiring classroom teachers who demonstrate success during the school day, and the school can support these efforts. To identify effective teachers to employ as the OST coordinator or as an OST instructor, OST programs can seek out award-winning teachers or work with administrators to identify effective teachers" (p. 17).

Biancarosa, G., & Snow, C. (2006*). Reading next—A vision for action and research in middle and high school reading. A report to the Carnegie Corporation of New York (2nd Ed.).* Washington, DC: Alliance for Excellent Education. Retrieved from https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf.

The authors note the importance of providing additional time for students needing intensive intervention by tutors who may work during OST. "Some students require or would benefit from intense, individualized instruction. This is particularly true of the student who struggles with decoding and fluency, but is also true of students requiring short-term, focused help. Such students should be given the opportunity to participate in tutoring, which need not occur only during the school day" (p. 18).

Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2008). *Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A synthesis of the intervention research.* Center on Instruction. http://eric.ed.gov/?id=ED521890

The authors find that providing cross-age tutors, community volunteers, or other available tutors may benefit students needing intervention. "Findings do seem stronger for tutoring by a trained, older and/or more proficient student than by a peer" (p. 20).

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice*, *19*(5), 531-540. http://eric.ed.gov/?id=EJ852125

The authors note that simple to implement programs using volunteer tutors may be beneficial. "Some programs are purposefully designed to be very simple in order to minimize the need for careful selection (e.g., a reading tutoring program designed to be staffed by volunteers)" (p. 533).

***Scoring Guide* Area 6: Professional Development and Ongoing Support**

Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, *3*(1), 30-37.

The authors note that in providing academic interventions for students "Classroom teachers receive professional development in effective instruction and ways to enhance differentiation and intensity through flexible grouping strategies and evaluations of progress (Tier 1, primary intervention)" (p. 31).

Vaughn, et al. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*, *39*(1), 3. http://eric.ed.gov/?id=EJ886407

The authors note the importance of professional development for content area teachers offering literacy strategies embedded in their courses across the school day. "All students received the benefits of content area teachers who participated in researcher-provided professional development designed to integrate vocabulary and comprehension practices throughout the school day (Tier 1)" (p. 1).

"The research team provided the interventionists with approximately 60 hr of professional development prior to teaching. This training included sessions related to the standardized intervention, the needs of the adolescent struggling reader, and principles of promoting active engagement in the classroom as well as other features of effective instruction and behavior management. They also received an additional 9 hr of professional development related to the intervention throughout the year and participated in biweekly staff development meetings with ongoing on-site feedback and coaching (once every 2–3 weeks)" (p. 7).

Averill, O. H., Baker, D., & Rinaldi, C. (2014). A Blueprint for Effectively Using RTI Intervention Block Time. *Intervention in School and Clinic*, *50*(1), 29-38. http://eric.ed.gov/?id=EJ1037909

The authors note the importance of using data to determine professional development needs. "The RTI steering committee should then use student data to discuss areas in which interventions or assessments are still needed. By comparing areas of need with the interventions and assessments currently available, the committee will be able to identify gaps. Once these gaps are identified, the committee can think about creating a professional development (PD) plan for the upcoming year that targets areas of highest need. A PD plan for the year may include finding time for teachers to teach each other or to swap intervention programs to learn and use."

Star et al. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students* (NCEE 2014-4333). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED555576

The practice guide notes the potential of using the recommendations to provide professional development. "Administrators and professional development providers can use the guide to implement evidence-based instruction and align instruction with state standards or to prompt teacher discussion in professional learning communities" (p. 3).

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice*, 19(5), 531-540. http://eric.ed.gov/?id=EJ852125

The authors note the importance of professional development and feedback loops to implementation. "Innovations such as evidence-based practices and programs represent new ways of providing treatment and support. To be effective, practitioners (and others) at an implementation site need to learn when, where, how, and with whom to use new approaches and new skills. Even though they are ineffective implementation strategies when used alone, preservice and in-service training are efficient ways to provide knowledge of background information, theory, philosophy, and values; introduce the components and rationales of key practices; and provide opportunities to practice new skills and receive feedback in a safe training environment" (p. 534).

"Feedback loops are critical to keeping the evidence-based program ''on track'' in the midst of a sea of change. If the feedback loops indicate needed changes, then the integrated system needs to be adjusted to improve effectiveness or efficiency" (p. 535).

Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2008). *Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A synthesis of the intervention research.* Center on Instruction. http://eric.ed.gov/?id=ED521890

The authors note the importance of tutor training. "A critical feature in the studies we reviewed is the amount and extent of training provided to students who assumed the role of tutor. Among these six studies, it generally appears that the training provided to tutors was sufficient for them to perform their tasks" (p. 20).

Beckett et al. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED505962

The authors note the benefit of experienced teacher mentoring and feedback. "Teachers can use their experience to advise and mentor less-experienced OST instructors or volunteers, especially when budgets are tight or sufficient numbers of experienced teachers are not available" (p. 17). "Schools should observe OST instruction and student management, recreational time, and the day-to-day operation of the program" (p. 35).

Wasik, B. A. (1998a). Using volunteers as reading tutors: Guidelines for successful practices. *The Reading Teacher, 51*(7), 562–570. http://eric.ed.gov/?id=EJ562450

This study outlines key components for effective tutoring programs. One of the key elements for a successful tutoring program is for tutors to be well trained so that they have a basic understanding of the reading process and to be supervised by a reading specialist. The reading specialist should observe the volunteers and give them constant feedback and ongoing support in order to have the greatest positive impact on students.

Wasik, B. A. (1998b). Volunteer tutoring programs in reading: A review. *Reading Research Quarterly, 33*(3), 266–291. http://eric.ed.gov/?id=EJ571662

This article reviewed research findings and recommends that tutors be trained on specific scaffolding and modeling techniques in order to be successful. It suggests that tutors who do not have adequate training and support could be more of a hindrance than a support to struggling students.

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?&id=ED502502

This practice guide recommends that educators provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. "Reforms to provide relevant instruction emphasize professional development for teachers so that classroom instruction meets the needs of all students" (p. 34).

Scoring Guide **Area 7: Communication**

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review, 17*(2), 99–123. http://eric.ed.gov/?id=EJ732429

The authors found that when parents are involved, students have increased motivation, effort, concentration, attention, and positive outcomes in reading. The authors define parent involvement as parent participation in parent-teacher conferences, school functions, engaging in activities at home, engaging in student extracurricular activities, and parental influence and input regarding academic progress and decisions.

Gersten et al. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED504995

The authors of this practice guide note the importance of school-wide communication and collaboration. "RtI intentionally cuts across the borders of special and general education and involves school-wide collaboration" (p. 9).

Wasik, B. A. (1998a). Using volunteers as reading tutors: Guidelines for successful practices. *The Reading Teacher, 51*(7), 562–570. http://eric.ed.gov/?id=EJ562450

This study outlines key components for effective tutoring programs. It suggests that tutoring needs to be coordinated with classroom instruction. However, tutoring can go a step beyond classroom instruction by presenting strategies and providing explanations that students would not receive during typical classroom instruction.

Wasik, B. A. (1998b). Volunteer tutoring programs in reading: A review. *Reading Research Quarterly, 33*(3), 266–291. http://eric.ed.gov/?id=EJ571662

This article reviewed research and concludes that a consistent feature of successful tutoring is coordination between the volunteer program (tutoring) and classroom instruction. It highlights that it would be confusing for struggling students if they are learning different and inconsistent approaches to reading.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED506645

The authors of this practice guide focus on data leadership that leads to school-wide and parent communication and collaboration. "The data team should provide guidance on using data to support the school's vision, with the ultimate aim of developing the capacity of all school staff to use data. At the outset, members of the data team should regularly interact with school staff about data and its uses, oftentimes serving as data facilitators. Team members can educate school staff, district representatives, or parents about the school's vision for data use by having individual or small group meetings focused on these topics" (p. 29).

Beckett et al. (2009). *Structuring out-of-school time to improve academic achievement. A Practice Guide.* (#NCEE 2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED505962

The authors of this practice guide recommend alignment of OST programs academically with the school day. "In the panel's opinion, collaboration can improve academic outcomes and in the studies reviewed for this guide, two independent evaluators recommended that collaboration between in-school time and OST be strengthened if possible" (p. 49).

Scoring Guide **Area 8: Intervention or Classroom Environment**

Averill, O. H., Baker, D., & Rinaldi, C. (2014). A Blueprint for Effectively Using RTI Intervention Block Time. *Intervention in School and Clinic*, 50(1), 29-38. http://eric.ed.gov/?id=EJ1037909

The article highlights the impact physical space can have on students' learning and behavior during intervention. The authors recommend selecting a space that can be consistently available and close to the students' classroom to minimize transition time and maximize learning time. The authors also recommend arranging the space to maximize efficient delivery of the intervention.

"Some of the things that the RTI steering committee should consider include (a) identifying appropriate assessment and intervention resources, (b) determining professional development needs to improve capacity for intervention delivery, (c) using personnel resources in the most effective way, (d) optimizing the physical space available to deliver interventions, and (e) structuring the time to deliver interventions and engage students who are not receiving intervention" (p. 31).

Tanner, C. K. (2008). Explaining relationships among student outcomes and the school's physical environment. *Journal of Advanced Academics*, 19(3), 444–471. http://eric.ed.gov/?id=EJ810757

This work explored the relationship between schools' physical environment and student outcomes. Physical environment was "defined as four sets of design patterns: movement and circulation, large group meeting places, day lighting and views, and instructional neighborhoods" (p. 445). It was found that each of the "four design variables was positively related to student achievement, even after controlling for school SES" (p. 445).

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