

H.E.A.R.T.
in the
Secondary Setting

**Hardeman Empowering
Achievement Response Team**

A Response to Intervention Procedure

**Hardeman County Schools
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HEART In The Secondary Setting

PURPOSE:

It is the intent of Hardeman County School District to address specific and unique needs of secondary students as they move through the final stage of their mandatory educational process prior to beginning the next phase of their lives, whether that takes them to a post-secondary educational setting, full time employment, a career in the military or other options.

HEART, in the secondary setting, is designed to meet the needs of each individual student. Hardeman County Board of Education believes that it is our responsibility to address the needs of our secondary students. Hardeman County Board of Education understands the needs range from academic deficits in literacy and math to behavioral issues. It is the desire of this county to address each student as individuals and provide programming that addresses their specific needs.

HEART expectations for the secondary setting are:

- Reduce Drop-out rate
- Reduce the number of suspensions
- Increase the graduation rate
- Meet and exceed AYP mandates
- Increase ACT scores to exceed benchmark
- Prepare students to meet post-secondary goals

ACCOUNTABILITY

In compliance with No Child Left Behind and Responsiveness to Intervention, each teacher in the HEART process will do all that is within his or her professional capability to ensure that all students can learn and are successful in the regular education program.

THE TEACHER

Each teacher, as a part of his or her professional responsibility will believe and understand that:

- Data drives instructional decisions
- All students are unique and have unique learning styles and interest
- All students have different levels of academic readiness
- Literacy is the key to academic success
- Teachers will address instruction to achieve proficiency in listening, speaking, reading, and writing as a means of assisting students in accessing content
- Teachers are committed to helping struggling students as well as those students needing enhanced instruction
- Teachers will provide instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options
- Teachers will provide intensive strategic instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded through classroom instruction
- Teachers will provide intensive basic skill instructional approaches that build mastery of entry level literacy skills for students needing intensive, accelerated literacy intervention.
- Teachers will apply a problem-solving framework to identify and address individual student's difficulties using effective, efficient instruction that leads to improved achievement.

Teachers **must** possess strong content knowledge as well as pedagogical knowledge that appropriately address rigor and cultural relevance. Teachers must understand the appropriate instructional sequences and forms of differentiated instruction necessary for teaching varied levels of understanding.

THE SCHOOL DISTRICT

It is the responsibility of the Hardeman County Board of Education to provide teachers with access to rich, scientifically-based materials and resources, the results of ongoing standards-based assessments, ongoing intervention support and ongoing standards-based and evidence-based professional development. The school district will commit to providing initial and on-going differentiated professional development opportunities for teachers, support staff, facilitators and administrators.

The school district will commit to utilizing well-trained and experienced facilitators in providing instructional staff with on-going embedded professional development training and support.

The school district will commit to identifying and participating in an on-going process of timely review for the purpose of the program monitoring , support and informed instruction which should include but not be limited to classroom observations, site visitations, data and assessment review, and data decision making action plans based on these reviews.

The school district will provide the mechanisms and support to ensure immediate follow-up with the district's progress monitoring activities, resulting in findings and targeted action plans.

The school district will implement a comprehensive and valid process for evaluating the effectiveness of teacher instruction and use of "best practice strategies."

The school district will utilize on-going media efforts that communicate the district's HEART process to parents and the community. The district will assure that communication efforts are friendly and done in a way that parents can access and understand.

The school district will commit to providing numerous and varied opportunities for the Board, parents and community to interact with the educational services. These services may be offered through parent/teacher conferences, school PTO meetings and specific parent and community involved activities at each school location.

FACILITATORS

The school district will place FACILITATORS at each school site to ensure effective implementation of the HEART process. The facilitator provides leadership and participation in the implementation of on-going professional development for teachers and support staff. The facilitator oversees and organizes the sequential process of HEART. The facilitator plays a “key” role in the implementation of the process and holds many responsibilities. The facilitator responsibilities include (but not limited to):

- Provides beneficial staff trainings
- Schedules and organizes benchmark assessments
- Collects data for the purpose of program monitoring
- Documents effective instruction through classroom observations and data review
- Coordinates HEARTeam meetings weekly
- Provides support to struggling teachers
- Confirms collaboration between general education and special education teachers
- Monitors progress monitoring data
- Follows IDEIA rubric for eligibility
- Keeps updated records on students who are at risk for failure
- Meets with and/or contacts parents concerning student progress
- Meet with teachers to “pour over data” in order to meet student needs in all content core subjects
- Becomes an expert on the benchmark assessment tool/progress monitoring tool
- Becomes an expert on reading data from the benchmark assessment tool and on TVAAS data in order to train teachers on how to drive instruction with data
- Coordinates Tier 2 and/or Tier 3 schedules/instructors

Each school site will identify members of the staff to be a part of the HEARTeam. The HEARTeam will meet with the facilitator weekly to review student data and to make academic decisions on students who are at risk for failure and struggling students. Permanent HEARTeam members may NOT include classroom teachers. Classroom teachers will be invited to meetings that are in regard to students in their classrooms.

HEARTeam members must possess a broad range of competencies and shared responsibilities. It is vital that HEARTeam members are cooperative and support the program at many different levels.

HEARTEAM MEMBERS RESPONSIBILITIES INCLUDE (but not limited to)

- Prepare materials for benchmark testing
- Schedule and organize benchmark testing
- Become expert on Odyssey in order to “troubleshoot”
- Examine student data after each benchmark test to determine “at risk” students
- Begin a file folder on each identified student
- Maintain student data on data spreadsheet
- Inform parents of the HEART process and when benchmark assessments will be administered
- Train teachers on Odyssey navigation and on how to progress monitor and read reports
- Review “at risk” students’ files every 3 weeks (progress monitoring and class work).
- Inform parents every 3 weeks of progress (i.e. telephone, letter, meeting, progress monitoring data)
- Document dates of when parents are contacted
- Make recommendation on “at risk” students every 9 weeks
- Determine if student progress is non-responsive and request for assistance is necessary through IDEIA

PRINCIPALS

The principal is considered the “leader” of the school. The principal sets the stage at the beginning of the school year for teacher and student expectations. The principal ensures HEART implementation by meeting with school staff and going over expected procedure and routine. The principal ensures student understanding by meeting with the student body and going over student expectations. The principal will ensure effectiveness of the program by:

- Selecting committed and knowledgeable HEARTeam members
- Actively participating in on-going professional development opportunities at both the district level and site level
- Checking classrooms for fidelity and effective instruction
- Meeting with and establishing an action plan for teachers struggling with using “best practice” strategies
- Providing hallway monitoring to ensure students/teachers are in classes on time
- Establishing the importance of bell to bell instruction with teachers
- Actively communicating and meeting with HEARTeam to provide input on student data and recommendations.
- Establishing and monitoring efforts that provide feedback and input from parents
- Provide uninterrupted 90 minute blocks as much as possible

CORE CHARACTERISTICS OF THE HEART PROCESS

- Students receive high-quality instruction in their general education setting
- Evidence-based effective general education instruction
- General education instructors and staff assume an active role in students' assessment in that curriculum
- Benchmark assessments in academics
- Continuous progress monitoring of student performance
- Progress monitoring data to determine effectiveness of instruction and to make academic decisions and modifications
- Continuous progress monitoring to pinpoint students' difficulties
- Research-based interventions to address student needs
- Assessment of the fidelity and integrity with which core instruction is implemented
- Multiple tiers of increasingly intense student-focused interventions

CORE INSTRUCTION: TIER 1

Core Instruction is referred to as Tier 1. It is the instruction in each content-area course. It is instruction that deals with what we provide for ALL students. The following components take place in the core (Tier 1) content classroom:

- **Whole group instruction**
- **Small group, differentiated instruction**
- **Rotations into various workstations and/or differentiated activities**
- **An established classroom management plan utilizing research-based strategies**
- **Effective instruction based on Tennessee curriculum standards**
- **Bell-to-bell uninterrupted instruction**
- **Implementation of research-based instructional strategies**
- **Differentiated instruction according to student need**
- **Data-driven instruction**
- **High expectations for student achievement**
- **Parent involvement**
- **Instruction implemented with fidelity, integrity, and effectiveness**
- **Documentation of teaching to mastery**
- **Benchmark testing / progress monitoring / data**
- **Rigorous pacing**
- **Teacher follows core content pacing guide**
- **Teacher accountability**

The CORE Instructional program has a critical and fundamental responsibility to scaffold student instruction to ensure maximum access to increasingly complex and challenging text and information. According to research, the common characteristics of struggling readers in high school include:

(Biancarosa, G., and Snow, C. E. (2004)

- They are almost always less fluent readers—many have some multi-syllabic needs and their sight word vocabularies are thousands of words smaller than the grade level reader
- They are usually less familiar with the meanings of words
- Struggling readers usually have less conceptual and content knowledge
- Less skilled readers have fewer and less-developed strategies to enhance comprehension or repair it when it breaks down
- They typically do not enjoy reading or choose to read for pleasure

The major areas of reading emphasis in high school in all the core content subjects should include: (Stupski Foundation, 2007)

- Expanded sight vocabulary to unfamiliar words in increasingly challenging text
- Expanded vocabulary development to thousands of unfamiliar terms in increasingly challenging text
- Increasingly detailed knowledge of text structures and genres
- Acquisition of expanded content knowledge in many domains
- Increased thinking and reasoning skill development
- Increased need to build positive and relevant connections regarding reading as a vital skill for current and future opportunities in learning and adult life

Teachers instructing in the core content subject must provide instructional supports and a variety of differentiated interventions in an effort to close achievement gaps in learning. All secondary teachers provide literacy instruction in their core content subject.

SECONDARY HEART PROCEDURE

Hardeman County High Schools will implement a data-based instructional method of teaching. Academic progress of individual students will be monitored. Academic performance in each high school will be measured routinely, systematically, and with purpose. Instructional programs and learning strategies will be based on researched data provided through continuous progress monitoring. Through decisions made through the HEARTeams, based on reviewed data, the faculty and staff of each high school will ensure that all students receive appropriate instruction that will be reflected in their performances on state mandated assessments.

DATA COLLECTION

End of course comprehensive assessments will be utilized as benchmark assessments. Each content area course will administer an end of course comprehensive assessment at the beginning of the year, the middle and at the end of the course to determine the student's level of achievement at the beginning of the course, growth at mid-year and adequate progress at the end of the course. The first benchmark assessment will establish a baseline with which teachers will determine grouping for small group instruction. Teachers will use this data to drive instruction in the small group setting. Odyssey Learning will provide progress monitoring probes to be administered every three 3 weeks on standards that have been taught. Teachers will use the progress monitoring data to continue to drive instruction in the small group setting and for differentiating instruction and activities. The supervisor of secondary schools will establish common progress monitoring probes in Odyssey according to content pacing guides (standards that have been taught). Students scoring very low on the benchmark assessments may be administered the AIMSweb curriculum based measurement to obtain further information to help in meeting the unique needs of the student(s). In addition to AIMSweb, the HEARTeam may request that a student be administered the Qualitative Reading Inventory when further information is needed to determine academic needs of a student. All data will be documented on the appropriate spreadsheet as assessments and probes are administered. Hardeman County teachers will utilize TVAAS Probability of Proficient information. Students who have a less than 25% probability of scoring proficient on a specific Gateway and/or End of Course assessment will be

considered “at risk” for academic failure and be referred to the HEARTeam for review. Using Benchmark assessments, progress monitoring probes and TVAAS information, the HEARTeam will identify students who will be monitored closely.

Teachers of core content subjects will follow the following steps to gather data:

Step 1:

Teachers of core content subjects will utilize TVAAS to obtain the Projected Percentile (graph) for each student per block.

Step 2:

Teachers will list each student by block on the designated Teacher Data Spreadsheet. Identify gender, race, and grade and identify eligible subgroup(s) for each student. This information will be helpful to teachers in determining which group(s) of students may not have adequately progressed.

Step 3:

Using the data spreadsheet, teachers will enter the predicted percentile from the graph for each student which will generate the predicted number of correct answers, the predicted scale score, and the predicted proficiency level (Advanced, Proficient, Below Proficient). This data will be used to drive instruction in the small group setting.

Step 4:

Teachers will administer the Practice Gateway Exam/End of Course assessments, at the beginning of the year, in all the core content subjects and log the baseline score on the spreadsheet.

Step 5:

Teachers will analyze baseline scores and predicted scores in order to **plan for differentiated instructional activities within each classroom**. This process will ensure that teachers focus on moving all students predicted score either towards proficient or to a score higher than the predicted score, which will result in a positive gain for teacher effect. **Teachers will understand that an obtained score that is below the predicted score results in a negative gain or negative teacher effect.**

Step 6:

At mid-point during the term, a second comprehensive assessment will be administered and results will be charted on the spreadsheet. It is expected that the mid-term assessment will indicate an increase from the score obtained on the pre-test. Data will continue to drive instruction and teachers may need to change grouping for small group instruction.

Step 7:

Teachers who have access to Odyssey High School in their classrooms will assess each student on Odyssey to evaluate student areas of strength and weakness. Having completed this task, Odyssey automatically prescribes learning paths that address each student's specific needs. Data from Odyssey will be documented in the Odyssey reporting system and will be used to drive instruction in the small group setting during the 90 minute block along with TVAAS data and benchmark assessments.

Step 8:

Teachers with Odyssey access may use Odyssey during whole group instruction to introduce new skills, engage students, motivate, capture and hold students' attention,

Step 9:

Teachers with Odyssey access will rotate students through Odyssey during workstation time in order for students to:

- Review concepts through interactive activities on the student level of understanding (differentiation)
- Learn standards to mastery
- Complete chapter assessments
- Complete progress monitoring probes
- Reinforce study habits, including note taking

Students rotating through the Odyssey workstation will receive either remediation or enrichment on a standard as needed. **(Individual need for additional time in a separate setting will be determined through progress monitoring data within the software's reporting function).**

Teacher will review Odyssey data weekly to address student needs.

Step 10:

Students using Odyssey will be progressed monitored every three weeks on the standards that have been taught (Common assessments will be compiled for each core content area subject). Data will be documented on the data spreadsheet and teacher will use data to drive instruction and differentiate activities.

Step 11:

HEARTeam will review data from all content subjects after each benchmark assessment and after each progress monitoring probe. HEARTeam will recommend more intensive intervention (after 9 weeks of the beginning of the course and after the mid-term benchmark assessment) if student data indicates a risk for failure.

DATA COLLECTION SUMMARY

AUGUST:	Universal Screening Information/Progress Monitoring TVAAS Projected scores End of Course/Gateway base line comprehensive Odyssey Progress Monitoring Probes (every 3 weeks) AIMSweb (if needed for further information) Qualitative Reading Inventory (if needed)
OCTOBER	Mid-Term Screening End of Course/Gateway base line comprehensive Odyssey Progress Monitoring Probes (every 3 weeks) AIMSweb if needed Qualitative Reading Inventory if needed
DECEMBER	Final-Comprehensive Assessments

PACING GUIDES

In order for schools to be consistent across the district, and, in order to alleviate gaps in learning as well as ensure that curriculum standards are met, it is important to establish core content pacing guides for teachers to follow during the school year.

Pacing Guides have been established for each content subject and are on file in the office of the secondary supervisor. Teachers are required to follow the pacing guide for the core content subjects. Teachers will be given updated pacing guides at the beginning of each new school year.

PROGRESS MONITORING AN ESSENTIAL FORM OF ASSESSMENT

Progress Monitoring will be ongoing throughout the school year. It is crucial that progress monitoring be implemented with fidelity and validity as the data guides our instruction.

Progress Monitoring determines whether students respond to standard forms of instruction. For students who fail to respond, it gives us data to build appropriate instructional lessons.

Students will complete progress monitoring probes on Odyssey as they rotate through the computer station. The progress monitoring probes will be administered every three weeks (on the standards that have been taught). Teachers will administer common progress monitoring probes based on each content area pacing guide. The supervisor of secondary instruction will establish common probes (based on standards that have been taught) for each content area making them consistent in both high schools.

For clarification: Students rotate through Odyssey on a daily basis. Progress monitoring probes are administered during the third week of rotation.

TIER 1 PROCEDURE

Each core content area subject will implement a 90 minute, uninterrupted instructional block with bell to bell instruction. Teachers will instruct with “best practice” guidelines and implement research-based instructional strategies.

Teachers are faced with many challenges: 1) meeting the needs of all students; 2) information that must be taught has expanded where the time remains constant; 3) expectations for improved student performance is high; 4) information that is taught is complex, abstract and most often, little interest to students.

In order to be effective and efficient, Tier 1 teachers must:

- Plan and deliver rigorous, grade level content to diverse groups of students
- Think deeply about what students need to know
- Select the central concepts that make the details and facts hang together
- Present the information in ways that actively involve and engage students
- Follow core content subject pacing guide

STRATEGIES are accommodations made by the teacher to *enhance* the delivery of instruction. Teachers must provide essential vocabulary. They must teach concepts and skills that will help students learn the key content required in the core curriculum. Strategies deal with establishing a purpose for the reading or activity and often access and build off prior knowledge.

COMMON SECONDARY STRATEGIES FOR THE TIER 1

CLASSROOM (University of Kansas Center for Research on Learning, 1999) (Sample forms provided in the appendix)

- Help students see the “Big Picture”
 - Course Map
 - Unit Organizer
- Understanding Difficult Concepts
 - Compare and Contrast
 - Concept Diagram
- Remembering and Recalling Important Information
 - Interactive Study Guides
 - FRAME Routine

BEST PRACTICE GUIDELINES FOR THE TIER 1 CLASSROOM

- Whole Group Instruction

Review previously taught skills, introduce new skills by following the district pacing guide. Provide high-interest, motivational activities that introduce standards and establish relevance. Teach specific procedures and check for understanding. Provide literacy and writing instruction.
- Small Group Instruction

Systematic, explicit, direct instruction led by the teacher. Small group is grouped according to level of performance on universal assessment. Small group time with the teacher provides the teacher an opportunity to:

 1. check for mastery learning
 2. re-teach previously taught standards
 3. close gaps in learning
 4. provide enrichment for mastered standards
 5. incorporate literacy instruction

- **Rotation of Students**

Students are grouped heterogeneously during rotations. The purpose of rotating students to different work areas is to allow students to work together, teach students decision-making skills, provide opportunities for literacy instruction through interaction with other students, and more importantly, this time allows the teacher to pull students to the small group instruction table. The teacher must teach and practice procedures for participation in each rotation.
- **Rotation Options**

Technology rotation: utilize computers, calculators, audio materials, videos, overhead projectors, etc.

Differentiated activities: rotation that includes activities to be completed by individuals, pairs, or small groups of students utilizing varied student interests and learning styles. Activities will include opportunities for student choice, tiered and leveled assignments, and project based activities.

Independent reading: either silent, guided reading activities or reading with audio support, Calculator skills practice for math classes.

Drill and Practice

SMALL GROUP OVERVIEW

The “small group” time during the 90 minute block is very crucial. The core content subject teacher pulls students to the small group table according to data. The research-based data is the vehicle that drives the instruction during small group.

For students that have been identified as “at risk” for failure, the teacher must:

- Use the data to drive instruction during small group time
- Must provide intense intervention to close the learning gap
- Must progress monitor to ensure instruction is effective
- Must document instruction and progress monitoring
- Must meet with HEARTeam to review student data

For students whose data indicates proficient, the teacher must

- Review skills to teach to mastery
- Re-teach skills when necessary
- Provide scaffolded activities
- Provide drill and practice

For students whose data indicates advanced learning styles, the teacher must

- Provide enriched opportunities for enhanced learning

COMMON STRATEGIES FOR SMALL GROUP INSTRUCTION

Small group strategies are a set of powerful identified learning strategies for students that match the specific demands needed to learn the critical content in their core curriculum courses. Teachers explicitly teach these strategies and students then are provided ample practice and application opportunities in content-rich settings. (University of Kansas Center for Research on Learning, 2002)

ACQUISITION

DISSECT – word identification Strategy
 Visual Imagery
 Reciprocal Instruction
 QAR – Question/Answer Relationship
 Clarifying Routine
 CSR – Collaborative Strategic Reading
 Skim and Scan

STORAGE

Use of mnemonics
 LINC'S Vocabulary Strategy
 Note-taking
 Graphic mapping

EXPRESSION OF COMPETENCE

Response Journals
 Test taking strategies
 Paraphrasing/summarizing

(Example forms located in appendix)

SAMPLE STRUCTURE OF A 90 MINUTE BLOCK

Instruction	Time Range	Class Configuration	Ex. Of Instruction
Bell Ringer/Hook/Warm-up	3-5 minutes	Whole class	Examples: Current event Short video clip Brain teaser (relating to skill that is being taught)
Standards instruction	20-25 minutes	Whole class	Review Re-teach Objective(purpose) New skills Learning strategies
Small group/rotations	50 – 55 minutes	SMALL GROUPS: (homogeneous groups) Group 1: Advanced learning styles Group 2: Proficient learners Group 3: Students “at Risk”	ROTATIONS: (heterogeneous groups) Examples: Station 1: Technology Station 2: Differentiated activities Station 3: Independent drill and practice
Wrap – up	3-5 minutes	Whole class	Examples: Exit cards Review of skills by teacher Review of skills by students Short video clip

SPECIAL EDUCATION
IN THE TIER 1 CLASSROOM
(INCLUSION)

All students, including those students who are eligible for special education services in a pull-out environment, ***will receive core content subjects in the general education setting.*** (This is according to research and best practice. It is a Special Education Department decision as to how inclusion will take place in the High School Setting). According to data, some special education students will need assistance in the general education core content subject. In this event, those special students needing assistance will receive inclusion in the general education core content subject. When providing inclusion services, special education teachers may:

Co-teach

Pull small group for direct instruction

Help in providing appropriate differentiation in workstations

Monitor workstations

Best practice for progress monitoring special education students is once per week. By progress monitoring weekly, the special education teacher can document growth or document needing a change in programming. Progress monitoring data provides parents and the state department excellent accountability of teacher effectiveness and reliable data on the progress of reaching IEP goals and objectives.

Special Education teachers will be responsible for retrieving and maintaining progress monitoring data from Odyssey on special education students. Special Education teachers may use AIMS to benchmark special students as well as use AIMS probes to progress monitor special students along with Odyssey.

General Education and Special Education COLLABORATION

General Education Teachers and Special Education Teachers must collaborate weekly on shared students. Special Education teachers must have a plan when they walk into a room for inclusion services. During weekly meetings, the teachers will determine:

- Teacher concerns regarding each student
- Action plan to help the students
- Responsibilities each teacher will have during the time the Special Education teacher is in the room
- How action plan will be implemented

Decisions will be made in grade level meetings with special education personnel and will be documented weekly on the following form. Special Education Teacher will file the signed form and keep in a 3 ring notebook for documentation of her role in the inclusion setting. At any time, administration may ask to see the documentation form to verify role of special education teacher in the general education classroom.

The following form will be used to document grade level meetings with general education teachers.

GRADE LEVEL TEAM MEETING FOR INCLUSION SERVICES

SCHOOL: _____ GRADE _____

Meeting Date _____

Plan for week of: _____

List individual student concerns (if any):

Action Plan to be implemented:

Teacher Responsibilities: 5-day chart

General Education Teacher	Special Education Teacher

Signatures:

Special Education Teacher: _____ date _____

General Education Teacher: _____ date _____

MEETING THE NEEDS OF ALL STUDENTS IN TIER 1

In order to meet Federal and State and IDEIA guidelines for Special Education Eligibility; and, in order to meet guidelines for No Child Left Behind, a multi-tiered instructional intervention process is designed for students who have been identified as “at risk” for failure.

Teachers will follow the below steps in establishing effective instruction for students (considered at risk) in the secondary level.

1. Students below the 25% on TVAAS will receive intensive instruction in the Tier 1 small group setting.
2. Students below the 25% on TVAAS will receive remediation through Compass Odyssey during block rotation (according to student placement test).
3. Students below the 25% will be progress monitored on Odyssey and/or in small group every three weeks.
4. All students will be administered End of Course/Gateway assessment at the beginning, middle and at the end of course to establish baseline of achievement and growth over the period of time of the course.
5. Ninth grade students coming into the ninth grade below the 25th percentile on AIMSweb will be tested immediately for placement in a Corrective Reading program. These students will be progress monitored in the reading program as well as on Odyssey.
6. HEARTeam will review and document progress monitoring on students considered “at risk” to ensure effectiveness of instruction every three weeks.
7. After 9 weeks of intensive small group instruction and remediation through Odyssey and progress monitoring, the HEARTeam will evaluate data and determine academic recommendations.
8. If the student is not making adequate progress in Tier 1 with the provided supplemental materials, the HEARTeam will recommend a Tier 2 placement that will provide the student with additional intervention outside the core content 90 minute block.

TIER 2 IN THE SECONDARY SETTING

Effective, strategic instruction, based on research-validated practices, is used in each multi-tiered level intervention. Strategic instruction remains prominent at each level. Tier 2 intervention provides additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class (Tier 1) strategic instruction has not yielded the desired impact.

TIER 2 intervention provides strategic tutoring and extended-day opportunities for students needing more intensive instruction. Students receiving Tier 2 intervention will be progress monitored weekly on AIMSweb (if further information is needed) and every third week on Odyssey to ensure effectiveness of intervention. Tier 2 intervention will be implemented through small group instruction and remediation provided through Odyssey.

HEARTeam will review progress monitoring data of the student(s) in Tier 2 every 3 weeks. The HEARTeam will evaluate the progress of the student(s) every 9 weeks and make academic recommendations. Students will remain in Tier 2 for no less than 9 weeks.

The HEARTeam will evaluate and determine if student is recommended to continue in an intervention setting according to data. The HEARTeam will complete a recommendation form at the end of course. Should the student be recommended for further intervention, the student will be moved into a Tier 3 setting at the beginning of the next semester.

TIER 3 IN THE SECONDARY SETTING

Students may remain in Tier 3 as long as data indicates a need for Tier 3 intervention. Tier 3 will be considered the third tier of intensive intervention (after 9 weeks of Tier 1 and 9 weeks of tier 2). Strategic instruction will be offered in an after school or before school setting using Odyssey and trained personnel whom will deliver small group direct instruction based on needs and mastery of standards.

The HEARTeam will review progress every three weeks and continue to evaluate every nine weeks and make appropriate academic recommendations.

REQUEST FOR ASSISTANCE THROUGH IDEIA

The HEART process is for **suspected learning disabled** only. If the district suspects that a student is disabled in some “other” way i.e. health impaired, vision impaired, emotionally disturbed, autistic, hearing impaired, mentally retarded, etc., the district will by-pass the HEART process of intervention and request assistance through the HEART facilitator immediately, with the proper paper work completed.. (Refer to the HEART Manual, Section 1, Pages 79-82)

Students suspected of having a learning disability *must* follow the below steps before making a request for assistance through IDEIA.

STEPS	PROCEDURE
1	Student has universal screening(s) documented and has been identified as at risk for failure and parent has been notified of the data. (TVAAS, EOC Comprehensives)
2	Student receives intensive small group, data driven instruction in the core (tier1) classroom. Student receives the provided supplemental assistance consistently through Odyssey.
3	Tier 1, small group instruction is documented daily
4	Student is progress monitored in Tier 1. Progress is dated and documented on spreadsheet.
5	Teacher is checked for fidelity and effectiveness of instruction frequently. (documented and dated)
6	HEARTeam reviews student data every 3 weeks (after progress monitoring data is documented). Review is documented and dated.
7	After 9 weeks of intense small group instruction and progress monitoring every three weeks, the HEARTeam evaluates data and makes a recommendation. Parent is notified and kept abreast of progress and recommendations.
8	If student is progressing adequately in Tier 1 through small group instruction and supplemental materials, HEARTeam will recommend a “stay put” in Tier 1 and continue to review data every 3 weeks. (Teacher continues to provide intense small group instruction based on data).

9	If student has not made adequate progress during the 9 weeks of intense small group instruction in Tier 1; 1) Tier 1 teacher continues intense small group instruction in Tier 1 class, 2) HEARTeam recommends student receive additional intervention outside the Tier 1 class by being placed in a Tier 2 intervention.
10	Student receives Tier 2 intervention for no less than 9 weeks.
11	Student data is reviewed every 3 weeks (documented and dated)
12	Tier 2 teacher is checked for fidelity and effectiveness of instruction frequently (documented and dated)
13	Student is progress monitored weekly in the Tier 2 setting.
14	HEARTeam evaluates data after 9 weeks of Tier 2 and makes recommendation. Parent is notified (documented and dated)
15	If student is making adequate progress, HEARTeam will dismiss from Tier 2 services. (Document and close file)
16	If data indicates the need, the HEARTeam will proceed with “request for assistance” (go to step 20).
17	If student is not making adequate progress and data indicates student needs more intensive intervention, HEARTeam will recommend Tier 3 intervention for the student. (Document and date)
18	Student receives Tier 3 for no less than 9 additional weeks with HEARTeam review every three weeks.
19	HEARTeam evaluates student data after 9 weeks of Tier 3 intervention and makes recommendation. HEARTeam may recommend student remain in Tier 3 for as long as data dictates; OR,
20	HEARTeam may begin the process for “request for assistance”.
21	If “request for assistance” is needed, HEARTeam will follow procedures in the HEART Manual, Section 1, pages 63-75. Student will remain in Tier 3 until eligibility is determined.

NOTE: Request for Assistance can not be made until student has received no less than 18 weeks of intense small group instruction and instruction has been documented as being effective.

NOTE: Tier 2 in the secondary setting is offered as an extended day program. In order to make valid academic recommendations for the student, the student must be present in the extended day program for (at least) three (3) days per week. Documentation of attendance will be required.

FEDERAL MANDATE

2007 IDEA regulations state:

In order for a student to be eligible for special education services, the student must meet the following eight standards.

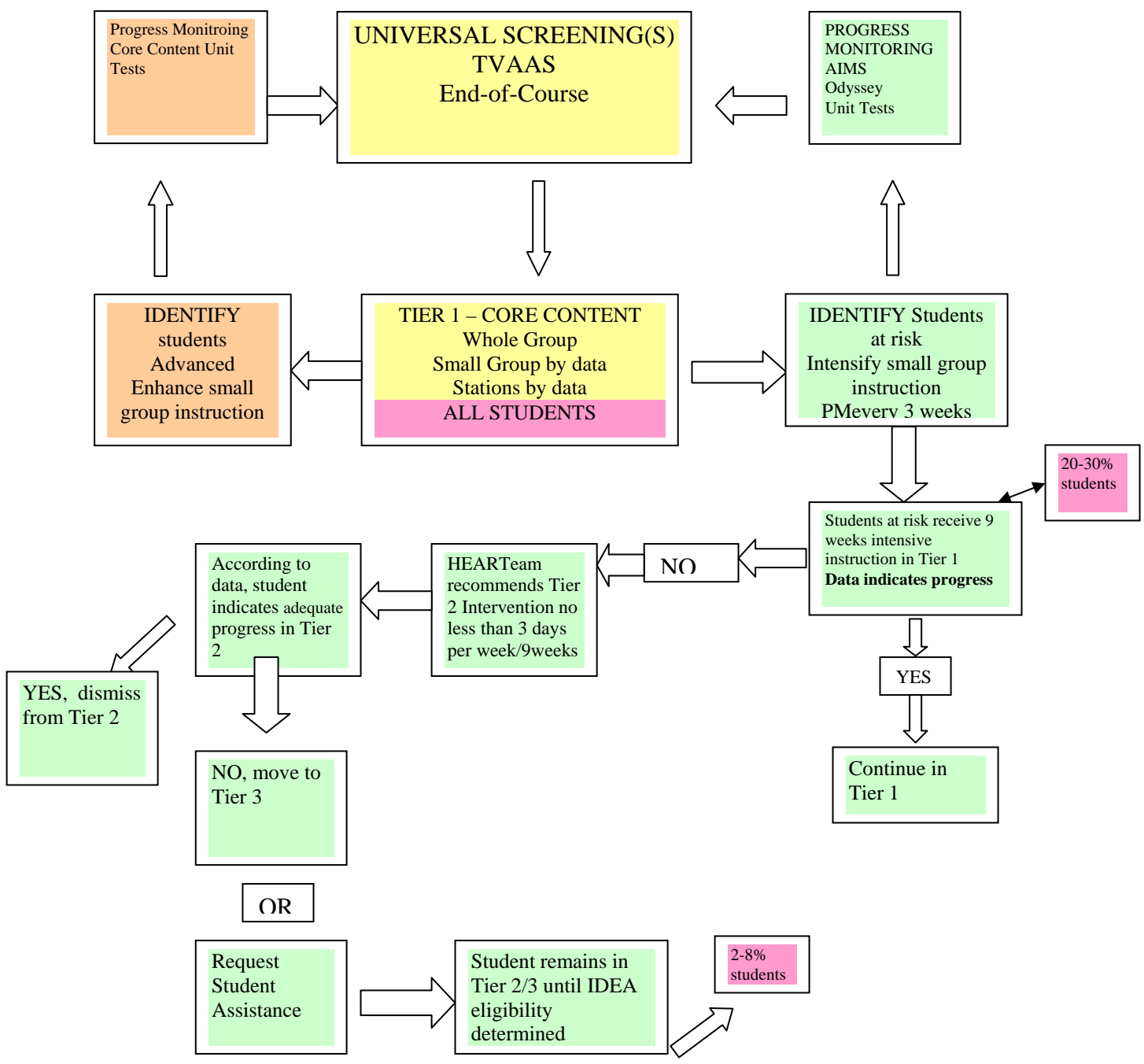
- (1) evidence that underachievement in a child was not due to a lack of appropriate (the child's State approved grade level standards) scientifically validated instruction (instruction that has been researched using rigorous, well designed, objective, systematic, and peer reviewed studies) in reading and math;
- (2) evidence that prior to, or as a part of, the referral process, the child was provided appropriate instruction in general education settings;
- (3) evidence that instruction was delivered by appropriately trained personnel;
- (4) databased documentation of repeated formal assessment of student progress during instruction (progress monitoring data) that has been collected and recorded frequently (a minimum of one data point per week in each area of academic concern);
- (5) evidence that progress monitoring data was provided to the child's parents at a minimum of once every four and one half (4.5) weeks;
- (6) evidence that, when provided scientifically validated instruction and appropriate interventions and learning experiences, the child did not achieve at a proficiency level or rate consistent with State approved grade level standards or with the child's age, in one or more of the following areas;
 - (a) oral expression,
 - (b) listening comprehension,
 - (c) written expression,
 - (d) basic reading skills,
 - (e) reading fluency skills,
 - (f) reading comprehension,
 - (g) mathematics calculation, and
 - (h) mathematics problem solving;
- (7) evidence that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to State approved grade level standards, the child's age, or intellectual development that is determined to be relevant to the identification of a Specific Learning Disability (as defined in the definition of Specific Learning Disabilities); and
- (8) evidence that the child's learning problems are not primarily due to Visual

Impairment, Hearing Impairment, Orthopedic Impairment; Mental Retardation; Emotional Disturbance; limited English proficiency; environmental or cultural factors; motivational factors; or situational trauma (i.e., temporary, sudden, or recent change in the child's life);

b. A child whose characteristics meet the definition of a child having a Specific Learning Disability may be identified as a child eligible for Special Education services if:

- (1) all the requirements of standards 2.a.(1) – 2.a. (8) have been met;
- (2) the evidence and documentation is evaluated and results verify that the characteristics exhibited by the child meet the definition of a Specific Learning Disability; and
- (3) documentation, including observation and/or assessment, of how Specific Learning Disabilities adversely impacts the child's educational performance in his/her learning environment.

Before a student is approved for referral to IDEA in Hardeman County, the student must first proceed through the HEART process as outlined in this manual. In order to meet eligibility for Special Education services, the student must meet the above eight standards as outlined by the Federal Government.



REFER TO THE HEART MANUAL, SECTION 1 FOR IDEIA REFERRAL PROCESS AND FORMS

FIDELITY CHECK LOG

The Hardeman County Board of Education believes that in order for students to be successful, teachers must be effective instructors. The purpose of fidelity checks are to ensure that students are receiving the best education and to ensure that lack of instruction is not the cause of gaps in a student's learning. The HEARTeam Chair in each school, along with principal and Board Administration will be responsible for checking teacher instruction for validity, fidelity and effectiveness. The procedure for checking validity, fidelity and effectiveness are as follows:

- 1. Chair, principals and administrators will conduct walk-throughs in classrooms daily at the beginning of the school year to document proper routine, procedure, classroom management, student performance and effectiveness of instruction.**
- 2. Classrooms receiving excellent marks will not need to be checked as frequently after the beginning of the school year. Classrooms receiving less than excellent marks will continue to receive walk-throughs daily.**
- 3. Tier 1, Tier 2, Tier 3, and Tier 4 teachers will have walk-throughs conducted.**

PROCEDURE FOR LESS THAN EXCELLENT CLASSROOMS:

1. Chair and principal will conference with the teacher, documenting on the supplied form. (HEART Manual, Section 1, p.55) This meeting will be relaxed and a time for the teacher to give his/her concerns. All parties will sit face to face with no desk in between. Teacher strengths will be pointed out at the beginning of the meeting. Teacher will be given time to voice concerns and any need for help. Using the log, Chair or principal will point out concerns observed in the classroom. The group will collaborate on what action may be taken to improve the effectiveness of instruction in the classroom. Everyone will sign-off on the documentation form.
2. Fidelity checks will continue in the classroom daily. If, after several days, the teacher continues to have difficulty, set-up a second conference with the teacher. Always point out strengths of the teacher. Using the documentation form, provide time for the teacher to voice concerns. Explain to the teacher the areas of need that are observed. Set-up a time for the teacher to observe two excellent classrooms. The teacher will be asked to take notes on what she/he observes and write down techniques that will benefit his/her classroom instruction.
3. Meet with the teacher after observations have been completed. Discuss what the teacher has noted and how the teacher may use techniques in his/her classroom. Through collaboration, write an action plan for the teacher to follow. (Always document and sign-off on documentation form.)
4. Allow the teacher a few days to incorporate the action plan. After a few days, conduct walk-throughs daily.
5. Set-up conference with the teacher after several walk-throughs has been conducted. If there is marked improvement. Praise the teacher and continue to give her support. (Document) If there is no marked improvement, the teacher will be provided a coach to demonstrate and model in the classroom and to help the teacher. Explain to the teacher the coach's role. (Document and sign-off)
6. Walk-throughs will continue to be conducted and coaching will be provided as necessary.
7. Meet with the teacher often to provide support and encouragement.
8. Document every meeting and the action taken at the meeting.

9. A copy of each documented conference form on each teacher must be sent to Mr. Gene Ross following each conference.
10. If all the above steps have been taken and documented in an effort to help the teacher become an effective teacher and the teacher is unable to demonstrate effectiveness, the teacher will be asked to meet with the Superintendent of the District.

It is the intent of Hardeman County to provide more than adequate training and guidance in an effort to help teachers become effective in his/her grade level. Only when administration has exhausted all efforts in attempts to provide support in helping a teacher be effective, will a teacher be asked to meet with the superintendent. Documentation of efforts with dates and signatures must be on file. Superintendent must be given copies of all conferences prior to meeting with the teacher.

Facilitators and administrators will use the following rubric for checking classroom effectiveness in Tier 1. If the class is an inclusion class, a separate form will be completed on the inclusion teacher and attached to the Tier 1 teacher observation form.

Facilitators and administrators will use the Fidelity Check Log for checking effectiveness in Tier 2 and in Tier 3.

Special Education Administrator will develop a fidelity check log for observing special education teachers in the pull-out setting.

**HARDEMAN COUNTY FIDELITY
RUBRIC**

HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM

Teacher Fidelity Conference

Meeting Documentation

TEACHER: _____ Date: _____ Gr. _____

CONFERENCE NOTES:

Strengths: _____

Areas in need: _____

ACTION TAKEN:

Principal _____ date _____
HEARTeam Chairperson _____ date _____
Teacher _____ date _____
Other Designee _____ date _____

Copy: Teacher
Principal
HEARTeam Chairperson

PEER COACHING

Coaching provides onsite support and guidance. Coaches work collaboratively with teachers to set professional goals for developing, extending, and improving effective research-based instructional skills, strategies, and practices.

Coaches are NOT evaluators. The coach will take an active role in helping the classroom teacher improve reading instruction and intervention. The coach will:

- Share expertise through training and in-class support**
- Demonstrate lessons**
- Observe teacher's practices and provide feedback**
- Help teachers to use data to inform instruction**

Teachers must see the coach as a valuable resource with a solid understanding of using research-based strategies.

The following coaching guidelines will be implemented in the Hardeman County Schools:

Coaches will:

Create a positive climate and establish rapport with the teacher.

Never enter a classroom and begin coaching if the teacher is not informed of the coach's role.

Teach a demonstration lesson only if the lesson has been prepared and will provide a good model.

Demonstrating Lessons:

- 1. Before entering the classroom, obtain the lesson that will be modeled in order to be prepared to demonstrate if necessary.**
- 2. If coach is not prepared to teach the entire lesson, select parts of the lesson to demonstrate. Discuss with the teacher the tasks/formats you will demonstrate.**
- 3. As coach prepares to position her/himself in front of the students, advise the teacher where he or she should sit. Do not assume the teacher will just find a place. Be sure to have the teacher seated close enough to observe the students.**
- 4. If the teacher leaves the room during the lesson, stop teaching. Tell the teacher, “The students are waiting for you to come back and watch them.”**
- 5. End demonstrations with positive comments such as: “You are a great class.”**
- 6. After the class, give the teacher feedback.**

DURING A DEMONSTRATION LESSON, THE TEACHER PAYS CLOSE ATTENTION TO THE DELIVERY OF THE LESSON, ESPECIALLY THE FOLLOWING:

- 1. How does the Coach integrate student’s prior knowledge and skills?**
- 2. How is learning made visible and broken down into steps?**
- 3. How does the coach use scaffolding?**
- 4. How does the coach pace the instruction?**
- 5. What instructional techniques are used to ensure students have frequent opportunities to respond?**

INTERVENING COACHING:

After entering the classroom, ask the teacher:

“May I team teach with you if we find the students are having difficulty” OR
“If we see a place in the lesson that the students are experiencing difficulty,
would you like for me to jump in and take over”?

1. Position yourself close to the teacher (the coach needs to be able to see both the teacher and the students.
2. When you take over as a coach, begin with (for example): “Your teacher is very organized”. OR “Students, you are doing a very good job of answering”. OR “Students, you are listening so well.”
3. At the time of your intervening, walk or turn quickly to the teacher. Ask: “May we pause for a moment?”
4. Let the students know that you are going to talk with the teacher for a minute. Assign the students to a simple task, for example: think of three words that mean the same thing as _____ etc.
5. Quickly and softly, describe the behavior that is causing a problem for student learning.
6. Give the teacher a quick rationale for the change. **KEEP THE EXPLANATION BRIEF!**
7. After you have described the needed change, ask the teacher, “Would you like to teach the task or would you like for me to teach the students?”
8. Praise the students for being quiet while you were talking to the teacher, give a quick statement about what will happen next. For example: “Thank you for letting me talk with your teacher. We are going on with the lesson, etc.” **PRAISE A LOT!**
9. After your demonstration of the intervening step, return the book to the teacher, and encourage the teacher to repeat the teaching behavior. In

some cases, depending on the age of the students, it is advantageous to let the students know the change you are making and why.

10. Praise the teacher for attempting the change. If the teacher taught acceptably, proceed. If not, have the teacher try the intervening step one more time. If the teacher is still having difficulty, practice this AFTER the lesson is over. Reassure the teacher that you will review the steps with her/him. NEVER EMBARRASE A TEACHER IN FRONT OF THE STUDENTS!

INTERVENING COACHING STEPS - P - PADIT

- P - May we PAUSE
- P - PRAISE the teacher and the students
- A - ASSIGN the students an activity
- D - DESCRIBE the needed change
- I - Would you like for me (I) to teach, or would you like to try
- T - TEACHER tries to successfully teach the task

The persons being coached are responsible for their own learning.

WHEN MEETING WITH THE TEACHER: USE SOLER POSITION

- S** - SIT squarely in front of teacher.
- O** - Maintain OPEN position. No crossed arms, no angry expressions
- L** - LEAN forward slightly.
- E** - Maintain EYE contact.
- R** - RELAX as much as possible

PRAISE

GIVE CONSTRUCTIVE FEEDBACK

PRAISE

PROMOTE PRODUCTIVE COMMUNICATION

1. Listen attentively
2. Use Objective, non-evaluative language
3. Match body language to verbal communication
4. Paraphrase to demonstrate understanding
5. Ask questions to clarify
6. Encourage teacher self-analysis through reflective questioning

PRIORITIZING PROBLEM AREAS:

1. Physical set-up of classroom
2. Classroom management
3. Following pacing guide
4. Instruction driven by data
5. Students engaged and responding
6. Small group instruction based on student needs
7. Purposeful workstations
8. Differentiation
9. Documentation
10. Parent Engagement

YEAR ONE IMPLEMENTATION GUIDE

The first year of implementation will be implemented very slowly. It is vital that all teachers successfully complete each step before moving to the next step in the process. Facilitators, principals and district administration will confirm mastery of each step before moving forward. Should a teacher exhibit difficulty in mastering a step, the facilitator and principal will meet with the teacher to determine an action plan to help the teacher with his/her struggles in the classroom. The process will not be successful if teachers do not have the following steps mastered.

August 7-14

Teachers teach classroom routine, procedure and rules *along with instruction*. If teachers do not teach this **exactly**, they will have difficulty during the entire semester of instruction. Teachers must be organized and structured and students must have an understanding of **exactly** what is expected of them. If a teacher does not have excellent classroom management, the teacher will not have excellent effective instruction. Students must be taught procedure of whole group instruction and procedure on transitioning to workstations. Refer to the HEART Manual, Section 2, Establishing Workstations, page, 13 to get ideas on how to teach procedure and routine effectively.

August 17-28

Facilitators and principals will check classrooms for effective classroom management. Teachers needing help will be met with and action plans will be developed. Teachers may need to observe other classrooms that are effective and talk with other teachers on how to establish an effective classroom management plan. Facilitator may need to establish a classroom management plan for the teacher and sit in the class with the teacher for several days to help in the implementation. If the school has exhausted all efforts in helping the teacher and the teacher continues to have difficulties, the district office should be notified.

August 31 – September 11

Teachers will move from whole group instruction after approximately 30 minutes to workstations. Teacher will divide students into (at least) 2 workstation groups (example: technology and vocabulary; or, independent drill and practice and graphic organizers; or, writing and research (stations that are purposeful and provide practice on skills that have been pre- taught). The purpose of this time is to give the teacher adequate time to teach workstation responsibilities and teach the students how to be accountable. During this time, the teacher will move from one station to the other to give guidance and confirm students understand what is expected during workstation time.

After approximately 20 minutes, the students will rotate stations and teacher will continue to give guidance on transitioning from one station to the other. At the end of rotations, the teacher will pull the students back into whole group and review and wrap-up.

Facilitators and principals will check classrooms during this time to confirm teacher mastery of providing workstations with classroom management.

Facilitators and principals will continue to meet with teachers having difficulty and provide teachers help.

September 14-25

Teachers successful with 2 workstations may add a third station (if they feel that 3 stations best fits their needs). Starting on this date, the teacher will transition students into workstations after whole group instruction. Teacher will confirm that all students are on task by doing a quick walk around. Teacher then begins to pull small groups of students to her table for small group instruction to review, re-teach, provide guided practice, etc. In order to initiate students into the practice of going to small group with the teacher, the teacher will rotate students in and out of the small group so that all students receive small group instruction. Once students understand the concept, the teacher will keep students in small group for different amounts of time depending on data.

Facilitators and principals check classrooms to confirm that teachers are successfully transitioning into workstations and into small groups with the teacher with good classroom management.

September 28- October 9

Teachers meet with facilitator to “pour over” student data. Students are identified as being advanced, proficient and at risk for failure. Teachers identify students who will be grouped together in small group instruction with the teacher. Teachers will use the data to make determinations. Students will be grouped homogeneously and data will drive the small group instruction. Students will be grouped heterogeneously in workstations and teachers will provide differentiated activities in workstations.

October 12 – end of semester

Teachers will:

- Provide whole group instruction using learning strategies
- Provide 2-3 workstations with differentiated activities to meet the needs of all students
- Provide small group instruction according to data
 - Intense instruction for students “at risk”
 - Review and guided practice for proficient students
 - Enhanced instruction for advanced students
- REMEMBER, THE GOAL IS TO MOVE ALL STUDENTS “UP”.
- Documentation logs begin on this date

Facilitators and principals will begin fidelity checks on a regular basis, checking for effectiveness of instruction and the fidelity with which the teacher instructs.

January Semester

Although teachers will have new students, the students, at this point, should understand procedure and routine and be able to smoothly transition into a new class with all best practice strategies in place. Teachers will use the first week to teach the classroom procedure and rules and begin the process the second week.

Fidelity checks continue and conferences with teachers continue as needed.

APPENDIX

HEARTEAM

STUDENT REVIEW AND RECOMMENDATION

TIER 2 (At-A-Glance)

SUBJECT: _____

STUDENT	Teacher	GR	3-wk Review Date	Outcome	9-wk Rec, Date	Outcome	Parent Informed Date
				Progress		Goal met/dismiss	
				No Progress		Recommend Tier 3	
				Progress		Request Assistance	
				No Progress		Goal met/dismiss	
				Progress		Recommend Tier 3	
				No Progress		Request Assistance	
				Progress		Goal met/dismiss	
				No Progress		Recommend Tier 3	
				Progress		Request Assistance	
				No Progress		Goal met/dismiss	
				Progress		Recommend Tier 3	
				No Progress		Request Assistance	
				Progress		Goal met/dismiss	
				No Progress		Recommend Tier 3	
				Progress		Request Assistance	
				No Progress		Goal met/dismiss	
				Progress		Recommend Tier 3	
				No Progress		Request Assistance	
				Progress		Goal met/dismiss	
				No Progress		Recommend Tier 3	
				Progress		Request Assistance	

HEART FACILITATOR CHECKLIST/REVIEW

FACILITATOR: _____

SCHOOL: _____

DATE OF REVIEW: _____

OBSERVER: _____

4 – completes very well

3 – completes somewhat well

2 - needs improvement

1 – no follow-through

LEADER CHECKLIST	4	3	2	1
Holds monthly staff meetings to keep teachers informed of the HEART process. (sign-in sheet and agenda on file)				
Provides teacher trainings during staff meetings when necessary (Training documentation on file) Ex. Progress monitoring, AIMSweb, sound/blending, etc				
Attends all Facilitator meetings				
Informs principal of facilitator meeting agenda and outcomes				
Holds documented HEARTeam meetings regularly (documentation on file)(at least once per month) on each Tier 2 student				
Trains HEARTeam members to perform task effectively				
Informs parents regularly of "at risk" students (documentation on file)				
Checks teacher progress monitoring weekly				
Files kept on each Tier 2 students with appropriate information				
Performs fidelity checks daily (documented)				
Holds documented conferences with teachers regarding teacher effectiveness				

Models/demonstrates delivery of instruction when needed				
"Request for assistance" files are completed and delivered to Central Office in a timely fashion				
Files requiring IDEA referral are completed and returned for process within one week of consent				
Student (Tier 2) files are updated and kept current				
Data on ALL students is reviewed to ensure progress				
Facilitator is motivating and encouraging to teachers and provides feedback to teachers				
HEART Assistants are monitored and used effectively				
HEART Assistants schedules are posted and monitored				
Monitors TimeLine documentation forms				
Monitors teacher pacing (pacing guide)				
Seeks principal approval before initiating any changes or rescheduling of classes				
Completes Fidelity checks on Tier 2 instruction				
Completes and turns in <i>designated</i> paperwork on time to the District Office				
Principal receives graph on overall student achievement in each classroom after each benchmark assessment (3 times per year)				

Facilitator Signature

Principal Signature

Date

Copied to Board of Education: _____

Date

The following forms may be found in the HEART Manual Section 1:

HEARTeam Conference Form
HEARTeam Recommendation Form
Request for Assistance
Student Profile – Form A
Strategic Instructional Variations – Form B
District HEARTeam Review Form
Parent Engagement Guidelines
Obvious Disabilities
Special Education Referral forms

Pacing Guides for all core content subjects are on file at the Board of Education.

The following page provides a sample copy of the data spreadsheet that will be used in the secondary setting.