



# RtI

Response to Intervention

**H.E.A.R.T.**

*Hardeman Empowering  
Achievement Response Team*

# **HARDEMAN COUNTY SCHOOL DISTRICT**

## **RESPONSE TO INTERVENTION/INSTRUCTION PLAN**

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***Facilitator Appendix*** also available

## ***INTRODUCTION TO HEART***

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It is the intent of the Hardeman County Board of Education to ensure that:

1. all students are provided an opportunity to succeed in the regular education program; and,
2. all students receive a free and appropriate public education.

In compliance with No Child Left Behind, Response to Intervention and the Federal Government, each teacher in the Hardeman County School program 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.

Each teacher, as a part of his or her professional responsibility, will provide a variety of research-based strategic instructional variations within the classroom in order to differentiate instruction to the learning needs of students. The content and the instructional strategies are the vehicle by which the teacher meets the needs of all the students. Based on the knowledge that not all students are alike, teachers will apply an approach to teaching and learning so that students have multiple options for acquiring information.

If, and/or when, the teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through researched-based instruction and evidence of non-mastery through benchmark assessments and/or universal screening, the students in question will receive multi-tiered levels of small group direct instruction intervention that is research-based and is administered with fidelity.

If, after no less than 16 weeks of multi-tiered small group direct instruction, students are not responding, the parent and /or teacher and/or HEARTeam may request that the principal convene a meeting with the school's HEARTeam to discuss the impact and effect of the regular education intervention program.

## ***OVERVIEW OF ADMINISTRATIVE PROCEDURES***

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The School Board of the Hardeman County School District adheres to a policy of non-discrimination in educational programs and activities and strives affirmatively to provide equal educational opportunity for all students as required by Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination based on disability.

It is the policy of the School Board of the Hardeman County School District that the referral of a student to the IEP TEAM to begin the State of Tennessee's process for determining eligibility of a student for special services under the provisions of the IDEIA Act should only be considered:

1. after appropriate and adequate instructional interventions and strategies have been implemented in the regular educational setting and the student continues to be at risk; or,
2. if the student displays obvious characteristics of a child with a disability.

Administrative procedures have been developed to establish Hardeman Empowering Achievement Response Teams in each school in the district. The primary purpose of the HEARTeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The members of the HEARTeam will provide instructional support to classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are less successful in learning.

## ***DESCRIPTION OF THE RtI TEAM***

### ***HEART: HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM***

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#### Definition:

The Hardeman Empowering Achievement Response Team (HEART) is a function of the regular education program of Hardeman County Schools.

The primary purpose of the HEARTeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The HEARTeam provides instructional support to the classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are experiencing insufficient success in learning. The HEARTeam will review progress monitoring and benchmarks of “at risk” students. Each school’s HEARTeam is a vehicle through which assistance can be requested for any student who is experiencing insufficient success in the regular education program. The HEARTeam monitors direct instruction interventions to ensure instructional fidelity.

The HEARTeam process requires a broad range of competencies and shared responsibilities for educational planning so that all persons who have an interest in the student’s success (teacher, administrator, parent, family, guardian) can cooperate and coordinate their efforts.

The HEARTeam process increases the clarity of teacher, staff, and home communication. In addition, the HEARTeam process supports the efforts of teachers to improve the scope and effectiveness of instructional interventions and strategies which can benefit all of the students in their classrooms.

Each school will submit to the district as directed, a form indicating membership of the school’s HEARTeam annually. The purpose and function of the HEARTeam should be thoroughly explained to staff and parents at the beginning of each school year.

The HEARTeam process should be utilized throughout the year to resolve issues, problems, or concerns related to the achievement of students identified by formative assessments, teachers, parents, guardians, and/or administrators.

The HEARTeam is led by a chairperson (designated facilitator of each school) who outlines the team’s agenda, supervises the keeping of records and oversees the follow-up process.

At the school level, the facilitator will act as chairman of the team. The team will consist of at least three more permanent members. The regular education teacher of the student being reviewed by the HEARTeam will have input and has the option to join the team as long as his/her student is being reviewed. The school’s psychologist will be an active member of the HEARTeam and attend team meetings when available to do so.

The primary role of all participants in a HEARTeam meeting is to:

1. review the student's universal screening results
2. review progress monitoring results and/or benchmarks
3. review the student's current performance
4. determine the student's learning needs
5. design appropriate instructional interventions
6. assign responsibilities for implementation
7. develop a follow-up plan

The primary role of the HEARTeam Chairperson is:

1. Prepare and establish universal screening procedures
2. Provide on-going trainings for school staff (monthly)
3. Collect data on all students
4. Document fidelity checks on all teachers
5. Coordinate HEARTeam meetings every four weeks
6. Provide support for struggling teachers
7. Coach and/or demonstrate effective instruction for teachers
8. Meet with grade level teachers regularly to "pour over data"
9. Monitor progress monitoring weekly and monthly in all tiers
10. Follow the rubric for the "request for assistance"
11. Follow the rubric for special education identification
12. Establish parent engagement throughout the year
13. Maintain documentation and record keeping
14. Conduct additional assessments to assist with determining area (s) of deficiency when needed.
15. Researching and keeping inventory of intervention programs.
16. Delegate responsibilities to HEARTeam members

The HEARTeam chairperson is responsible for monitoring the implementation of the multi-leveled tiered small group direct instruction interventions and follow-up procedures. The HEARTeam will review student records. The HEARTeam chairperson is ultimately responsible for monitoring data to determine if and when programming changes need to be made to Tier 2/3 along with which type of research-based program to use next. The HEARTeam process continues until either the student no longer needs intervention services or referral is made to the District – HEARTeam for review to determine if referral to IDEIA is appropriate.

If the District-HEARTeam feels that the intervention(s) are not adequate or appropriate and have not been implemented with fidelity, the district will ask that the school add additional information and intervention for the student.

## **HEARTeam RESPONSIBILITIES**

Each school will be assigned an Instructional Facilitator to facilitate the Response to Intervention process and to lead the HEARTeam. Each school will establish a HEARTeam. The team may consist of:

- Instructional Facilitator, Chairperson (will always be the Chair)
- Principal and/or Assistant Principal
- Guidance Counselor
- Librarian (Possible member if available)
- Psychologist, if available
- Parent, if available (should always be invited, but does not have to attend)
- Classroom teacher(s) (ONLY when a student from the class is being reviewed)

School HEARTeams will be approved through the District Office at the beginning of each school year.

The primary purpose of the school HEARTeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The HEARTeam provides instructional support to the classroom teachers in order to assist them in their efforts to effectively improve the achievement of all students. The HEARTeam will:

- Become experts on the universal screening tool
- Prepare materials for benchmark testing
- Schedule and organize benchmark testing for maximum performance
- Ensure and evaluate fidelity of testing environment
- Examine student data after each benchmark test to determine “at risk” students
- Begin/update a file folder on each identified student
- Ensure that all information for a timeline is included in student folders
- Inform parents of the HEART process and when benchmark assessments will be administered
- Train/refresh teachers on STAR, Renaissance Place navigation and on how to progress monitor and enter scores
- Review “at risk” students’ files every 4 weeks (progress monitoring and class work).
- Inform parents every 4 weeks of progress (i.e. telephone, letter, meeting, progress monitoring data)
- Document dates of when parents are contacted
- Make recommendations on “at risk” students every 8 weeks
- Determine if student progress is non-responsive and request for assistance is necessary through IDEIA

- Complete the appropriate special education forms and return them to the appropriate people in the specified time.

HEARTeam members will need to possess a broad range of competencies and shared responsibilities. It is very important that HEARTeam members are cooperative and support the program at many different levels.

The HEARTeam chairperson will facilitate the above by designating specific jobs for team members and by making sure all responsibilities are completed.

The HEARTeam chairperson (Facilitator) will:

- follow process steps for IDEIA eligibility
- provide specified trainings and professional development for teachers
- provide core content area teachers list of students and benchmark assessment data after each benchmark test
- monthly staff meetings with agendas and sign-in sheets
- give support in helping teachers become effective
- walk-through classrooms frequently to ensure effective instruction and ensure instruction is implemented with fidelity
- keep a fidelity log on each teacher as teachers are checked for delivering effective instruction based on research
- conference with ineffective teachers and establish an action plan for the teacher to implement in the classroom to help improve instruction
- Provide fidelity logs to the Assistant Director for Teaching and Learning at the Central Office as requested and in a timely manner.
- maintain documented data on file
  - Fidelity Checks
  - Conferences with teachers
  - 4-week student reviews
  - 8-week recommendation forms
  - Grade level team collaboration
  - Tier 2/3 files
- meet with grade level teachers to update all student progress and identify struggling students who have not been identified as “at risk”
- meet and/or contact parents when appropriate
- keep principal abreast of any changes taking place in the HEART process

## **Principal Responsibilities**

Ensure consistency across the district and classroom effectiveness by:

- providing the same pacing guide for reading and math in Kindergarten – Fifth grades, and each core content subject in the Middle Schools
- providing a staggered 30 minute intervention time in each grade level
- protecting the blocks as much as possible by maintaining uninterrupted class instruction
- establish school wide behaviors and expectations
- provide hallway monitoring to assure that students are in classes on time
- establish the importance of bell to bell instruction with the teachers
- walk through classrooms frequently to check for effective instruction and complete fidelity check log
- meet with HEART facilitator and teacher(s) when action plans are needed to improve instruction
- Sign-off on all required HEART forms
- Promote the HEART process to all stakeholders including faculty/staff, students, parents and other community members.

## ***DEFINITIONS***

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**Responsiveness to Intervention (RTI):** A multi-tiered service-delivery model using scientifically, research-based intervention. RTI is mostly viewed as a three-tiered model, similar to those used for service-delivery practices such as positive behavioral support. HEART is a product of RTI.

**Tier 1:** Refers to core curriculum supports for students in the general education classroom.

**Tier 2:** Refers to interventions in specialized groups for at-risk students.

**Tier 3:** Additional interventions (with more time) in specialized groups for at-risk students.

**Tier 4/ Special Education:** Individualized interventions for students with intense disabilities.

**Universal Screening:** In general, screening assessments occur at least three times per year, are school wide, use a broad index, and are used to identify students who are at risk and to inform school or class-wide instruction and curriculum decisions.

**Progress Monitoring:** A set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. Results of progress monitoring provide data that can be used to make decisions about regrouping students or about continuing, revising, or changing an intervention.

### **Progress Monitoring in Tier 2/3:**

Progress Monitoring displays individual student growth over time, to determine whether the student is progressing as expected in the general curriculum. Progress monitoring is to determine whether the intervention is successful in helping the student learn at an appropriate rate.

The following research-based recommendations are made to aid in timely decision making (best practice):

1. Assess student progress using specified measurements once per week.
2. Chart results and analyze student progress regularly
3. Use preset rules to determine when a student is not adequately responding to an intervention.

### **Progress Monitoring in Tier 4/ Special Education:**

Progress monitoring provides systematic, reliable, and multiple data points that can inform eligibility determination decisions and subsequent development of specially designed instruction. As a part of an IEP, progress monitoring also provides information about student progress toward short-term objectives and

annual goals. Mastery is relative to the student's functioning level and determined by IEP goal setting and through results of a comprehensive evaluation.

**Fidelity:** Fidelity of implementation is the delivery of scientifically research-based instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed. Direct and frequent assessment of an intervention for fidelity is considered to be best practice.

**Summative Assessment:** The process of evaluating the learning of students at a given point.

**Formative Assessment:** Frequent testing to gain understanding of what students know and do not know. Information gained helps make beneficial changes in instruction.

Specific proactive practices that help to ensure fidelity of implementation include the following:

1. Link interventions to improved outcomes (credibility),
2. Definitively describe operations, techniques, and components,
3. Clearly define responsibilities for specific persons,
4. Create a data system for measuring operations, techniques, and components,
5. Create a system for feedback and decision making,
6. Create accountability measures for non-compliance.

**Scientific, research-based intervention:** Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that:

1. Employs systematic, empirical methods that draw on observation or experiment,
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators,
4. Is evaluated using experimental or quasi-experimental designs,
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (NCLB,20USC 7707[b](37))

**Obvious Disabilities:**

Mental Retardation  
Other Health Impaired  
Orthopedic Impaired  
Autism  
Developmentally Delayed  
Traumatic Brain Injury

Deaf  
Blind  
Functionally Delayed  
Language Impaired

## ***UNIVERSAL SCREENING SCHEDULE OF BENCHMARK TESTING***

The following page will outline benchmark testing for each grade level. Benchmark testing will be administered in the fall, winter, and spring. Facilitators will organize the administration of benchmark testing for each grade level. Time frames will be announced and teachers will be trained prior to the administration of the tests. Universal Screening data is extremely valuable and testing should be taken seriously in the building. It is the responsibility of the Instructional Facilitator to ensure timing and the environments are conducive to testing.

Scores from benchmark testing will be entered into the STAR (Renaissance Place) database as quickly as possible after administering the tests.

Reading and math teachers will be given a username and password to access data from STAR (Renaissance Place). Reading and math teachers will share progress monitoring data with grade level teachers during grade level meetings (Instructional Facilitator will monitor). Reading and math teachers will review data with parents at parent teacher conferences or during scheduled conferences, if needed.

Facilitators will provide training on reading and interpreting STAR (Renaissance Place) data as well as how to use data to drive instruction and determine small group instruction.

Teachers will be asked to sign an “Ethics” form to ensure confidentiality of student data.

Each school will be responsible for preparing test materials for benchmark testing and progress monitoring. Preparation will include training, copying materials when needed, and scheduling. Preparation should begin well in advance of the test date.

# ***ELEMENTARY***

**HARDEMAN COUNTY**  
**READING PROCESS**  
***Kindergarten – Fifth Grade***

**UNIVERSAL SCREENING**

Students are given a screening measure with no modifications. This includes students who receive Special Education resource help. Students at risk for academic failure are identified through screening data. The STAR (Renaissance Place) benchmark assessment tools will be used to test the areas of Early Literacy in Kindergarten and first grades.

Fluency and comprehension will be measured using STAR Reading in grades two through eight.

Students scoring 10<sup>th</sup> percentile or below on STAR assessments will be considered at risk and move directly into Tier 2 in addition to Tier 1 instruction.

**TIER 1**

Students receive effective instruction, that is monitored for fidelity and effectiveness, in the general education setting using validated practices. (whole group, small group and centers with differentiated activities). Student progress is monitored and tested for mastery (or according to the pacing guide from the core reading program). Tier 1 is the core, research-based, reading program implemented in an uninterrupted, reading block.

Teachers use research-based strategies implementing multi-tiered (differentiated) instruction and intervention. Students scoring between the 11<sup>th</sup> percentile and 15<sup>th</sup> percentile on the universal screening tool will be progress monitored in Tier 1 every two weeks to ensure growth.

**TIER 2**

Students scoring 10<sup>th</sup> percentile or below on the universal screening tool will receive small group direct instruction for at least 30 minutes per day (in addition to their core Tier 1 reading program). A targeted research-based intervention will be implemented by trained staff and monitored for fidelity by the HEARTeam and members of the Special Education Department from the Central Office, District HEARTeam, and Principal.

*If, after no less than 8 weeks of Tier 2 intervention, the student makes no progress according to benchmark/progress monitoring and mastery test, the HEARTeam will consider*

*moving the student into Tier 3 with more intensive instruction for no less than 8 weeks*

**TIER 3**

Students who have NOT made adequate progress in Tier 2 during 8 weeks of instruction will move to Tier 3 for more intensive instruction for no less than 8 weeks. Tier 3 is in conjunction with Tier 1. A targeted, research-based intervention will be implemented by trained staff and monitored for fidelity by the HEARTeam, District HEARTeam and principal. The HEARTeam will document recommendations on the HEART Recommendation form after every 4.5 weeks of intervention instruction.

*If, after no less than 8 weeks, the student does not make adequate progress according to benchmark/progress monitoring and mastery tests, intervention programming should be changed. The HEARTeam will meet to determine a future course of action.*

*If the student makes adequate progress according to benchmark/progress monitoring and mastery tests during or after intervention services, the HEARTeam may move a student back to Tier 1 only with progress monitoring.*

Should the HEARTeam and parent determine the student would benefit from assistance through IDEIA, the team will follow the appropriate guidelines for requesting assistance through IDEIA. The District team will review the data collected by the HEARTeam and determine if data is adequate and appropriate for IDEIA referral.

***It is the decision of the school HEARTeam to determine how long a student will remain in Tier 3 (after the initial 16 week period).  
This decision is based on data and student performance.***

## TIER 4

### Special Education intervention

Mastery in Tier 4 is relative to the student's functioning level and determined by IEP goal setting and through results of comprehensive evaluations.

NOTE:

The HEARTeam request for assistance procedure is for **initial referrals only**.

Students suspected of having an obvious disability (other than Learning Disabled) will immediately go to the HEARTeam for request for assistance (with the appropriate paperwork completed).

Students who are already identified as having a speech impairment who are suspected of having any other disability will proceed through the HEART process.

## ~ READING TIER 1 GUIDELINES ~

### *Kindergarten – Fifth Grades*

It is the intent of the Hardeman County Board of Education to ensure that:

1. all students are provided an opportunity to succeed in the regular education program; and,
2. all students receive a free and appropriate public education.

To ensure “best practice” strategies, the following guidelines will be implemented in the Hardeman County Schools:

Each reading teacher will implement the following:

- K – 3<sup>rd</sup> 90-minute, uninterrupted reading block
- 4<sup>th</sup> – 5<sup>th</sup> 60-minute, uninterrupted reading block

- Provide whole group instruction, small group instruction and literacy centers grounded in the five elements of reading,
- Maintain good classroom management,
- Use a research-based core reading program,
- Follow the research-based core reading pacing guide,
- Use research-based instructional strategies
- Differentiate instruction according to student needs, based on mastery
- Drive instruction based on researched data
- Progress monitor student growth
- Have high expectations that their students will achieve
- Instruct with fidelity, integrity and effectiveness
- Document benchmark/mastery/progress monitoring on timeline form
- Encourage parent involvement

#### Purpose of Whole Group Instruction

Introduce new concepts by following the program pacing guide which is a sequential, spiraling research- based program. Teachers will follow the pacing guide (for reading) and administer mastery benchmark test for the reading program as prescribed. Time spent in whole group, direct instruction will be limited to 30 – 40 minutes. During this time, best practice strategies will be implemented. Other standards and concepts can be used during instruction as deemed necessary by the classroom teacher.

#### Purpose of Small Group Instruction

Small group direct instruction will be **the most critical time** during the reading block. Students will be grouped according to research-based data and the student’s developmental zone. Small groups of students will meet with the teacher for direct explicit instruction. Teacher will reinforce, re-teach, provide

intervention to close achievement gaps and/or provide academic enhancement. Time spent in small group is based on student needs and performance.

#### Purpose of Centers/Activities

Literacy Centers give teachers the opportunity to meet with students in small groups. Students not meeting in small group will participate in centers / activities that are grounded in one or more of the reading/math components and standards. Students are placed in centers heterogeneously. Centers must be purposeful and pre-taught to the students. Centers reinforce previous learning by adding additional practice. Centers teach students decision making skills and help in developing oral language through interaction with other students. It is recommended to have no more than 3 or 4 centers during the reading block rotation. Teachers will be accountable for the effectiveness of the centers. Students will be accountable for completing and mastering the center activities. Centers will provide differentiated instruction according to student needs.

# READING TIER 2 GUIDELINES

*Kindergarten – Fifth Grade*

If the regular education teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through research-based instruction and evidence of non-mastery through benchmark assessments, progress monitoring, and universal screening, the students in question will receive small group direct instruction intervention outside the 90 minute reading block with a targeted intervention that is research-based and administered with fidelity.

To ensure “best practice strategies”, Hardeman County Schools will implement the following Tier 2 guidelines:

Students scoring in the 10th percentile or below on the universal screening tool will be considered “at risk” and receive an additional 30 minutes of small group instruction implemented by trained personnel.

The school HEARTeam may convene at any time and determine other students (scoring above the 10<sup>th</sup> percentile) that may benefit from Tier 2 instruction.

TIER 2:

- will be implemented by trained personnel or a certified teacher,
- will use a targeted research-based program, and
- will be driven by data

TIER 2 Teacher:

- may help administer STAR (Renaissance) probes to progress monitor
- will document student performance and attendance daily,
- will use explicit lesson plans, and
- may meet with HEARTeam to discuss progress of student (every 4 weeks)

HEARTeam:

- will determine what intervention is appropriate for each student

INSTRUCTIONAL FACILITATOR:

- will administer any additional assessments that may assist in determining deficit area(s).

# READING TIER 3 GUIDELINES

## *Kindergarten – Fifth Grade*

The HEARTeam will evaluate student progress on students receiving Tier 2. If after eight weeks of Tier 2 intervention, the student is not progressing adequately, the student will move into Tier 3. Tier 3 will provide more intensive direct instruction using a problem solving approach. Students receiving Tier 3 will be progress monitored weekly and reviewed every 4 weeks for growth by the HEARTeam. The HEARTeam will evaluate student progress every 8 weeks and make a recommendation for continued intervention, a change in intervention, removal from intervention, or request assistance through IDEIA. A student may remain in Tier 3 as long as data indicates a need.

### TIER 3:

- will be implemented by trained personnel or a certified teacher,
- will use a targeted research-based program,
- will be driven by data
- will be modified or changed according to individual student needs

### TIER 3 Teacher:

- may help administer STAR (Renaissance) probes to progress monitor
- will document student performance daily
- will use explicit lesson plans
- will meet with HEARTeam to discuss progress of student every 4 weeks

### HEARTeam:

- will determine what intervention is appropriate for each student

### INSTRUCTIONAL FACILITATOR:

- will administer any additional assessments that may assist in determining deficit area(s).

**Tier 4 Special Education**  
**~see Special Education section~**

## ***READING PROGRAMMING***

The Hardeman County Board of Education understands that in order for a teacher to be effective and successful, the teacher must understand the purpose of what he/she is doing and the teacher must believe he/she possesses the skills in which to be successful. The Hardeman County Board of Education will provide teachers with strategic, systematic professional development that will prepare teachers in the five essential components of reading instruction, research-based instructional strategies, differentiated instruction, literacy centers, research-based interventions, how to interpret assessment data, and how to use data to drive instruction. Professional Development will be ongoing throughout the year.

Hardeman County has adopted the following research-based programs for reading instruction.

**UNIVERSAL SCREENING TOOL: STAR by Renaissance Place  
(Early Literacy and Reading)**

**PROGRESS MONITORING TOOL: STAR by Renaissance Place**

TIER 1: Harcourt Trophies (Kindergarten – Sixth grades)  
Prentice-Hall (7<sup>th</sup>-8<sup>th</sup> grades)  
Mastery Assessments according to pacing guide

TIER 2:

- Harcourt Trophies Intervention Component
- Research-based strategies will be implemented according to needs of the students (based on data) using a certified interventionist
- SRA Reading Mastery Signature (Kindergarten Tier 2 Intervention at select schools / first grade at all schools)
- Other current programs approved by the Central Office are Orchard, Academy of Reading and Math, Brainchild, Voyager, Earobics, SRA Reading Mastery Signature, River Deep and Teacher Created Materials. Other programs must be approved by the Supervisor or Assistant Director for Teaching and Learning before being implemented.

TIER 3: Smaller grouping or more time in intense instruction with the same programs approved for Tier 2 above, using a problem solving approach based on data

\*\*\* The Instructional Facilitator is responsible for keeping inventory of all intervention programs and getting approval from the district office (SPED) when other programs are procured.

TIER 4: Special Education Programming  
Reading Mastery Signature (SRA)

**HARDEMAN COUNTY**  
**MATH PROCESS**  
**Kindergarten – Fifth Grade**

**UNIVERSAL SCREENING**

ALL students are given a universal screening with no modifications. This includes students who receive special education resource help. Students who are “at risk” for failure will be identified through the universal screening. The screening will be administered in the fall, winter and spring. Students will be benchmarked in math with the STAR Math (Renaissance Place) universal screening tool. Students scoring at the 10th percentile and below will be considered “at risk”.

**TIER 1**

Students receive effective instruction in the general education setting using validated practices (whole group instruction, small group instruction, and differentiated activities to meet student needs). Student progress is monitored and tested for mastery according to the research-based math program. Teachers implement a minimum of sixty-minutes, uninterrupted math class using best practice strategies and differentiated instruction. Students scoring at the 10th percentile or below on the benchmark assessment (STAR) will be progress monitored weekly (*by classroom math teacher*). Students scoring at or below the 10<sup>th</sup> percentile will receive *intense* instruction during the small group setting in the Tier 1 math class with the Tier 1 teacher. Students scoring above targeted benchmark will receive *enhanced* instruction in the small group setting in the Tier 1 classroom. If, after four weeks, the student data indicates non-responsiveness to small group instruction in the Tier 1 classroom and documents non-responsiveness, the school HEARTeam will evaluate the need for additional help through other multi-tiered instruction. The HEARTeam will notify parents of students “at risk”. Notification will be documented in student file.

**TIER 2**

Students receive *an additional 30 minutes of math instruction outside the math block*:  
1) student is NOT making adequate progress in Tier 1 small group instruction in math according to progress monitoring data (below the 10<sup>th</sup> percentile); or 2) The school HEARTeam determines the student needs Tier 2 for other reasons (must be approved through by a member of the District-HEARTeam). Students receiving Tier 2 intervention will be reviewed by HEARTeam every 4 weeks to determine if any changes need to be made to programming or instruction. Students placed in Tier 2 will receive Tier 2 intervention for no less than 8 weeks. After 8 weeks, the HEARTeam will review the student file and determine if the student has 1) progressed adequately and no longer needs Tier 2; or, 2) the student needs further intervention, in which case, the student will continue intervention in Tier 3 (with more intensive instruction).

### *TIER 3*

The school HEARTeam will review and evaluate data on students receiving Tier 2/3 instruction and determine recommendations. The HEARTeam will document recommendations on the HEART Recommendation form after every 4.5 weeks of intervention instruction. The classroom teacher (of the student being reviewed) will be a part of the HEARTeam and provide necessary information in order to make the best recommendation. Parent notification of student progress will continue every four weeks as long as the student remains at risk.

Students who have not made adequate progress in Tier 2 during 8 weeks of instruction will move to Tier 3 for more intensive instruction for no less than 8 weeks. A targeted research-based intervention will be implemented by trained staff and monitored for fidelity by the school and district administration.

Students may continue in Tier 3 as long as data indicates the need. Data is monitored closely by the school HEARTeam. After no less than 16 weeks of intervention in Tier 2/3 the data indicates non-responsiveness to instruction and the HEARTeam has explored every option in helping the student achieve through the general education program, the HEARTeam may recommend the student be referred to the District HEARTeam for approval for “request for assistance”.

**Should the HEARTeam and parent determine the student would benefit from assistance through IDEIA, the school team will follow the appropriate guidelines for requesting assistance through IDEIA.** (Refer to pages 59-70 of the RtI manual).

### *TIER 4*

#### **SPECIAL EDUCATION SERVICES**

Mastery in Tier 4 is relative to the student’s functioning level and determined by the IEP goal setting and through results of comprehensive evaluations

**NOTE:**

**The HEARTeam request for assistance procedure is for initial referrals only. Students who have a current eligibility will go through the special education teacher for additional testing if needed.**

## **MATH TIER 1 GUIDELINES**

## *Kindergarten – Fifth Grade*

Each math teacher will implement the following:

- K – 3<sup>rd</sup> 60 minute, uninterrupted math block
- 4<sup>th</sup> – 5<sup>th</sup> 90 minute, uninterrupted math block
- Provide whole group instruction and small group instruction
- Provide differentiated activities
- Maintain good classroom management, procedure and routine
- Follow the math pacing guide
- Use research-based instructional strategies
- Use research-based data to drive instruction
- Benchmark and/or Progress monitor student growth
- Teach to mastery
- Have high expectations of students
- Instruct with fidelity and effectiveness
- Encourage parent involvement
- Differentiate instruction according to student needs, based on mastery

### Purpose of Whole Group Instruction

Introduce new concepts by following the program pacing guide which is based on Tennessee Standards. Teachers will follow the pacing guide and administer mastery benchmark common assessments as prescribed, as closely as possible while pacing appropriately to student needs. Time spent in whole group, direct instruction will be limited 30-40 minutes. During this time, best practice strategies will be implemented.

### Purpose of Small Group Instruction

Small group direct instruction will be **the most critical time** during the math block. Students will be grouped according to research-based data and the student's math developmental zone. Small groups of students will meet with the teacher for direct explicit instruction. Teacher will reinforce, re-teach, provide intervention to close achievement gaps and/or provide academic enhancement. Time spent in small group is based on student needs and performance. Tier 1 teacher will provide intensive math instruction to students scoring at the 10% and below and document performance of students. **Documentation of performance is vital in the event student is recommended for “request for assistance”.** Teacher will provide enhanced instruction for those students above benchmark during small group instruction.

### Differentiated Activities

Include activities to be completed by individuals, pairs, or small groups utilizing varied student interests and learning styles. Activities will include opportunities for student choice, drill and practice, individualized targeted computer software, tiered and leveled assignments, and project based activities. Teachers will be

accountable for the effectiveness of the differentiated activities and students will be accountable for completing and mastering the activities.

#### FIDELITY:

Teachers in Tier 1 math classes will be monitored for fidelity and effective instruction. Facilitators and administrators will use the same procedure for fidelity checks as are used for reading checks.

Teachers unable to implement effective instruction will be asked to conference with the facilitator, principal and a district administrator. A plan of action will be established for the teacher to follow in an effort to help the teacher to deliver instruction effectively.

Facilitators and administrators will follow procedures as outlined on pages 50-51 of the RtI Manual..

#### STUDENTS “AT RISK”

Facilitators will follow procedures for IDEIA as outlined in the Special Education section for “at risk” students who have been approved for IDEIA Evaluation and documented as not being able to learn adequately in the standard method of learning (Tier 1).

# MATH TIER 2 GUIDELINES

## *Kindergarten – Fifth Grade*

If the regular education teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through research-based instruction and evidence of non-mastery through benchmark assessments, progress monitoring and universal screening, the students in question will receive small group direct instruction intervention outside the math block with a targeted intervention that is research-based and administered with fidelity.

To ensure "best practice strategies", Hardeman County Schools will implement the following Tier 2 guidelines:

Students meeting the criteria outlined in the Math Procedure (pages 23-24 of the RtI manual) will receive an additional 30 minutes of small group instruction implemented by trained personnel.

The school HEARTeam may determine other students (scoring above the 10<sup>th</sup> percentile) that may benefit from Tier 2 instruction. This placement must be approved by the District HEARTeam.

### TIER 2:

- will be implemented by trained personnel or a certified teacher,
- will use a targeted research-based program,
- will be driven by data

### TIER 2 Teacher:

- may help administer STAR (Renaissance) probes to progress monitor
- will document student performance daily
- will use explicit lesson plans
- will meet with HEARTeam to discuss progress of student every 4 weeks

### HEARTeam:

- will determine what intervention is appropriate for each student

### INSTRUCTIONAL FACILITATOR:

- will administer any additional assessments that may assist in determining deficit area(s).

# MATH TIER 3 GUIDELINES

## *Kindergarten – Fifth Grade*

The HEARTeam will evaluate student progress on students receiving Tier 2. If after eight weeks of Tier 2 intervention, the student is not progressing adequately, the student will move into Tier 3. Tier 3 will provide more intensive direct instruction using a problem solving approach.

Students receiving Tier 3 will be progress monitored weekly and reviewed every 4 weeks for growth by the HEARTeam. The HEARTeam will evaluate student progress every 8 weeks and make a recommendation for continued intervention, removal from intervention or request assistance through IDEIA. A student may remain in Tier 3 as long as data indicates a need.

### TIER 3:

- will be implemented by trained personnel or a certified teacher,
- will use a targeted research-based program,
- will be driven by data
- will be modified or changed according to individual student needs

### TIER 3 Teacher:

- may help administer STAR probes to progress monitor
- will document student performance daily
- will use explicit lesson plans
- will meet with HEARTeam to discuss progress of student every 4 weeks

### HEARTeam:

- will determine what intervention is appropriate for each student

### INSTRUCTIONAL FACILITATOR:

- will administer any additional assessments that may assist in determining deficit area(s).

## ***MATH PROGRAMMING***

The Hardeman County Board of Education understands that in order for a teacher to be effective and successful, the teacher must understand the purpose of what he/she is doing and the teacher must believe he/she possesses the skill in which to be successful. The Hardeman County Board of Education will provide to teachers strategic, systematic professional development that will prepare teachers in research-based instructional strategies, differentiated instruction, research-based interventions, how to interpret assessment data, and how to use data to drive instruction. Professional Development will be ongoing.

Hardeman County has adopted the following research-based programs for math instruction.

**UNIVERSAL SCREENING TOOL: STAR Math (by Renaissance Place)**

**PROGRESS MONITORING TOOL: STAR Math (by Renaissance Place)**

- TIER 1: Pearson/Scott Foresman Envision Math K-5<sup>th</sup> grades  
Glencoe 6<sup>th</sup> – 8<sup>th</sup> grades  
Mastery Assessments according to pacing guide and math program
- TIER 2: Pearson/Scott Foresman Envision Math Intervention Component  
Academy of Math (6<sup>th</sup>-8<sup>th</sup> grades only)  
Orchard / Odyssey Software  
Intervention instruction will be delivered by a teacher or a trained paraprofessional and documentation of instruction will be documented daily. Approved programs include Orchard, Academy of Math, Corrective Mathematics (SRA), and Voyager. Other programs must be approved by grouping, more intensive direct instruction using a problem solving approach based on performance results data from STAR. Interventionist will review Core Math program data and STAR data to determine targeted differentiated instruction for problem solving and closing gaps in math learning. Intervention instruction will be delivered by a teacher or a trained paraprofessional and documentation of instruction will be documented daily.
- TIER 3: Same as Tier 2
- TIER 4: Special Education Programming  
Connect Math (SRA)

# ***MIDDLE SCHOOL***

# ***MIDDLE SCHOOL HEART PROCEDURE***

## **UNIVERSAL SCREENING**

Students are given a universal screening with no modifications. This includes students who receive special education resource help. Students who are “at risk” of failure will be identified through the universal screening. The screening will be administered in the fall, winter and spring. Students will be benchmarked in reading and in math with the STAR (Renaissance) universal screening tool. Students scoring at the 10th percentile and below will be considered “at risk”.

## **TIER 1**

Students receive effective instruction in the general education setting using validated practices (whole group instruction, small group instruction, and differentiated activities to meet student needs). Student progress is monitored and tested for mastery according to each research-based core content program. Teachers implement bell-to-bell instruction using best practice strategies and differentiated instruction. Students will receive intensive small group instruction according to their level of performance, i.e. for those students scoring proficient will receive intense enhanced instruction. Tier 1 content area teachers will collaborate on student progress. Reading and/or math teacher(s) will keep and other content area teachers abreast of the results of the weekly progress monitoring of the “at risk” student.

## **TIER 2**

### **~~ READING ~~**

If student data indicates a student is “at risk” (below the 10<sup>th</sup> percentile) in the area of reading, that student will go directly to a Tier 2 intervention service that is offered in addition to the regular Tier 1 reading block.

### **~~ MATH ~~**

If student data indicated a student is “at risk” (below the 10<sup>th</sup> percentile) in the area of mathematics, the student will remain in the Tier 1 classroom for four to eight weeks. Students scoring at the 10th percentile or below on the benchmark assessment will be progress monitored weekly to ensure progress.

Students scoring at or below the 10<sup>th</sup> percentile will receive *intense* intervention during the small group setting in the Tier 1 core content class(es) with the Tier 1 teacher. After four to eight weeks, the student data indicates non-responsiveness to small group instruction in the Tier 1 classroom, the school HEARTeam will evaluate the need for additional help through other multi-tiered instruction.

Students receive *an additional 30 minutes of math instruction outside the math block* (after at least four weeks of Tier 1 small group instruction) if: 1) student is NOT making adequate progress in Tier 1 small group instruction in math according to progress

monitoring data (below the 10<sup>th</sup> percentile); or 2) The school HEARTeam determines the student needs Tier 2 for other reasons (must be approved through by a member of the District-HEARTeam). Students receiving Tier 2 intervention will be reviewed by HEARTeam every 4 weeks to determine if any changes need to be made to programming or instruction. Students placed in Tier 2 will receive Tier 2 intervention for no less than 8 weeks. After 8 weeks, the HEARTeam will review the student file and determine if the student has 1) progressed adequately and no longer needs Tier 2; or, 2) the student needs further intervention, in which case, the student will continue intervention in Tier 3 (with more intensive instruction).

### TIER 3

The school HEARTeam will review and evaluate data on students receiving Tier 2/3 instruction and determine recommendations. The HEARTeam will document recommendations on the HEART Recommendation form after every 4.5 weeks of intervention instruction. The classroom teacher (of the student being reviewed) will be a part of the HEARTeam and provide necessary information in order to make the best recommendation. Parent notification of student progress will continue every four weeks as long as the student remains at risk.

Students who have not made adequate progress in Tier 2 during 8 weeks of instruction will move to Tier 3 for more intensive instruction for no less than 8 weeks. A targeted research-based intervention will be implemented by trained staff and monitored for fidelity by the school and district administration.

Students may continue in Tier 3 as long as data indicates the need. Data is monitored closely by the school HEARTeam. After no less than 16 weeks of intervention in Tier 2/3 the data indicates non-responsiveness to instruction and the HEARTeam has explored every option in helping the student achieve through the general education program, the HEARTeam may recommend the student be referred to the District HEARTeam for approval for “request for assistance”.

**Should the HEARTeam and parent determine the student would benefit from assistance through IDEIA, the school team will follow the appropriate guidelines for requesting assistance through IDEIA (pages 50-77 of RtI manual).**

Student folders will transfer with students from the elementary into the middle school setting. Elementary and middle school facilitators will collaborate at the end of each school year to ensure that students entering who need a continuation of Tier 2/3 services will receive those services as documented.

**Should the HEARTeam and parent determine the student would benefit from assistance through IDEIA, the school team will follow the appropriate guidelines for requesting assistance through IDEIA.**

## **MIDDLE SCHOOL TIER 1 PROCEDURES AND GUIDELINES**

It is the intent of Hardeman County Board of Education to ensure that:

1. all students are provided an opportunity to succeed in the regular education program; and.,
2. all students receive a free and appropriate public education.

To ensure “best practice” strategies, the following guidelines will be implemented in the Hardeman County Middle Schools:

Each Middle School teacher will:

- Implement an uninterrupted, bell to bell instructional block
- Provide a warm-up activity to prepare the students for learning
- Provide a wrap-up at the end of class to summarize skills taught
- Provide whole group instruction and small group instruction
- Provide pre-taught differentiated group activities
- Establish and maintain good classroom management
- Use research-based programming
- Follow pacing guides of core content subject areas
- Use best practice strategies
- Differentiate instruction according to data and student needs
- Drive instruction based on data
- Progress monitor student growth (reading/math teachers only)
- Have high expectations for all students
- Instruct with fidelity, integrity and effectiveness
- Teach to mastery
- Instruct with motivation
- Provide rigorous instruction
- Be fully aware of student data results from benchmark assessments, probes, and other assessments
- Establish parent involvement from the beginning of the school year

**WHOLE GROUP INSTRUCTION**

Whole group direct instruction will last no longer than 30 minutes. During this time, students will be engaged and provide responses to standards based instruction Teachers will instruct using direct, systematic and explicit instruction.

**SYSTEMATIC AND EXPLICIT INSTRUCTION  
CHECKLIST**

	<b>Review previous learning and prerequisite knowledge and skills</b> Keep reviews brief, frequent, and spaced over time
	<b>Re-teach when necessary</b> Try multiple techniques and vary presentation/format from initial instruction
	<b>Identify objective and specific elements to be learned</b> Build specific knowledge and skills identified in state standards Target needs based on continuous progress monitoring
	<b>Activate and build background knowledge</b> Build on what students already know and expand their knowledge Consider cultural and linguistic diversity
	<b>Reduce the amount of new information presented at one time</b> Use a logical sequence (e.g. progress from easier to more complex)
	<b>Model or demonstrate procedures</b> Show how something is done Think aloud and explain thinking processes used
	<b>Provide examples</b> Include visual prompts and / or graphic organizers
	<b>Maximize students' engagement</b> Include a variety of ways for students to participate (e.g., response cards) Pace instruction, stop to repeat key ideas, and allow extra time, if needed
	<b>Check for students' understanding</b> Ask different levels of questions and encourage students to generate questions Incorporate sufficient wait time Provide corrective feedback to help students to understand Adjust instruction so students are challenged and able to develop new skills

**SMALL GROUP INSTRUCTION:**

Small group instruction will be **the most critical time during the block**. Students will be called to small group with the teacher according to student's developmental zone.

Students will participate in small group direct instruction that have similar areas of mastery. Teacher will provide intervention, re-teaching of skills or project-based activities to enhance student understanding of mastered standards and invoke higher order of thinking and application.

As students are called to small group with the teacher, the other students will participate in a workstation i.e. differentiated activities in groups, pairs, independent drill and practice.

### ***GROUP and INDIVIDUAL ACTIVITIES***

This time provides the teacher with the opportunity to meet with students in small groups. Activities will be grouped heterogeneously in order for students to learn from one another and to help one another when needed. Activities will be pre-taught and organized. Activities will reinforce previous learning, provide additional practice, and enhance higher order thinking skills. Activities teach students decision making skills, team work and they help in building language skills as students are interacting with one another. Activities will provide differentiation to meet all student needs. The following pages give examples on how to establish activities.

# ***ESTABLISHING WORKSTATIONS IN TIER 1 (Regular Classroom) 6<sup>th</sup> – 8<sup>th</sup> GRADES***

## **WORKSTATIONS**

Workstations provide a time each day in which students work collaboratively to practice and review material taught in lessons or to complete projects. This time gives the teacher an opportunity to work with students in small groups.

Workstations are a vital part of the Tier 1 (regular class) program. They will continue throughout the year and play an important part in developing student responsibility and student growth.

## **ACTIVITIES**

Activities should be differentiated and promote learning to the students. Drill and practice must be used effectively.

When creating activities (groups), keep in mind:

No two students are alike

No two students learn the same way

An enriched environment for one student is not necessarily enriched for another

Differentiating is creating multiple paths so that students of different abilities, interest, or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process

Activities **MUST** be worthy of a student's time and appropriate to their learning needs

**DIFFERENTIATED INSTRUCTION BEGINS WITH STUDENT ASSESSMENT.**

Middle School grades will be using STAR for reading and math benchmark assessment and Odyssey for additional data and intervention. All other content area teachers will use the reading data to determine the needs of the students and to drive instruction.

As students gradually take on more responsibility during workstations, they learn to set learning goals, make decisions about the use of time and materials and collaborate with their peers. Teachers must introduce and reintroduce workstations and familiarize students with rules and materials that will be used.

Classroom management and high expectations of behavior are vital to success. When the majority of students are not engaged and willing to work in a learning environment, it is a reflection on the classroom teacher.

## ESTABLISHING WORKSTATIONS

**The following are suggestions in how to establish workstations. It is not mandated that a teacher follow this example. The example is presented to help those teachers who have difficulty in establishing and managing workstations.**

(For the sake of clarity, the term “WORKSTATION” will be used throughout this manual. Teachers may choose any term they wish to identify this time during the class period.)

Introduce the **concept** of workstations to students. Explain its **organization, routines, procedures and rules**.

**Concept:** A time each day in which students will work collaboratively to practice and review materials taught in the lesson. (Explain the term collaborative to the students and have them give examples of working collaboratively.) “A variety of activities may take place during this time and each of you may be doing something a little different”. Students will learn to be responsible, learn to make decisions and learn to depend on one another for help. Take time to find out what the students already know about workstations and what their expectations may be.

**Routine:** Everyday, class will begin with whole group instruction. During this time, students will learn new concepts as well as review previously taught materials. Everyday, students will look at workstation chart and discover which workstations they will visit. Everyday, students will move into workstations and work for a specified amount of time. Everyday, students will meet with the teacher in a small group setting while workstations are taking place. Everyday students will complete a tracking log and place it in a specified location at the end of class. Activities change. The routine stays constant. Workstation routine encourages students to work productively in order to make choices within limits and to solve problems.

**Organization:** A management chart will tell each student which workstation they will visit each day. Each student will have a tracking log folder that will track the workstations they work in daily. Tracking log folder will be placed in a specified location each day after class. There will be a list of “MUST DO’S” and a list of “MAY DO’S” on a chart each day. Before anyone can do a “MAY DO”, the “MUST DO” must be complete and tracked in the tracking log. (It is important to list “MAY DO’S and MUST DO’S in the event someone completes workstation activity before time to move.) If the teacher chooses to have students move to more than one workstation each day, the teacher must have an organized transition plan for students. Example: When it is time to change workstations, a specified sound will alert students to move to the next station. (Transition must be quick and organized). It is very important that the teacher not be interrupted during the small group instruction as this is the most important time during the class. A leader (in each group) may be appointed weekly to help out students

during workstation time if the group is unable to establish an answer or they have questions. If the leader is unable to answer the questions, the leader may write “Group 1 ?” on the board and the teacher will come to the group when the teacher is in between small group instruction or the leader may place the question on a “parking lot” display. ( Each teacher will establish their own way to deal with station questions while small group is taking place). (The group will continue with the activity the best they can until the teacher is able to meet with them). The teacher must not be interrupted during small group instruction unless it is an emergency (explain what might be an emergency). Organization is a key factor in the success of workstations.

**Procedure:** Upon entering class, students will get their tracking log and check for any notes the teacher may have written to the student. The student will also list on the next blank page, the date and the order of the workstation(s) they will be visiting on this date (teacher will display pocket chart with workstations and whom will be visiting the station(s) and in what order). Tracking logs are placed in desk until time to move to workstation.

A sound or verbal cue will be given to alert the students that it is time to move to the appropriate workstation. Each group will have a designated leader for the week who will gather the materials for the workstation activity. The leader will aid in handing out the materials and getting the activity started.

Students will be called to the small group table with the teacher randomly (according to data). Students may miss a part or all of a station while attending small group, or, they may not have time to complete the workstation activity work because they were in small group. The tracking log will indicate that the student was participating in small group rather than in the workstation and the student will not be punished for not completing the workstation activity.

Students must have structure, repetition and routine in order to feel comfortable and confident during workstation time. Providing students with clearly defined parameters help them to make maximum use of workstation time.

At the end of class, students will place their tracking log in a specified location for the teacher to check.

Students are placed in workstation groups heterogeneously. The logic to this is so that the higher level students may help the lower level students. Research tells us that students learn much from one another. This is also the reason why workstations must have differentiated activities.

Students go to the small group instruction with the teacher homogeneously. The purpose of this is so the teacher can work with the students that are somewhat on the same level and have much the same gaps in their learning.

#### Rules:

Rules are based on following routine and procedure correctly as well as respecting teacher and peers. Most teachers have their own set of classroom rules. Since many activities will be going on during workstation time, it is essential to establish rules of behavior. If there were constant confusion and discussion about how to proceed with workstations, neither the student nor the teacher would be able to accomplish their goals. Do not rush the introduction or what the teacher expects of the students. Use student experiences with workstations to introduce the rules.

- Have the students read each rule

- Asks the students to explain what each rule means

- Model desired behaviors with students

- Review the rules again

- Post the rules where everyone can see them

From the very beginning of school, establish consequences for not following the rules. Write the rules and consequences on paper and ask for signatures of students and parents.

Go over the rules and procedures daily for several days.

The more you expect of children, the more they will do.

***MIDDLE SCHOOL RESPONSE TO INSTRUCTION  
TIER 2/3  
GUIDELINES***

To ensure best practice strategies, Hardeman County Schools will implement the following Tier 2 guidelines:

- Will be implemented by trained and /or certified personnel
- Instruction will be based on a problem solving approach
- Data will be gathered from all content area classroom teachers. HEARTeam will meet to identify problem areas that will be targeted
- Will be driven by data (based on STAR, Odyssey, and mastery of standards)

The teacher of the Tier 2 classroom will:

- Progress monitor students weekly
- Document student performance daily
- Use explicit lesson plans
- Meet with the HEARTeam to discuss progress of students

Should a student be recommended for further instructional intervention after Tier 2, the student will move into Tier 3 which will continue as in Tier 2 but with more intensive instruction for five days per week.

HEARTeam:

- will determine what intervention is appropriate for each student

INSTRUCTIONAL FACILITATOR:

- will administer any additional assessments that may assist in determining deficit area(s).

**MIDDLE SCHOOL RUBRIC FOR  
Students who qualify for Tier 2/3**

**The following steps must be completed and documented before a student may be referred for IDEIA eligibility**

<b>Order of steps</b>	<b>Process</b>	<b>Date(s)</b>
<b>1.</b>	Student has been assessed with a universal screening tool. (reading and math)	
<b>2.</b>	Student has been determined and documented through HEARTeam to be “at risk”. (10% and below)	
<b>3.</b>	“At risk” student is supported through Tier 1 small group instruction. List dates.	
<b>4.</b>	“At risk” student is progress monitored weekly. Attach progress monitoring chart. Attach student work, one per week and dated. Attach HEARTeam 4-week review.	
<b>5.</b>	HEARTeam reviews data of “at risk” student in Tier 1 after eight weeks and makes a recommendation. (Attach documentation of recommendation)(attach documentation of meeting)	
<b>6.</b>	“At risk” student receives review after 4 weeks of Tier 2 intervention. Attach outcome of review.	
<b>7.</b>	“At risk” student receives review after 8 weeks of Tier 2 intervention. Attach HEARTeam recommendation form. Attach documentation of weekly progress monitoring. Attach student work, one per week, dated.	
<b>8.</b>	Documentation indicates student has made adequate progress and is being dismissed from Tier 2. Date, document, close file, OR proceed to #9.	
<b>9.</b>	Documentation indicates student would benefit from further intervention and is being placed in Tier 3.	
<b>10.</b>	Student receives review after 4 weeks of Tier 3. Attach outcome of review. Document on conference form.	
<b>11.</b>	Student receives review after 8 weeks of Tier 3. Attach HEARTeam documentation form. Attach documentation of weekly progress monitoring. Attach student work, one per week, dated.	
<b>12.</b>	Documentation indicates student has made adequate progress and is being dismissed from Tier 3. Date, document, close file, OR proceed to # 13.	
<b>13.</b>	Documentation indicates student would benefit from further intervention in Tier 3 for another 8 weeks. Date and document showing student will remain in Tier 3, OR proceed to #14.	

<b>14.</b>	Data indicates a lack of responsiveness and school HEARTeam determines student file should be reviewed by District HEARTeam. Date, document and proceed to #15.	
<b>15.</b>	<p>School HEARTeam will compile the following forms to be sent in to the District for review:</p> <ul style="list-style-type: none"> <li>-Timeline documentation form(updated as tests are given); Reading and/or math <ul style="list-style-type: none"> <li>Benchmark scores from STAR (listed on Timeline form)</li> <li>Mastery test/common assessment scores (listed on Timeline)</li> <li>Dates parents have been notified (listed on Timeline form)</li> <li>Progress monitoring documentation stapled to timeline</li> </ul> </li> <li>-Review of conferences every 4 weeks documented on Conference form</li> <li>-HEARTeam recommendation documentation form completed every 8 weeks</li> <li>-Copies of student work (one per week, dated)</li> <li>-Request for Assistance form</li> <li>-Form A</li> <li>-Form B</li> <li>-Vision/Hearing Screening</li> <li>-TCAP information</li> <li>-Current grades</li> <li>- Medical Information</li> <li>-Copy of cumulative record</li> </ul>	
<b>16.</b>	School HEARTeam sends student file to district HEARTeam for review. Date.	
<b>17.</b>	District HEARTeam returns student file to school indicating the need for the school team to proceed with IDEIA referral process (proceed to step 20); OR	
<b>18.</b>	The district team requires further information before the file can be processed. The district team will indicate in writing what is needed in the folder. The folder will be returned to the school team to complete requested information. Folder will be returned to District after additional information is added; OR,	
<b>19.</b>	The District HEARTeam has determined the student does not meet criteria for IDEIA. The School HEARTeam will determine further action according to data	
<b>20.</b>	FOLDER IS REFERRED TO PROCEED WITH IDEIA ELIGIBILITY. The folder is now a part of the special education referral process. The HEARTeam continues referral process by completing all the appropriate special education referral forms and returns the entire folder to the SPED department at the district office. Folders must be returned to District Office no more than one week after parent consent has been signed.	

<b>21.</b>	Student remains in Tier 2/3 until eligibility is signed. Once eligibility is established, student will receive Special Education Services and be removed from Tier 2/3.	
<b>22.</b>	It is the responsibility of the IEP team to inform the HEARTeam of the eligibility date.	

## **TIER 4 SPECIAL SERVICES**

Mastery in Tier 4 is relative to the student's functioning level and determined by the IEP goal setting and through results of comprehensive evaluations

**NOTE:**

**The HEARTeam request for assistance procedure is for initial referrals only. Students who have a current eligibility will go through the special education teacher for additional testing if needed.**

**NOTE:**

**Students with obvious disabilities (other than Learning Disabled) will immediately go to the HEARTeam for request for assistance (with the appropriate paperwork completed).**

# ***ADMINISTRATION***

## ***FIDELITY CHECKS***

The Hardeman County Board of Education believes that in order for children to become 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 Instructional Facilitator will be responsible for checking teacher instruction for validity, fidelity, and effectiveness. The procedure for checking validity, fidelity and effectiveness are as follows:

Administration will maintain a fidelity check log on each teacher and:

1. The instructional facilitator, principal and/or administrators will conduct walk-throughs on 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.

Facilitators and administrators will use a 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.

**\*\*\*Contact Christy Smith at the Central Office  
for a copy of the fidelity check form and rubric\*\*\*  
Smithc36@k12tn.net**

## ***PROCEDURE FOR LESS THAN EXCELLENT CLASSROOMS***

1. Chairman and principal will conference with the teacher, documenting on the supplied form. This meeting will be relaxed and a time for the teacher to give his/her concerns. 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, Chairman 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. 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 other 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.) The NEIT (TAP) rubric for evaluation/observation may also be used as a resource.
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 have been conducted. If there is marked improvement. Praise the teacher and continue to give him/her support. (Document) If there is no marked improvement, the teacher will be provided a coach to demonstrate and model in the classroom 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. 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 will a teacher be asked to meet with the superintendent. Documentation of efforts with dates and signatures must be on file.***

**HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM  
MEETING DOCUMENTATION AND RECOMMENDATION FORM**

**\*\*\*MATH\*\*\***

---

STUDENT \_\_\_\_\_ DOB \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

PARENT(S) \_\_\_\_\_

4-week DATE \_\_\_\_\_ 8-week DATE \_\_\_\_\_

**CURRENT STATUS:**

\_\_\_\_\_ Student demonstrates a need for intervention services – begin tiered intervention. Initials of HEARTeam: \_\_\_\_\_ Chairperson, \_\_\_\_\_ Principal, \_\_\_\_\_ Member, \_\_\_\_\_ Member  
Date \_\_\_\_\_

\_\_\_\_\_ Student is being progress monitored only.

\_\_\_\_\_ Student participates in Tier 2/3.

Last **Benchmark** Raw Score/Percentile Comparison:

**Math**

Grade Placement	_____	Percentile Rank	_____
Scale Score	_____	NCE	_____
Grade Equivalent	_____		

---

**COMPLETE THIS SECTION IF STUDENT WAS IN PROGRESS MONITORING ONLY:**

\_\_\_\_\_ Student is released from progress monitoring (Summarize progress monitoring scores/percentiles and improvements that student has made in the area designated for meeting notes).

\_\_\_\_\_ Continue progress monitoring only in the following areas for \_\_\_\_\_ weeks. Summarize concerns or information in the area designated for meeting notes.

**COMPLETE THIS SECTION IF STUDENT WAS IN TIER 2/3:**

Dates of 8-week Tier 2 / 3 intervention session: \_\_\_\_\_ to \_\_\_\_\_

The School’s HEARTeam has monitored math intervention on the above named student for 8 or more weeks. The HEARTeam recommends that this student:

**ACTION TAKEN BY TEAM**

(After 8 weeks of intervention)

\_\_\_\_\_ Progress indicates that student no longer needs Tier 2/3 intervention. Continue with progress monitoring only for \_\_\_\_\_ weeks.

\_\_\_\_\_ Begin more intensive intervention with Tier 3.

\_\_\_\_\_ Student will remain in Tier 3.

\_\_\_\_\_ Begin procedures for request for assistance through IDEIA.

**Attach a copy of the STAR Math Student Progress Monitoring Report (STAR – Renaissance) for this session.** Include the chart and detailed scores.

**MEETING NOTES:**

4 Weeks: \_\_\_\_\_

Intervention Program and results: \_\_\_\_\_

8 Weeks: \_\_\_\_\_

Intervention Program and results: \_\_\_\_\_

The parent has been notified and understands the procedure recommended and agrees with the recommendation. Progress data has been sent home at the 4 week point and the 8 week point. (If parent is not able to attend meeting, facilitator must initial recognizing that parent was informed. \_\_\_\_\_ 8 week date only )

**Team signatures (including parent if available)**

_____	Principal	_____	HEART Chairperson
_____	4 week initials	_____	4 week initials
_____	Parent	_____	Team Member
_____	4 week initials	_____	4 week initials
_____	Team Member	_____	Team Member
_____	4 week initials	_____	4 week initials
_____	Team Member	_____	Team Member
_____	4 week initials	_____	4 week initials

**HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM  
MEETING DOCUMENTATION AND RECOMMENDATION FORM  
\*\*\*READING\*\*\***

---

STUDENT \_\_\_\_\_ DOB \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

PARENT(S) \_\_\_\_\_

4-week DATE \_\_\_\_\_ 8-week DATE \_\_\_\_\_

**CURRENT STATUS:**

\_\_\_\_\_ Student demonstrates a need for intervention services – begin tiered intervention. Initials of HEARTeam: \_\_\_\_\_ Chairperson, \_\_\_\_\_ Principal, \_\_\_\_\_ Member, \_\_\_\_\_ Member  
Date \_\_\_\_\_

\_\_\_\_\_ Student is being progress monitored only.

\_\_\_\_\_ Student participates in Tier 2/3.

Last Benchmark Raw Score/Percentile Comparison: (Scores are only needed for the areas of concern).

<b>Early Literacy (K-1)</b>				<b>Reading (2 – 8)</b>			
SS	_____	CO	_____	GP	_____	NCE	_____
GR	_____	PH	_____	SS	_____	IRL	_____
GK	_____	VO	_____	GE	_____	Est ORF	_____
PA	_____	SA	_____	PR	_____		

**NOTES:**

**COMPLETE THIS SECTION IF STUDENT WAS IN TIER 2/3:**

Dates of Tier 2 / 3 intervention process: \_\_\_\_\_ to \_\_\_\_\_

The School’s HEARTeam has monitored reading intervention on the above named student for 8 or more weeks. The HEARTeam recommends that this student:

**ACTION TAKEN BY TEAM**

(After 8 weeks of intervention)

\_\_\_\_\_ Progress indicates that student no longer needs Tier 2/3 intervention.

Continue with progress monitoring only for \_\_\_\_\_ weeks.

\_\_\_\_\_ Begin more intensive intervention with Tier 3.

\_\_\_\_\_ Student will remain in Tier 3.

\_\_\_\_\_ Begin procedures for request for assistance through IDEIA.

**Attach a copy of the STAR Early Literacy OR Reading Student Progress Monitoring Report (STAR – Renaissance) for this session.** Include the chart and detailed scores.

**MEETING NOTES:**

4 Weeks: \_\_\_\_\_

Intervention Program and results: \_\_\_\_\_

8 Weeks: \_\_\_\_\_

Intervention Program and results: \_\_\_\_\_

The parent has been notified and understands the procedure recommended and agrees with the recommendation. Progress data has been sent home at the 4 week point and the 8 week point. (If parent is not able to attend meeting, facilitator must initial recognizing that parent was informed. \_\_\_\_\_ 8 week date only )

**Team signatures (including parent if available)**

_____ 4 week initials	Principal	_____ 4 week initials	HEART Chairperson
_____ 4 week initials	Parent	_____ 4 week initials	Team Member
_____ 4 week initials	Team Member	_____ 4 week initials	Team Member
_____ 4 week initials	Team Member	_____ 4 week initials	Team Member

**HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM  
MEETING DOCUMENTATION AND RECOMMENDATION FORM  
\*\*\* END OF YEAR \*\*\* \* READING\***

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STUDENT \_\_\_\_\_ DOB \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

PARENT(S) \_\_\_\_\_

DATE \_\_\_\_\_

**CURRENT STATUS:**

\_\_\_\_\_ Student demonstrates a need for intervention services – begin tiered intervention. Initials of HEARTeam: \_\_\_\_\_ Chairperson, \_\_\_\_\_ Principal, \_\_\_\_\_ Member, \_\_\_\_\_ Member  
Date \_\_\_\_\_

\_\_\_\_\_ Student is being progress monitored only.

\_\_\_\_\_ Student participates in Tier 2/3.

Last Benchmark Raw Score/Percentile Comparison: (Scores are only needed for the areas of concern).

<b>Early Literacy (K-1)</b>		<b>Reading (2 – 8)</b>	
SS _____	CO _____	GP _____	NCE _____
GR _____	PH _____	SS _____	IRL _____
GK _____	VO _____	GE _____	Est ORF _____
PA _____	SA _____	PR _____	

---

**NOTES:**

**COMPLETE THIS SECTION IF STUDENT WAS IN TIER 2/3:**

Number of 8 week sessions attended this school year: \_\_\_\_\_

The School’s HEARTeam has monitored reading intervention on the above named student for 8 or more weeks. The HEARTeam recommends that this student:

**ACTION TAKEN BY TEAM**

\_\_\_\_\_ Review after Fall benchmark of upcoming school year

\_\_\_\_\_ Begin procedures for request for assistance through IDEIA.

**Attach a copy of the STAR Early Literacy OR Reading Student Progress Monitoring Report (STAR – Renaissance) for this session.** Include the chart and detailed scores.

**MEETING NOTES:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Intervention Program and results: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The parent has been notified and understands the procedure recommended and agrees with the recommendation. Progress data has been sent home at the 4 week point and the 8 week point. (If parent is not able to attend meeting, facilitator must initial recognizing that parent was informed. \_\_\_\_\_ 8 week date only )

**Team signatures (including parent if available)**

\_\_\_\_\_  
Principal \_\_\_\_\_ HEART Chairperson  
\_\_\_\_\_  
Parent \_\_\_\_\_ Team Member  
\_\_\_\_\_  
Team Member \_\_\_\_\_ Team Member  
\_\_\_\_\_  
Team Member \_\_\_\_\_ Team Member

**HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM  
MEETING DOCUMENTATION AND RECOMMENDATION FORM  
\*\*\*END OF YEAR\*\*\*                      \* MATH\***

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STUDENT \_\_\_\_\_ DOB \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

PARENT(S) \_\_\_\_\_

DATE \_\_\_\_\_

**CURRENT STATUS:**

\_\_\_\_\_ Student demonstrates a need for intervention services – begin tiered intervention. Initials of HEAR Team: \_\_\_\_\_ Chairperson, \_\_\_\_\_ Principal, \_\_\_\_\_ Member, \_\_\_\_\_ Member  
Date \_\_\_\_\_

\_\_\_\_\_ Student is being progress monitored only.

\_\_\_\_\_ Student participates in Tier 2/3.

Last **Benchmark** Raw Score/Percentile Comparison:

**Math**

Grade Placement	_____	Percentile Rank	_____
Scale Score	_____	NCE	_____
Grade Equivalent	_____		

**NOTES:**

**COMPLETE THIS SECTION IF STUDENT WAS IN TIER 2/3:**

Dates of 8-week Tier 2 / 3 intervention session: \_\_\_\_\_ to \_\_\_\_\_

The School’s HEARTeam has monitored math intervention on the above named student for 8 or more weeks. The HEARTeam recommends that this student:

**ACTION TAKEN BY TEAM**

\_\_\_\_\_ Review after Fall benchmark of upcoming school year

\_\_\_\_\_ Begin procedures for request for assistance through IDEIA.

**Attach a copy of the STAR Math Student Progress Monitoring Report (STAR – Renaissance) for this session.** Include the chart and detailed scores.

**MEETING NOTES:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Intervention Program and results: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The parent has been notified and understands the procedure recommended and agrees with the recommendation. Progress data has been sent home at the 4 week point and the 8 week point. (If parent is not able to attend meeting, facilitator must initial recognizing that parent was informed. \_\_\_\_\_ 8 week date only )

**Team signatures (including parent if available)**

_____	Principal	_____	HEART Chairperson
_____	Parent	_____	Team Member
_____	Team Member	_____	Team Member
_____	Team Member	_____	Team Member

## ***VISION / HEARING***

Once a student has been identified as “at-risk” (below the 10<sup>th</sup> percentile in reading OR math), the Instructional Facilitator will check the permanent record or with Candice Woods, Coordinator of Coordinated School Health to determine if a vision AND hearing screening has been completed within the past twelve months.

If a vision AND hearing screening has not been completed within the past twelve months, one must be conducted as soon as possible by either the school nurse or the Coordinated School Health department.

In the event that a student does not pass a screening, the HEARTeam may choose to rescreen. If the second vision or the hearing screening does not result in a passing score, the parents must be made aware and the problem identified or corrected before a request for assistance can be made.

For students who do not receive screenings through Coordinate School Health Services, it is the responsibility of the Instructional Facilitator to follow up.

**Students will not be denied or have any delay in intervention services due to vision/hearing issues.**

## SENSORY SCREENING

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

HEARING SCREENING ~~~ DATE: \_\_\_\_\_

PURE TONE SCREENING:

	1000 Hz	3000 Hz	4000 Hz
RIGHT EAR:	_____	_____	_____
LEFT EAR:	_____	_____	_____
	(20 db HL)	(20db HL)	(20 db HL)
Level)			(Screening
			= Pass
_____ PASS	_____ COULD NOT SCREEN	_____ RE-SCREEN	_____ ABSENT

\_\_\_\_\_  
 SCREENER'S SIGNATURE

Re-screen Date: \_\_\_\_\_

PURE TONE SCREENING:

	1000 Hz	2000 Hz	4000 Hz
RIGHT EAR:	_____	_____	_____
LEFT EAR:	_____	_____	_____
	(20db HL)	(20db HL)	(20 db HL)
			(Screening Level)
			=Pass
_____ PASS	_____ FURTHER TESTING INDICATED		

\_\_\_\_\_  
 SCREENER'S SIGNATURE

*INCLUDE SCORES*

RIGHT EYE:	Near Vision _____ Pass _____ *Fail	Date of initial screening _____
	Far Vision _____ Pass _____ *Fail	Date of follow-up screening _____
		_____ with glasses _____ without glasses
LEFT EYE:	Near Vision _____ Pass _____ *Fail	_____ no glasses have been prescribed
	Far Vision _____ Pass _____ *Fail	
BOTH EYES:	Near Vision _____ Pass _____ *Fail	_____
	Far Vision _____ Pass _____ *Fail	_____ Screener's Signature
<hr/>		
RIGHT EYE:	Near Vision _____ Pass _____ *Fail	Date of re-screening _____
	Far Vision _____ Pass _____ *Fail	
		_____ with glasses _____ without glasses
LEFT EYE:	Near Vision _____ Pass _____ *Fail	_____ student has seen eye doctor
	Far Vision _____ Pass _____ *Fail	_____ glasses not prescribed
		_____ glasses prescribed
BOTH EYES:	Near Vision _____ Pass _____ *Fail	_____
	Far Vision _____ Pass _____ *Fail	_____ Screener's Signature

\*Refer to an eye specialist if the child does not pass the line with one or both eyes at the (K-3: 20/40 OR 4-12: 20/30) line when re-screened.

**Facilitator's Checklist for**  
**REQUEST FOR ASSISTANCE**  
**\*\*for Learning Disabled\*\***

In order to make a request for assistance through IDEIA, the following must be documented:

- \_\_\_\_\_ MATH ONLY: 4 weeks of Tier 1, small group, intensive instruction
- \_\_\_\_\_ MATH ONLY: Progress monitoring weekly for 4 weeks while attending intensive, small group instruction in Tier 1
- \_\_\_\_\_ Documentation of student attendance and daily performance in Tier 1
- \_\_\_\_\_ Sample copies of student work (dated)
- \_\_\_\_\_ HEARTeam documentation of review of student progress every 4 weeks
- \_\_\_\_\_ HEARTeam documentation of review and recommendation after 8 weeks of Tier 1 small group instruction and computer software intervention
- \_\_\_\_\_ HEARTeam notifies parent of student progress or lack of progress (at least) every 4.5 weeks
- \_\_\_\_\_ Documentation of Tier 1 teacher effectiveness
- \_\_\_\_\_ 8 weeks of Tier 2 intervention in a small group setting with a research-based intervention program (documented)
- \_\_\_\_\_ Progress monitoring weekly for 8 weeks in Tier 2
- \_\_\_\_\_ Student attendance and performance each day in Tier 2
- \_\_\_\_\_ Sample copies of student work (dated)
- \_\_\_\_\_ HEARTeam reviews student progress every 4 weeks (documented)
- \_\_\_\_\_ HEARTeam reviews and makes recommendation after 8 weeks of Tier 2, small group intervention
- \_\_\_\_\_ Documentation of tier 2 teacher effectiveness
- \_\_\_\_\_ No less than 8 weeks of Tier 3 with a research-based intervention program, small group intervention documented
- \_\_\_\_\_ Student attendance and performance each day in Tier 3
- \_\_\_\_\_ Sample copies of student work (dated)
- \_\_\_\_\_ HEARTeam reviews student progress every 4 weeks
- \_\_\_\_\_ HEARTeam recommendation for student every 8 weeks
- \_\_\_\_\_ Documentation of tier 3 teacher effectiveness

ONLY when all the above has been documented, the HEARTeam will proceed with request for assistance (if needed) by completing the appropriate forms designated in the RtI manual pages 59-70.

DISTRICT  
HEARTeam  
PACKET  
REQUEST FOR ASSISTANCE

STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_

HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM

Request for Assistance and Pre-Referral

Name of Student \_\_\_\_\_ DOB \_\_\_\_\_

Request Made by: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject(s): \_\_\_\_\_

Specific Area(s): \_\_\_\_\_

Purpose of Request for assistance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conference Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following items have been reviewed and request to proceed with D-HEART referral is: *vision/hearing screening, current report card or progress report, STAR data, copy of cumulative record (grades), current absentee report, and a narrative of successes and deficiencies from the classroom teacher.*

\_\_\_\_\_ granted \_\_\_\_\_ not granted  
Authorized by the school psychologist \_\_\_\_\_  
Signature

HEARTeam Signatures:

\_\_\_\_\_ HEART Chairman  
\_\_\_\_\_ Student's Regular Ed Teacher  
\_\_\_\_\_ Parent  
\_\_\_\_\_ HEART Member  
\_\_\_\_\_ HEARTMember

*(This form should be filled out by the Instructional Facilitator in order to bring a potential referral to the HEARTeam).*

# STUDENT PROFILE – FORM A

(1 of 6 pages)

## HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM

The HEARTeam's notations should be based on fact, observation, and the student's records. Inferences and opinions should be so noted.

STUDENT \_\_\_\_\_ DOB \_\_\_\_\_  
SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
TEACHER(Tier 1) \_\_\_\_\_  
TEACHER (Tier 2) \_\_\_\_\_  
DATE \_\_\_\_\_

### EDUCATIONAL EXPERIENCES

Early Childhood educational experiences: Pre-school \_\_\_\_\_  
Headstart \_\_\_\_\_  
Other \_\_\_\_\_

Number of Schools attended during the last three years: \_\_\_\_\_

Grades retained (if any):  
\_\_\_\_\_

Has student ever been eligible for Special Education \_\_\_\_yes\_\_\_\_no

If so, date of eligibility \_\_\_\_\_ Date of termination: \_\_\_\_\_

Is student currently receiving: \_\_\_\_Speech \_\_\_\_OT \_\_\_\_PT  
\_\_\_\_Counseling \_\_\_\_ Language Therapy

History of Absences:  
\_\_\_\_\_  
\_\_\_\_\_

*Be Specific in the following areas of success/deficiencies:*

Successes in the regular education program:

Deficiencies in the regular education program:

HOME AND COMMUNITY ENVIRONMENT

(Form A page 2 of 6)

Please describe what you know to be true regarding the following.

---

Parent/ Family Support:

Living Conditions:

Availability of school supplies:

Relationship with parents/family/siblings:

Relationship with peers:

PARENTAL/FAMILY SUPPORT

---

Number and purpose of conferences:

Parent/family response to conferences:

How has parent/family attempted to help at home:

Level of parent/family involvement in school:

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MEDICAL/PHYSICAL/PSYCHOLOGICAL INDICATORS (Form A page 3 of 6)

*It may be necessary to contact the guardian for this information.*

Present or previous major illnesses:

List medications if applicable:

Date of last medical exam:

Results of medical exam if applicable:

Date and results of previous psychological evaluation if applicable:

Emotional problem indicators:

Behavioral problem indicators:

SUCCESS FACTORS

Self-image / self-esteem:

Stress functioning:

Attention Span:

Persistence:

Ability to work independently:

Self-control:

Please list skills or lack of skills in the following areas:

(Form A page 4 of 6)

**Basic Sight Words:**

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**Comprehension:**

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**Oral Communication:**

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**Writing:**

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**Other areas of concern:**

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**Basic Math Facts:**

(Form A pg 5 of 6)

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**Listening Skills:**

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**Use of Calculator:**

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**Problem Solving:**

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**Testing Information: (may attach copies) TCAP or other (list)**

**Year:**

**Year:**

**Year:**

Area	Proficiency Level /Percentile	Proficiency Level /Percentile	Proficiency Level /Percentile
Reading/ Language			
Math			
Science			
Social Studies			
Total			

**Academic Grades:**

Subject Area	Year:	Year:	Year:	Year:	Year:
Reading					
Math					
Science					
Social Studies					
Language Arts					
Spelling					
English					

(Form A page 6 of 6)

## *Student Profile Form*

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Check which of the characteristics listed below describe this student.

- \_\_\_\_\_ Appears to have normal to above normal intelligence, but is not achieving up to grade level.
- \_\_\_\_\_ The student does not demonstrate weaknesses in all areas, only one or two.
- \_\_\_\_\_ The student's oral communication skills are much better than their written communication.
- \_\_\_\_\_ The student appears unhappy and worried.
- \_\_\_\_\_ The student displays nervous habits, avoids contact with others, and is easily upset.
- \_\_\_\_\_ The student disrupts the class routine and interrupts others.
- \_\_\_\_\_ The student is aggressive.
- \_\_\_\_\_ The student requires more time to learn a task.
- \_\_\_\_\_ The student appears less socially mature than age related peers (poor social skills).
- \_\_\_\_\_ Demonstrates lower academic achievement than peers in all academic areas.
- \_\_\_\_\_ Demonstrates poor self help skills (hygiene, dressing skills, etc.).
- \_\_\_\_\_ Is clumsy and uncoordinated
- \_\_\_\_\_ Does not appear to pick up on social cues.
- \_\_\_\_\_ Has difficulty expressing thoughts orally.
- \_\_\_\_\_ Does not understand verbal directions
- \_\_\_\_\_ The student has trouble paying attention or has trouble focusing over a period of time.
- \_\_\_\_\_ The student makes careless mistakes and has organizational problems.
- \_\_\_\_\_ The student blurts out answers and cannot wait their turn.
- \_\_\_\_\_ The student cannot stay seated and talks excessively.

STRATEGIC

INSTRUCTIONAL

VARIATIONS

FORM B

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

CHECKLIST (Form B page 1 of 3)

The following lists of strategic instructional variations are recommended for consideration and implementation by the regular education classroom teacher prior to making a request for assistance through IDEA. Please attach appropriate documentation of the instructional strategies you have tried in your classroom and intervention program(s).

- Form A is reviewed and appropriately completed (*please attach*)
- A clear specific problem has been identified (*please indicate*)  
Specific Problem: \_\_\_\_\_
- Mastery tests (Tier 1) have been administered and data collected(*please attach*)
- Progress Monitoring (Tier 2/3) has been administered and data collected. (*please attach results*)
- Universal screening has been administered (*please attach results*)
- T-CAP results attached (if applicable)

## TIER 1: Regular Classroom Instruction

### CLASSROOM ARRANGEMENT

Please indicate the strategies that have been implemented.

- Room/desk arrangement
- Student's classroom location
- Diversified instructional group

### INSTRUCTIONAL ENVIRONMENTS

- Large group
- Differentiated small skill group
- One on one instruction
- Tutor
- Computer programming (*List computer program: \_\_\_\_\_*)
- Other \_\_\_\_\_

### APPLICATION OF INSTRUCTIONAL STRATEGIES

- Teacher modeling (explains, demonstrates, thinks aloud)
- Guided Practice (teacher/student practice, scaffolding, share groups)
- Independent practice (student applies strategy on his/her own)

## TIER 2/3 INTERVENTION STRATEGIES

(Form B page 2 of 3)

- Student receives small group (Tiered ) instruction  
(Please indicate number of students in group: Tier2: \_\_\_\_\_ Tier3: \_\_\_\_\_)
- Scientifically research-based program and/or strategies are implemented
- Direct, explicit instruction is implemented
- On-going progress monitoring (data attached)
- Records indicating regular review and/or modification of intervention effectiveness
- Communication with parents documented
- School Psychologist has observed student in classroom
- School Psychologist has interviewed the student's teacher

*Certified personnel (either Tier 1, 2, or 3) should complete the following:*

Please state briefly how this student performed compared to the other students in the small group setting:

Please state briefly how this student worked with guided practice:

Please state briefly how this student worked with independent practice:

The listed strategies have been implemented in Tier 1, Tier 2 and/or Tier 3 of the HEART procedure. Strategies have been implemented with fidelity and results documented with parent involvement.

Tier 1 Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tier 2 Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tier 3 Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HEAR Team Chairperson Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# DISTRICT- HEARTeam REVIEW

Student File Reviewed: \_\_\_\_\_

School: \_\_\_\_\_

Date Received: \_\_\_\_\_ Date

Reviewed: \_\_\_\_\_

The District HEARTeam has reviewed the attached Student Request for Assistance Packet for the above named student. The following action was taken by the D-HEARTeam.

**The assistance packet is being returned to the referring school for the following action to be taken upon receipt of the returning packet.**

\_\_\_\_\_ **Additional information is needed in order to make a decision. Please see the attached note.**

\_\_\_\_\_ **The intervention plan is not adequate. Please re-submit after appropriate, adequate intervention.**

\_\_\_\_\_ **Progress Monitoring data is not adequate. Please re-submit after adequate data points have been documented.**

\_\_\_\_\_ **Based on the information provided, student should continue with Tier (1), (2), (3) intervention at this time. Please re-submit in \_\_\_\_\_ weeks.**

\_\_\_\_\_ **HEARTeam should proceed with the referral process for Special Education testing. Upon completion, compile ALL information in this file and submit to the Special Education Department at the Central Office. (Please submit within two business day after consent for testing has been signed.)**

\_\_\_\_\_ **Other:** \_\_\_\_\_

**Comments:**

# H E A R T PARENT ENGAGEMENT GUIDELINES

1. Parents will receive information regarding the HEART process at the beginning of each school year.
2. Parents will be informed of Benchmark Assessment results after each benchmark testing (3 times per year).
3. Parents will be informed if their child is considered “at-risk”.
4. Parents will be informed that an “at-risk” child will receive several weeks of intensive intervention to try to close the achievement gaps in the child’s learning process.
5. Parents will be informed regularly (no less than once per month) on the “at-risk” child’s progress. (Teacher will do progress monitoring for research-based data).
6. Parents will be informed of or invited to HEARTeam meetings regarding their child and the child’s educational plan. (The parent has the option to attend or not. The meeting will take place regardless if the parent comes or not. The parent will have complete access to documentation of the meeting results.)
7. All parent engagement will be documented.

## WHAT TO DO IF THE PARENT INSISTS ON SPECIAL EDUCATIONAL TESTING BEFORE ADEQUATE INTERVENTIONS HAVE TAKEN PLACE...

1. Explain to the parent the purpose of the HEART procedure.

### PURPOSE:

Instruction is monitored carefully to assure that instruction in the regular classroom allows students to be proficient and that instruction is based on research-based data on (your child’s needs).

“Let’s call in the teacher and take a look at how (your child) is doing based on the data.”

If this child is intensive/strategic according to data, teacher should have already started an intervention process (either in small group or in Tier 2/3 and parent should have already been informed).

### THINGS TO DISCUSS:

How long has student been receiving intervention?

What does the progress monitoring scores look like?

What does instruction documentation look like?

If intervention was not working, did the HEARTeam change the intervention?

Does the parent understand that the child is receiving extra help (which is what would take place if he/she were in special education)?

If the student has been in intervention for the amount of time noted in the HEART manual; and, has made no progress, the parent has legitimate concerns. Obviously, it time for other options to be considered.

If the student has not been in intervention for the amount of time noted in the HEART manual, explain to the parent that the district would like to have adequate time to try to close the gaps in the student's learning. The district is providing intervention which is exactly what he would get if he were in special education. The district will "up" the progress monitoring to every week or twice a week to document if the student is making progress and the district will keep the parent informed weekly. (Give the parent a date on when the intervention process will be complete (according to the HEART manual) ). At that time, the team and the parent will meet to discuss what is the best option for this student.

#### IF THE PARENT STILL INSISTS ON SPECIAL EDUCATION TESTING...

Have the parent sign the "request for assistance" form. Document why the parent wants testing and what the school is going to do. (Intensive intervention with progress monitoring)

The parent will be informed weekly of progress from classroom teacher (small group instruction) and from the interventionist (Tier 2 or 3). This is the beginning of the referral process. This process is mandated by Federal and State Government. It is the only avenue to take in order to receive special education services.

This avenue is for SUSPECTED LEARNING DISABILITIES only. If the team feels that other disabilities are suspected, such as mental retardation, and this is confirmed through data, the student will receive intervention through general education until testing through special education and IEP determines the correct placement for the student. Referral process for other disabilities other than learning disabled will be according to the special education procedures.

# **SPECIAL EDUCATION**

## **HEART STEPS TO RESPONSIVENESS TO INTERVENTION and REQUEST FOR ASSISTANCE**

1. \_\_\_\_\_ Student has been assessed with a universal screening tool.
2. \_\_\_\_\_ Student has been determined “at risk” and supported through Tier 1.
3. \_\_\_\_\_ Tier 1 student receives instruction through the core program (small group instruction, differentiated centers). Student is assessed through unit mastery tests (from core reading program) and data is recorded. Program is implemented by classroom teacher.
4. \_\_\_\_\_ Vision and hearing screening is available with a test date within the past year.
5. \_\_\_\_\_ ”At risk” (Tier 2/3) student receives intervention through small group direct instruction implemented by trained staff. Data is collected and documented. Intervention is a sequential program with weekly progress monitoring and implemented outside the core block. Parent is informed of progress and parent involvement is documented.
6. \_\_\_\_\_ Tier 2/3 student receives no less than 8 weeks of small group intervention with weekly progress monitoring before determining responsiveness to intervention.
7. \_\_\_\_\_ HEARTeam monitors Tier 2/3 student and communicates with parent and documents parent involvement (no less than every 4 weeks). 4-week review is documented on HEARTeam meeting documentation form.
8. \_\_\_\_\_ HEARTeam determines through valid data, responsiveness to intervention. (Form: HEARTeam Recommendation Form completed after 8 weeks of documented Tier 2/3 intervention). (Meeting documented on HEARTeam meeting form).
9. \_\_\_\_\_ Lack of response documented through valid data indicates a need for Tier 3. (HEARTeam reviews data after 4 weeks of Tier 3, documents and informs parent). After no less than 8 weeks, (6 weeks if “other disability” is now suspected. Letter of suspected disability required). HEARTeam determines, through valid data, responsiveness to intervention. If student is making adequate progress, student continues with intervention until HEARTeam determines student intervention can be discontinued. If student progress is not adequate, continue to number 9 and complete HEARTeam Recommendation form along with meeting documentation form).
10. \_\_\_\_\_ HEARTeam begins process for request for assistance by completing the following forms:
  - Request for Assistance documentation page
  - FORM A
  - FORM B

11. \_\_\_ HEARTeam will compile the following information into one HEART folder:

Form A

Form B

Vision/Hearing Screening information

T-CAP information

Universal Screening information (documented on Timeline form)

Current grades and progress in Tier 1, Tier 2 and Tier 3.

Unit Mastery tests from Tier 1

Medical information (if applicable)

Intervention documentation from small group intervention(s)

Copy of cumulative record

Timeline documentation sheet

Documentation of parent involvement

Documentation of HEART meetings on student

Documentation of fidelity and effectiveness of instruction

HEARTeam Recommendation form(s)

12. \_\_\_ HEARTeam will check the student folder for accurate and complete documentation.

13. \_\_\_ HEARTeam will deliver the student folder to the District office (Attn: Christy Smith) for review by the district team.

14. \_\_\_ The District team will review the folder and determine if IDEIA testing is appropriate.

15. \_\_\_ The District Team will return the folder to the school indicating the need to indicating the recommendation decision.

16. \_\_\_ Folder is referred to proceed with IDEA testing. The folder now becomes a part of the Special Education referral process. The HEARTeam continues referral process by completing all the appropriate special education referral forms and returns the entire folder to the District Office, Special Education department for testing. Please return folder to Central Office within 48 hours after signature of consent.

# **H E A R T & OBVIOUS DISABILITIES**

Students with obvious disabilities (other than Learning Disabled) will immediately go to the HEARTeam for request for assistance.

The HEARTeam will provide the teacher with the appropriate paperwork which is to be completed and turned back over to the HEARTeam.

Documentation to be completed by the teacher:

Timeline documentation – Universal Screening data  
Core Reading program mastery data

Form A

Form B (If the strategies do not apply, indicate why)

For example: Tier 2 and 3 have not been implemented at this time because an obvious disability is suspected and the team is asking for immediate testing.

Packet of work samples from the student (that has been dated)

Documents to be completed by HEARTeam Chairperson:

Request for Assistance

Documentation of any meetings taking place regarding this student

A brief letter to the district HEARTeam indicating why this student is bypassing the original HEART procedure

HEARTeam Chairperson:

Compiles the above with the letter to the district HEARTeam on the top.

Deliver the packet to Christy Smith at Central Office for district Hearteam review.

**DISTRICT HEARTeam:**

Reviews the packet to determine if information is complete and student meets criteria for special education testing.

The District team will return the packet to the HEARTeam chairperson indicating to proceed with special education referral , OR, follow another avenue which will be specified.

**HEARTeam Chairperson:**

**FOR REFERRAL TO SPECIAL EDUCATION:**

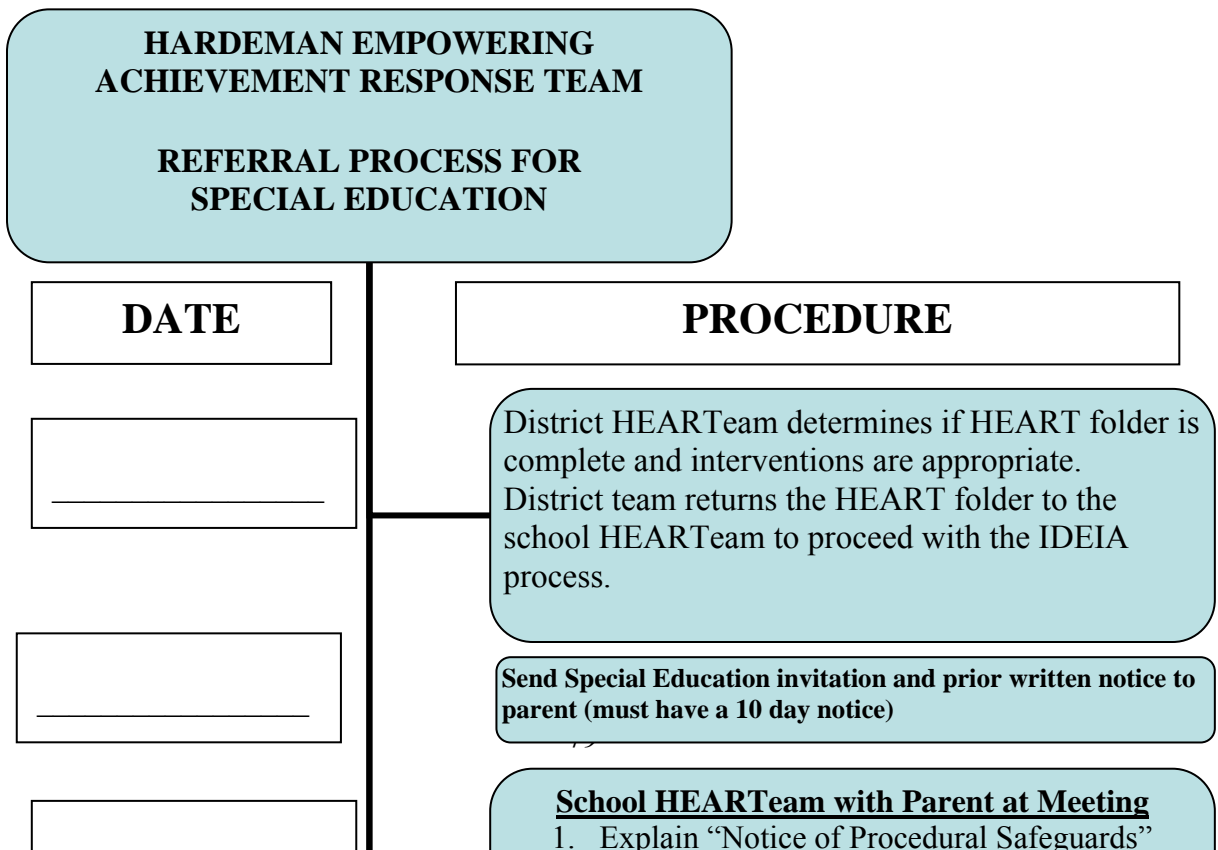
Follow the referral process for special education which is indicated in this packet.

**THINGS TO REMEMBER:**

For any referral regarding an obvious disability, the HEARTeam must review the following:

- STAR Data
- Classroom observations
- Grades
- Student Profile form

\*\*\*If three out of the four above supports why looking at an obvious disability – send to D-HEART for review.



<hr/> Date Due
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Return folder to Special Education District Office within two school days of Parent Consent date.

## ***SPECIAL EDUCATION***

### **Teacher's Guide to Programming Based on Data**

Steps	Procedure	Completed
First Day	List students who will be in each teacher's classroom. Talk with the teacher regarding any IEP accommodations and have teacher sign off as having understood the student's IEP and the student's needs. Inform the teacher of any students in the class that will be receiving Tier 1 assistance from Special Education. Set-up a time to meet with the teacher to determine the time special education personnel will be in the room to co-teach, pull small group for direct instruction, and help in providing appropriate differentiation in workstations. Determine when grade level meetings will be held so that you may plan to attend as many as possible (in order to collaborate with the teachers.)	
1	Regular Education administers Benchmark assessment to all students.	
2	Special Education teacher reviews all SPED students' benchmark scores.	
3	Special Ed and Regular Education teachers collaborate on SPED student's needs in the regular classroom, because all SPED students will participate in Tier 1 per IEP recommendations to the maximum extent possible. SPED teachers will help Regular Education teachers differentiate centers to meet the needs of special students. Collaboration between the teachers takes place all year long.	
4	Special Education teacher looks at each student's data to determine appropriate SPED service. (Does the student need help in the Tier 1 classroom; or, can the student maintain in Tier 1 without direct help from special education personnel? Does the student need additional help through special education pull-out)? These questions are reviewed by the IEP team in order to make a decision. (After the first benchmark assessment, IEP's may need adjusting according to data.). NOTE: Any student receiving core curriculum outside of the Tier 1 general education setting for the full block must have written, pre-approved permission by the District Special Education Supervisor. This documentation must be kept in student's file with progress monitoring and other documentation sources.	
5	Special Education teacher designs IEP services according to data. The data	

	documents the appropriate service for the student. Not all special education students will need special education direct service in the Tier 1 block. Not all special education students will need additional intervention in the Tier 4 block. Should service hours on IEP need to be changed (according to data), follow procedural safeguards (invitation to meeting, prior written notice, etc.).	
6.	Students receiving help in the Tier 1 block is reflected on the student's IEP service page.	
7	Students receiving additional intervention through Tier 4 is reflected on the student's IEP service page.	
8	Special Education teacher collaborates with the regular education teacher to determine how special education personnel will assist in Tier 1, should that teacher have students requiring special education direct service during Tier 1. (teach a small group, help students in centers, making sure there is differentiation, etc.)	
9	Special Education teacher sets up progress monitoring on special education students. Teacher reviews data to determine what measure will be progress monitored. Progress monitoring takes place weekly for special education students who score below the 10 <sup>th</sup> percentile; every 2 weeks for students who score 11 <sup>th</sup> – 25 <sup>th</sup> percentile; and once per month for students who score between the 25 <sup>th</sup> -35 <sup>th</sup> percentile.	
10	Special Education Teacher sets goals (for STAR progress monitoring) for each student and determines what level of progress monitoring will be used. (Based on data)	
11	Special Education Teacher writes measurable goals for students. (It is important that the IEP reflects measurable goals)	
12	Regular Education administers Winter Benchmark assessment on all students	
13	Special Education Teachers will review special student's data to determine if changes in programming need to be implemented. If students are making no progress (documented through data) programming, instruction, or placement may need to be changed.	
14	Special Education teachers continue to collaborate with Regular Education teachers on the needs of students.	
15	Progress monitoring continues through April and will be entered on STAR (Renaissance) database	
16	Parents are frequently informed of the student's progress and teacher documents contact with parent every 4.5 weeks.	
17	Spring benchmark assessment administered to students	
18	Special Education teachers use data to determine service hours for the next school year. (Annual Review)	
19	Special Education teachers may frequently have to change service and placement of students. Data drives instruction and data helps in determining appropriate services. (If changes in schedule on IEP, IEP meeting must be held.)	

# SPECIAL EDUCATION

## *Benchmarks, Progress Monitoring, and Goals*

### **Benchmark Assessments**

For students with serious educational needs, or those students at-risk for educational failure, one of the most powerful interventions that schools can use is systematic and frequent formative evaluation. Hardeman County Schools currently use STAR (Renaissance Place) Early Literacy, Reading, and Math assessments and data management system. When formative tests show that students are progressing, teachers keep using their instructional programs with confidence; when tests show that students are not progressing, teachers can change their instructional programs in meaningful ways to improve student achievement.

### **Progress Monitoring**

Frequent evaluation (progress monitoring) requires the implementation of probes often enough that teachers can make timely changes when students are not improving. When the progress of students with severe educational needs is monitored weekly, teachers can make meaningful instructional changes should they be necessary to improve instructional outcomes.

Setting STAR Progress Monitoring Goals:

- SPED STAR goals need to be set according to the ROI formula.
- Progress Monitor <10<sup>th</sup> percentile students *weekly* only in area of need.
- Progress Monitor 11<sup>th</sup>- 25<sup>th</sup> percentile students *every other week* only in area of need.
- Progress Monitor 25<sup>th</sup> – 35<sup>th</sup> percentile students *once per month* only in area of need.

## Measurable Goals

It is difficult to know “how you are doing” unless you have an idea of “how well you want to do”. In Special Education, there is a legal mandate that we set goals. Goal setting in systematic formative evaluation has been demonstrated to improve student achievement meaningfully with low performing students. Often goals are not linked to the assessment. We write them, but we do not measure them. Many times, we write them as a procedural exercise that we must engage in to meet the needs of a system.

In writing goals, we must:

1. Set a few, but important goals,
2. Ensure goals are measurable and linked to validated data,
3. Base goal setting on logical educational practices.

The following goals were written for students at risk or identified with educational needs:

1. Student will perform spelling skills at a high 3<sup>rd</sup> grade level.
2. Student will alphabetize words by the second letter with 80% accuracy.
3. Student will read words from the Dolch Word List with 80% accuracy.
4. Student will master basic multiplication facts with 80% accuracy.
5. Student will increase reading ability by 6 months to 1 year as measured by the Woodcock Johnson.
6. Student will make one year’s growth in reading by October as measured by the Brigance.
7. Student will be a better reader.
8. Student will read aloud with 80% accuracy and 80% comprehension.
9. Student will make one year’s gain in general reading from K-3.
10. Student will read one story per week.

There is NO scientific evidence that writing goals like these accomplish anything for teachers or for students.

Meaningful Goals:

Reading: In \_\_\_ # weeks Sherry will read \_\_\_ # words correctly in one minute from randomly selected grade \_\_\_ level passages.

Spelling: In \_\_\_# weeks John will write \_\_\_# correct letter sequences and \_\_\_# correct words in 2 minutes from randomly selected grade \_\_\_ Level spelling lists.

Early literacy: In \_\_\_# weeks Sam will read \_\_\_# nonsense words correctly presented with randomly selected list of nonsense words.

Good goal setting practices should reflect logical educational practices. Teachers, parents, and students should be able to understand what the goals are and why we set them the way we do.

TO KNOW WHERE WE WANT A STUDENT TO BE IN THE FUTURE,  
WE MUST START BY KNOWING WHERE THE STUDENT IS  
PERFORMING CURRENTLY.

## *INCLUSION*

Best practice and research indicates all students have access to the regular education programming. Inclusion for math in grades kindergarten through fifth grade for special education resource students is recommended by the Hardeman County Board of Education. Teachers and facilitators will follow procedures as outlined in the RtI manual.

Collaboration between Special Education Personnel and Regular Education Personnel continues to be very important. Collaboration with special education teachers will be documented every week in order to serve the students in an inclusion setting with fidelity. Teachers should document collaboration using either a form approved by the Special Education Instructional Facilitator or e-mail.

The Special Education Department of the Hardeman County Board of Education will continually train Special Education Teachers on best practice for inclusion and determine scheduling for Inclusion Teachers. The Special Education Department will, as well, train Special Education Teachers on writing appropriate IEPs reflecting inclusion services and establishing measureable goals according to data. The teachers will be trained on how to read the data to determine student needs, i.e., students needing inclusion services, students needing more intensive instruction through pull-out services outside the core content block and/or students needing consultation.

## ***SPECIAL EDUCATION IN MIDDLE SCHOOL***

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 Middle 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.

Refer to the following pages for best practice “Special Education Steps through HEART”.



# RtI

Response to Instruction and  
Intervention

High School  
Setting

# 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 an expert on Odyssey in order to “troubleshoot”
- Become knowledgeable about research based strategies to teach vocabulary and then train teachers
- 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

## 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 collection**
- **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

Comprehensive assessments will be utilized as benchmark assessments. Each formal tested content area course will administer comprehensive assessment at the beginning of the year and during week 14 of the semester to determine the student's level of achievement at the beginning of the course, growth, and adequate progress in preparation for 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. Progress monitoring probes will be administered periodically three times 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. Students scoring very low on the benchmark assessments may 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. Courses without Odyssey accessibility will use Tennessee Academic Vocabulary and vocabulary lists developed by content teacher teams to progress monitor.

In addition, Hardeman County teachers will utilize TVAAS Probability of Proficient information. Students who have a less than 10% 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 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 proficiency percentile from the graph for each student. This data will be used to drive instruction in the small group setting.

Step 4:

Teachers will administer the comprehensive assessments, at the beginning of the year, in all the EOC subjects and log the baseline score on the spreadsheet. Non-EOC subjects will administer vocabulary assessments.

Step 5:

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

**Step 6:**

During Week 14 of the semester, a second comprehensive assessment will be administered and results will be charted on the spreadsheet. It is expected that the 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.

**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. Teachers without Odyssey will integrate their vocabulary lists into whole group instruction.

**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).**

Teachers will review Odyssey data weekly to address student needs. Non-

Odyssey classrooms will use workstations similarly and specifically address content-related vocabulary.

Step 10:

Students using Odyssey will be progressed monitored during the semester on the standards that have been taught. Courses without Odyssey will progress monitor using vocabulary lists. 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 comprehensive 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/JANUARY: Universal Screening Information/Progress Monitoring

TVAAS Projected scores  
Comprehensive Assessment  
Qualitative Reading Inventory (if needed)

NOVEMBER/APRIL: Monitoring

Comprehensive Assessment  
Qualitative Reading Inventory (if needed)

DECEMBER/MAY: EOCs

## **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 on the standards that have been taught. Teachers will administer common progress monitoring probes based on each content area pacing guide. Classrooms without Odyssey capabilities will use vocabulary lists to progress monitor. Courses without Tennessee Academic Vocabulary will use content related vocabulary developed by the Supervisor of Secondary Instruction.**

**For clarification: Students rotate through Odyssey on a weekly basis.**

# 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.

In addition, Algebra I will be taught in two semesters. All Algebra I classes, except for Honors Algebra I, will be year-long thus providing students with more instruction and more time for intervention.

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. In addition, all teachers will be responsible for teaching reading in their content areas.

## 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 scaffold activities**
- **Provide drill and practice**

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

- **Provide enriched opportunities for enhanced learning**

## SPECIAL EDUCATION IN THE TIER 1 CLASSROOM (INCLUSION)

All eligible special education students ***will receive core content subjects in the general education setting.*** (This is according to research and best practice. It is a Special Education Department in coordination with the high schools 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. When providing inclusion services, special education staff may:

- Co-teach

- Pull small group for direct instruction

- Help in providing appropriate differentiation in workstations

- Monitor workstations

Best practice for progress monitoring resource 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 may use AIMS to benchmark special students as well as use AIMS probes to progress monitor special students along with Odyssey and vocabulary.**

## General Education and Special Education COLLABORATION

General Education Teachers and Special Education Teachers must collaborate weekly on shared students. General Education Teachers must provide Special Education Teachers with weekly lesson plans prior to the beginning of the week. The 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 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.

# INCLUSION SERVICES

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_

Meeting Date \_\_\_\_\_

Plan for week of:

List individual student concerns (if any):

Action Plan to be implemented:

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 10% on TVAAS will receive intensive instruction in the Tier 1 small group setting.
2. Students will be progress monitored on Odyssey and vocabulary and/or in small group every three weeks.
3. All students will be given a comprehensive assessment at the beginning and during Week 14 to establish baseline of achievement and growth over the period of time of the course.
4. All students in formative assessment courses will be on Odyssey at least once a week.
5. Rising ninth grade students below the 25<sup>th</sup> percentile on AIMSweb will be placed 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 or Tier 3 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 opportunities for students needing more intensive instruction. Students receiving Tier 2 intervention will be progress monitored every two weeks using the QRI (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 for a minimum of two lessons and an additional 10 minutes of small group instruction weekly. Non-Odyssey courses will rely on an additional 15 minutes of small group instruction weekly.

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 5 weeks and make academic recommendations. Students will remain in Tier 2 for no less than 5 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. If the student is 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. Intensive, strategic instruction will be provided through a minimum of three lessons on Odyssey weekly and a minimum of 25 minutes of small group instruction. Courses without Odyssey accessibility will provide an additional 20 minutes of small group weekly. Additional strategic instruction may be offered in an after school or before school setting using Odyssey and trained personnel 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

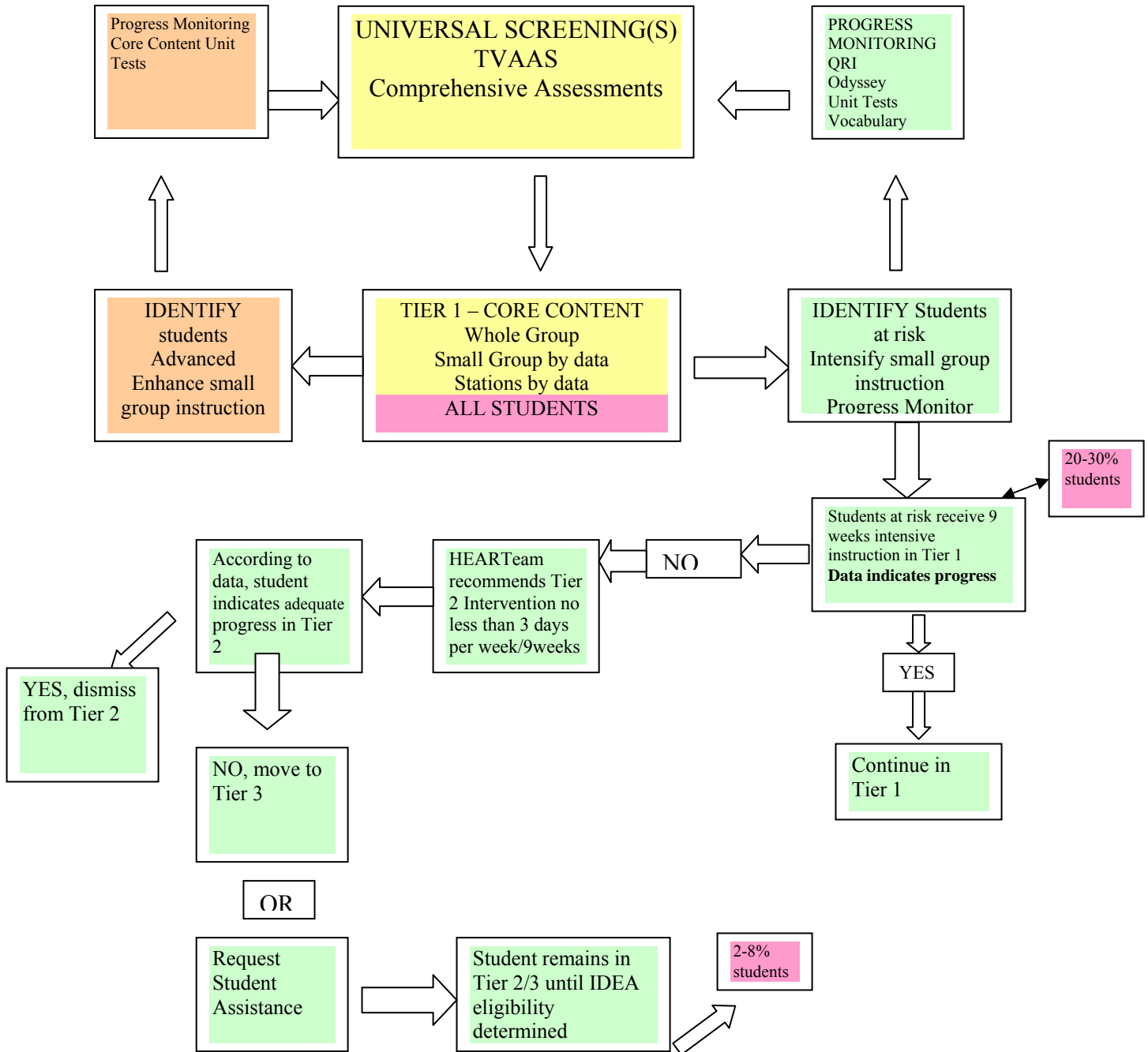
The HEART process is for **suspected learning disabled** only. If the district suspects that a student is disabled in some “other” way i.e. health impaired, vision impaired, emotionally disturbed, autistic, hearing impaired, mentally retarded, etc., the district will by-pass the HEART process of intervention 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, Comprehensive Assessments)
2	Student receives intensive small group, data driven instruction in the core (tier1) classroom. Student receives the provided supplemental assistance consistently through Odyssey and small group.
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 5 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 5 weeks. (Teacher continues to provide intense small group instruction based on data).
9	If student has not made adequate progress during the 5 weeks of intense small group instruction in Tier 1, the Tier 1 teacher <b>continues</b> intense small group instruction in Tier 1 class. If progress has not been made. HEARTeam recommends student receive additional intervention outside the Tier 1 class by being placed in a Tier 2 <b>or</b> Tier 3 intervention.
10	Student receives Tier 2 intervention for no less than 5 weeks (unless the student’s deficit had been deemed large enough to have moved immediately to Tier 3).
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 bi-weekly in the Tier 2 setting.
14	HEARTeam evaluates data after 5 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 5 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: Tier 2 in the secondary setting is provided through Odyssey and small group instruction.



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/Special Education teachers will have walk-throughs conducted.**

## **PROCEDURE FOR LESS THAN EXCELLENT CLASSROOMS:**

10. Chair and principal will conference with the teacher, documenting on the supplied form. (HEART Manual, Section 1, page 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, the 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.
11. 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.
12. 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.)
13. Allow the teacher a few days to incorporate the action plan. After a few days, conduct walk-throughs daily.
14. 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)

15. Walk-throughs will continue to be conducted and coaching will be provided as necessary.
16. Meet with the teacher often to provide support and encouragement.
17. Document every meeting and the action taken at the meeting.
18. A copy of each documented conference form on each teacher must be sent to Mr. Gene Ross following each conference.
19. 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 checklist 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 also use the Secondary Checklist 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 SECONDARY CHECKLIST**



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 and 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 EMBARRASS 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 6-13

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 16-27

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 3 – September 10

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 13-24

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 27- October 8

Teachers meet with facilitator to “pore 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 18 –2<sup>nd</sup> 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 1 (At-A-Glance)

**SUBJECT:** \_\_\_\_\_

STUDENT	Teacher	GR	3-wk Review Date	Outcome	9 wk Rec, Date	Outcome	Parent Informed Date
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
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				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	

# HEARTEAM

## STUDENT REVIEW AND RECOMMENDATION

### TIER 2 (At-A-Glance)

**SUBJECT:** \_\_\_\_\_

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

# HEARTEAM

## STUDENT REVIEW AND RECOMMENDATION

### TIER 3 (At-A-Glance)

**SUBJECT:** \_\_\_\_\_

STUDENT	Teacher	GR	3-wk Review Date	Outcome	9-wk Rec, Date	Outcome	Parent Informed Date
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	
				Progress No Progress		Progressing/remain in Tier 3 Goal met/dismiss Recommend IDEIA	

## 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, QRI, 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 teacher observations 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 IDEIA 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				
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)				

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Facilitator Signature

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Principal Signature

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Date

Copied to Board of Education:

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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.

# REFERENCE

# 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  
LINCS Vocabulary Strategy  
Note-taking  
Graphic mapping

## EXPRESSION OF COMPETENCE

Response Journals  
Test taking strategies  
Paraphrasing/summarizing

## **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**

## SAMPLE STRUCTURE OF A 90 MINUTE BLOCK

<b>Instruction</b>	<b>Time Range</b>	<b>Class Configuration</b>	<b>Ex. Of Instruction</b>
Bell Ringer/Hook/Warm-up	3-5 minutes	Whole class	<b>Examples:</b> <b>Current event</b> <b>Short video clip</b> <b>Brain teaser</b> <b>(relating to skill that is being taught)</b>
Standards instruction	20-25 minutes	Whole class	Review Re-teach Objective(purpose) New skills Learning strategies
Small group/rotations	50 – 55 minutes	<b>SMALL GROUPS:</b> <b>(homogeneous groups)</b> <b>Group 1:</b> <b>Advanced learning styles</b>  <b>Group 2:</b> <b>Proficient learners</b>  <b>Group 3:</b> <b>Students “at Risk”</b>	<b>ROTATIONS:</b> <b>(heterogeneous groups)</b> <b>Examples:</b> Station1: Technology  Station 2: Differentiated activities  Station 3: Independent drill and practice
Wrap – up	3-5 minutes	Whole class	<b>Examples:</b> <b>Exit cards</b> <b>Review of skills by teacher</b> <b>Review of skills by students</b> <b>Short video clip</b>

## FEDERAL MANDATE

2007 IDEA regulations state:

In order for a student to be eligible for special education services as specific learning disability, 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.