



H E A R T

**IN THE
MIDDLE SCHOOL
SETTING**

MIDDLE SCHOOL HEART

SECTION 2

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MIDDLE SCHOOL HEART

As a continuum of HEART in the Elementary setting and in compliance with No Child Left Behind and the Response to Intervention requirements of IDEIA, each teacher in the HEART 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 will ensure the following:

- Good classroom management
- Have high expectations of all students
- Teach to mastery
- Provide universal screening three times per year
- Use research-based programming
- Progress monitor students to document growth

Each teacher will implement within the regular classroom the following:

- Uninterrupted, bell to bell instruction
- Whole group direct instruction for no more than 30 minutes
- Small group instruction based on data and student needs
- Differentiated group activities

Each teacher will establish, at the beginning of each year, classroom management which entails teaching to mastery the following:

- Organization
- Routines
- Procedures
- Concepts of group sessions
- Rules

Facilitators in each Middle School will confirm the above in each classroom at the beginning of the school year. Teachers will not be able to implement effective instruction without the above in place. Facilitators will provide help to teachers having difficulty putting into place classroom management.

EFFECTIVE INSTRUCTION is key to successful teaching and student growth. Teachers must have an understanding of how to be an effective teacher using research-based, best practice strategies. On-going professional development on effective instruction will be provided for teachers throughout the school year. Facilitators, Principals, Supervisors and Board Administrators will frequently check classrooms for teacher effectiveness. Should a teacher exhibit difficulty in implementing effective instruction, the teacher will meet with the Principal and Facilitator to develop action plans to help teachers deliver effective instruction. (HEART, Section 1, pp.50-56)

MIDDLE SCHOOL HEART PROCEDURE

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” 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 (R-CBM) and in math (M-CBM) with the AIMSweb 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 scoring at the 10th percentile or below on the benchmark assessment (AIMS) will be progress monitored weekly (*by classroom reading and/or math teacher*) to ensure progress. Students scoring at or below the 10th percentile will receive *intense* intervention during the small group setting in each of the Tier 1 core content classes with the Tier 1 teacher. (In like, ALL 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 other content area teachers abreast of the results of the weekly progress monitoring of the “at risk” student.

If, after 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.

TIER 2/3

Students receive *an additional 30 minutes of reading and/or math instruction outside the 60 minute block* (after at least 8 weeks of Tier 1 small group instruction) if: 1) student is failing core content mastery test in reading and/or math; 2) student is NOT making adequate progress in Tier 1 small group instruction in reading and/or math according to progress monitoring or benchmark data remaining at 10% or below in reading and / or math; 3) The school HEARTeam determines the student needs Tier 2 for other reasons (must be approved through 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. (more intensive instruction). The school HEARTeam will review and evaluate data on students receiving Tier 2 instruction and determine recommendations based on guidelines set forth in the HEART Manual.

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 12 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, 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.

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).

MIDDLE SCHOOL HEARTeam RESPONSIBILITIES

Each Middle School will be assigned a Facilitator to facilitate the HEART process and to lead the HEARTeam. Each school will establish a HEARTeam. The team may consist of:

- 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) (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.

Classroom teachers **ONLY** become a part of the HEARTeam when a student from their class is being reviewed.

The primary purpose of the Middle School HEARTeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The Middle School 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 Middle School HEARTeam will:

- Become experts on the universal screening tool, AIMSweb
- Prepare materials for AIMS testing
- Schedule and organize benchmark testing
- Examine student data after each benchmark test to determine “at risk” students
- Begin a file folder on each identified student
- Check teacher files to document timeline documentation is being updated in reading and math
- Inform parents of the HEART process and when benchmark assessments will be administered
- Train teachers on AIMSweb 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 recommendation 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 Response to Instruction Rubric 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
- provide core content area teachers copy of the Tier 1 Rubric
- 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
- Send copy of fidelity log to Mr. Gene Ross after every 9 weeks
- 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
 - Frequently check timeline documentations for updates
- meet with grade level teachers (at least) once per month to update all student progress and identify struggling students who have not been identified as “at risk”
- confirm collaboration between special educator and general educator for inclusion services
- meet and/or contact parents when appropriate
- keep principal abreast of any changes taking place in the HEART process

MIDDLE SCHOOL Principal Responsibilities

Ensure consistency across the district and classroom effectiveness by:

- providing the same core content subjects in each middle school
- providing the same pacing guide for each core content subject in each middle school
- 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 for students changing classes and getting to classes on time
- 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.

**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

Order of steps	Process	Date(s)
1.	Student has been assessed with a universal screening tool. (reading and math)	
2.	Student has been determined and documented through HEARTeam to be “at risk”. (10% and below)	
3.	“At risk” student is supported through Tier 1 small group instruction for no less than 8 weeks. List dates.	
4.	“At risk” student is progress monitored weekly in Tier 1 for no less than 8 weeks before going to Tier 2. Attach progress monitoring chart. Attach student work, one per week and dated. Attach HEARTeam 4-week review.	
5.	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)	
6.	“At risk” student receives review after 4 weeks of Tier 2 intervention. Attach outcome of review.	
7.	“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.	
8.	Documentation indicates student has made adequate progress and is being dismissed from Tier 2. Date, document, close file, OR proceed to #9.	
9.	Documentation indicates student would benefit from further intervention and is being placed in Tier 3.	
10.	Student receives review after 4 weeks of Tier 3. Attach outcome of review. Document on conference form.	
11.	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.	
12.	Documentation indicates student has made adequate progress and is being dismissed from Tier 3. Date, document, close file, OR proceed to # 13.	
13.	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.	
14.	Data indicates a lack of responsiveness and school HEARTeam determines student file should be reviewed by District HEARTeam. Date, document and proceed to #15.	
15.	<p>School HEARTeam will compile the following forms to be sent in to the District for review:</p> <ul style="list-style-type: none"> -Timeline documentation form(updated as tests are given); Reading and/or math <ul style="list-style-type: none"> Benchmark scores from AIMS (listed on Timeline form) Mastery test scores (listed on Timeline form) Dates parents have been notified (listed on Timeline form) Progress monitoring documentation stapled to timeline -Review of conferences every 4 weeks documented on Conference form -HEARTeam recommendation documentation form completed every 8 weeks -Copies of student work (one per week, dated) -Request for Assistance form -Form A -Form B -Vision/Hearing Screening -TCAP information -Current grades - Medical Information -Copy of cumulative record 	
16.	School HEARTeam sends student file to district HEARTeam for review. Date.	
17.	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	
18.	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,	
19.	The District HEARTeam has determined the student does not meet criteria for IDEIA. The School HEARTeam will determine further action according to data	
20.	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 district office to either Debbie DeBerry or Candyace Boyle. Folders must be returned to District Office no more than one week after parent consent has been signed.	
21.	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.	
22.	It is the responsibility of the IEP team to inform the HEARTeam of the eligibility date.	

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
- Document data on timeline documentation form
- Establish parent involvement from the beginning of the school year

WHOLE GROUP INSTRUCTION

Whole group 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

	Review previous learning and prerequisite knowledge and skills Keep reviews brief, frequent, and spaced over time
	Re-teach when necessary Try multiple techniques and vary presentation/format from initial instruction
	Identify objective and specific elements to be learned Build specific knowledge and skills identified in state standards Target needs based on continuous progress monitoring
	Activate and build background knowledge Build on what students already know and expand their knowledge Consider cultural and linguistic diversity
	Reduce the amount of new information presented at one time Use a logical sequence (e.g. progress from easier to more complex)
	Model or demonstrate procedures Show how something is done Think aloud and explain thinking processes used
	Provide examples Include visual prompts and / or graphic organizers
	Maximize students' engagement 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
	Check for students' understanding 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 well as provide literacy instruction.

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.

WORKSTATION (GROUP) ACTIVITY

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

ESTABLISHING WORKSTATIONS IN TIER 1 (Regular Classroom) 6th – 8th 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.

When creating workstations (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 AIMSweb for reading and math assessment. 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.

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.

Review all information given to students... Have students repeat back to teacher routine, procedure, and rules. Make sure each student is participating in recalling this information. Place on chart "MAY DO'S". Go over these with students:

MAY DO'S
Read a book from the class library
Listen to a book on tape
Computer time
AR testing
Complete other assignments
Journal writing
Research Project from Concept/Question Board

“**MAY DO'S**” are a privilege. If a student has completed workstation activities and activities are logged into tracking log appropriately and student has cleaned up his area, the student may go to the MAY DO list and pick out an activity until time to move to another station or until workstation time is completed.

Place on chart “**MUST DO'S**” and go over with the students.

MUST DO'S
Complete workstation activity
Complete tracking page in tracking log
Clean-up your space and put all materials in their places
Respect your leader and others in your group
Work responsibly

In order for a student to “**MAY DO**”, the student must complete **MUST DO'S**.

Pass out tracking log folders to students. Go over each step of documentation for which the student will be responsible.

NOW, the students know routine, procedure, rules and what must be done.

Teachers may call workstations anything they want. It may be just “workstation A” and “workstation B” or the teacher may want to make up names such as:

INVESTIGATION STATION

INQUIRING MINDS

R2 D2 – Read to Determine two facts about...

C-3PO – Computer – Power

Warp Speed – (Listening center)

Teachers must teach the skills being asked to work on in workstations prior to groups going to workstation. Workstations provide drill and practice and review. Students must have a clear understanding of their responsibility and a clear understanding of appropriate workstation etiquette.

When teacher is confident that students have an understanding of workstation behavior and what is expected of them, the teacher can then proceed with workstations and pull students for small group instruction.

The process of establishing workstations in the classroom must be implemented slowly and with patience. Eventually, students will automatically go to the appropriate areas and begin.

Once teacher receives universal data on the students, the teacher will be able to drive the instruction from the data and place the students in workstations heterogeneously according to data.

The following is an example of a work log and workstation progress report.

S A M P L E

TRACKING LOG

DATE: _____

WORKSTATIONS: _____, _____

SMALL GROUP TIME: _____

WORKSTATION: _____

Objective: _____

During this workshop I _____

What I learned: _____

Note to my teacher:

	completed	Ran out of time	Work attached (if applicable)	Teacher comments
Workshop activity				
Tracking Log completed				
Space cleaned				

S A M P L E

TRACKING LOG WORKSTATION MONTHLY PROGRESS REPORT

STUDENT: _____

1 – not working up to potential 2 – needs to collaborate more
3. needs to take more pride in work 4. good work 5. going above and beyond

Students may earn up to 5 points per week on workstation activities.

Month						POINTS EARNED
August	1	2	3	4	5	
September	1	2	3	4	5	
October	1	2	3	4	5	
November	1	2	3	4	5	
December	1	2	3	4	5	
January	1	2	3	4	5	
February	1	2	3	4	5	
March	1	2	3	4	5	
April	1	2	3	4	5	
May	1	2	3	4	5	
June	1	2	3	4	5	

Teachers may create their own unique format for accountability. The above is an example of what a teacher may use.

MIDDLE SCHOOL
***SAMPLE* 60 MINUTE BLOCK**

Instruction	Range of Time	Class Configuration	Ex. Of Instruction
Whole Group	15 – 30 minutes Based on instruction for the day. Never more than 30 minutes.	All students in whole group presentation	Warm-up Review Re-teach Identify objective Build background Engage students Model Check for Understanding
Small Group	5 – 20 minutes per group depending on level of skills being reviewed and how much time students need.	<p>Students pulled to small group in groups of no more than 5 in low group. Students pulled according to skill level and data.</p> <p>Group 1: low group Group 2: average Group 3: high</p> <p>Teacher may not be able to see EVERY student EVERY day. It depends on how long groups are kept in small group instruction.</p> <p>Example: On this date, students were seen in group this amount of time: Group 1: 10 minutes Group 2: 10 minutes Group 3: 5 minutes</p> <p>On another day: Group 1: 10 minutes Group 2: 15 minutes</p> <p>Group 3 will be first pulled on the following day</p>	Re-teach, review, model, guided practice, enhancement of mastered skills, Project based activities, literacy skills

Workstations (day 1)	20-25 minutes	Group A (Groups flipflop workstations every other day)	TN Academic Vocabulary
Workstation (day 2)	20-25 minutes	Group B	Differentiated activities relating to skill taught
Workstation (day 3)	20-25 minutes	Group B	TN Academic Vocabulary
Workstation (day 4)	20-25 minutes	Group A	Differentiated activities relating to skill taught
Workstation (day 5)	20-25 minutes	Whole group	Mastery assessment, Students share activities from workstations, Drill and practice Student presentations, etc
Whole group	3-5 minutes	Wrap-up	Summary of skills taught, Exit cards, etc.

TIER 1 RUBRIC

A Step by Step Guide for Core Content Area Teachers

Order of Steps	DESCRIPTION	completed
1	ALL teachers receive a username and password for AIMS access along with AIMS training	
2	Universal Screening administered for fall semester	
3	All teachers receive benchmark data for each student in his/her class (AIMS benchmark report)	
4	All teachers receive benchmark data to determine differentiation in groups and for small group instruction (teachers list students in three groups: high, middle and low learners)	
5	All teachers identify those students who meet criteria for being “at risk” (teachers highlight, on list compiled in step 4, those students considered “at risk”) (10% and below).	
6	All teachers use the data to drive small group instruction by calling students to the small group table according to student level of ability (homogeneous groups) (use teacher list from step 5)	
7	All teachers provide differentiated activities to groups to meet the diversity of each student (activities take place during the teacher led small group instruction)	
8	Students are grouped for group activities in mixed ability levels (heterogeneous groups)	
9	All teachers will be given a timeline documentation form on each of their students who scored 25% or below in reading and/or math	
10	All teachers will document on the timeline form core content mastery test scores on each student that benchmarked 25% or below in reading and/ or math (this information is very important in the event the student is not progressing adequately in the core content area). Facilitators will check timeline forms frequently to review student mastery on tests.	

11	READING AND/OR MATH TEACHERS ONLY will complete page 2 of the timeline documentation form	
12	All teachers will provide intensive small group instruction to students considered “at risk”.	
13	READING AND/OR MATH TEACHERS provide intensive small group instruction to students considered “at risk” (10% and below) and document instruction on the specified forms.	
14	READING AND/OR MATH TEACHERS will progress monitor students “at risk” weekly during small group instruction.	
15	READING AND/OR MATH TEACHERS will document progress monitoring on page 2 of the timeline form.	
16	READING AND/OR MATH TEACHERS will meet with other grade level teachers to review progress of student “at risk” and collaborate on methods of instruction for the student “at risk” as well as collaborate on instruction for all students. (Grade level meeting recommended one time per week with regular teachers and special education teachers).	
17	READING AND/OR MATH TEACHERS will meet with the HEARTeam every 4 weeks regarding the progress of the student “at risk”.	
18	ALL teachers that work with the students “at risk” will be asked to meet with the HEARTeam every 8 weeks to help make recommendations on the education of the students considered “at risk”. (During this meeting time, the teachers will be asked to present the updated timeline form in order to review student mastery of content mastery tests).	
19	All teachers will update timeline forms after each benchmark assessment and after each content mastery test is administered (on students 25% and below).	
20	Should a student move into a Tier 2 process, the Tier 2 instructor <i>may</i> take over progress monitoring of the student.	

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”.

SPECIAL EDUCATION STEPS THROUGH H E A R T

Steps	Procedure	Completed
First Day	<p>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 ed personnel will be in the room to help co-teach (in small group and/or workstations). Find out when grade level meetings will take place so that you may schedule attending as many as you can (in order to collaborate with the teachers.)</p>	
1	Regular Ed administers AIMS to all students (August)	
2	Special Ed teacher reviews all special ed students' benchmark scores.	
3	<p>Special Ed and Reg Ed teachers collaborate on special ed student's needs in the regular classroom, because all special ed students will attend general ed core content subjects. Special Ed teachers will help Regular Ed teachers differentiate centers to meet the needs of special students. Collaboration between the teachers takes place all year long. Weekly collaboration will be documented on the collaboration form.</p>	
4	<p>Special Ed teacher looks at each student's data to determine appropriate special ed service. (Does the student need help in the gen. ed. classroom; or, can the student maintain in gen ed without direct help from special education personnel? Does the student need additional help through special education pull-out (Tier 4 that takes place outside the 60 minute block)? These questions are reviewed by the IEP team in order to make a decision. (After the first benchmark assessment, IEP's may need adjusting</p>	

	according to data.)	
5	Special Ed teacher writes IEP services according to data. Data documents the appropriate service for the student. Not all special education students will need special education direct service in the gen ed 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 needing help in gen ed block is reflected on the student's IEP service page.	
7	Students needing 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 help in gen ed should that teacher have students requiring special education direct service during the core content class. (teach a small group, help students in centers, making sure there is differentiation, etc.)	
9	Special Education Teacher sets up progress monitoring on each special education student. Progress monitoring takes place weekly for special education students.	
10	Special Education Teacher sets goals (for AIMS 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 Ed Teachers continue to collaborate with Regular Ed teachers on the needs of students	
15	Progress Monitoring continues all year and documented on AIMSweb	
16	Parents are frequently informed of progress and teacher documents contact with parent.	
17	Spring benchmark assessment administered.	
18	Special Education teachers document parent contact regarding AYP according to data	
19	Special Education teachers use data to determine service hours for the next school year. (Annual Review)	
20	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 on made on IEP, IEP meeting must be held.)	

Special Education Consultant Responsibilities:

Train teachers on effective inclusion services
 Train teachers on how to write measureable goals
 Train teachers on how to read data
 Train teachers on how to use data to drive instruction
 Conduct frequent fidelity checks on Special Education Teacher effectiveness in the Resource pull-out setting
 Check for weekly progress monitoring data

FIDELITY CHECK LOG

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

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

PROCEDURE FOR LESS THAN EXCELLENT CLASSROOMS:

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

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

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

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

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

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

**HARDEMAN COUNTY FIDELITY
RUBRIC**

PEER COACHING

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

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

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

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

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

Coaches will:

Create a positive climate and establish rapport with the teacher.

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

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

Demonstrating Lessons:

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

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

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

INTERVENING COACHING:

After entering the classroom, ask the teacher:

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

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

9. After your demonstration of the intervening step, return the book to the teacher, and encourage the teacher to repeat the teaching behavior. In some cases, depending on the age of the students, it is advantageous to let the students know the change you are making and why.

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

INTERVENING COACHING STEPS - P - PADIT

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

The persons being coached are responsible for their own learning.

WHEN MEETING WITH THE TEACHER: USE SOLER POSITION

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

PRAISE

GIVE CONSTRUCTIVE FEEDBACK

PRAISE

PROMOTE PRODUCTIVE COMMUNICATION

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

PRIORITIZING PROBLEM AREAS:

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

General Education and Special Education COLLABORATION

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

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

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

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

GRADE LEVEL TEAM MEETING FOR INCLUSION SERVICES

SCHOOL: _____ GRADE _____
Meeting Date _____

List individual student concerns (if any):

Action Plan to be implemented:

Teacher Responsibilities: 5-day chart

General Education Teacher	Special Education Teacher

Signatures:
Special Education Teacher: _____ date _____
General Education Teacher: _____ date _____

SAMPLE

**GRADE LEVEL TEAM MEETING FOR
INCLUSION SERVICES**

SCHOOL: XXXXXXXXXXXXMiddle School GRADE 7
 Meeting Date: September 19, 2009
 Plans for week: _____

List individual student concerns (if any):

John J. - Need help on vocabulary building skills. Special attention to prefix, suffix, synonyms and
 Sarah A. antonyms. Special attention to understanding vocabulary words in context. Special
 Gloria B attention to reading vocabulary words fluently with understanding.
 Sam H.

Action Plan to be implemented:

Special Education teacher will come to class each day this week during workstation time.
 Special Education teacher will pull small group with the above students to work
 specifically on the skills listed. Special Education teacher will work with students in
 small group then help and monitor their work in workstation.

Teacher Responsibilities: 5-day chart
 Small Group Instruction

<p>General Education Teacher Days 1-5: Small groups: Middle Group: review skills taught in whole group, check for understanding, provide guided practice High Group: Confirm mastery of whole group instruction, enhance learning with additional instruction</p>	<p>Special Education Teacher: Day 1: Decode vocabulary words by picking out prefixes, suffixes. Discuss how meaning changes with prefixes & suffixes. Materials: vocabulary flash cards Dry –erase board Sentence strips Day 2: Rapid naming of words, review of synonyms and antonyms, placing words in context, denotation and connotation Materials: vocabulary flash cards Thesaurus/dictionary Sentence strips Day 3: Rapid naming of vocabulary words, guided practice on identifying</p>
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	<p>prefix and suffix, guided practice on identifying synonym and antonym Materials: vocabulary flash cards Worksheets for guided practice</p> <p>Day 4: Echo and choral reading, comprehension strategies for understanding Materials: Leveled reader</p> <p>Day 5: Help with progress monitoring</p>
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Additional Comments:

Some days, regular teacher and special education teacher may switch groups. Regular teacher may take low group and special teacher may take middle or high group. Planning ahead is very important for students to receive effective instruction.

Signatures:

Special Education Teacher: _____ date _____
General Education Teacher: _____ date _____

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

If after eight weeks of progress monitoring in the general education reading class the “at risk” student has made no progress according to data, the student will be placed in a Tier 2 instructional intervention class for 20-30 minutes per day, outside the 60 minute reading classroom.

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 AIMSweb 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 and less students in the group.

Hardeman County School System

HEART Process

6TH – 8TH GRADE

Time Line Documentation

TO BE COMPLETED BY ALL CORE CONTENT AREA TEACHERS ON EACH STUDENT SCORING 25% AND BELOW ON BENCHMARK TESTING. MUST BE UPDATED AND KEPT ON FILE IN EACH CORE CONTENT AREA CLASSROOMS.

STUDENT NAME: _____ SCHOOL YEAR: _____
 SCHOOL: _____ GRADE _____ DOB _____
 UNIVERSAL SCREENING DATE (Fall) _____ % R-CBM _____ / _____
corrects error
 Target R-CBM Benchmark: _____ % MAZE _____ / _____
corrects errors
 Target MAZE Benchmark: _____ % MATH _____ / _____
Corrects errors
 Target M-CBM Benchmark _____

 UNIVERSAL SCREENING DATE (Winter) _____ % R-CBM _____ / _____
corrects errors
 Target R-CBM Benchmark: _____ % MAZE _____ / _____
corrects errors
 Target MAZE Benchmark: _____ % MATH _____ / _____
Corrects errors
 Target M-CBM Benchmark _____

 UNIVERSAL SCREENING DATE (Spring) _____ % R-CBM _____ / _____
corrects errors
 Target R-CBM Benchmark: _____ % MAZE _____ / _____
corrects errors
 Target MAZE Benchmark: _____ % MATH _____ / _____
Corrects errors
 Target M-CBM Benchmark _____

To be completed by each core content area teacher
 TIER 1 INSTRUCTOR _____
 CORE CONTENT PROGRAM: _____

 UNIT MASTERY TESTS: (From core program) (Post-test only)(Add more lines if necessary)

Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____

 COMMENTS:

TO BE COMPLETED BY THE TIER 1 READING AND/OR THE MATH TEACHER AND ATTACHED TO THE PREVIOUS PAGE.

PROGRESS MONITORING will be administered every week on students who have scored at or below the 10th percentile on benchmark test. Parents must be notified every 4 weeks on student progress. Students scoring between the 10th percentile and the 25th percentile will be progress monitored every month. (Document on the following page)
 Attach progress monitoring chart every 8 weeks on students scoring at the 10% and below. Teachers with students scoring at or below the 10th percentile must meet with the school HEARTeam every 4 weeks to review progress of student. The HEARTeam will evaluate and make recommendations every 8 weeks. Please complete the following:

PROGRESS MONITORING:

DATE:	TEST	SCORE	PARENT NOTIFIED	DATE	TEST	SCORE	PARENT NOTIFIED
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

8-week recommendation: _____

If after eight weeks, student has made no progress in Tier 1 according to data, student will be placed in a Tier 2 class for intervention for 30 minutes per day with weekly progress monitoring for no less than 8 weeks by the Tier 2 Instructor.

Tier 2 information will be completed by the Tier 2 Instructor

TIER 2 INSTRUCTOR _____
 INTERVENTION PROGRAM: _____
 GROUP SIZE _____

PROGRESS MONITORING:

DATE:	TEST	SCORE	PARENT NOTIFIED	DATE	TEST	SCORE	PARENT NOTIFIED
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

8-week recommendation: _____

Tier 3 information will be completed by the Tier 3 Instructor

TIER 3 INSTRUCTOR _____
 INTERVENTION PROGRAM: _____
 GROUP SIZE _____

PROGRESS MONITORING:

DATE:	TEST	SCORE	PARENT NOTIFIED	DATE	TEST	SCORE	PARENT NOTIFIED
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

8-week recommendation: _____

UNIVERSAL SCREENING AIMSWEB 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. Dates will be announced and teachers will be trained prior to the administration of the tests.

Scores from benchmark testing will be entered into AIMSweb as quickly as possible after administering the tests.

Reading and Math teachers will be given a username and password to access data from AIMS. Reading and Math teacher will share progress monitoring data with grade level teachers during grade level meetings. 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 AIMS 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 copying materials from the download tab on AIMS for student copies and teacher work copies. Preparation should begin well in advance of the test date.

Reading-CBM must be administered one on one. Math-CBM may be administered in a group.

CUSTOMER ID: 8455

USERNAME: _____

PASSWORD: _____

AIMS TECHNICAL SUPPORT: support@edformation.com

AIMS TECHNICAL SUPPORT NUMBER: 1-800-944-1882

TESTING SCHEDULE FOR 2009-2010 (Middle School)

Fall: August 17-28

Posting of scores will depend on how soon the District is able to export classes into AIMS. You will be contacted as soon as this takes place.

Winter: December 4-18

Spring: April 12 – April 30

Please make sure the following steps have been taken in the training process. (Refer to the AIMS Coordinator Manual (ACM) for information). Middle School teachers will need extensive training on AIMS.

1. All teachers have usernames and passwords
2. Teachers have access to stopwatches
3. Teachers have been in-serviced on professional ethics and have signed-off on understanding the professional ethics issues in test security
4. Teachers will not test their own class
5. Materials are supplied to teachers for testing purposes
6. Teachers are given data spreadsheet to document scores
7. Students with severe articulation problems may be tested by the speech therapist
8. Scheduling options are posted in the ACM
9. Students will be administered the R-CBM, MAZE, and Math
10. Parents are informed through form letter prior to testing

If you have a teacher whom you feel cannot administer the test with fidelity and validity, please do not allow the teacher to be a part of the testing process. We do not want to hurt feelings, however, it is very important that the data we receive is valid data. Otherwise, we have wasted our time.

If you have any questions, please call me.

MIDDLE SCHOOL 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.

MIDDLE SCHOOL TIER 1 PROGRAMMING

6th Grade Reading:	Harcourt Trophies
7th Grade Reading:	Prentice Hall Literature
8th Grade Reading:	Prentice Hall Literature
6th-8th Grade Math:	Glencoe (Based on Tennessee Standards)
6th-8th Grade English:	McDougal Little Language Works
6th-8th Grade Science:	Glencoe (Based on Tennessee Standards)
6th-8th Grade Social Studies:	Glencoe (Based on Tennessee Standards)

Tier 2 Programming

6th Grade Reading:	Harcourt Trophies Intervention component with problem solving
7th-8th Grade Reading:	Continuum of Prentice Hall Literature using problem solving approach based on data
6-8th Math	Continuum of Core math program using a problem solving approach according to data

**SIXTH GRADE READING PACING GUIDE, Harcourt Trophies
2009-2010**

Theme 1	Personal Best	Teacher Notes
August 7	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.) Introduce the reading book. Other optional Activities: Teacher reads aloud/students discuss reading; writing exercises, Go over reading strategies, introduce Reader's Theater, Literature Circles, Author's Chair	
August 10	Introduce classroom management. (Procedures, routines, organization, rules for workshop.) Review whole group organization and rules. Demonstrate workshop procedures, etc. Introduce management board. Introduce tracking log. Use optional activities while establishing classroom management	
August 11	Continue classroom management for whole group and workshops. Add management skills for small group instruction. Have students demonstrate understanding. Continue optional activities. Practice transitioning from whole group to workshops.	
August 12 -14	Confirm understanding of classroom procedures, routines, organization and rules by having students demonstrate and re-tell. Practice moving from whole group to workshop to small group. Use optional activities while teaching classroom management. Confirm understanding of using tracking log and management board.	
August 17-21	Story: The Best School Year Ever OPEN ONE GROUP ACTIVITY Teacher demonstrates/models, students demonstrate understanding. Teacher moves around room to firm-up understanding of workshop and using tracking log.	Pre-test
August 24-28	Story: "Yang the Eldest and His Odd Jobs CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS (Teacher tries to see ALL students in a small group setting.)	
August 31- September 4	Story: Knots in My Yo-Yo String CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	
September 9-11	Story: The Marble Champ CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	3-day week/ double-up on lessons
September 14-18	Story: Darnell Rock Reporting CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	End of Theme Assessment
Theme 2	Friends to the Rescue	Teacher Notes
September 21-25	Story: Number the Stars TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	Pre-test
September 28 – October 2	Story: The Summer of the Swans TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	

October 5 – 8	Story: Old Yeller TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4 – day week/double-up lessons
October 12-16		Fall Break
October 19 – 23	Story: Trapped by the Ice TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
October 26-30	Story: Flood: Wrestling with the Mississippi TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
Theme 3	Unlocking the Past	Teach Notes
November 2-6	Story: The Stone Age News TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	Pre-test Teachers may add a third workshop if they choose to do so
November 9-13	Story: Ancient China TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
November 16-20	Story: Pyramids TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
November 23-27	THANKSGIVING BREAK	
November 30 – December 4	Story: Look into the past: The Greeks and the Romans TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
December 7-11	Story: The Skill of Pericles TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
December 14-18	Optional Activities: Chapter Books Workshops Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	
Theme 4	Creative Solutions	Teacher Notes
January 5-8	Story: My Side of the Mountain TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4-day week/double-up Pre-test
January 11-15	Story: Fall Secrets TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
January 19-22	Story: Girls Think of Everything TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4 – day week/ double-up
January 25-29	Story: A Do-It-Yourself Project TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
February 1-5	Story: Catching the Fire: Philip Simmons, Blacksmith TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
Theme 5	Making A Difference	
February 8-12	Story: Seventh Grade TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	Pre-test
February 16-19	Story: My Name is San Ho TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4-day week/double-up

February 22-26	Story: Out of Darkness: The Story of Louis Braille TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
March 1-4	Story: Anne of Green Gables TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4 – day week/double-up
March 8-12	Story: Cowboys: Roundup on an American Ranch TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
Theme 6	Expanding Worlds	Teacher Notes
March 15-19	Optional Activities: Review Skills Writing Projects Author’s Chair Literature Circle Research Projects	
March 22-26	TCAP TESTING	
March 29-31	Optional Activities	
April 1	Professional Development	
April 2	Good Friday	
April 5-9	Spring Break	
April 12-16	Story: Atlas in the Round TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	Pre-test
April 19- 23	Story: Dive, My Adventures in the Deep Frontier TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
April 26 – 29	Story: I want to be An Astronaut TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
May 3-7	Story: Cybersurfer TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
May 10 – 13	Story: The Case of the Shining Blue Planet TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
May 14	Professional Development Day	
May 17-27	Optional Activities: Review of Skills Research Projects Author’s Chair Literature Circles	
May 28	Administration Day	

**THE FOLLOWING FORMS WILL BE USED
ACROSS THE DISTRICT TO
DOCUMENT THE MULTI-TIERED PROCESS
IN THE MIDDLE SCHOOL
HEART PROCESS**

HEARTEAM

STUDENT REVIEW AND RECOMMENDATION

TIER 2 (At-A-Glance)

SUBJECT: _____

STUDENT	Teacher	GR	4-wk Review Date	Outcome	8-wk Rec, Date	Outcome	Parent Informed Date
				Progress No Progress		Progressing/remain in Tier 2 Goal met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal Met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal met/Tier 1 Recommend Tier 3	
				Progress No Progress		Progressing/remain in Tier 1 Goal met/Tier 1 Recommend Tier 3	

HEARTEAM
STUDENT REVIEW AND RECOMMENDATION
TIER 3 (At-A-Glance)
SUBJECT: _____

STUDENT	Teacher	GR	4-wk Review Date	Outcome	8-wk Rec, Date	Outcome	Parent Informed Date
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Tier 2	
				Progress No Progress		Progressing/remain in Tier 1 Recommend Assistance	
				Progress No Progress		Progressing/remain in Tier 3 Recommend Assistance	

PLEASE REFER TO THE HEART MANUAL, SECTION
1 FOR :

Documentation meeting Forms
Teacher Conference Forms
Special Education Forms
Request for Assistance Forms