

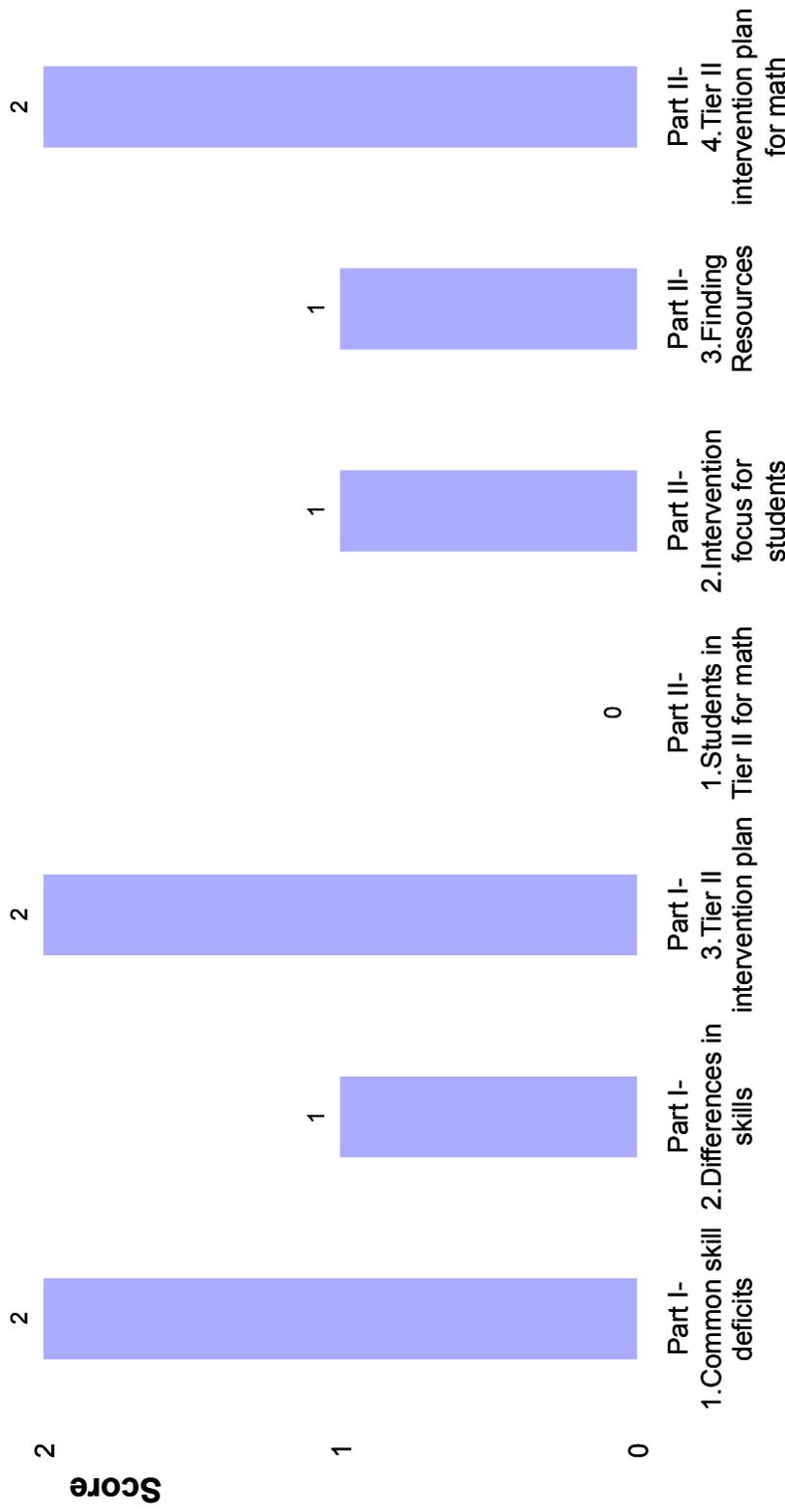
Day 3

Supplemental Materials

Year 2 Day 2 Direct Skills Assessment: Sample Elementary School

3

Possible points



Questions

Resource Mapping Activity

Directions: Today's training is focusing on evaluating implementation integrity and student outcomes with a particular focus on application to Tier II services. Consistent data collection and decision-making regarding integrity and outcomes of instruction/interventions require the identification and alignment of resources (e.g., time, meetings, assessments, instruction/intervention materials, personnel available). Alignment of resources is a difficult task given the myriad demands placed on schools; however, the use of resource mapping can help facilitate the attainment of this goal. Given that schools are in different places in terms of the use of resource mapping to facilitate alignment of services across tiers, flexibility has been built into this activity by providing two options.

Option 1: Completion of a Resource Map for Tier II Services

If your team has not engaged in resource mapping or feels that more work needs to be done in this area, a template for completing a resource map for your school is included on page 2. Resource mapping is an important step in helping schools to identify ways in which they can begin incorporating PS/RtI into practice (e.g., "What assessments can we use to examine instruction/interventions in which meetings?"). Resource mapping also helps identify areas in which infrastructure needs to be created/modified to better support educators attempting to incorporate PS/RtI practices (e.g., assessments needed, intervention protocol needs, meetings that could be used differently). Given these benefits, we recommend that your team strongly considers Option 1 unless you have already engaged in resource mapping and are aware of the resources that exist at your school for Tier II. For Option 1, we are asking that teams complete or modify existing resource maps for Tier II services in the content area of their choice. Please fill in the assessments, instructional/intervention strategies/protocols, materials, personnel, and documentation available to support/align Tier II services at your school.

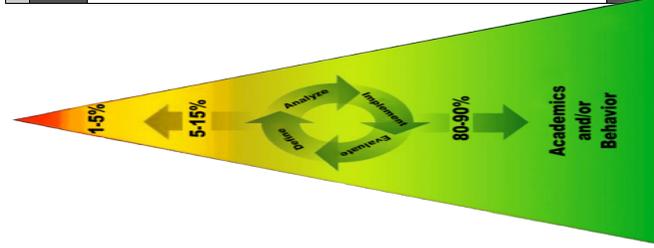
Option 2: Planning Services Based on Tier II Resources Identified

Your team may have a comprehensive map developed that reflects the resources available at your school for Tier II. If your team is satisfied that the resource map developed is complete and up-to-date, please begin to plan for how to develop/modify existing Tier II standard intervention protocols in your school. Specifically, please identify a Tier II standard intervention protocol you will put in place, who will deliver the instruction, when/how often it will occur, and where it will be delivered. If your map indicates some gaps in the resources needed to deliver the standard Tier II intervention protocol you develop/modify, please develop a plan for how you would begin to access those resources. Record your plan on the worksheet provided on page 3 below.

Directions for Option 1: Please indicate which content area (e.g., reading, math, behavior) you will be developing the resource map for in the blank provided below. For the content area you choose for Tier II ONLY, please use the form provided to list what is currently available for each of the following: (1) Assessments to examine student outcomes (including what skills they measure and frequency given/analyzed), (2) Instruction/Intervention protocols or strategies, (3) Meetings to examine the impact of the Instruction/Intervention strategies used, (4) Personnel and other resources to support Tier II services, and (5) Documentation or other data sources available to evaluate the integrity of interventions implemented. **Please complete as a team and turn in ONE completed copy to your Regional Coordinator.**

Content Area: _____

TIER	ASSESSMENT	INSTRUCTION/INTERVENTION	MEETINGS	PERSONNEL/RESOURCES	DOCUMENTATION
Tier II INDIVIDUALIZED					
Tier II SMALL GROUPS					
Tier I ALL STUDENTS					



Directions for Option 2: Your team has developed a map that indicates what resources are available for you to develop or modify Tier II standard intervention protocols at your school. Using that document, as well as data you have available indicating areas of student need, please complete the “Tier II Intervention Planning Form” below. In the first row, please record what students will be eligible to be provided the intervention protocol, specifically what will be put in place in terms of the intervention, who will be responsible, when/how often it will occur, and where it will occur. In the second row, please indicate what additional resources will be needed to increase the likelihood that the Tier II intervention plan you develop can be implemented with integrity. **Please complete as a team and turn in ONE completed copy to your Regional Coordinator.**

Tier II Intervention Planning Form

	Students Eligible to Receive Intervention	Who is Responsible for Providing the Intervention?	What Will Be Done (i.e., What strategies/programs will be taught)?	When/How often will it occur?	Where will it occur?
Standard Intervention Protocol					
Additional Resources Needed					

Resource Mapping Activity Feedback Questions

Option 1

- I. Assessment
 - a. Which assessments align with which skills/strategies?
 - b. How frequently are the assessments administered?
 - c. For which grade-levels are the assessments available?
 - d. What is the purpose of each assessment:
 - i. Screening?
 - ii. Diagnostic?
 - iii. Progress Monitoring?
 - iv. Outcome?

- II. Instruction/Intervention
 - a. Which interventions (i.e., skills taught, strategies taught) align with which skills/strategies?
 - b. For which grade-levels are the interventions available?
 - c. What materials are available to support the development and delivery of the interventions?

- III. Meetings
 - a. Which meetings are available to examine Tier II assessment and intervention data to make instructional decisions?
 - b. How long are the meetings/when do they occur?

- IV. Personnel Available
 - a. Who administers which assessments?
 - b. Who delivers which interventions?
 - c. Who supports teachers during meetings to examine Tier II assessment and intervention issues?
 - d. Who is responsible for documenting the implementation and outcomes of Tier II interventions?

- V. Documentation
 - a. What components of the intervention plan will be documented?
 - b. How will the implementation of the intervention be documented?
 - c. What format/form(s) will be used?

Option 2

The intervention plan (see “Intervention Plan” row) contains enough information for the plan to be carried out:

- a. 0 points = The intervention plan does not contain any specific information on who is responsible, the strategies that will be used, when the intervention will occur, or where the intervention
- b. 1 point = The intervention plan contains some specific information on who is responsible, the strategies that will be used, when the intervention will occur, or where the intervention will occur; but does not contain all four components with enough specificity for everyone to determine what the student(s) will receive
- c. 2 points = The intervention plan contains information on who is responsible, the strategies that will be used, when the intervention will occur, and where the intervention will occur with enough specificity for everyone to determine what the student(s) will receive

Additional Resourced Needed (see “Additional Resourced Needed” row) link to the intervention plan developed

- a. 0 points = The resources provided do not link to the intervention plan developed
- b. 1 point = The resources provided do link to the intervention plan developed

Evaluation Planning Activity

Directions: Today's training is focusing on evaluating implementation integrity and student outcomes with a particular focus on application to Tier II services. This activity requires teams to complete a plan for how your school will evaluate student outcomes and implementation integrity for a Tier II intervention plan. Please use the form on the other side of this page to develop the plan. We recommend that you use the data from your homework to facilitate the completion of this activity. As part of this plan, we will be asking for what data you will use to evaluate integrity and outcomes in the content area you choose, what general criteria will be used to determine effectiveness of the instruction/interventions implemented, who will be responsible for collecting this information, and when and where the data will be shared.

Directions:

Use your homework to facilitate the development of a plan for how your school will evaluate student outcomes and implementation integrity for a group of students receiving Tier II services. Choose one content area and record it in the blank space below. For that content area identify: (1) Which intervention protocol(s) (i.e., standard interventions) you will be evaluating; (2) How the individuals delivering the intervention(s) will be supported; (3) How implementation integrity of the protocol(s) will be assessed; and (4) How the effectiveness of the Tier II protocol(s) will be evaluated by using the form below. **Please complete this worksheet as a team and turn in ONE completed copy to your Regional Coordinator.**

Content Area: _____

Verified Hypotheses	Intervention Protocol(s)	Support Plan	Documentation of Integrity	Monitoring Plan for Determining Student Progress
	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?
	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> data will be collected and <u>how</u> often?
	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>How</u> will we decide if the plan is effective?
	<u>Where</u> will it occur?	<u>Where</u> will it occur?	<u>How</u> will data be shared?	

Intervention Protocol and Evaluation Activity Rubric

1. The intervention strategy/strategies link directly to the skills/strategies listed under the “Verified Hypotheses” column
 - a. 0 points = The intervention(s) selected under the “Intervention Plan” column do not link directly to the skills/strategies listed under the “Skills Taught” column
 - b. 1 point = The intervention(s) selected under the “Intervention Plan” column link directly to the skills/strategies listed under the “Skills Taught” column

2. The intervention plan (see “Intervention Protocol” column) contains enough information for the plan to be carried out
 - a. 0 points = The intervention plan does not contain any specific information on who is responsible, the strategies that will be used, when the intervention will occur, or where the intervention
 - b. 1 point = The intervention plan contains some specific information on who is responsible, the strategies that will be used, when the intervention will occur, or where the intervention will occur; but does not contain all four components with enough specificity for everyone to determine what the student(s) will receive
 - c. 2 points = The intervention plan contains information on who is responsible, the strategies that will be used, when the intervention will occur, and where the intervention will occur with enough specificity for everyone to determine what the student(s) will receive

3. The support plan (see “Support Plan” column) contains enough information for the plan to be carried out
 - a. 0 points = The support plan does not contain any specific information on who is responsible, what will be done, when support will be provided, or where the support meetings will occur
 - b. 1 point = The support plan contains some information on who is responsible, what will be done, when support will be provided, or where the support meetings will occur; but does not contain all four components with enough specificity for everyone to determine what support implementers of the intervention plan will receive
 - c. 2 points = The support plan contains information on who is responsible, what will be done, when support will be provided, and where the support meetings will occur with enough specificity for everyone to determine what support implementers of the intervention plan will receive

4. The documentation plan (see “Documentation of Integrity” column) contains enough information for the plan to be carried out
 - a. 0 points = The documentation plan does not contain any specific information on who is responsible, how the intervention will be

documented, when documentation will occur, or how the data will be shared

- b. 1 point = The documentation plan contains some information on who is responsible, how the intervention will be documented, when documentation will occur, or how the data will be shared; but does not contain all four components with enough specificity for everyone to determine how implementation of the intervention plan will be documented
 - c. 2 points = The documentation plan contains information on who is responsible, how the intervention will be documented, when documentation will occur, and how the data will be shared with enough specificity for everyone to determine how implementation of the intervention plan will be documented
5. The plan for monitoring student progress (see “Monitoring Plan for Determining Student Progress” column) contains enough information for the plan to be carried out
- a. 0 points = The plan for monitoring student progress does not contain any specific information on who is responsible, what data will be collected, how often the data will be collected, or criteria for determining the effectiveness of the intervention
 - b. 1 point = The plan for monitoring student progress contains some information on who is responsible, what data will be collected, how often the data will be collected, or criteria for determining the effectiveness of the intervention; but does not contain all four components with enough specificity for everyone to determine how data will be collected and used to evaluate student RtI
 - c. 2 points = The plan for monitoring student progress contains information on who is responsible, what data will be collected, how often the data will be collected, and criteria for determining the effectiveness of the intervention with enough specificity for everyone to determine how data will be collected and used to evaluate student RtI