

Chapter 5 – Needs Based Learning

Section 5.1 Tier 2

NEEDS BASED LEARNING:

In addition to Tier 1, targeted students participate in learning that is different by including:

- Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
 - On-going progress monitoring to measure student response to intervention and guide decision-making.
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- Tier 2 becomes the answer to the question “what are we prepared to do when they do not learn?”
 - Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.
 - Interventions should be developed and made available when specific students show weaknesses in those areas.
 - All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through the universal screening and formative assessment protocol.
 - A school wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas.
 - Tier 2 interventions should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone.
 - Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming “standard intervention protocols” that are proactively in place for students who need them.
 - Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided.
 - Schools should determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as pretesting and curriculum compacting, be prepared to provide acceleration.
 - Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being “Tier 2 students” and thereby create lower expectations or “tracking” for those students.
 - Progress monitoring should be used for identified students involved in Tier 2 to measure the effectiveness of the intervention. Attention to transfer of learning to the Tier 1 core classroom should be considered.
 - The collaboration between the Tier 2 intervention teacher and Tier 1 classroom teacher(s) should be frequent and focused on progress monitoring data.
 - Collaborative discussion and planning will support transfer of learning.
 - Collaborative discussion and planning will support appropriate and rigorous instruction in the intervention class.
 - Collaborative discussion and planning will create the language of a common instructional focus.
 - Specific academic interventions should be established for students who are missing core academic skills (e.g. strong reading skills) that will increase the probability that these high risk students will have the necessary skills to be successful.

The Georgia Department of Education recommends districts and schools monitor the transfer of learning from all interventions to the Tier 1 general classroom.

Student Movement to Tier 3

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

What does Tier 2 look like in action?

Examples of Tier 2	Non-examples of Tier 2
Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate.	Mathematics I: Algebra/Geometry/Statistics Support Class taught in isolation with no connection to Mathematics I: Algebra/Geometry/Statistics general classroom instruction.
Sixth grade students needing support in application of reading skills to content material attend a Reading Connection class. Pre-identified strategies are reinforced by Connections teachers and supported by classroom teachers. Assessments are used to determine evidence of application of skills to content reading.	Third grade students are placed in a reading group outside the classroom. This reading group is the student's only access to reading instruction during the school day.
EIP second graders receive additional support on targeted skills during independent learning center work time.	Data from eighth grade math students' computer based Connections class remains in the Connections room.
Fourth grade small group math students take frequent assessments. Data is used to show student growth or lack of growth. Continued use of a particular intervention is based on student performance.	Primary student's additional interventions are determined by the teacher's observations only.

