

Establishing Systems of Support in a Proficiency-Based System



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Workshop Objectives

- Gain an awareness of a variety of existing support systems
- Become familiar with various Department initiatives and policies
- Learn from other SAUs who have implemented student support systems
- Share local practices

Be Purposeful in Ensuring Interventions

- System of red flags when students don't meet proficiency standards
- Real time help
- Utilization of staff
- Varied opportunities for student assistance

Website Resources

- Getting to Proficiency:
 - <http://www.maine.gov/doe/proficiency/index.html>
- Design for Learning
 - <http://www.maine.gov/doe/proficiency/design/index.html>
- Interventions and Supports
 - <http://www.maine.gov/doe/proficiency/design/interventions.html>

Website Resources

Getting to Proficiency Home

About This Site

Policy

Standards

Design for Learning

Support

District Self-Assessment

Interventions & Support

The success of any proficiency-based learning system requires a robust system of interventions and academic support for students, particularly for those who display early-warning signs such as course failures, absences or behavioral issues. A well-designed intervention system, one that is informed by student data and other evidence-based strategies, can help educators deliver responsive and timely support to students who are struggling, while also increasing instructional collaboration and coordination among teachers and support specialists.

As students progress in their education and work to meet more demanding standards, teachers and other educators need to know what standards students have met, what standards they are working to demonstrate and what standards they appear to be struggling with.

The following resources will help schools design intervention and support systems for proficiency-based learning:

- [Response to Intervention \(RTI\)](#). The Maine DOE's RTI site provides resources for implementing proven RTI models.
- [First Response: A Guide to Designing and Delivering Classroom Interventions](#). Developed by the Great Schools Partnership, this tool was created to help school leaders, teachers, paraprofessionals and support specialists reflect on and improve academic interventions in the classroom.
- [Ninth Grade Counts: Strengthening the Transition into High School](#). Developed by the Great Schools Partnership, this tool was created to help schools diagnose systemic weaknesses in their ninth-grade programs and improve the practices they use to support students entering ninth grade, which includes the use of early warning systems to identify students who may struggle in high school.
- [Global Best Practices, Dimension 2.5](#). Global Best Practices is an internationally benchmarked self-assessment tool for secondary schools. Dimension 2.5 addresses interventions and support.
- [Early Warning System Resources](#). The National High School Center offers an overview of early warning systems and their implementation, along with tools for middle and high schools.

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Response to Intervention

<http://www.maine.gov/doe/rti/>

Interventions	<h3>Response to Intervention (RTI)</h3> <p>Response to Intervention is a proactive framework for educating all learners. In an effort to increase students' educational achievement, RTI provides sound practices for the most efficient and effective resource allocation in schools. The RTI system integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.</p> <p>The purpose of an RTI system is to prevent academic failure, ensure student success, identify academic and behavioral problems, and properly deal with those problems. Any student who is struggling to succeed deserves effective interventions, and RTI offers more communication and consistency among a student's teachers.</p> <p>The Maine Department of Education has created this website to help schools and teachers identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.</p> <ul style="list-style-type: none">• Interventions. Specific scientifically-based interventions (reading, writing, mathematics and behavior) to support learning for all students.• Screening & Progress Monitoring. Tools, assessments and programs to determine level of need and to help monitor learning as it is happening.• RTI Resources. Links and contact information to national, state and local RTI experts, resources and professional development opportunities.• FAQ. Frequently asked questions about RTI.	Recent Developments
Screening & Progress Monitoring		From the Newsroom
Resources		RTI launches new website and support guidelines
FAQ		RTI best practices subject of conference

Recent Developments

From the Newsroom

[RTI launches new website and support guidelines](#)

[RTI best practices subject of conference](#)

Response to Intervention Guidelines. [Overview](#) (PDF, 90KB) | [Powerpoint](#) (PPT, 6.58MB) | [Facilitator's Guide](#) (PDF, 3.72MB)

School Improvement webinars

- **Resources for Supporting Maine Schools**
 - <http://maine.gov/doe/schoolreportcards/resources/index.html>
- **School Improvement Webinar Series**
 - <http://maine.gov/doe/educators/school-improvement-webinars.html>

Students with Disabilities (SWD)

- Standards based IEPs
 - SWD will be more likely to achieve standards with greater access to the general education curriculum
 - IEPs can be designed to increase that access
 - IEPs must be written to address student deficits and present levels of performance but also to facilitate access to the curriculum through reasonable goals

Strategies

- Universal Design for Learning/differentiated instruction
- Co-teaching
- Paraprofessionals
- Rtl
- Summer sessions
- Drop in center
- Tutoring

English Language Learners

Every learner is an academic language learner

Employ instructional methods, strategies and training to ensure that when delivering a lesson the teacher:

- Always posts the content objective and the language objective when delivering a lesson
- Always integrates the four language domains – listening, speaking, reading and writing – when delivering a lesson.

English Language Learners

Employ instructional methods, strategies and training to ensure that when delivering a lesson the teacher:

- Always frontloads the teaching by paying attention to the language (words and expressions) used. Explain *and* write on the board for clarification; avoid idioms and slurred language.
- Uses clear, unambiguous referents, e.g., avoid pronouns and use explicit, targeted words.
- Uses the academic register, i.e., the language of written formal English, when delivering a lesson.

English Language Learners

Resources:

- How to write Academic Language objectives/targets: [Kinsella - Language Objective](#)
- Edutopia-8 Strategies for Teaching Academic Language: <http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>
- [Webcast-Academic Language and English Learners:](http://www.colorincolorado.org/webcasts/academiclanguage/)
<http://www.colorincolorado.org/webcasts/academiclanguage/>
- WIDA-Academic Language: <http://www.wida.us/aboutus/AcademicLanguage/>

Three Indicators of Effective Practice for Response to Interventions

- The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions
- WiseWays

- The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
- WiseWays

- The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.
- WiseWays

Schools with intervention systems

- Ellsworth High School
- Cony High School (Augusta) – Kim Silsby, Principal

Table Sharing Time

- School climate supportive of intervention strategies?
- Master contract?
- Scheduling issues?
- Innovative approaches?
- Differences in elementary, middle, and secondary levels?

Questions?

