

Adapted from: National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary “lessons learned” to guide ongoing discussion*. Washington, DC: American Institutes for Research.

Contextual Factors Particular to Tiered Interventions at the High School Level

High School Contextual Factors	Guiding Questions	Action Steps
<p>Focus: The design and implementation of all the essential components are dependent on a school’s focus for tiered interventions. At the secondary level this may not always include all students or all content areas. Each school needs to determine its purpose and scope of tiered interventions, keeping in mind that no standard application of the framework exists at the high school level. Schools may already have in place some initiatives that support tiered intervention implementation.</p>	<ul style="list-style-type: none"> • What will be the purpose and scope of tiered interventions in your school? • How will existing initiatives fit into the tiered interventions framework? • How will we align current special education and instructional support practices with tiered interventions? • Do you have additional initiatives at the high school that may hinder the implementation of tiered interventions? • If your school is structured using academies, how do the academies affect the focus of the tiered interventions framework 	
<p>Culture: School culture plays an integral role in the adoption and implementation of any new initiative. A school’s culture provides implicit (and sometimes explicit) guidance about beliefs, behaviors, and what is acceptable within the organization. Adopting a tiered framework in a secondary school</p>	<ul style="list-style-type: none"> • In what ways will current practices, beliefs, and behaviors align with the goals and purposes for our tiered intervention framework? • Where did the motivation for adopting the framework originate, and how might that affect the buy-in of staff? 	

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may require a significant shift in a school’s culture. For example, staff members may need to collaborate in new ways, examine data together regularly and think about implications for instructional practice, and agree that the success of all students is the responsibility of all staff members.	<ul style="list-style-type: none">• How will current prevention efforts map onto a tiered framework?• What changes might be required for staff to collaborate, examine student data, and act on what they learn from those data?• What changes might be required to ensure that the needs of all students are addressed?	
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<p>Instructional organization, or “Scheduling”: Organizing instruction in high schools can create challenges and require flexibility in the scheduling and delivery of interventions for students and collaborative time for teachers. Single-period and block (extended or double-period) schedules enable different strategies for delivering tiered interventions within a classroom or in concurrent classrooms. The master schedule, as well as the school calendar, should be addressed when implementing tiered interventions.</p>	<ul style="list-style-type: none"> • How does the staff create and/or adapt a master schedule that supports the needs of your school, including: <ul style="list-style-type: none"> • student access to tiered supports, • time for teachers to collaborate, • time for teachers to discuss data, and • movement between tiers for students? • How do single class periods, block scheduling, or a combination of the two best support our focus and the delivery of tiered interventions? • Will any obstacles arise, given your current infrastructure? • Will we provide additional instructional interventions through extended days, Saturdays, and summer programs? • How will we support teachers in designating time to collaboratively make data-based decisions? 	
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<p>Staff roles: Determining which staff member is best qualified to deliver the additional interventions and how to train teachers to deliver high-quality instruction in Tiers I, II, and III depends on a school’s available staff and its purpose for implementing tiered interventions. High school teachers often view themselves as teachers of content and not necessarily equipped to teach struggling students, students with disabilities, and/or English language learners (ELLs). Small schools may have less access to instructional specialists.</p>	<ul style="list-style-type: none"> • Who will provide the additional interventions? How will we support this new role? • How will special education, ELL, and behavioral specialists support the implementation of tiered interventions? • If tiered interventions are implemented in more than one content area, how will we support content teachers in becoming more than “teachers of content”? • What supports, if any, will teachers need to deliver Tier I, II, or III instruction? 	
<p>Student Involvement: With assistance, secondary students could help select appropriate interventions and monitor their progress, resulting in students feeling more involved in their educational experience.</p>	<ul style="list-style-type: none"> • How will students be involved in the implementation of tiered interventions? • How will students be involved in the monitoring of their progress? • What role will students play in determining movement between tiers? • How will students be informed about the tiered interventions framework? 	

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<p><i>Instruction and assessment resources:</i> A paucity of research on the efficacy of core, supplemental, and intensive instruction with struggling learners in grades 6–12 exists. Similarly, few measures appropriate for screening or progress monitoring purposes have been validated for use with secondary students.</p>	<ul style="list-style-type: none"> • How will school leaders and teachers measure the quality of Tier I instruction? • How will school leaders select interventions? • What data will support the use of particular interventions in the high school? • What evidence will inform the selection of data sources for screening and progress monitoring? • How will we determine whether selected measures are reliable and valid? • How will educational technology be used in assessment or interventions? 	
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<p>Graduation Requirements: A goal of high schools is for students to graduate and successfully pursue postsecondary education and career opportunities. How interventions are credited on transcripts is a unique concern at the high school level.</p>	<ul style="list-style-type: none"> • What impact will additional tiered interventions have on graduation requirements? • What credit will students receive for the intervention classes? • How will the tiered interventions framework support career and college readiness? 	
<p>Stakeholder engagement: High schools frequently engage a variety of external stakeholders, including parents and family members, community and business partners, tutors, and volunteers, in supporting instructional and extracurricular activities. Some students also receive “wraparound” services from social service agencies. These various stakeholders can provide valuable support for a school’s tiered interventions framework.</p>	<ul style="list-style-type: none"> • How will we involve stakeholders in the design and implementation of RTI? • How will we ensure that appropriate stakeholders are engaged early enough to ensure buy- for the RTI framework? • Are in-school and wraparound services for at-risk students and students with disabilities aligned and coordinated? • What types of training and support are needed to engage and prepare stakeholders? 	

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<p>Implementation and alignment: With the numerous other initiatives and activities being implemented simultaneously in many secondary schools, it is critical to align efforts that can support and accelerate the implementation of tiered interventions. A detailed scaling-up plan may be useful for incrementally expanding the focus and scope of the framework.</p>	<ul style="list-style-type: none">• What current or planned instructional and student support initiatives could be integrated to support the focus of tiered interventions?• How could these efforts be aligned with the tiered interventions, especially in Tiers II and III?• What options will exist for scaling up the implementation of tiered interventions over time to broaden the number of students, content areas, and/or interventions?• How can existing human and fiscal resources be leveraged to facilitate the implementation and scaling up of tiered interventions?• How can district departments (Curriculum and Instruction, Special Education, Title I, etc.) be involved in the implementation of tiered interventions at the school level?	
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