

Contextual Factors of Implementation Planning Template



National Center on Response to Intervention
www.rti4success.org



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ABOUT THIS TEMPLATE

In May 2010, the High School Tiered Interventions Initiative (HSTII), a collaborative project among the National High School Center, the National Center on Response to Intervention, and the Center on Instruction, published and disseminated the document *Tiered Interventions in High Schools: Using Preliminary 'Lessons Learned' to Guide Ongoing Discussions*. To further disseminate this work and support educators wishing to understand the essential components of Response to Intervention (RTI) and apply them in high schools, HSTII developed this template, based on the published document.

This template is intended to be used in conjunction with a PowerPoint presentation, titled *Summary of "Tiered Interventions in High Schools: Using Preliminary 'Lessons Learned' to Guide Ongoing Discussions"* (National High School Center, National Center on Response to Intervention, & Center on Instruction, 2011). This template is a tool for regional comprehensive center staff, state education agency staff, and other technical assistance (TA) providers to use the content previously published in the HSTII document to facilitate discussions about high school tiered interventions with school staff. To download the PowerPoint presentation, please go to www.betterhighschools.org/pubs/documents/HSTII_TieredIntvnsHS.pptx.

USING THIS TEMPLATE

This template is designed for TA providers to guide teams of school staff members in addressing the contextual factors of implementation that affect tiered interventions in high schools. This process should be collaborative, in which all members of the team share their experiences, vision, and ideas to answer the guiding questions and establish action steps. TA providers should do the following:

1. Show the PowerPoint presentation. To download the presentation, please go to: www.betterhighschools.org/pubs/documents/HSTII_TieredIntvnsHS.pptx.
2. Read and discuss the description of each high school contextual factor in the left column of the template to ensure that all members of the team understand the definition.
3. Review and discuss the guiding questions in the middle column of the template to help the team consider current resources and changes needed for successful tiered intervention implementation.
4. Use the answers from the guiding questions to develop concrete action steps. Consider including in the action steps the timeframe for completion and the name of the person who will follow up.



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

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HIGH SCHOOL CONTEXTUAL FACTORS	GUIDING QUESTIONS	ACTION STEPS
FOCUS		
<p>The design and implementation of all the essential components are dependent on a school’s focus for tiered interventions. At the secondary level, this focus may not always include all students or all content areas. Each school must determine its purpose and scope of tiered interventions, keeping in mind that no standard application of the framework exists for high schools. Schools may already have in place some initiatives that support tiered intervention implementation.</p>	<ul style="list-style-type: none"> What is the purpose and scope of tiered interventions in the school? How do existing initiatives fit into the tiered interventions framework? How do current special education and instructional support practices align with tiered interventions? Do other initiatives hinder the implementation of tiered interventions? If the school is structured using academies, how do the academies affect the focus of the tiered interventions framework? 	
SCHOOL CULTURE		
<p>School culture plays an integral role in the adoption and implementation of any initiative. A school’s culture provides implicit (and sometimes explicit) guidance about beliefs, behaviors, and what is acceptable. Adopting a tiered framework 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 practice, and agree that the success of all students is the responsibility of all staff members.</p>	<ul style="list-style-type: none"> In what ways do current practices, beliefs, and behaviors align with the goals and purposes of the tiered intervention framework? Where did the motivation for adopting the framework originate, and how might that affect staff buy-in? How do current prevention efforts map onto a tiered framework? What changes might be required for staff members to collaborate, examine student data, and act on what they learn? What changes might be required to ensure that all students’ needs are addressed? 	

HIGH SCHOOL CONTEXTUAL FACTORS	GUIDING QUESTIONS	ACTION STEPS
IMPLEMENTATION AND ALIGNMENT		
<p>With the numerous initiatives and activities that high schools simultaneously implement, it is critical to align efforts to 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 does the school integrate to support the focus of tiered interventions? • How do these efforts align with the tiered interventions, especially in Tiers II and III? • What options exist for scaling up the implementation of tiered interventions over time to broaden the number of students, content areas, and/or interventions? • How does the school leverage existing human and fiscal resources to facilitate the implementation and scaling up of tiered interventions? • How are district departments (Curriculum and Instruction, Title I, etc.) involved in school-level implementation of tiered interventions? 	
INSTRUCTIONAL ORGANIZATION		
<p>Organizing instruction in high schools can create challenges and require flexibility in the scheduling and delivery of interventions and collaborative time for teachers. Single-period and block (extended or double-period) schedules require different strategies for delivering tiered interventions in 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 addresses the needs of the students and the school? • How do single class periods, block scheduling, or a combination of the two best support the focus and delivery of tiered interventions? • Does the current infrastructure present obstacles? • Does the school provide additional instructional interventions through extended days, Saturdays, and summer programs? • How does the school support teachers in designating time to collaboratively make data-based decisions? 	

HIGH SCHOOL CONTEXTUAL FACTORS	GUIDING QUESTIONS	ACTION STEPS
STAFF ROLES		
<p>Determining which staff member is best qualified to deliver the additional interventions and how to train teachers to deliver high-quality instruction in all of the tiers 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 provides the additional interventions? How does the school support this new role? • How do special education, ELL, and/or behavioral specialists support the implementation of tiered interventions? • If tiered interventions are implemented in more than one content area, how does the school support content teachers in becoming more than "teachers of content?" • What supports, if any, do teachers need to deliver Tier I, II, or III instruction? 	
STUDENT INVOLVEMENT		
<p>With assistance, secondary students could help to 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 are students involved in the implementation of tiered interventions? • How do students monitor their own progress? • What role do students play in determining movement between tiers? • How do students learn about the tiered interventions framework? 	
GRADUATION REQUIREMENTS		
<p>A goal of all high schools is for students to graduate and successfully pursue postsecondary education and career opportunities. How to credit interventions on transcripts is a unique concern of high schools.</p>	<ul style="list-style-type: none"> • How do the additional tiered interventions affect graduation requirements? • What credit do students receive for the intervention classes? • How does the tiered interventions framework support career and postsecondary education pathways? 	

HIGH SCHOOL CONTEXTUAL FACTORS	GUIDING QUESTIONS	ACTION STEPS
STAKEHOLDER ENGAGEMENT		
<p>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 does the school involve stakeholders in the design and implementation of tiered interventions? • How does the school disseminate information and communicate with stakeholders about the implementation of the tiered intervention framework? • How does the school engage the appropriate stakeholders early enough to ensure buy-in for the tiered interventions framework? • Do in-school and wraparound services for students with disabilities align and coordinate with one another? • What types of training and support are needed to engage and prepare stakeholders? 	
INSTRUCTION AND ASSESSMENT RESOURCES		
<p>A paucity of research on the efficacy of core, supplemental, and intensive instruction with struggling learners in grades 9–12 exists. Similarly, few measures appropriate for screening or progress monitoring have been validated for use with high school students.</p>	<ul style="list-style-type: none"> • How do school leaders and teachers determine the quality of Tier I instruction? • How do school leaders select interventions? • What data support the use of these interventions? • What evidence informs the selection of data sources for screening and progress monitoring? • How does the school determine whether selected measures are reliable and valid? • How is educational technology used in assessment or interventions? 	