

Driving Question: Do teachers utilize academic interventions to effectively address targeted skills?

STAGES OF PRACTICE						
Components	Little or No Knowledge 0	Basic Knowledge 1	Partial Application 2	Regular Practice 3	Best Practice 4	SCORE
Identifying What Students are in Need of Academic Interventions	Teachers have inconsistent or no procedures in place to identify students in need of academic interventions.	Teachers use ONLY classroom scores/assignments to identify students in need of academic interventions.	Screening/benchmarking data are utilized annually to determine what students are in need of academic interventions.	Screening/benchmarking data are utilized to determine what students are in need of academic interventions and to identify specific skills to be targeted at least 3 times per school year.	Screening/ benchmarking and progress monitoring data (along with data from any additional diagnostic assessments) are analyzed on a regular basis by classroom teachers to determine what students are in need of academic interventions and to identify the specific skills to be targeted.	
Matching Academic Interventions to Targeted Skills	Teachers have inconsistent or no process in place to appropriately match interventions to targeted skills.	Teachers utilize what intervention materials are available in their classroom/site to try to address the targeted skills, however, there may or may not be a effective link between the interventions and the target skills.	Teachers identify and utilized interventions designed specifically to impact the targeted skills in limited academic areas.(i.e. reading only)	Teachers identify interventions designed specifically to impact the targeted skills in all academic areas.	Teachers identify or construct evidence/research-based interventions designed specifically to impact the targeted skills in all academic areas.	
Utilizing Decision Making Strategies	Teachers have inconsistent or no process in place to document the effectiveness of academic interventions.	Individual teachers are responsible for developing and utilizing their own decision making strategies to document the	A few teachers collaborate to develop strategies to document and analyze the effectiveness of interventions for some targeted skills. (i.e.	All teachers follow a consistent and effective written process on how to document, analyze, and utilize the intervention data in order to make necessary	All teachers follow a consistent and effective written process on how to document the intervention data. In addition, teachers and administrators (and other professionals, as	

		effectiveness of the interventions.	Reading teacher(s) and ELA teacher(s) develop processes for specific reading interventions.)	adjustments to interventions.	needed) meet on a regular basis to analyze a the data in order to make necessary adjustments to instruction and interventions.	
COMMENTS:					TOTAL: Points possible = 12	
4 “Best Practice” requires a) observable/measurable evidence and b) documentation of consistent use.						