

Figure 7.3: Essential Academic Skills Leadership Team Checklist

Systematic Processes			
Action	Description	✓ Done	X Need to Do
A multitiered system of interventions is in place to support high levels of learning for all students.	The leadership team ensures systematic processes for using assessment data to monitor student progress on the mastery of essential standards are in place. All students receive timely and targeted intervention based on data.		
Systematic processes are in place to ensure the timely and targeted identification of student needs.	The leadership team or guiding coalition ensures that a process is in place for using universal screeners, common formative assessments, and other measures of student progress to identify and determine students' targeted needs in a proactive and timely manner.		
Supplemental interventions are available at Tier 2 for all students.	Tier 2 interventions are centered on essential standards and available to any student based on his or her ongoing formative data.		
A dynamic intervention team is in place to determine the needs and monitor progress at Tier 3.	The leadership team ensures that an intervention team is in place. The intervention team should have access to members with varied expertise and a process for determining needs and monitoring progress on a regular basis.		
Tier 3 supports are available to all students, including those identified with disabilities. Special education is a part of Tier 3, but it is not the only intervention available.	Students receive intervention based on need, not on a label. A student may be served in any or all tiers simultaneously.		
There is a systematic and timely process in place to refer students to the intervention team.	All staff understand the process. It is timely and ensures that students are not waiting for long periods of time for teams to consider their needs.		
All interventions are matched to student need by type and intensity.	The intervention team makes individual determinations for the type of intervention. Students are not assigned to a one-size-fits-all intervention. The team determines interventions by the standard, by the student, and by the target. Intensity is based on student data, including student progress monitoring.		
Collaborative practices include general education teachers and special education teachers or interventionists planning and designing instruction together.	The leadership team ensures that all teachers have collaborative planning. Interventionists, including special education teachers and general education teachers, need to co-plan to support all learners in mastering essential standards. The leadership team supports teachers to be sure they have the necessary protocols and resources for their work.		

Teaching Essential Standards to All Students			
Action	Description	✓ Done	✗ Need to Do
Teachers regularly plan and deliver instruction designed for diverse learners.	All teachers regularly plan instruction using differentiated strategies to maximize student success. Teachers consider the needs of unique learners when designing initial instruction. Teachers understand the principles of UDL and receive training in differentiated teaching strategies.		
Teachers implement the teaching and assessing cycle.	The leadership team ensures that teachers have systematic processes to implement the teaching and assessing cycle. Teacher teams have the following: <ul style="list-style-type: none"> • Essential standards • Unit plans • Common formative assessments • A process for reviewing and using formative data mid-unit • A process for identifying students needing Tier 2 supplemental intervention at the end of the unit 		
Teachers use multilevel instructional strategies to support students at all skill levels in mastering essential standards.	Teachers understand and use various differentiated strategies, such as multilevel grouping, and materials at varying levels of complexity to provide opportunities for students at all skill levels to work toward mastery of standards.		
The leadership team communicates and works with teacher teams to ensure that all students have access to essential standards.	All classes are designed to support mastery of essential standards by students at varying levels of ability.		
Interventions at all levels support students in attaining mastery of essential standards.	The leadership team supports the development of essential standard learning progressions that include the subskills or stepping stones for mastery of each standard. Teachers and interventionists use these progressions to determine goals and next steps and monitor progress.		