

Figure 7.6: Continuum of Practice for Team-Based Interventions

Knowledge and Practice	Level of Use or Implementation			
	Limited	Emerging	Established	Strategic
Collective purpose and mindset	Conversations about the role of collaborative teams in the intervention process have not yet begun.	Teams have a general sense that they have a role in the intervention process, but they are uncertain about their ability to impact student learning.	Teams are clear on the why of their interventions, and the notion of students having access to additional time and support in order to ensure learning of essentials. They maintain a growth mindset about their students and their own teaching practices.	Teams have continued to examine and clarify the alignment of their schoolwide and team-based interventions to continuously improve their impact. Teams have a clear sense of collective efficacy around their ability to impact student learning.
Structures and processes to ensure timely response	No formal system exists to ensure access to additional time and support. Individual teachers determine this support.	Teams are working to identify a specific time in their pacing of lessons or schedule to ensure a response based on information from their assessments.	Teams make interventions accessible to all students. Interventions are required (not invitational) and support instructional learning targets.	Teams have an ongoing commitment to provide students with additional time and support, and teams continuously refine the processes for interventions.
Co-planned interventions targeting specific skills and concepts based on assessments	Interventions tend to be random or universal in nature and not targeted to specific learning targets (that is, skills or concepts).	Teams are beginning to apply and connect their work in common assessment of essential skills with the focus of their interventions.	Common assessments provide the data to inform the intervention. Teams co-plan the interventions that make the most of powerful instructional practices and specifically target misconceptions or skill gaps.	Teams not only implement Tier 2 supports on a routine basis but also embed instructional practices that engage students in giving and getting feedback. Their unit plans proactively embed additional support and differentiation in anticipation of the needs of their students.
Monitoring of impact	While individual teachers may monitor growth in student learning, teams do not monitor interventions.	Teams are beginning to explore the impact of their interventions.	Teams examine data following student interventions and reassessment to determine their effectiveness.	As part of the schoolwide process, teams actively and routinely seek feedback on the impact of their interventions.