

ELEVEN – Additional Supports and Pyramids of Intervention

Excellent Learning Environment ←

Proficient

Developing

→ Limited Learning Environment

TEACHER

Monitoring	<ul style="list-style-type: none"> I regularly and purposefully monitor all student progress and provide targeted intervention and support as needed. 	<ul style="list-style-type: none"> I monitor student progress and provide targeted intervention and support as needed. 	<ul style="list-style-type: none"> I sometimes monitor student progress or provide targeted intervention and support as needed. 	<ul style="list-style-type: none"> I rarely monitor student progress or provide intervention and support as needed.
	<ul style="list-style-type: none"> I regularly and purposefully re-teach based on the individual needs of all students. 	<ul style="list-style-type: none"> I re-teach based on the individual needs of all students. 	<ul style="list-style-type: none"> I sometimes re-teach based on the individual needs of all students. 	<ul style="list-style-type: none"> I rarely re-teach based on the individual needs of all students.
Differentiation	<ul style="list-style-type: none"> I regularly and purposefully consider individual student learning profiles (<i>ability levels, learning styles, and interests</i>) when developing differentiated activities or instruction. 	<ul style="list-style-type: none"> I consider individual student learning profiles (<i>ability levels, learning styles, and interests</i>) when developing differentiated activities or instruction. 	<ul style="list-style-type: none"> I sometimes consider individual student learning profiles (<i>ability levels, learning styles, and interests</i>) when developing differentiated activities or instruction. 	<ul style="list-style-type: none"> I rarely consider individual student learning profiles (<i>ability levels, learning styles, and interests</i>) when developing differentiated activities or instruction.
Accommodations, Adaptations & Modifications	<ul style="list-style-type: none"> I regularly and purposefully provide accommodations and/or adaptations based on the individual needs of all students. 	<ul style="list-style-type: none"> I provide accommodations and/or adaptations based on the individual needs of all students. 	<ul style="list-style-type: none"> I sometimes provide accommodations and/or adaptations based on the individual needs of all students. 	<ul style="list-style-type: none"> I rarely provide accommodations and/or adaptations based on the individual needs of all students.
	<ul style="list-style-type: none"> I regularly and purposefully utilize and apply diagnostic information when planning for individual students (Such as reading assessments, medical conditions, etc.) 	<ul style="list-style-type: none"> I apply diagnostic information when planning for individual students (Such as reading assessments, medical conditions, etc.) 	<ul style="list-style-type: none"> I sometimes utilize and apply diagnostic information when planning for individual students (Such as reading assessments, medical conditions, etc.) 	<ul style="list-style-type: none"> I rarely utilize and apply diagnostic information when planning of individual students (Such as reading assessments, medical conditions, etc.)
	<ul style="list-style-type: none"> I regularly and purposefully utilize additional support when needed. 	<ul style="list-style-type: none"> I utilize additional support when needed. 	<ul style="list-style-type: none"> I sometimes utilize additional support when needed. 	<ul style="list-style-type: none"> I rarely utilize additional support when needed.

STUDENT

Student Reflection	<ul style="list-style-type: none"> Students regularly practice purposeful reflection and self evaluation in relation to their learning. Students can identify what they know, what they don't know, and what they 	<ul style="list-style-type: none"> Students practice reflection and self evaluation in relation to their learning. Students can identify what they know, what they don't know, and what they need 	<ul style="list-style-type: none"> Students sometimes practice reflection and self evaluation in relation to their learning. Students sometimes identify what they know, what they don't know, and what 	<ul style="list-style-type: none"> Reflection and self evaluation are not evident. Students rarely identify what they know, what they don't know, and what they need to do next.
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	need to do next.	to do next.	they need to do next.		
Student Accountability	<ul style="list-style-type: none"> Students regularly and purposefully are engaged in intervention as an integral part of the learning process. 	<ul style="list-style-type: none"> Students are engaged in intervention as an integral part of the learning process. 	<ul style="list-style-type: none"> Students are sometimes engaged in intervention as an integral part of the learning process. 	<ul style="list-style-type: none"> Students are rarely engaged in intervention as an integral part of the learning process. 	
	<ul style="list-style-type: none"> Students actively request to demonstrate their new learning by resubmitting or redoing learning activities. 	<ul style="list-style-type: none"> Students request to demonstrate their new learning by resubmitting or redoing learning activities. 	<ul style="list-style-type: none"> Students sometimes request to demonstrate their new learning by resubmitting or redoing learning activities. 	<ul style="list-style-type: none"> Students rarely request to demonstrate their new learning by resubmitting or redoing learning activities. 	