

Driving Questions

- How do the three types of background knowledge drive our teaching to our diverse student population?
- Giving student's positive feedback
- How can we build students confidences to show what they know?
- The importance of learning each student's individual story
- Why is the student acting out in class? What is his/her home life like?
- You need to use the kid's background knowledge to help them connect to their own learning
- How do you get the kids to connect when they think they have no knowledge or feel like they "can't" do something?
- Ecology
- How will we build upon the diverse Ecology in our community?
- The importance of re-voicing
- What is the reason the students are not speaking in class?
- Vocabulary quilting helps all students learn from each other and the teacher by writing/pictures
- How can we help students understand better if they don't understand strategies used in the classroom?
- Ecology- Build a positive classroom environment where students learn.
- How can I create a classroom environment to help students make mistakes and learn from it?
- Essential Concept: Ecology
- How can we change the ecology of our school?
- 1 concept that was essential to me- Learning how a vocabulary quilt can serve as a valuable learn tool.
- 1 question- How will this benefit all students in the classroom?
- The importance of knowing the background of a student.
- How can we address a student's background and how it affects student learning?
- Students have to actively participate using a vocabulary quilt as an ongoing process of how to take the students from where you are to understand proficiently the information being given.
- Essential Question: How does using a vocabulary quilt aid all students in learning information from all classes?

- Background knowledge
- How will you pull and harvest the prior or student's knowledge before you begin your lesson?
- The opening activity was very powerful when she taught in Spanish in a very inclusive non-threatening way, we actually learned the lesson.
- How are we as educators teaching in a way that includes all learners?
- How do we develop and maintain a classroom ecology that is high on engagement, full of hope, accessible to our students and acknowledges our student's identity?
- How we experienced what students feel when they do not understand the material given to them.
- How can I help the teacher/s build and maintain an ecology in our classroom?

DODGE CITY MIDDLE SCHOOL

Problem Solving Response 2 Intervention

When addressing problems for a student or group of students, educators use the four stages of problem solving to systematically (1) identify the expected skill(s) the student or students is/are expected to perform (i.e., replacement behavior), (2) determine what factors are inhibiting performance of the target skill(s), (3) develop and implement a plan to remove barriers to learning, and (4) evaluate student RtI

TIER III INTERVENTIONS

Tier III interventions should involve highly idiosyncratic, intensive services that require the expertise of a diverse team of trained individuals. Educators monitor progress frequently (e.g., weekly) to make decisions regarding student RtI. Interventions developed for students receiving Tier III services may or may not involve resources outside of what can be realistically expected in the general education setting. When the resources (e.g., time, materials, personnel) required exceed what is available through general education, then the student is considered for special education eligibility. Thus, in the PS/RtI model, special education becomes a mechanism for providing additional, intensive services to students, not a location where students diagnosed with disabilities go to receive instruction.

TIER II INTERVENTION

Tier II intervention (i.e., supplemental intervention) involves additional time and/or skill focus in the curriculum for students identified as at-risk through universal screening and other available information. Students receiving Tier II interventions are monitored more frequently (e.g., monthly) to facilitate decision-making regarding the effectiveness of the intervention plan developed through the problem-solving process. Although the majority of students should respond to Tier I and II instruction, estimates indicate that approximately 5% will require more intensive, targeted interventions available through Tier III services.

INDIVIDUAL PLANS OF STUDY

Students are required to include evidence that showcases their learning and growth throughout middle school years (6th, 7th and 8th grades) in all four categories.

Academics
Relationships
Community
Careers

