



Education Support Services Teams: School-Based Teams to Support Inclusion

September 2013

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INTRODUCTION

The complexity and diversity of classrooms and students in the 21st century places increasing demands on the classroom teacher to provide effective and inclusive educational programming and instruction. To meet these demands, we must adopt evidence-informed professional practices, skills, and knowledge.

The New Brunswick definition of Inclusive Education (2009) highlights three complementary principles that directly influence professional practice:

1. Public education is universal - the provincial curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate, neighbourhood peers;
2. Public education is individualized - the success of each student depends on the degree to which education is based on the student's best interests and responds to his or her strengths and needs; and
3. Public education is flexible and responsive to change.

The Education Support Services Teams in collaboration with other educators is well-positioned within the New Brunswick school system to increase teacher capacity in delivering effective, inclusive instructional practices. In *Strengthening Inclusion, Strengthening Schools* (2012), Porter and Aucoin describe a need for clear direction in supporting teacher's practice:

...the integration of the education support teachers as a team would improve and contribute to teacher and student success. The roles should be primarily to support the classroom teacher through coaching, co-teaching, co-planning instructional and intervention methodologies and consultation. (147)

The purpose of this document is to outline the model of service delivery for Education Support Teams that provides a framework of support and intervention within an inclusive education system. The New Brunswick framework for support and intervention is the Response to Intervention model (RTI). In this document, the Response to Intervention model is explained within a New Brunswick context and how this approach governs support structures for students. This is followed by the composition and purpose of Education Support Services Teams, the revised role of Education Support Teachers (ESTs) and further explanation of specific service to be offered at each of the tiers of service and by whom.

While not every individual involved in our schools has been specifically identified in this document, it is the expectation that every person, within the scope of their roles and responsibilities, will act to support excellence and equity.

RESPONSE TO INTERVENTION MODEL

Response to Intervention (RTI) is a model for improving the educational outcomes of all students through monitoring individual progress and using data to inform decisions about instructional needs. Response to intervention is a framework that is both prevention and intervention focused.

Using the Response to Intervention (RTI) framework, the Education Support Teachers (ESTs) in collaboration with other educators and stakeholders can provide supports for prevention and intervention for all students, not just those requiring a personalized learning plan. Multi-tiered preventive programs, problem solving, and early intervention, “can serve as the glue that unites the student with his or her environment” (Montgomery, 2005).

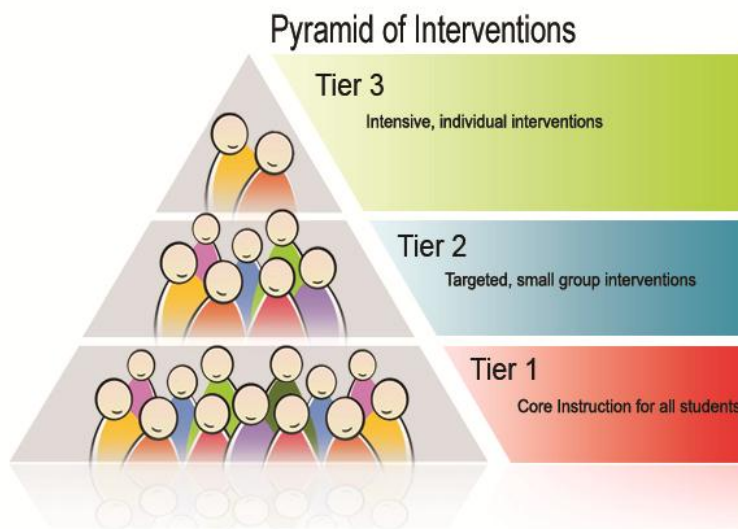


Improved outcomes for ALL students within an inclusive learning environment!

Response to Intervention (RTI) is a model for providing high quality instruction and intervention to meet the needs of all students. RTI is generally depicted as a three (3) tier model which includes academic as well as behavioural instruction and interventions. RTI is a flexible framework and allows for student movement between tiers. Progress is monitored closely and decisions about instructional needs are based on data collected from on-going formative assessment.

Tier 1

All students receive Tier 1 instruction and interventions, also known as evidence-informed practices. Tier 1 begins with a robust curriculum that is delivered with high quality instruction. It provides evidence-informed classroom instructional practices that enable 80-90 percent of students to be successful without further intervention. Tier 1 instruction and interventions are universal and available to all students as part of the common learning environment.



Tier 2

Tier 2 provides interventions of moderate intensity and duration that supplement, enhance and support Tier 1 strategies, and are provided for small groups of students. Students receive the same instruction as students in Tier 1 as well as targeted interventions that are provided by the classroom teacher, and/or when necessary, Education Support Services (ESS) staff. Five to 10 percent of students may need support at this level.

Tier 3

Tier 3 provides intense interventions for groups of 1-3 students. Only one to 5 percent of students generally need support at this level. Like Tier 2, this level is also a supplement to Tier 1, not a replacement. Tier 3 is specifically designed and personalized small group and/or individualized instruction that is typically extended beyond the time and intensity allocated for Tier 1 and Tier 2.

Part A

EDUCATION SUPPORT SERVICES (ESS) TEAMS: SCHOOL-BASED TEAMING AND COLLABORATION TO SUPPORT INCLUSION

SCHOOL-BASED ESS TEAMS: COLLABORATION TO SUPPORT INCLUSION

Definition:

- A school-based team is a team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with diverse needs.

School-based ESS Team Purpose:

- Overall purpose is to promote student learning and success in schools, by providing systemic support to classroom teachers. Teams may choose a narrow or wide focus. For example, the team may focus on a particular student with numerous support needs; other times, the team may work to address the needs of all students who require extra support to be successful.

School-based ESS Team Membership:

- The core of the school-based ESS team is the principal and at least one Education Support Teacher.
- The membership of the school-based ESS team will be determined by the size, level, and local context of the school. It is also important to consider the availability of additional Education Support Teachers and other service providers. Professionals from other government departments should participate as needed and appropriate, within compliance of the *Right to Information and Protection of Privacy Act*.
- If Education Support Teachers or other service providers are responsible for more than one school, they should not be considered as active members of the team, who attend every school-based team meeting. Alternatively, it could be arranged for these members to attend on a less frequent schedule or arrange for them to attend as needed by the student needs that being considered.

School-based ESS Team Organization and Function:

- The school-based ESS team is established by the principal and operates under his/her leadership to provide systemic support (e.g., establishing norms for the meetings, scheduling, etc.).
- The school-based ESS team is supported by the district ESS team in areas such as: capacity building and skills development of the staff and team and providing specialized expertise.
- The team must meet on a regular basis: preferably at least once every 2 weeks.
- Written records of the school-based ESS team must be maintained.
- The goals of the meetings should focus on:
 - Developing strategies to support teachers in meeting students' needs and to reduce barriers to students' success in learning;
 - Solving specific problems;
 - Addressing systemic issues as well as those that are teacher or student specific.

EDUCATION SUPPORT SERVICES TEAMS: COLLABORATIVE TEAMING

Goals and Expectations

- Teaching students with diverse needs is the responsibility of all teachers.
- Inclusion of students with diverse needs in common learning environments.
- RTI model for service delivery is followed.
- High expectations are held for all students.

Team Structure

- Define team purpose and mandate.
- Establish team membership.
- Establish and maintain a schedule of regular meetings.
- Establish and maintain team meeting norms.
- Consider the respective roles of those who support student learning and actively explore potential gaps and overlaps of services.

Problem Solving and Action Planning

- Guiding planning through collaboration to address student(s) needs that are student-centred and personalized. It should also be tied to curricular outcomes and follow evidence-informed practices.
- Follow problem-solving steps to guide plan development.
- Identify priorities.
- Assign specific responsibilities and timelines for action.
- Ensure the intervention approach, frequency, intensity, and duration is guided by data and student needs.
- Ensure all required documentation is completed.
- Monitor, evaluate, revise, and improve plan if necessary.

Other Team Actions

- Coordinate with team members and others who are involved in the implementation of the plan.
- Teach collaboratively.
- Communicate accurately and unambiguously.
- Resolve conflicts constructively.
- Foster staff-family interaction.

Part B

ROLES OF EDUCATION SUPPORT SERVICES TEAMS: SUPPORTING STUDENTS IN INCLUSIVE CLASSROOMS AND SCHOOLS

ROLES OF ESS TEAM MEMBERS SUPPORTING STUDENTS IN INCLUSIVE CLASSROOMS AND SCHOOLS

EVERY TEAM MEMBER'S OVERLAPPING ROLES

Every team member contributes to the education of all students within inclusive schools and classrooms by:

- Ensuring a safe and healthy environment for learning.
- Collaborating and communicating with other team members to develop, implement, and evaluate personalized learning plans (e.g., SEPs [PLPs], intervention plans, behaviour, and enrichment).
- Removing barriers to allow all students to access curriculum (Universal Design for Learning – UDL). For students requiring supports in addition to UDL, identifying and implementing student-specific interventions may be needed.
- Actively participating in team meetings and offering ideas and input to educational program and support decisions.
- Advancing personal learning to acquire or improve the attitudes and skills necessary to successfully include students with diverse needs in the classroom (e.g., evidence-informed practices).
- Advocating to ensure that students' educational and support needs are adequately addressed in ways consistent with EECD/district policy, provincial standards, and evidence-informed practices, being mindful of self-determination.

OVERVIEW OF ROLES OF TEAM MEMBERS

| Roles of team members should : | Roles of team members should not : |
|--|--|
| Be grounded in collaborative teamwork based on shared purpose and goals (see Appendix A) | Be based on disjointed approaches based on individual purposes or separate goals |
| Be consistent with their respective skills, knowledge, training, and certification/ licensure to engage in tasks they are qualified to undertake | Include engaging in tasks for which they are inadequately qualified |
| Be complementary, synergistic, and based on evidence-informed practices | Be contradictory, working at cross-purposes, or are not evidence-informed |
| Result in equitable opportunities for students with diverse needs (e.g., participation in class/school activities and environments, access to instruction, access to the general education curriculum, access to appropriately modified/ adapted curriculum and instruction, access to necessary supports) | Result in inequitable, though unintended, double standards (e.g., restricted involvement in class/school activities and environments, separation from classmates, inadequate access to instruction from highly qualified teachers and special educators, inadequately modified/adapted curriculum and instruction, inadequate or unnecessary supports) |
| Contribute to positive outcomes for students with diverse needs (e.g., classroom membership, achievement of individually appropriate learning outcomes, positive peer relationships, and access to increasing opportunities) | Interfere with positive outcomes by inadvertently creating barriers to membership, access to inclusive settings, achievement, peer relationships, or other opportunities available to students. |

ADMINISTRATORS

Administrators, including building or district-level administrators (e.g., Superintendents, Directors, Senior Education Officers, Subject Coordinators, school-based administrators) contribute to the education of students in inclusive schools and classrooms, and display leadership and commitment by:

- Communicating clear expectations about collaboration among team members and their respective roles within their service delivery model.
- Communicating clear expectations and encouraging inclusive attitudes among all team members about the value, shared responsibility, inclusion, and instruction of all students.
- Facilitating scheduled opportunities for collaboration among teachers, ESTs, educational assistants, and other service providers (e.g., master schedule, staff development, planning opportunities).
- Providing access to relevant staff development opportunities related to inclusive practices (e.g., co-teaching, universal design for learning, peer supports, directing the work of educational assistants, assistive technology, curriculum adaptation).
- Ensuring optimal working conditions for personnel (e.g., reducing paperwork burden, ensuring natural proportion of students with and without disabilities).
- Directing and evaluating the work of educational assistants by:
 - Discussing the student's characteristics, educational program, and general support needs;
 - Talking about the school and common learning environment (e.g., expectations, procedures);
 - Highlighting educational assistant roles that emerge from professional learning (e.g., evidence-informed literacy approaches, positive behaviour supports) opportunities through a variety of options (e.g., workshops, teacher modeling, online learning);
 - Providing specific feedback and coaching to team members. Be aware of team members' strengths;
 - Making decisions regarding all personnel assignments, including supervision and evaluation.
- Leading the school improvement planning process, encompassing inclusive education practice.

TEACHERS

Teachers contribute to the education of all students in inclusive schools and classrooms and demonstrate educational ownership by:

- Collaborating with ESS Team members to create opportunities that facilitate the valued membership of all students in the common learning environment (e.g., instructional planning, classroom setup, purposeful student groupings, and meaningful participation).
- Serving as the primary role model for the class, demonstrating acceptance and inclusion of all individuals, as well as problem solving when faced with unique challenges.
- Knowing the students' learning characteristics, performance levels, and personalized learning outcomes
 - taking ownership for the educational planning for all students in their class (e.g., SEPs [PLPs]).
- Engaging all students in classroom instruction and activities in various flexible groupings, both homogenous and heterogeneous.
- Retaining a prominent role in curricular and instructional planning, accommodation, and decision making with ESTs (Resource, Literacy, Numeracy, and Guidance) and related services personnel. Applying universal design for learning, differentiation, and multi-level instruction, so that students can pursue and achieve curricular-based learning goals within shared activities.
- Facilitating interactions that promote a positive learning environment by teaching students' pro-social behaviours, and principles of positive behaviour supports.
- Directing, in consultation with ESTs, the work of educational assistants by supporting an understanding of:
 - student characteristics, educational programs, and general support needs;
 - the common learning environment of the school (e.g., expectations, procedures).
- Highlighting the role of the Educational Assistant that emerges from professional learning (e.g., evidence-informed literacy approaches, positive behaviour supports) opportunities through a variety of options (e.g., workshops, teacher modeling, online learning).

EDUCATION SUPPORT TEACHERS – RESOURCE, LITERACY & NUMERACY

Education Support Teachers – contribute to the education of students with diverse needs in inclusive schools and classrooms by:

- Co-creating opportunities that facilitate the valued membership of all students in the classroom (e.g., preplanning instruction, purposeful student grouping, and purposeful participation).
- Serving as a role model for the teacher on inclusive instructional practices.
- Maintaining a working knowledge of subject area curriculum, related research and inclusive instructional practices (e.g., classroom lesson plans/units and assessment practices) in order to collaborate with the classroom teacher who holds the subject matter expertise.
- Providing, where necessary, specially designed instruction as an intervention, co-teaching with the classroom teacher, teaching small mixed-ability groups, or individual instruction.
- Providing, when required, an active role in curricular and instructional planning, accommodation and decision making with classroom teachers and related services personnel to adapt and modify curriculum and instruction in ways that facilitate participation of all students in common learning environments.
- Coaching and co-teaching with the classroom teacher to apply differentiated instruction, universal design for learning, and multilevel instruction.
- Supporting classroom teachers with the work of educational assistants.
- Co-directing the work of educational assistants with classroom teachers by supporting an understanding of:
 - student characteristics, educational programs, and general support needs;
 - the common learning environment of the school (e.g., expectations, procedures).
- Highlighting educational assistant roles that emerge from professional learning (e.g., evidence-informed literacy approaches, positive behaviour supports) opportunities through a variety of options (e.g., workshops, teacher modeling, online learning).

For additional information on these roles see:

Appendix A: Components of Collaborative Teaming

Appendix B: EST-Resource: Response to Intervention Tiers of Service

Appendix C: EST-Resource: Knowledge and Skills Overview

Appendix D: EST-Literacy: Response to Intervention Tiers of Service

Appendix E: EST-Numeracy: Response to Intervention Tiers of Service

EDUCATION SUPPORT TEACHER – AUTISM RESOURCE TEACHER

(District Lead)

Education Support Teacher – Autism Resource contributes to the education of students with diverse needs in inclusive schools and classrooms by:

- Providing support for students with complex needs (direct or team-based) in response to District requests; may include:
 - assessment;
 - data analysis;
 - support development of SEPs (PLPs);
 - support development of Behavior Support Plans;
 - identifying appropriate curriculum materials;
 - related in-service training.
- Supporting the implementation of the Provincial Autism Strategy by:
 - providing support to optimize student transitions at school entry or between grades and schools;
 - maintaining written documentation of school consults, student observations and recommendations;
 - ensuring that interventions with documented empirical effectiveness for children with autism are prioritized and form the basis of educational services;
 - guiding staff in the use of efficient, accurate and non-intrusive data collection to enable decision-making.
- Promoting the principles of Applied Behaviour Analysis.
- Supporting development and implementation of ABA programming for students with ASD.
- Remaining current with respect to research and practices in the field of evidence-informed.

EDUCATION SUPPORT TEACHER – GUIDANCE

Education Support Teachers – Guidance contribute to the education of students in inclusive schools and classrooms by:

- Implementing the elements of the *Comprehensive and Developmental School Counselling Program* <http://www.gnb.ca/0000/publications/ss/NBSchoolCounsellingREV.pdf>
- Advancing his/her professional learning to acquire or enhance the skills and attitudes necessary to effectively use evidence-informed practice to transition students with a full range of needs.
- Co-creating opportunities and serving as a primary role model to help students understand and appreciate diversity within the classroom, school, and community.
- Maintaining competence in the *Personal Development and Career Planning* curriculum to provide direct or indirect support and consultation to students and teachers.
- Gaining knowledge of inclusive instructional strategies particularly in the area of personalization of learning to increase student engagement and success (e.g., development of learner profiles, social facilitation and support, assistive technology proficiency, etc.).
- Promoting positive student behaviour by supporting the implementation and maintenance of Positive Behavioural Interventions and Supports (PBIS).
- Support the development and implementation of Personalized Learning Plans (behaviour) for students.
- Coaching and co-teaching with classroom teachers on the elements of social-emotional development (e.g., mental fitness, resiliency, problem-solving, decision making, relationship building, etc.).
- Acting as a co-lead with the school-based administration in the implementation of the crisis preparedness and intervention protocol as well as the violence threat risk assessment (V-TRA) protocol.
- Co-directing the work of school intervention workers and educational assistants.

For additional information on the service delivery framework for this role see page 32.

POSITIVE LEARNING ENVIRONMENT POLICY - GUIDANCE COORDINATORS

Guidance and Positive Learning Environment Coordinators contribute to the education of students in inclusive schools and classrooms, and display leadership and commitment by:

- Facilitating the implementation of the *Comprehensive and Developmental School Counselling Program*.
- Supporting the *Personal Development and Career Planning* curriculum.
- Implementing the crisis preparedness and intervention protocol as well as the violence threat risk assessment (V-TRA) protocol.
- Facilitating and coordinating career development opportunities.
- Promoting positive student behaviour by supporting the implementation and maintenance of Positive Behavioural Interventions and Supports (PBIS).
- Provide consultation to Education Support Services teams in the development and implementation of Personalized Learning Plans (behaviour) plans.
- Coordinating initiatives to promote and support school mental health.
- Liaising with community-based organizations that support the *Comprehensive and Developmental School Counselling Program* (e.g., Suicide Prevention, LINK, Dots NB, etc.).
- Creating leadership opportunities for EST-Guidance.
- Facilitating professional development opportunities for EST-Guidance.
- Using data to inform and monitor practice.
- Supporting schools as they create and implement their positive learning and working environment plan.

EDUCATIONAL ASSISTANTS

Educational Assistants play a valuable and vital role in helping students successfully access curriculum and services, while learning in a positive, safe and supportive environment. Educational assistants contribute to the education of students in inclusive schools and classrooms by:

- Implementing supplemental (not primary) small-group and individual instruction (e.g., academic, functional, pro-social) and homework help for students.
- Engaging in class wide instructional monitoring of student work (e.g., independent or small-group work) identified and planned by teachers and EST- Resource, Literacy, and Numeracy.
- Collecting formative assessment data on student performance and progress, based on collection systems designed by teachers or EST- Resource, Literacy, and Numeracy.
- Assisting students who require personal care supports (e.g., eating, using the bathroom, dressing).
- Facilitating peer interactions based on guidance from the teacher and EST- Resource, Literacy, Numeracy, and Guidance (e.g., teach pro-social skills, fade presence and supports as appropriate, and invite students to help each other).
- Engaging in non-instructional tasks (e.g., clerical tasks or group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and EST - Resource, Literacy, Numeracy, and Guidance.
- Being flexible about school-based reassignment by school administrators/ESS Team.
- Promoting and fostering independence with students.
- Supporting class wide or small groups as directed by classroom teacher (doesn't always need to be one-to-one support).

EDUCATION SUPPORT PRACTITIONER – FIRST NATION INTERVENTIONISTS (ESP-FN)

First Nations (FN) Interventionists play a valuable and vital role in helping FN students successfully access curriculum and services, while learning in a positive, safe and supportive environment. First Nation Interventionists contribute to the education of students in inclusive schools and classrooms by:

- Being an integral member of the Educational Support Services Team (ESST) to collectively provide advice, recommendations and intervention strategies where required.
- Providing proactive programs and initiatives designed to support First Nation students achieve their potential.
- Providing First Nation students support and guidance to assist them in coping with social, personal and academic challenges.
- Serving as a First Nation's liaison between the school, families, community, students and other stakeholders.
- Facilitating transitioning of students from First Nation schools to public middle and high schools.
- Serving as a student advocate representing assigned First Nations students.
- Referring students to specialized professionals (mental health, addictions, social development, etc.) where warranted.
- Designing and implementing initiatives focused on strengthening Aboriginal identity and pride.
- Organizing cultural awareness training and initiatives for school administration, staff, and students with the objective of increasing understanding of aboriginal culture and traditions.
- Collecting, monitoring and maintaining statistical information needed to report on academic progress, attendance, course levels, etc. in order to make data informed decisions.
- Working closely with Education Support Services staff to ensure students have the appropriate prerequisite qualifications to pursue post-secondary education in the most appropriate career path for success.
- Working collaboratively with EST-Guidance to develop a broad and current knowledge base of post-secondary education programs and options, prerequisite course work, funding mechanisms, etc.
- Assisting First Nation students as they navigate social, academic and career path challenges.

RELATED SERVICE PROVIDERS

Related service providers (e.g., occupational therapists, speech-language pathologists, social workers, etc.) contribute to the education of students within inclusive schools and classrooms by:

- Providing supports that have been determined by a student's Education Support Services (ESS) team to be relevant and necessary and, therefore, are linked to one or more aspect of a student's educational program (SEP [PLP], IBSP, subject area curriculum, accommodations/supports).
- Providing supports in places and ways that are contextually compatible within the classroom schedule, activities, and culture. These supports allow for student access or participation in typical school and class environments and activities.
- Assessing and recommending adaptive and assistive equipment that allows for access, active participation, and self-determination.
- Collaborating with ESS team members to transfer knowledge, information and skills (role-release) associated with their field to others, (e.g., positioning a student for learning, programming an augmentative and alternative communication [AAC] device) that fits within inclusive educational contexts.
- Serving as a resource or support to the family pertaining to their field of specialty/scope of practice.
- Working directly with students to apply skills associated with their field to address students' educational or support needs (e.g., teaching braille, providing counselling).
- Working with ESS team members to determine when supports should be continued, modified, faded, or discontinued based on relevant student data.

For additional information on these roles within an inclusive education, response to intervention, model see:

- Appendix F: Speech Language Pathologists - RTI Tiers of Service
- Appendix G: School Psychologists - RTI Tiers of Service

DIRECTORS OF ESS and CURRICULUM & INSTRUCTION

Directors of Educational Support Services and Directors of Curriculum and Instruction contribute to the education of students in inclusive schools and classrooms, and display leadership and commitment by:

- Providing the leadership, expertise and knowledge to coordinate programs and services that support inclusive education in the schools and classrooms of the School District.
- Developing and monitoring policies that support inclusive education and practices.
- Liaising with EECD and other government departments that provide support to students and families.
- Communicating with and directing administrators and teachers on policies and issues regarding the support of children with diverse needs.
- Developing and implementing effective professional learning for all staff that supports the inclusive education mandate.
- Researching and identifying what budget is required and distribute resources in an appropriate manner.
- Participating on the Senior Management team for each School District that reports directly to the Superintendent of Schools.

Directors of Education Support Services also contribute by:

- Coordinating, monitoring and supervising programs and ESS personnel.
- Preparing accountability reports as they pertain to Inclusive Education Policies and ESS program standards.
- Supporting administrators in the supervision of resource teachers, and education support workers.
- Managing cases with parents, educational staff and community agencies. The Education Act requires that parents be properly consulted in the development of Individualized Special Education Plans. This requires extensive consultation with staff and other agencies.
- Supervising directly coordinators, guidance, psychologists and other support service staff who are based in a School District Education Support Centre.

Directors of Curriculum and Instruction also contribute by:

- Providing and/or coordinating professional learning opportunities for educators in effective instructional planning and practices to meet the needs of all students.
- Ensuring administrators are aware of effective inclusive instructional practices that support the needs of all students.
- Coordinating, monitoring and supervising curriculum implementation and related personnel.
- Supervising directly subject area coordinators.

STUDENTS & PARENTS

Students with diverse needs and their parents contribute to education within an inclusive school and classrooms by:

- Developing an understanding of the student's strengths, interests, and needs.
- Communicating key information to the ESS team about learning preferences, health, mental health, and community issues that contribute to educational planning priorities.
- Identifying or selecting a set of learning priorities for the semester/term, and helping to identify supports necessary for student success.
- Making informed decisions about choices within the education program and curriculum (e.g., elective courses, FSL, co-curricular activities).
- Monitoring student progress and applying learned skills to non-school settings (e.g., home, community).
- Playing a prominent role in long-range educational and transition planning.

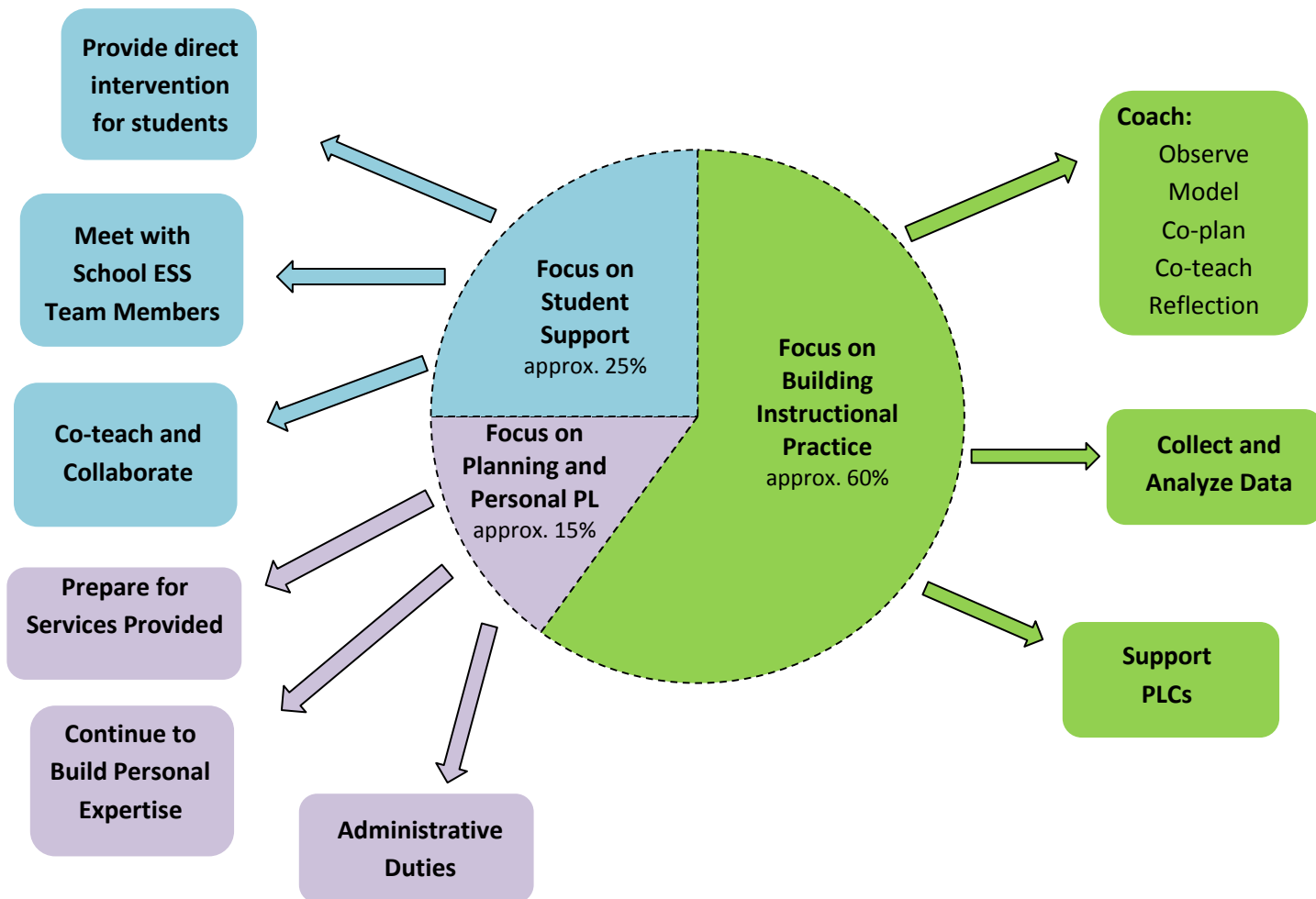
Part C

SERVICE DELIVERY FRAMEWORK

for

EDUCATION SUPPORT TEACHERS

**Education Support Teachers:
Resource, Literacy, Numeracy
Professional Practice Model**



Support for Professional Growth

Education Support Teachers will have different levels of comfort and competency with the various aspects of the role as described above. Each teacher has a different educational background, teaching experience, and expertise to bring to these positions.

Support will be provided to teachers in these roles to build their capacity to coach teachers, support students, and the other aspects of their role.

A plan for the professional learning and development of the EST includes:

- Coaching practices (e.g., steps in the framework, communication, relationship building)
- Teaching practices (e.g., formative assessment, UDL, differentiation, content knowledge)
- Building capacity in:
 - o focus areas based on curriculum and research and aligned with improvement initiatives
 - o personalization of learning to meet the needs of all students in an inclusive environment.

The above framework provides guidelines for service delivery. It is recognized that the percentages for each component of the role may vary slightly during specific times of the year (e.g., beginning of the school year, semester change at the high school level, etc.).

PLEASE NOTE:

The above framework provides guidelines for the services provided by Education Support Teachers (EST). It is recognized that the percentages for each component of the role may vary during specific times of the year (e.g., beginning of the school year, semester change at the high school level).

As the K-2 level is recognized as a critical time for acquiring foundational reading skills, additional direct intervention may be offered as deemed necessary to meet students' needs.

Over the course of the implementation year (2013-14) and beyond, training and resources will be provided. It is recognized that transitioning to this new model will take time and professional learning support is necessary for existing resource, literacy, and numeracy teachers and those new to the role. The goal is for each EST to work toward these percentages as capacity is being strengthened.

SERVICE DELIVERY FRAMEWORK: The Role of the EST (Resource, Literacy, Numeracy)

The following sections define each of the components in the figure on page 24 and are colour-coded to match each section of the role description chart.

Focus on Building Instructional Practice

Approximately 60%

Coach (build instructional practice)

The practice of building instructional practice through coaching involves the teacher and the coach collaborating in the development of planned learning experiences through classroom visitation, modelling, co-teaching and the gradual release of responsibility from coach to teacher.

Supporting teachers as they continue to develop increasingly effective instructional strategies and skills will have a significant impact on student learning. Coaching serves to provide teachers with the job-embedded, context-specific support that can advance both school and systemic improvement.

New Brunswick's Coaching Model



It is recommended that coaching services are determined collaboratively by the Education Support Services team. These services will be offered initially to teachers new to the field or their position and/or those who solicit support; however, data about student learning will determine the allocation and focus of coaching services.

Coaching partnerships will range in length based on availability and rationale for the service. Coaching should include clearly defined goals addressed within defined periods (e.g., short term and personalized to meet the needs of the educator). Offering team and/or full staff professional learning is recommended as another means for supporting teachers and building relationships.

The following is an overview of the coaching model to support teacher learning. More details of this model and support material are available in a supplementary document: *Instructional Coaching Model*.

- **Observations of instruction and learning** (coach interacts in the classroom with the teacher and students)

Initial class visits and a review of the class profile will inform the mutual goal setting between the teacher and coach. As trust builds, the visits become more strategic with specific goals for observations mutually determined by the educator with the instructional coach. Educators who are observed more frequently by their coach implement new instructional strategies more readily than non-coached peers (Matsumara, Sartoris, Bickel and Garnier, 2009).
- **Collaborative review of student data** (teacher with coach) - ongoing throughout cycle

Student data will highlight ongoing needs of students and instructional decisions to address these needs will be a mutual decision. Mastsumara, Garnier and Resnick (2010) found a “significant and positive increase in student achievement” based on the frequency with which teachers review assessment data.
- **Co-planning**

Selecting evidence-informed teaching strategies to address student and teacher needs will be the focus of thoughtful collaborative planning.

Identifying target standards of practice (e.g., curriculum outcomes, standards, exemplars, Look-fors documents, N.B.’s Inclusive Education Policy, guidelines, etc.) will provide a framework for learning targets and goal setting.
- **Modelling** (coach models instructional practice as the teacher observes)

Part of building capacity is providing models of exemplary practice within the context of the teacher’s classroom. Skillfully modelling effective student engagement and instructional practice is a critical responsibility of the coach.
- **Co-teaching**

To continue teacher capacity building, the coach and teacher engage in a co-teaching experience where the above stages inform the role each plays as shared learning facilitators in the classroom. Further in this document, a different approach to co-teaching is recognized with the purpose of providing direct service to students, not focussed primarily on building instructional practice, but addressing instructional needs of students (e.g., flexible groupings, Tier 2 or 3 interventions within the classroom).

- **Collaborative reflection and planning for next steps**

As part of the process of ongoing data collection and review, the teacher and coach are determining growth in the teacher's practice, student learning and recognizing ongoing areas of need. An action research question may be co-created to investigate a research-informed solution to remaining learning needs.

- **Planning for gradual release of responsibility**

As the teacher's confidence grows and enhanced practices become embedded, the coach gradually withdraws individual services. A planned follow up with the teacher may be determined to discuss retention of new practices and successes.

It is important to note that the professional learning provided through the coaching model is most effective when it is targeted and specific (i.e., differentiated to support teacher learning and practice) and guided by school, district, and province-wide goals and standards (Annenberg Institute for School Reform, Brown University, 2010).

Collect and Analyze Data

The coach leads a key role across the school in modelling effective data literacy. In research examining improving schools, Wren and Vallejo (2009) found that "no school...made substantial gains in student achievement without a system for examining available data" (17).

The EST plays a key role in examining data with teaching staffs and must:

- Have knowledge of existing assessment instruments:
 - how to use
 - strengths and limitations of each
 - types: formal (e.g., Aimsweb, Numeracy Nets) and informal (e.g., exit slips, observational notes)
- Collaborate on the development of assessment tools (classroom, common, etc.)
- Help teachers and administrators with the analysis of data to inform:
 - classroom instruction
 - progress monitoring
 - school improvement plans
 - consult and collaborate with teachers at reporting periods

Support Professional Learning Communities (PLCs)

- Establish predictable meeting time with school PLCs team to maintain ongoing communication.
- Utilize models and strategies of consultation and collaboration.
- Facilitate ongoing professional learning to enhance instructional practices to meet the needs of all learners.

Focus on Student Support

Approximately 25%

Provide Direct Intervention for Students

Even with strong classroom support through coaching (Tier 1), individual or small group student interventions will likely be necessary. These interventions ideally take place in the classroom, but depending on the students' learning profile(s) and needs, an intervention outside of the classroom may be required.

EST- Numeracy and EST-Literacy will likely have more flexibility to work directly with students (Tier 2 and subject-specific Tier 3) whereas EST-Resource may provide more indirect instructional support to students, focussing on classroom application of universal design for learning and strength-based interventions for identified student needs (particularly Tier 3).

Meet with School ESS Team Members

It is critical that itinerant or onsite education support teachers are involved in a predictable schedule to meet with the school-based Education Support Services (ESS) team. For example, an onsite EST may be available for weekly meetings, whereas an itinerant may only be available once a month, due to responsibilities in multiple schools. There is a commitment that the itinerant ESTs presence can be expected and planned for at a previously agreed upon schedule.

Co-teach and Collaborate

This version of co-teaching occurs when two or more educators co-plan, co-instruct and co-assess a group of students with diverse needs in the same common learning environment (Murawski, 2003). Although building teacher capacity is a side benefit, the focus of this partnership is to primarily address the student learning needs together.

Focus on Planning and Personal Professional Learning

Approximately 15%

Prepare for Services Provided

Just as classroom teachers are provided preparation time for instructional planning, the EST requires dedicated time to plan for a variety of leadership responsibilities. These responsibilities include preparing for coaching conversations, planning modelled lessons, designing professional learning opportunities for staff, and other professional activities.

Continue to Build Personal Expertise

Within this timeframe, it is critical that the EST keep current on advances in research to share with colleagues. In order to maintain a credible and effective leadership role, EST allocates time in their schedule to continue their pursuit of knowledge and effective pedagogy.

Administrative Duties

These duties are directly associated with supporting teachers and students. For EST-Resource, examples include work on personalized learning plans (SEPs [PLPs]), working with educational assistants, consulting with other professionals, meetings and performing other related functions. For EST-Literacy and EST-Numeracy, these duties include progress/intervention reports in the focus area, consulting with other professionals, meetings and other related functions in support of the instructional leadership role.

SERVICE DELIVERY FRAMEWORK: The Role of EST-Guidance

Education Support Teachers – Guidance promote student success and address academic, personal/social and career development needs by designing, implementing, assessing and enhancing the Comprehensive and Developmental School Counselling program. Through leadership, advocacy and collaboration, EST-Guidance foster equity and access to rigorous educational experiences for all students. EST-Guidance are data-oriented, using evidence to identify student needs, school concerns and effective interventions. They work to safeguard the human rights of all members of the school community. EST-Guidance use a response to intervention (RTI) approach to address challenging student behaviour. They may work directly with students or provide mentorship to classroom teachers in the application of evidence informed practices to address student behaviour.

The Comprehensive and Developmental School Counselling program includes the following elements:

1. Guidance Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

1. Guidance Curriculum

The guidance curriculum provides a blueprint for instruction in three content areas: personal development, academic achievement and career development. EST-Guidance will offer leadership, act as a resource, assist and/or team-teach with educators who deliver the guidance curriculum.

2. Individual Student Planning

EST-Guidance coordinate ongoing systemic activities that help all students to establish, evaluate and monitor learning, personal growth and career development goals. Activities may be delivered on an individual basis, in small groups or classroom settings. Parents/guardians and other professionals may be included.

3. Responsive Services

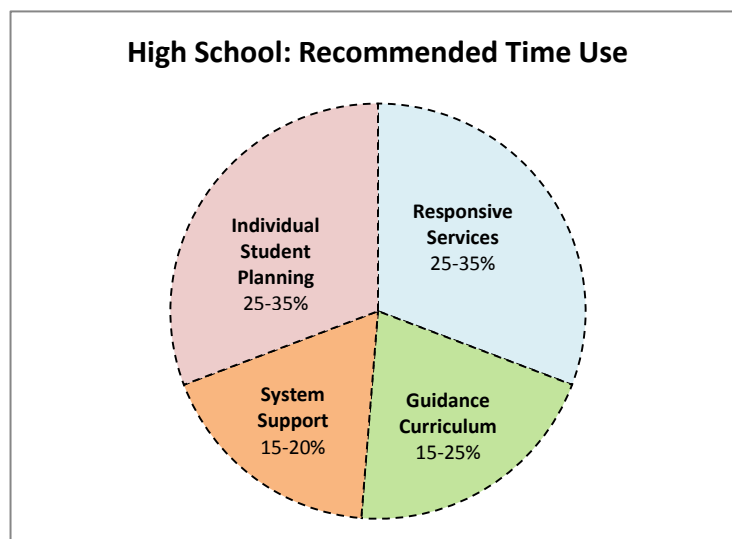
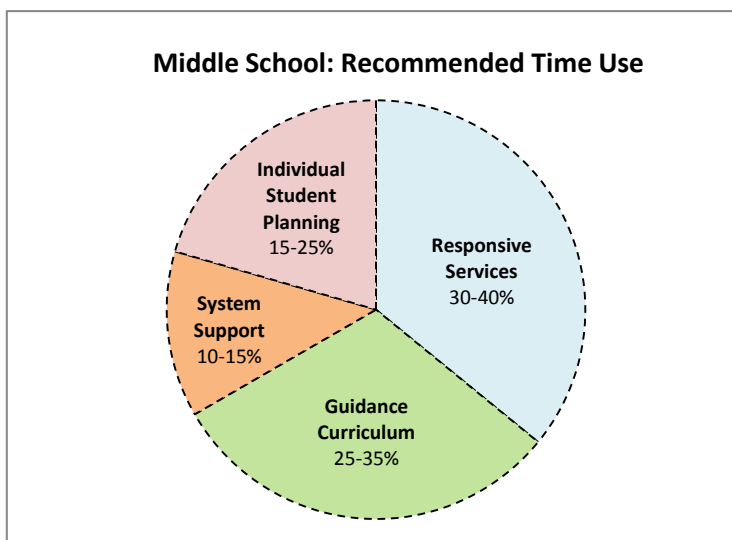
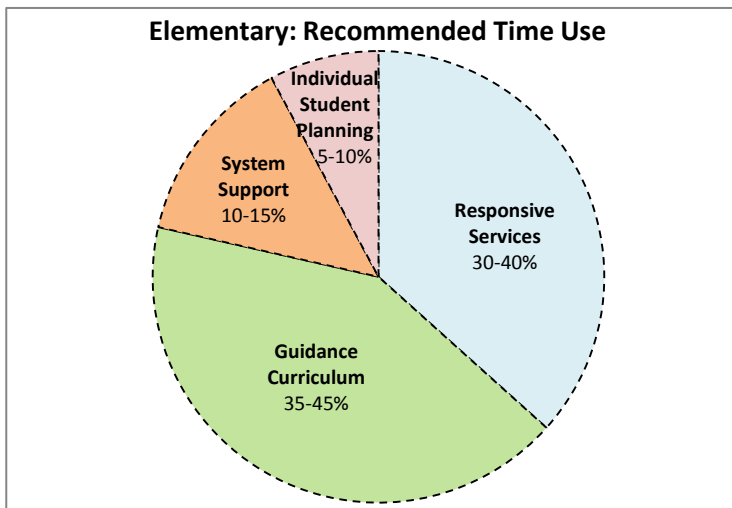
Responsive services consist of activities designed to meet students' immediate needs and concerns. This service is available to all students and may be initiated by students, teachers, parents/guardians or EST-Guidance. Responsive services are designed to help students resolve academic and personal/social issues and are delivered through strategies such as:

- Counselling – EST-Guidance provide short-term, solution-focused counselling in individual or small group settings to overcome obstacles impeding achievement or success. When students require long-term counselling or therapy, EST-Guidance make referrals to professionals.
- Crisis Preparedness and Intervention- EST-Guidance are members of a school-based crisis response team who carry out duties as outlined in the Crisis Prevention and Intervention protocol.

4. System Support

System support refers to the management activities associated with establishing, evaluating and improving the Comprehensive and Developmental School Counselling program. These activities include assessment of data, consultation, collaboration, program management and professional development.

Time Usage for EST-Guidance



APPENDICES

Appendix A

EDUCATION SUPPORT SERVICES TEAMS

Components of Collaborative Teaming

The purpose of this position paper is to provide clarity to the following recommendation taken from Section 7.7 of the *Strengthening Inclusion, Strengthening Schools* report:

Strengthening Inclusion, Strengthening Schools (159)

7.7.1 *The guide for professional practice for teachers in this position should be as follows:*

- **A minimum of 60 per cent of time should be allocated to direct support and collaboration with classroom teachers. Examples would include classroom observation, joint or co-planning, co-teaching, strategy development, problem solving, modeling, coaching and associated activities.**
- **A maximum of 25 per cent for direct instruction or intervention with small groups of children, and on select occasions, with individual students, but in all cases with specific entry and exit criteria, and documentation of outcomes achieved.**
- **A maximum of 15 per cent for role-related administrative duties directly associated with supporting teachers and students. Examples would include work on personalized learning plans, working with educational assistants, consulting with other professionals, meetings and performing other related functions.**

In reference to the bolded section, the function of direct service provided by EST-R is to support classroom teachers and to build capacity by providing the following services. The expectation is that most of the services will occur within the common learning environment, however, it is recognized some will occur outside the common learning environment:

- **Co-teaching** – includes co-planning, co-instruction and co-assessing with subject teachers.
- **Joint or co-planning** – consultation and planning with subject teacher(s) for students with diverse needs, differentiated lesson planning, etc.
- **Problem solving** – meet with appropriate teachers to discuss and problem solve for individual students.
- **Assessment** – assessing students through classroom observation, informal means, curriculum-based measurement, and/or standardized testing.
- **Strategy development** – supporting classroom teachers with instruction and intervention strategies for all tiers of the pyramid of the response to intervention (RTI) model.
- **Modeling / coaching** – providing in-class support for classroom teachers who are acquiring/practicing new skills or knowledge (ex., instructional strategies/methodologies, reinforcement strategies, etc.).
- **Other** – supporting subject teachers with the development and delivery of appropriate goals and outcomes for students with diverse needs.

Appendix B

ROLE OF EST-RESOURCE

Response to Intervention Tiers of Service

The role of Education Support Teacher - Resource (EST-R) within an Inclusive Education, RTI model

TIER 1 Core Instructional Program

The goal of Tier 1 is to provide preventative and proactive supports for all students in the classroom/common learning environment. EST-Rs work primarily with teachers during Tier 1 activities, which may include collaboration, professional learning, coaching, problem solving, informal assessment, and co-teaching. The EST-R can:

Collaborate with Teachers

- Participate in a coaching/teaching partnership. Model techniques in the use of instructional methods and accommodations.
- Support teachers in selecting, adapting and using evidence-informed instructional strategies and materials according to the diverse learning needs.
- Utilize varied classroom and behaviour management theories and strategies for individuals with diverse learning needs to optimize learning and engagement.
- Identify supports needed for inclusion in various learning environments that provide meaningful engagement in both individual and group activities.
- Conduct formal and informal assessments of behaviour, learning, achievement and environments.
- Assist collaboratively with determining effective instructional practices and monitor progress of individuals with diverse learning needs.
- Provide professional learning to student and teacher around the use of technology to support and enhance learning.

Support Students

- Identify and prioritize areas of the prescribed curriculum and accommodations/modification for individuals with exceptional learning needs.
- Identify realistic expectations for personal and social behaviour in various settings.
- Help to differentiate students who are not doing well due to poor response to instruction or intervention and students not doing well due to the nature of a disability.
- Use practices to promote the students' self-awareness, self-management, self-control, self-reliance, self-esteem, and self-determination.

TIER 2: Targeted Small Group Interventions

The goal of Tier 2 is to provide a rapid response to some students who may be at risk for failing. Tier 2 interventions are often provided in the form of targeted, small- group instruction using evidence-informed practices to address specific student weaknesses.

The EST-R can:

- Help with decision-making about which skills to target. Deliver targeted group intervention before formal referral for support services.
- Monitor student progress on targeted skills.
- Use strategies that promote successful transitions for individuals with diverse learning needs.
- Use practices to promote the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy.
- Facilitate documentation and monitoring of educational plans.
- Use functional assessments and task analysis to develop interventions.
- Develop or modify assessment strategies based on the needs of individual learners.
- Plans and conduct collaborative conferences with individuals with exceptional learning needs and their families.

TIER 3: Intensive, Individualized Interventions

Students not responding in Tiers 1 and 2 receive intensive and specialized treatment in Tier 3 interventions. Tier 3 supports are individualized, assessment-based, of high intensity, and of longer frequency and duration. Tier 3 can include specialized treatment for students who have not responded to universal instruction and targeted Tier 1 and 2 interventions.

The EST-R can:

- Develop and implement comprehensive, individualized programs in collaboration with team members.
- Use strategies for diffusing and managing escalating behaviour of individuals with diverse learning needs.

Appendix C

EDUCATION SUPPORT TEACHER – RESOURCE (EST-R)

Knowledge and Skills Overview

One of the hallmarks of a profession is its demonstrated capacity to assume responsibility for developing a shared knowledge base for all its members and transmitting that knowledge through professional education. Standards make explicit the intuitive understandings and knowledge that characterizes good teaching practice and enable this to be widely shared within the profession. Currently, the *Standards of Practice for Beginning Teachers in New Brunswick* describes the professional knowledge, skills, competencies and values expected of a beginning teacher after having completed a teacher preparation program.

EST–Resource are experienced teacher practitioners who provide leadership and support in the development, implementation, evaluation, and continuous improvement of inclusive programs and practices at the school level. This role requires advanced knowledge and skills related to personalizing programming for students with diverse needs. The following information delineates the knowledge and skills that New Brunswick EST - Resource should master to practice effectively and without harm.

Knowledge and Skills (K/S)

Foundations:

- Knowledge of models, theories, philosophies, and research methods that form the basis for inclusive education practice
- Knowledge of rights and responsibilities of students, parents, teachers, and other professionals, and schools in relation to diverse learning needs
- Knowledge of duty to accommodate and issues related to assessment, eligibility, and placement within a continuum of services
- Knowledge of organizational management and service delivery models

Development and Characteristics of Learners

- Knowledge of typical and atypical human growth and development
- Knowledge of characteristics of diverse needs and their educational implications
- Knowledge of the impact of academic and social abilities, attitudes, interests, and values on the learners' instruction and career development
- Knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with diverse learning needs, families, and schooling

Instructional Strategies

- Select, adapt, and use evidence-informed instructional strategies and materials to address the unique needs of each learner
- Use strategies to facilitate the maintenance and generalization of skills across learning environments
- Use practices to promote the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-determination
- Use strategies that promote successful transitions for individuals with diverse learning needs
- Use strategies to teach social/emotional skills needed for educational and other environments
- Use of technology to remove barriers and provide access to learning
- Use strategies to support and enhance communication skills of individuals with diverse learning needs
- Use communication strategies and resources to facilitate understanding of subject matter for students with diverse needs whose primary language is not the dominant language
- Support augmentative and assistive communication strategies

Learning Environments and Social Interactions

- Utilize varied classroom and behaviour management theories and strategies for individuals with diverse learning needs to optimize learning and engagement
- Use strategies for crisis prevention and intervention
- Support processes to create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- Identify realistic expectations for personal and social behaviour in various settings
- Identify supports needed for inclusion in various learning environments that provide meaningful engagement in both individual and group activities
- Modify the learning environment to manage behaviours
- Use strategies for diffusing and managing escalating behaviour of individuals with diverse learning needs.

Instructional Planning

- Identify and prioritize areas of the prescribed curriculum and personalize learning for individuals with diverse learning needs
- Develop and implement balanced and comprehensive personalized programs in collaboration with team members
- Facilitate documentation and monitoring of personalized learning plans
- Involve the individual and family in setting instructional goals and monitoring progress
- Support the roles and responsibilities of educational assistants and other ESS team members
- Use evidence-informed methodologies to develop interventions

Assessment

- Knowledge of use and limitations of assessment instruments to conduct formal and informal assessments of student learning and behaviour
- Assessment of the learning environment to meet the needs of individual learners
- Develop or modify assessment strategies based on the needs of individual learners
- Interpret and use assessment information in making decisions pertaining to intervention and instruction for individuals with diverse learning needs
- Evaluate response to instruction and intervention
- Implement a system of progress monitoring for students with diverse learning needs

Collaboration

- Utilize models and strategies of consultation and collaboration
- Model techniques and coaches others in the use of instructional methods and accommodations
- Consult and collaborate in administrative and instructional decisions at the school
- Understand the role and importance of involving individuals with diverse learning needs, their families, and school and community personnel in planning for the whole child
- Fosters respectful, collaborative relationships between families and professionals

Appendix D

ROLE OF EST-LITERACY

Response to Intervention Tiers of Service

The role of Education Support Teacher - Literacy (EST-L) within an Inclusive Education, RTI model

TIER 1 Core Instructional Program

Tier 1 intervention encompasses literacy coaching activities designed to assist classroom teachers in providing quality core instruction. Quality core instruction meets the needs of 75-85% of our students. The EST-L provides support in implementing research-based best instructional practices, including differentiation and assessment by:

- Modelling.
- Team-teaching.
- Co-planning.
- Reinforcing the use of Curriculum Documents, Provincial Achievement Standards, Literacy Look-Fors, and Reporting Criteria.
- Collaborating on assessment (development of assessment tools, recording keeping, analysis of data to inform instruction, etc.).
- Consulting and collaborating at reporting periods.

The EST-L provides school-wide literacy leadership by:

- Sharing new learning and information from Literacy Lead meetings.
- Facilitating professional development for colleagues.
- Participating in/leading collaborative marking sessions.
- Recommending professional and student resources.
- Collaborating on assessment (development of common assessment tools, sharing record-keeping systems, analysis of data to inform instruction, etc.).
- Facilitating common marking sessions.
- Assisting in analyzing school, district, and provincial data to make decisions about both student learning and professional development.
- Providing input on developing curriculum maps, School Improvement Plans, and Planning for Literacy Success Documents.
- Collaborating and communicating with instructional/grade level teams, student services team, and administration.

TIER 2: Targeted Small Group Interventions

Tier 2 interventions involve offering needs-based support to those students identified as requiring intervention to supplement core instruction in order to meet appropriate curricular goals and Provincial Achievement Standards targets. Where possible, Tier 2 support should occur inside the classroom within the designated literacy block or at other times during the instructional day.

The EST-L works with identified students in the classroom to supplement best instructional practice and provides:

- Individual support;
- Small-group instruction;
- Conferring;
- Assessment;
- Documentation/record-keeping.

The EST-L communicates with the classroom teacher(s) to insure intervention and classroom practices align and reinforce each other:

- Sharing instruction/intervention strategies;
- Sharing and analyzing assessment data (formative and summative);
- Consultation and collaboration at reporting periods.

The EST-L develops intervention plans in conjunction with the classroom teacher:

- Review referral and discuss with referring teacher;
- Determine program of intervention, justification, and duration;
- Ensure parent contact is made.

TIER 3: Intensive, Individualized Interventions

Tier 3 support is intensive individualized or small-group instruction provided to students identified as requiring more than supplemental instruction in order to meet appropriate curricular goals and Provincial Achievement Standards targets. Where possible, this degree of support should take place outside the classroom and outside the designated literacy block.

The EST-L works with identified students outside the classroom* to provide intensive intervention by providing:

- Individual support;
- Small-group instruction;
- Conferring;
- Assessment;
- Documentation/record-keeping.

(*This may also include checking in with or providing support to these students in the classroom during the literacy block or at other times during the instructional day as needed.)

The EST-L communicates with the classroom teacher(s) to insure intervention and classroom practices align and reinforce each other by:

- Sharing instruction/intervention strategies;
- Providing strategies for incorporating and reinforcing skills and strategies developed during intervention sessions into regular instructional time;
- Sharing and analyzing assessment data (formative and summative);
- Consulting and collaborating at reporting periods.

The EST-L develops intervention plans in conjunction with the classroom teacher by:

- Reviewing referral and discuss with referring teacher;
- Determining program of intervention, justification, and duration;
- Ensuring parent contact is made.

Appendix E

ROLE OF EST-NUMERACY

Response to Intervention Tiers of Service

The role of Education Support Teacher - Numeracy (EST-N) within an Inclusive Education, RTI model

The EST-Numeracy's expertise of mathematical content and pedagogy is used to support and work with teachers to improve mathematical learning and facilitate professional discussions around best practices. Job embedded professional learning is structured around provincial curriculum and Look Fors documents. The EST-Numeracy also provides classroom and intervention support for students who require extra support in mathematics.

TIER 1 Core Instructional Program

Tier 1 intervention encompasses numeracy coaching activities designed to assist classroom teachers in providing quality core instruction. Quality core instruction meets the needs of 75-85% of our students. The EST-N provides support in implementing research-based best instructional practices, including differentiation and assessment by:

- Co-planning and co-teaching with classroom teachers:
 - Supporting inclusive instructional practices and development of mathematical literacy;
 - Supporting selection and implementation of instructional strategies in response to pre- and formative assessment information to meet the needs of each student and make learning accessible to all students;
 - Accessing resource teacher expertise (e.g., learning styles, non-verbal), as necessary to support accessible and appropriate classroom learning.
- Team-teaching and modelling.
- Reinforcing the use of Curriculum Documents, Achievement Indicators, and Mathematics Look Fors, and other resources.
- Co-assessing with a balanced approach (opportunities to show what students know in a variety of ways):
 - Supporting the development of effective and efficient formative and summative assessments to determine student thinking and understanding (e.g., check-ins, exit slips, warm-ups, observations, journals, guided tasks, quizzes, projects, tests);
 - Supporting teachers in the identification of learning gaps (e.g., diagnostic tasks and tools such as *Numeracy Nets*).
- Supporting school teams (e.g., math PLCs, grade level math teams) as a collaborative member, prioritized by need:
 - Assisting schools and teachers to understand and utilize available assessment data;
 - Providing professional learning as needed/desired for teachers, schools, and/or district;
 - Sharing new learning and recommending professional and student resources.

TIER 2: Targeted Small Group Interventions

Tier 2 interventions involve offering needs-based support to those students identified as requiring intervention to supplement core instruction in order to meet appropriate curricular goals and achievement indicators. Where possible, Tier 2 support should occur inside the classroom within the mathematics classroom or at other times during the instructional day.

The EST-N communicates with the classroom teacher(s) to insure intervention and classroom practices align and reinforce each other:

- Sharing instruction/intervention strategies;
- Sharing and analyzing assessment data (formative and summative).

The EST-N works with identified students in the classroom to supplement best instructional practice and provides:

- Individual support;
- Small-group instruction;
- Conferring and assessment;
- Documentation/record-keeping of interventions provided.

The EST-N collaborates with the school ESS Team and classroom teacher to identify needs of specific students (at risk and/or marginal students) by:

- Developing intervention plans in conjunction with the classroom teacher and EST-Resource;
- Problem solving the logistics of the intervention (e.g., individual or group, when, where, etc.);
- Communicating with the classroom teacher(s) to insure intervention and classroom practices align and reinforce each other.

TIER 3: Intensive, Individualized Interventions

Tier 3 support is intensive individualized or small-group instruction provided to students identified as requiring more than supplemental instruction in order to meet appropriate curricular outcomes and achievement indicators. Where possible, this degree of support should take place outside the mathematics classroom.

The EST-N collaborates with the school ESS Team by:

- Sharing and analyzing assessment data (formative and summative);
- Advising classroom and resource teachers in developing appropriate modifications and intervention for students with identified needs;
- Developing intervention plans in conjunction with the classroom teacher;
- Providing strategies for incorporating and reinforcing skills and strategies developed during intervention sessions into regular instructional time.

Appendix F

ROLE OF SPEECH LANGUAGE PATHOLOGISTS

Response to Intervention Tiers of Service

The role of Speech Language Pathologist (SLP) within an Inclusive Education, RTI model

The contribution of SLPs in influencing student learning and effective outcomes is well documented in the literature. SLPs bring specific knowledge and skills based on their training and expertise.

The modes of service delivery that the SLP can provide within a RTI model include, but are not limited to the following: consultation, collaboration, screening, and intervention. (Insert NL definition/academic/functional).

- Language development. The SLP is trained to identify the language periods including pre-linguistic, emerging, developing, language for learning, and advanced language (Paul, 2007). The SLP understands how to peel back complex layers of language at each of these language periods to identify which areas should be targeted for the purpose of bolstering weak spots.
- Components of language. The SLP is trained to screen form (i.e., syntax, morphology, phonology), content (i.e. semantic components, vocabulary), and use (i.e., pragmatics, cooperative conversations) of language.
- Speech sound development, consonant and vowel articulation, and patterns of sound that form speech.
- Phonemic awareness and development, and stabilization of the phonological form of words.
- Communication temptations, enhancing communication support, and repair of communication breakdowns.

TIER 1: Universal and School-wide System Supports

The goal of Tier 1 is to provide preventative and proactive supports for all students the classroom/common learning environment. SLPs work primarily with teachers during Tier 1 activities, which may include collaboration, professional development, coaching, problem solving, screening, and group instruction. The SLP can:

Collaborate with Teachers:

- Participate in a coaching/teaching partnership. This will encourage collaboration, support reflective practice, and promote positive cultural change.
- Explain the role of language in curriculum, assessment, and instruction, as a basis for appropriate program design. Explain the interconnection between spoken and written language.

- Share information regarding communication development, scientifically based literature, and pedagogical sequences. The teacher can then embed the knowledge into classroom routines.
- Collaborate to identify screening tools and processes for qualifying and quantifying the classroom language learning environment.
- Identify appropriate developmental progression/ trajectories of communication and language development and analyze classroom/school data.
- Design interventions to improve Tier 1 language instruction to improve the quality of the environment in which students are learning to read. Provide collaboration on improving instructional quality.
- Collaborate to personalize academic language by reducing linguistic complexity for students, highlighting important information, providing concrete examples for abstract concepts, giving and requesting elaborations.
- Plan for and conduct professional development on the language basis of communication and learning.
- Collaborate to understand the implication of benchmark measures to help identify students not responding adequately to first-tier instruction.
- Change how students are brought into speech-language services.
- Transition to School - Attending parent information sessions as part of the Welcome to Kindergarten orientation and consultation with TTS coordinator and/or Early Intervention personnel with EYE- DA results.

Support Students:

- Participate in the common learning environment during protected time for literacy instruction.
- Review student work samples, discourse analysis, communication sampling, and language samples.
- Help to differentiate learning opportunities/ activities/instruction for children who are not succeeding in the language component of Tier I school-wide interventions.
- Help to differentiate students who are not doing well due to poor response to instruction or intervention and students not doing well due to the nature of a disability.
- Identify students with the lowest phonemic awareness and sight- word scores. One challenge to dynamic assessment for large numbers of low-achieving students is the need for a simple, quick, standardized measure of language that can be administered repeatedly; similar to AIMSweb or other similar tools.
- Help identify systemic patterns of student need with respect to language skills.
- Be more responsive to individual student's need, by helping to design a variety of learning formats; multiple means of representation, presentation and engagement, as per universal design for learning (UDL).
- Provide service which is embedded within the provincial curriculum.

TIER 2: Targeted Supports

The goal of Tier 2 is to provide a rapid response to some students who may be at risk for failing. Tier 2 interventions are often provided in the form of targeted, small- group instruction using evidence-informed practices to address specific student weaknesses. The advantage to Tier 2 targeted interventions is that children with mild to moderate language deficits, arising from an experiential base, may be addressed. The SLP can:

- Help with decision-making about which skills to target. Deliver targeted group intervention before formal referral for speech-language services.
- Assist in providing direct instruction to address high-priority targets in emergent and early literacy development. The learning goals could be replicated using the same materials as the first-tier environment. This could occur in a small group weekly session for more targeted instruction, within the classroom/ common learning environment.
- Monitor student progress on targeted skills.

TIER 3: Individualized Interventions and Planning

Students not responding in Tiers 1 and 2 receive intensive and specialized intervention in Tier 3. Tier 3 supports are individualized, assessment-based, of high intensity, and of longer frequency and duration. Tier 3 can include specialized treatment for poor readers with language deficits who have not responded to universal instruction and targeted interventions. A Tier 3 activity may include collection of data to be used for consideration of eligibility for formalized assessment services. Other important activities include consultation with parents and Education Support Teachers – Resource and Literacy.

Appendix G

ROLE OF SCHOOL PSYCHOLOGIST

Response to Intervention Tiers of Service

The role of School Psychologist within an Inclusive Education, RTI model

- The services that the School Psychologist provides within an RTI model include, but are not limited to the following: indirect intervention, direct intervention, school-wide intervention, district/system-wide intervention, and dissemination of current research.
- Indirect intervention focuses on working with parents and educational staff in planning academic and/or behavioural interventions for individual students. Activities may include: consultation, program planning, parent contact, and collaboration with outside agencies.
- Direct intervention focuses on working directly with the student to better understand academic, behavioural and social-emotional challenges the student may be experiencing. Activities may include: individual counselling and skills teaching, group behaviour skills development, and individual assessment.
- School-wide intervention focuses on working with educational staff to improve the delivery of services in meeting students' social-emotional, behavioural and academic needs. Activities may include: coaching and collaboration, in-service education for educational staff and parents, prevention, consultation, school-wide screenings, and crisis response.
- District/System-wide intervention focuses on improving the system as a whole in its effectiveness in dealing with students' social-emotional, behavioural and academic difficulties. Activities may include: in-service education, district-wide screening, data collection and analysis, introduction and/or implementation of evidence-informed intervention programs, and interagency liaison and network building.
- Dissemination of current research focuses on review and sharing of current evidence-informed research and best practices with educational staff and parents. Activities may include: advise on or carry out planning, data collection, data analysis, interpretation of results and translation of findings into practical applications.

TIER 1: Universal and School-wide System Supports

The goal of Tier 1 is to provide preventative and proactive supports for all students in the classroom/common learning environment. School Psychologists work with district and school education

support services teams in Tier 1 activities, which may include collaboration, professional development, coaching, problem solving, screening, and group instruction. The School Psychologist can:

- Collaborate in the research and design of evidence-informed programs and initiatives. For example, social skills programs, anti-bullying initiatives, the development of threat assessment protocols, crisis response plans.
- Provide district-wide and school-based professional development and training.
- Support and partner with educational staff in the selection and/or delivery of social-emotional learning (mental fitness) and academic programs.
- Participate in a coaching/teaching partnership (i.e., classroom teachers, education support teacher- resource, education support teacher – guidance).
- Be a member of the district and school Education Support Teams.
- Participate on district and/or community committees and partnerships (i.e. Suicide Prevention Committee, Youth Treatment Program, District Health Advisory Committee).
- Train and support educational staff on school-wide RTI and Positive Behaviour Interventions and Supports (PBIS).

TIER 2: Targeted Supports

The goal of Tier 2 is to provide a rapid response to students who may be at risk. Tier 2 interventions are often provided in the form of targeted, short-term supports using evidence-informed practices to address specific student needs. The School Psychologist can:

- Collaborate in the research, design and/or delivery of evidence-informed programs and supports. For example, anxiety, anger management, stress management, mindfulness, addictions.
- Coach, through demonstration and training, progress monitoring strategies as part of the individual intervention plan, and assist staff in interpreting data as part of the on-going decision making process.
- Observe students in the school environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to monitor the student's progress.
- Participate in problem-solving meetings prior to referral submission.
- Provide supports to the school community in response to crisis.

TIER 3: Individualized Interventions and Planning

- Tier 3 supports are individualized, assessment-based, of high intensity, and of longer frequency and duration. Tier III encompasses students whose needs are severe and/or not met by Tier 1 and Tier 2 interventions and supports. The School Psychologist can:
- Provide consultation to educational staff related to an individual student's behaviour and/or learning difficulties.
- Participate in program planning meetings and case reviews for individual students with educational staff and parents. Provide advice on how to adapt the curriculum and make accommodations to meet a student's learning, behaviour and social-emotional strengths and needs.

- Consult with parents of students with behaviour, social-emotional, and learning difficulties regarding concerns, intervention strategies, and provide information to better understand the student.
- Collaborate and coordinate with other agencies to provide comprehensive services and wrap-around support for the student.
- Provide counselling and/or skills teaching to individual students.
- Complete a psychological and/or behavioural assessment to gain a better understanding of the student's strengths and needs to guide and develop programming.

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