

Supporting Struggling Students

Approach to High Quality Intervention

To support the success of every Louisiana student, we must work together to ensure the following things are true:

1. Every student has access to on-grade level instruction every day through a high quality curriculum in the least restrictive environment
2. Intervention should accelerate progress by preparing students for new learning, not remediating deficit areas.
 - a. For students who need additional support to achieve grade level standards, teachers should first employ the supports within the curriculum that scaffold learning during core instruction
 - b. For students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace the high-quality curriculum and embedded supports.
3. Educators who support struggling learners, including but not limited to general education, special education, English language, and reading interventionists, should be trained on the curriculum and should plan in a coordinated manner to ensure all students are prepared for Tier 1 content during core instruction and have support from their leadership in doing so.

Intervention Content Leader

Content Leaders are local educators who **support the implementation of Tier 1 curricula** by providing content- and curriculum-specific training to fellow teachers in their school and district. As part of the diverse learner strategy, the Department seeks to expand the Content Leader initiative and develop local educators with expertise in providing effective intervention for struggling students.

The Department will support teams of teachers—general education, special education, English language, and reading and math interventionists from individual schools – to participate in the **Intervention Content Leader program**. The program will build an understanding of how to best support struggling students through high-quality intervention that provides access to standards aligned curriculum. The role of the Intervention Content Leader will be:

1. **Train teachers to use core instruction and intervention time ensuring all students can access a high quality curriculum.**
2. **Support the school leadership to ensure that all teachers in the school use effective intervention strategies**

Who Should Attend?

Each UIR school must send **both an administrator and a teacher** (ideally SPED, EL, or ELA/ Math Intervention) to the Intervention Content Leader training.

- An administrator is best positioned to impact schoolwide scheduling, staffing decisions and redelivery of training schoolwide.
- SPED, EL and Intervention teachers have strong content knowledge and the pedagogical skills needed to deeply understand and implement intervention strategies at the classroom level.