

HRMS Push-In Support Definition

Push-in Supports at Hidden River are defined by the following actions:

*Direct work with students (Tier 1 Co-Teaching, Tier 2 Small Group, Tier 3 Individual Student Work)

*Consultative work with staff (Co-Planning, Progress monitoring the effectiveness of supports, materials, and instruction that was developed)

*Creation of supports and materials that can be used to support students by all teachers on a teacher team

*Note-- push-in support differs from consistent Co-Teach partnerships, in the following ways:

- Co-planning may not be consistently in place throughout the year, AND / OR...
- Co-teaching may not be consistently in place throughout the year

MLL Specific

(During designated 6 week instructional cycles)--

*Direct work with students

- (Likely at introduction of new skill or new component of a skill): Provide mini-lesson for all students to increase understanding about the language they will be using to demonstrate the Learning Target at a proficient level. (Tier 1)
- Provide small group targeted support for some students to increase understanding about the language they will be using to demonstrate the Learning Target at a proficient level. (Tier 2)
- Provide individualized support for a few students to increase understanding about the language they will be using to demonstrate the Learning Target at a proficient level. Concretely, this support is tied to a specific learning task for that week / timeframe. (Tier 3)

*Consultative work with teams

- Engage in co-planning / collaborative team planning with few designated teams at a time to design language supports for direct work with students (see above)
- Monitor effectiveness of language supports / progress monitor student growth
- Modeling the development of language supports in instruction

*Creation of supports / resources to use

- Identify language goals, targets, objectives, and tiered vocabulary strategies
- Identify language functions, strategies, and supports

Special Education Specific

(During designated classrooms / class periods)

*Direct work with students

- Provide support for all students in a classroom, with intentionality on how to leverage authentic peer support for students with extensive support needs
- Facilitate student integration into general education classroom community (student-student interactions)
- Model these interactions for teachers and para-educators in the classroom

*Consultative work with teams

- Modeling communication and interaction approaches with students with extensive support needs
- Provide programming information about students, such as: primary goals, accommodations, structures and routines that help with successful student integration in general education classrooms
- Being a resource to vet the "what should we do" questions and anchor those questions to student programming (see above) and / or instructional strategies that support all students

*Creation of supports / resources to use

- Observe learning tasks to create modifications that support student access to learning
- Modeling in-time supports or responses that can be delivered by all staff to create access to learning
- When given weekly plans with pre-identified most critical learning targets, develop modified work templates for student access to those learning targets