

Instructor Guide: Intensified Support Intervention Plan (Domain 4 – HLPs)

Purpose and Alignment

This assignment supports pre-service and in-service teachers in mastering Domain 4 of the High-Leverage Practices (HLPs), focusing on intensifying and individualizing instruction based on student needs. Candidates will design a targeted intervention plan for a student with significant academic and/or behavioral challenges, demonstrating their ability to apply data-based individualization and evidence-based interventions.

Learning Objectives

- Analyze comprehensive student data (academic, behavioral, progress monitoring).
- Identify when and how to intensify interventions using HLP-aligned strategies.
- Design individualized academic and/or behavioral interventions using data-based individualization (DBI).
- Develop a multi-tiered progress monitoring plan for tracking intervention effectiveness.
- Reflect on equitable and culturally responsive approaches to intensive interventions.

Instructor Instructions and Timeline

1. Introduce the assignment with a focus on Domain 4 of the HLPs and the importance of individualized interventions.
2. Provide access to the case study profiles, emphasizing diverse academic and behavioral needs.
3. Model the intervention planning process using one student example (optional slide deck provided).
4. Facilitate class workshops or office hours for progress checks (recommended Week 12-13).
5. Collect intervention plans and reflective rationales by Week 15.
6. Grade using the provided rubric and give timely feedback focused on intervention alignment and equity considerations.

Student Deliverables

Students will submit:

- Individualized Intervention Plan Template (academic and/or behavioral)
- Data summary and SMART goals
- Progress monitoring plan (tools, frequency, criteria)
- 3-5 page rationale connecting interventions to HLPs, DBI, and equitable practices

Grading and Feedback

Assignments are graded using the provided rubric. Instructors should offer constructive feedback addressing use of intensive supports, clarity of progress monitoring, and responsiveness to cultural and linguistic diversity.

Optional Extensions

Optional: Students may present intervention plans to peers, participate in peer feedback rounds, or engage in mock problem-solving teams.