

# Florida's Guiding Questions (Tier 1)

## Step 1 – Problem ID

- What do we expect out students to know, understand, and do as a result of instruction? (How Measure?)
- Do our students meet or exceed these expected levels? (How do you define “expected”)
- Are there groups for whom core is not sufficient? (What Tier of support needs to be a priority?)

## Step 2 – Problem Analysis

- If the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?
- Common sources for “why”: Curriculum/standards/learner mismatch; best practices with instruction are not occurring; environment not supportive of learning and interventions needs; student characteristics

## Step 3 – Plan Development and Implementation

- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- How will sufficiency and effectiveness of core be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?

## Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to core been effective? (decision-rules
- If so what's next? Phase out supports? Change to next set of goals?
- If not, what's next? Fidelity? Infrastructure? Resources? Planning?

