

Tiered System of Supports: Identification Phase Guiding Questions

PURPOSE

The purpose of this tool is to provide educators with some guiding questions that will facilitate reflection on their mindsets about students and their classroom practices. The questions also support an examination of schoolwide systems and structures that may contribute to inequitable and unintentional biased responses to meeting the needs of students.

DIRECTIONS:

Educators will leverage this tool as they begin to think about responding to or accessing Tier 2/Tier 3 support for the student. The questions in this tool provide an opportunity to examine implicit biases educators may hold about the student and their family. **Choose the 5-7 most relevant from each list to reflect upon.**

Identification Phase Guiding Questions

Educator Self-Reflection

- What concerns do I have about the student? (academics, social, behavioral, concerns outside of school, etc.)
- What supports/scaffolds do I provide to this student to ensure they can meet rigorous instructional goals?
- In what ways do I include student voice and choice in lessons and activities?
- What is my relationship like with the student?
- What type of interactions do I have with the student? (conversational, academic, directive, transactional)
- What questions do I ask the student about their life? (e.g., likes/dislikes, experiences outside of school)
- Am I reactive or responsive to the student's needs? What examples can I cite to support either response?
- What assumptions might I be making about the student? (race, culture, gender, socioeconomic status, parental engagement and capacity, etc.)
- Does the student feel represented in the resources, lesson content, assignments and assessments I use in class? (culture, language, ethnicity)
- How have my experiences with individuals from the student's culture (race, ethnicity, gender, religion, etc.) shaped the way I react or respond to this student?
- What is my learning environment like? (safe, unpredictable, etc.)
- What are some of the practices or systems I am working to improve in my classroom?
- Are there broader schoolwide contexts that might be contributing to the way in which the student is presenting in class?
- Are there mental health or medical considerations regarding the student? (*Be mindful about the sensitivity and confidentiality of this data*)
- What are the risks of not responding to or supporting the student?

Reflection on Caregiver Engagement

- In what ways have I reached out to the student's caregiver(s)?
- How often am I in contact with the caregiver(s)?
- What kind of information about the student has been shared with the caregiver(s)?
- How does my identity differ from the student and their family? How does it shape my interactions with the student's family?
- What do I know about the family context and relevant student history? (see [Caregiver Interview](#) for possible questions to ask)
- What other needs does the student/their family have?
- What language/cultural considerations might be impacting this student?
- How does the caregiver(s) perceive the school?
- What strengths can I leverage from the student's family or community context?
- What are the caregiver's dreams for the student?