

STUDENT ASSISTANCE TEAM FOUR STEP PROBLEM SOLVING PROCESS

1. PROBLEM IDENTIFICATION (during which the following are considered):

- a. What is the primary concern (academic or behavior)?
- b. What is the baseline data related to student learning?
- c. What has been done to address the primary concern? (Tier 1 and Tier 2 instruction; data; outcomes)

2. PROBLEM ANALYSIS (during which the following are considered):

- a. Student Strengths and Interests
- b. Relevant Educational Background
- c. Parent Information
- d. Health Information
- e. Cultural Background
- f. Observational Data from SAT member (if appropriate)
- g. Based on the information, the team decides which components the interventions should include

SAT analyzes student learning concerns by applying the ICEL framework (instruction, curriculum, environment, learner):

SATs use an equity lens when considering the concerns and ICEL analysis.

ICEL: To what extent is the concern <ul style="list-style-type: none">- an instructional issue?- a curricular issue?- an environmental issue?- a learner issue?	Courageous Conversations <ul style="list-style-type: none">- Where is race intersecting with the concerns?- Is there a perspective missing about why this student is struggling? How we should intervene?
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3. INTERVENTION PLAN & MEASUREMENT (during which the following are considered):

- a. Intervention plan description (plan, materials needed, start date, frequency, where, intervention implementer)
- b. Measurement system (expected rate of progress for this intervention, data collection system what will be recorded, frequency of data collection).

4. ANALYSIS OF THE INTERVENTION (during which the following are considered):

- a. Data review date
- b. Baseline data
- c. Resulting data
- d. Analysis (Did we reach the goal?)