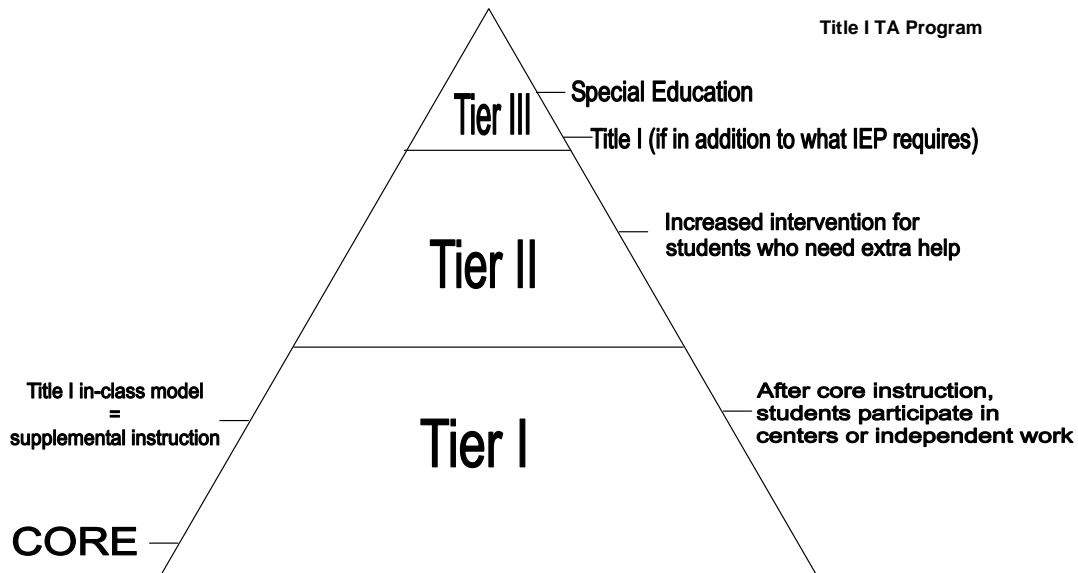


## Scenario Three



USDE Title I Presentation, February 2008

Title I law states that Title I students may be served simultaneously and in the same educational setting as non-eligible students who have similar educational needs (i.e., in-class Title I instruction).

In Scenario Three in a targeted assistance school, Title I teachers use the in-class model of instruction to provide supplemental educational assistance to identified Title I students. Title I teachers need to ensure that all services provided to Title I students are above and beyond the core instruction. For example, in Scenario Three, you will find the regular education teacher provides the core academic instruction. Afterwards, students may either do independent work or rotate to various centers throughout the room. The regular education teacher meets separately with small groups of students to provide further small group instruction or assess student understanding. The regular education teacher needs to ensure that all students get the benefit of this additional instruction.

Title I staff then work within the classroom setting with small groups of Title I students to further supplement instruction, expand upon the daily lesson, or possibly use visual or kinesthetic materials to teach the same lesson using a separate strategy.

In addition to the supplemental interventions within the classrooms, students identified for Tier II services may receive additional interventions in a pull-out setting or possibly after school. Students identified for Tier III services may receive one-on-one assistance and may have modifications made to their instruction and assignments.