

Do This, Not That For Tier 1 and Tier 2

Do This	Not That
<p>Tier 1</p> <ul style="list-style-type: none"> • Clarify the Essential Standards all students will learn through learning intentions/targets and success criteria • Create and give common assessments for formative learning • Create an intentional alignment between learning intentions/targets, success criteria, assessment, and learning activities through a backward design • Deliver an intentional lesson structure and sequence: I do, we do, you do with support, you do independently • Create a no-opt out learning environment • Engage students in discourse so they learn from one another • Focus on students learning through conceptual understanding • Use a balance of high- and low-level cognitive-demand tasks • Have students learning in mixed-ability groups 	<p>Tier 1</p> <ul style="list-style-type: none"> • Teach page by page in the book through each unit, and get as far as you can • Rely only summative assessments for providing grades • Make decisions about assessment after the teaching • Reteach everything students should have learned before starting grade- or course-level content • Move students to a lower grade or course • Create ability groups, and teach each group separately with different learning expectations • Use low-level tasks and skill-based problems only • Check for understanding by only calling on students with their hands raised • Slow instruction down for all students
<p>Tier 2</p> <ul style="list-style-type: none"> • Use data from common assessments to target interventions using student misconceptions and validate effective instructional strategies • Intervene by skill or target • Utilize teachers' instructional strengths to re-engage students • After a team analysis of Common Formative Assessment (CFA) data, respond timely through re-engagement • After re-engagement, only administer a 2nd CFA to the students who require re-engagement 	<p>Tier 2</p> <ul style="list-style-type: none"> • Send students out to other adults on campus to be "fixed" • Solely use a computer program that determines which standards a student has learned and creates a learning plan independent of the learning happening in class • Group students for intervention based on an overall test percentage (e.g., 65%) • Teach standards the same way they were taught during Tier 1 core instruction • Focus solely at the recall level • Leave students in the same intervention groups for extended periods of time