

Figure 1.1: Criteria for Successful Tiered Supports

<p>Tier 1</p> <p>Engaging, differentiated instruction for all students</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Consists of a guaranteed and viable curriculum that will result in mastery (not just coverage) of essentials to the level of depth and complexity required to be future ready. <input type="checkbox"/> Features differentiated and scaffolded pedagogies, strategies, and routines so that all students can access core content and engage meaningfully in their zones of proximal development. <input type="checkbox"/> This guaranteed, viable curriculum addresses both academic and behavioral domains.
<p>Tier 2</p> <p>More time and differentiated supports for students who have not mastered the essentials, as measured by regular assessments designed to inform instruction</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Supports for students who require more time and alternative strategies and approaches to master the content initially addressed in Tier 1. <input type="checkbox"/> Involves gathering evidence about which students will require support and with which skills, behavioral attributes, and academic learning targets they will need alternative strategies and approaches, as well as securing the time, personnel, and resources to respond. <input type="checkbox"/> Is validated by researchers, including Benjamin Bloom (1968, 1974, 1984), who demonstrated that an impressive 95 percent of students will achieve mastery of essential content with these Tier 2 supports as a companion to Tier 1 instruction, a model he named <i>mastery learning</i>. <input type="checkbox"/> Tier 2 supports (more time and alternative strategies and approaches to master Tier 1 essentials) can be applied to behavioral as well as academic learning targets.
<p>Tier 3</p> <p>For students who have been screened to be multiple grade levels behind their peers in foundational skills (and for students who have not responded to Tier 1 and Tier 2 supports)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Supports students who experience significant difficulties with any and all content because of deficits in their foundational literacy, numeracy, and behavior skills. <input type="checkbox"/> Requires that we identify students and their areas of deficit early; identification need not be laborious; the process is typically known as universal screening. <input type="checkbox"/> Involves providing intensive, targeted supports to begin closing gaps with a great sense of urgency; for example, each school year must end with educators having a solid understanding of students requiring Tier 3 supports, and an emerging understanding of the antecedents of their struggles, so that the next year's intensive interventions can begin the first week of school.