Aligning Tier 2 Intervention with Tier 1 Instruction When Using an HQIR

This guidance is intended to offer districts an effective process for closing opportunity gaps and enabling access to Tier 1 instruction through better supporting students whose academic readiness sits within the Tier 2 range, approximately up to a year behind grade level.

Incorporating targeted, forward-looking interventions both before and during a unit of instruction using a high-quality instructional resource (HQIR) accelerates learning by providing students at lower readiness levels the "just-in-time" support required to benefit from instruction in the Tier 1 classroom. This additional practice with challenging material and reinforcement of prerequisite knowledge and skills builds upon individual and group differentiation provided in Tier 1 to help prevent at-risk students from succumbing to unproductive struggle, and teachers from over-scaffolding or simplifying learning when feeling overwhelmed by a lack of readiness.

Aligning intervention students experience in Tier 2 with the outcomes and context of the Tier 1 classroom makes learning coherent, which supports engagement, retention and transfer. This alignment can be maintained during a unit through the progression of grade-level assessments embedded in an HQIR and data they afford.

Tier 1 Instruction: *Universal instruction provided to all students, aligned with state standards.*
Tier 2 Intervention: *Supplemental, targeted interventions provided to students identified as at-risk through screening and assessment, building upon Tier 1 instruction.*

To align Tier 2 intervention to Tier 1 instruction, this guidance recommends classroom teachers and intervention specialists collaboratively engage in the following steps.

Unit Internalization

1. Use unit internalization within professional learning communities (PLCs) to identify the precise knowledge and skills students need to access the next HQIR unit.
   ● Narrow focus to the knowledge and skills most crucial to summative success.
2. Decide which formative assessments from the HQIR will be common data points during the unit as a measure of ongoing student progress and to determine unit-specific learning needs.

Data Analysis and Grouping

3. Use available data to determine which students are not currently ready for upcoming learning.
   ● Universal screening and diagnostic assessment data are used to identify students needing more support.
   ● Available data should also include an HQIR pre-assessment when available. Make sure any assessment used is fine-grained enough to pinpoint knowledge and skills needed to access instruction. Educators will also need a process for effectively translating assessment data into actionable information.

- Determine which students are projected to fall within the range of Tier 2 intervention—up to a year behind grade level for the unit's key knowledge and skills—and who require more targeted or supplemental support.
  - **Note**: Following the guidance of your HQIR, students should also move in and out of flexible groups in the Tier 1 classroom during the unit to provide an initial layer of differentiated support based on data collected through curriculum-embedded assessments and universal screening data.
    - If data indicates a sizable proportion of the class has gaps in skills or concepts, this would be addressed during whole group instruction.
4. Create flexible groups of students for Tier 2 intervention based on needs evident in the data.
   - Patterns of readiness will likely emerge around particular knowledge and skills.
     - **Note**: Make sure it is clear to students this intervention is forward-looking and prepares them for the demands of the unit by addressing recently identified readiness gaps.

Establishing Tier 2 Support

5. Determine how Tier 2 support will be offered. Support can come from:
   - The classroom teacher providing additional individual and small-group instruction;
   - Push-in support offered by intervention specialists;
   - An acceptable level of pull-out support from non-core subjects; and/or
   - Support provided during designated times within a building's flexible schedule.

   Materials can include:
   - Use of differentiation/remediation support materials provided by the HQIR; and, as appropriate,
   - Time engaged with evidence-based online learning platforms that effectively target identified knowledge and skills needed to access grade-level instruction.
     - **Note**: Intervention programs should align with Tier 1 (instructional routines, terminology, scope and sequence, etc.) as much as possible, and online learning platforms that are NOT aligned to Tier 1 instruction should be used sparingly.

Implementation and Monitoring

6. Proactively begin targeted Tier 2 intervention in the time between unit internalization and the start of the unit. This allows students to preview new content and practice with it before they see it in class, enabling them to engage more successfully as learning begins.
   - **Note**: Tier 2 is more intensive through its smaller group size, more targeted focus on the individual needs of the students, narrower range of skills with students grouped according to similar needs, more opportunities to respond and more frequent progress monitoring.
   - **Note**: Build from what students already know and can do. Limit addressing of prior knowledge and skills from earlier grades to what is required to meet targeted grade-level outcomes and knowledge-building needed for comprehension. Educators may need support in determining what is most essential. Acquiring only the most essential prerequisite knowledge and skills from earlier grades is sufficient to improve the likelihood of success in a unit. Start each student with the knowledge and skills they are academically ready for and build upward.

- Students would move in and out of Tier 2 based on progress monitoring data (set at grade-level benchmark).
7. Ensure regular communication between the classroom teacher and any providing Tier 2 intervention to monitor progress and adjust supports.
   - When the identified formative assessments occur during the unit and student work is analyzed, share relevant data to add to Tier 2 progress monitoring data and as feedback on how Tier 2 intervention is addressing Tier 1 needs.
8. Schedule a meeting once the unit concludes for the classroom teacher and any who provided intervention support to analyze summative data, reflect on the process and determine next steps.

References

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