



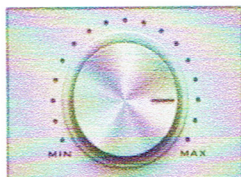
## Tiered Instruction

### What is it?

A strategy in which the teacher seeks to have each learner challenged at the correct level of difficulty (readiness) as all students learn the same fundamental skills and concepts. The teacher can Tier by varying the level of challenging or supportive content, process, or assignment. Tiering can happen in a variety of ways.

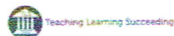
### How to “Dial Up or Down” the Degrees of Difficulty

Create degrees of difficulty so students are challenged at the correct level of difficulty (CLD)



Things teachers can change:

- Materials or hand-outs
- Number of Scaffolds
- Teacher placement
- Level of thinking/questioning
- The assignments



### Critical Attributes

- Tiers based on data from Targeted Check
- Offers 2 or 3 levels of engagement/cognitive challenge in one lesson
- Can Tier by input - materials; process - supports or Scaffolds; or output - product or level of thinking required to complete task
- Challenges students at the correct level of difficulty

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### Why use it?

Tiered instruction allows each student to work at the correct level of difficulty.

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### What are the guidelines for successfully implementing this strategy?

1. Decide what concepts and skills will be the focus of the lesson.
2. Formatively assess students on those concepts and skills.
3. Create or use an assignment designed to teach those concepts and skills.
4. Think of the assignment as a ladder with two or three rungs (advanced, middle, basic). Then decide what rung the current assignment is on.
5. Modify the assignment to provide different degrees of difficulty to either the process, product or content.
6. Determine which assignment each student will receive based on the formative assessment.



# Tiering Video Analysis

Content Area Selected	
<b>A</b> ssessment <b>Driven:</b> Targeted Check <ul style="list-style-type: none"><li>• Critical Content?</li><li>• Individual Data?</li></ul>	What was the Assessment used to determine levels for this lesson?
<b>R</b> esponsive Instruction to <b>E</b> ngage at the Correct Level of Difficulty	Did the teacher Tier by adjusting: <input type="checkbox"/> Materials or Handouts <input type="checkbox"/> Number of Scaffolds some students received <input type="checkbox"/> Teachers placement/support <input type="checkbox"/> Level of thinking required or questions <input type="checkbox"/> Assignments
Management Considerations:	What procedures or process directions were necessary for both the teacher and the students?
Your Notes or Question: Have you done something like this?	