

## Chapter 4 – Standards-Based Learning

### Section 4.1 Tier 1

#### STANDARDS-BASED CLASSROOM LEARNING:

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support.
- Implementation of the Georgia Performance Standards (GPS) through a standards based classroom structure.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
- Progress monitoring of learning through multiple formative assessments.

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- As Georgia moves towards full implementation of the Georgia Performance Standards (GPS), it is recognized that the curriculum standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments, implemented with fidelity, are necessary to ensure all students have access to quality instruction. (See SBC rubric appendix) This fidelity of implantation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning focus on the GPS and include evidence-based instruction that is differentiated according to students' various needs.
- Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction. Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
  - Common Formative Assessments
    - Formative assessments will be used in all classrooms for all students. To answer DuFours' questions, "How will we know when each student has learned it," the use of common formative assessments will be necessary for teacher groups to discuss student learning.
    - All teachers in all classrooms should use a variety of formative assessment strategies to continuously know individual student achievement.
    - The assessment process needs to be consistent among the teachers in a grade level/department.
    - Common formative assessments will be the glue that binds groups of teachers together to discuss teaching and learning.
- Data from formative assessments should guide immediate decision making on instructional next steps.
  - Differentiation of Instruction refers to the need for educators to tailor curriculum, teaching environments, and practices to create appropriately different learning experiences for students based on frequent assessments.
  - Flexible Groups are used to organize students for instruction based on need. Groups are not static, and teachers use frequent formative assessments to establish and modify the composition of groups.

- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. Bloom’s Taxonomy should guide the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers will be required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on the GPS is required. Vertical (across grade level) instructional conversations will support and challenge all teachers to provide instruction where students demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the GPS will ensure student access to an appropriate rigorous instructional program.

### **Student Movement to Tier 2**

- System and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS.
- The universal screening process is used to identify students requiring additional “detective work” assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicate a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support:
  - Is the learning concern a curriculum issue?
  - Is the learning concern an instructional issue?
  - Is the learning concern a student issue?

The questions should be addressed in the order listed.

- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 supported is needed. However, common sense is critical in assessing student performance and individual responses to Tier 1 instruction (i.e.; a student with a documented visual impairment would be provided interventions immediately).

**What does Tier 1 look like in action?**

<b>Examples of Tier 1</b>	<b>Non-examples of Tier 1</b>
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, support English language learners, and support advanced learners within the classroom.	Kindergarten teachers give colleagues copies of weekly activities and center projects.
Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.	First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.
Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as a spring board for teacher discussions about instruction and learning.	Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.
Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.

