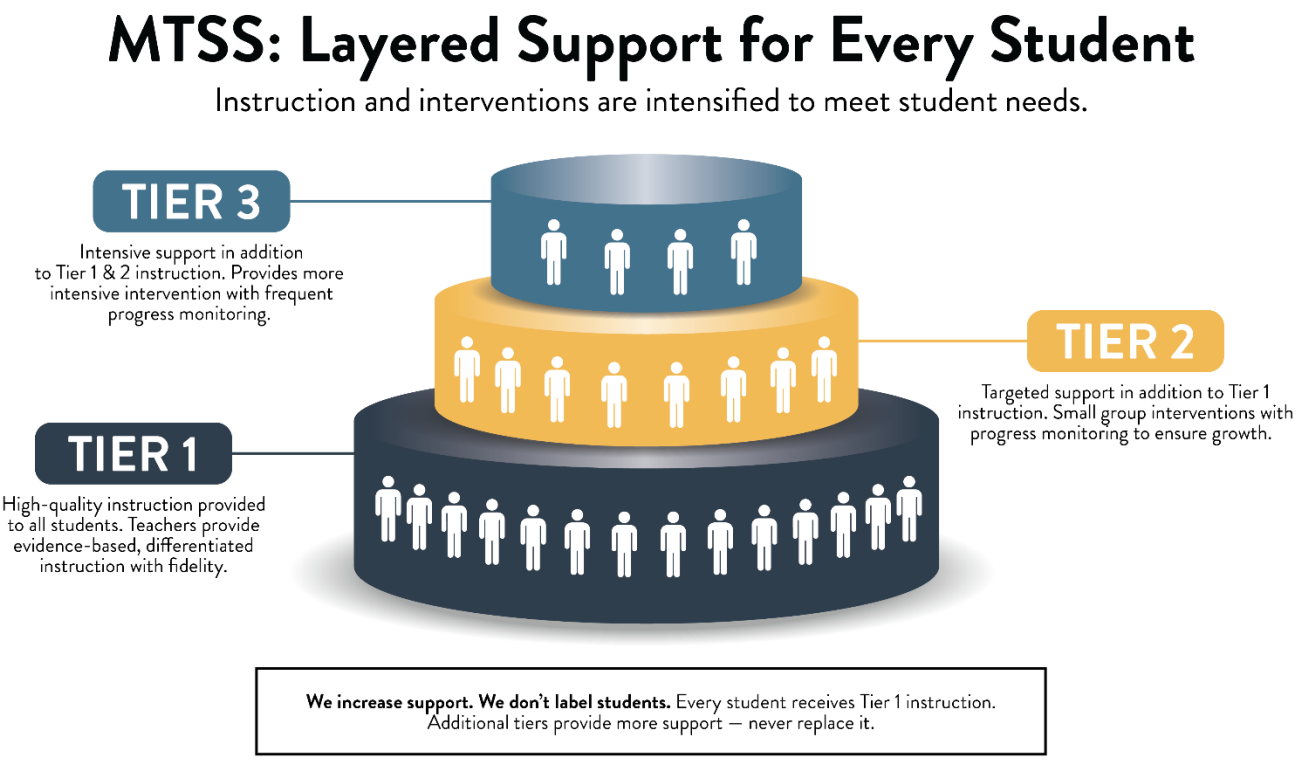
SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Three-Tiered Model

The *Three-Tiered Model* serves to organize instruction and intervention within a Multi-Tiered System of Supports (MTSS). Data-based problem-solving reveals learning gaps. Tiering instruction ensures all students receive support in the best setting at the appropriate intensity, frequency, and duration, based on identified needs.



Adapted from American Institute for Research. (2023). *What is Multi-Level Prevention System?*

Core Instruction (Tier 1)

Tier I instruction refers to high-quality core instruction provided to all students. In Tier I, teachers provide evidence-based, differentiated instruction with fidelity. Within a positive school climate, each classroom has clear and consistent behavioral expectations, and all students know them. Tier I instruction is expected to meet the needs of 80–90 percent of students in reaching grade-level proficiency and meeting behavioral expectations. Tier 1 instruction is characterized by:

- Grade-level instruction using High-Quality Instructional Materials (HQIM)
- Brief scaffolding of prior year content and skills woven into grade-level lessons

- Differentiation to support all students in accessing the content
- Safe and structured environment conducive to learning (predictable routines, clear expectations that are taught, respectful two-way communication is modeled, etc.)
- Rigor and high expectations for all students

Tier I instruction must be critically evaluated using universal screening data and strengthened so that the vast majority of students succeed. Universal screening at regular intervals documents the progress of all students and helps guide instruction.

Targeted Intervention (Tier 2)

Tier II interventions go beyond the differentiation and support that occur in Tier I. Tier II support is provided in addition to the core instructional all students receive, can occur within the classroom, and is most often provided as an additional 30 minutes of direct, targeted academic instruction several times per week.

Effective intervention systems take time to plan and implement and need to be done with a sense of urgency. The earlier schools identify students for intervening services, the greater students' progress toward grade level success will be. There is no one-size-fits-all plan for what to teach during intervention. Data must be used to identify specific academic and behavioral gaps for each student. Extra instructional time is devoted to teaching these specific skills to mastery in order to close gaps early.

- The pacing of which skills and content to teach should be influenced by the pacing of core instruction.
- Extra instructional time should address precursor skills and knowledge needed in the upcoming units.
- Novel evidence-based instructional strategies should be used, rather than repeating the same explanation presented during core instruction.
- Groups are flexible, not fixed. Progress monitoring results dictate if the intervention should be discontinued, adjusted, or extended.
- Behavioral norms should not be assumed. Some students may need targeted interventions in social skills such as turn taking, self-control, and respect for others.

Keep in mind that an unmanageable number of students in need of Tier II support is an indicator that Tier I instruction is not effective. If this occurs, changes should be made to Tier I instruction based on data.

Intensified Intervention (Tier 3)

When progress monitoring indicates that a student is not responding to Tier II interventions that have been implemented with fidelity, Tier III provides evidence-based, small-group or individualized, intensive intervention.

Tier III support is provided in addition to the core instruction all students receive. Students may be pulled out of the classroom for Tier III intervention, which is provided more frequently and for a longer duration than Tier II intervention. Tier III interventions require problem-solving to determine the reason behind a particular students' learning and/or behavioral gap in order to accurately identify ways to close the gap.

Protocols by Tier

The model protocols below serve as examples only. It is recommended that district and school leadership teams create similar tables to clearly define system expectations for each tier of instruction.

Core Instruction (Tier 1)

Group Size	Frequency and Duration	Type of Delivery	Types of Assessment
All students (100%) *Groupings are fluid, flexible, and based on common skills/needs as determined by data.*	**Frequency** • Daily **Duration** • ELA (120 minutes) • Math (see district parameters for required minutes and seat time) **Progress Monitoring** • 3 times per year	**Responsible Educator** • Classroom Teacher **Types of Delivery** • Whole group • Small group • Individualized **Setting** • General education classroom	**Types of Assessment** • Universal Screeners • Early Warning Systems • Attendance • Discipline Referrals • Formative Assessments • Summative Assessments • EOC Tests • Common Assessments

Targeted Intervention (Tier 2)

Group Size	Frequency and Duration	Type of Delivery	Types of Assessment
Some Students (10-15%) *Groupings are fluid, flexible, and based on common skills/needs as determined by data.*	**Frequency** • 2-3 times per week **Duration** • In addition to core (Tier 1) • 15-30 minutes per day **Progress Monitoring** • Every 2 weeks • Planned and monitored by grade/ department team	**Responsible Educator** • Classroom Teacher • Interventionist • Content Specialist **Types of Delivery** • Small group (2-10 students) **Setting** •	**Types of Assessment** • Evidence-based progress monitoring tool • Behavior contracts • Check-in/check-out • Attendance • Weekly behavior charts

***Intensified Intervention (*Tier 3)**

Group Size	Frequency and Duration	Type of Delivery	Types of Assessment
Few Students (1-5%) *Groupings are fluid, flexible, and based on common skills/needs as determined by data.*	**Frequency** • 4-5 times per week **Duration** • In addition to core (Tier 1) • 30-45 minutes per day **Progress Monitoring** • Every week • Planned and monitored by individual data-	**Responsible Educator** • Classroom Teacher • Interventionist • Content Specialist **Types of Delivery** • **Setting** • General education classroom or other appropriate	**Types of Assessment** • Technically adequate diagnostic assessment • Evidence-based progress monitoring tool • Behavior contracts • Check-in/check-out • Attendance

	based problem-solving team	setting designed by the school • Fidelity (same person, day, time, skill)	• Daily behavior charts

References:

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