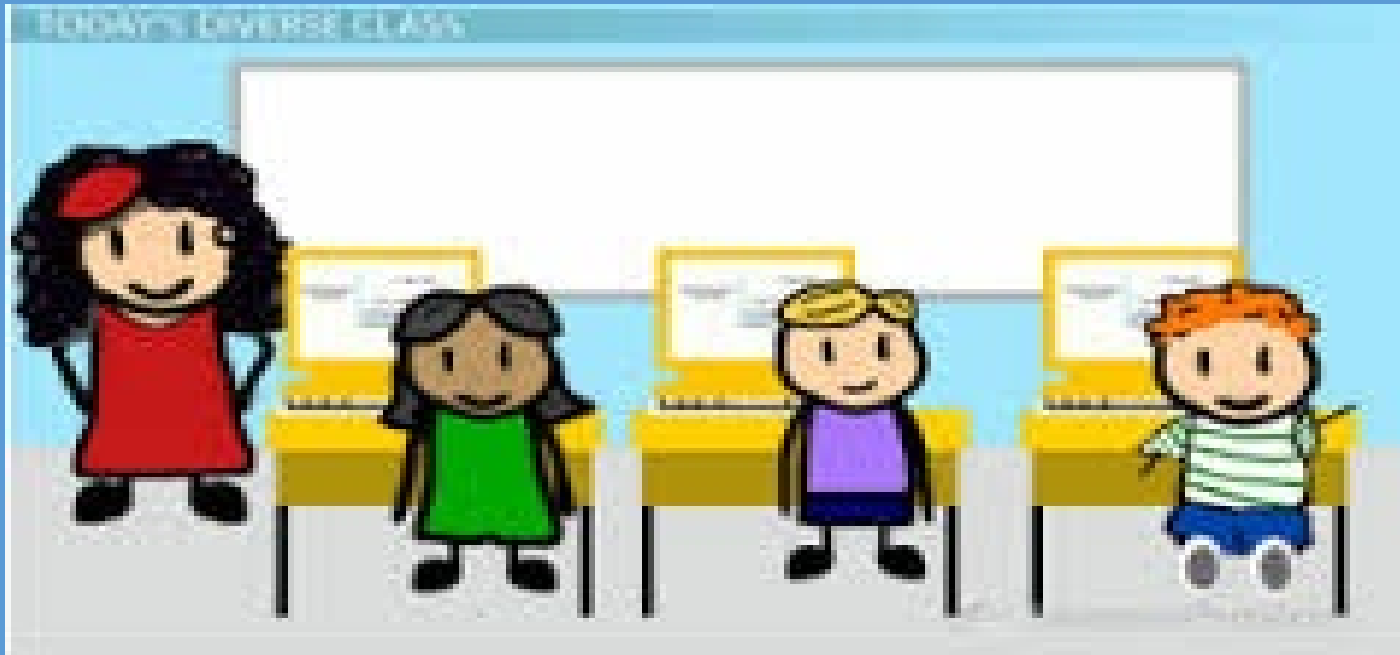
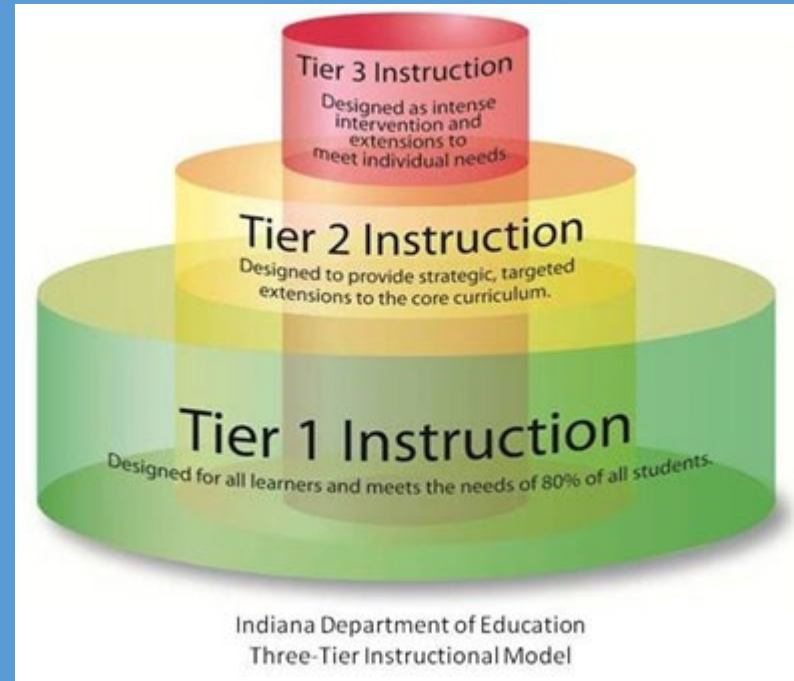


# TIERED INSTRUCTION

## A PLANNING STRATEGY FOR MIXED-ABILITY CLASSROOMS



**METRO NORTH  
EDUCATION  
DISTRICT**

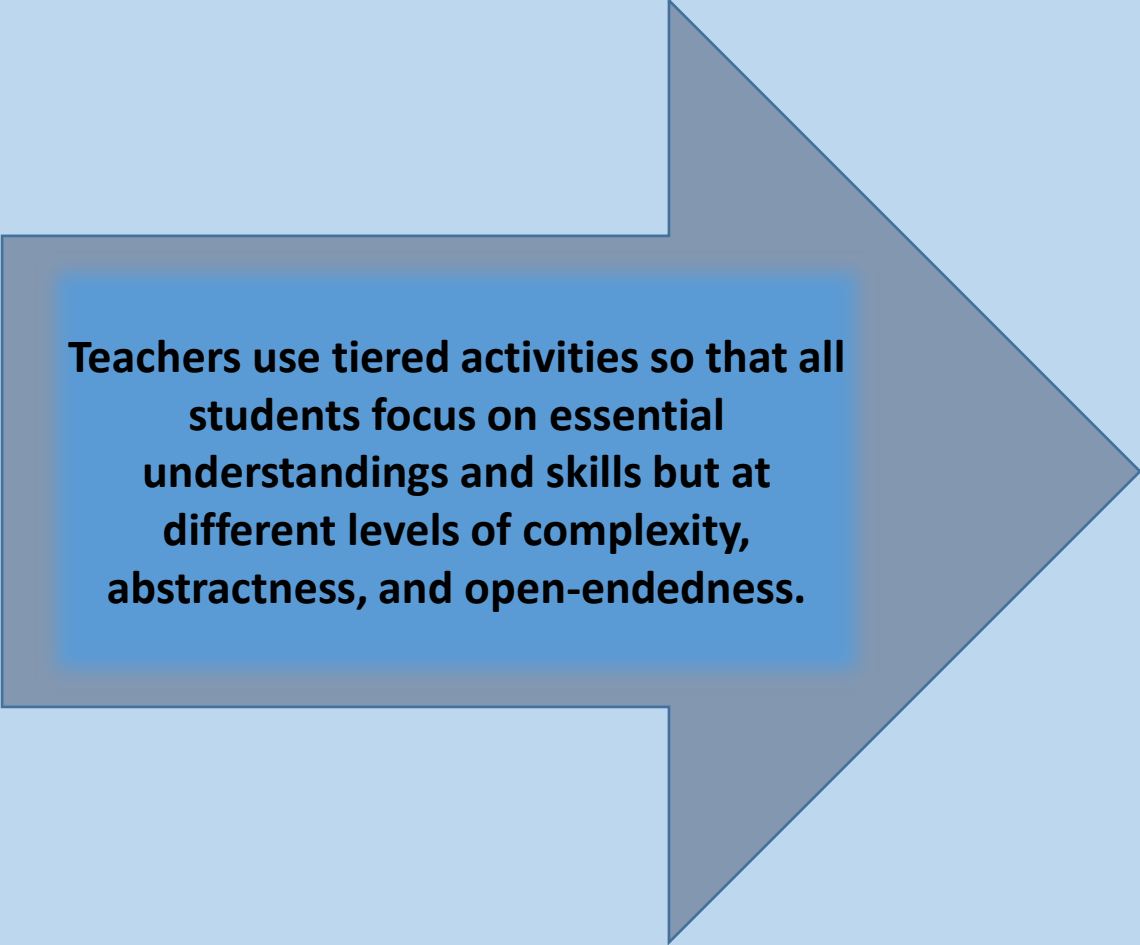
**MARCH 2021**

# Tiered Instruction

What words,  
phrases, or images  
come to mind when  
you hear the term  
*tiered instruction*?



# WHAT IS TIERED INSTRUCTION?



Teachers use tiered activities so that all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness.

By keeping the focus of the activity the same, but providing **routes of access** at varying degrees of difficulty, the teacher maximizes the likelihood that:

- Each student comes away with pivotal **skills and understandings**.
- Each student is **appropriately challenged**

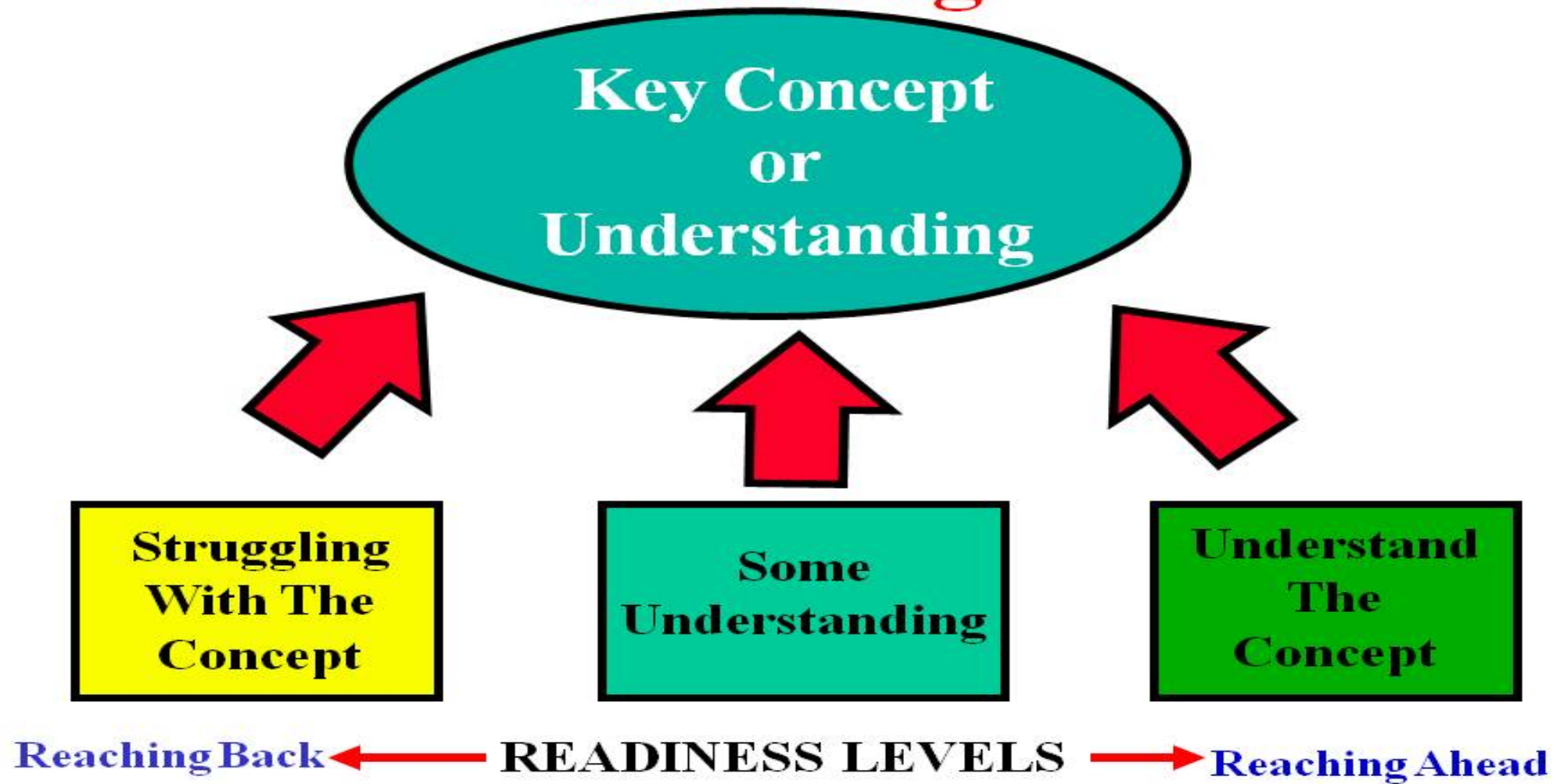
***Be not afraid of  
moving slowly.  
Be afraid only of  
standing still.***

# WHAT CAN BE TIERED?



- Assignments
- Activities
- Work centres/ stations
- Assessments
- Materials
- Experiments
- Writing prompts
- Homework

# Creating Multiple Paths For Learning



## **IDENTIFY OUTCOMES**

WHAT SHOULD THE STUDENTS KNOW, UNDERSTAND, OR BE ABLE TO DO?

## **THINK ABOUT YOUR STUDENTS**

PRE-ASSESS READINESS, INTEREST, OR LEARNING PROFILE

## **INITIATING ACTIVITIES**

USE AS COMMON EXPERIENCE FOR WHOLE CLASS

**GROUP 1  
TASK**

**GROUP 2  
TASK**

**GROUP 3  
TASK**

# THE TEACHER'S CHALLENGE



**Developing--  
“Respectful  
Activities”**

- **Interesting**
- **Engaging**
- **Challenging**



# When Tiering:



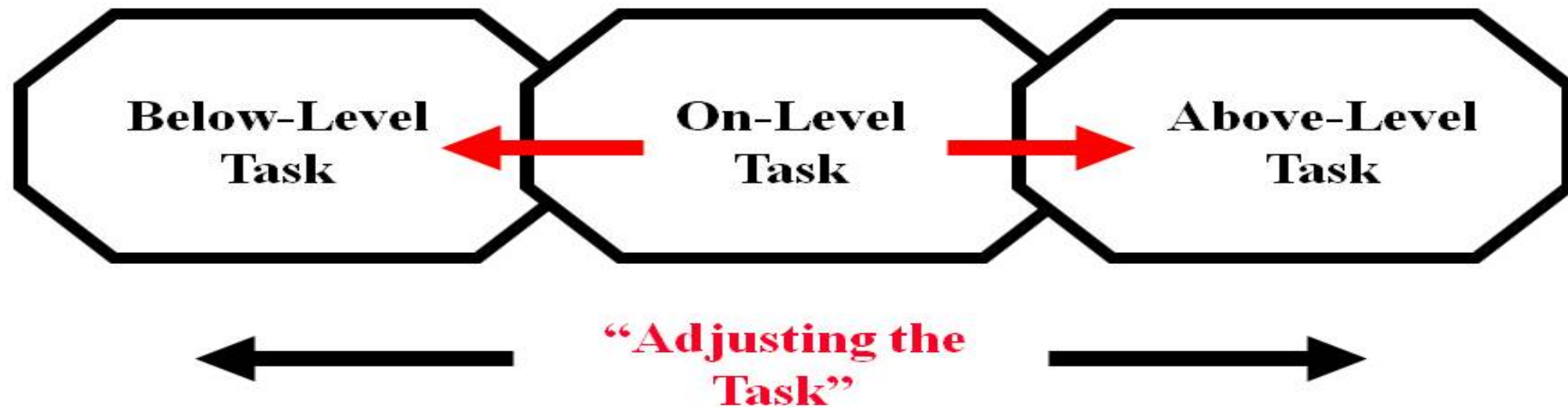
## **Adjust---**

- **Level of Complexity**
- **Amount of Structure**
- **Materials**
- **Time/Pace**
- **Number of Steps**
- **Form of Expression**
- **Level of Dependence**

# Planning Tiered Assignments

**Concept to be Understood  
OR  
Skill to be Mastered**

Create **on-level task first** then adjust up and down.



# When teachers tier assignments...

- They make slight adjustments within the same lesson to meet the needs of students.
- All students learn the same fundamental skills and concepts but through varying modes and activities.
- The tiers appropriately challenge students at their ability levels.

# Ways to TIER Assignments

Assignments can be adjusted in any of the following activities:

- Level of complexity
- Amount of structure
- Various materials
- Time allowed
- Level of independence

- Pacing of assignment
- Number of steps required for completion
- Form of expression (sentence writing, a paragraph, report, short story, speech, research paper)

# Steps:

**1. Identify key concepts, skills, and essential understandings that you want all students to achieve. These elements become the basis for your on-level tasks**

**2. Identify how you will cluster groups/activities. Keep the number of levels consistent with your group/ levels of students.**

**3. Select elements to tier.  
Examples – Next slide**

**6. Develop a third, more advanced activity for learners who have already mastered the basic standard or competency being addressed. Make sure the task actually requires higher-level thinking than the on-level tasks, not just more of the same thing.**

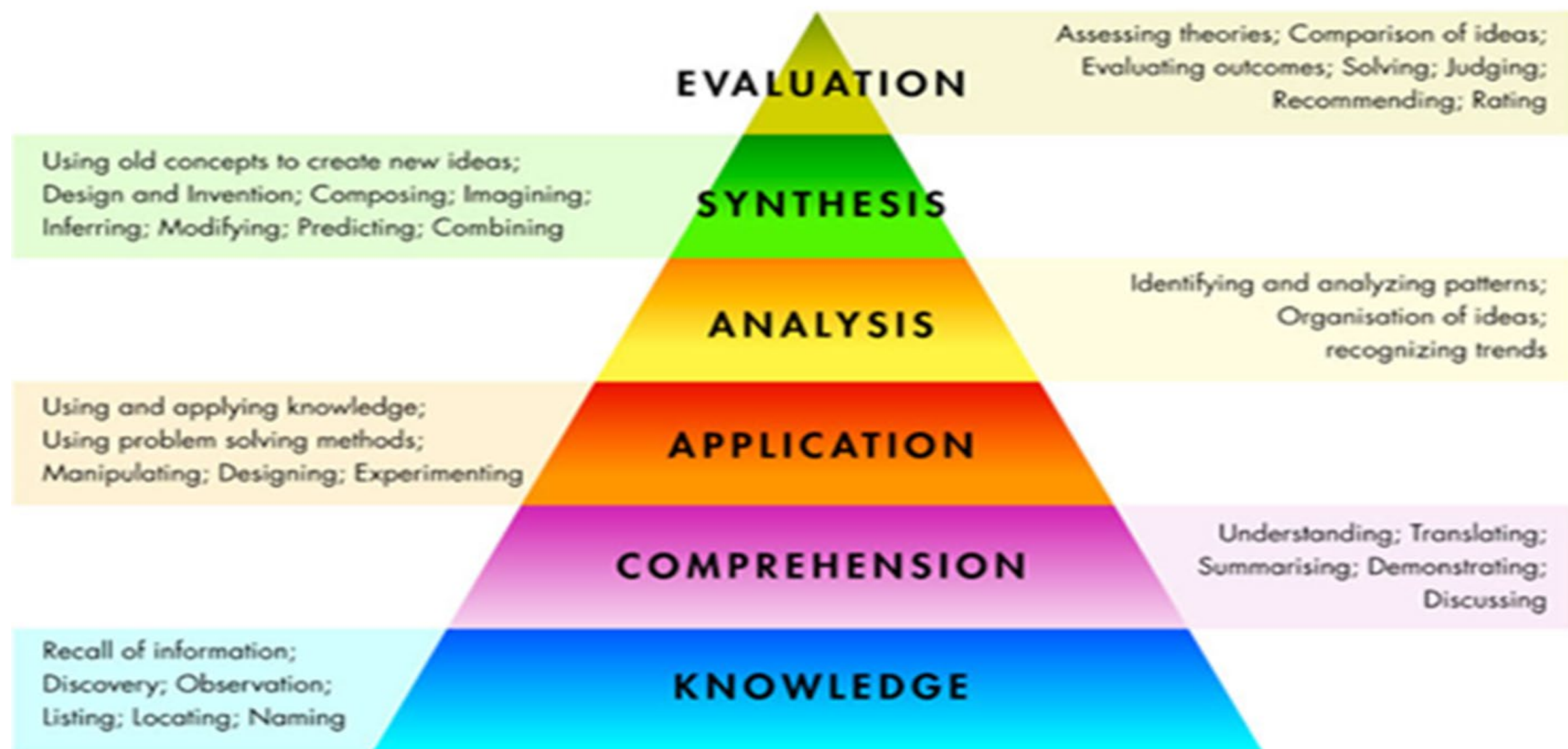
**5. Design a similar task for struggling learners. The task should make adjustments based on student readiness.**

**4. Create your on-level tier.**

# Elements to Tier a Lesson

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Challenge level</b></li><li>• <b>Complexity</b></li></ul> | <ul style="list-style-type: none"><li>• Bloom's Taxonomy</li><li>• address the needs of students at introductory levels as well as the needs of students who are ready for more advanced work.</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Resources</b></li></ul>                                   | <ul style="list-style-type: none"><li>• choose materials at various reading levels and complexity of content, you are tiering assignments by resources</li></ul>   |
| <ul style="list-style-type: none"><li>• <b>Outcomes</b></li></ul>                                    | <ul style="list-style-type: none"><li>• Students use the same materials but end products vary</li></ul>  |
| <ul style="list-style-type: none"><li>• <b>Process</b></li></ul>                                     | <ul style="list-style-type: none"><li>• The end products are the same but the ways students arrive at those outcomes may vary</li></ul>  |
| <ul style="list-style-type: none"><li>• <b>Product</b></li></ul>                                     | <ul style="list-style-type: none"><li>• Group by multiple intelligences or learning styles followed by assignments that fit those preferences.</li></ul>   |

# B L O O M S   T A X O N O M Y



# LESSON APPLICATION

## Know, Understand and Do (KUD)

- Explicitly detail exactly what it is you want your learners to:

**Know: facts, vocabulary, definition, places, information**

***Example: Multiplication tables***

**Understand: essential truths, principles and generalizations, big ideas of a discipline, I want learners to understand that...**

***Example: I want learners to understand multiplication is another way to add numbers***

**Do: basic skills, thinking skills, planning skills, use verbs or phrases**

***Examples: Learners solve problems requiring multiplication***



# Illustrative Model of Scaffolding

*What students can now do on their own as a result of the scaffold*

Scaffold fades or is removed

New Knowledge

Provided from the instructor

Scaffold

That students cannot do on their own

New task

What the students can already do

Foundational knowledge

**THANK  
YOU!**

**[Bridget.Goosen@westerncape.gov.za](mailto:Bridget.Goosen@westerncape.gov.za)**