

Answering “Why?” at Tier 1

Analysis: Possible Hypotheses

- Core curriculum does not reflect best practice/scientifically based practice
- Teachers require staff development to effectively implement the core curriculum
- Insufficient time is allocated to instruction
- Essential questions need to be changed to fit information every student must have to meet standards
- Additional grouping/differentiation options need to be implemented
- Students need to be better engaged in the learning process

Tier 1: Problem Definition & Analysis

Problem Solving Step	Tier 1 All students
<p>What is the problem?</p> <ul style="list-style-type: none"> Measurable, observable, clear, specific statements Discrepancy between a desired state and what is occurring 	<p>Difference between how many students are proficient on accountability measure (ISAT, ODRs, etc.) and 100% (desired state is all students proficient)</p>
<p>Why is it happening?</p> <p><i>Academic</i></p> <ul style="list-style-type: none"> Can't do vs. Won't do? (Skill and Performance deficits) Essential "big idea" & specific subskills needed? More practice, more help/ too hard, won't do? <p><i>Behavior</i></p> <ul style="list-style-type: none"> Get/obtain Escape/avoid 	<p>If too many are not proficient, analyze factors most related to effective implementation of a good core curriculum/school-wide behavior system.</p> <ul style="list-style-type: none"> <i>Is it validated?</i> <i>Is it being implemented with integrity?</i> <i>Is enough instruction time being allocated to ensure student success?</i> <i>Are teachers using effective practices to differentiate instruction/promote positive behaviors?</i> <i>Are there more effective ways to make sure that the 'big ideas' of the curriculum/positive behaviors are being instructed?</i>