

Chapter 1	Chapter 2	Chapter 3
As educators it is important that we view a student's education as a K-12 system rather than simply elementary, middle, and high school levels that work independently of one another.	No interventions will compensate for ineffective Tier 1 instruction.	Know and be able to do
Look at curriculum, instruction, and assessment through a more targeted lens.	Where to begin? How to implement this new vision.	deconstruct essential standards
	"Group of people working <i>interdependently</i> to achieve a common goal, for which members are held <i>mutually accountable</i> ."	learning targets
meaningful collaborative teams	Measurable learning targets	student-friendly language
Be more flexible in teacher's daily schedule. Find time within the day.	Identifying where these essential learning outcomes are addressed and assessed.	Learning progression
	**3 of 4 students should get it if the initial instruction is sound.	Knowledge - Reasoning - Performance Skills - Product
common formative assessments	Identify students in need of intervention about every two to three weeks.	gain shared clarity on the essential learning outcomes
	Provide extra time and support for students who need it.	identify those things that are preventing students from learning these critical skills
	Tier 2-extra time and support (don't fall behind)	
	They are ours!!!	
	Shared clarity, essential learning outcomes, identify preventing students from learning	