Implementation DASHBOARD

Establishing Coherence Across Tiers

Establishing Coherence Across Tiers

"Cohesion isn't about doing the same thing at the same time; it's about reinforcing the same learning in the same way."

Coherent instruction across all tiers relies on successful collaboration built on clear expectations, shared responsibility, and structures that make alignment a routine part of the work rather than an additional task. Use this document to support the establishment of coherent instruction across all tiers.

Step 1: Communicate Expectations

To bring coherence across all tiers of instruction, communicate the expectation for it. This starts with establishing non-negotiables, including:

- Tier I HQIM serves as the instructional foundation for all students.
- Intervention provides access and intensification; it does not replace core instruction.
- Collaboration exists to protect and strengthen instructional quality, not to create additional compliance tasks.

Step 2: Clarify Roles

Coherence depends on clearly defined roles and responsibilities for both Tier I teachers and interventionists.

Shared Goal, Different Expertise
Tier I teachers and interventionists are responsible for the same student outcomes. Their roles differ not in what students are expected to learn, but in how they support students in reaching those expectations.

Tier 1 Teachers: Lead the content and routines. Tier I teachers remain responsible for **grade-level outcomes**. They own the scope, sequence, instructional routines, and language of instruction and sharing upcoming texts, skills, and routines with interventionists.

Interventionists: Lead access strategies and scaffolds. They are responsible for how students access learning, not for changing what students are expected to learn. Their expertise is in diagnosis, scaffolding, and intensification.

Step 3: Define Collaboration

Instructional coherence requires a shared understanding of what collaboration is—and what it is not. This starts with centering it on students, not compliance.

Collaboration is:	**Collaboration is not:**
Shared responsibility for **all students' growth**	Handing off struggling students
Alignment to the **same HQIM**	Using disconnected programs or skill and drill
Use of **Tier I evidence** to plan interventions	Waiting for failure before intervening
Reinforcement of grade-level instruction	Teaching isolated skills out of context
Clear roles: **Tier I = core** **Tier II/III = intensification**	Replacing core instruction
Consistent **language, routines, and texts**	Conflicting instructional approaches
Ongoing **two-way communication**	One-way updates or compliance meetings
Joint problem-solving for non-responders	Blame instead of shared analysis

Step 4: Establish Conditions for Successful Collaboration

Successful collaboration requires protecting collaboration time inside the workday and establishing clear expectations for what is shared and how often.

If collaboration translates to more meetings, you'll lose people fast. Tier 1 teachers and interventions collaborate for 15 - 30 minutes each week, focusing on

1. What's coming next week by reviewing upcoming Tier 1 instruction.
    a. The focus is texts, skills, routines—not full lesson plans
2. Where will students struggle? This can be done by asking
    a. "Where are students likely to break down—and what would help them access this lesson better?"
3. Which students need extra access?.
    a. Students should move in and out of intervention as needed.
4. Which routines/texts should be mirrored?
    a. Interventionists should design aligned support without having to re-plan Tier I instruction.