

## Part II: MTSS Tier 2 Practice Profile

The following table outlines the definition of each component and key actions for the implementation of Tier 2 interventions within the Multi-Tiered Systems of Support framework along a developmental continuum from effective, developing, and ineffective.

- **Effective/ Proficient (Complete and Consistent Implementation):** Includes core practices implemented with fidelity and generalized to a wide range of settings and contexts; used consistently and independently; and sustained over time while continuing to grow and improve.
- **Developing (Partial or Inconsistent Implementation):** Includes core practices, but in a more limited range of contexts and settings; inconsistent use is evident or there is a need for supervisor/coach consultation to complete or successfully implement practices in order to move the school site into the effective/proficient category. Examples of developmental implementation are provided but are not inclusive of all possible examples. This column helps to define action planning.
- **Ineffective (Little or No Implementation):** Includes insufficient or inconsistent use of essential core practices. Examples are provided for illustration but are not inclusive of all possible ineffective variations. Often times, if implementation falls into the ineffective category, there may be challenges related to the overall implementation infrastructure (e.g., if the staff is trained or using data to guide decisions that inform continuous improvement).

The Tier 2 Practice Profile is organized into Systems, Data, and Practices to help teams review Tier 2 interventions for effectiveness and efficiency. It is based on, and incorporates, guidelines developed by the National Center for Intensive Intervention.

### Systems

Systems are in place to support staff in the effective use of data and practices to improve learner outcomes.

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>School Schedule</b>	School-wide schedules are aligned to support Tier 2 intervention based on student need; adequate time is available for intervention.	School-wide schedules are partially aligned to support Tier 2 interventions based on student need; additional time available for intervention is not optimal for student needs.	School-wide schedules are not aligned to support Tier 2 interventions based on student need; insufficient time is available for intervention.
<b>Professional Learning</b>	Professional learning is embedded in policies and consistently provided to ensure Tier 2 interventionists continuously examine, reflect upon, and improve the delivery of interventions and data-based decision making.	Some forms of professional learning are provided to Tier 2 interventionists, but most are not consistent or job-embedded.	There is no well-defined professional development mechanism to support Tier 2 interventions.
<b>Resources</b>	Resources (e.g., tools, funds, programs, FTE) are adequately allocated to support Tier 2 intervention implementation.	Resources (e.g., tools, funds, programs, FTE) are partially allocated to support Tier 2 intervention implementation.	Resources (e.g., tools, funds, programs, FTE) are not allocated to support Tier 2 intervention implementation.

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Fidelity</b>	<p><b>All</b> of the conditions are met consistently:</p> <ul style="list-style-type: none"> <li>Procedures are in place to monitor and ensure the processes of administering and analyzing assessments.</li> <li>Procedures are in place to monitor and ensure the fidelity of implementation of Tier 2 interventions.</li> <li>Procedures are in place to monitor and ensure the fidelity of the problem-solving process (i.e. problem identification, problem analysis, plan development, plan implementation, plan evaluation).</li> </ul>	<p>Two of the conditions are met consistently:</p> <ul style="list-style-type: none"> <li>Procedures are in place to monitor and ensure the processes of administering and analyzing assessments.</li> <li>Procedures are in place to monitor and ensure the fidelity of implementation of Tier 2 interventions.</li> <li>Procedures are in place to monitor and ensure the fidelity of the problem-solving process (i.e. problem identification, problem analysis, plan development, plan implementation, plan evaluation).</li> </ul>	<p>One of the conditions are met consistently:</p> <ul style="list-style-type: none"> <li>Procedures are in place to monitor and ensure the processes of administering and analyzing assessments.</li> <li>Procedures are in place to monitor and ensure the fidelity of implementation of Tier 2 interventions.</li> <li>Procedures are in place to monitor and ensure the fidelity of the problem-solving process (i.e. problem identification, problem analysis, plan development, plan implementation, plan evaluation).</li> </ul>
<b>Tier 2 Team Infrastructure</b>	<p><b>All</b> of the conditions are met. A target team exists that:</p> <ul style="list-style-type: none"> <li>Represents key skill sets (e.g., behavior expertise, English Language Development expertise, math expertise, etc.). Related staff and specialists are involved in the problem-solving process and intervention implementation as appropriate.</li> <li>Schedules are aligned/organized for this team to meet regularly.</li> <li>This team is trained on/implements meeting protocols for efficiency (e.g., agenda, roles/responsibilities, documentation).</li> </ul>	<p>Two of the conditions are met. A target team exists that:</p> <ul style="list-style-type: none"> <li>Represents key skill sets (e.g., behavior expertise, English Language Development expertise, math expertise, etc.). Related staff and specialists are involved in the problem-solving process and intervention implementation as appropriate.</li> <li>Schedules are aligned/organized for this team to meet regularly.</li> <li>This team is trained on/implements meeting protocols for efficiency (e.g., agenda, roles/responsibilities, documentation).</li> </ul>	<p>One or fewer of the conditions are met. A target team exists that:</p> <ul style="list-style-type: none"> <li>Represents key skill sets (e.g., behavior expertise, English Language Development expertise, math expertise, etc.). Related staff and specialists are involved in the problem-solving process and intervention implementation as appropriate.</li> <li>Schedules are aligned/organized for this team to meet regularly.</li> <li>This team is trained on/implements meeting protocols for efficiency (e.g., agenda, roles/responsibilities, documentation).</li> </ul>
<b>Cultural and Linguistic Responsiveness</b>	<p>All of the following conditions are met. Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant:</p> <ul style="list-style-type: none"> <li>Instructional practices</li> <li>Assessments</li> <li>Intervention programs</li> </ul>	<p>At least two of the following conditions are met. Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant:</p> <ul style="list-style-type: none"> <li>Instructional practices</li> <li>Assessments</li> <li>Intervention programs</li> </ul>	<p>One or none of the following conditions are met. Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant:</p> <ul style="list-style-type: none"> <li>Instructional practices</li> <li>Assessments</li> <li>Intervention programs</li> </ul>

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Communication with Parents</b>	All of the following conditions are met: <ul style="list-style-type: none"> <li>Parents are notified when their child meets decision rules for an intervention.</li> <li>A coherent mechanism is implemented for regularly updating parents on the progress of their learner who is receiving Tier 2 interventions.</li> </ul>	One of the following conditions are met: <ul style="list-style-type: none"> <li>Parents are notified when their child meets decision rules for an intervention.</li> <li>A coherent mechanism is implemented for regularly updating parents on the progress of their learner who is receiving Tier 2 interventions.</li> </ul>	None of the following conditions are met: <ul style="list-style-type: none"> <li>Parents are notified when their child meets decision rules for an intervention.</li> <li>A coherent mechanism is implemented for regularly updating parents on the progress of their learner who is receiving Tier 2 interventions.</li> </ul>
<b>Communication with Staff</b>	All of the following conditions are met: <ul style="list-style-type: none"> <li>A system is in place to keep staff informed about Tier 2 interventions.</li> <li>Ongoing student progress takes place.</li> <li>Communication takes place regarding the overall effectiveness of the intervention.</li> </ul>	Two of the following conditions are met: <ul style="list-style-type: none"> <li>A system is in place to keep staff informed about Tier 2 interventions.</li> <li>Regular communication about student progress takes place.</li> <li>Communication takes place regarding the overall effectiveness of the intervention.</li> </ul>	One or none of the following conditions are met: <ul style="list-style-type: none"> <li>A system is in place to keep staff informed about Tier 2 interventions.</li> <li>Regular communication about student progress takes place.</li> <li>Communication takes place regarding the overall effectiveness of the intervention.</li> </ul>

## Data

Data are used to guide instructional decisions and monitor progress.

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Data-based Decision-making Process</b>	The mechanism for making a decision about the participation of learners in the instruction/intervention meets <b>all</b> of the following criteria: <ul style="list-style-type: none"> <li>Is data-driven and based on reliable, valid data</li> <li>Is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or intervention)</li> </ul>	The decision about the participation of learners in the instruction/intervention is data-driven, but decision rules about movement have not been operationalized.	Use of data in the decision-making about participation in Tier 2 is inconsistent and lacks operationalized criteria.

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Data System</b>	<p>Data are collected for analysis that meet <b>all</b> the following criteria:</p> <ul style="list-style-type: none"> <li>• Allow users to document and access individual student data</li> <li>• Data are entered in a timely manner</li> <li>• Data can be represented graphically</li> <li>• There is a process for setting/evaluating progress/goals.</li> </ul>	<p>Data are collected for analysis that meet three of the following criteria:</p> <ul style="list-style-type: none"> <li>• Allow users to document and access individual student data</li> <li>• Data are entered in a timely manner</li> <li>• Data can be represented graphically</li> <li>• There is a process for setting/evaluating progress/goals.</li> </ul>	<p>Data are not collected for analysis that allows access to individual student data that is graphically represented and/or there is no process for setting/evaluating progress/goals.</p>
<b>Progress Monitoring Tools</b>	<p>Tier 2 learners are progress monitored using tools that meet the following criteria:</p> <ul style="list-style-type: none"> <li>• The tool has a sufficient number of alternate forms of equal and controlled difficulty to allow for repeated progress monitoring at recommended intervals.</li> <li>• The tool is sensitive to improved performance over time.</li> <li>• The tool specifies minimum acceptable growth.</li> <li>• Data can be represented graphically.</li> <li>• The tool identifies or can be used to establish acceptable levels of performance.</li> <li>• The tool has a mechanism for goal setting.</li> <li>• Reliability and validity information is available.</li> </ul>	<p>Tier 2 learners are progress monitored using tools that meet 4 of the following criteria:</p> <ul style="list-style-type: none"> <li>• The tool has a sufficient number of alternate forms of equal and controlled difficulty to allow for progress repeated progress monitoring at recommended intervals.</li> <li>• The tool is sensitive to improved performance over time.</li> <li>• The tool specifies minimum acceptable growth.</li> <li>• Data can be represented graphically.</li> <li>• The tool identifies or can be used to establish acceptable levels of performance.</li> <li>• The tool has a mechanism for goal setting.</li> <li>• Reliability and validity information is available.</li> </ul>	<p>Progress monitoring does not occur on a regular basis or progress monitoring tools have not been identified that meet the following criteria:</p> <ul style="list-style-type: none"> <li>• The tool has a sufficient number of alternate forms of equal and controlled difficulty to allow for progress repeated progress monitoring at recommended intervals.</li> <li>• The tool is sensitive to improved performance over time.</li> <li>• The tool specifies minimum acceptable growth.</li> <li>• Data can be represented graphically.</li> <li>• The tool identifies or can be used to establish acceptable levels of performance.</li> <li>• The tool has a mechanism for goal setting.</li> <li>• Reliability and validity information is available.</li> </ul>

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Progress Monitoring Procedures</b>	<p>The following conditions are met:</p> <ul style="list-style-type: none"> <li>• There is a progress monitoring plan in place that includes a set goal.</li> <li>• Progress monitoring occurs at recommended levels (e.g. weekly, bi-weekly, monthly).</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., appropriate students tested, decision-making rules are applied consistently).</li> <li>• Progress monitoring data is graphed (i.e. see trend line as compared to goal or aim line) with changes to intervention indicated (phase lines).</li> <li>• Data are regularly analyzed to make decisions about responsiveness to intervention (i.e. set schedule of review).</li> </ul>	<p>Only one of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Progress monitoring occurs at least monthly.</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., appropriate students tested, decision-making rules are applied consistently).</li> </ul>	<p>Procedures are not in place to perform consistent and accurate progress monitoring.</p>
<b>Responsiveness to Intervention</b>	<p>Decisions about responsiveness to intervention are:</p> <ul style="list-style-type: none"> <li>• Based on reliable and valid progress-monitoring data that reflect the slope of improvement or progress toward the attainment of a goal at the end of the intervention</li> <li>• Implemented accurately</li> <li>• Decision rules (e.g., for movement between tiers, intervention changes) are applied in a timely manner</li> </ul>	<p>Decisions about responsiveness to intervention are based on progress-monitoring without regard to slope of improvement.</p>	<p>A systematic review of progress monitoring of response to intervention is not in place.</p>
<b>Evaluation of Tier 2 Intervention(s)</b>	<p>All of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• Specific goals/outcomes are defined for the Tier 2 intervention.</li> <li>• There is a plan for how to assess these goals/outcomes to monitor the effectiveness of the intervention (effective for most students, including baseline).</li> <li>• There is a plan/schedule to review implementation and outcomes.</li> <li>• Relevant staff has/use the time to review the targeted implementation and outcomes to make changes as needed.</li> </ul>	<p>Some of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• Specific goals/outcomes are defined for the Tier 2 intervention.</li> <li>• There is a plan for how to assess these goals/outcomes to monitor the effectiveness of the intervention (effective for most students, including baseline).</li> <li>• There is a plan/schedule to review implementation and outcomes.</li> <li>• Relevant staff has/use the time to review the targeted implementation and outcomes to make changes as needed.</li> </ul>	<p>None of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• Specific goals/outcomes are defined for the Tier 2 intervention.</li> <li>• There is a plan for how to assess these goals/outcomes to monitor the effectiveness of the intervention (effective for most students, including baseline).</li> <li>• There is a plan/schedule to review implementation and outcomes.</li> <li>• Relevant staff has/use the time to review the targeted implementation and outcomes to make changes as needed.</li> </ul>

## Practices

Practices are the strategies and interventions that are implemented to enhance learner performance and growth. Practices are how we interact with and engage students.

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Evidence-Based Intervention Matched to Need and Student Characteristics</b>	A reputable organization (e.g., What Works Clearinghouse, National Center for Intensive Intervention) has reviewed the intervention and has determined that multiple quality studies have shown a positive effect on student outcomes for the grade level/targeted students (e.g., language learners, students with disabilities).	The intervention is based on research, but there are no quality studies that have determined the intervention will have a positive effect on learner outcomes for the grade level/targeted students.	Anecdotal evidence of effectiveness, no research has been conducted.
<b>Alignment with Core Instruction</b>	Targeted level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction. <ul style="list-style-type: none"> <li>Structured opportunities to apply, practice and receive feedback on newly acquired skills are consistently provided across school-wide contexts.</li> </ul>	The targeted intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction. <ul style="list-style-type: none"> <li>Structured opportunities to apply, practice and receive feedback on newly acquired skills are consistently provided across school-wide contexts.</li> </ul>	Targeted level intervention is poorly aligned with core instruction, and does not incorporate foundational skills that support the learning objectives of core instruction. <ul style="list-style-type: none"> <li>Structured opportunities to apply, practice and receive feedback on newly acquired skills are not provided across school-wide contexts.</li> </ul>
<b>Addition to Primary</b>	All learners participate fully in Tier 1 while receiving <b>additional</b> Tier 2 support.	The Tier 2 intervention partially replaces the core (Tier 1).	The Tier 2 intervention replaces Tier 1 (Core) instruction.

Tier 2 Essential Component	Effective	Developing	Ineffective
<b>Intervention Characteristics</b>	<p>The intervention meets <b>all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• The intervention is evidence-based</li> <li>• The intervention has a standard protocol that includes a well-specified treatment written in a step-by-step sequence</li> <li>• The intervention is delivered consistently with fidelity as intended</li> <li>• The intervention is led by staff trained in the intervention according to developer requirements</li> <li>• Group size, frequency, and duration are optimal as defined by the developer for age and needs of learners</li> <li>• Entry and exit criteria are clearly defined through the use of decision rules</li> </ul>	<p>The team is in the process of meeting all criteria for the intervention.</p>	<p>The intervention does not follow a standard protocol and is not implemented consistently or with fidelity.</p>

For more information on Multi-Tiered Systems of Support in Montana, MTSS resources, and information on MTSS online Teacher Learning HUB courses, please visit the [Montana Office of Public Instruction MTSS Website](#).

## References

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