

Part I: MTSS Tier 1 Practice Profile

The following table outlines the definition of each component and key actions for the implementation of Tier 1 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 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 1 Practice Profile is organized into Systems, Data, and Practices to help teams review Tier 1 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 1 Essential Component | Effective | Developing | Ineffective |
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| Leadership Team | <p>A representative Leadership Team with key stakeholders (grade levels/department/specials/general and special educators) is created that maintains the authority and responsibility for leading and coordinating MTSS efforts in the school. The team:</p> <ul style="list-style-type: none"> • Has shared accountability and responsibility for maintaining the MTSS framework with fidelity in the school • Establishes mission and meeting norms • Meets monthly to review the status of MTSS related activities, ensure appropriate action is taken to reduce barriers to successful implementation, and ensure fidelity | <p>A team exists that:</p> <ul style="list-style-type: none"> • Has limited accountability and responsibility for maintaining the MTSS framework with fidelity in the district • Meets less than monthly to engage in limited review and follow up on MTSS-related activities to ensure action and decision making are happening as needed • Ensures little integration of the MTSS framework as an integral part of the school improvement planning process • Roles and responsibilities are unclear to team members. • Standardized agendas and problem- | <p>A team exists that:</p> <ul style="list-style-type: none"> • Is not empowered and fails to have accountability for MTSS implementation. • Does not share a decision-making process across teams • Does not maintain fidelity of the MTSS framework through observation and communication • Does not have or use a system for evaluating decisions made at various levels within the system |

| Tier 1 Essential Component | Effective | Developing | Ineffective |
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| | <ul style="list-style-type: none"> • Has established clear roles and responsibilities for all members • Uses a consistent, standardized meeting agenda (e.g., TIPS Meeting Minutes and Problem-Solving Action Plan Form) at each meeting to guide the meeting and emphasize the ongoing use of data to inform decision making • Supports collaborative educator teams for Tier 1 and Tier 2 instruction, while building intervention teams to focus on Tier 2 and Tier 3. • Develops, supports and ensures use of a formal shared decision-making process that includes <ul style="list-style-type: none"> ○ Regular fidelity reviews, program evaluation, and alignment of resources ○ Alignment across tiers of the system ○ Feedback loops from learners, families, community, faculty, and staff to inform the system | <p>solving process are not utilized.</p> <ul style="list-style-type: none"> • Addresses all three tiers of intervention • A decision-making process is used for reviewing decisions, but it is used inconsistently and appropriate action may not be taken once decisions are evaluated. | |
| Communication | <p>Communication systems for staff, parents, students, and stakeholders that outline what will be communicated, who will communicate the information, how it will be communicated, and when it will be communicated:</p> <ul style="list-style-type: none"> • Leadership team decisions • Schoolwide and assessment data • Student Progress | <p>Communication systems are in development for staff, parents, students, and stakeholders that outline what will be communicated, who will communicate the information, how it will be communicated, and when it will be communicated:</p> <ul style="list-style-type: none"> • Leadership team decisions • Schoolwide and assessment data • Student Progress | <p>Structured and consistent communication systems for staff, parents, students and stakeholders have not been developed.</p> |
| Assessment Schedule | <p>An assessment calendar and procedures are established to facilitate:</p> <ul style="list-style-type: none"> • Three universal screening windows per year that includes all students for both reading, math, and behavior • Progress monitoring windows • Diagnostic assessment windows • Regular monitoring for fidelity of administration and data entry • Documented time for regular and systematic use of data from the screeners and assessment | <p>The team supports the use of an assessment calendar that may not include all of the following:</p> <ul style="list-style-type: none"> • Three universal screening windows per year that includes all students for both reading, math, and behavior • Progress monitoring windows • Diagnostic assessment windows • Regular monitoring for fidelity of administration and data entry • Documented time for regular and systematic use of data from the screeners and assessment | <p>A consistent assessment calendar and procedures are not in place.</p> |

| Tier 1 Essential Component | Effective | Developing | Ineffective |
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| Professional Learning | Professional learning is determined in cooperation with the Leadership team to enhance implementation of MTSS is <ul style="list-style-type: none"> • Informed by data • Mapped to the MTSS action plan • Available to all relevant staff | The team shows limited commitment to professional learning as characterized by <ul style="list-style-type: none"> • Opportunities for professional learning activities that are sometimes disconnected from MTSS and the larger system. • Access to professional learning opportunities that may not be aligned to MTSS. | The team fails to build knowledge and skills among leadership teams and staff connected to MTSS. |
| Resources | Resources (e.g., tools, funds, programs, FTE) are adequately allocated to support MTSS implementation. | The team is in the process of securing a plan for equitable allocation of resources to support MTSS implementation. | Resources are allocated in a way that does not utilize an MTSS framework. |
| Fidelity | Procedures are in place to monitor and ensure the processes of administering and analyzing fidelity of assessment and instruction. <ul style="list-style-type: none"> • A written process exists for monitoring the fidelity of instruction that includes the following: <ul style="list-style-type: none"> ○ Names of fidelity measures ○ Identification of what the measure is assessing to determine fidelity ○ A schedule for when fidelity data will be collected and analyzed to inform next steps ○ Names of individuals responsible for assessing fidelity ○ Description of how the fidelity data will be stored, visually displayed and aggregated at the school level ○ A protocol for quality improvement to meet fidelity thresholds • Procedures are in place to monitor and ensure the fidelity of implementation of core instruction. • 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). | The team is in the process of establishing procedures to monitor the administration and analysis of fidelity of assessment and instruction and have established at least two of the following: <ul style="list-style-type: none"> • A written process exists for monitoring the fidelity of instruction that includes the following: <ul style="list-style-type: none"> ○ Names of fidelity measures ○ Identification of what the measure is assessing to determine fidelity ○ A schedule for when fidelity data will be collected and analyzed to inform next steps ○ Names of individuals responsible for assessing fidelity ○ Description of how the fidelity data will be stored, visually displayed and aggregated at the school level ○ A protocol for quality improvement to meet fidelity thresholds • Procedures are in place to monitor and ensure the fidelity of implementation of core instruction. • 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). | The team does not monitor the fidelity of assessment and/or instruction. |

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| Cultural and Linguistic Responsiveness | <p>Culturally competent schools attend to cultural needs and function with cultural effectiveness when all of the following conditions are met:</p> <ul style="list-style-type: none"> • A written set of values/principles exists that recognizes diversity • Staff have been trained to deal effectively with cultural diversity (e.g. communication, relationships, engagement). • Cultural activities are incorporated into instructional practices. • Staff have been trained to recognize implicit bias and its impact on policy, discipline, retention, and achievement. | <p>Procedures are in place to meet the following conditions:</p> <ul style="list-style-type: none"> • A written set of values/principles exists that recognizes diversity • Staff have been trained to deal effectively with cultural diversity (e.g. communication, relationships, engagement). • Cultural activities are incorporated into instructional practices. • Staff have been trained to recognize implicit bias and its impact on policy, discipline, retention, and achievement. | <p>A written set of values/principles exists that recognizes diversity, but there are no structures in place to train staff to deal effectively with diversity or recognize implicit bias.</p> |
| Parent Engagement | <p>The school understands family engagement is a critical component in creating an empowering culture within schools.</p> <ul style="list-style-type: none"> • There is a documented policy to establish participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning. • Policy and practices are in place to: <ul style="list-style-type: none"> ○ Create a welcoming school climate ○ Establish effective school-to-home and home-to-school communication ○ Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community ○ Engage in school planning, leadership and meaningful opportunities ○ Connect students and families to community resources that strengthen and support students’ learning and well being ○ Share in decisions that affect children and families and to inform, influence, and create policies, practices, and programs | <p>The school has established at least four of the following policies and practices:</p> <ul style="list-style-type: none"> • There is a documented policy to establish participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning. • Create a welcoming school climate • Establish effective school-to-home and home-to-school communication • Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community • Engage in school planning, leadership and meaningful opportunities • Connect students and families to community resources that strengthen and support students’ learning and well being • Share in decisions that affect children and families and to inform, influence, and create policies, practices, and programs | <ul style="list-style-type: none"> • Parent engagement is primarily through home notes, newsletters, parent conferences, and school programs. There is no documented policy to establish participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning. |

Data

Data are used to guide instructional decisions and monitor progress.

| Tier 1 Essential Component | Effective | Developing | Ineffective |
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| Data System | <p>A comprehensive data system exists that meets the following criteria:</p> <ul style="list-style-type: none"> • Allows users to document and access aggregated and disaggregated student data, including individual student data • Allows users to engage in evaluation of the data at the district, school, grade, intervention, and class levels • Allows data to be entered in a timely manner • Data can be represented graphically • Allows input data to be downloaded and stored on district/school data electronic storage • Staff can be or were easily trained to 1) utilize features of the system and 2) use the reports to support instructional decisions at all levels. • There is a process for setting/evaluating progress/goals. | <p>A data system is in place that meets five of the following conditions:</p> <ul style="list-style-type: none"> • Allows users to document and access aggregated and disaggregated student data, including individual student data • Allows users to engage in evaluation of the data at the district, school, grade, intervention, and class levels • Allows data to be entered in a timely manner • Data can be represented graphically • Allows input data to be downloaded and stored on district/school data electronic storage • Staff can be or were easily trained to 1) utilize features of the system and 2) use the reports to support instructional decisions at all levels. • There is a process for setting/evaluating progress/goals. | <p>A data system is in place but has limited functionality and meets fewer than three of the following conditions:</p> <ul style="list-style-type: none"> • Allows users to document and access aggregated and disaggregated student data, including individual student data • Allows users to engage in evaluation of the data at the district, school, grade, intervention, and class levels • Allows data to be entered in a timely manner • Data can be represented graphically. • Allows input data to be downloaded and stored on district/school data electronic storage • Staff can be or were easily trained to 1) utilize features of the system and 2) use the reports to support instructional decisions at all levels. • There is a process for setting/evaluating progress/goals. |
| Screening Tools | <p>Screening tools and activities are selected and implemented that:</p> <ul style="list-style-type: none"> • Address several areas of the whole child (e.g. academic, social, emotional, behavior, school climate) • Are quick, efficient, valid, reliable and predictive of future learner outcomes • Are designed for the purpose of screening rather than assessment • Are administered 3x annually | <p>Screening tools and activities may or may not:</p> <ul style="list-style-type: none"> • Address several areas of the whole child (e.g. academic, social, emotional, behavior, school climate) • Are quick, efficient, valid, reliable and predictive of future learner outcomes. • Are designed for the purpose of screening rather than assessment • Are administered 3x annually | <p>Insufficient evidence that the screening tools are reliable, address several areas of the whole child (e.g. academic, social, emotional, behavior, school climate) or that predictions of risk status are accurate.</p> |

| Tier 1 Essential Component | Effective | Developing | Ineffective |
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| Universal Screening | <p>All of the following conditions are met:</p> <ul style="list-style-type: none"> • Reading, math, social, emotional, and behavior screening is conducted for all students (i.e. is universal) • Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate) • A process to screen all students occurs more than once per year (e.g., fall, winter, spring). | <p>Two of the following conditions are met:</p> <ul style="list-style-type: none"> • Reading, math and social, emotional, and behavior screening is conducted for all students (i.e. is universal) • Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate) • A process to screen all students occurs more than once per year (e.g., fall, winter, spring). | <p>Screenings occur more than one time per year, but the following conditions are not met:</p> <ul style="list-style-type: none"> • Reading, math, social, emotional, behavior screening is conducted for all students (i.e. is universal) • Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate) |
| Data Points to Verify Risk | <p>Screening data are used in concert with at least two other data sources (e.g., classroom performance on state assessments, diagnostic assessment, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.</p> | <p>Screening data and one other data source are used to verify decisions about whether a student is or is not at risk.</p> | <p>Decisions about whether a student is or is not at risk is based on only one data source.</p> |
| Progress Monitoring | <p>Progress monitoring tools are used that:</p> <ul style="list-style-type: none"> • Address several areas of the whole child (e.g. academic, social, emotional, behavior) • Are valid and reliable • Are monitored for fidelity of administration and data entry • Produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions and support to create a responsive system that enhances individual learner outcomes • Are designed for the intended purpose of progress monitoring | <p>Progress monitoring tools are used that:</p> <ul style="list-style-type: none"> • Address several areas of the whole child (e.g. academic, social, emotional, behavior) • Are valid and reliable • Are monitored for fidelity of administration and data entry • Produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions and support to create a responsive system that enhances individual learner outcomes • Are designed for the intended purpose of progress monitoring | <p>Progress monitoring is not consistently or systematically addressed.</p> |

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| Data-Based Decision-Making Process | <p>The Leadership Team uses a specific decision making process that includes all the following:</p> <ul style="list-style-type: none"> • Use of aggregated and disaggregated learner outcome data for whole child needs • Setting and assessing progress toward goals within the MTSS action plan and school improvement process • Addresses individual or group needs • Evaluation of effectiveness of practices • Mapping, aligning, and reallocating resources in response to outcomes (fiscal, personnel, time, facilities, etc.) • A review that occurs three times per year | <p>A mechanism for making decisions is in place that includes at least three of the following:</p> <ul style="list-style-type: none"> • Use of aggregated and disaggregated learner outcome data for whole child needs • Setting and assessing progress toward goals within the MTSS action plan and school improvement process • Addresses individual or group needs • Evaluation of effectiveness of practices • Mapping, aligning, and reallocating resources in response to outcomes (fiscal, personnel, time, facilities, etc.) • A review that occurs three times per year | <p>Mechanisms are not in place to use a specific data-based decision-making process.</p> |
| | <p>All of the following data are utilized by the Leadership Team to inform decision making and determine the impact implementation is having on learner outcome:</p> <ul style="list-style-type: none"> • Input data (e.g. demographic) • Process data (e.g. quality of instruction, programmatic) • Outcome data (e.g. learner test scores, dropout rates, office discipline referrals) • Perception data (e.g., surveys) • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports) | <p>At least 3 of the following data are utilized by the Leadership Team to inform decision making and determine the impact implementation is having on learner outcome:</p> <ul style="list-style-type: none"> • Input data (e.g. demographic) • Process data (e.g. quality of instruction, programmatic) • Outcome data (e.g. learner test scores, dropout rates, office discipline referrals) • Perception data (e.g., surveys) • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports) | <p>Two or fewer of the following data are utilized by the Leadership Team to inform decision making and determine the impact implementation is having on learner outcome:</p> <ul style="list-style-type: none"> • Input data (e.g. demographic) • Process data (e.g. quality of instruction, programmatic) • Outcome data (e.g. learner test scores, dropout rates, office discipline referrals) • Perception data (e.g., surveys) • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports) |
| | <p>Data are analyzed at least three times a year to determine:</p> <ul style="list-style-type: none"> • The effectiveness of school-wide MTSS systems • The needs and progress for all learners, with explicit considerations for special populations | <p>Data are analyzed at least one time each year to determine:</p> <ul style="list-style-type: none"> • The effectiveness of school-wide MTSS systems • The needs and progress for all learners, with explicit considerations for special populations | <p>Data are not systematically analyzed following a predetermined schedule to determine:</p> <ul style="list-style-type: none"> • The effectiveness of school-wide MTSS systems • The needs and progress for all learners, with explicit considerations for special populations |

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| | <p>Processes are established to ensure communication in both of the following manners:</p> <ul style="list-style-type: none"> • Specific learner data is shared, explained to, and understood by learners and parents/guardians to assist them in contributing to making informed goals. • Outcomes of aggregate learner data and data analysis are communicated to all stakeholders (e.g., family, school board, community, staff). | <p>Processes are established to ensure communication for one of the following:</p> <ul style="list-style-type: none"> • Specific learner data is shared, explained to, and understood by learners and parents/guardians to assist them in contributing to making informed goals. • Outcomes of aggregate learner data and data analysis are communicated to all stakeholders (e.g., family, school board, community, staff). | <p>Systematic processes have not been established to ensure communication of the following:</p> <ul style="list-style-type: none"> • Specific learner data is shared, explained to, and understood by learners and parents/guardians to assist them in contributing to making informed goals. • Outcomes of aggregate learner data and data analysis are communicated to all stakeholders (e.g., family, school board, community, staff). |
| Student Outcomes | <p>Student outcomes (reading, math, social, emotional, behavior) are analyzed annually and reflect:</p> <ul style="list-style-type: none"> • Improvement over baseline • Positive effect of interventions on outcomes • Fluidity of student movement in and out of supports | <p>Student outcomes (reading, math, social, emotional, behavior) are analyzed annually and reflect at least two of the following:</p> <ul style="list-style-type: none"> • Improvement over baseline • Positive effect of interventions on outcomes • Fluidity of student movement in and out of supports | <p>Student outcomes (reading, math, social, emotional, behavior) are analyzed annually and reflect none of the following:</p> <ul style="list-style-type: none"> • Improvement over baseline • Positive effect of interventions on outcomes • Fluidity of student movement in and out of supports |
| Data Professional Learning | <p>The Leadership Team ensures resources are allocated to support ongoing, effective professional learning for all selected assessments.</p> <p>Professional learning needs related to data analysis and data-based decision making are evaluated by the Leadership Team at least annually to determine effectiveness and to identify and meet the learning need of the team and staff.</p> | <p>The Leadership Team ensures resources are allocated to support ongoing, effective professional learning for all selected assessments.</p> | <p>Professional learning related to assessments, data analysis and data-based decision making are not consistently available or reviewed.</p> |

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 1 Essential Component | Effective | Developing | Ineffective |
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| Research-Based Instruction aligned with Montana State Content Standards | Curricula are research-based for at least reading/ELA and mathematics and include standards-aligned instruction for each subject and grade level. | Some core curriculum materials are research based and is only partially include standards-aligned instruction for each subject and grade level. | Few core curriculum materials are research based and do not include standards-aligned instruction for each subject and grade level. |
| Schoolwide Behavior Expectations and Content Specific Routines | <p>Schoolwide positive behavior support systems and practices or comparable researched based alternatives are installed to criterion (e.g. at least 80% on Tiered Fidelity Inventory).</p> <ul style="list-style-type: none"> Schoolwide expectations and context specific routines are identified. Classroom expectations, procedures, and routines are (a) aligned with schoolwide expectations and (b) taught intentionally, and (c) fidelity tools are developed and used to monitor integrity of implementation. | <p>Schoolwide positive behavior support systems and practices or comparable researched based alternatives are installed at less than criterion (e.g. less than 80% on Tiered Fidelity Inventory). Only one of the following conditions are met.</p> <ul style="list-style-type: none"> Schoolwide expectations and context specific routines are identified Classroom expectations, procedures, and routines are (a) aligned with schoolwide expectations and (b) taught intentionally, and (c) fidelity tools are developed and used to monitor integrity of implementation. | Schoolwide positive behavior support systems and practices or comparable research-based alternative are not in place. |
| Differentiation and Flexible Grouping | School has clear expectations and a system in place to ensure the preparation and review of lesson plans at all grade levels and across all educators that include differentiation across: (1) Content (different levels and/or presentation); (2) Process (instruction and routine); (3) Product (how students demonstrate learning). | School has expectations for differentiation across: (1) Content (different levels and/or presentation); (2) Process (instruction and routine); (3) Product (how students demonstrate learning), but no system is in place to review lesson plans across grade levels and educators. | No clear expectations or system is in place to ensure the preparation and review of lessons plans at all grade levels and across all educators that include differentiation across: (1) Content (different levels and/or presentation); (2) Process (instruction and routine); (3) Product (how students demonstrate learning). |

| Tier 1 Essential Component | Effective | Developing | Ineffective |
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| Universal Design for Learning (UDL) | School personnel use the UDL framework to provide multiple means of representation, action, expression and management by providing (1) resources to support educators use of UDL (e.g. internet access, hardware, software, technology support personnel, instructional materials) (2) teaching and coaching to facilitate the use of UDL (3) procedures to monitor all three components of UDL (multiple means of representation, action and expression and engagement) being implemented with fidelity. | School personnel are encouraged to use the UDL framework to provide multiple means of representation, action, expression and management by providing at least two of the following: (1) resources to support educators use of UDL (e.g. internet access, hardware, software, technology support personnel, instructional materials) (2) teaching and coaching to facilitate the use of UDL (3) procedures to monitor all three components of UDL (multiple means of representation, action and expression and engagement) being implemented with fidelity. | School personnel are not encouraged to use the UDL framework. |
| Whole Child Skill Development (WCSD) Competencies | Whole Child Skill Development Competencies (self-awareness, self-management, social awareness, relationship building, relationship skills, responsible decision making) are clearly articulated and are integrated into the success outcomes for all students at each grade level. | Whole Child Skill Development Competencies (self-awareness, self-management, social awareness, relationship building, relationship skills, responsible decision making) are clearly articulated but are not integrated into the success outcomes for all students at each grade level. | Whole Child Skill Development Competencies (self-awareness, self-management, social awareness, relationship building, relationship skills, responsible decision making) are not clearly articulated or integrated into the success outcomes for all students at each grade level. |
| WCSD Aligned Instruction | <ul style="list-style-type: none"> Whole Child Skill Development Competencies are integrated across all instructional practices. Curriculum is research based and taught throughout the school year. | <ul style="list-style-type: none"> Whole Child Skill Development Competencies are integrated across all instructional practices, but no curriculum has been adopted. | <ul style="list-style-type: none"> Neither Whole Child Skill Development Competencies or WCSD aligned curriculum have been established. |

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| Cultural and Linguistic Responsiveness | <p>Curriculum and instruction emphasize the following:</p> <ul style="list-style-type: none"> • Caring, response and value for diversity and student cultures • Bridges between academic learning and students' prior understanding, knowledge, native language, and values • Knowledge about students' culture, language, and learning to make instruction more meaningful • Integrations of local knowledge, language, and culture integrated into the curriculum, not added on • Students are held to the high standards with high expectations for all students • Trust and partnership with families, especially families marginalized by schools in the past | <p>Curriculum and instruction emphasize the at least 3 of the following:</p> <ul style="list-style-type: none"> • Caring, response and value for diversity and student cultures • Bridges between academic learning and students' prior understanding, knowledge, native language, and values • Knowledge about students' culture, language, and learning to make instruction more meaningful • Integrations of local knowledge, language, and culture integrated into the curriculum, not added on • Students are held to the high standards with high expectations for all students • Trust and partnership with families, especially families marginalized by schools in the past | <p>Curriculum and instruction address a celebration of cultural diversity by adding on information on language and culture rather than practices that emphasize:</p> <ul style="list-style-type: none"> • Bridges between academic learning and students' prior understanding, knowledge, native language, and values • Knowledge about students' culture, language, and learning to make instruction more meaningful • Integrations of local knowledge, language, and culture integrated into the curriculum, not added on • Students are held to the high standards with high expectations for all students • Trust and partnership with families, especially families marginalized by schools in the past |
| Professional Learning | <p>Professional learning is provided to educators on how to best differentiate instruction to meet the diverse cognitive, physical, behavioral, social, and emotional needs of learners that includes the following:</p> <ul style="list-style-type: none"> • Prioritizing the concepts/skills that need to be taught to mastery • Establishing expectations for the instructional routines that should be used • Outlining the curriculum materials that are needed to adequately teach the concepts/skills • Addressing multiple modes of instruction • Attention to a range of learning levels that span from struggling to accelerated | <p>Professional learning is provided to educators on how to best differentiate instruction that includes:</p> <ul style="list-style-type: none"> • Prioritizing the concepts/skills that need to be taught to mastery • Outlining the curriculum materials that are needed to adequately teach the concepts/skills • Addressing multiple modes of instruction | <ul style="list-style-type: none"> • Professional learning on how to differentiate instruction is not consistently provided to educators. |

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](#).

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