

Universal Screening for Tiered Interventions Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework was developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template is anchored by the essential functions. Moving from left to right across the template are the essential functions of the practice, implementation performance levels, and criteria/evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/learning objectives for each learning package. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

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Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, not yet proficient, coaching recommended)	Far from Proficient (Professional development and coaching are critical)
1	The District Leadership Team (DLT) develops and implements a system of universal screening for all students to identify academic and behavioral gaps and provide tiered intervention.	<p>The district has a universal screening (US) system that meets 11/11 of the indicators below.</p> <ul style="list-style-type: none"> • An assessment calendar includes windows for US data collection related to literacy and behavior. • Annual guidance is provided to staff regarding assessment and data collection expectations. • The assessment calendar includes dates for three US periods for academics each year. The US process for behavior includes defined criteria measures and established data collection protocols. • Skills assessed through universal screening tools and measures are aligned with literacy and behavior outcomes. • Universal screening tools and measures are reliable and valid for predicting which students may be at risk and could benefit from intervention. • Tools and processes are free from cultural, linguistic, or socioeconomic bias. • Cut points/benchmarks/criteria are established to determine which students will receive tiered interventions. • Individuals administering universal screening tools receive professional development. • A process is developed for monitoring the fidelity of implementation related to the US data collection and tiered intervention. • Feedback from stakeholders is collected to inform improvements in the screening process. • Screening tools and measures are reviewed annually to ensure they remain effective and relevant. 	9/11 criteria are met by educators	6/11 criteria are met by educators	Fewer than 6/11 criteria are met by educators

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2	Universal screening tools and measures are administered consistently and with fidelity.	<p>The district implements an effective universal screening system by meeting 6/6 of the following criteria.</p> <ul style="list-style-type: none"> • Selected universal screening tools and measures are used consistently across the district. • All students in targeted grade levels are screened. • Universal screening data collection occurs within designated windows. • Universal screening data is collected at least three times per year (fall, winter, spring) for academics. The universal screening process for behavior includes defined criteria measures and established data collection protocols. • Individuals administer universal screening tools with fidelity. • Data from fidelity checks are used to improve training and implementation. 	5/6 criteria are met by educators	4/6 criteria are met by educators	Fewer than 4/6 criteria are met by educators

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3	DLT, BLTs, and CTs use the universal screening data to implement tiered instruction.	<p>The district uses universal screening data to strengthen tiered instruction for all students by meeting 8/8 of the following criteria.</p> <ul style="list-style-type: none"> • Universal screening data is reviewed and used to strengthen Tier 1 instruction at the district level for literacy and behavior. • Universal screening data is reviewed and used to strengthen Tier 1 at the building level for literacy and behavior. • CTs use universal screening data to group students for tiered instruction. • Universal screening data are used in concert with other data sources (e.g., teacher input, classroom performance, diagnostic assessments, and/or short term progress monitoring) to verify decisions about whether a student needs intervention. • Serviceable base rates are considered when creating decision rules. • Decision rules for interpreting data are applied consistently. • Between universal screening intervals, CTs use progress monitoring data to move students between tiers. • Screening results are communicated to families with clear explanations of next steps. 	6/8 criteria are met by educators	4/8 criteria are met by educators	Fewer than 4/8 criteria are met by educators