

MTSS

problem solving process

3-tiered system

resource allocation

intensity of instruction

based on progress monitoring

expectations based on research

goal - 80% proficiency at Tier 1

DI

differentiation in instruction

readiness

learner profile

learning abilities

prior knowledge

informative and formative assessments

expectations based on research

UDL

cognitive - recognition (presentation)

cognitive - strategy (expression)

cognitive - affect (engagement)

based on Universal Design

tools and media are transformative

students adjust tools and media

expectations based on research