



Introduction to

UMTSS

Utah Multi-Tiered
System of Supports

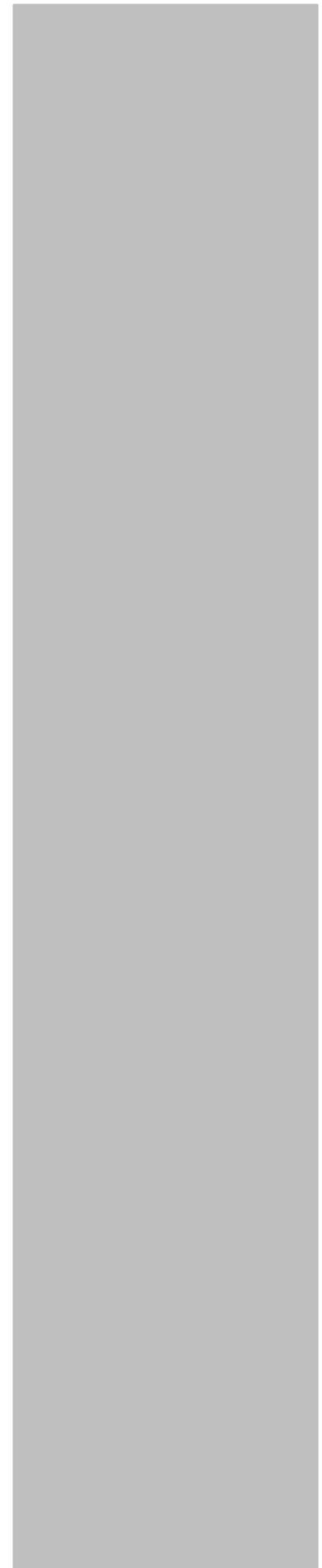


Table of Contents

Why Innovate and Refine School Practices?	5
Introduction to UMTSS	6
Introduction to the Stages of Implementation	7
Evidence-Based Professional Development	9
Systems Fidelity & Student Outcomes	10
Teams, Roles, & Responsibilities	11
UMTSS Coaching Framework	12
Online Courses & Resources	14
Contact Information	15
References	17

UTAH STATE OFFICE OF EDUCATION

This document has been designed by Utah State Office of Education staff with the support of State Personnel Development Grant (SPDG) and IDEA funds. The contents of this document were developed under a grant from the U.S. Department of Education, #H323A120022. However, those contents do not necessarily represent the policy of the U.S. Department of education, and you should not assume endorsement by the Federal Government. Project Officer, Gregory Knollman

Why Innovate and Refine School Practices?

“Should We Make a Change? Why Do We Need to Make a Change?”

In an era of education reform, the climate for Utah educators is currently one of change: the adoption of Utah Core State Standards, SAGE assessment, WIDA standards, and requirements for special education are just a few of the shifts in practice that educators are trying to navigate. Educators are expected to be adaptive and proficient in new practices with limited support. Retaining high-quality educators is more important than ever, and it is important for state and local leadership to closely examine current practices and oncoming initiatives critically.

When considering adopting changes in practice, it is important for educators to consider multiple factors to assess why change is necessary and if the change will be impactful. The six Implementation Considerations, identified by the National Implementation Research Network (NIRN), guide a thorough exploration process focused on the purpose and fit of a program or practice will help implementation teams have a productive discussion and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist in communicating with stakeholders (educators, parents, etc.) and in developing an implementation plan (Blase, Kiser, & Van Dyke, 2013).

While a multi-tiered approach to addressing students' academic and behavioral achievement could be seen as “one more initiative”, we prefer to conceptualize it as a refinement of existing best-practices and aligning efforts in education into a cohesive framework. The principle of alignment emphasizes combining and/or collaborating initiatives to increase efficiency and impact. A multi-tiered system of supports (MTSS) is not a program or an initiative, but rather serves as a model for increasing program alignment, creating sustainability, and making instructional decisions based on data.

Implementation Considerations:

- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

(Blase, Kiser, & Van Dyke, 2013)

Introduction to UMTSS

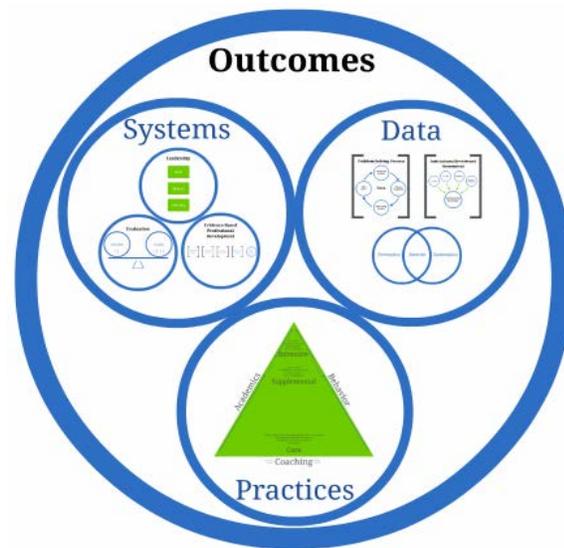
What is UMTSS?

The Utah Multi-Tiered System of Supports (UMTSS) provides leadership and support for Local Education Agencies (LEAs) in sustained implementation of evidence-based MTSS practices. UMTSS addresses both academic and behavioral needs of all students through the integration of data, practices, and systems. The coaching and tools provided by UMTSS are intended to guide LEA teams in evaluating and analyzing current practices, establishing supportive infrastructure, and utilizing data to improve student outcomes.

UMTSS Seven Critical Components

Throughout this document, seven critical components will be held:

1. Evidence-based practices for academics and behavior
2. Instructionally-relevant assessments
3. Team-based problem-solving
4. Data-based decision making
5. Evidence-based professional development
6. Supportive leadership
7. Meaningful parent and student involvement



View the [UMTSS prezi](#) for more information

What is a Multi-Tiered System of Supports?



A multi-tiered system of supports, or MTSS, is a framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success (National Center on Response to Intervention [NCRI], 2010). The combination of systematic implementation of increasingly intensive intervention, sometimes referred to as tiers, and carefully monitoring students' progress distinguishes MTSS from typical prevention measures. In an MTSS framework, emphasis is placed on ensuring that interventions are implemented effectively. This is often referred to as implementation integrity or fidelity (Batsche et al., 2005).

Who We Are: UMTSS State Implementation Team

The UMTSS State Implementation Team consists of staff members at the Utah State Office of Education (USOE) and several collaborative partners. Staff at the USOE are housed across multiple departments: Teaching and Learning, Special Education, and Title III. A collaborative focus fosters alignment, visibility, and capacity within USOE. Higher education partners at Utah State University (USU) and the University of Utah (U of U), as well as the Utah Parent Center (UPC), provide advisory support. Funding is provided by the Individuals with Disabilities Education Act (IDEA) and State Personnel Development grants (SPDG) to assist Utah LEAs as they develop multi-tiered system of supports in both academics and behavior.

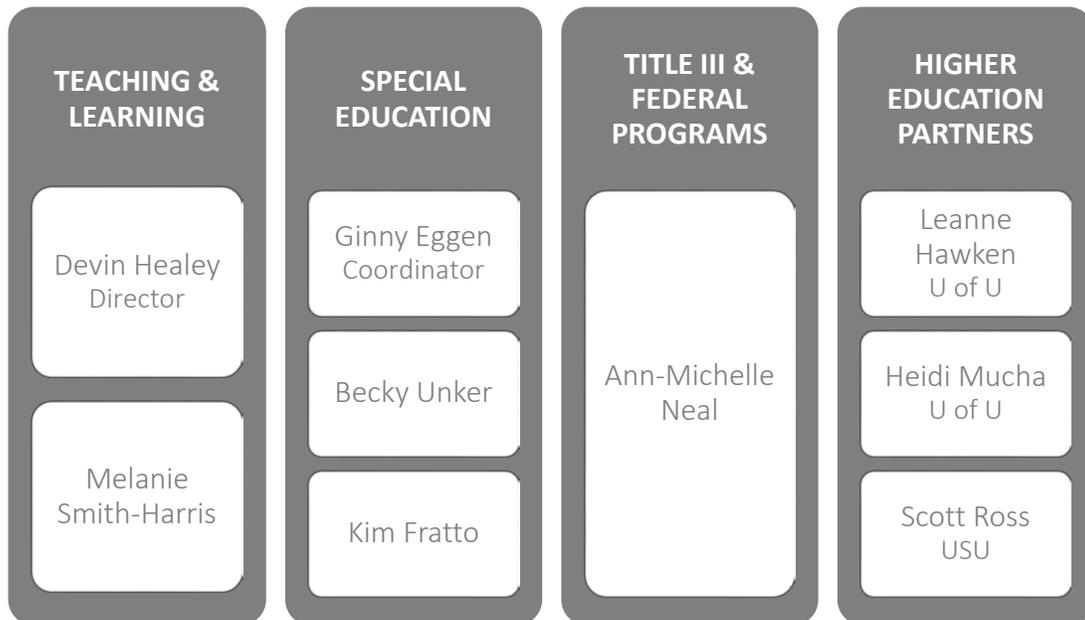
Our Objective: Infrastructure & Collaboration

UMTSS is designed to support Utah LEAs and schools in developing sustainable, evidence-based practices and provide supports for students within a multi-tiered system. The purpose of UMTSS is to assist LEAs in building *infrastructure*. UMTSS staff support LEAs through coaching to develop the necessary infrastructure for a multi-tiered system of supports, integrate academic and behavior systems, implement with fidelity, utilize data, sustain efforts over time, and positively impacting student outcomes

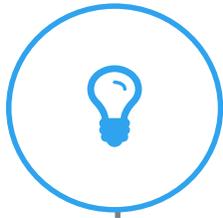
“The ideas embodied in innovation are not self-executing.”

—Petersilia, 1990

UMTSS STAFF



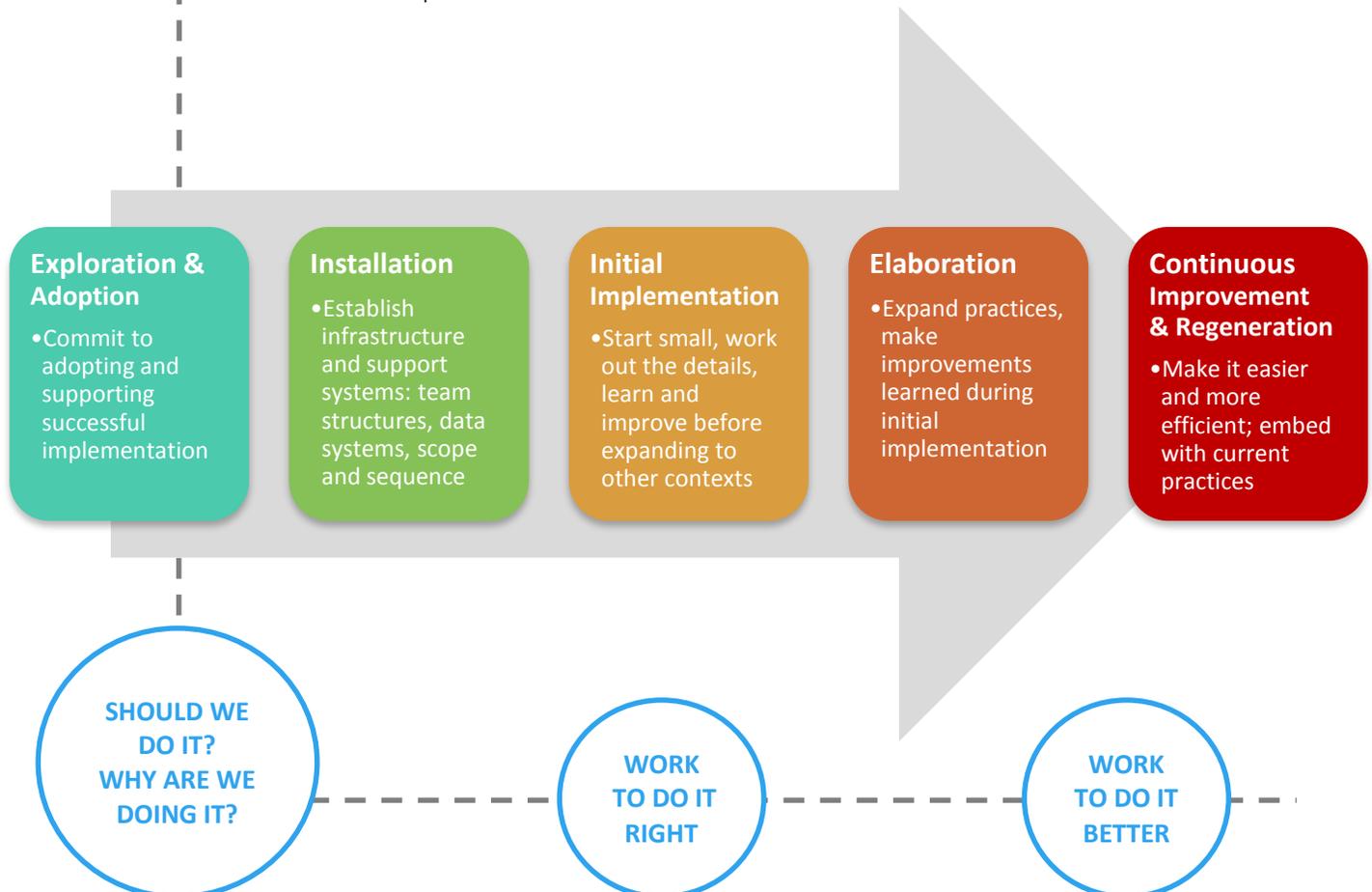
Introduction to the Stages of Implementation



Schools, Systems Change, and Implementation Science

Research strongly suggests that implementation and systems change is a process that takes place over time, from two to four years (Fixen and Blase, 2009). The National Implementation Research Network (NIRN) identifies five stages of implementation. “The goal of implementation is to have practitioners...implement innovations effectively. To accomplish this, high-fidelity practitioner behavior is created and supported by core implementation components (Fixen and Blase, 2009, p. 2).”

Utilizing implementation science, the UMTSS state implementation team provides ongoing support and coaching to LEAs as they move through the stages of implementation. UMTSS focuses on building the necessary infrastructure for successful and sustainable implementation of MTSS. To support implementation efforts, UMTSS provides access to state and national resources, scaffolds leadership structures, and provides ongoing coaching in data-analysis, problem-solving strategies, and best-practices in MTSS.



Moving through the stages of implementation

Systems change is difficult. Moving through the stages of implementation is dependent on a constant tension between resources, planning, and fidelity. LEA leadership teams must consistently evaluate their progress and flexibly adjust focus. LEAs are eligible to receive funding and support from UMTSS through the early stages of implementation: adoption and installation. UMTSS refers to these early stages as Level I. Support continues as LEAs advance through the stages of implementation and improvement, referred to as Level II.

UMTSS goals and activities at each level/stage of implementation

STAGE OF IMPLEMENTATION		DESCRIPTION	ACTIVITIES
LEVEL I	EXPLORATION & ADOPTION	Establish broad commitment and support of UMTSS goals & outcomes; build capacity for LEA to successfully implement MTSS and provide evidence-based interventions with fidelity	<ul style="list-style-type: none"> Review UMTSS manual Complete UMTSS Application Establish shared ownership of MTSS implementation at all levels Build understanding of the MTSS practices
	INSTALLATION	Create infrastructure to support and sustain successful implementation; establish teams, data systems, baseline data; develop implementation plan	<ul style="list-style-type: none"> Establish leadership teams at the LEA and school levels Identify the data systems that best fit LEA needs Identify target schools and area of focus (ensure commitment, need, and fit) Complete online courses Begin evidence-based professional development
LEVEL II	INITIAL IMPLEMENTATION	Establish effective problem-solving models; utilize student data to plan, implement, and monitor intervention efforts; try out practices, work out details, learn and improve before expanding to other contexts	<ul style="list-style-type: none"> Collect baseline student outcome data Build capacity through professional development and resources Collect fidelity and outcome data Adjust plan in response to data
	ELABORATION	Provide evidence-based professional development and ongoing coaching; expand the program/practices to other sites; make adjustments based on learning from initial implementation	<ul style="list-style-type: none"> Identify model sites Examine fidelity Examine student outcome data Improve practices Expand to other content areas and/or grade levels Extend to other school sites
	CONTINUOUS IMPROVEMENT & REGENERATION	Refine practices to continually improve student outcomes; make it easier, more efficient, and embed within LEA culture	<ul style="list-style-type: none"> Use fidelity and outcome data to improve implementation Professional development and teaming activities are improved & refined Increase efficiency, cost effectiveness

Evidence-Based Professional Development

Professional development (PD), an integral part of the education profession, is valuable only if it improves student learning. “Educators themselves frequently regard professional development as having little impact on their day-to-day responsibilities (Guskey, 2000, p. 4).” Thomas Guskey (2000) argues in order for PD to be meaningful and effective, it must initiate the use of more effective teaching practices and have a measurable impact on student growth. He specifies a model for change in teacher practice:



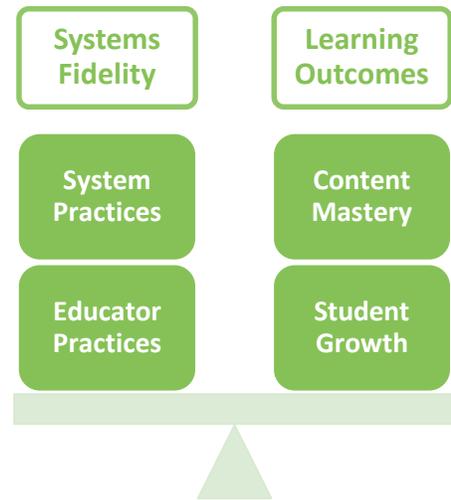
“Evidence-Based” is a term used frequently in MTSS. It refers to practices and programs which have been proven effective through scientific research. Evidence-based professional development (EBPD) refers to high quality professional learning which results in “significant change in teachers’ attitudes and beliefs” (Guskey, 2002). When coordinators use effective methods and procedures to deliver meaningful PD, student growth and changes in teaching practice are evident (Trivette, Dunst, Hamby, and O’Herin, 2009). As Guskey’s model demonstrates, teachers require feedback that new practices have positive effects on student learning before internalizing and maintaining those new practices.

UMTSS defines four criteria for EBPD: practices, delivery, coaching, and evaluation. UMTSS focuses on each of these areas to ensure high-quality, meaningful PD experiences which increase student outcomes and impact teaching practices. In addition, LEAs participating with UMTSS evaluate their own PD activities in order to improve the outcomes for adult learners and, in turn, their students.

Practices	Delivery	Coaching	Evaluation
<ul style="list-style-type: none"> •Focus on evidence-based programs and practices which are effective in the classroom •Create sufficient capacity for some degree of immediate implementation 	<ul style="list-style-type: none"> •Provide high-quality professional learning, likely to improve student achievement, and support improved teacher practices. •Allow adult learners to meaningfully engage with the content being presented through exploration of theory, discussion, feedback, reflection, self-assessment, and identification of "next steps" 	<ul style="list-style-type: none"> •Support adoption of new skills through ongoing planning and goal setting between the teacher and coach, with analysis and reflection on effective practices • Provide feedback and technical assistance on-site and in real time 	<ul style="list-style-type: none"> •Activities are evaluated for participant reactions, participant learning, organizational support/change, and participants' use of new knowledge and skills • Validate effective PD efforts or informs improvements

Systems Fidelity & Student Outcomes

MTSS discussions often refer to fidelity and outcomes, data, and measures. What is the difference? *Fidelity* refers to system and educator practices. Successful implementation of MTSS relies on DLTs, BLTs, and educators meeting regularly, using data to inform practices, and implementing interventions as planned. Fidelity measures are used to check the effectiveness of the system. *Outcomes* refers to student performance; data which shows students' learning in literacy, numeracy, and behavior. Outcome measures include formative and summative assessments which indicate student progress.



Fidelity & Outcome Tool Examples

FIDELITY/PROGRAM QUALITY ASSESSMENTS			
Tier 1	SET - School-Wide Evaluation Tool UETS - Utah Effective Teaching Standards		
Tier 2-3	BAT - Benchmarks for Advanced Tiers UMTSS Self-Assessment		
STUDENT OUTCOME ASSESSMENTS			
	Literacy	Mathematics	Behavior
Summative Assessment	SAGE	SAGE	School Safety & Climate Surveys
Universal Screening	DIBELS, AIMSweb	AIMSweb M-CAP	Student Risk Screening Scale
Progress Monitoring	DIBELS, AIMSweb	AIMSweb M-COMP, Monitoring Basic Skills Progress	Office Referral Data, Check-in/Check-out

KEY	
●	Leadership Team
■	Implementation Team
◇	Coach
○	Contributor
●	Unit of Coordination
●	Unit of Implementation
●	Unit of Intervention
→	Feedback Loops
...	Coaching
--	Consistent Involvement

Teams, Roles, & Responsibilities

UMTSS focuses on systems and infrastructure at the LEA and school levels. This supports implementing interventions effectively for students. Defining the roles and responsibilities of team members is an essential feature of effective teams.

State Leadership Team (SLT)

- WHO**
- USOE directors and staff of multiple departments, including Teaching & Learning, Special Education, and Federal Programs
 - USOE UMTSS staff
- WHAT**
- Increase visibility, alignment, and capacity
 - Oversee UMTSS funding and activities



State Implementation Team Members (SIT)

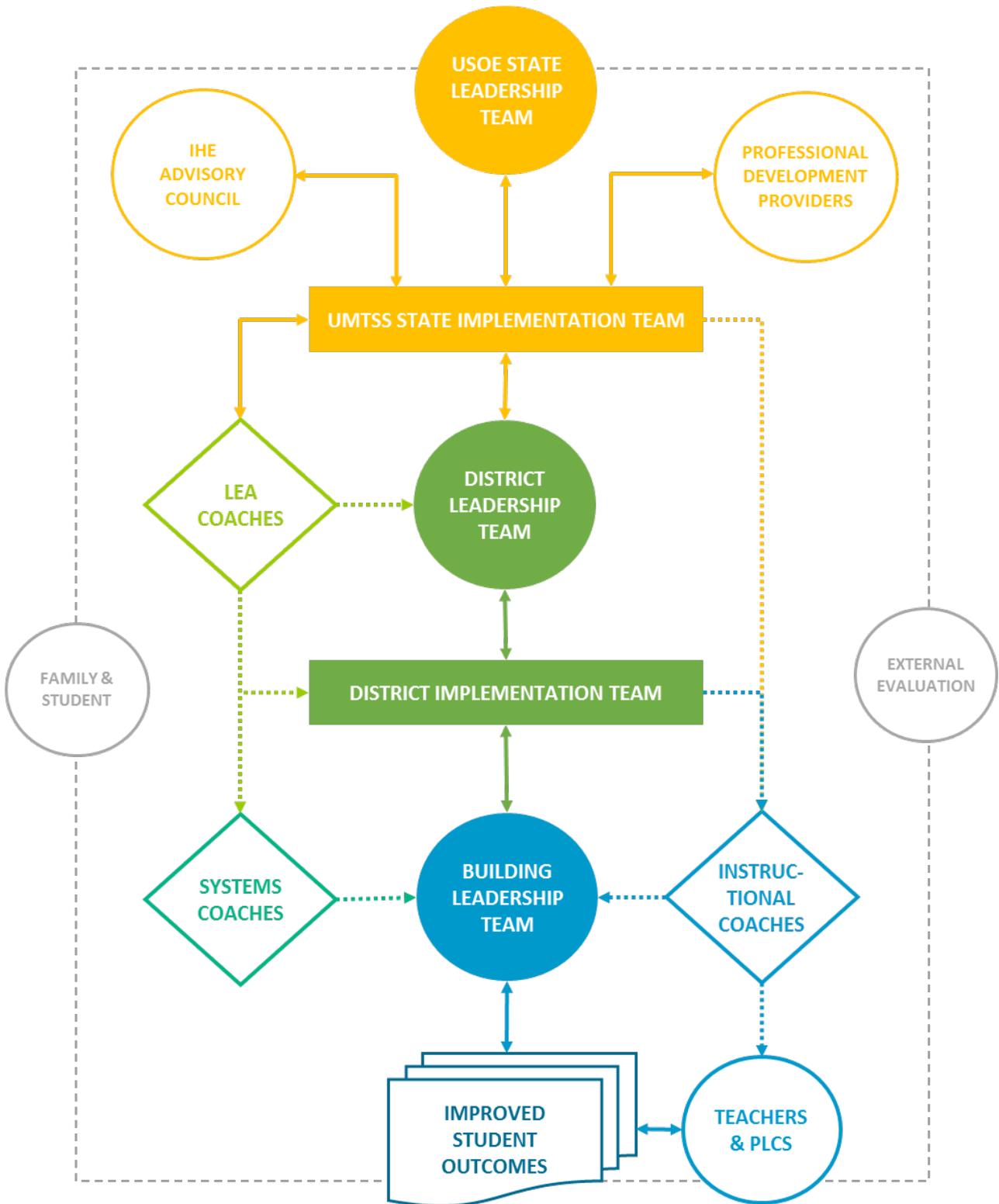
- WHO**
- USOE UMTSS staff
- WHAT**
- Support district/LEA leadership teams through coaching and consultation
 - Facilitate professional development and provide technical assistance
 - Provide materials, resources, information, and funding for UMTSS efforts
 - Network with other LEAs and states
 - Create opportunities for learning from the successful practices of others
 - Increase policy and political support

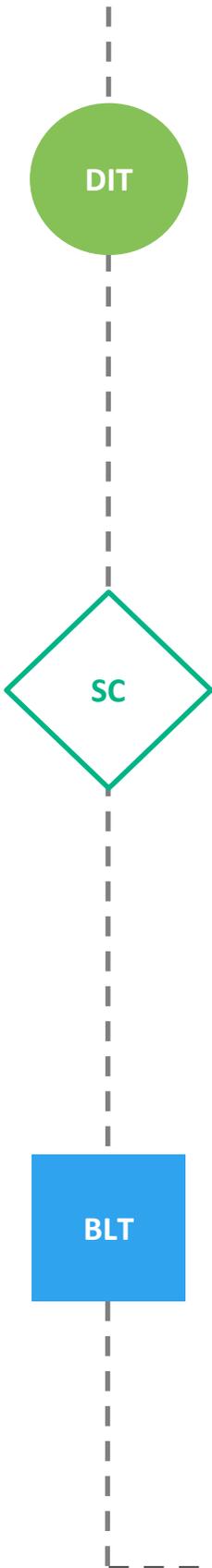


District or LEA Leadership Team Members (DLT)

- WHO**
- LEA superintendent or representative and department representation (e.g. curriculum and instruction, special education, federal programs, ALS director, school counselors and psychologists)
 - Systems Coach who reports fidelity and outcome data directly with the SIT
- WHAT**
- Support implementation in schools by providing vision, allocating resources, increasing visibility, and removing barriers to implementation
 - Define LEA implementation policies and practices - planning, monitoring, coordinating, problem solving, and continuously improving implementation fidelity

UMTSS Coaching Framework





District or LEA Implementation Team (DIT)

- WHO**
- District/LEA leadership, building leadership, general education, and special education representation
 - Systems Coach and Instructional Coaches
- WHAT**
- Report implementation progress and needs to DLT and other LEA-level meetings
 - Analyze data regarding fidelity and student outcomes
 - Use data to adjust implementation efforts
 - Assist in providing evidence-based professional development based on established LEA goals
 - Implement LEA MTSS plan

Systems Coaches

- WHO**
- Designated by DLT to interface directly with the UMTSS LEA Coach and State Implementation Team
- WHAT**
- Attend training and meetings provided by UMTSS
 - Assist in providing professional development to LEA
 - Support building leadership in implementing MTSS practices with fidelity
 - Monitor fidelity of implementation and outcomes of professional development activities
 - Report fidelity and outcome data to DLT/DIT

Building Leadership Team Members (BLT)

- WHO**
- Principal, instructional coaches, regular and special education teachers, ESL coordinator, school counselor, school psychologist
- WHAT**
- Identify roles/responsibilities of members
 - Communicate directly with the DIT
 - Attend training sessions provided by the DLT and UMTSS
 - Provide technical assistance to educators, support staff, and instructional coaches
 - Monitor intervention fidelity to evaluate if practices are implemented as intended
 - Analyze student outcome data to evaluate if practices are effectively addressing students' needs
 - Report fidelity, student outcomes, and implementation progress to the DIT/DLT

Online Courses

UMTSS online training modules introduce the foundational concepts and tools to help guide district/LEA level teams during the early stages of implementation. Course content includes best practices in supporting students within a multi-tiered framework, providing evidence-based professional development, effective coaching, collecting and using data meaningfully, and implementing evidence-based practices within specific academic and behavioral content areas.

Getting Started: How to access online courses

- Go to: <http://schools.utah.gov/umtss/Training>

Follow the instructions for creating an Instructure account and enrolling in the courses. Once enrolled, modules are accessible by selecting the **courses** menu on the uen.org/instructure dashboard.

Hints for Navigation

- Click “Previous” or “Next” to navigate through the course
- Avoid using the browser back button when submitting assignments and quizzes
- Enable pop-ups in the web browser to visit helpful hyperlinks within the course



Other Online Resources

UTMSS

- UMTSS website - www.schools.utah.gov/umtss
- Prezi “UMTSS Outcomes – Data Practice, and Systems” (narrated) - <http://prezi.com/ab7snhijaljs/umtss-outcomes-data-practices-and-systems-narrated/>
- Prezi “UMTSS Outcomes – Data Practice, and Systems” (non-narrated) - prezi.com/b_ojrhwehj0e/umtss-outcomes-systems-coaching

Multi-Tier Academic Support Resources:

- Center on Response to Intervention - www.rti4success.org
- National Center on Intensive Intervention - www.intensiveintervention.org
- IES What Works Clearinghouse - ies.ed.gov/ncee/wwc
- RTI Action Network - www.rtinetwork.org
- Florida Center for Reading Research - www.fcrr.org

Positive Behavior Support Resources:

- Positive Behavioral Interventions and Supports - www.pbis.org
- Association for Positive Behavior Support - www.apbs.org
- PBIS World - www.pbisworld.com

Contact Information

Devin Healey USOE, Project Director, Teaching & Learning
Devin.healey@schools.utah.gov

Ginny Eggen USOE, Project Coordinator, Special Education
Ginny.eggen@schools.utah.gov

Becky Unker USOE, Special Education
Becky.unker@schools.utah.gov

Ann-Michelle Neal USOE, Title III & Federal Programs
Ann-michelle.neal@schools.utah.gov

Melanie Smith-Harris USOE, Teaching & Learning
Melanie.smith-harris@schools.utah.gov

Kim Fratto USOE, Special Education
Kim.fratto@schools.utah.gov

Heidi Mucha University of Utah, Project Evaluator
Heidi.mucha@utah.edu

Leanne Hawken University of Utah, Project Evaluator
Leanne.hawken@utah.edu

Scott Ross Utah State University, Project Consultant
Scott.ross@usu.edu

References

- Batsche, G., Elliot, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.
- Blase, K., Kiser, L. and Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill. Retrieved 7/16/2014 from: <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf>
- Fixsen, D. L., & Blase, K. A. (2009). *Implementation: The missing link between research and practice*. NIRN Implementation Brief #1. Chapel Hill: The University of North Carolina, FPG, NIRN. Retrieved 7/16/2014 from <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-ImplementationBrief-01-2009.pdf>
- Guskey, T. R. (2000). *Evaluating professional development*. London, UK: Corwin Press.
- National Center on Response to Intervention (2010). *Essential Components of RTI – A Closer Look at Response to Intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved 7/16/2014 from : http://www.rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf
- Petersilia, J. (1990). *Conditions that permit intensive supervision*. *Crime and Delinquency*, 36(1), 126-145.
- Trivette, C. M., Dunst, C. J., Hamby, D. W., O’Herin, C. E. (2009) *Characteristics and consequences of adult learning methods and strategies*. *Winterbury Research Synthesis*, 2(2), 1-33.