



<http://www.updc.org/umtss/>

## District Level Implementation Manual

November 2012



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This document has been designed by Utah Personnel Development Center (UPDC) staff with the support of State Personnel Development Grant (SPDG) funds. It's intended to help guide district leadership teams in implementing a Multi-Tiered System of Supports.

**Purpose:** The purpose of this document is to clarify the roles and responsibilities of district leadership teams participating in the UMTSS project and to describe the function of the UMTSS state implementation team.

## **What is the UMTSS State Implementation Team?**

The UMTSS state implementation team is supported by the Utah Personnel Development Center (UPDC) and its partners (USOE, USU, U of U, BYU, and the Utah Parent Center). The UPDC is funded by Utah State Office of Education SPDG and IDEA grant funds. This project is designed to help schools develop school-wide support systems in academics and behavior. The state implementation team also works closely with the U. S. Department of Education, Office of Special Education Programs to help implement evidence-based practices statewide.

## **What is a Multi-Tiered System of Supports?**

MTSS is a framework to help provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.

Poorly defined practices are hard to implement with fidelity. UMTSS works to adequately define the integrated academic and behavior model at the classroom, building, and district levels.

## Notes

# UMTSS Project Overview



## Key Features of MTSS (Sugai, 2008)

- Universal Design
- Data-based decision making and problem solving
- Continuous progress monitoring
- Focus on successful student outcomes
- Continuum of evidence-based interventions
  - A core curriculum is provided for all students
  - A modification of this core is arranged for students who are identified as non-responsive
  - A specialized and intensive curriculum for students with intensive needs
- Focus on fidelity of implementation

## Integration of Academic and Behavior Supports

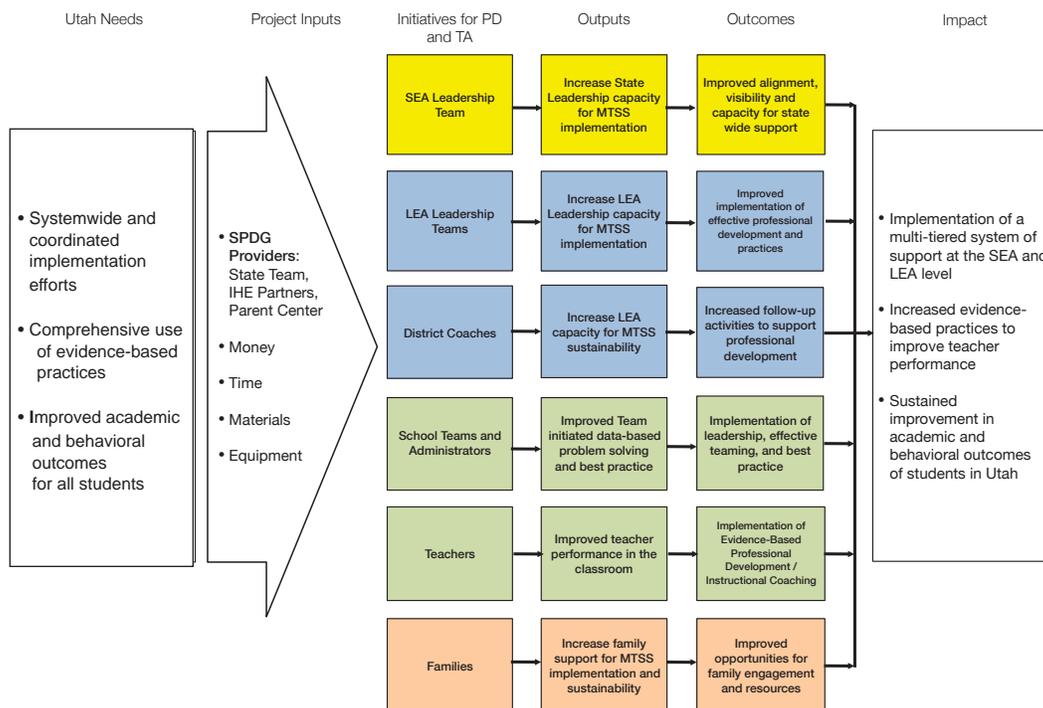
UMTSS creates capacity for an integrated academic and behavior framework that can be implemented with fidelity, is sustainable over time, and utilizes data-based decision making at all levels of implementation support.

## Evidence-Based Professional Development

- 1) Evidence-based practices/content
- 2) Evidence-based delivery (e.g., PALS, micro-teaching)
- 3) On-going coaching support with data and feedback,
- 4) Measurement of fidelity of implementation and impact (Guskey)

Notes

## UMTSS Logic Model



# Benefits of Project Participation



## Benefits:

Successful implementation of a multi-tiered system of supports to identify and provide evidence-based interventions.

Increased capacity for leading, training, and coaching the implementation of sustained change efforts at the school and district levels.

Implementation of evidence-based professional development focused on tiered instruction to support the Utah Core State Standards.

Improved social and behavioral student outcomes.

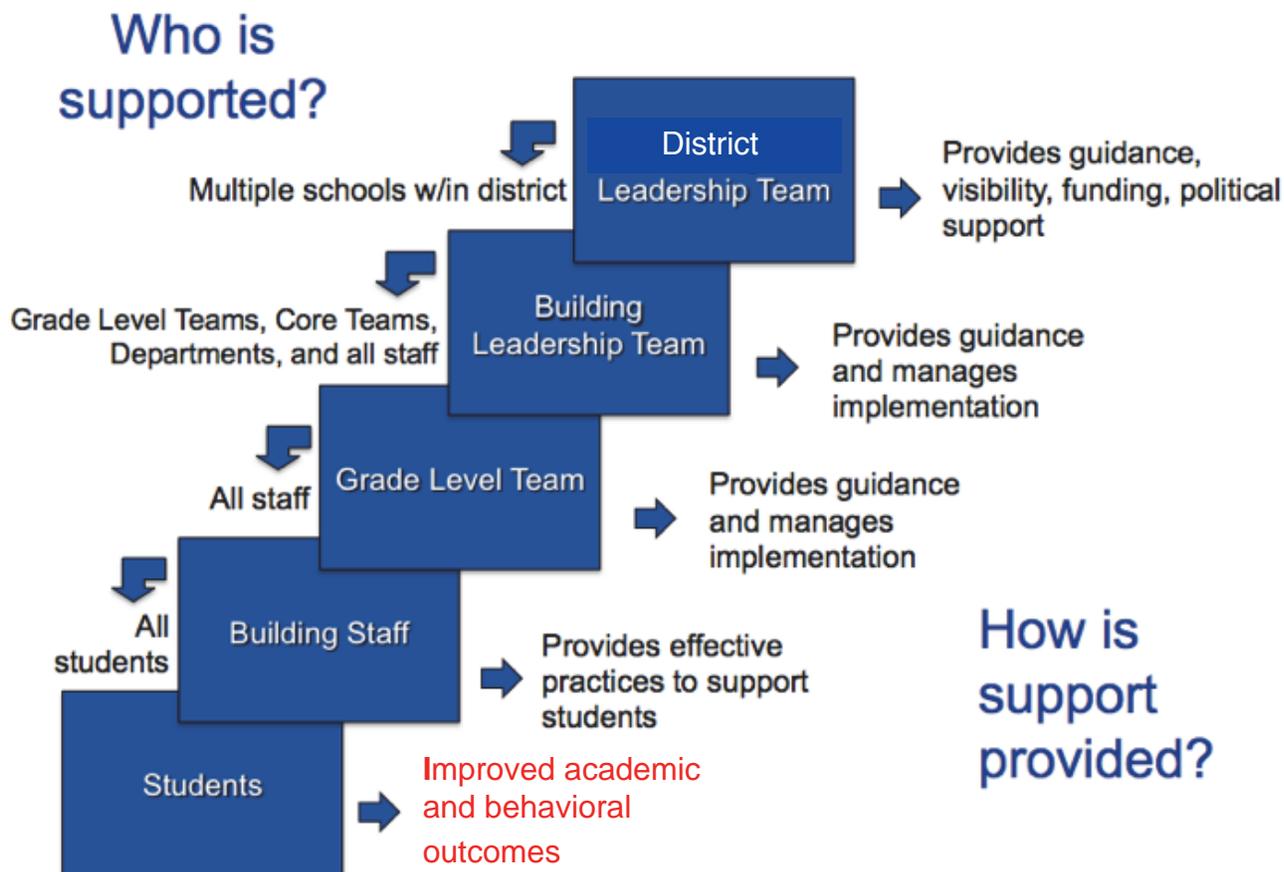
Access to statewide network of other participating LEAs.

Access to statewide and national resources, data, and problem-solving strategies to support implementation efforts.

Effective use of a problem-solving model that uses student level data to plan for success.

Funding to help offset some of the costs of implementation. The range of support will depend on a needs assessment and the size of the LEA.

## Cascading System of Support

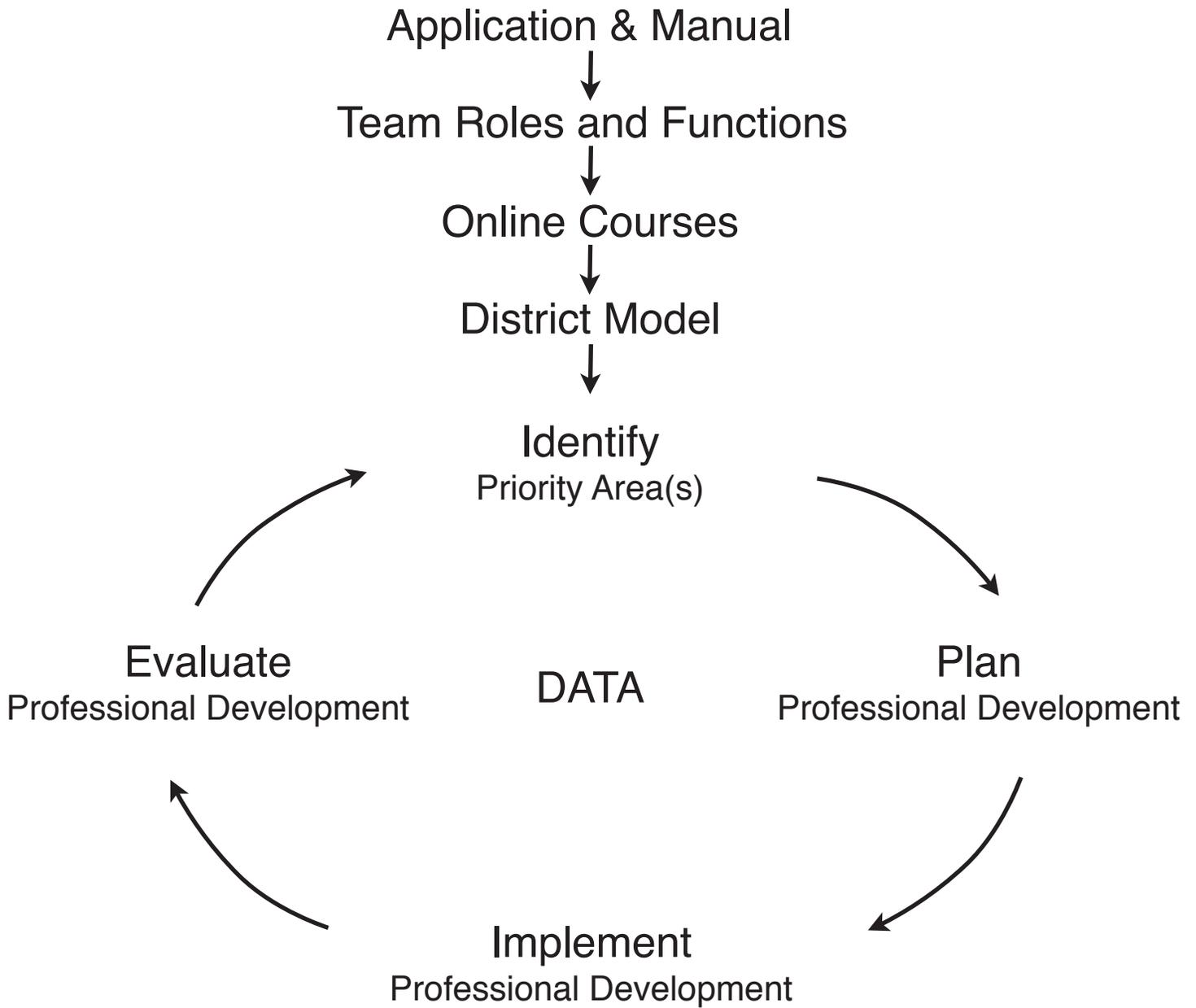


# Requirements for Project Participation



<b>Level I Activities</b>	
<b>Activity</b>	<b>Tool</b>
Application submitted	UMTSS Application
DLT role and function Review UMTSS Manual	Practice Profile UMTSS Manual
Overview Course	UMTSS Canvas Course and District Initiative Inventory assignment
Develop district model	Sample models Building Level Practice Profile District Initiative Inventory (DII) District Implementation Goals (DIG) Stage of Implementation
Data Course	UMTSS Canvas Course and 8-Step Problem Solving Process
Determine Priority Area(s) and Transformation Zone	8-Step Planning and Problem Solving Worksheet
EBPD Course	EBPD Self-Evaluation
Level I Funding	Reimbursement Form

<b>Level II Activities</b>	
<b>Activity</b>	<b>Tool</b>
Course aligned with Priority Area: Behavior, Numeracy, Literacy	UMTSS Canvas Course(s) and PD Planning Guide for Priority Area(s) (completed as team)
PD Plan	Action Plan PD Planning Guide
Multi-year PD calendar	Sample models District Initiative Inventory (DII) District Implementation Goals (DIG)
Develop Implementation Team	Team calendar. DLT meets quarterly, Implementation team meets monthly.
Implement PD	PD Planning Guide
Evaluation & Continuous Improvement	LEA Practice Profile Building Level Practice Profile Guskey Levels of PD Evaluation Teacher Practices (PEER System)
DLT is eligible for Level II funding	Reimbursement Form



## Systems Change

Implementation of academic and behavior UMTSS is a process that takes place over time (2-4 years). It is important to remember that we should not expect to see change in student outcomes until effective practices have been implemented with fidelity.

## Stages of Implementation

Focus	Stage	Description
Should we do it? Why are we doing it?	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

### Exploration/Adoption:

Understanding between UMTSS state implementation team and district leadership team that there will be shared ownership of the MTSS implementation plan and work

Understanding of the integration between MTSS and school improvement work

Confirm action plan

### Installation:

At District Level:

Identify liaison from District Leadership Team

Identify District Implementation Team

Identify data analyst

Notes

# Stages of Implementation

## Initial Implementation:

Identify model sites (ensure commitment, need and fit)

Develop building leadership team

Develop school implementation plan

Gather feedback to adjust plan

## Elaboration:

Extend to other schools

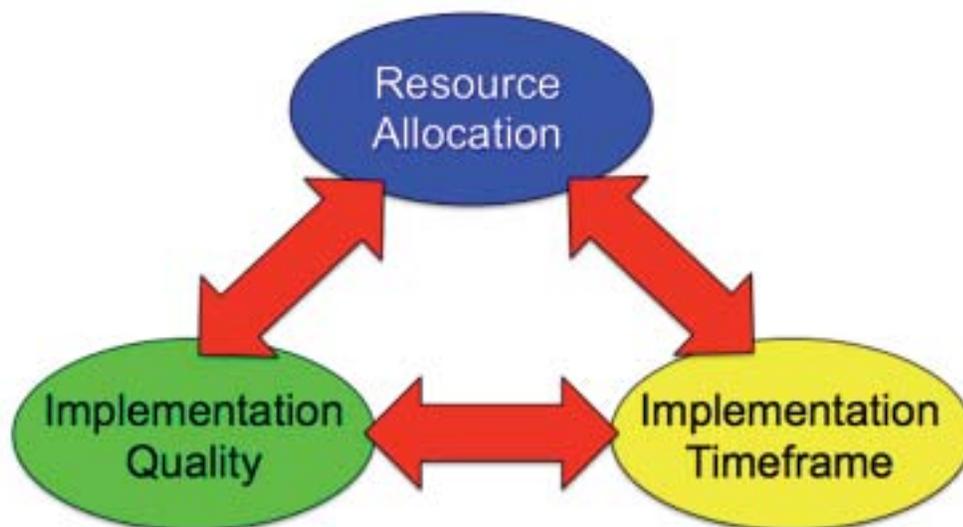
## Continuous Improvement/Regeneration:

Use data to improve implementation by making it easier, more cost effective

## Moving through the stages:

How fast you move through these stages will depend on the constant tension of three factors regarding implementation illustrated in the figure below. If you want quality implementation, then you may need either more time to engage implementation work or you may need more resources allocated to get the work done.

Notes



# Agreements (Roles & Responsibilities)



## **District Leadership Team Members (DLT)**

Support implementation efforts through providing vision, allocation of resources, political support, visibility and removing barriers to implementation

Identify UMTSS contact person - someone in a district administrative role

Identify implementation practices - focus on planning, monitoring, problem solving, and continuous improvement of implementation efforts

Include standing agenda item regarding implementation support in district-level meetings

Collect/review data regarding fidelity and student outcomes and use to adjust implementation efforts

## **Building Leadership Team Members (BLT)**

Establish building leadership team - delineate roles and responsibilities of members

Identify liaison to work with DLT

Attend training sessions

Provide technical assistance

Collect fidelity data - for implementation (to evaluate if practices are implemented accurately)

Collect student outcome data

## **Building Staff/Instructional Coaches**

Attend training sessions

Implement practices associated with academics or behavior

Provide technical assistance

Collect fidelity information (to evaluate if practices are implemented accurately)

Collect student outcome data

## **State Implementation Team Members**

Meet with DLT

Provide professional development

Provide technical assistance

Provide materials, information, and partial funding for implementation efforts

Provide opportunities for learning from and networking with districts across the state/nation

# Online Course 1: UMTSS Overview



**Purpose:** This course is the first in a series of courses designed to help support Local Education Agencies (LEAs) with implementing a multi-tiered system of supports. The course has four parts and answers four essential questions:

Part 1: What is a Multi-Tiered System of Supports (MTSS)?

Part 2: What are the critical components of MTSS?

Part 3: What is “Tiered Instruction” and what differentiates the various Tiers?

Part 4: What are the requirements for participation in the UMTSS project?

## **In navigating this course participants will encounter:**

Various learning activities such as readings, assignments, handouts, quizzes, and online resources.

## **Facilitator Responsibility - Organize how course will be disseminated in order to:**

Ensure that participants use of this course aligns with LEA goals and priorities.

Engineer how participants will engage in the course (small group, pairs, individual).

Determine follow-up experiences once course has been successfully completed.

## **Participant Responsibility - Participate and complete required course activities in order to:**

Understand what a MTSS framework is and what it is not.

Learn the critical components of MTSS.

Describe the level and intensity of the instruction/interventions provided at each tier.

Understand the benefits and requirements of participation in the UMTSS project.

# Online Courses Technology Specifications



## **Operating System**

This course is built using Instructure Canvas and adheres to web standards. It will run on Android, iOS (iPhone, iPad, iPod), Linux, Mac, and Windows.

## **Internet: Minimums**

Safari 5

Chrome 9

Firefox 3.6

Internet Explorer 8

We recommend using the newest version of your browser.

Bottom line requirements: You must have JavaScript enabled in your browser and no IE 6.

*(Some features of Canvas may be blocked by certain LEA firewalls)*

## **Plug-Ins**

Flash 9 (if you want to use the audio/video recording / viewing or Chat features)

Note: This course will work without Flash installed, you just won't be able to use the audio/video features (like media comments or web conferences) or be able to use the Chat functionality.

## **Other Software**

Adobe Acrobat Reader

# Online Course 1: UMTSS Overview Getting Started



## How to access the course?

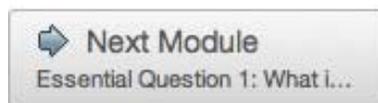
1) Go to: [www.updc.org/umtsscourse](http://www.updc.org/umtsscourse)

You will be prompted to login in using your Utah Education Network (UEN) account and password.

To create a UEN account, visit: <http://my.uen.org/myuen/guest/1>

## How to Navigate?

Participants move through the course sequentially. It auto saves. Navigation is simple as clicking “Previous” or “Next”.



Note: Do not use the browser back button when submitting assignments and quizzes.

Make sure pop-ups are enabled. There are hyperlinks within the course that you can visit.

## Frequently Asked Questions:

- 1) **Can I complete the training over multiple sessions? Yes.** As you progress through the course, the information is auto saved. Upon return, it will begin where you previously left off.
- 2) **Can I receive feedback throughout the course on the activities and quizzes I’ve completed? Yes.** Once you submit responses, feedback will be provided in the form of examples and a *key* of correct answers.
- 3) **Is there a way to demonstrate successful completion of the course? Yes.** Complete course quizzes and submit the assignment. Assignments will be used in future meetings.
- 4) **Is there a time restriction? No.** The course doesn’t have a time limit. However, continuation in the UMTSS project is contingent upon successful course completion.

## Contact Information

**Devin Healey**

801-510-7125

[devinhe@updc.org](mailto:devinhe@updc.org)

**Heidi Mathie Mucha**

801-631-9632

[heidim@updc.org](mailto:heidim@updc.org)

**Lowell K. Oswald**

801-647-0656

[lowello@updc.org](mailto:lowello@updc.org)



230 West 200 South, Suite 1000

Salt Lake City, UT 84101

Office: 801-363-0822

Fax: 801-363-0662



# Appendix A



## **Required Forms**

Application (Already completed by participating LEAs)

District Implementation Goals [DIG] (Level I Activity)

District/LEA Priorities Action Planning (Level I & II Activity)

Evidence-Based Professional Development Planning Guide (Level II Activity)

Professional Development Calendar (Level II Activity)

UMTSS LEA Leadership Team Practice Profile (Level II Activity)

UMTSS Reimbursement Form

**Utah Multi-Tiered System of Supports (UMTSS)  
Application  
2012-2013**

**(Already completed by participating LEAs)**



*This application is adapted from Florida's MTSS (DAPPS) Initiative, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), and Oregon Department of Education's Effective Behavioral & Instructional Support Systems Initiative (EBISS).*





**UMTSS DISTRICT/LEA PRIORITIES ACTION PLANNING**

District/LEA:		Completion Date:	
---------------	--	------------------	--

District/LEA Team Members:

Person(s) Completing Report:

UMTSS Representative:

**INSTRUCTIONS:** The District/LEA Team should complete the Action Planning form to monitor activities for implementation of prioritized directives in the district. Evaluate the District Implementation Goals Form (DIG), select items of high “Need for Action,” and record the corresponding next steps into the Action Items below.

Prioritized Practice:			
-----------------------	--	--	--

Target Schools:			
-----------------	--	--	--

Specific Activities	Action Items	Who will lead this activity?	When will it be completed?
---------------------	--------------	------------------------------	----------------------------

<b>1. Funding</b>  <ul style="list-style-type: none"> <li>• Where will the funding come from for the actions described above?</li> </ul>	a.		
	b.		
	c.		
	d.		

<b>2. Coordination &amp; Coaching</b>  <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Systems coaching</li> <li>• Instructional coaching</li> </ul>	a.		
	b.		
	c.		
	d.		

<b>2. School Infrastructure</b> <b>3. Marketing (district model and prioritized practice)</b> <b>4. Recruitment</b> <b>5. Establish BLT</b>			

<b>3. Implementation</b>  <ul style="list-style-type: none"> <li>• Review of school action plans</li> <li>• Other Implementation</li> </ul>	a.		
	b.		
	c.		

Prioritized Practice:			
Target Schools:			
Specific Activities	Action Items	Who will lead this activity?	When will it be completed?
<b>4. Outcomes</b> <ul style="list-style-type: none"> <li>• Screening Tools</li> <li>• Data Collection</li> <li>• Data Systems</li> </ul>	a.		
	b.		
	c.		
	d.		
<b>5. Visibility &amp; Political Support</b> <ul style="list-style-type: none"> <li>• Reports to superintendent &amp; school board</li> <li>• Sharing at a regional level +</li> </ul>	a.		
	b.		
	c.		
	d.		
<b>6. Professional Development and Training Actions</b> <ul style="list-style-type: none"> <li>• PD calendar</li> <li>• Release Time</li> <li>• Assessment of PD</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

**David Douglas School District PBS Overview**  
Multi-Year Plan (Draft)

	05-06	06-07	07-08	08-09	09-10	10-11	11-12
	STAGE A	STAGE B	STAGE C	STAGE D	STAGE E	STAGE F	STAGE G
<b>Year 1 of Training PBS Team Primary Prevention Systems</b>	Cohort 1 (9 ES, 3 MS)	Transportation Dept. universal systems only	Cohort 2 (1 HS, 1 Alternative HS)				
<b>Year 2 of Training PBS Team Secondary Prevention Systems</b>							
Implementation of Universal System, analysis and data systems development, ABC and function based support introduction, develop targeted group interventions, and Intervention Team development and planning				Cohort 2 (1 HS, 1 Alternative HS)	Cohort 2 (1 HS, 1 Alternative HS)		
<b>Year 3 of Training – Part A PBS Team and Intervention Team Members Secondary Prevention Systems</b>							
Monitor universal system; implement targeted group interventions and Intervention Team, develop classroom systems, continue ABC and function based support training							
<b>Year 3 of Training – Part B Intervention Team Members PBS Tertiary Prevention Systems</b>							
Implement secondary systems, begin work on the use of Comprehensive Functional Behavior Assessments (FBA)							
PBS Coach	Add-on: 0 FTE Feb. 06	.4 FTE	1.0 FTE (Proposed)	1.0 FTE (Proposed)	1.0 FTE (Proposed)	----	----
							Cohort 2 (1 HS, 1 Alternative HS)

## UMTSS Evidence-Based Professional Development (PD) Planning Guide

District/LEA: \_\_\_\_\_ Date of Completion: \_\_\_\_\_ UMTSS Representative(s): \_\_\_\_\_

24

District/LEA Team Members: \_\_\_\_\_

**INSTRUCTIONS:** The District/LEA Team develops a PD calendar for implementation of the Prioritized Practice in the Target Schools (aligns with the Action Planning form and provides documenting evidence for the Practice Profile). The PD Calendar includes specific training details as well as information regarding the tools used for evaluating the effectiveness of the PD delivered.

<b>Prioritized Practice:</b>	
<b>Critical Component(s):</b>	
<b>Target Schools:</b>	
<b>Area of Focus:</b>	
<b>Objectives:</b>	
<b>Evaluation Tool(s):</b> Participants' reactions, learning, organization support, use of knowledge, student outcomes (Guskey)	
<b>Participants</b>	
<b>Instructors</b>	
<b>Dates/Times</b> (ongoing)	
<b>Location(s)</b>	
<b>Materials</b>	
<b>Coaching Support</b> (who, when, data)	
<b>Funding Allocated (source)</b>	

UMTSS LEA Leadership Team Practice Profile			
	District/LEA:		Completion Date:
District/LEA Team Members:			
Person(s) Completing Report:			
UMTSS Representative:			
<p><b>INSTRUCTIONS:</b> The District/LEA Team should complete the LEA Practice Profile form with the UMTSS representative, evaluating implementation of prioritized directives in the district. Calculate a score for each area of implementation as well as an overall score. Also provide evidence for the score selected if possible.</p>			
<b>Prioritized Practice:</b>			
<b>Target Schools:</b>			
Overall Score (the total percentage for each area / 7) =      Date Completed:			
UMTSS LEA Leadership Team Practice Profile			
Critical Component	Contribution to the Outcome	2 (circle appropriate box)	1
<b>Foundations</b>	Establishes a well-represented LEA team that meets regularly with defined roles and functions	Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc.). Must include someone with expertise in content area(s) of focus. Also must have liaison with school teams (e.g., coach), and include someone who can make funding decisions.	Team is developed with partial representation of recommended team members
		Team completes or reviews DIG, District Priorities Action Plan, and Team Practice Profile (this document) quarterly	Team completes or reviews DIG, District Priorities Action Plan, and Team Practice Profile (this document) one to three times in the year
		Team meets at least quarterly and uses consistent meeting process (agenda, minutes, etc.)	Team meets less than quarterly OR with inconsistent process
		Role and function of team members is identified (facilitator, note-taker, data analyst, active participant etc.)	Role and function of some team members is identified
		Team does not complete or review documents	No team exists
		Team meets less than quarterly AND with inconsistent process	Team does not complete or review documents
		Role and function of team members is identified (facilitator, note-taker, data analyst, active participant etc.)	Role and function not determined for team members
<b>Foundations Percentage Score (add scores / 8) =</b>			

Critical Component	Contribution to the Outcome	2 (circle appropriate box)	1	0	Documenting Evidence
<b>Implementation and Funding</b>	<p>Provides a specific plan of steps necessary and resources required for implementing UMTSS.</p> <p>Provides support for building-level MTSS plan development, consensus-building efforts and implementation.</p> <p>Provides monitoring of implementation efforts so that the plan is continued or modified.</p>	<p>Team prioritizes and braids together current LEA initiatives to focus implementation (e.g., common language, common goals, collaborative funding allocation)</p>	<p>Communication among initiatives but operating in isolation</p>	<p>No collaboration among initiatives.</p>	
		<p>Implementation plan or calendar is developed based on LEA data and monitored to assure progress</p>	<p>Implementation plan is developed based on LEA data but not monitored</p>	<p>No implementation plan is developed</p>	
		<p>Team reviews progress toward plan quarterly</p>	<p>Team reviews progress less than quarterly</p>	<p>Team does not review progress</p>	
		<p>Team works to allocate funding to support implementation fidelity across multiple school site and across multiple years</p>	<p>Team allocates resources but not tied to a plan for implementation</p>	<p>Resources are provided but are not sufficient to support implementation efforts</p>	
<b>Implementation and Funding Percentage Score (add scores / 8) =</b>					
<b>Communication, Visibility and Political Support</b>	<p>Dissemination strategies are identified and implemented to ensure stakeholders are kept aware of activities and accomplishments.</p> <p>Helps to ensure "buy-in" from the LEA personnel and community.</p> <p>Provides opportunity for feedback to and from schools on implementation, social validity, and student outcomes.</p> <p>Provides opportunity to coach and reinforce staff implementation.</p>	<p>Implementation plan, with common vision for LEA-wide supports is shared with school board and community annually and cabinet meetings quarterly</p>	<p>Information is provided, but not to all key stakeholders or not according to suggested schedule</p>	<p>Information is not shared</p>	
		<p>A policy statement is developed and endorsed by LEA administrators and board of education around UMTSS and success for all students</p>	<p>Policy statement is developed but not endorsed by administrators and board of education</p>	<p>Policy statement is not developed</p>	
		<p>Team demonstrates importance of implementation efforts by including MTSS language in the LEA's annual improvement goals.</p>	<p>Team indicates implementation is a priority but not stated in goals</p>	<p>Implementation is not indicated as a priority</p>	
		<p>Documentation exists that feedback loops are established between schools and LEAs to address implementation, and student outcomes</p>	<p>Feedback loops are stated/ implied but documentation does not exist</p>	<p>No feedback loops exist</p>	
<b>Communication, Visibility and Political Support Percentage Score (add scores / 8) =</b>					

Critical Component	Contribution to the Outcome	2 (circle appropriate box)	1	0	Documenting Evidence
<b>Professional Development and Technical Assistance</b>	Develops local capacity for efficient and effective implementation of LEA-wide supports, rather than dependence on others to implement program	Professional development is aligned with the implementation plan	Professional development partially addresses the implementation plan	Professional development is not aligned with implementation plan	
		Local expertise (LEA or regional) is identified and provides technical assistance to staff	Team may provide the technical assistance or coordinate technical assistance by eliciting outside experts	No technical assistance is provided to staff	
		A plan for providing Evidence-based professional development to all necessary staff is provided	The plan for providing Evidence-based professional development does not include all necessary staff	Professional development is not provided	
		Evaluation of professional development addresses organization support and change, use of new knowledge and skills and student learning outcomes (See Guskey Five Level of PD Evaluation)	Team provides evaluation on participant reaction to and learning of content	No evaluation of professional development is taking place	
<b>Professional Development and Technical Assistance Percentage Score (add scores / 8) =</b>					
<b>Coaching</b>	Provides support and increases capacity for effective implementation	Systems level coaching support/ technical support (i.e., district to school) at least monthly to school teams regarding implementation	Coaching support provided at least quarterly to school team	No coaching supports exist	
		Instructional coaches are trained to provide differentiated and content-specific support to improve teacher practice.	Instructional coaches identified and trained but limited classroom support provided	No instructional coaching	
		School level data used on a regular basis to modify systems level supports provided to all students	Limited data used to consider program planning needs	Data is not used for systems level coaching	
		Classroom level data should be used on a regular basis to support teacher improvement in evidence-based instructional delivery	Limited data used to consider classroom instructional needs	Data is not used for instructional level coaching	
<b>Coaching Percentage Score (add scores / 8) =</b>					

Critical Component	Contribution to the Outcome	2 (circle appropriate box)	1	0	Documenting Evidence
<b>Materials</b>	Materials that are evidence-based, available, and easy to use will increase effectiveness of educational practices	Materials are identified and aligned with goals of the implementation plan	Materials are partially aligned with goals of the implementation plan	Implementation materials are not aligned with goals of the implementation plan	
	Implementation materials and tools are: 1) cost effective, 2) easy to use, and 3) readily available		Two of three components of materials are in place	One or none of three components of materials are in place	
<b>Materials Percentage Score (add scores / 4) =</b>					
<b>Evaluation</b>	Measures fidelity of implementation and impact on student outcomes	LEA team identifies evidence-based tools for measuring fidelity of implementation at school level	LEA team identifies tools for measuring fidelity of implementation but they have limited or no evidence-base	LEA team does not identify tools for measuring fidelity of implementation	
		LEA team consistently measures fidelity of implementation of universal practices in academics and behavior	Team is inconsistent in measuring fidelity of implementation of universal strategies	Team does not measure fidelity of implementation of universal strategies	
		Team measures fidelity of implementation of targeted (Tier 2) and intensive (Tier 3) interventions at least yearly	Team measures fidelity of implementation of either targeted or intensive strategies at least yearly	Team does not measure fidelity of implementation of targeted and intensive strategies	
		LEA team identifies evidence-based data collection tools for school use to measure student outcomes	Evidence-based data collection tools are identified by sites	No evidence-based data collection tools identified	
		Team reviews quarterly student outcome data as indicator of instruction and interventions in academics and behavior at all tiers	Team is either inconsistent (less than quarterly) or only collects student outcome data at universal level	No student outcome data reviewed	
		Team consistently uses problem-solving process to make decisions	Team inconsistently uses problem-solving process	Team does not use problem-solving	
School acknowledgement system is implemented systematically to promote school success (e.g., school recognition in monthly LEA employee newsletter)	Acknowledgement system is informal or inconsistent	Schools are not acknowledged for success			
<b>Evaluation Percentage Score (add scores / 14) =</b>					

# UMTSS Reimbursement Form 2012-2013



Your district/LEA is eligible for reimbursement up to \_\_\_\_\_ for the 2012-13 school year based on your MTSS implementation goals and action plan. Examples of *appropriate* expenditures include: behavior or academic curriculum, LEA coaching activities, substitutes, and behavioral or academic professional development. Examples of *inappropriate* expenditures include hiring new personnel, gift cards, gift certificates, or cash. If you have a question about the appropriateness of your expenditures, please seek initial approval from your district coach. Please attach all supporting documentation (original receipts/invoices) and submit to your district coach. Your district coach will submit it to a UMTSS state implementation team member for reimbursement. You may submit as often as necessary, but all expenditures must be submitted for review by July 1, 2013. The process may take up to three weeks and the reimbursement check will come from Provo School District. Questions, contact Heidi Mucha ([heidim@updc.org](mailto:heidim@updc.org)).

	Date	Vendor	Description	Contract Requirement	Total	Amount to be Reimbursed
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
<b>Total Reimbursement</b>						

District/LEA:			
Person Completing form:		Date:	
District/LEA Approval:			
Position:		Date:	



## Appendix B



### **Supplemental Documents**

Guskey Framework of PD Evaluation

8-Step Problem-Solving Process form (Level I Activity)

Meeting Agenda

Team-Initiated Problem Solving (TIPS)

## Five Levels of Professional Development Evaluation

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	<ul style="list-style-type: none"> <li>▪ Was the facilitator knowledgeable and helpful?</li> <li>▪ Did you have the opportunity during the session to effectively practice or apply the concepts provided?</li> <li>▪ Did the session activities facilitate the sharing of work experiences among participants?</li> <li>▪ Did the session materials contribute to your learning during the session?</li> <li>▪ Were the facilities and equipment conducive to learning?</li> <li>▪ Were the stated session objectives met?</li> <li>▪ In terms of preparing you to do your job better, how would you rate the overall quality of the session?</li> <li>▪ Did the participants acquire the intended knowledge &amp; skills?</li> <li>▪ Did participants' attitudes, beliefs or dispositions change?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaires administered at end of a session</li> <li>▪ Focus groups</li> <li>▪ Interviews</li> <li>▪ Personal learning logs</li> <li>▪ Paper-and-pencil instruments, including self assessments and tests</li> <li>▪ Simulations &amp; demonstrations</li> <li>▪ Participant reflections</li> <li>▪ Participant portfolios</li> <li>▪ Case study analyses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial satisfaction with the experience</li> <li>▪ New knowledge and skills of participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ To improve program design and delivery</li> <li>▪ To improve program content, format and organization</li> </ul>
3. Organization support & change	<ul style="list-style-type: none"> <li>▪ Was implementation advocated, facilitated, and supported?</li> <li>▪ Was the support public and overt?</li> <li>▪ Were problems addressed quickly &amp; efficiently?</li> <li>▪ Were sufficient resources allocated?</li> <li>▪ Were successes recognized and shared?</li> <li>▪ What was the impact on the organization?</li> <li>▪ Did it affect the organization's climate and procedures?</li> </ul>	<ul style="list-style-type: none"> <li>▪ District and school records</li> <li>▪ Minutes from follow-up meetings</li> <li>▪ Questionnaires</li> <li>▪ Structured interviews with participants and district/ school administrators</li> <li>▪ Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>▪ The organization's advocacy, support, accommodation, facilitation, and recognition</li> </ul>	<ul style="list-style-type: none"> <li>▪ To document and improve organizational support</li> <li>▪ To inform future change efforts</li> </ul>
4. Participants' use of new knowledge & skills	<ul style="list-style-type: none"> <li>▪ Did participants effectively apply the new knowledge and skills?</li> <li>▪ Did teachers' instructional practice change?</li> <li>▪ Are the teachers consistently applying the knowledge &amp; skills?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaires</li> <li>▪ Structured interviews with participants and their supervisors</li> <li>▪ Participant portfolios</li> <li>▪ Participant reflections</li> <li>▪ Direct observations</li> <li>▪ Video or audio tapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Degree and quality of implementation</li> </ul>	<ul style="list-style-type: none"> <li>▪ To document &amp; improve the implementation of program content</li> </ul>
5. Student learning outcomes	<ul style="list-style-type: none"> <li>▪ What was the impact on students?</li> <li>▪ Did it affect student performance or achievement?</li> <li>▪ Did it influence students' physical or emotional well-being?</li> <li>▪ Are students more confident as learners?</li> <li>▪ Is student attendance improving?</li> <li>▪ Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student records</li> <li>▪ School records</li> <li>▪ Questionnaires</li> <li>▪ Structured interviews with students, parents, teachers, and/or administrators</li> <li>▪ Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student learning:                             <ul style="list-style-type: none"> <li>○ Cognitive (performance &amp; achievement)</li> <li>○ Affective (attitudes &amp; dispositions)</li> <li>○ Psychomotor (skills &amp; behaviors)</li> </ul> </li> <li>▪ Student participation &amp; attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ To focus &amp; improve all aspects of program design, implementation, and follow-up</li> <li>▪ To demonstrate the overall impact of professional development</li> </ul>

Adapted from a handout by Thomas R. Guskey shared at NCREL's Annual Meeting, 2002

Porter Center @ NCREL with ASCD

**8-Step Planning and Problem Solving Worksheet**

Priority Selected:

1. Desired outcome & how it will be measured:

2. Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcome.

Resources

Obstacles

### 8-Step Planning and Problem Solving Worksheet

3. Select one (1) obstacle from #2 to address first and identify it in behaviorally descriptive terms – ensure everyone understands it.

4. Brainstorm strategies to reduce or eliminate only the obstacle identified in #3 and record them below. These are only ideas. Do not consider feasibility or implementation at this stage.

5. Using the list generated in #4 as a stimulus, but not as a limit to ideas, develop multiple action plans to reduce or eliminate only the obstacle identified in #3. Specify who will do what (descriptively) and by when. **DETAIL IS A MUST!!!!!!**

Use Action Planning sections on following page.

**8-Step Planning and Problem Solving Worksheet**

6. Specify a plan for follow-up for each action plan. (How will completion be verified and outcome evaluated?).

Action Plan #1:

Who:

What action:

When:

Plan for Follow-Up:

Action Plan #2:

Who:

What action:

When:

Plan for Follow-Up:

Action Plan #3:

Who:

What action:

When:

Plan for Follow-Up:

(use additional action planning sheets as necessary)

### 8-Step Planning and Problem Solving Worksheet

7. Plan for evaluation of reduction or elimination of obstacle identified in #3:

SELECT A NEW OBSTACLE. THEN REPEAT PROCESS, BEGINNING WITH #3.

8. Plan for evaluating progress toward achievement of desired outcome specified in #1.

# Building/District Leadership Team Agenda



Date: \_\_\_\_\_

Attendees: \_\_\_\_\_

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## Meeting Goal:

- Make sure activities and tasks in plan are moving forward on specified timelines

## Review/Monitoring of Action Plan:

- 
- 
- 

## Adjusting the Action Plan:

- 
- 
- 

## Plans for Celebration of Successes:

- 
- 
- 

## Dates/Assigned Tasks/Person(s) Responsible:

- 
- 
- 

## Evaluation of Effectiveness of Meeting:

- 
- 
-



## TIPS Team Implementation Fidelity Checklist



**School:**

- Complete this checklist as a team four times in the year.
- An external observer (scheduled with district coach) should complete one of first three meeting observations.

**District:**

- Submit this form to district coach after each observation.
- Team reinforcement provided upon receipt of completed checklist at end of year (with data from four observations).

Score for each item: 2 = implemented, 1 = In Progress, 0 = Not Implemented, or T = Team training needed

Item	Data Source & Criterion	Meeting Date		
1. Roles & responsibilities were defined	Facilitator, Minute Taker, Data Analyst identified and available. Documented on Roles and Responsibilities Matrix			
2. Purpose of meeting was clear	Written purpose statement Team Information Form			
3. Meeting was started on time	Direct observation/meeting minutes Meeting starts within 10 minutes of scheduled time			
4. Meeting ended on time, or we agreed to extend meeting time	Direct observation/meeting minutes Meeting ends within 10 minutes of scheduled time			
5. At least 75% of team members (including an administrator) were present for the meeting	Meeting minutes, team roster, direct observation Number of regular members attending meeting, of total			
6. Public agenda format was used to define topics and guide meeting discussion	Written agenda for current meeting (items on board, paper, computer)			
7. Previous meeting minutes were reviewed at start of the meeting	Direct observation Team reviewed solution status from previous meeting			

Adapted by Utah Personnel Development Center from: Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual Educational and Community Supports, University of Oregon, unpublished training manual.



## TIPS Team Implementation Fidelity Checklist



Score for each item: 2 = implemented, 1 = In Progress, 0 = Not implemented, or T = Team training needed

40

Item	Data Source & Criterion	Meeting Date		
8. Status of previous solutions were reviewed	Direct observation Team reviewed solution status from previous meeting			
9. Quantitative data were reviewed	Direct Observation Team reviewed numbers/charts during problem solving			
10. Problems were defined with precision (what, where, when, by whom, why)	Documentation on Meeting Minutes All five elements are defined			
11. Problem solving resulted in defined solutions	Solutions to implement are documented			
12. If at least one solution was developed, an action plan was defined for the solution	Who is doing what by when is documented for at least one identified solution			
13. Measure & schedule were defined to monitor fidelity of solution implementation	Documented on Meeting Minutes Fidelity of implementation monitored on a regular cycle			
14. Measure & schedule were defined to monitor outcomes of solution implementation	Document on Meeting Minutes Student behavior/performance monitored on a regular cycle			
15. Next meeting was scheduled	Documented on Meeting Minutes			
16. Plan exists for distributing meeting minutes to all team members	All team members receive meeting minutes within 24 hours of the meeting			
Total Points:		/32	/32	/32
% Implemented				

Adapted by Utah Personnel Development Center from: Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual Educational and Community Supports, University of Oregon, unpublished training manual.



## Appendix C



### **Sample Forms**

- 8-Step Problem-Solving Process form
- District/LEA Priorities Action Planning
- Professional Development Calendar
- UMTSS LEA Leadership Team Practice Profile
- UMTSS Reimbursement Form
- Meeting Agenda