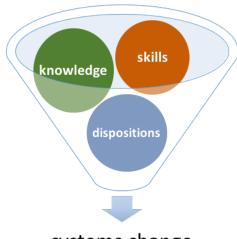# UMTSS
## UTAH MULTI-TIERED SYSTEM OF SUPPORTS

# Model for Systems Coaches

The knowledge, skills, and dispositions (labels borrowed from Learning Forward's *Professional Learning Standards*) needed for coaching at a systems level are similar whether working with a school, district, or other level of education system.  However, the specific application may vary depending on the level of system being coached. This model outlines the principles of effective coaching as they pertain to **coaching at a school level**.

## Knowledge

Apply, implement, analyze, and/or evaluate…

- Utah MTSS model including tools to facilitate implementation and evaluation of three tiers of instruction and intervention.

- Content knowledge (e.g., English/ language arts, math, positive behavioral interventions/supports, etc.).

- Teacher, leader, and student standards (e.g., Utah Effective Teacher, Utah Educational Leadership, Utah Core Standards, Math Practice Standards, role specific, i.e., teacher, school psych, SLP, professional codes of conduct/ ethics standards).

- Evidence-based pedagogy and effective instruction (e.g., Universal Design for Learning, differentiation, Utah's educator effectiveness and effective instruction guidelines, etc.).

- School, district, and state infrastructure and context as it relates to successful implementation of UMTSS, including feedback loops between the district and schools within that district.

- Implementation science and school readiness for change, per the National Implementation Research Network (NIRN).

- Initiative alignment (within school, across schools/LEA/state).



knowledge  skills

dispositions

systems change

- Teaming strategies (i.e., Team Initiated Problem Solving, UMTSS teaming tools).

- Evidence-based professional development and coaching per UMTSS modules in Canvas .

- Data from school-level evaluation tools (e.g., SET, R-SET, TIPS, etc.), student assessment (SAGE, DIBELS, etc.), and other school-level data.

- Data-based decision making and problem solving (i.e., 4 step model) to facilitate school action planning.

- School support resources (school, district, community, state, etc.).

- Principles of effective student, parent/ caregiver, and community engagement.

**Skills**

- Integrate knowledge of the UMTSS model, evidence-based practices, student/school data, and school/district contexts to serve as an effective systems coach.

- Use data to analyze and evaluate the "big picture" while attending to details and focusing on improving student outcomes—operationalize.  For example, using aggregated grade level data to provide evidence of school progress while disaggregating subgroups to show whether Spanish-speaking students are making adequate progress; focusing on the long-term UMTSS PD plan while navigating school/district-scheduled PD that may be unrelated to UMTSS and complicates scheduling of UMTSS-related PD.

- Provide positive and constructive feedback to promote continuous improvement.

- Use an appropriate coaching approach (i.e., instructive, facilitative, collaborative) based on context, content, relationship and need.

- Facilitate effective meetings; monitor tasks and timelines (e.g., TIPS model).

- Communicate effectively and in a timely way with state, district, school, parent, and community stakeholders.

- Develop and deliver effective presentations and professional development (e.g., HQPD Checklist).

- Build capacity to promote UMTSS sustainability.

**Dispositions**

- Builds positive, collaborative and inclusive relationships.

- Exhibits ethical and professional behavior.

- Models non-judgmental and tolerant interactions.

- Demonstrates cultural awareness and responsiveness to diverse backgrounds and perspectives.

- Engages in continuous learning.

- Displays patience with self and others.

- Exhibits and encourages a growth mindset.