

Virginia Tiered Systems of Supports



VIRGINIA DEPARTMENT OF EDUCATION

We've Got The Hammer: Align the Tools

Coaching for Stakeholder Clarity

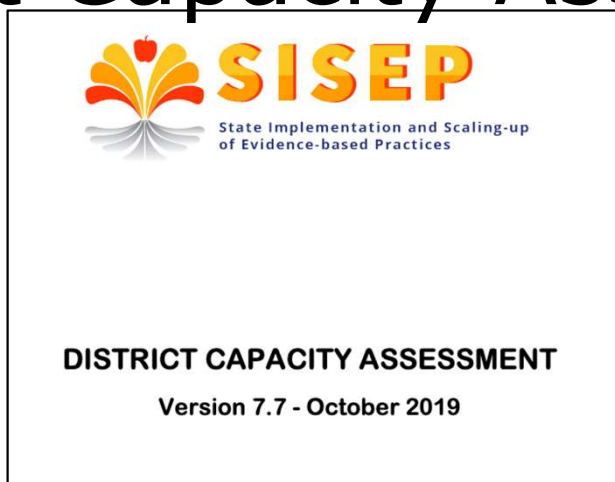
“So many tools, so little time”

The challenge: maintaining efficiency through common language, common experience, common vision/values, and quality leadership...

WHEN MTSS is a complex system!

The “Must-Do” Tools

District Capacity Assessment



Tiered Fidelity Inventory



A Place to Start

Core Features of MTSS Defined for VTSS

1. Aligned Organizational Structure
 - a. includes coaching, district planning
2. Data Informed Decision Making
3. Evidence Based Practices
 - a. continuum of supports
4. Family, School, and Community Partnerships
5. Monitoring Student Progress
6. Evaluation of Process

Division (District) Roadmap: Implementation Matrix



The Virginia Tiered Systems of Supports IMPLEMENTATION MATRIX for Divisions

1. Aligned Organizational Structure: The elements of a tiered system exist at the division, school, and classroom levels and are compatible.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.A Leadership (Getting a functional team together and helping schools do the same)	Exploration team assembles a division leadership team (DLT) of functional size and includes executive leadership authority to approve and support team decisions (i.e. funding, resource allocation, IT support, positions, etc.).	The DLT members are representative of the division <i>and</i> community demographic and inclusive of superintendent. Knowledgeable coordinator(s) with adequate time to facilitate.	The DLT team follows a process with meeting norms, regular attendance at monthly meetings, a commitment to input from diverse stakeholders and defined team roles. Meeting notes are easily accessible and shared within 1 – 2 days.	The DLT team process includes a data driven decision making protocol that is a way of work in the division and schools with evidence of follow up on action items.	DCA: 1, 2, 3, 4 TFI: 1.1, 1.2, 2.2, 3.2 A-TFI: 1.1 2.1, 3.1

Coaching the Anchor Document

VTSS offers a Systems Coaching Institute for district coaches to build internal capacity



Coaching Checklist for Implementing Multi-Tiered Systems of Support






1. COACHING AN ALIGNED ORGANIZATIONAL STRUCTURE

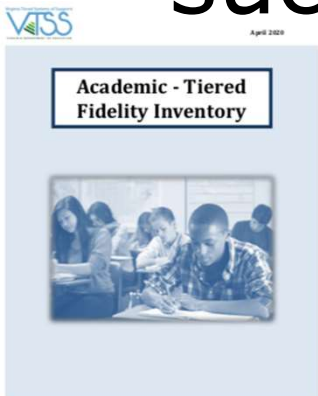
The elements of a tiered system exist at the division, school and classroom levels, and are compatible.

	<i>Looks like & sounds like @ Division Level</i>	<i>Looks like & sounds like @ School Level</i>	<i>Coaching Tools, Resources & Prompts for Coaching Moves</i>
1 A LEADERSHIP <i>Holds the vision & drives the action</i> <i>Getting a functional team together and helping schools do the same</i>	<input type="checkbox"/> Diverse stakeholders with shared ownership; includes Exec. Leadership <input type="checkbox"/> Aligned Teaming Structures defined <input type="checkbox"/> Defines meeting processes; Norms; Decision Making protocol; DIDM, etc. <input type="checkbox"/> Agenda topics match mtg. purpose <input type="checkbox"/> Makes Data readily accessible <input type="checkbox"/> Implementation Action Planning <input type="checkbox"/> Organizational structure to access minutes, data, etc.	<input type="checkbox"/> Diverse stakeholders with shared ownership <input type="checkbox"/> Aligned Teaming Structures defined <input type="checkbox"/> Organizational structure to access minutes, data, etc. <input type="checkbox"/> Defined meeting processes; Norms; Decision Making protocol; DIDM, etc. <input type="checkbox"/> Agenda topics match mtg. purpose <input type="checkbox"/> Data accessible <input type="checkbox"/> Action Plan guides work	→ Team Roster Form → Example: Team Roles & Responsibilities → Example: VTSS Meeting Agenda/Norms → DATA Sharing → DIDM Protocol → Decision Making Process (Coaching Teams , Aguilar Ch.8) → Example: Implementation Action Plan → District Capacity Assessment

Academic - Tiered Fidelity Inventory

In a nutshell:

-  Completed ideally by school leadership team
-  Not *always* an exact match on items but similar format
-  Intent: based on research on what successful schools do



Example 1

Items are trained with explicit links:

- SEL: VDOE Self-Management goal - “Demonstrate the skills related to achieving personal and academic goals”
- Equity: Culturally Responsive Teaching

1.9 Student Involvement

Instruction includes opportunities for students to participate in (a) the process of setting learning goals; (b) tracking of progress towards the learning goals; and (c) metacognitive reflection on learning.

- Self-monitoring performance charts
- Student goal statements
- Aim lines
- Lesson plans
- Instructional observation data

0 = Inconsistent use of opportunities for student self-monitoring.

1 = Instruction includes two of the three feature criteria for process, tracking progress, and metacognition.

2 = Instruction includes opportunities for process, tracking progress, and metacognition.

Example 2

Show me the money item!

1.15a Outcome Data

Schoolwide data indicate improved outcomes in reading, math, behavior and attendance that lead to at least 80% proficiency in core.

- Student outcome data (e.g., attendance, discipline, math, behavior, PALS, universal screening data)

0 = Zero or one of the four areas for improved outcomes meets 80% core proficiency.

1 = Two or three of the four areas for improved outcomes meet 80% core proficiency.

2 = Student outcome data indicate 80% core proficiency in all four areas.

Mental Wellness Companion Guide

TFI	A-TFI	Mental Health Companion Tool
<p>1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<p>1.4a. Evidence-Based Practices: Teachers strategically select and use evidence-based practices that are supported by the division/school and matched to learner needs.</p>	<p>1.4 Teaching Expectations: Social-emotional skills are explicitly taught as well as embedded across the curriculum. Social emotional instruction has an evidence base and is implemented with fidelity for all students.</p>

Early Childhood Companion Guide

TFI	A-TFI	Mental Health Companion Tool	Early Childhood
<p>1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/location.</p>	<p>1.4a. Evidence-Based Practices: Teachers strategically select and use evidence-based practices that are supported by the division/school and matched to learner needs.</p>	<p>1.4 Teaching Expectations: Social-emotional skills are explicitly taught as well as embedded across the curriculum. Social emotional instruction has an evidence base and is implemented with fidelity for all students.</p>	<p>1.4 Teaching Expectations: Expectations, along with how to demonstrate the corresponding rules during social and academic activities are specifically taught and systematically reinforced. Expectations are paired with visuals that are meaningful for all children served in the early childhood program and posted at eye level for young child.</p>

Thank You and Questions!

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