

What is Pre-Mapping of Resources and How is This Accomplished?

WHAT: The Pre-Mapping of existing resources is a component of the Exploration phase of implementation of VTSS. It allows both the schools and division an opportunity to identify the existing initiatives and resources to address the current needs. When completed as a part of the Exploration phase of implementation, certain outcomes can be achieved:

- A determination of a VTSS “fit” with other priorities, organizations, community values, and diverse cultural groups within the division
- A foundation for building the data and systems around existing practices
- A structure for the gap analysis of current practices matched to school/division outcomes
- Identification of practices to match the goals of continuous improvement
- The initial conversation regarding the data collection that determines the efficacy of current practices

HOW: Pre-mapping should be completed with the division team as well as the school teams. For some divisions, the process is done as a group, with the early adopter schools working together with the division team. In other instances, the activity may be completed with the coach at each school, or it may be that Pre-Mapping is modeled at the division level and the leadership team completes the activity at the schools. Considerations in this decision are size of the division, site-based vs. central management, prior experiences of existing staff, and similarities/differences among schools. Also, there may be exceptions, but it is generally preferable (particularly at the high school level) to start with one data point. Data points focus around broader strands such as behavior, elementary reading, Algebra, social-emotional wellness, and attendance.

Materials:

- Chart paper with a triangle divided into three tiers
- Markers
- Pens/pencils
- Sticky notes or colored labels; orange, blue and green to match data, practices and systems
- Optional: three to five slides with an example of circle logic, examples of Pre-Mapping, and one example of the next step of Resource Mapping/Tier Definition.

The activity takes place as follows:

1. Introduce with a brief explanation of the task. It is optional to use three to five slides from PBIS or VTSS that show the triangle and examples. Participants must have prior knowledge of the circle logic to make the task more meaningful, which may be reviewed with a slide or the VTSS overview handout.
2. Begin with practices (blue). Ask each participant to write down any practice that currently exists in any of the three tiers. Ask them to place the sticky notes in the tier to which it corresponds. It is fine if some practices cross over into other tiers depending on intensity and duration of the practice.

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3. Facilitate a discussion about the practices. Look for similar practices and start to group them. For example, when Pre-Mapping behavior and there are several notes pertaining to pizza parties and awards assemblies, put them together and refer to them as practices around acknowledgments. If practices are unclear, ask clarifying questions such as, “tell me about this...” It is important to remember not to pre-judge practices at this time.
4. After the discussion, ask the participants to then write down on an orange sticky the corresponding data that would let them determine the efficacy of the practice. It can help to start with a reminder that we always want to evaluate what we do, as well as work smarter to take away less effective practices but support the practices that lead to their school improvement or continuous improvement goals.
5. As time allows, consider some of the systems in place, such as professional learning or funding, that may support the practices. This portion may be moved to the next step of Resource Mapping/Tier Definition.
6. Wrap up the activity by acknowledging the important conversations that took place and affirm that the group will continue to learn more and develop this process. Keep a record of the Pre-Mapping activity with the artifact or a picture.
7. Note: if confusion exists around the data for academic Pre-Mapping, the division team may want to revisit assessment mapping before moving further.

