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<tr>
<td>1. There is a <strong>Division Implementation Team</strong> (DIT) to support implementation of Effective Innovations (EIs) including Virginia Tiered Systems of Supports (VTSS)</td>
<td>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education) -AND- Team members are selected for: - Experience in using effective innovations including VTSS - Positive working relationships with building leadership and staff - And have sufficient time to dedicate to DIT functions</td>
<td>A team is developed and representative of cross-departmental perspectives (e.g., general education and special education)</td>
<td>There is no District Implementation team (DIT)</td>
<td>List of team members, roles, and job titles</td>
</tr>
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</table>
| 2. DIT includes an individual with executive leadership authority | DIT membership includes at least one executive leader who can make significant decisions within the district to support schools in their use of effective innovations including VTSS without consulting with a higher authority -AND- The executive leader consistently attends meetings -AND- When scheduling conflicts occasionally occur, the leader makes sure (s)he is provided with relevant information (e.g., decisions and potential barriers that need to be addressed) within 1-2 days after the meeting | DIT membership includes at least one executive leader who can make significant decisions within the division to support schools in their use of effective innovations including VTSS without consulting with a higher authority -AND- The executive leader consistently attends meetings -AND- When scheduling conflicts occasionally occur, there is not a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting | There is not an executive leader on the DIT -OR- The executive leader’s lack of attendance at DIT meetings impedes the team’s ability to complete the activities needed to support schools | Executive leader job description List of team members, roles, and job titles **Communication plan** linking division executive leadership to other departments and structures

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| 3. DIT includes a designated coordinator(s) | DIT includes a designated coordinator(s) who performs a lead role on the DIT by:  
- Preparing for and facilitating the DIT meetings  
- Developing meeting agendas  
- Monitoring completion of assigned actions and **implementation plan**  
- AND-  
The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after RIT and DIT meetings)  
- AND-  
The coordinator(s) uses knowledge about EIs including VTSS and implementation research in order to make recommendations to the DIT and the executive leader overseeing the DIT  
- AND-  
The individual(s) providing coordination have adequate time to fulfill responsibilities | DIT includes a designated coordinator who assumes a lead role on the DIT by:  
- Preparing for and facilitating the DIT meeting  
- Developing meeting agendas  
- Monitoring completion of assigned actions and **implementation plan**  
- AND-  
The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after DIT meetings) | DIT does not include a designated coordinator  
- OR-  
The coordinator(s) does not perform a lead role on the DIT  
- OR-  
The coordinator(s) does not have regular and direct contact to executive leader(s) (e.g., before and after DIT meetings) | Coordinator job description  
Identification of executive leader(s) who work with the coordinator  
Time allocated for the coordinator role |

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| 4. DIT uses an effective team meeting process | DIT uses the following effective meeting process:  
• Meets in person at least monthly or more frequently depending on amount of work  
• Meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)  
• Process is in place for absent staff to receive updates within 48 hours following the meeting  
• Assignments and tasks are completed within designated timelines with progress documented on an action plan | DIT uses the following effective meeting process:  
• Meets in person at least monthly or more frequently depending on amount of work  
• Meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)  
• Process is in place for absent staff to receive updates within 48 hours following the meeting  
• Assignments and tasks are completed within designated timelines with progress documented on an action plan | DIT meeting processes do not meet the criteria in the 2 or 1 point responses. | Meeting schedule  
Meeting Agendas, Minutes, and Attendance  
Action Plan  
Documentation of the process for updating absent team members (i.e., Terms of Reference) |
| 5. Division has written process for selecting EIs including VTSS | Written process is in place -AND-  
The process to select EIs includes an analysis of the following variables:  
• Need for the EI  
• Fit and alignment with other EIs including VTSS  
• Resources needed to fully implement  
• Capacity within the division to successfully use the EI  
• Evidence to demonstrate effectiveness  
• EI’s readiness for usability  
• Process is consistently used | Written process is in place -AND-  
The process to select EIs includes an analysis of the following variables:  
• Need for the EI  
• Fit and alignment with other EIs including VTSS  
• Resources needed to fully implement  
• Capacity within the division to successfully use the EI  
• Evidence to demonstrate effectiveness  
• EI’s readiness for usability  
• Process is consistently used | Written process is not in place -AND-  
The process to select EIs includes an analysis of the following variables:  
• Need for the EI  
• Fit and alignment with other EIs including VTSS  
• Resources needed to fully implement  
• Capacity within the division to successfully use the EI  
• Evidence to demonstrate effectiveness  
• EI’s readiness for usability  
• Process is not consistently used | Guidance documents outlining the process  
Written documentation showing how the procedure has been used within the past 2 years |
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<td>6. Division has a written process to align EIs including VTSS</td>
<td>Written process is in place -AND- The process to align EIs including VTSS outlines: • Conditions that warrant its use • Criteria for selecting people with advanced knowledge of EIs including VTSS to participate in the process • Core components for EIs including VTSS • Documentation of whether or not EI components overlap or inhibit full use of other components including VTSS • Expectations for summarizing alignment results • A decision-making protocol exists to be used if the alignment results in recommendations to discontinue use of an EI</td>
<td>Written process is in place -AND- The process to align EIs including VTSS outlines: • Conditions that warrant its use • Criteria for selecting people with advanced knowledge of EIs including VTSS to participate in the process • Core components for EIs including VTSS • Documentation of whether or not EI components overlap or inhibit full use of other components including VTSS -OR- The process is not consistently used or followed</td>
<td>Written process is not in place</td>
<td>Guidance documents outlining the process Written documentation showing how the alignment process has been used</td>
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<tr>
<td>7. Division allocates resources to support implementation of VTSS</td>
<td>There is evidence of commitment to support the division’s successful implementation and scale-up VTSS</td>
<td>There is evidence of effort to secure the commitment to support the division’s successful implementation of VTSS for a minimum of one year or less</td>
<td>There is no evidence of commitment or effort to secure commitment to support VTSS</td>
<td>General fund budget allocations Grant budget allocations</td>
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| 8. DIT has an **implementation plan** for VTSS | The plan’s primary purpose is to ensure the division has the capacity to support successful implementation and sustainability of VTSS across schools  
- AND-  
The plan has been approved by division executive leadership  
- AND-  
The plan is developed using the following data:  
• Capacity data (e.g., DCA)  
• Scale-up data (e.g., each school's stage of implementation)  
• VTSS Fidelity data  
• Student outcome data  
- AND-  
The plan’s goals are **S.M.A.R.T.**  
- AND-  
The plan includes specific activities to achieve the goals | The plan’s primary purpose is to ensure the division has the capacity to support successful implementation and sustainability of VTSS across schools  
- AND-  
The plan has been approved by division executive leadership  
- AND-  
The plan is developed using:  
• VTSS Fidelity data  
• Student outcome data | There is not an implementation plan  
- OR-  
The plan has not been approved by division executive leadership | Division implementation plan  
Record of approval (meeting minutes or other written communication, signature) |
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| 9. DIT continuously improves use of the implementation plans | Use of the implementation plan is reviewed a minimum of three times per year - AND - The review includes documentation of:  
  - Status of activities (e.g., completed, partial, not-started)  
  - Reasons activities are not completed (e.g., insufficient funding, training)  
  - Team decisions (e.g., provide required resources to complete activities, communicating of barriers, next steps)  
  - AND - Plans are modified when data suggest the need | Use of the implementation plan is reviewed at least two times per year - AND - The review includes documentation of:  
  - Status of activities (e.g., completed, partial, not-started)  
  - Reasons activities are not completed (e.g., insufficient funding, training)  
  - Team decisions (e.g., provide required resources to complete activities, communicating of barriers, next steps) | Use of the implementation plans are reviewed once a year or are not reviewed | Documentation of plan use and improvement |

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<td>10. Division uses a communication plan</td>
<td>The plan is written and accessible to all staff</td>
<td>The plan is in the process of being written and accessible to all staff</td>
<td>There is not a plan for communication or the plan is not in use</td>
<td>Communication plan</td>
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<td>-AND-</td>
<td>The plan includes:</td>
<td>-AND-</td>
<td>-OR-</td>
<td>Stakeholder report summaries indicating communication has been effective</td>
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<tr>
<td>• List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, necessary outside agencies, families)</td>
<td>• List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, outside agencies, families)</td>
<td>Stakeholders are reporting communication to be ineffective</td>
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<td>• Person(s) responsible for communication with each group</td>
<td>• Persons responsible for communication with each group</td>
<td>-OR-</td>
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<td>• Frequency of communication (e.g., following each monthly team meeting)</td>
<td>• Frequency and methods of communication</td>
<td>• The plan is inconsistently used.</td>
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<td>• Type of information to disseminate and gather from identified stakeholders</td>
<td>• Type of information to disseminate and gather from identified stakeholders</td>
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<td>• Methods of communication (e.g., regularly scheduled meeting, email)</td>
<td>• Methods of communication (e.g., regularly scheduled meeting, email)</td>
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<td>• Communication effectiveness survey and timelines for gathering communication survey data</td>
<td>• Communication effectiveness survey and timelines for gathering communication survey data</td>
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<td>-AND-</td>
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<td>-AND-</td>
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<tr>
<td>Plan is consistently used</td>
<td>Plan is consistently used</td>
<td>Stakeholders report that communication has been effective</td>
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<tr>
<td>-AND-</td>
<td>Stakeholders report that communication has been effective</td>
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<td>11. Division uses a process for addressing internal barriers</td>
<td>A written process is in place outlining steps needed to identify and address barriers - AND- The process is consistently used to remove internal barriers (e.g., policy and guidance documents are revised to support new ways of work, resources are allocated/re-allocated, competing or ineffective initiatives are modified or removed) - AND- Follow-up determines if barrier was addressed effectively</td>
<td>The process is informal - OR- The process is inconsistently used</td>
<td>There is not a process - OR- The process is not used for addressing internal barriers that prevent successful implementation of VTSS</td>
<td>Guidance document outlining process, Documentation showing how the process has been used in the past six months (e.g., examples of identifying a barrier, defining a solution, and implementing the solution with effect)</td>
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12. Division uses a process to report **policy relevant information** to outside entities | A written process is in place to gather **policy relevant information** to help identify: • Strengths of the state system • Barriers that need to be resolved at the regional and/or state level support division implementation efforts (e.g., state/federal laws, mandated use of funds, interpretation of legislative language) - AND- The process is consistently used by staff and executive leadership for reporting information to the identified contact liaison with the **Regional Agency** and/or State Education Agency (SEA) | A written process in place and used inconsistently | There is not a written process - OR- Staff and executive leadership are unaware of how to use the process | Guidance document outlining process, Gathering of information from divisions and regions, Documentation of reporting the gathered information (e.g., reports, meeting minutes, agendas) |

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<th>DCA Item: DIT supports schools in the use of a fidelity measure for VTSS implementation</th>
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<td>The VTSS fidelity measure is appropriate for assessing VTSS use: • Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for VTSS) -AND- DIT supports schools use of fidelity measures as recommended (e.g., proactive orientation of staff to the fidelity measure, administration, scoring, data entry, report generation, and analysis)</td>
<td>The VTSS fidelity measure is appropriate for assessing VTSS use: • Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for VTSS) -OR- • The fidelity measure is in process of being validated</td>
<td>DIT does not support schools in the use of a fidelity measures for VTSS -OR- DIT does not support schools use of the fidelity measure as recommended (e.g., frequency, audience)</td>
<td>Fidelity measure or practice profile Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes</td>
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| DIT has access to data for VTSS | All of the following data are accessible for the DIT to analyze: • VTSS Fidelity data • Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data) • Capacity data (e.g., DCA) • Scale-up data (e.g., Stages of Implementation Analysis: Where are We Now) | The DIT only has access to at least three but not all of the following types of data: • VTSS Fidelity data • Student outcome data • Capacity data • Scale-up data | The DIT has access to less than three of the data sources listed in the 2-point response | Sample data reports |

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<th>DCA Item: 15. DIT actively uses different types of data.</th>
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<td>All of the following different types of data are used for their intended purposes:</td>
<td>DIT uses at least two of the following types of data for their intended purposes:</td>
<td>DIT primarily uses student outcome data to determine the impact of VTSS is having on outcomes.</td>
<td>Sample data reports</td>
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<tr>
<td>• Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure VTSS is being implemented as intended)</td>
<td>• Fidelity data</td>
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<td>• Student outcome data (screening, progress monitoring, summative assessments/state test) are used to determine the impact VTSS is having on student outcomes</td>
<td>• Student outcome data</td>
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<td>• Capacity data for VTSS are used to enhance leadership, organizational or competency supports</td>
<td>• Capacity data</td>
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<td>• Scale-up data are used to create differentiated plans for schools based on their current stage of implementation</td>
<td>• Scale-up data</td>
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| 16. DIT has a process for using data for decision making | DIT uses a problem-solving process (e.g. Improvement Cycles) at least three times a year  
-AND-  
The process for using data includes:  
- Analysis of all new data that results in a summary of celebrations and precise problem statements  
- Generation of hypotheses identifying factors contributing or maintaining the problem  
- Analysis of data to validate or generate new hypotheses  
- Refinement of the implementation plan including S.M.A.R.T. goals and activities that lead to desired outcomes | DIT uses a problem-solving process (e.g. Improvement Cycles) at least once a year  
-AND-  
The process for using data includes:  
- Analysis of all new data that results in a summary of celebrations and precise problem statements | DIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response  
-OR-  
DIT does not have a problem-solving process | Graphic of problem-solving process  
Evidence that improvement cycles resulted in refinement of the implementation plan |
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<td>17. Division provides a status report on VTSS to the school board</td>
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<td>The report includes at least five of the following types of information:</td>
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<td>A status report is not provided to stakeholders - OR - Report focuses primarily on action, instead of data</td>
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<td>• Number of schools across the division working to successfully implement VTSS</td>
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<td>- OR - The report is only disseminated once per year</td>
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<td>• Each school’s stage of implementation</td>
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<td></td>
<td>• Development of internal capacity to build structures to support VTSS (leadership, organization, competency)</td>
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<td></td>
<td>• VTSS fidelity data</td>
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<td>• Impact on student outcomes</td>
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<td>• Stakeholder information (e.g., survey data from staff and parents) about implementation supports</td>
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<td>• Upcoming work to scale-up VTSS and continue improving its use - AND -</td>
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<td>Report is disseminated a minimum of twice per year</td>
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<th>DCA Item: 18. DIT supports the composition of Building Implementation Teams (BITs)</th>
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| DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:  
• School-wide assessment/audit of teaming structures to determine if BIT functions are being addressed by an existing team  
• Cross-departmental team composition (e.g., general education and special education)  
• Team size  
• Selection of the personnel to perform key roles on the team (e.g., coordination)  
• Experience of team members (e.g., successful use of EIs, positive relationships with staff, adequate time to fulfill responsibilities)  
-AND-  
DIT provides guidance to BIT to coordinate their work with other school initiatives (e.g., discuss alignment of division and school priorities, barriers) | DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:  
• Cross-departmental team composition (e.g., general education and special education)  
• Team size | DIT members do not provide guidance to principals and school staff in understanding best practices for BIT composition in a way that meets the conditions of the 1- or 2-point responses | List of BIT members  
Document outlining school teams  
Linking communication protocol for DIT with BITs and BITs with other school teams |
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<td>19. DITs support the development of BIT implementation plans for VTSS</td>
<td>The primary purpose of the plans is to ensure BITs support staff to successfully implement VTSS components -AND- The plan is developed using the following data: • Student outcome data • VTSS fidelity data -AND- The plan’s goals are S.M.A.R.T. -AND- The plan includes specific activities to achieve the goals -AND- The plan is linked to division priorities within the division improvement plan</td>
<td>The primary purpose of the plans is to ensure BITs support staff to successfully implement VTSS components -AND- The plan is developed using the following data: • Student outcome data -AND- The plan includes specific activities to achieve the goals</td>
<td>BITs do not have implementation plans -OR- The plans do not meet the criteria outlined in the 2 or 1-point response</td>
<td>School level plan</td>
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<tr>
<td>20. DIT supports BITs in using data for decision making</td>
<td>DIT supports BITs use of a specific problem-solving process (e.g. Improvement Cycle) at least three times a year -AND- The process for using data includes: • Analysis of all new data that results in a summary of celebrations and precise problem statements • Generation of hypotheses identifying factors contributing the problem • Analysis of data to validate or generate new hypotheses • Refinement of the implementation plan (S.M.A.R.T. goals and activities) to address the problem</td>
<td>DIT supports BITs use of a specific problem-solving process (e.g. Improvement Cycle) at least once per year -AND- The process for using data includes: • Analysis of all new data that results in a summary of celebrations and precise problem statements</td>
<td>BITs do not use a problem-solving process -OR- BIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response</td>
<td>Evidence of the problem-solving process Evidence that improvement cycles resulted in refinement of the implementation plan</td>
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| 21. Division uses a process for selecting staff (internal and/or external) who will implement EIIs including VTSS | Job descriptions exist that describe pre-requisite knowledge and responsibilities required  
-AND-  
The selection process includes the following:  
• Performance assessment asking individual(s) to demonstrate required knowledge, skills, and abilities (e.g., simulated activity, role-plays, product development)  
• Feedback provided to individuals to assess their use of feedback (e.g., incorporating feedback into subsequent portions of the selection process)  
-AND-  
Interview protocol is revised as needed to improve the selection process | Broad job descriptions exist  
-AND-  
The selection process is aligned with pre-requisite knowledge and responsibilities but does not meet the criteria outlined in the 2-point response | Broad job descriptions exist  
-AND-  
Generic job interview protocol used during the selection process does not assess pre-requisite knowledge and responsibilities required (e.g. similar protocol for any position) | Job descriptions  
Interview protocol (including procedures used during the selection process) |

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| 22. Division has a plan to continuously strengthen staff skills | All staff (newly selected and existing) assigned to implement or support the implementation of EIIs including VTSS have a written professional learning plan that includes:  
- Areas for further development  
- Type of professional learning that will be provided to develop knowledge, skills and abilities (e.g., attending a professional learning session, independent reading with structured dialogue to reflect on readings)  
- Timeline for completing learning  
- Person(s) assigned to support staff  
- Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan | All staff have a written professional learning plan that includes at least 2 of the criteria outlined in the 2-point response  
- OR-  
Some staff have a professional learning plan that includes all the criteria outlined in the 2-point response | None of the staff have a written professional learning plan  
- OR-  
Written professional learning plans do not meet the criteria outlined in the 2-point response | Staff professional learning plans |

| 23. DIT secures training in VTSS for all division/school personnel | Training is prioritized for division staff in VTSS specific data, systems, and practices  
- AND-  
Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)  
- AND-  
Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback | Training is prioritized for division staff in VTSS specific data, systems, and practices  
- AND-  
Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)  
- AND-  
Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback | The division does not secure training in VTSS  
- OR-  
Trainings do not meet the criteria outlined in the 2 or 1-point response | Professional learning: schedule, outlines, agendas, participant materials  
Professional learning participant evaluations  
Presenter qualifications |

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| 24. DIT uses training effectiveness data | DIT uses the following types of training effectiveness data:  
- Pre and post assessment of knowledge and skills  
- Observation of participants practicing and applying newly acquired skills  
- Trainer performance feedback (e.g., feedback on training content, training process, delivery)  
- AND-  
Training effectiveness data are analyzed to:  
- Inform improvements to content and delivery  
- Inform improvements in recruitment and selection, training, coaching, and other implementation supports | DIT uses two of the following types of training effectiveness data:  
- Pre and post assessment of knowledge and skills  
- Observation of participants practicing and applying newly acquired skills  
- Trainer performance feedback  
- AND-  
Training effectiveness data are analyzed to:  
- Inform improvements to training content and delivery | Data are not analyzed or used to determine effectiveness of training | Training outcome data  
Evidence that data are used for improvements |

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<td>25. Division has a <strong>coaching system</strong> to support schools in their implementation of EIIs including VTSS</td>
<td>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIIs including VTSS <strong>-AND-</strong> The coaching system includes the following:  • Definition of coaching  • Conditions that warrant coaching  • Pre-requisite knowledge needed for coaches  • Responsibilities of coaches  • Selection guidelines for coaches (for existing or new staff that will be assigned divisions to coach)  • Allocation of time for staff to provide coaching to BITs and school staff  • Statement clarifying coaches’ decision-making authority  • Coaching service delivery plan  • Communication protocol between coaches and other groups/teams internal and external to the division  • Supervision and accountability structures  <strong>-AND-</strong> The coaching system is consistently used</td>
<td>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIIs including VTSS  <strong>-OR-</strong> The coaching system includes at least 6 of the criteria outlined in the 2-point response  <strong>-OR-</strong> The coaching system is inconsistently used</td>
<td>There is not a coaching system  <strong>-OR-</strong> The coaching system does not meet the criteria of the 2- or 1-point response  <strong>-OR-</strong> The coaching system is not used</td>
<td>Coaching system document</td>
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| 26. DIT uses a **coaching service delivery plan** for VTSS | Coaching supports provided are documented and includes:  
- Stage-based coaching concepts that distinguish supports to BITs and/or school staff  
- Continuum of coaching strategies needed to develop the team’s knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context, fluency building)  
- Coaching effectiveness measures (VTSS fidelity data, observation, products, coaching satisfaction survey data)  
- Frequency of coaching  
- Expectations for the coach’s preparation  
- Guidelines for providing feedback (e.g., conceptual feedback components, specific behaviors, timelines for providing written feedback)  
- AND-  
  Adherence to the coaching service delivery plans is reviewed three times a year | Coaching supports provided are documented and includes:  
- Stage-based coaching concepts that distinguish supports to BITs and/or school staff  
- Continuum of coaching strategies needed to develop the team’s knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context)  
- Coaching effectiveness measures (VTSS fidelity data, products, coaching satisfaction survey data) | Coaching service delivery plan does not exist  
- OR-  
  Coaching supports provided to BITs do not meet the criteria in the 1-point response  
- OR-  
  The coaching service delivery plan is not being used | Sample of coaching service delivery plans |
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<td>27. DIT uses coaching effectiveness data</td>
<td>Coaching effectiveness is assessed at least three times a year -AND- At least three sources of data are used: • VTSS fidelity data • BIT observations • Product reviews • Coaching satisfaction survey results (coaching recipients) • Coaching service delivery adherence data • Coaches’ self-reflections using data • Coaching logs -AND- Coaching effectiveness data are utilized to inform improvements in coaching, recruitment and selection, training, and other implementation supports</td>
<td>Coaching effectiveness is assessed at least annually -AND- At least two sources of data are used from the 2-point response -AND- Coaching effectiveness data are only used to inform coaching improvements</td>
<td>Coaching effectiveness is not assessed and multiple sources of data are not used.</td>
<td>Coaching effectiveness data such as staff satisfaction surveys Evidence the data are used to inform improvements</td>
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