**VTSS Statewide Training**

**Strand 2**

**December 2021**

| **VTSS Implementation Matrix Item** | **Learning Intentions** | **Tools/Documents to Support Learning Intentions** | **Discussion and/or Tasks for Division Teams Action Planning** |
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| 3.A | Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders | * Implementation matrix
* Academic Tiered Fidelity Inventory (1.8)
* 16 Elements of Explicit Instruction
* Hattie High Impact Strategies
* High Leverage Practices in General Education and Special Education
* Marzano’s Nine Essential Instructional Strategies
* [IES](https://ies.ed.gov/ncee/wwc/Publication#/ContentTypeId:3) Resources
* Selection of Evidence-based Practices
* Sample Academic Expectations for Tier 1 instruction documents
 | 1. Identify or revisit evidence-based instructional practices the division prioritizes across the division and/or at each level (i.e., elementary, middle, high school).
2. Develop a written description of quality Tier 1 academic instruction or revisit/revise an existing written description of quality Tier 1 academic instruction.
3. Develop a communication plan for communicating components of quality core instruction to key stakeholders or revise an existing plan for communicating to key stakeholders.
4. Develop a plan to review the delivery of instructional expectations and to identify areas for professional learning based upon the data or review an existing plan.
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| 3.C | Examine existing evidence-based Tier 1 practices to create a continuum of supports that is culturally responsive and is utilized to provide an instructional match to meet learner needs  | * Implementation matrix
* Division Initiative Map
* Equitable Classroom Practices Observation Checklist
* A Resource for Equitable Classroom Practices
* VDOE document *Navigating Equity*
 | 1. Use the division Initiative Map to review current initiatives, map new initiatives, and look for gaps.
2. Develop a process for evaluating and/or selecting evidence-based practices (i.e., VTSS Selection of Evidence-based Practices tool).
3. Identify next steps to developing a continuum of supports that is culturally responsive.
4. Refer to the VDOE document, *Navigating Equity* to guide decisions around cultural responsiveness.
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| 2.C | Develop a plan for implementing Tier 1 data meeting structures at the school and division level and determine how to measure the fidelity and effectiveness of the meeting structures | * Implementation matrix
* Academic Tiered Fidelity Inventory (1.6b, 1.15a)
* 100% Data Meeting Agenda
* District Data Review
* Fall Middle School 100% Data Meeting Steps
* Team Data Reflection Sheet
 | 1. Determine if current meeting structure(s) exist for data informed decision making at the division and school levels to analyze and problem solve Tier 1 academic data.
2. If needed, identify meeting structure(s) for the division and/or school to use to analyze and problem solve Tier 1 academic data.
3. Identify data that are available and utilized within the Tier 1 academic data meetings at the division and school levels.
4. If needed, identify data that need to be available and utilized within the Tier 1 academic data meetings at the division and school levels.
5. Develop a professional development plan for division and schools to implement data informed decision making and meeting structure(s).
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