**VTSS Statewide Training**

**Strand 2: Session C**

**March 2022**

| **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.D | Develop a plan to monitor fidelity of implementation of evidence-based practices | * Implementation Matrix * WCPS Tier 1 Checklist * Classroom observation data collection forms | 1. How will you provide PD and coach your teachers in evidence-based practices? 2. How will you make sure that evidence-based practices are implemented with fidelity? 3. How will you use your fidelity data? |
| 5.D | Understand the elements of progress monitoring at Tier 1 and ensure a plan for utilizing these data exists | * Implementation Matrix * Looking at Data protocol * VDOE Just In Time Quick Checks example * Screening and Assessment document * Team Data Reflection Sheet * Tips for Intensifying Instruction at Tier 1 | 1. Determine the needs of the division regarding universal screening. Make a plan to increase capacity for screening, if necessary. 2. Evaluate the process used by the division and school teams to analyze tier 1 data (screening and benchmark). If needed, create a template for that analysis and make a plan to coach it, including a review of strategies for intensifying Tier 1 instruction. 3. Discuss the evidence of use of formative assessment in the classrooms. Create a plan for professional learning as needed. |
|  | Explore the use of the Academic Tiered Fidelity Inventory (A-TFI) as a tool to monitor the fidelity of implementation of essential Tier 1 academic features at the school level | * Implementation matrix * Academic Tiered Fidelity Inventory | Teaming (Implementation Matrix (IM): Features 1.B, 1.C; Academic Tiered Fidelity Inventory (A-TFI): Features 1.2a, 1.2b)   1. How do you school academic teams represent the diversity of the building? 2. What evidence do you have that school academic teams are meeting regularly, documenting goals, and communicating among teams and with all faculty/staff? 3. What evidence do you have that school academic teams are using operating procedures (e.g., agenda, minutes, roles and responsibilities)?   Assessment (IM: Features 5.A, 5.B, 5.C; ATFI: Features 1.6a, 1.12a, 1.12b, 1.13)   1. What is/are your universal screener(s)? 2. How do you utilize data to inform decisions related to Tier 1 instruction? 3. How do teachers use formative assessment to inform and adjust instruction?   Quality Core Instruction (IM: Features 3.A, 3.C; ATFI Features: 1.3, 1.4a, 1.4b, 1.4c, 1.8)   1. What evidence do you have that grade level curricula are evidence-based and include defined learning objectives and progressions aligned to state standards? 2. How do you know lesson plans reflect the knowledge and skills needed to meet the learning intentions and success criteria? 3. What process do you use to strategically select evidence-based practices that meet the needs of students? 4. How do you know evidence-based practices are implemented with fidelity consistently across all classrooms?   Data (IM features: 2.C, 3.D, 5.D; ATFI features: 1.5, 1.9, 1.13, 1.14)   1. How are student success criteria communicated to students before and during instruction? 2. How are students involved in setting learning goals and tracking their progress toward their goals? 3. How do school teams utilize a data-informed decision making process? 4. How do school teams monitor fidelity of assessment, instruction, and implementation of Tier 1 academics? |