

**Virginia Tiered Systems of Supports
Division Capacity Assessment (DCA): Scoring Guide**

DCA Item:	2 points	1 point	0 points	Data Source
<p>1. There is a Division Implementation Team (DIT) to support implementation of Effective Innovations (EIs) including Virginia Tiered Systems of Supports (VTSS)</p>	<p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education) -AND- Team members are selected for:</p> <ul style="list-style-type: none"> • Experience in using effective innovations including VTSS • Positive working relationships with building leadership and staff • And have sufficient time to dedicate to DIT functions 	<p>A team is developed and representative of cross-departmental perspectives (e.g., general education and special education)</p>	<p>There is no District Implementation team (DIT)</p>	<p>List of team members, roles, and job titles</p>
<p>2. DIT includes an individual with executive leadership authority</p>	<p>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</p>	<p>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 <u>not</u> a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting</p>	<p>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</p>	<p>Executive leader job description List of team members, roles, and job titles Communication plan linking division executive leadership to other departments and structures</p>

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<p>3. DIT includes a designated coordinator(s)</p>	<p>DIT includes a designated coordinator(s) who performs a lead role on the DIT by:</p> <ul style="list-style-type: none"> • Preparing for and facilitating the DIT meetings • Developing meeting agendas • Monitoring completion of assigned actions and implementation plan <p style="text-align: center;">-AND-</p> <p>The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after RIT and DIT meetings)</p> <p style="text-align: center;">-AND-</p> <p>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</p> <p style="text-align: center;">-AND-</p> <p>Individual(s) providing coordination have adequate time to fulfill responsibilities</p>	<p>DIT includes a designated coordinator who assumes a lead role on the DIT by:</p> <ul style="list-style-type: none"> • Preparing for and facilitating the DIT meeting • Developing meeting agendas • Monitoring completion of assigned actions and implementation plan <p style="text-align: center;">-AND-</p> <p>The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after DIT meetings)</p>	<p>DIT does not include a designated coordinator</p> <p style="text-align: center;">-OR-</p> <p>The coordinator(s) does not perform a lead role on the DIT</p> <p style="text-align: center;">-OR-</p> <p>The coordinator(s) does not have regular and direct contact to executive leader(s) (e.g., before and after DIT meetings)</p>	<p>Coordinator job description</p> <p>Identification of executive leader(s) who work with the coordinator</p> <p>Time allocated for the coordinator role</p>

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4. DIT uses an effective team meeting process	<p>DIT uses the following effective meeting process:</p> <ul style="list-style-type: none"> • 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 	<p>DIT uses the following effective meeting process:</p> <ul style="list-style-type: none"> • 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) 	<p>DIT meeting processes do not meet the criteria in the 2 or 1 point responses.</p>	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p> <p>Action Plan</p> <p>Documentation of the process for updating absent team members (i.e., Terms of Reference)</p>
5. Division has written process for selecting EIs including VTSS	<p>Written process is in place -AND-</p> <p>The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> • 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 <p>-AND-</p> <p>Process is consistently used</p>	<p>Written process is in place -AND-</p> <p>The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> • 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 <p>-OR-</p> <p>The process is not consistently used</p>	<p>Written process is not in place</p>	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the procedure has been used within the past 2 years</p>

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<p>6. Division has a written process to align EIs including VTSS</p>	<p>Written process is in place -AND- The process to align EIs including VTSS outlines:</p> <ul style="list-style-type: none"> • 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 	<p>Written process is in place -AND- The process to align EIs including VTSS outlines:</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">-OR-</p> <p>The process is not consistently used or followed</p>	<p>Written process is not in place</p>	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the alignment process has been used</p>
<p>7. Division allocates resources to support implementation of VTSS</p>	<p>There is evidence of commitment to support the division’s successful implementation and scale-up VTSS</p>	<p>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</p>	<p>There is no evidence of commitment or effort to secure commitment to support VTSS</p>	<p>General fund budget allocations</p> <p>Grant budget allocations</p>

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<p>8. DIT has an implementation plan for VTSS</p>	<p>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: <ul style="list-style-type: none"> • 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</p>	<p>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: <ul style="list-style-type: none"> • VTSS Fidelity data • Student outcome data </p>	<p>There is not an implementation plan -OR- The plan has not been approved by division executive leadership</p>	<p>Division implementation plan Record of approval (meeting minutes or other written communication, signature)</p>

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<p>9. DIT continuously improves use of the implementation plans</p>	<p>Use of the implementation plan is reviewed a minimum of three times per year</p> <p style="text-align: center;">-AND-</p> <p>The review includes documentation of:</p> <ul style="list-style-type: none"> • 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) <p style="text-align: center;">-AND-</p> <p>Plans are modified when data suggest the need</p>	<p>Use of the implementation plan is reviewed at least two times per year</p> <p style="text-align: center;">-AND-</p> <p>The review includes documentation of:</p> <ul style="list-style-type: none"> • 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) 	<p>Use of the implementation plans are reviewed once a year or are not reviewed</p>	<p>Documentation of plan use and improvement</p>

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10. Division uses a communication plan	<p>The plan is written and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>The plan includes:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, necessary outside agencies, families) • Person(s) responsible for communication with each group • Frequency of communication (e.g., following each monthly team meeting) • Type of information to disseminate and gather from identified stakeholders • Methods of communication (e.g., regularly scheduled meeting, email) • Communication effectiveness survey and timelines for gathering communication survey data <p style="text-align: center;">-AND-</p> <p>Plan is consistently used</p> <p style="text-align: center;">-AND-</p> <p>Stakeholders report that communication has been effective</p>	<p>The plan is <u>in the process of being written</u> and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>The plan focuses primarily on:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, outside agencies, families) • Persons responsible for communication with each group • Frequency and methods of communication <p style="text-align: center;">-OR-</p> <ul style="list-style-type: none"> • The plan is inconsistently used. 	<p>There is not a plan for communication or the plan is not in use</p> <p style="text-align: center;">-OR-</p> <p>Stakeholders are reporting communication to be ineffective</p>	<p>Communication plan</p> <p>Stakeholder report summaries indicating communication has been effective</p>

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11. Division uses a process for addressing internal barriers	<p>A <u>written</u> process is in place outlining steps needed to identify and address barriers</p> <p>-AND-</p> <p>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)</p> <p>-AND-</p> <p>Follow-up determines if barrier was addressed effectively</p>	<p>The process is informal</p> <p>-OR-</p> <p>The process is inconsistently used</p>	<p>There is not a process</p> <p>-OR-</p> <p>The process is not used for addressing internal barriers that prevent successful implementation of VTSS</p>	<p>Guidance document outlining process</p> <p>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)</p>
12. Division uses a process to report policy relevant information to outside entities	<p>A written process is in place to gather policy relevant information to help identify:</p> <ul style="list-style-type: none"> • 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) <p>-AND-</p> <p>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)</p>	<p>A written process in place and used inconsistently</p>	<p>There is not a written process</p> <p>-OR-</p> <p>Staff and executive leadership are unaware of how to use the process</p>	<p>Guidance document outlining process</p> <p>Gathering of information from divisions and regions</p> <p>Documentation of reporting the gathered information (e.g., reports, meeting minutes, agendas)</p>

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13. DIT supports schools in the use of a fidelity measure for VTSS implementation	<p>The VTSS fidelity measure is appropriate for assessing VTSS use:</p> <ul style="list-style-type: none"> • Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for VTSS) <p>-AND-</p> <p>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)</p>	<p>The VTSS fidelity measure is appropriate for assessing VTSS use:</p> <ul style="list-style-type: none"> • Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for VTSS) <p>-OR-</p> <ul style="list-style-type: none"> • The fidelity measure is in process of being validated 	<p>DIT does not support schools in the use of a fidelity measures for VTSS</p> <p>-OR-</p> <p>DIT does not support schools use of the fidelity measure as recommended (e.g., frequency, audience)</p>	<p>Fidelity measure or practice profile</p> <p>Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes</p>
14. DIT has access to data for VTSS	<p>All of the following data are accessible for the DIT to analyze:</p> <ul style="list-style-type: none"> • 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., <i>Stages of Implementation Analysis: Where are We Now</i>) 	<p>The DIT only has access to <u>at least three</u> but not all of the following types of data:</p> <ul style="list-style-type: none"> • VTSS Fidelity data • Student outcome data • Capacity data • Scale-up data 	<p>The DIT has access to less than three of the data sources listed in the 2-point response</p>	<p>Sample data reports</p>

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15. DIT actively uses different types of data.	<p>All of the following different types of data are used for their intended purposes:</p> <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure VTSS is being implemented as intended) • Student outcome data (screening, progress monitoring, summative assessments/state test) are used to determine the impact VTSS is having on student outcomes • Capacity data for VTSS are used to enhance leadership, organizational or competency supports • Scale-up data are used to create differentiated plans for schools based on their current stage of implementation 	<p>DIT uses <u>at least two</u> of the following types of data for their intended purposes:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale-up data 	<p>DIT primarily uses student outcome data to determine the impact of VTSS is having on outcomes.</p>	<p>Sample data reports</p>

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16. DIT has a process for using data for decision making	<p>DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>three</u> times a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • 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 	<p>DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>once</u> a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data that results in a summary of celebrations and precise problem statements 	<p>DIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response</p> <p>-OR-</p> <p>DIT does not have a problem-solving process</p>	<p>Graphic of problem-solving process</p> <p>Evidence that improvement cycles resulted in refinement of the implementation plan</p>

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17. Division provides a status report on VTSS to the school board	<p>The report includes <u>at least five</u> of the following types of information:</p> <ul style="list-style-type: none"> • Number of schools across the division working to successfully implement VTSS • Each school’s stage of implementation • Development of internal capacity to build structures to support VTSS (leadership, organization, competency) • VTSS fidelity data • Impact on student outcomes • Stakeholder information (e.g., survey data from staff and parents) about implementation supports • Upcoming work to scale-up VTSS and continue improving its use <p style="text-align: center;">-AND-</p> <p>Report is disseminated a minimum of twice per year</p>	<p>The report includes <u>at least 4 of the 7</u> different types of information outlined in the 2-point criteria</p> <p style="text-align: center;">-OR-</p> <p>The report is only disseminated once per year</p>	<p>A status report is not provided to stakeholders</p> <p style="text-align: center;">-OR-</p> <p>Report focuses primarily on action, instead of data</p>	<p>Copy of most recent school board status report or presentation</p>

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<p>18. DIT supports the composition of Building Implementation Teams (BITs)</p>	<p>DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:</p> <ul style="list-style-type: none"> • 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) <p style="text-align: center;">-AND-</p> <p>DIT provides guidance to BIT to coordinate their work with other school initiatives (e.g., discuss alignment of division and school priorities, barriers)</p>	<p>DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:</p> <ul style="list-style-type: none"> • Cross-departmental team composition (e.g., general education and special education) • Team size 	<p>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</p>	<p>List of BIT members</p> <p>Document outlining school teams</p> <p>Linking communication protocol for DIT with BITs and BITs with other school teams</p>

DCA Item:	2 points	1 point	0 points	Data Source
19. DITs support the development of BIT implementation plans for VTSS	<p>The primary purpose of the plans is to ensure BITs support staff to successfully implement VTSS components</p> <p>-AND-</p> <p>The plan is developed using the following data:</p> <ul style="list-style-type: none"> • Student outcome data • VTSS fidelity data <p>-AND-</p> <p>The plan's goals are S.M.A.R.T.</p> <p>-AND-</p> <p>The plan includes specific activities to achieve the goals</p> <p>-AND-</p> <p>The plan is linked to division priorities within the division improvement plan</p>	<p>The primary purpose of the plans is to ensure BITs support staff to successfully implement VTSS components</p> <p>-AND-</p> <p>The plan is developed using the following data:</p> <ul style="list-style-type: none"> • Student outcome data <p>-AND-</p> <p>The plan includes specific activities to achieve the goals</p>	<p>BITs do not have implementation plans</p> <p>-OR-</p> <p>The plans do not meet the criteria outlined in the 2 or 1-point response</p>	School level plan
20. DIT supports BITs in using data for decision making	<p>DIT supports BITs use of a specific problem-solving process (e.g. Improvement Cycle) at least three times a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • 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 	<p>DIT supports BITs use of a specific problem-solving process (e.g. Improvement Cycle) at least once per year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data that results in a summary of celebrations and precise problem statements 	<p>BITs do not use a problem-solving process</p> <p>-OR-</p> <p>BIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response</p>	<p>Evidence of the problem-solving process</p> <p>Evidence that improvement cycles resulted in refinement of the implementation plan</p>

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<p>21. Division uses a process for selecting staff (internal and/or external) who will implement EIs including VTSS</p>	<p>Job descriptions exist that describe pre-requisite knowledge and responsibilities required -AND- The selection process includes the following:</p> <ul style="list-style-type: none"> • 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) <p>-AND- Interview protocol is revised as needed to improve the selection process</p>	<p>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</p>	<p>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)</p>	<p>Job descriptions Interview protocol (including procedures used during the selection process)</p>

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22. Division has a plan to continuously strengthen staff skills	<p>All staff (newly selected and existing) assigned to implement or support the implementation of EIs including VTSS have a written professional learning plan that includes:</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">-AND-</p> <ul style="list-style-type: none"> • Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan 	<p>All staff have a written professional learning plan that includes at least 2 of the criteria outlined in the 2-point response</p> <p style="text-align: center;">-OR-</p> <p>Some staff have a professional learning plan that includes <u>all</u> the criteria outlined in the 2-point response</p>	<p>None of the staff have a written professional learning plan</p> <p style="text-align: center;">-OR-</p> <p>Written professional learning plans do not meet the criteria outlined in the 2-point response</p>	Staff professional learning plans
23. DIT secures training in VTSS for all division/school personnel	<p>Training is prioritized for division staff in VTSS specific data, systems, and practices</p> <p style="text-align: center;">-AND-</p> <p>Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)</p> <p style="text-align: center;">-AND-</p> <p>Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback</p>	<p>Training is prioritized for division staff in VTSS specific data, systems, and practices</p> <p style="text-align: center;">-AND-</p> <p>Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)</p>	<p>The division does not secure training in VTSS</p> <p style="text-align: center;">-OR-</p> <p>Trainings do not meet the criteria outlined in the 2 or 1-point response</p>	<p>Professional learning: schedule, outlines, agendas, participant materials</p> <p>Professional learning participant evaluations</p> <p>Presenter qualifications</p>

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24. DIT uses training effectiveness data	<p>DIT uses the following types of training effectiveness data:</p> <ul style="list-style-type: none"> • 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) <p style="text-align: center;">-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> • Inform improvements to content and delivery • Inform improvements in recruitment and selection, training, coaching, and other implementation supports 	<p>DIT uses two of the following types of training effectiveness data:</p> <ul style="list-style-type: none"> • Pre and post assessment of knowledge and skills • Observation of participants practicing and applying newly acquired skills • Trainer performance feedback <p style="text-align: center;">-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> • Inform improvements to training content and delivery 	Data are not analyzed or used to determine effectiveness of training	<p>Training outcome data</p> <p>Evidence that data are used for improvements</p>

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<p>25. Division has a coaching system to support schools in their implementation of EIs including VTSS</p>	<p>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs including VTSS</p> <p>-AND-</p> <p>The coaching system includes the following:</p> <ul style="list-style-type: none"> • 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 <p>-AND-</p> <p>The coaching system is consistently used</p>	<p>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs including VTSS</p> <p>-OR-</p> <p>The coaching systems includes at least 6 of the criteria outlined in the 2-point response</p> <p>-OR-</p> <p>The coaching system is inconsistently used</p>	<p>There is not a coaching system</p> <p>-OR-</p> <p>The coaching system does not meet the criteria of the 2- or 1-point response</p> <p>-OR-</p> <p>The coaching system is not used</p>	<p>Coaching system document</p>

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<p>26. DIT uses a coaching service delivery plan for VTSS</p>	<p>Coaching supports provided are documented and includes:</p> <ul style="list-style-type: none"> • 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) <p style="text-align: center;">-AND-</p> <p>Adherence to the coaching service delivery plans is reviewed three times a year</p>	<p>Coaching supports provided are documented and includes:</p> <ul style="list-style-type: none"> • 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) 	<p>Coaching service delivery plan does not exist</p> <p style="text-align: center;">-OR-</p> <p>Coaching supports provided to BITs do not meet the criteria in the 1-point response</p> <p style="text-align: center;">-OR-</p> <p>The coaching service delivery plan is not being used</p>	<p>Sample of coaching service delivery plans</p>

DCA Item:	2 points	1 point	0 points	Data Source
27. DIT uses coaching effectiveness data	<p>Coaching effectiveness is assessed at least three times a year -AND-</p> <p>At least three sources of data are used:</p> <ul style="list-style-type: none"> • 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 <p>-AND-</p> <p>Coaching effectiveness data are utilized to inform improvements in coaching, recruitment and selection, training, and other implementation supports</p>	<p>Coaching effectiveness is assessed at least annually -AND-</p> <p><u>At least two sources</u> of data are used from the 2-point response -AND-</p> <p>Coaching effectiveness data are only used to inform coaching improvements</p>	<p>Coaching effectiveness is not assessed and multiple sources of data are not used.</p>	<p>Coaching effectiveness data such as staff satisfaction surveys</p> <p>Evidence the data are used to inform improvements</p>