**Coaching Checklist for Implementing Multi-Tiered Systems of Support**

 *What is your lens? Are you… getting ready, getting started or getting better*

 ***Exploration Installation Initial Implementation Full Implementation*** [***Core Components Narrative 2.0***](https://vtss-ric.vcu.edu/about-us/core/)

| **CORE COMPONENT: ALIGNED ORGANIZATIONAL STRUCTURES** |
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| ***FEATURES***  | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **LEADERSHIP** **&****TEAMING** | * Assemble Team of diverse stakeholders across division with shared ownership (includes Exec. Leadership)
* Conducts inventory of teams and their purpose; align and define teams operating in the division
* Defines teaming structures
* Conducts inventory of major initiatives within the division and updates annually
* Uses Implementation Science & Imp. Action Planning for new initiatives & aligns all plans across the division
* Ensures family groups represented in the community, as well as all community providers, are represented
* Develops an annual calendar of DLT meeting times/dates
* Defines meeting processes; Norms; Decision Making/Problem Solving protocol
* Designs organizational structure to access minutes, data, etc.
* Defines Team Roles & Responsibilities; adhere to with fidelity
* Defines a written, organizational structure for meeting - data to be reviewed, purpose, schedule & by whom
* Assesses team functioning annually
* Selects demonstration sites
* Supports schools with parallel infrastructure
* Provides Professional Learning on use of MTSS framework as a way of work
* Collaborates with the SLT to determine fidelity/effectiveness of mtg. structures and provides PL/coaching as needed
 | * SLT includes diverse stakeholders with shared ownership (family groups represented in the community, as well as all community providers are included); Leaders of school teams serve on the SLT (PBIS, Attendance, Literacy, etc.)
* Demonstrates knowledge, thorough design and implementation of a MTSS
* School has defined and aligned teaming structure *(who meets, when, for what purpose, to consider what data, using what processes & protocols)*
* A fluid School Action Plan is aligned with the division plan, and is used for planning
* Action Steps are assigned to individuals with dates for monitoring
* All School Level Plans (could include team plans) are aligned
* Team Roles & Responsibilities are clear; adhered to with fidelity
* Annual calendar of meeting times/dates is set
* Defined meeting processes; Agenda, Norms; Decision Making protocol
* Organizational structure to access minutes, data, etc.
* SMART goals defined in School Action Plan
* Data is accessible and monitored regularly following a given protocol
* Team functioning assessed annually
 | * [Working Smarter Document](https://docs.google.com/document/d/1KESioKvgRyqvPgDIOzl9oHqLYhh2zFcR5X43IIdT7bY/edit?usp=sharing)
* [Team Roster Form](https://docs.google.com/document/d/15NQfL4iloMUMUpzAEd6sqx-uMxP1JZ2h/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* Example: [Cascading Roles & Responsibilities](https://docs.google.com/document/d/1zg2fUJjyBzEH5d8drowsT_j2OjC37pHrGJQHYbD4IOo/edit?usp=sharing)
* Example: [Meeting Roles & Responsibilities](https://docs.google.com/document/d/1Wvaa3Ci8xeFt5I0eahU8G4oyzbBaxuo6/edit?usp=sharing&ouid=102781597425257833834&rtpof=true&sd=true)
* Example: [VTSS Meeting Agenda/Norms](https://docs.google.com/document/d/1yH5at7OhDC_-nx8OCIjzin6awFbN8fCE/edit#heading=h.gjdgxs)
* Example: [Meeting Review Sheet](https://docs.google.com/document/d/1AzDV8DjHnlDsd37U6vfcnMRKUrv2lr7r/edit)
* Decision Making Process (Coaching Teams, Aguilar Ch.8)
* Coaching Teams, Aguilar pp.274 & 288
* [Team Effectiveness Assessment](https://docs.google.com/document/d/1XG-MQBLryNxlLe5X9LjdXYXd7IUNqPN1/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true), Coaching Teams, Aguilar p. 305
* [Division Initiative Mapping Instructions](https://drive.google.com/file/d/1LwCPNFjIftTxMWLTFpDOcTmjS-NMYJR2/view?usp=sharing)
* [Division Initiative Mapping](https://docs.google.com/spreadsheets/d/16jrZ0xHl1aMJTBX_jDC5r-Ng1s1NxERw/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing)
* [District Capacity Assessment Scoring Guide](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.7%2010-18-19.pdf)
* [Vision and Data Worksheet for Family Engagement](https://docs.google.com/document/d/1zBr3rWe9rDeSGt-FoNg1l1Bovtl7MRQb/edit)
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| **PROFESSIONAL LEARNING** | * Inventories Professional Learning within the division
* Designs a Coaching System to coach implementing schools
* Selects coaching tools and coaching effectiveness measures
* Monitors coaching effectiveness
* Schedules, reviews, and aligns Division Level Professional Learning and distributes to schools (PL calendar)
* Uses training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.)
* Monitors Professional Learning for implementation fidelity
 | * School PL Plan defines what is provided to ALL
* School PL Plan defines what is designed for specific groups
* PL is monitored r implementation fidelity
* Team has a plan for bringing staff on board
* Team training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.)
* School PL plans are scheduled, reviewed, aligned and included in school plan
 | * [MiMTSS Practice Profile](https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=934e40f5dce8462ab870dbd68324739f&hash=633BA945478E9F90D6CBE4CBE11519CC)
* MTSS Prof. Learning Database (DLT / SLTs)
* Annual PL Plan / Calendar
* Onboarding plan for new staff
 |
| **OPERATING ROUTINES & PROCEDURES** | * Develops a Communication Plan to addresses implementation process and progress of MTSS Implementation
* Ensures two-way communication to all stakeholders, including the Board, is defined, establishes feedback and facilitates ongoing dialogue
* Ensures policy-relevant information is included in the communication plan
* Designs a barrier collection tool to identify patterns of barriers for schools
* Addresses identified systemic barriers
* Monitors Implementation Action Plan(s) regularly
* Designs a written processes for hiring
* Designs a written processes for onboarding staff
* Develops MTSS Guidance Document is developed with agreed upon definitions
 | * Two-way communication to all stakeholders is defined and establishes feedback facilitating ongoing dialogue and promotes equitable outcomes. Additional stakeholders are given voice (support staff, community, parents, students, etc.)
* Schools secure faculty, student, family and community involvement and input into the communication plan
* Barriers to implementation are communicated to the DLT Systems Coach
* A written process for data access and aligned data review protocol procedure
 | * Meeting Calendar
* Example: [Barrier Identification/Collection Tool](https://drive.google.com/file/d/1rzVdXCLqdZR6BMtNkn8_O0vXecxwMEgm/view?usp=sharing)
* [SISEP Communication Plan Template](https://docs.google.com/document/d/1dTlTHTsvTqm_QN_r_swh_Vo5gvq-xuuD7oKbYR1jAMk/edit)
* Example: [Northampton Coaching Communication Plan](https://docs.google.com/document/d/1OTgtoswohKq2td-ii1ic3uKMnelFqW9P/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
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| **COACHING** **SYSTEMS** | * Conducts Coaching Inventory as part of Initiative Inventory
* Designs a Coaching System (DLT Systems Coaches assigned to schools)
* Ensures Div. Level Systems Coaches’ schedules allow for feedback to School Level coaches/teams around data, practices and systems
* Determines standard coaching processes/protocols and effectiveness measures to be used with fidelity
* Monitors outcome and fidelity data for coaching adjustments/ feedback
* Develops a plan for selecting and onboarding new coaches
* Uses data to revise coaching system - develops/adjusts coaching service delivery plans for desired outcomes
* Plans coaches’ training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula
 | * School Coaching Inventory defines who coaches what, when, etc.
* Small group (may be team) and individual support is provided as needed, and/or requested
* Standard coaching processes/protocols are used with fidelity
* Coaching Service Delivery Plans and Coaching Effectiveness Measures are utilized
* SLT collaborates with division leadership to ensure alignment, coaching supports, and professional learning for staff
* SLT consistently reviews data, school context, and gains input from all stakeholders to determine professional learning needs and goals / aligns coaching supports
 | * [Definition (Roles/Respon) of a Systems Coach](https://docs.google.com/document/d/1J1c3ak2dLZ7Q0TfHKWWp58g3xYXoG8Mh/edit)
* [Cascading Model of Supports](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/VirginiasCascadingModelofSupport.pdf)
* [VA Coaching Model](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/CoachingModel.pdf)
* Article: [Structure for Building a Coaching Culture](https://docs.google.com/document/d/1BrEcmCFYtAc_Or27h10JYrYnMH1zNRBy/edit)
* [Building a Sustainable Coaching System](https://docs.google.com/document/d/1xbACZkUkRAxFy-hpo23IU_xSFuy0zrzKZvS7x288Fao/edit)
* [Initiative Map with Coaching Inventory](https://docs.google.com/spreadsheets/d/1_0d0dhtfE2UJY7fHWELTQExWJHb_kHd7/edit#gid=509640420)
* [Facilitator Core Competencies, Aguiilar](https://cdn.prod.website-files.com/650894a3e9899e1797d705ee/650a0120179c6c4581736367_Facilitator%20Core%20Competencies_The%20Art%20of%20Coaching%20Teams.pdf)
* Template: [Coaching Service Delivery Plan](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/CoachingServiceDeliveryPlanTemplate%282%29.pdf)
* [Example: Coaching Service Delivery Plan](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/ExampleCoachingServiceDeliveryPlan.pdf)
* [Coaching](https://docs.google.com/document/d/1JDxlNY0DTa900d1bnaoc3cQ-V2MdzYjv/edit#heading=h.gjdgxs) Conversations
* [PBIS Cultural Responsiveness Field Guide](https://drive.google.com/file/d/1jH_z3DooFvwpZb3qAdNOJSBaO6UNsAdx/view?usp=sharing)
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| **CORE COMPONENT: PROBLEM SOLVING PROCESS** |
| ***FEATURES***  | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **DATA COLLECTION** **& MANAGEMENT SYSTEMS** | * Conducts a data audit
* Includes a trained data analyst assigned to the team
* Identifies division priorities
* Defines desired outcomes (SMART goals are aligned with strategic plan)
* Develops a data system (e.g., tools and applications) for division and schools use
* Provides training on the data system to division personnel and schools
* Monitors fidelity of use of data system
* Makes disaggregated data readily accessible to teams
* Utilizes fidelity data to make adjustments and provide professional learning and coaching
* Utilizes scale-up data to create implementation plans for schools based on implementation phases
 | * A written, organizational structure is in place - how data will be reviewed, the purpose, schedule and by whom
* Data is readily available to teams
* SLT generates student data in a timely manner
* Data analyst assigned to team and trained
* Data is presented in a useable/visual manner
* SLT uses data system to monitor student outcome data
 | * [Data Audit](https://docs.google.com/document/d/13Z48-nej0whRfRmaCXHIlWxEreZ7OjUbKr4zXt-Sce4/edit#heading=h.gjdgxs)
* [Assessment Audit](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing)/Map
* [Data Analyst Worksheet](https://docs.google.com/document/d/1BWzoAbKlcESLfxf8NvydrhNXFUcerwM9qFlRV_KnRkE/edit)
* [Common Features of Data Dashboard](https://docs.google.com/document/d/1TSpQc5Od-f1-j410b_dxZQuz0Zoe1Tsk/edit)
* Guide: [Early warning system data](https://drive.google.com/file/d/16AVLRQTUj2V4gObZMTvjk4BWnNlMvk0y/view?usp=sharing)
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| **DATA INFORMED DECISION MAKING**  | * Selects and consistently uses a Data Process/Protocol to celebrate, problem solve, progress monitor and inform decision making
* Reviews data at determined intervals (assessment calendar) to monitor progress and inform decisions around practices and programs
 | * A Data Process/Protocol is consistently used to celebrate, problem-solve, progress monitor and inform decision making
* A Data Process/Protocol includes disaggregated data that supports equitable practices and improved outcomes for all students
 | * [DIDM Protocol](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
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| **ITERATIVE IMPROVEMENT**  | * Uses, and supports schools in using, continuous improvement cycles
 | * Uses continuous improvement cycles
 |  |
| **CORE COMPONENT: TIERED CONTINUUM OF SUPPORTS** |
| ***FEATURES***  | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **SELECTION & DE-SELECTION PROCESS** | * Uses an Evidence-Based Practices Tool annually to select and deselect practices and programs, as identified by data
* Reviews/selects interventions to support students in need of more intensive instruction *(Adv. Tier Supports aligned with Quality Core practices defined, and provide an appropriate level of intensity)*
* Utilizes outcome data to determine impact in all subgroups to monitor/adjust supports in the continuum
 | * Continuum of interventions is defined
* Intervention Groups and Schedules are identified for all 3 Tiers
 | * [Evidence Based Practices Selection Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [Hexagon Tool](https://drive.google.com/file/d/1B8LCpSF_de3ee_l3djnJ3J3cgeNfIagD/view?usp=sharing)
* [National Center on Intensive Intervention](https://intensiveintervention.org/audience/educators)
* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
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| **INTEGRATION OF EVIDENCE BASED PRACTICES** | * Maps resources within the division - existing practices/programs (Literacy, Math, Attendance, SEB, etc.)
* Uses fidelity measures to monitor implementation of practices and interventions
* Reviews impact of resources on student outcomes annually (considers fidelity data)
* Reviews resources through the lens of equitable distribution
* Explores cultural/linguistic factors when adopting academic/SEB practices, programs & assessments
* Provides training to utilize the continuum of supports and provide appropriate instructional matches to the needs of students
 | * Continuum of interventions is mapped and is responsive to all student needs
* Students and interventions are appropriately matched
* School Resource Maps are reviewed (Literacy, Math, Behavior, SEL, Attendance, etc.) annually
* Gaps in resources are identified and communicated to DLT
* Clearly defined evidence-based practices, programs and/or interventions monitored for fidelity
 | * Pre- [Mapping](https://docs.google.com/document/d/1k6EmaC2PU_ZlV5j9WVcA2Sqrt9X9N7K4/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
* [Tier I Resource Mapping](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit)
* [Tier 2 or 3 Resource Mapping](https://docs.google.com/document/d/1t1TqhEVh3dscaxiq54ptngn6_sdfNUlL/edit)
* Example: [Resource Map](https://docs.google.com/document/d/1zkPXqwfoYQl1c68dzWaSclLQgfPKivMy/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
* Example: [Three Tiers Five Domains](https://docs.google.com/document/d/14goUNAo6eaUO-9RQTEPRKODdKSIM551L/edit#heading=h.gjdgxs)
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| **HIGH QUALITY INSTRUCTION** | * Defines Quality Core Instruction - curricula, practices, programs and learning environments are documented & communicated to all stakeholders
* Division Wide Assessment Calendar is developed and monitored (universal screeners, formative & summative)
* DLT implements a process and timeline for ongoing review of delivery of quality core instruction (fidelity)
 | * Clearly defined curriculum/scope & sequence monitored for fidelity
* On-going review of Quality Core Instruction is clear
* Schools follow division plan for monitoring core instruction
* All staff are competent in using and understanding the screening tools
* Faculty is shown school-wide data regularly
* Team reviews and uses fidelity data annually
 | * Effective Classroom Systems (10 Evidence Based Tier 1 Practices)
* [10 EBP One-pagers](https://ttac.odu.edu/behavior/effective-classroom-practices-one-pagers-hub/)
* [10 EBP Videos](https://osep.cieesodu.org/videomodule/virginia-tiered-systems-of-supports-foundations-of-student-success/)
 |
| **PROCESS** **FOR ACCESS** | * Develops written guidelines for Requests for Assistance processes
* Provides a comprehensive inventory (resource maps) of all practices, programs and interventions (continuum of supports)
* Recommends data-decision rules to identify how students/staff access and exit from advanced tier supports (school-specific adjustments may be needed) Multiple data sources are used.
* Utilizes outcome data to monitor system-wide progress and determine impact in all subgroups and monitor/adjust supports in the continuum and modify decision rules as needed
 | * Continuum of interventions is defined
* Defines time & scheduling of interventions (Master Schedule/Intervention Schedules)
* Intervention Groups and Schedules are identified for all 3 Tiers
* Walkthrough tools check for effectiveness & fidelity (all tiers)
* Teams communicates continuum of supports to staff & community
* Teams creates organization around entry and exit criteria for accessing interventions at all tiers
* Teams use outcome data to evaluate instructional efficacy at all tiers
* Fidelity measures are defined and monitored
 | * [VTSS Tier 1 Resource Map](https://vtss-ric.vcu.edu/media/vtss-ric/documents/tools/Tier1template2.2020.pdf)
* [VTSS Tier 2 / 3 Resource Map](https://vtss-ric.vcu.edu/media/vtss-ric/documents/tools/Tier2or3template2.2020.pdf)
* Pre-[Resource Map](https://docs.google.com/document/d/1WxwrWOqo9_mITiZ_JrPsGdVD7kZ41OG_/edit)
* Example: [NCPS Math Resource Map](https://docs.google.com/document/d/1mKzdKuYu2zg81i3AY3zkCfAfNJQy8piU/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
* Example: [NCPS Reading Resource Map](https://docs.google.com/document/d/1J7JpErKXh2t_Cygedio4KXfWs3CJnE9i/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
* Example: [NCPS Behavior & Attendance](https://docs.google.com/document/d/1zkPXqwfoYQl1c68dzWaSclLQgfPKivMy/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
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| **CORE COMPONENT: SYSTEMATIC IMPLEMENTATION**  |
| ***FEATURES***  | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **CAPACITY BUILDING** | * Schools have effective training in MTSS Core Components
* Schools receive tiered supports around professional learning/coaching needs for effective outcomes
 | * Staff have effective training in MTSS Core Components
* Staff receive tiered supports around professional learning/coaching needs for effective outcomes
 | * [MiMTSS Practice Profile](https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=934e40f5dce8462ab870dbd68324739f&hash=633BA945478E9F90D6CBE4CBE11519CC)
* Effectiveness training survey data
* Effectiveness coaching data
* Attendance sheets
* [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing)
* [District Capacity Assessment Scoring Guide](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.7%2010-18-19.pdf)
 |
| **Progress Monitoring** | * Division uses a proactive approach to data analysis
* Defines acceptable student performance/growth data (i.e. “health of Tier 1”)
* Selects and uses reliable screening and progress monitoring tools and/or data for academic, and social behavior practices
* Verifies cut scores, decision rules, risk factors re: screening results; continually revisits the assessment tools & schedule
* Staff is trained in an integrated approach to monitor student growth with multiple measures
* Monitors the efficacy of progress monitoring process/ impact on student performance
 | * Schools use a proactive approach to data analysis
* Process for screening all students for academic, social/behavior strengths and needs is followed with fidelity
* Schedules are defined and communicated to ensure progressing monitoring occurs for any Tier 2 or 3 support
* Consistently reviews data to monitor progress to inform instruction (“health of Tier 1”)
* Communicates cut scores and growth rates to all stakeholders
* Teams ensure participation in/access to adv. tiers is proportionate
* Reviews intervention outcome data/ decision rules for progress monitoring/modification frequently, inclusive of a plan for fading supports
 | * Progress Monitoring Forms
* [Resource Map with Entry/Exit Criteria](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit)
* [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing)
* Written procedures for screening
* Written Process for Advanced Tiers referral
* [Resource Map with Entry/Exit Criteria](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit)
* [National Center on Intensive Intervention](https://charts.intensiveintervention.org/ascreening)
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| **PHASED APPROACH** | * If a gap in resources is identified, new initiatives are selected using an Evidence-based Practice Selection Tool
* Implementation Phases are followed for new initiatives - exploration, initial installation, initial implementation, full implementation
 | * New initiatives are selected using an Evidence-based Practice Selection tool
* Implementation Phases are followed for new initiatives - exploration, initial installation, initial implementation, full implementation
 | * Implementation Plan for any new initiative
 |
| **CORE COMPONENT: EVALUATION** |
| ***FEATURES***  | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **FIDELITY OF SYSTEMS** **& PRACTICES** | * Procedures adopted to monitor fidelity of implementation (practices & assessments)
* Gathers data on any existing fidelity tools and how they are used in the school
* Monitoring procedures widely communicated
* Coaching staff is using monitoring procedures
* Uses established problem solving process to increase fidelity of practices, as needed
 | * Procedures adopted to monitor fidelity of implementation (practices & assessments)
* Collaborates with division leadership to ensure alignment and coaching to support fidelity of evidence based practices
* Monitoring procedures widely communicated
* Supports provided to help staff in using monitoring procedures
* Uses established problem solving process to increase fidelity of practices, as needed
 | * Fidelity Tools
	+ [TFI](https://global-uploads.webflow.com/5d3725188825e071f1670246/60108a57b3fa685215c10927_SWPBIS%20Tiered%20Fidelity%20Inventory%20%28TFI%29.pdf)
	+ [A-TFI](https://drive.google.com/file/d/18Mw6_sPIgerHfSqgHcfDLjpGjKPwqQC2/view?usp=sharing)
* [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [VTSS 10 Walkthrough Data Collection Tool](https://drive.google.com/file/d/18_w4WLWLl0y4ujQ__2xWkLixmJZTB7cL/view)
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| **PROCESS FOR ASSESSMENT** **& EVALUATION** | * Identifies evaluation components for MTSS
* Establishes data dashboard
* Establishes and implements a plan to monitor division level goals
* Collects fidelity and outcome data & monitors data on a schedule
* Monitors division level implementation plans
* Uses data informed decision-making model to impact plans for instruction, coaching and professional learning for schools
 | * Uses data system (e.g., tools and applications)
* Establishes/monitors PL goals (short/long term)
* Collects fidelity/outcome data
* Monitors data on an established schedule
* Monitors school level implementation plans
* Uses data informed decision-making model to impact plans for instruction, coaching and professional learning
 | * [Coaching Service Delivery Plan](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/CoachingServiceDeliveryPlanTemplate%282%29.pdf) designed to provide documented coaching supports
* Surveys (staff)
* [DIDM Protocol](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
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| **PLAN FOR DISSEMINATION** | * Annual progress is documented and communicated to the Schools, the School Board and the Community
 |  | * Board Report
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| **IDENTIFIED VALUED OUTCOMES** | * Valued outcomes are clearly defined in the division strategic plan and internal documentation of progress
 | * Valued outcomes are clearly defined in the School Continuous Improvement Plan and are aligned with Division goals.
 | * Division Strategic Plan
* School Continuous Improvement Plan
 |