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

|  |  |  |  |
| --- | --- | --- | --- |
| **1. COACHING AN ALIGNED ORGANIZATIONAL STRUCTURE**  *The elements of a tiered system exist at the division, school and classroom levels, and are compatible.* | | | |
|  | ***Looks like & sounds like***  ***@ Division Level*** | ***Looks like & sounds like***  ***@ School Level*** | ***Coaching Tools, Resources &***  ***Prompts for Coaching Moves*** |
| **1 A LEADERSHIP**  ***Holds the vision & drives* *the action***  *Getting a functional team together and helping schools do the same* | * Diverse stakeholders with shared ownership; includes Exec. Leadership * Aligned Teaming Structures defined * Defines meeting processes; Norms; Decision Making protocol; DIDM, etc. * Agenda topics match mtg. purpose * Makes Data readily accessible * Implementation Action Planning * Organizational structure to access minutes, data, etc. | * Diverse stakeholders with shared ownership * Aligned Teaming Structures defined * Organizational structure to access minutes, data, etc. * Defined meeting processes; Norms; Decision Making protocol; DIDM, etc. * Agenda topics match mtg. purpose * Data accessible * Action Plan guides work | * [Team Roster Form](https://docs.google.com/document/d/15NQfL4iloMUMUpzAEd6sqx-uMxP1JZ2h/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * Example: [Team Roles & Responsibilities](https://docs.google.com/document/d/1zg2fUJjyBzEH5d8drowsT_j2OjC37pHrGJQHYbD4IOo/edit?usp=sharing) * Example: [VTSS Meeting Agenda/Norms](https://docs.google.com/document/d/1yH5at7OhDC_-nx8OCIjzin6awFbN8fCE/edit#heading=h.gjdgxs) * DATA Sharing * [DIDM Protocol](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * Decision Making Process (Coaching Teams, Aguilar Ch.8) * Example: [Implementation Action Plan](https://docs.google.com/document/d/1g-Ut4ETMs8m-REqhoC-HVpSteq4077b2/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing) |
| **1 B TEAMING**  *Making sure the team is knowledgeable and fits with other teams* | * Demonstrate knowledge, through design and implementation of a MTSS * Aligned teaming structures: DLT fits with other division teams & departments’ way of work * All Division Plans aligned * Team Roles & Responsibilities clear; adhered to with fidelity * Agenda/norms used consistently * Data used regularly following a given protocol * Team functioning assessed annually * Supports schools with parallel infrastructure | * Demonstrate knowledge, through 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)* * All School Level Plans (could include team plans) are aligned * Team Roles & Responsibilities clear; adhered to with fidelity * Agenda/norms used consistently * Data used regularly following a given protocol * Team functioning assessed annually | * [Working Smarter Document](https://docs.google.com/document/d/1KESioKvgRyqvPgDIOzl9oHqLYhh2zFcR5X43IIdT7bY/edit?usp=sharing) * 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 * [VTSS Agenda](https://docs.google.com/document/d/1yH5at7OhDC_-nx8OCIjzin6awFbN8fCE/edit#heading=h.gjdgxs) * Example: [Meeting Review Sheet](https://docs.google.com/document/d/1AzDV8DjHnlDsd37U6vfcnMRKUrv2lr7r/edit) |
| **1 C PLANNING**  *The team now aligns the work* | * Annual calendar of meeting times/dates * Implementation Action Plan is reviewed/revised with responsibilities designated & dates for monitoring * Division SMART goals aligned with strategic plan * Barrier identification tool is used to address barriers to implementation * Written process for hiring new staff with knowledge/skills | * Annual calendar of meeting times/dates * Action Plan is reviewed/revised regularly * A fluid School Action Plan is aligned with the division plan, and is used for planning * SMART Goals are identified to address key priorities * Action Steps assigned individuals & dates for monitoring * Barriers to implementation are communicated to the DLT | * Meeting Calendar * Tool: [Barrier Identification / Collection Tool](https://drive.google.com/file/d/1rzVdXCLqdZR6BMtNkn8_O0vXecxwMEgm/view?usp=sharing) * Tool: [Communication Plan and Process for Addressing Barriers](https://docs.google.com/document/d/1IRW1PNwlTSfzE5mtPbK5KO67X7A8RPuvhsyF4QiyQgU/edit) * [SISEP Communication Plan Template](https://docs.google.com/document/d/1dTlTHTsvTqm_QN_r_swh_Vo5gvq-xuuD7oKbYR1jAMk/edit) * [Implementation Action Plan](https://docs.google.com/document/d/1g-Ut4ETMs) * [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing) |
| **1 D COMMUNICATION**  *Team communicates the work of implementation with each other and to other stakeholders* | * Division Communication Plan addresses implementation process and progress of VTSS Implementation * Two-way communication to all stakeholders, including the Board, is defined and establishes feedback facilitating ongoing dialogue and promotes equitable outcomes * Policy relevant information is included in communication plan | * Leaders of school teams serve on the School Leadership Team * 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 | * Communication to, between and among teams * [Communication Plan Template](https://docs.google.com/document/d/1swbtdNWkzf45VZeexJ6GamgwfHM3NCuNyMmLkIWdgkI/edit) * Example: [Northampton Coaching Communication Pla](https://docs.google.com/document/d/1OTgtoswohKq2td-ii1ic3uKMnelFqW9P/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)n |
| **1 E ALIGNED DEFINITIONS**  *Establishing the data, systems, practices across all 3 Tiers* | * Annual inventory of assessments & data collection tools is reviewed * Annual inventory of all innovations is reviewed * Comprehensive inventory of all practices, programs and/or interventions * Decision Rules defined for providing supports to Schools (DLT), Staff, Students & Families (SLT) * MTSS Guidance Document is developed with agreed upon definitions | * School Resource Map is reviewed for Tier 1 (Literacy, Math, Behavior, SEL, Attendance, etc.) annually * EBPs/Interventions are defined in the Resource Map * Clearly defined curriculum/scope & sequence monitored for fidelity * Resources are defined, communicated/ allocated resources for instruction/ interventions for all tiers * Gaps in resources are identified and communicated to DLT * Clearly defined evidence based practices, programs and/or interventions monitored for fidelity | * [Data Audit](https://docs.google.com/document/d/13Z48-nej0whRfRmaCXHIlWxEreZ7OjUbKr4zXt-Sce4/edit#heading=h.gjdgxs) * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing) * [Initiative Map](https://docs.google.com/spreadsheets/d/16jrZ0xHl1aMJTBX_jDC5r-Ng1s1NxERw/edit#gid=509640420) * Pre-[Resource Map](https://docs.google.com/document/d/1k6EmaC2PU_ZlV5j9WVcA2Sqrt9X9N7K4/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) * [Evidence Based Practices Selection](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit) * [Hexagon Tool](https://drive.google.com/file/d/1B8LCpSF_de3ee_l3djnJ3J3cgeNfIagD/view?usp=sharing) * [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) |
| **1 F ALIGNED & EFFECTIVE**  **RESOURCES**  *Operationalizing the multi tiers* | * Provides a continuum of supports to schools * Uses fidelity measures to monitor implementation of practices and interventions * Monitors impact on student outcomes * Reviews resources through the lens of equitable distribution | * Clearly defined time and scheduling of interventions (Master Schedule / Intervention Schedules) * Walkthrough tools check for effectiveness & fidelity (all tiers) * Teams communicate continuum of supports to staff & community * Teams create organization around entry and exit criteria for accessing interventions at all tiers * Teams use outcome data to evaluate instruction efficacy at all tiers * Fidelity measures are defined and monitored | * [Resource Map](https://docs.google.com/document/d/1WxwrWOqo9_mITiZ_JrPsGdVD7kZ41OG_/edit) * [Resource for Equity Diagnostic tool](https://drive.google.com/file/d/1JJKcqRJRrAEbqzt0_f49JtbTgiEZfWQm/view?usp=sharing) * 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) |
| **1 G PROFESSIONAL LEARNING**  *Integrating and aligning all PD based on need* | * PL plans are scheduled, reviewed, aligned and distributed to schools * Effectiveness measures are developed, reviewed for improvement/ need for further support * PL is monitored for implementation fidelity * Division training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.) | * 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.) | * VTSS PL Database * Onboarding plan for new staff * Annual PL Plan / Calendar |
| **1 H COACHING**  *Developing Coaching plans and processes to support data practices and systems.* | * Coaching System developed; Coaching Inventory as part of Initiative Map * Monitors outcome data for coaching adjustments/ feedback * Division determines standard coaching processes/protocols with measures of fidelity * A plan for onboarding new coaches is in place * Div. Level coaches’ schedule allows for feedback to School Level coaches/teams around data, practices and systems * Division coach develops/adjusts coaching plan for desired outcomes | * 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 are utilized | * [Definition (Roles/Respon) of a Systems Coach](https://docs.google.com/document/d/1J1c3ak2dLZ7Q0TfHKWWp58g3xYXoG8Mh/edit) * [Cascading Model of Supports](https://docs.google.com/document/d/1fasaF1hcCZGQMCzLt18fzebOL6vJ-weD/edit) * 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 * Facilitator Core Competencies, Aguiilar * Example: [Coaching Service Delivery Plan(s)](https://docs.google.com/spreadsheets/d/135TQI2i5-jNkxE8Rtu9q3O_eP9ECT8u6vMkbKhfSOtQ/edit#gid=1224143928) * Establish reflection calendar * [Coaching](https://docs.google.com/document/d/1JDxlNY0DTa900d1bnaoc3cQ-V2MdzYjv/edit#heading=h.gjdgxs) Conversations |
| **2. DATA INFORMED DECISION MAKING**  *Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi‐level system, and disability identification* | | | |
| **2 A Data Systems**  *Managing the collection and analysis of data effectively and efficiently at all levels)* | * Data Analyst assigned to team and trained * Complete Data Audit * Develop data dashboard system for division and for schools * Training schedule on data system * Monitors fidelity of use at the building level | * 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 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) * [Data Analyst Worksheet](https://docs.google.com/document/d/1BWzoAbKlcESLfxf8NvydrhNXFUcerwM9qFlRV_KnRkE/edit) * Division Data Dashboard or Reports |
| **2 B Decision Making Process**  *Using Data Driven Decision Making in a problem solving process* | * A Data Process/Protocol is consistently used to celebrate, problem solve, progress monitor and inform decision making * A Data Process/Protocol includes disaggregated data supporting equitable practices/improved outcomes * Fidelity outcome data is utilized. Adjustment guidelines - professional learning/coaching based on data * DLT utilizes scale‐up data to create implementation plans for schools based on phases of Implementation | * 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 | * [Division DIDM](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [School DIDM](https://docs.google.com/document/d/1NGvVk0oPDIYTIqH4UNWp61ZIKmrEIn3j/edit) |
| **2 C Meeting Structures for Data Informed Decision Making**  *Organizing the who, what, when, where and how to meet on various types of data at both the division and building level* | * A written, organizational structure is in place- data will be reviewed, the purpose, schedule and by whom * Collaborates with the SLT to determine fidelity/effectiveness of mtg. structures and provides PL/coaching as needed | * A written, organizational structure is in place - how data will be reviewed, the purpose, schedule and by whom | * [Division Teaming Information](https://docs.google.com/document/d/15NQfL4iloMUMUpzAEd6sqx-uMxP1JZ2h/edit) * [Division Team Agenda](https://docs.google.com/document/d/1OOioWzQCuzhlSwA2GN7gQbw18LsZFxLupBWDFN_xQp4/edit) * [School Teaming Agenda](https://docs.google.com/document/d/1PJsyIsnz2HA6sARJkvxNFdaESyJx61eZ/edit#heading=h.gjdgxs) |
| **3. EVIDENCE BASED PRACTICES**  *Teaching and learning approaches proven to be effective through scientifically based studies* | | | |
| **3 A Quality Core Instruction**  *Providing and supporting a consistent message of what “good teaching” consists of in the division* | * Quality Core Instruction is defined, documented, and communicated to all stakeholders * Tool(s) are defined * Division Wide Assessment Calendar is developed and monitored * Implements a process and timeline for ongoing review of delivery of quality core instruction | * On-going review of Quality Core Instruction is clear * Tool(s) are defined * Assessment Calendar drives DIDM * Schools follow division plan for monitoring core instruction | * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/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 Effective Classroom Systems/VTSS Ten](https://vtss-ric.vcu.edu/implementers/effective-classroom-systems/) |
| **3 B Aligned Instructional Interventions**  *Providing and supporting selected interventions for students requiring support at Tiers 2 & 3* | * 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 monitor/adjust supports in the continuum | * Continuum of interventions is defined * Intervention Groups and Schedules are identified for all 3 Tiers | * [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) * [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) * [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [National Center on Intensive Intervention](https://intensiveintervention.org/audience/educators) * [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/) |
| **3 C Continuum of Supports that is culturally responsive**  *Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive* | * Maps existing practices/programs and reviews for effectiveness * Explores cultural/ linguistic factors when adopting academic/social behavioral practices, programs, and assessments * Instructional staff/stakeholders are trained to utilize the continuum of supports and provide appropriate instructional matches to the needs of students | * Continuum of interventions is mapped and is culturally responsive * Students and interventions are appropriately matched * Alignment of school’s continuum of supports with division goals that support cultural responsiveness which includes coaching and professional learning | * [Resource Map](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit) * Curriculum Audit * [PBIS Cultural Responsiveness Field Guide](https://drive.google.com/file/d/1jH_z3DooFvwpZb3qAdNOJSBaO6UNsAdx/view?usp=sharing) * [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [Equitable Classroom Checklist](https://drive.google.com/file/d/1ju-48AmdY8X6uF4ZLVnZeEeDrSlTsZX7/view?usp=sharing) |
| **3 D Fidelity of Practices: Determining that EBPs are provided with fidelity**  *Determining that EBPs are provided with fidelity* | * Gathers information on existing fidelity tools/and utilization * Collaborates with schools to evaluate fidelity of implementation of EBPs, inclusive of walk‐ through tools and programmatic measures, and includes ongoing coaching supports | * Gathers data on any existing fidelity tools and how they are used in the school * Collaborates with division leadership to ensure alignment and coaching to support fidelity of evidence based practices | * [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * School and division fidelity tools that support designated practices |
| **3 E Capacity for Coaching and Professional Learning**  *Ensuring staff capacity for cultural & linguistic responsiveness within division context* | * Plans training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula * Assists all staff in the analysis of outcomes in order to make instructional decisions that meet the cultural and linguistic context of the division | * Collaborates with division leadership to ensure alignment, coaching supports, and professional learning for staff * Review data, school context, and voice from all stakeholders to determine coaching and professional learning goals and objectives | * [PBIS Cultural Responsiveness Field Guide](https://drive.google.com/file/d/1jH_z3DooFvwpZb3qAdNOJSBaO6UNsAdx/view?usp=sharing) * [Coaching Service Delivery Plan Template](https://docs.google.com/spreadsheets/d/1kZZoRAtaOHXw9Aq_Z9CA83oIPu_uCyac/edit#gid=964482251) |
| **4. Family, School and Community Partnerships**  *The collaboration of families, schools and communities as active partners in improving learner, classroom, school, division and state outcomes.* | | | |
| **4 A Communication**  *Adding families and communities as partners in implementation* | * Examines the existing partnership structures and communication loops between family, school and community around VTSS implementation; team membership as well * Develop a vision statement for family engagement | * The SLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation * The SLT has family / community members on the team | * [Vision and Data Worksheet for Family Engagement](https://docs.google.com/document/d/1zBr3rWe9rDeSGt-FoNg1l1Bovtl7MRQb/edit) * [Action Plans - Family School and Community Partnerships](https://docs.google.com/document/d/1dq-DYs-Lk7DUJHiEwAtuTWdtJ-P95puI/edit#heading=h.gjdgxs) |
| **4 B Cultural and Linguistic Responsiveness**  *Authentic Engagement* | * Researches the family groups represented in the community as well as all community providers | * The SLT researches the family groups represented in the community as well as all community providers. | * [Enhancing Family-School Collaboration with Diverse Families](https://docs.google.com/document/d/1dq-DYs-Lk7DUJHiEwAtuTWdtJ-P95puI/edit#heading=h.gjdgxs) |
| **5. Monitoring Student Progress**  *Student performance is examined frequently, over time, to evaluate response to instruction and intervention* | | | |
| **5 A Assessment Mapping for Student Growth**  *Determining the varied assessments that measure student outcomes* | * Determine assessments to be included in data dashboard and communicate to all stakeholders the purpose and schedule for student assessments * A process is used to monitor fidelity of data collection * Coaching to schools to ensure data drives instruction | * The purpose/ schedule for student assessments are communicated to all stakeholders * Faculty is shown school-wide data at least every 12 months * Team reviews and uses Fidelity data annually | * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing) * [Data Audit](https://docs.google.com/document/d/13Z48-nej0whRfRmaCXHIlWxEreZ7OjUbKr4zXt-Sce4/edit?usp=sharing) / Data Dashboard / [Common Features of Data Dashboard](https://docs.google.com/document/d/1TSpQc5Od-f1-j410b_dxZQuz0Zoe1Tsk/edit) * Formative assessment schedule * School data dashboard |
| **5 B Screening Tools and Data**  *The division decides tools and/or data to screen students* | * Selects and uses reliable screening tools and/or data for academic, and social behavior practices * Commits resources to screening * Works with schools to provide training to all staff to understand and use the screening tools | * All staff are competent in using and understanding the screening tools * Teams are reviewing discipline and academic screening data at least monthly for decision-making | * Universal screening tool * Multiple Data Sources * Data Reports * Staff Training on Assessments * Guide: [Early warning system data](https://drive.google.com/file/d/16AVLRQTUj2V4gObZMTvjk4BWnNlMvk0y/view?usp=sharing) |
| **5 C Screening Process**  *Universal screening is completed and part of the assessment process* | * Assessment map includes screening schedule (minimally 3x year) for schools * Ensures that schools carry out screening process with fidelity * Verify cut scores, decision rules, risk factors re: screening results; continually revisits the assessment tools & schedule | * Process for screening all students for academic, social/behavior strengths and needs is followed with fidelity | * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing) * Written procedures for screening * Written Process for Advanced Tiers referral * Decision Rules * [National Center on Intensive Intervention](https://charts.intensiveintervention.org/ascreening) |
| **5 D Progress Monitoring @ Tier 1**  *Evaluating of Tier 1 Instruction* | * Defines acceptable student performance/growth data (i.e. “health of Tier 1”) * Cut scores/ growth rates defined & communicated * Commits resources for implementing assessments to progress monitor * Consistently reviews progress monitoring data/revisits monitoring tools, data, and schedule | * Communicates cut scores and growth rates to all * Consistently reviews data to monitor progress to inform instruction (“health of Tier 1”) | * Progress Monitoring Forms * Entry and exit criteria |
| **5 E Progress Monitoring at Tiers 2 and 3**  *Utilizing multiple measures to determine growth for students receiving supports in Tiers 2&3* | * Selects/defines progress monitoring tools and data at advanced tiers * Defines frequency schedules to ensure progressing monitoring occurs for any Tier 2 or 3 support * Staff is trained in integrated approach to monitor student growth with multiple measures * Monitors the efficacy of progress monitoring process/ impact on student performance | * 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 * Multiple measures of data * Student Growth Plans |
| **6. Evaluation of Process**  *The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps* | | | |
| **6 A Outcome Evaluation for Problem Solving**  *Determine the impact of the practices and systems to adjust instruction, professional learning and coaching* | * Identifies evaluation components for VTSS * Establishes data dashboard * Establishes and implements a plan to monitor district level goals * Collects fidelity and outcome data & monitors data on a schedule * Monitors district level implementation plans * Uses data informed decision-making model to impact plans for instruction, coaching and professional learning | * Uses data dashboard * Establishes/monitors SL 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 designed to provide documented coaching supports * Surveys (staff) |
| **6B Fidelity**  *Evaluating the fidelity of implementation, instruction and assessment* | * Procedures adopted to monitor fidelity of implementation (practices & assessments) * 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) * 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://drive.google.com/file/d/1C2aPfclKyuNiSR_aV0CiN8RYKEWcLnmE/view?usp=sharing)   + [A-TFI](https://drive.google.com/file/d/18Mw6_sPIgerHfSqgHcfDLjpGjKPwqQC2/view?usp=sharing) * VTSS 10 Walkthrough Data Collection Tools * [Example walkthrough](https://drive.google.com/file/d/18_w4WLWLl0y4ujQ__2xWkLixmJZTB7cL/view?usp=sharing) |