Virginia Tiered Systems of Supports

VTSS

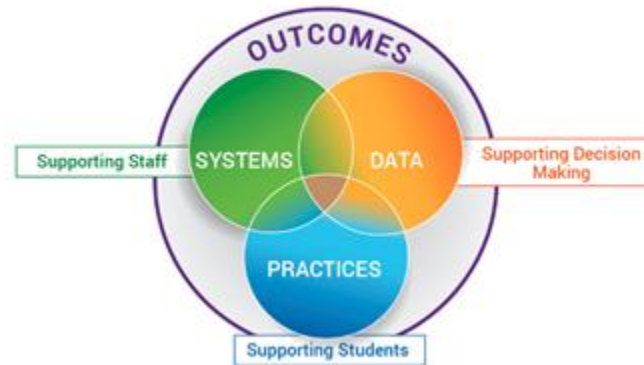**VIRGINIA DEPARTMENT OF EDUCATION**

PBIS Tier I: New Team Professional Learning

TFI 1.1 Team Composition

What is VTSS?

Virginia Tiered Systems of Supports (VTSS) integrates *academics*, *behavior* **AND** *mental wellness* into a framework for establishing the supports needed for a school to be an effective learning environment for all students.

This systemic approach allows divisions, schools and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process (VTSS, 2016).

Professional Learning Roadmap

Our Focus in this Module

- 1.1 Team Composition

Where We'll Go

- 1.2 Team Operating Procedures
- 1.3 Behavioral Expectations
- 1.4 Teaching Expectations
- 1.5 Problem Behavior Definitions
- 1.6 Discipline Policy and Procedures
- 1.7 Professional Development
- 1.8 Classroom Expectations
- 1.9 Feedback & Acknowledgement
- 1.10 Faculty Involvement
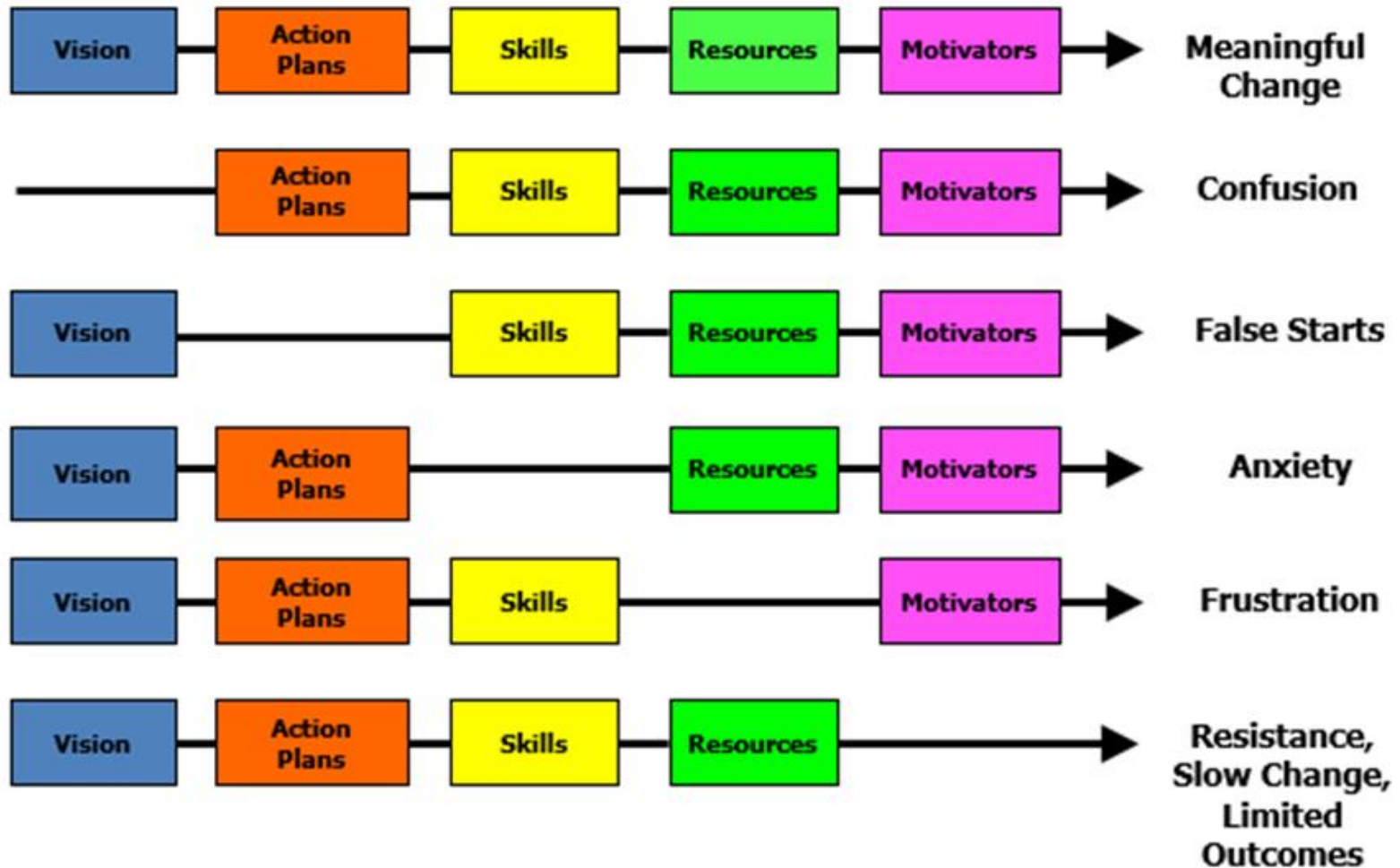- 1.11 Student/Family/Community Involvement

What We Will Know

- Understand what human resources are essential to team success
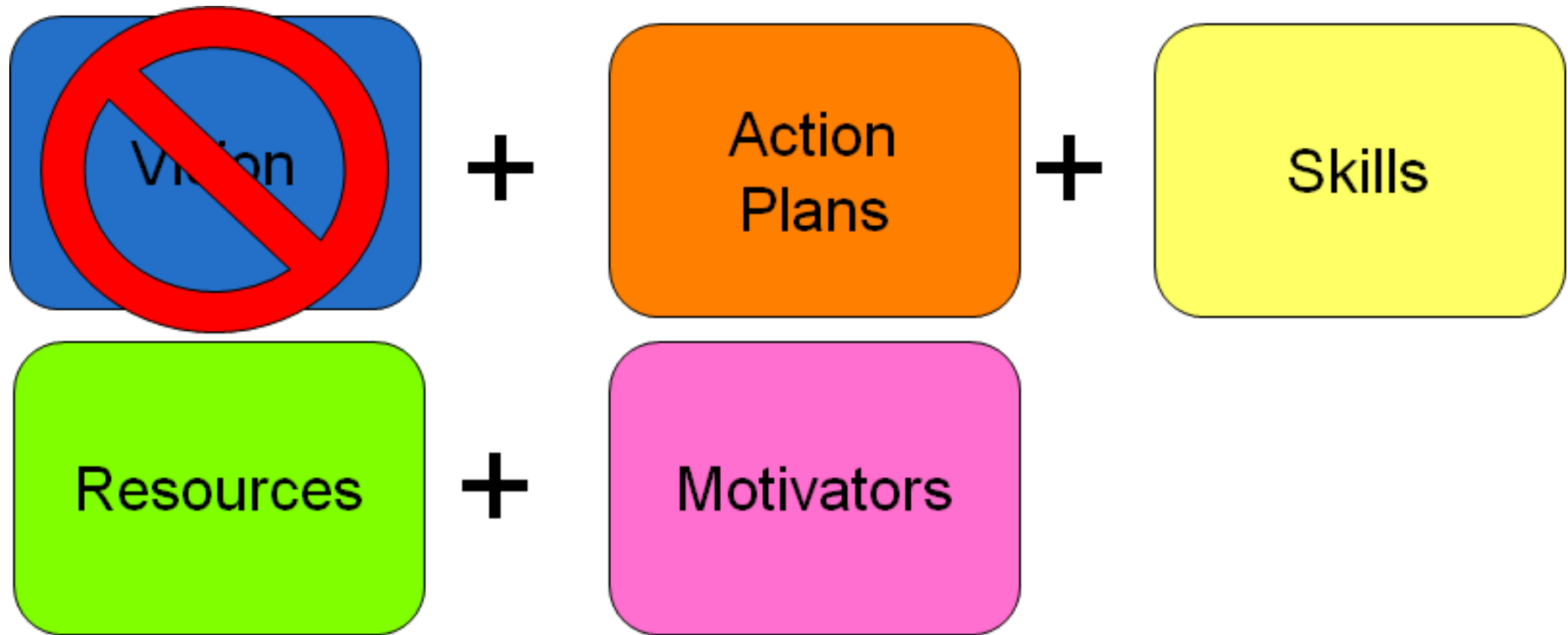
- Build a representative leadership team

Please see your VTSS Systems Coach for this video.

Managing Complex Change

Vision	Action Plans	Skills	Resources	Motivators	→	Meaningful Change
Vision	Action Plans	Skills	Resources	Motivators	→	Confusion
Vision	Action Plans	Skills	Resources	Motivators	→	False Starts
Vision	Action Plans	Skills	Resources	Motivators	→	Anxiety
Vision	Action Plans	Skills	Resources	Motivators	→	Frustration
Vision	Action Plans	Skills	Resources	Motivators	→	Resistance, Slow Change, Limited Outcomes

Confusion

Why do we need a team?

Please see your VTSS Systems Coach for this video.

Who should be on the team?

- ❑ Building Level Coach or Co-coaches
- ❑ Administrator
- ❑ Individuals able to provide:
  - ✓ Applied behavioral expertise
  - ✓ Knowledge of student academic and behavior patterns
  - ✓ Data Analyst
  - ✓ Knowledge of operations of the school across grade levels and programs
  - ✓ Youth Voice
  - ✓ Family and Community Voice

Other Service Providers

- Is your School Psychologist, School Social Worker, School Counselor and/or School Nurse on the team?

- Can community mental health providers be a member of the Tier 1 team?
  - Memorandum of Understanding (MOU)
  - Provide Tier 1 Instruction/Skills training for all students, staff, and families

Youth, Family and Community

Why include youth, family, and community?

- Students have higher math and reading achievement when schools engage parents and caregivers.
- Children of school-engaged parents have higher academic & social skills and lower aggressive behaviors.
- Empowering families in school leadership matters!

What is the role of families?

Authentically engage!

Initiators

Co-Designers - Team members

Receivers of supports

Providers of supports

Evaluators

  – providing feedback

Brainstorm how families might be involved in different roles.

Initiators	
Co-Designers	
Receivers	
Providers	
Evaluators	

Who is family on your team?

- Family member(s) should be independent (not a staff member who is also a parent) and has reach to other families
- Family member(s) commits to learning about VTSS.
- For secondary school teams, also consider a student who can offer a youth voice.
- Consider and clarify time commitment and access to meetings.

Social Identity Wheel
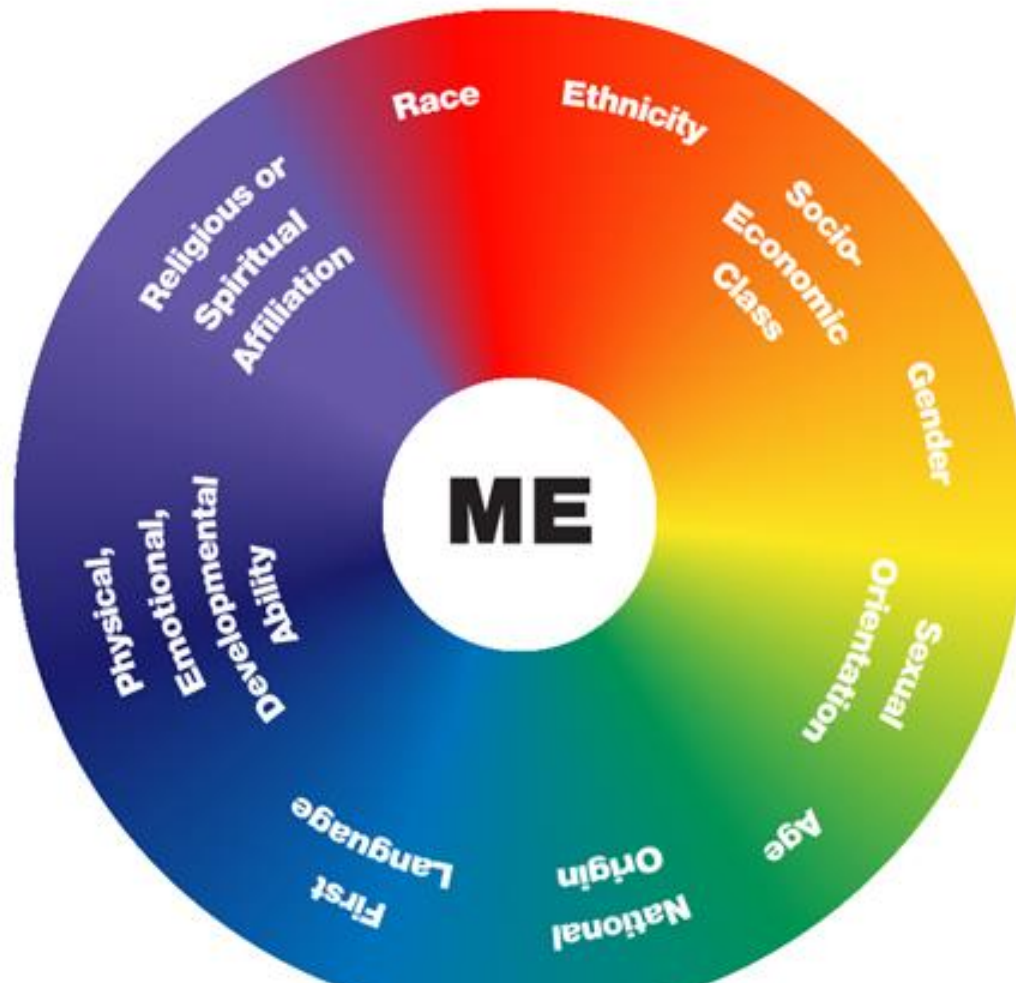
Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University

Can you repurpose a team?

Is there:
- an existing leadership team?
- an existing school improvement team?
- a team that problem solves around issues of school climate? Trauma? Mental Wellness?
- a team that engages faculty in social-emotional programming, skills or implementation?

Administrators are Crucial!

An Administrator's role in VTSS implementation:

- Visibility
- Collaboration
- Accountability
- Sustainability

Activity #1, Workbook

Colvin, G. (2007). 7 Steps for developing a proactive schoolwide discipline plan, 17

Visibility

Raising Community Awareness

Creating a culture of implementation fidelity

Collaboration

Families and Community as Partners

Shared Leadership with Teacher Leaders

Accountability

Being accountable to each other for implementation fidelity.

Sustainability

- Plan from the beginning.
- Do not put anything in place that you don't plan to keep in place for at least a decade!

Coaches are Crucial!

An Coach's role in VTSS implementation:

- Coordination
- Collaboration
- Technical Assistance
- Evaluation

Activity #2, Workbook

Colvin, G. (2007). 7 Steps for developing a proactive schoolwide discipline plan, 17

Coordination

Organized coaches with strong social capital have the ability to lead faculties to high fidelity of implementation!

Coaching Collaboration

External Coaches and Division Team Members as Partners

Peer Coaching and Support for Implementation

Technical Assistance

- Training
- Modeling
- Providing growth oriented feedback
- Providing resources and information
- Sharing ideas

Evaluation

- Assessing fidelity of implementation
- Assessing outcomes of implementation
- Data analysis

Outcomes of Coaching

Provide support to team and faculty for:

- PBIS Fluency
- Rapid redirection from misapplications
- Fidelity of overall implementation
- Sustainability over time

The Role of the Team is Essential

- Align
  - Align VTSS (PBIS) goals, school mission, and vision
  - Establish multi-year action plans
- Share
  - Capture voice and choice from the school community
  - Communicate and disseminate information among stakeholders
- Guide
  - Ensure that student social behavior is a priority
  - Develop coaching supports
  - Facilitate data-based decision-making

You are AGENTS for SYSTEMS CHANGE!

Commitment

All team members (including the administrator) commit to attending

80% or more

of team meetings.

Tier I Team Composition Worksheet

Tier 1 Team Information

School Name: *School Year:*

Division:

Principal		Email Phone #	

Team Members

Team Role	Name	Email	School Position/Title
Team Leader			
School Administrator			
Facilitator			
Minute Taker			
Data Planner/Analyst			
Process Observer			
Family Member			
Student Representation			

Activity #3, Workbook

Can you repurpose a team?

Is there:

- an existing leadership team?
- an existing school improvement team?
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- a team that engages faculty in social-emotional programming, skills or implementation?

Working Smarter

Committee/Team – Working Smarter (Not Harder) Exercise

Committee/ Team/ Work Group	Purpose: Why was this group formed and why does it meet?	Expected Outcome: What kind and level of change, improvement, etc. is expected?	Target Audience: Who is expected to benefit from the efforts of this group?	Schedule: How often, when, and how long does this group meet?	Membership: Who is on this committee or group?	Relation to School Mission & School Improvement Plan: How do the efforts of this group relate to the short- and long-term priorities of the school or district? Circle your rating 1 = low, 5 = high	Priority: how important is this group to the school? Circle your rating 1 = low, 5 = high
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5

From: Committee/Group Self-Assessment & Action Planning (Working Smarter Matrix), George Sugai 2010

Activity #4, Workbook

Checking In

Tell us where you are with team composition.
- Socrative Survey
- Google Form
- Paper Form

Are we working efficiently?

1. Eliminate teams that do NOT have a defined purpose and measurable outcome.
2. Combine teams that have the same measurable outcomes and/or same target group.
3. Combine teams that have 75% of the same staff.
4. Eliminate teams that are not tied to School Improvement Goals.

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To prepare for the Tier I Forum

- Make sure you have all team members including school administration
- Bring your data: (discipline, academic and attendance)
- Bring your computer

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Time to Action Plan With Your Team!

Composition and Operating Procedures WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

References

1. Simple Truths video - https://vimeo.com/99086742
2. Penguins vs. Shark video - https://www.youtube.com/watch?v=H-JMD8FcdVM
1. The Art of Coaching Teams E. Aguilar (2016)
2. Social Identity Wheel - Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University
3. Colvin, G. (2007). 7 Steps for developing a proactive schoolwide discipline plan, 17
4. Wood, L. & Bauman, E. (2017, February). How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform: Literature Review. Washington, DC: AIR and Quincy, MA: Nellie Mae Education Foundation.
5. U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service, The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume 1: Executive Summary, Washington, D.C., 2001.
6. Families and Schools Together (2006) Milwaukee program, reported in Wood & Bauman, 2017