

Virginia Tiered System of Support Implementation Guide and Benchmarks

Installation and Sustainable
Implementation

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Vision

Benchmarks

Implementation Guide

Vision



Benchmarks

Implementation Gui



Guiding Documents

VTSS
Benchmarks

VTSS
Implementation
Guide

Guide



Leadership Teams



Curriculum



Instruction



Comprehensive Assessment System

Benchmarks



Leadership
Organizational Culture and Structure
Family & Community Partnerships



Curriculum



Instruction
Problem-Solving



Monitoring Student Progress
Evaluation Plan

CONTINUOUS IMPROVEMENT STAGES/ COMPONENTS	Emerging	Developing	Sustaining the Tiered System of Support
<p>Evaluation Plan</p>	<ul style="list-style-type: none"> • Planning has taken place to identify the methods and indicators of evaluation of TSS implementation, progress and impact. • The evaluation plan has multiple components and includes assessing both the short and long term impact of TSS implementation. 	<ul style="list-style-type: none"> • The school division develops a plan for continuous improvement under a TSS umbrella and leaders are able to align various other initiatives to the TSS process. • The school division is correcting overlap in 5 yr. plan, SIP plan, and TSS plan. • Evaluation of fidelity of implementation is a formal process. • The leadership team conducts an evaluation of TSS implementation annually and creates an action plan, including professional development needs. 	<ul style="list-style-type: none"> • A continuous improvement plan is used to evaluate all components of TSS. • School division data demonstrate that the TSS model has led to improved outcomes for students according to multiple measures.

Benchmark Activity Evaluation Plan

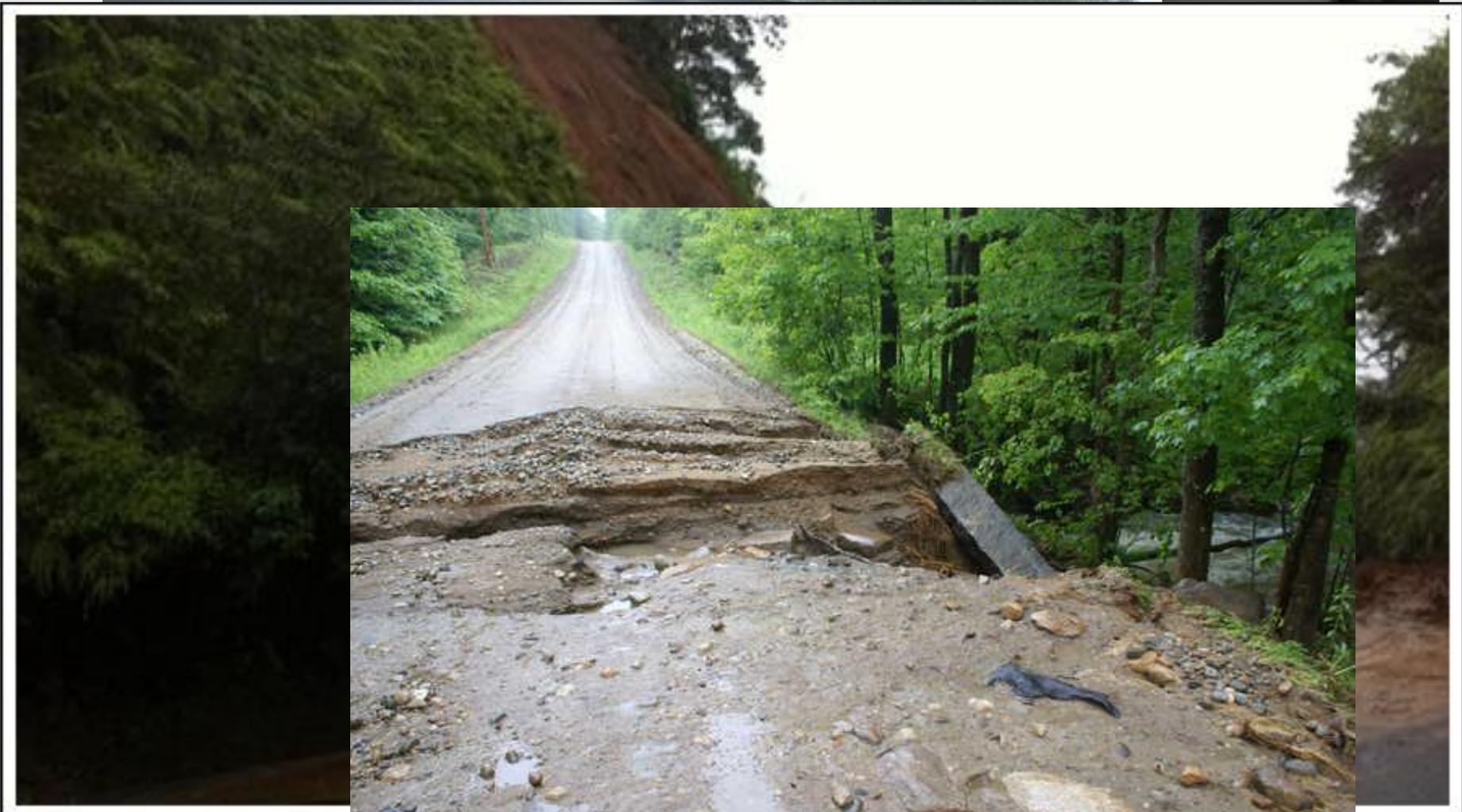
1. Individually and without discussion read through the benchmark section for 'Evaluation'.
2. Individually and without discussion identify at what level you would rate the level of implementation for your division & write that rating on a dot.

Benchmark Activity

continued

Place the dot on the benchmark page in the column you assigned it.

CONTINUOUS IMPROVEMENT STAGES/ COMPONENTS	Emerging	Developing	Sustaining the Virginia Tiered System of Support
<i>Evaluation Plan</i>	<ul style="list-style-type: none"> Planning has taken place to identify the methods and indicators of evaluation of TSS implementation, progress and impact. The evaluation plan has multiple components and includes assessing both the short and long term impact of TSS implementation. 	<ul style="list-style-type: none"> The school division develops a plan for continuous improvement under a TSS umbrella and leaders are able to align various other initiatives to the TSS process. The school division is correcting overlap in 5 yr. plan, school improvement plan, and TSS plan. Evaluation of the quality of implementation is a formal process. The leadership team conducts an evaluation of the implementation annually and develops an action plan, including professional development needs.   	<ul style="list-style-type: none"> A continuous improvement plan is used to evaluate all components of TSS. School division data demonstrate that the TSS model has led to improved outcomes for students according to multiple measures.  





Performance Assessment
(fidelity measurement)

Implementation Drivers

Coaching

Systems Intervention

Training

Facilitative Administration

Competency Drivers

Organization Drivers

Adaptive

Integrated & Compensatory

Decision Support Data Systems

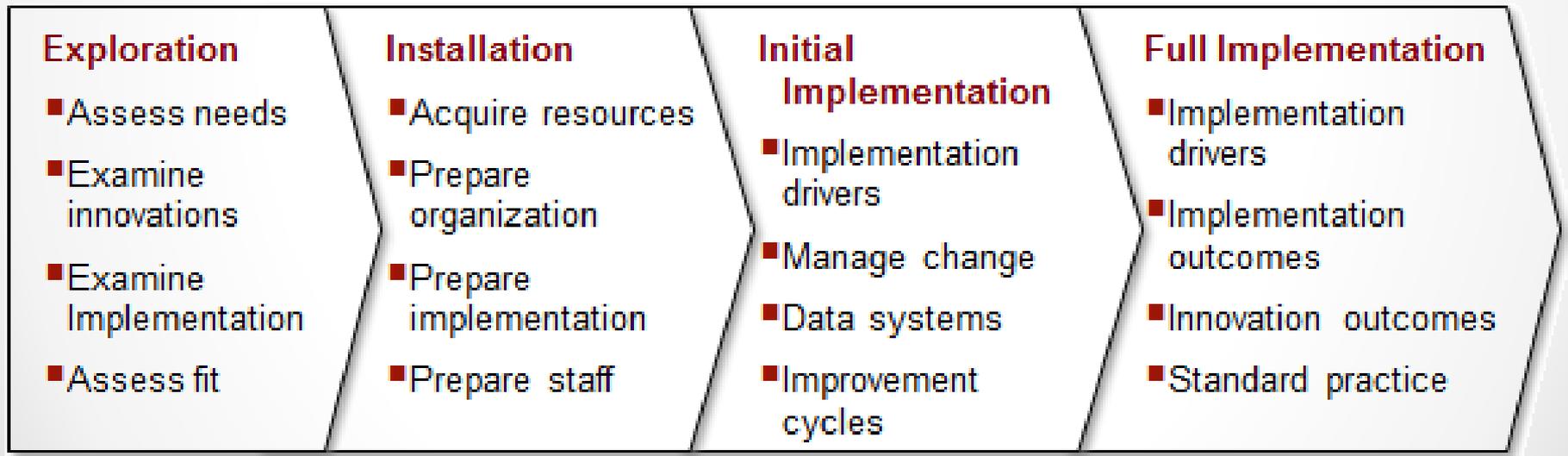
Selection

Technical

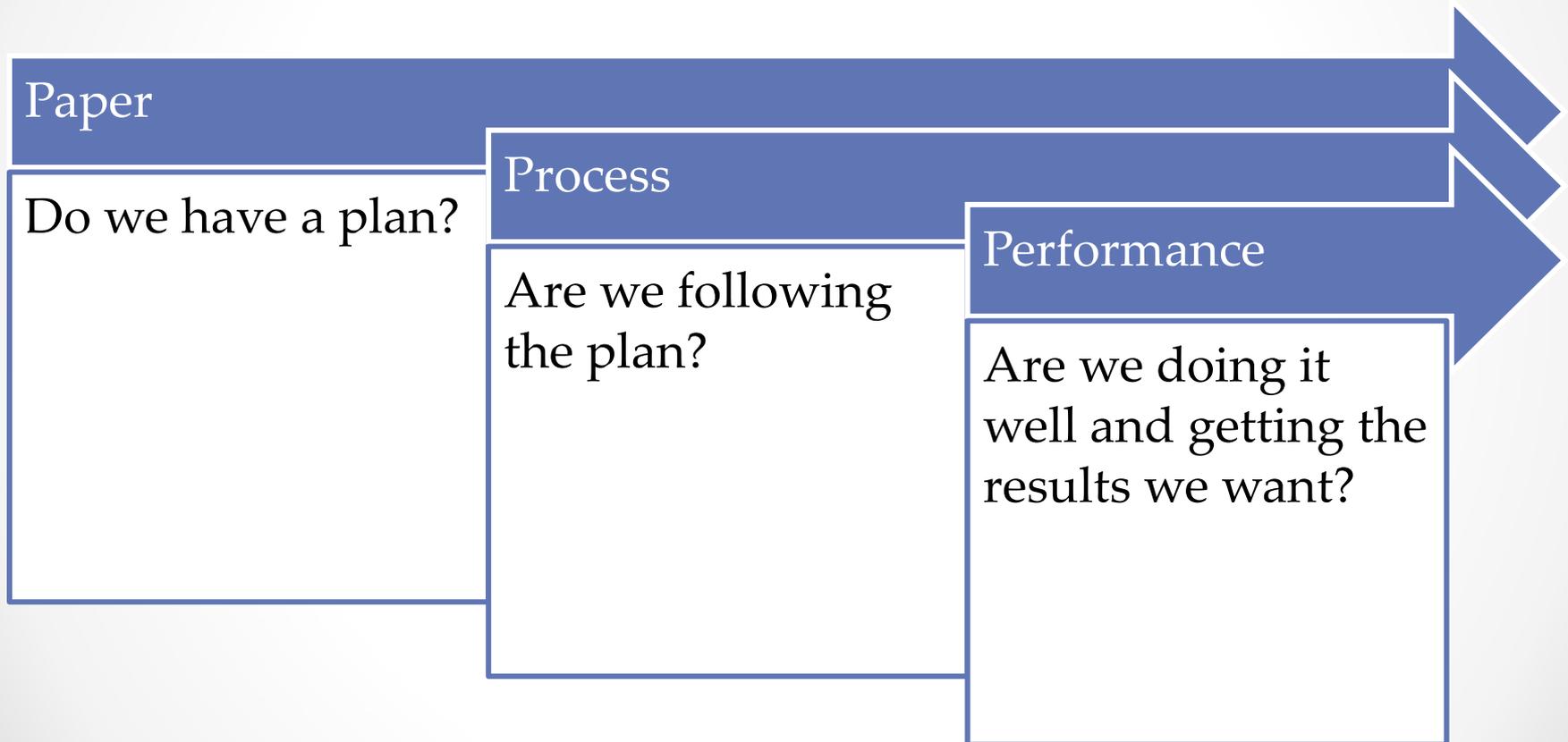
Leadership

Stages of Implementation

2 - 4 Years



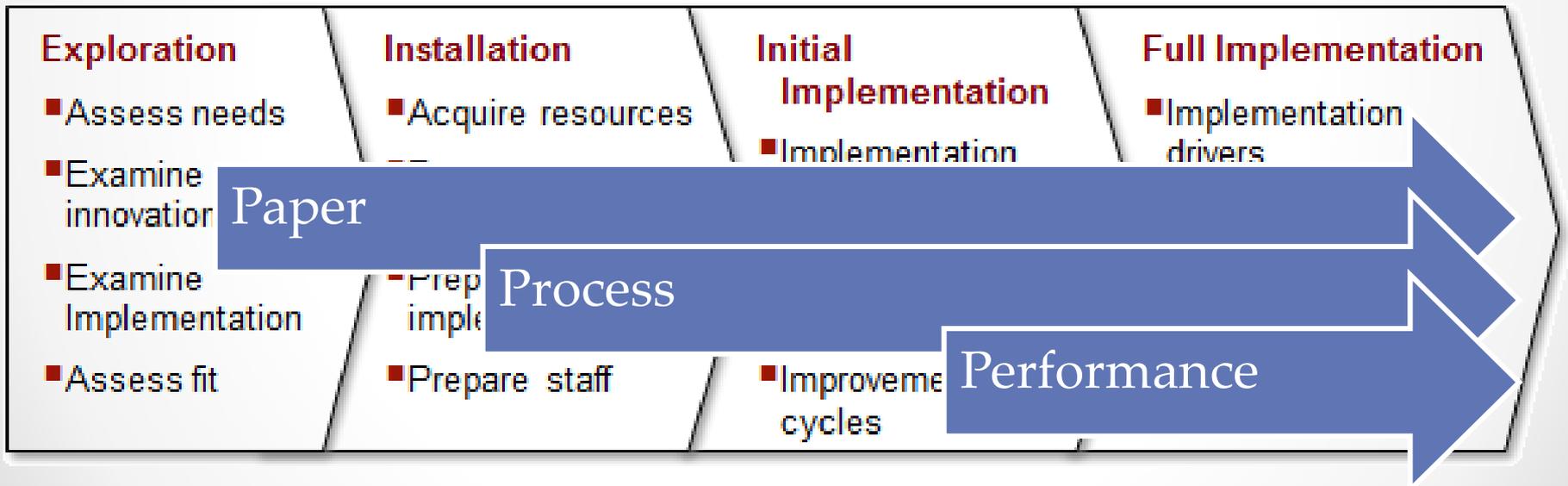
Degrees of Implementation



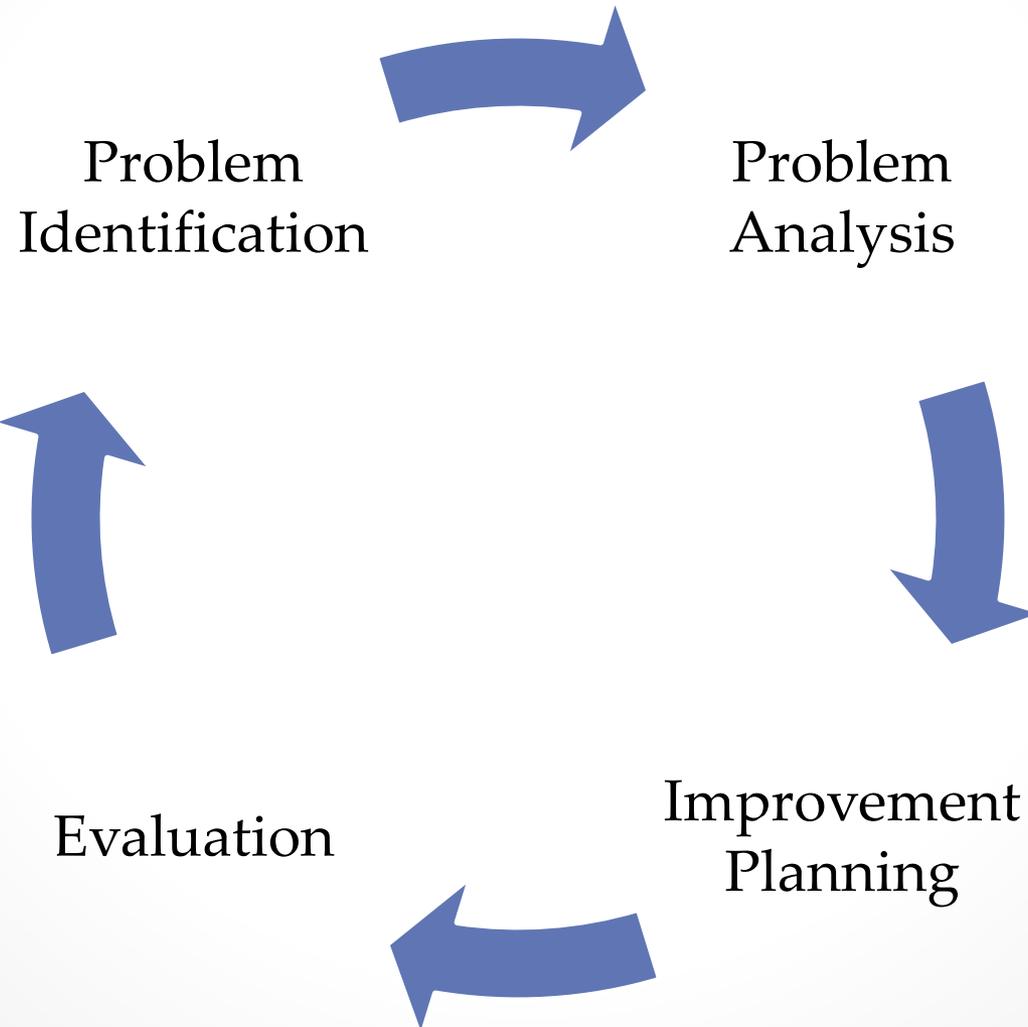
(Fixsen, et. al. 2009)

Stages of Implementation

2 - 4 Years



Simple Problem-Solving Model



VTSS Implementation Guide Jig-Saw Activity

1. Read section assigned to your table.
 2. Use the questions on page 5 to guide the discussion at your table.
- *Be prepared to share your tables response to the first two questions.*



Introduction

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Leadership Teams

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Curriculum

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	Emerging	Developing	Advanced
Problem Solving	<ul style="list-style-type: none"> Problems are identified in curricula, discipline, and behavioral domains. The division leadership team initiates a process of information gathering to identify possible causes of student learning difficulties. A problem solving methodology is established and implemented. Meeting agendas are based on data and other relevant information is at hand. There is data-driven process for referring a student to the problem solving team. The problem solving team is comprised of one member who reports findings, and one member who provides educational, special education and other support personnel such as the school psychologist and school counselor. 	<ul style="list-style-type: none"> Hypotheses about the causes and factors associated with lack of significant improvement in learning skills are developed based on multiple sources of data (such as assessments, attendance, behavior reports, etc.). All hypotheses of causes of learning problems are evaluated and measurable, behavior-related interventions are developed. Outcomes of school teams are able to develop plan for intervention based on research for student success rate, and plan progress monitoring based on individual needs of students. Regular progress monitoring data leads to formal conferences or reports, and changes to hypotheses and interventions as needed. Intervention and action plan documented as a result of the problem solving process documented as include "who," "what," "by when," and "how to." Team members responsible for giving progress reports and specific program updates. The school division has trained personnel in problem solving methodology of data, meeting, intervention, and student track. 	<ul style="list-style-type: none"> All system division-wide problem solving, implementation, and data. The problem solving process is embedded in professional development of educators, administrators, and staff. Division-wide accountability program monitoring data are available from multiple sources of data, including when to refer to Special Education.

VTSS Benchmarks



Division Decisions



Building Implementation

← LOOSE

TIGHT →

Instruction

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Comprehensive Assessment System

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Refinement

- As a team, select one area of the benchmark areas that your team would like to spend some time planning for refinement around.
- Using the VTSS Implementation Guide identify actions that need to be taken within the division to improve implementation.

References

- VanDerHeyden, A. M., & Tilly II, W. D. (2010). *Keeping rti on track: How to identify, repair and prevent mistakes that derail implementation*. Horsham: LRP Publications.
- Fixsen, D. L., Blase, K. A., Horner, R., & Sugai, G. (2009, February). *Scaling-up evidence based practices in education. Scaling-up Brief #1*. Chapel Hill: The University of North Carolina, FPG, SISEP.