Virginia Tiered System of Support Implementation Guide and Benchmarks

Installation and Sustainable Implementation

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Vision

Benchmarks

Implementation Guide
Vision

Benchmarks

Implementation Guide
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
<table>
<thead>
<tr>
<th>CONTINUOUS IMPROVEMENT STAGES/ COMPONENTS</th>
<th>Emerging</th>
<th>Developing</th>
<th>Sustaining the Tiered System of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Planning has taken place to identify the methods and indicators of evaluation of TSS implementation, progress and impact.</td>
<td></td>
<td>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.</td>
<td>A continuous improvement plan is used to evaluate all components of TSS.</td>
</tr>
<tr>
<td>• The evaluation plan has multiple components and includes assessing both the short and long term impact of TSS implementation.</td>
<td></td>
<td>The school division is correcting overlap in 5 yr. plan, SIP plan, and TSS plan.</td>
<td>School division data demonstrate that the TSS model has led to improved outcomes for students according to multiple measures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluation of fidelity of implementation is a formal process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The leadership team conducts an evaluation of TSS implementation annually and creates an action plan, including professional development needs.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
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<td>the methods and indicators of</td>
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<td>continuous improvement under a TSS</td>
<td>• School division data demonstrate that the TSS model has led to improved outcomes for students according to multiple measures.</td>
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<tr>
<td>evaluation of TSS</td>
<td></td>
<td>umbrella and leaders are able to align</td>
<td></td>
</tr>
<tr>
<td>implementation, progress and</td>
<td></td>
<td>various other initiatives to the TSS</td>
<td></td>
</tr>
<tr>
<td>impact.</td>
<td></td>
<td>process.</td>
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<td>• The evaluation plan has multiple</td>
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<td>• The school conducts an evaluation of</td>
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<td>components and includes assessing</td>
<td></td>
<td>implementation annually and develops</td>
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<td>both the short and long term</td>
<td></td>
<td>an action plan, including personnel and</td>
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<tr>
<td>impact of TSS implementation.</td>
<td></td>
<td>development needs.</td>
<td></td>
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</tbody>
</table>
Performance Assessment (fidelity measurement)

Coaching

Training

Selection

Competency Drivers

Adaptive

Technical

Leadership

Integrated & Compensatory

Organization Drivers

Systems Intervention

Facilitative Administration

Decision Support Data Systems

Implementation Drivers

Graphics by Steve Goodman, 2009

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Stages of Implementation

2 - 4 Years

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Installation</th>
<th>Initial Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess needs</td>
<td>Acquire resources</td>
<td>Implementation drivers</td>
<td>Implementation drivers</td>
</tr>
<tr>
<td>Examine innovations</td>
<td>Prepare organization</td>
<td>Manage change</td>
<td>Implementation outcomes</td>
</tr>
<tr>
<td>Examine Implementation</td>
<td>Prepare implementation</td>
<td>Data systems</td>
<td>Innovation outcomes</td>
</tr>
<tr>
<td>Assess fit</td>
<td>Prepare staff</td>
<td>Improvement cycles</td>
<td>Standard practice</td>
</tr>
<tr>
<td>Paper</td>
<td>Process</td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Do we have a plan?</td>
<td>Are we following the plan?</td>
<td>Are we doing it well and getting the results we want?</td>
<td></td>
</tr>
</tbody>
</table>

(Fixsen, et. al. 2009)
Stages of Implementation

Paper
- Assess needs
- Examine innovation
- Examine Implementation
- Assess fit

Process
- Acquire resources
- Prepare staff
- Implement
- Prepare implementation
- Improvement cycles

Performance
- Implementation drivers
- Implementation
- Initial Implementation
- Installation
- Exploration

2 - 4 Years
Simple Problem-Solving Model

Problem Identification → Problem Analysis

Evaluation → Improvement Planning
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 table's response to the first two questions.
Introduction
Leadership Teams
Curriculum
VTSS Benchmarks

Division Decisions

Building Implementation

LOOSE

TIGHT
Instruction
Comprehensive Assessment System
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.