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

	CORE COMPONENT: ALIGNED ORGANIZATIONAL STRUCTURES		
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 ➔ Team Roster Form ➔ Example: Cascading Roles & Responsibilities ➔ Example: Meeting Roles & Responsibilities ➔ Example: VTSS Meeting Agenda/Norms ➔ Example: Meeting Review Sheet ➔ Decision Making Process (Coaching Teams, Aguilar Ch.8) ➔ Coaching Teams, Aguilar pp.274 & 288 ➔ Team Effectiveness Assessment, Coaching Teams, Aguilar p. 305 ➔ Division Initiative Mapping Instructions ➔ Division Initiative Mapping ➔ District Capacity Assessment ➔ District Capacity Assessment Scoring Guide ➔ Vision and Data Worksheet for Family Engagement
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 ➔ 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 ➔ SISEP Communication Plan Template ➔ Example: Northampton Coaching Communication Plan

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 → Cascading Model of Supports → VA Coaching Model → Article: Structure for Building a Coaching Culture → Building a Sustainable Coaching System → Initiative Map with Coaching Inventory → Facilitator Core Competencies, Aguiilar → Template: Coaching Service Delivery Plan → Example: Coaching Service Delivery Plan → Coaching Conversations → PBIS Cultural Responsiveness Field Guide

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
			→ Assessment Audit/Map
			→ Data Analyst Worksheet
			→ Common Features of Data Dashboard
			→ Guide: Early warning system data

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
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 → Hexagon Tool → National Center on Intensive Intervention → What Works Clearinghouse

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 → Tier I Resource Mapping → Tier 2 or 3 Resource Mapping → Example: Resource Map → Example: Three Tiers Five Domains

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
			   → 10 EBP Videos

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 → VTSS Tier 2 / 3 Resource Map → Pre-Resource Map → Example: NCPS Math Resource Map → Example: NCPS Reading Resource Map → Example: NCPS Behavior & Attendance

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 • Effectiveness training survey data • Effectiveness coaching data • Attendance sheets • District Capacity Assessment • District Capacity Assessment Scoring Guide
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 • Assessment Map • Written procedures for screening • Written Process for Advanced Tiers referral • Resource Map with Entry/Exit Criteria • National Center on Intensive Intervention

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
			  ◆ A-TFI
			➔ Evidence Based Practice Tool
			➔ VTSS 10 Walkthrough Data Collection Tool

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 designed to provide documented coaching supports ➔ Surveys (staff) ➔ DIDM Protocol
PLAN FOR DISSEMINATION	• Annual progress is documented and communicated to the Schools, the School Board and the Community		➔ Board Report
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