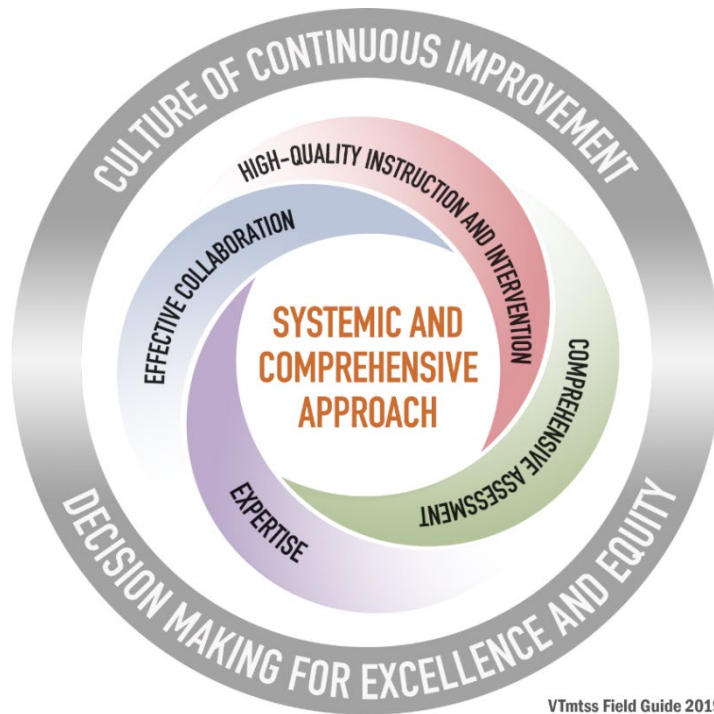# Supporting Implementation of Act 173 Goals Through VTmtss

Act 173 Advisory Council

October 5, 2020

Tom Faris, VTmtss Coordinator
Tracy Watterson, VTmtss Program Manager/Team Lead

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Objectives

- **Describe how Act 173 goals will be supported through recently released VTmtss Framework tools.**

- **Answer your questions about the information we share.**
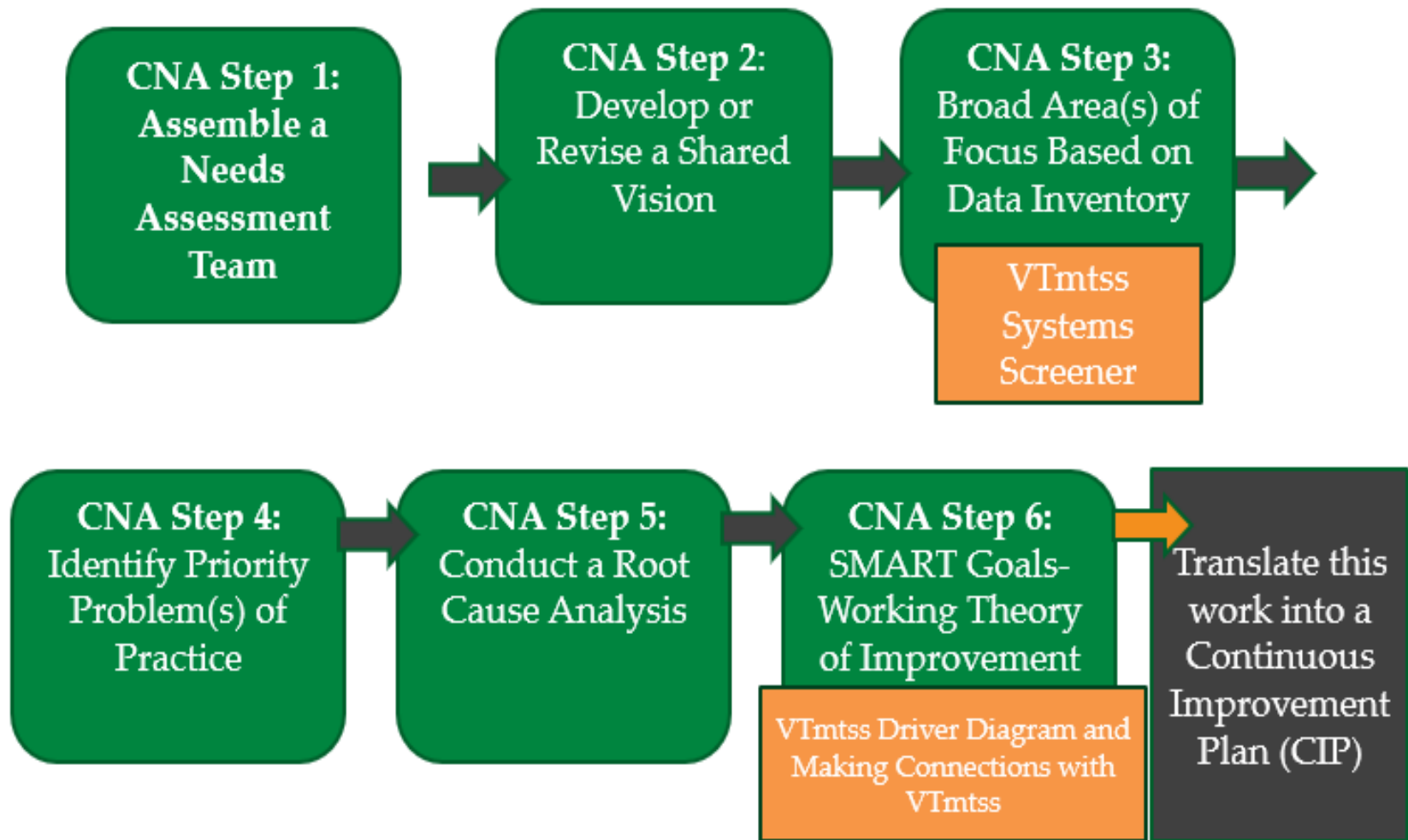
The VTmtss Team

- **Tracy Watterson, Team Lead & Program Manager**

- **Tom Faris, Coordinator**

- **Nancy Hellen, Coordinator**

- **Julia Scheier, Coordinator**

- **Caitlin Chisholm, Coordinator**
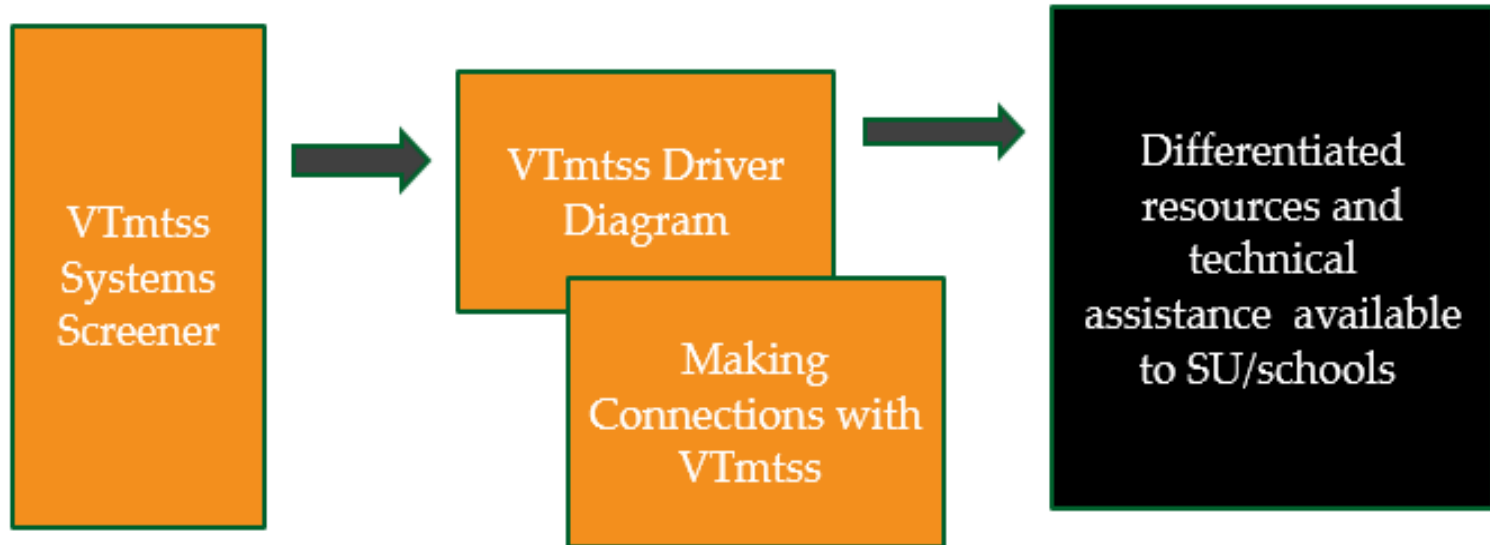
Why Use the VTmtss Framework Tools?

1. **Provide a systems perspective to implementation**

2. **Address systemic inequities**

3. **Support and align with existing continuous improvement work**

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VTmtss Framework Tools Within Phase 1 of the Comprehensive Needs Assessment (CNA) Process

CNA Step 1: Assemble a Needs Assessment Team

→

CNA Step 2: Develop or Revise a Shared Vision

→

CNA Step 3: Broad Area(s) of Focus Based on Data Inventory

→

VTmtss Systems Screener

CNA Step 4: Identify Priority Problem(s) of Practice

→

CNA Step 5: Conduct a Root Cause Analysis

→

CNA Step 6: SMART Goals- Working Theory of Improvement

→

Translate this work into a Continuous Improvement Plan (CIP)

VTmtss Driver Diagram and Making Connections with VTmtss

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VTmtss Framework Suite of Tools

VTmtss Systems Screener

VTmtss Driver Diagram

Making Connections with VTmtss

Differentiated resources and technical assistance available to SU/schools

Used to identify the strengths and areas of growth of a system.

Organizational tools to focus on a priority problem of practice through the lens of VTmtss.

Supports available to address the goals of implementing Act 173.

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VTmtss System Screener

- **Purpose: identify strengths and areas of growth of your VTmtss**

- **Audience: leadership teams**

- **Facilitation Guide: self-guided or with VTmtss Team assistance**

- **Part of a CNA Data Inventory: leverage existing processes/expectations**

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VTmtss Driver Diagram

- **Purpose: leadership teams choose change ideas through the lens of the VTmtss Framework Components**

- **Facilitation: self-guided or VTmtss Team-facilitation**

- **CNA process: organize theory of improvement**

- **VTmtss Driver Diagram Example**

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Making Connections with VTmtss

- **Purpose: To help LEAs' identify elements of Act 173 systemic components needing improvement and to connect those improvements with
the VTmtss Framework.**

- **Four documents; one for each of the Act 173 systemic components**
  - **Informed by Act 173 guidance documents**
    - **Performance Indicators**
    - **Examples of effective practices**
    - **VTmtss Component characteristics and indicators**

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Sample of *EST: Making Connections with VTmtss*

PI CATEGORY 1: THE EST SYSTEM IS COORDINATED AT THE SU/SD LEVEL

| Performance Indicator (as represented in the Act 173 PI Matrix)	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
1. EST Meetings are part of the master schedule.	• EST meetings are scheduled through the school year. The meeting schedule is frequent enough to address all referrals and follow-ups in a timely manner. • Meetings follow established norms with assigned roles, including a facilitator, recorder and timekeeper. • Norms and required roles are reviewed periodically to consider whether they are followed or need modification. All EST members are scheduled to attend every meeting and the list of members conforms to AOE recommendations. • At least one member is a member of a district level team that is charged with EST oversight. Some team meetings include discussion of potential systemic improvements that could build capacity in the general education classrooms. • All team meetings include discussion of who else needs to know about team decisions. • All decisions are documented, including timelines and staff responsible. • Agendas are prepared prior to the meeting and include any review or discussion items previously scheduled.	*Effective Collaboration*: (*characteristic 2, indicator 2*) School structures support ongoing collaborative engagement focused on improving student outcomes in behavior, academics, and social-emotional learning.

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EST Practice Profile

EST Performance Indicators Rubric

Schedule, Norms, Teaming

1	2	3	4
EST meetings are scheduled on an "as needed" basis or regularly scheduled meetings are often cancelled. There is one person who is seen to "own" the meetings and is responsible for scheduling and documentation. Records of minutes are incomplete and/or difficult to access. The team may rely on group recollection of decisions rather than recorded minutes. Attendance of team members is variable and unpredictable and the regular team lacks some roles recommended by the AOE. School administration does not give priority to scheduling and staffing the EST. There is no reliable	There is a regular schedule for EST meetings but it may be disrupted by other events. Sometimes there are too many concerns to address within the scheduled time or there are meetings that do not have enough work to fill the time. Meetings have stated norms and there is a division of roles, but the norms are rarely reviewed and may be ignored. Effectiveness of the meeting may be compromised when members who typically facilitate or record are absent. Membership generally conforms to AOE recommendations but regular attendance of members may be compromised by other conflicts or priorities. Team members may be selected on the	EST meetings are scheduled through the school year. The meeting schedule is frequent enough to address all referrals and follow-ups in a timely manner. Meetings follow established norms with assigned roles, including a facilitator, recorder and timekeeper. Norms and required roles are reviewed periodically to consider whether they are followed or need modification. All EST members are scheduled to attend every meeting and the list of members conforms to AOE recommendations. At least one member is a member of a district level team that is charged with EST oversight. Some team meetings include discussion of	All of the indicators listed in 3 *and* EST norms include a shared vision for student inclusion and equity of engagement in achieving challenging academic outcomes. This vision is shared across the SU/SD. EST members are active participants in school/district learning communities and make intentional connections in their work in both settings. EST meeting practices are seen as exemplars of best practice for school/district meetings. Other school/district meetings have similar practices.

What are your questions?

VTmtss Field Guide 2019
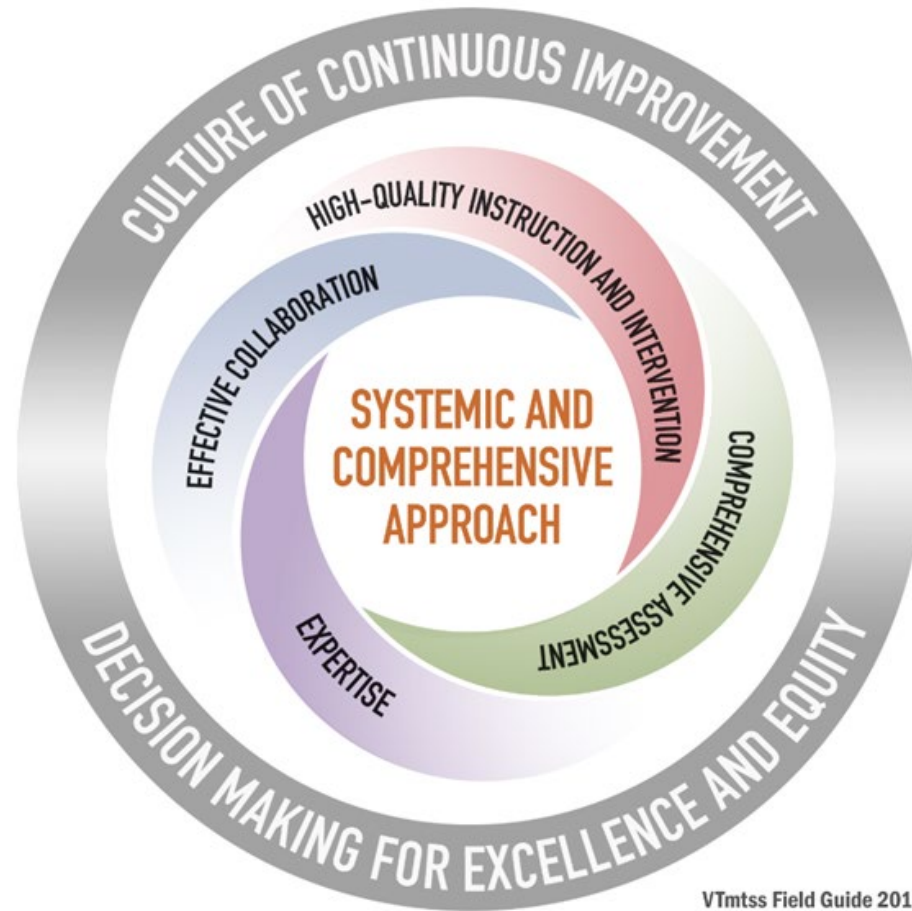
Contact information for Technical Assistance of the VTmtss Framework

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[TA Request Form](#)

[VTmtss web page](#)

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