

VT MTSS-RTII IMPLEMENTATION RUBRICS:

The *VT MTSS-RTII Implementation Rubrics* are a set of rubrics that serve as a guide for determining system capacity for implementing an MTSS-RTII approach. These rubrics are aligned to the 5 components and the key characteristics of the *VT MTSS-RTII Field Guide and Self- Assessment*. Each rubric, using a set of guiding questions aligned to Implementation Drivers (Fixsen et.al.) describes what MTSS-RTII looks like across the 5 components of the *VT MTSS-RTII Field Guide and Self- Assessment* and corresponding Implementation Drivers AND across 4 growth stages (*i.e., emerging, developing, operationalizing, optimizing*).

The purposes of the rubrics are:

1. Serve as an additional informational resource related to implementation capacity
2. Measure fidelity of MTSS-RTII implementation
3. Inform planning for an Implementation plan or a School Effectiveness plan
4. Show growth across two continuums (VT MTSS-RTII Components/Implementation Drivers AND Growth Stages)

Growth stages:

- **Emerging-** The goal of this stage is to build consensus and buy-in for MTSS-RTII implementation.
- **Developing-** This stage involves designing the infrastructure to implement MTSS-RTII.
- **Operationalizing-** During this stage, the school implements the structures that were designed during the Developing stage and □ works to build consistency and fidelity.
- **Optimizing-** Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is □ and make changes based on data to ensure it is effective. □

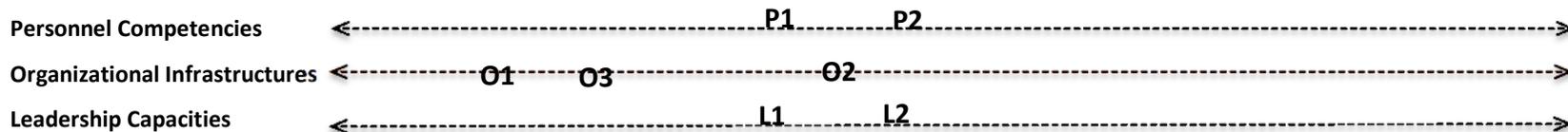
□ **Directions:**

1. Your VT MTSS-RTII systems coach will be your facilitator thru this process
2. Review the document, section by section, with your systems coach and your leadership team
3. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site.
4. Once you have completed a rubric, document the growth stage your site is in on the *Rating Summary* in the following manner within each of the 5 component areas:

EXAMPLE:

<i>VT MTSS-RTII COMPONENTS & KEY DRIVERS</i>	<i>Emerging: Establishing Consensus</i>	<i>Developing: Building Infrastructure</i>	<i>Operationalizing: Gaining Consistency</i>	<i>Optimizing: Innovating and Sustaining</i>
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Systemic and Comprehensive Approach



5. Complete the rating summary for the Key Drivers and Guiding Questions for each of the 5 MTSS-RTII components.

VT-MTSS-RTII IMPLEMENTATION RUBRIC

Rating Summary:

Place the code for each question (see directions) along the continuum to indicate your site's level of implementation for that question.

Date when you reviewed the rubric and use a different color for each date reviewed.

<i>Date/s:</i>				
VT MTSS-RTII COMPONENTS & KEY DRIVERS	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<u>Systemic and Comprehensive Approach</u>				
Personnel Competencies	←-----→			-----→
Organizational Infrastructures	←-----→			-----→
Leadership Capacities	←-----→			-----→
<u>Effective Collaboration</u>				
Personnel Competencies	←-----→			-----→
Organizational Infrastructures	←-----→			-----→
Leadership Capacities	←-----→			-----→
<u>High Quality Instruction and Intervention</u>				
Personnel Competencies	←-----→			-----→
Organizational Infrastructures	←-----→			-----→
Leadership Capacities	←-----→			-----→
<u>Comprehensive Assessment System</u>				
Personnel Competencies	←-----→			-----→
Organizational Infrastructures	←-----→			-----→
Leadership Capacities	←-----→			-----→
<u>Well Design Professional Learning</u>				
Personnel Competencies	←-----→			-----→
Organizational Infrastructures	←-----→			-----→
Leadership Capacities	←-----→			-----→

VT MTSS Implementation Rubrics

Systemic and Comprehensive Approach

- 1. We have a coherent, comprehensive and systemic plan that outlines our approach to developing, implementing, and sustaining a multi-tiered system of support**
- 2. Our system has embraced a culture of high expectations and continuous improvement.**
- 3. We have developed appropriate distributive leadership capacity for using a multi-tiered approach to instruction and intervention.**
- 4. We systematically and regularly consider the quality and appropriateness of our instruction and intervention.**
- 5. Systems and structures are in place to support a comprehensive and balanced assessment system.**
- 6. The SU & district have effective systems to support professional learning & regularly evaluate the utility & effectiveness of these systems related to a tiered instruction system.**
- 7. We evaluate the efficacy of our overall MTSS system on a regular basis to ensure excellence.**

Key Drivers and Guiding Questions	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p>Personnel Competencies</p> <p>1. How are professional expectations for the use of data to inform instruction (academic and positive behavior domains) defined and supported with appropriate coaching and professional learning?</p> <hr/> <p>2. How are the professional expectations for the use of data to inform instruction systematically used to support staff reflecting on their performance?</p>	<p>Professional expectations for the use of data are not clearly outlined. Data is limited in its usefulness and is not easily accessible to staff.</p> <hr/> <p>The professional expectations for the use of data to inform instruction are loosely defined and used inconsistently to support staff reflection.</p>	<p>The school is developing its plan to implement MTSS. This plan includes the development or enhancement of a user-friendly student information management system. It also makes explicit the professional expectations for the use of multiple data sources to improve instruction.</p> <hr/> <p>The professional expectations for the use of data to inform instruction are clearly defined and used by less than 50% of staff to reflect on performance. Reflective data are seldom used to guide the selection of coaching supports and professional learning activities.</p>	<p>All teachers engage in differentiated professional development with follow-up coaching that enables them to develop the necessary competencies to use data to inform their practice. Structures are in place that allow teams (horizontal and vertical) of teachers to, collaboratively and on a regular basis, analyze student data and to measure staff performance to meeting the professional expectations for the use of data to inform instruction.</p> <hr/> <p>75% of staff members reflect on their performance using the clearly defined professional expectations for the use of data to inform instruction at least annually, either with peers or as part of the established evaluation and supervision processes. The use of this reflection in selecting coaching supports and professional learning activities is optional.</p>	<p>Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision-making and impact what they are doing to improve student achievement in both academic and positive behavior domains. Teachers effectively engage the use of embedded coaching supports to continuously evaluate and monitor the impact of instruction on student performance and adjust instruction to meet the needs of all students.</p> <hr/> <p>All staff members regularly engage in critical reflection on their performance with collaborative team members and as a component of the established supervision and evaluation processes. This reflection guides selection of coaching supports and professional learning activities, which are included in their annual goals.</p>

Key Drivers and Guiding Questions	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p>Organizational Infrastructures</p> <p>1. How has the school demonstrated that it has a comprehensive plan and the necessary organizational infrastructures to support the implementation of a multi-tiered system of support for ALL students?</p> <hr/> <p>2. How does the school demonstrate that they are implementing a responsive and efficient MTSS?</p> <hr/> <p>3. How does the school demonstrate that it systematically uses data to identify and address challenges and allocate resources for continuous improvement?</p>	<p>The school has an annual action plan that incorporates some of the VT-MTSS components, structures and practices.</p> <hr/> <p>The school structures support a service delivery system based on traditional programs and services and recognizes it is not sufficient to effectively provide services to ALL students. A Leadership Team has begun to investigate MTSS as an alternative approach.</p> <hr/> <p>The school does not yet systematically use data to solve problems and allocate resources</p>	<p>The school has an annual action plan that is linked to the “Guiding Principles” in the VT-MTSS Field Guide. It has begun to develop the necessary teaming structures to support the implementation of the plan.</p> <hr/> <p>The Leadership Team begins to analyze current policies, procedures & practices in relation to a well defined & articulated MTSS systems framework to determines gaps and relative strengths. The team analyzes the status of current core curriculum and intervention programs to determine whether they are:</p> <ul style="list-style-type: none"> • Research based, • Effective with current student population • Implemented with fidelity across grade levels <p>Appropriate actions are determined & timelines, roles & responsibilities are articulated to support implementation of needed improvements.</p> <hr/> <p>The school uses some systems data to reflect on the effectiveness of existing personnel, time and financial resources.</p>	<p>The school has a multi-year implementation plan, which is linked to the “Guiding Principles” in the VT-MTSS Field Guide, with written procedures to ensure consistency of MTSS throughout the school. All structures that support the plan are well developed and unify general and special education.</p> <hr/> <p>The school has an Identified research-based, standards aligned, core curriculum that meets the needs of 80-85% of all student. The core program is monitored on a regular basis for implementation fidelity through multiple means (PLC’s, Coaching supports, Principal walk throughs etc.) Research based interventions are selected based on student need and efficacy of intervention Leadership Team supports staff to use decision rules regarding the movement of students within & across tiers.</p> <hr/> <p>The school’s leadership team regularly uses all available systems data to address issues in a timely manner and to prepare budgets that are responsive to the needs of all learners and staff.</p>	<p>The school’s MTSS implementation plan, which is linked to the “Guiding Principles” in the VT-MTSS Field Guide, includes a section for evaluating the effectiveness of the infrastructures in place and making adjustments as indicated by the data.</p> <hr/> <p>Grade level data review meetings to monitor student progress and assess quality of instruction. Staff meetings include school wide review of student performance data Leadership team monitors the decision-making regarding the movement of students within & across tiers and assesses the fluidity and responsiveness of supports to students.</p> <hr/> <p>Our plan integrates multiple sources of data (e.g. school, grade & student levels) into our existing school reports and other formal and informal reporting practices. This is a key strategy for identifying and</p>

				securing the resources necessary for continuous improvement.
Key Drivers and Guiding Questions	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p>Leadership Capacities</p> <p>1. How does the Leadership Team demonstrate capacity in both technical (administrative duties, knowledge of curriculum, instruction, assessment, data analysis, content expertise, and MTSS delivery systems etc.) and adaptive (conflict management, facilitation, crucial conversations, problem solving and change management, etc.) leadership skills?</p> <hr/> <p>2. How does the school demonstrate that staff at all levels of the system share in decisions of substance pertaining to the development and the implementation of a Multi-tiered System of Support for ALL students?</p>	<p>Leadership is not actively committed to the work of developing and implementing MTSS. Expectations have not been established.</p> <hr/> <p>Staff members are involved in decision-making based on role and availability. Effort to ensure equitable representation of staff groups is inconsistent.</p>	<p>The District/SU leadership and building-based leadership teams collaboratively identify expectations for MTSS leadership skills in all areas. A self-assessment is developed and used collaboratively by leadership team members at all levels.</p> <hr/> <p>The school has developed a set of guidelines that is used to ensure equitable, representative staff involvement in substantive decisions regarding MTSS. There is building-wide commitment to these guidelines.</p>	<p>Leadership at all levels is provided the support (time, resources, etc.) to develop the necessary competencies to develop technical and adaptive leadership skills for MTSS implementation.</p> <hr/> <p>The school provides the time, monetary supports if necessary, and tools necessary to ensure that staff members at all levels are engaged in MTSS decision-making. The guidelines are implemented with integrity.</p>	<p>Leadership is actively committed to and engaged in all areas of MTSS development and implementation. Members engage at least annually in a reflective process that supports them in their continuous improvement efforts.</p> <hr/> <p>The guidelines for staff involvement in decision-making are evaluated at least annually and adjusted as needed.</p>

