

Bridge Project

The Newsletter for Vermont's MTSS Implementation Initiatives

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Bridge Project

Levels of evidence and the AOE's professional learning opportunities.

VT SSIP Update

TA in the form of coaching will be provided by both external systems coaches and Beth Steenwyk, a content expert in implementation science.

PBIS Update

Check out the [VTPBIS Update](#) from November 28, 2017. The Annual Report for 2016-17 is included.

vtMTSS Village

The Priority and Practice Planning Tool from the [SWiFT Education Center](#).



Bridge Project

One of the AOE's goals through the Bridge Project is to support SU/SD leadership teams to implement a multi-tiered system of supports by providing technical assistance (TA) in the form of external systems coaching to leadership teams. The TA is designed to be individualized to meet the SU/SD's specific needs while following the requirements for [The Evidence Provisions of the Every Student Succeeds Act \(ESSA\)](#). Coaching leadership teams has a strong evidence base, and many of the practices are derived from [The National Implementation Research Network's Active Implementation Hub](#). We also utilize implementation drivers and stages as presented by both NIRN and the [SWiFT Education Center](#) to organize and manage the implementation of best practices. The AOE's management teams for both the Bridge Project and the State Systemic Improvement Plan (SSIP) initiative intend that the professional learning offered through these programs fall within the levels of evidence that Vermont's State Plan requires of requests for Title funds or on grant applications, such as the BEST and ACT 230 or Innovation grants. The Agency is drafting guidelines to provide support to SU/SDs around acceptable levels of evidence. Watch for that information to be released soon.

Update: SSIP Office Hours

As part of our work to support your implementation needs, and according to our Agreement of Responsibility, ("Provide external coaching and technical assistance to each site, based on the implementation needs of the SU/SD, for a maximum of 20 hours either virtually or face-to-face"), we have contracted with Beth Steenwyk to provide a series of virtual office hours that relate directly to implementation. Each hour-long session is designed to provide content around one of the Implementation Drivers and will include an opportunity for teams to engage in a facilitated discussion around successful strategies they have used as well as challenges being encountered. Each meeting will take place from 3-4 p.m.. Please see below for each of the Office Hour agendas. Call in information will be provided closer to each of the sessions. Here is the schedule along with the general content topic:

1. January 24, 2018 Implementation Supports: Leadership Driver
2. February 13, 2018 Implementation Supports: Organizing system
3. March 13, 2018 Implementation Supports: Competency Driver
4. April 24, 2018 Effective Use of Resources

We will registration and call-in information closer to each of the sessions. Please do not hesitate to contact me (meg.porcella@vermont.gov) with any questions.

Data Snapshot

The Multi-tiered System of Supports Survey Summary contains information regarding MTSS implementation as reported by 253 schools representing 53 SU/SDs. The summary information in general indicates that principals report needing support around the MTSS component that aligns the systems needed to support students and teachers in the way school is *done* in Vermont. The area generally reported as being the next most pressing relates to High-quality Instruction and Intervention for both academics and behavior. For more information about the Agency’s MTSS Team’s response to the survey, please visit the [Multi-tiered System of Supports page](#) of the AOE’s website.

The vtMTSS Village

Much of the job of leading in education involves implementation. The work of implementing an innovation or plan can be a challenging process as teams grapple with the identifying the steps they need to take in order to implement with fidelity in a sustainable manner. The [SWiFT Education Center](#) playbook page contains many resources that can help teams work through the processes required to provide the very best outcomes for our students. One resource in particular is the [Priority and Practice Planning](#) tool. The priority and practice planning tool guides teams through a planning process which:

- Focuses on the Priorities identified from data snapshots, the Data 2 Action tool, or other data source
- Identifies a starting place for their implementation plan by determining their current stage of implementation
- Engages in stage-based planning to support systematic implementation for sustainability

Priority: An opportunity identified by the team in order to achieve their vision. Practice: A purposefully selected intervention or collection of activities that leads to accomplishment of a priority.			
LAYING THE FOUNDATION Why/What?	INSTALLING Where/How?	IMPLEMENTING How are we learning?	SUSTAINING SCHOOLWIDE IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People & Systems	Try Out the Practice	Students & System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice & System	Competent, Organized, Well Led System for Practice

1. We know what options (practices) exist for this priority.
2. We agree on which practice we want to implement.
3. We have people and systems prepared to implement this practice.
4. We have well-trained people who will be trying-out this practice.
5. We have tried out this practice.
6. We have reflected on initial implementation efforts and recommended improvements in the practice and systems that support it.
7. We have student and system outcomes that show this practice is working.
8. We have a competent, organized, well led system for this practice.

The [SWiFT Center’s website](#) contains resources and tools dedicated to supporting the implementation of an equity-based MTSS, an educational system with a tiered infrastructure that uses data to help match academic and behavioral support to students’ needs. The tools are resources are free to use, and many can be customized.