

VTmtss System Screener

Facilitator's Guide

12.16.20

Purpose

LEAs and schools collect data about systems and processes as part of the Comprehensive Needs Assessment (CNA) process when organizing and conducting a data inventory. This VTmtss System Screener can provide an LEA or school with perception data about their VTmtss.

Intended Audience

Members of the SU/SD or school leadership team, and additional stakeholders as needed, complete the VTmtss System Screener. Ideally the discussion of the screener responses will be facilitated by someone familiar with the 2019 [VTmtss Field Guide](#) (although this is not required). The Agency of Education's VTmtss Team is available to facilitate the use of this screener and to answer questions. Please contact Tracy Watterson, VTmtss Program Manager: tracy.watterson@vermont.gov for support.

Time to Administer

This guide is structured as a 2 to 3-hour commitment. This time includes team members independently completing the VTmtss System Screener, collection and compilation of the VTmtss System Screener results, and facilitated discussion of the collected data.

Preparation and Materials

1. Determine if you will be looking at the district system or school system or both and have the Vision of the selected system(s) available.
2. Identify the team of stakeholders who will participate in the process.
 - The team should be diverse in terms of the professional roles and cultural perspectives they bring to the conversation and should include a member who can make decisions for the school or LEA concerning the change conversation, and a member who can speak to the social and emotional needs of students (i.e. a school counselor or SEL support specialist).
 - If your school system has been identified for Equity supports, your team should also include at least one member who can authentically speak to the needs of those experiencing the equity gap: Historically Marginalized students (students from different racial and ethnic groups • Students with disabilities • Students in poverty • Migrant students • Homeless students • English learners) as well as students who identify as lesbian, gay, bisexual, transgender, or queer. School systems that are unable to identify additional team members from within their

staff should reach out to their broader stakeholder community (parents, non-profit organizations, etc.) for volunteers.

- Schools and LEAs are encouraged to review their suppressed student data within their Annual Snapshot to determine if other equity gaps exist that were not represented in their accountability determination and to represent the perspectives of those student groups accordingly on this team.
3. Gather evidence about your chosen system(s) (see [Data Inventory](#)).
 4. Make a copy of the *VTmtss System Screener* available for each team member.
 5. Determine how the collated data will be shared and viewed during the discussion.
 6. Allocate time for completing screener (either as individuals first, or as a team-based on team dynamics and availability) AND allocate time for discussion of screener results
NOTE: Our pilot experiences suggest that this cannot be done effectively in one sitting, since additional time is likely to be required to address the implications of this screener for your system, and to create change ideas.
 7. Familiarize yourself with the *DataWise* [Noticing/Wondering protocol](#) (3:40), or data discussion protocol of your liking, and share with team members.
 8. Determine who will take the role of facilitator, notetaker, timekeeper, and process monitor.

Facilitating the VTmtss System Screener

1. There are five tables in the screener – one for each Component of the VTmtss Framework: Systemic & Comprehensive Approach, Effective Collaboration, High-quality Instruction & Intervention, Comprehensive and Balanced Assessment System, and Expertise.
2. Each table contains supporting resources and three characteristics for the component addressed: one row for the LEA and one row for the school. Your collated data should reflect the cumulative team members' rating for each Component of your chosen system on a scale of 1-3 for each characteristic: 1=not yet established, 2=in progress, and 3=well established.
3. Have a notetaker prepared to record the discussion of the collected data. These notes can be referenced throughout the CNA process when determining a priority problem of practice.
4. Begin discussing the data with a round of *What do you notice about the data?* followed by a round of *What do you wonder about the data?* NOTE: The real value of this screener is *not* the rating as much as the discussion and identification of Components' strengths and areas of growth.

5. Consider the following questions for recording group discussion notes to add to your Data Inventory and leverage when determining a priority problem of practice for the [VTmtss Driver Diagram](#):

- What does the screener tell you about the current strengths of your VTmtss Framework Components?
- What does the screener tell you about areas of growth in your Components that need to be addressed?
- After engaging with the system screener, what else are you interested in learning about your system (e.g., whether a component is strong or needs further development, additional evidence)?

Extended Reflection - Optional

For schools/SU/SD/school leadership teams that are interested in exploring one or more of their VTmtss Framework Components further, the AOE recommends the VTmtss Reflection Tool associated with that Component. The Reflection Tools (pages 89-101 of the [VTmtss Field Guide 2019](#)) present educators with opportunities to have deeper, richer conversations about one or more components in anticipation of it being central to their priority continuous improvement work.