Vermont multi-tiered system of supports (VTmtss) System Screener

# Purpose

Supervisory Union/School District (SU/SD) 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 your school district and/or school with perception data about your VTmtss.

Please contact Tracy Watterson, VTmtss Program Manager at [tracy.watterson@vermont.gov](mailto:tracy.watterson@vermont.gov) with questions.

# Directions

1. Each member of the SU/SD or school leadership team and additional community partners as needed to represent the school population, independently reads the characteristics of each component and refers to the **Supporting Resources**\* as needed.
2. Indicate your choice in the Rating Scale column by marking a 1, 2, or 3 for each set: 1) your SU/SD and 2) your school. Staff that is not assigned to a single school should only rate the SU/SD (e.g. Curriculum Director). All other staff should attempt to rate both settings to the best of their knowledge
3. Describe the evidence or type of evidence to support your selection in the **Evidence** column (e.g., data wall, PBIS TFI, shared meeting minutes, relevant data available such as sufficient population-level data to understand and address any disparities.).
4. In the **Notes** column record each component’s characteristics’ strengths, areas of growth, or any questions you may want to bring to a team conversation.
5. Submit your VTmtss System Screener to the designated point of contact. Individual team members’ data will be compiled and used to inform discussions and decisions made throughout the CNA process. NOTE: When seeking technical assistance with facilitation please complete this [**TA Request Form**](https://www.cognitoforms.com/VermontAgencyOfEducation/VTmtssTeamTechnicalAssistanceRequestForm).

## Supporting Resources\*

For each VTmtss Framework component we offer three resources:

* *VTmtss Field Guide* *(2019)* for an in-depth understanding of each component,
* Reflection Tools to encourage and promote deeper thinking about the specific components as they exist within the context of your district or school, and
* VTmtss Sources for Informative Systems Data by Component.

# Systemic and Comprehensive Approach

**Supporting Resources:**

* [VTmtss Field Guide](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=10) pp. 7-14
* [Reflection Tool](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=93) pp. 90-91

| **CHARACTERISTICS** | **RATING SCALE**  1=not yet established  2=in progress  3=well established | **EVIDENCE**  Possible quantitative or qualitative data sources  [VTmtss Sources for Informative Systems Data by Component](https://education.vermont.gov/documents/vtmtss-sources-for-informative-systems-data-by-component) | **NOTES**  Reason for rating or connections to other Framework Components |
| --- | --- | --- | --- |
| We have a culture of growth and improvement **in our district that** includes a vision for student success. |  |  |  |
| We have a culture of growth and improvement **in our school** that includes a vision for student success. |  |  |  |
|  |  |  |  |
| Leadership at all levels **in our district** is committed to a sustained focus over time. |  |  |  |
| Leadership at all levels **at our school** is committed to a sustained focus over time. |  |  |  |
|  |  |  |  |
| Systems and structures are in place **in our district** to support the VTmtss Framework. |  |  |  |
| Systems and structures are in place **at our school** to support the VTmtss Framework. |  |  |  |

# Effective Collaboration

**Supporting Resources:**

* [VTmtss Field Guide](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=18) pp. 15-22
* [Reflection Tool](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=95) pp. 92-93

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| --- | --- | --- | --- |
| There is genuine and mutual respect for the knowledge and skills of participants in all collaborations **in our district**. |  |  |  |
| There is genuine and mutual respect for the knowledge and skills of participants in all collaborations **at my school**. |  |  |  |
|  |  |  |  |
| We have intentional, ongoing collaborations **in our district** to improve outcomes for all students. |  |  |  |
| We have intentional, ongoing collaborations **at my school** to improve outcomes for all students. |  |  |  |
|  |  |  |  |
| Our collaborative problem solving **in our district** uses data to improve teaching and learning. |  |  |  |
| Our collaborative problem solving **at my school** uses data to improve teaching and learning. |  |  |  |

# High-Quality Instruction and Intervention

**Supporting Resources:**

* [VTmtss Field Guide](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=26) pp. 23-34
* [Reflection Tool](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=97) pp. 94-95

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| --- | --- | --- | --- |
| We have a culture of instructional excellence and engagement **in our district**. |  |  |  |
| We have a culture of instructional excellence and engagement **at my school**. |  |  |  |
|  |  |  |  |
| **In our district** instruction and intervention is aligned, coherent, interrelated, and designed to ensure comprehensive and balanced achievement and performance. |  |  |  |
| **At my school** instruction and intervention is aligned, coherent, interrelated, and designed to ensure comprehensive and balanced achievement and performance. |  |  |  |
|  |  |  |  |
| **In our district** we have high-quality universal instruction that includes personalization, effective interventions and layered supports for all students. |  |  |  |
| **At my school** we have high-quality universal instruction that includes personalization, effective interventions and layered supports for all students. |  |  |  |

# Comprehensive and Balanced Assessment System

**Supporting Resources:**

* [VTmtss Field Guide](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=38) pp. 35-52
* [Reflection Tool](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=99) pp. 96-97

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| --- | --- | --- | --- |
| **In our district** we have a culture of data informed decision-making. |  |  |  |
| **At my school** we have a culture of data informed decision-making. |  |  |  |
|  |  |  |  |
| **In our district** we have a comprehensive and balanced assessment system that ensures student success across the district. |  |  |  |
| **At my school** we have a comprehensive and balanced assessment system that ensures student success across the district. |  |  |  |
|  |  |  |  |
| **In our district** data is intentionally collected, analyzed, and interpreted at the classroom, grade, school, and system levels. |  |  |  |
| **At my school** data is intentionally collected, analyzed, and interpreted at the classroom, grade, school, and system levels. |  |  |  |

# Expertise

**Supporting Resources:**

* [VTmtss Field Guide](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=56) pp. 53-58
* [Reflection Tool](https://education.vermont.gov/sites/aoe/files/documents/edu-vtmtss-field-guide-2019_0.pdf#page=101) pp. 98-99

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| --- | --- | --- | --- |
| **In our district** we have a culture that cultivates, develops, and expands expertise. |  |  |  |
| **At my school** we have a culture that cultivates, develops, and expands expertise. |  |  |  |
|  |  |  |  |
| Expertise is used flexibly and efficiently to develop, maintain, and employ resources to ensure success for all students **in our district**. |  |  |  |
| Expertise is used flexibly and efficiently to develop, maintain, and employ resources to ensure success for all students **at my school**. |  |  |  |
|  |  |  |  |
| **In our district** all students have access to the expertise needed when they need it. |  |  |  |
| **At my school** all students have access to the expertise needed when they need it. |  |  |  |