

Michigan's MTSS Technical Assistance Center (MiMTSS TAC)

formerly Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Module 12: District Initiative and Innovation Review Process



Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and Internet browsing

Be Safe

- Take care of your own needs

Team Roles

- **Facilitator:** lead discussions and activities to keep the team moving forward
- **Recorder:** keep written documentation of key discussion points, decisions, and next steps
- **Time Keeper:** keep track of time and bring the team back together

Purpose

This module guides District Implementation Teams in establishing a process for reviewing, selecting or de-selecting district innovations and initiatives.

Intended Outcomes

- Describe benefits of using an Initiative and Innovation Review Process
- Identify components of a review process
- Develop fluency in using the review process
- Refine and finalize the draft of the district's process for executive leadership approval

Agenda

1.0 Benefits of a Review Process

2.0 District Review Process

3.0 Practice and Shaping the District's Process

Connection to the MDE MTSS Practice Profile

- Essential Component: Selection and Implementation of Instruction, Intervention, and Supports
 - Definition: Instruction, interventions, and supports are chosen because there is evidence that indicates expected success for the identified need. The selection process considers... the population of learner(s) being served, alignment with the district's existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.

Connection to the MDE MTSS Practice Profile (cont.)

- This module will result in your district having a process to review, select, and de-select initiatives and innovations (practices, programs, assessments, and data systems)

Use of Module 12 Learning

- You will only use the review process to assist central office, principals, or other relevant staff in either selecting or de-selecting an initiative or innovation (e.g. program, practice, assessment)

1.0 Benefits of a Review Process

Benefits

- Increased confidence in the following:
 - Participation in initiatives or the adoption of programs, practices, and assessments are the best available
 - District has a full understanding of the resources needed to successfully use the selected initiatives and innovations
 - Decisions that resulted in not selecting an innovation or de-selecting the use of an existing innovation were the result of a thorough analysis of critical factors

2.0 District Review Process

DCA Item 5

DCA Item:	2 points	1 point	0 points	Data Source
<p>5. District has written process for selecting EIs</p>	<p>Written process is in place -AND- The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> • Need for the EI • Fit and alignment with other EIs • Resources needed to fully implement • Capacity within the district to successfully use the EI • Evidence to demonstrate effectiveness • EI's readiness for usability <p>-AND- Process is consistently used</p>	<p>Written process is in place -AND- The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> • Need for the EI • Fit and alignment with other EIs • Resources needed to fully implement • Capacity within the district to successfully use the EI <p>-OR- The process is not consistently used</p>	<p>Written process is not in place</p>	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the process has been used within the past 2 years</p>

Components of Selection / De-selection Process

1. Overview

- Purpose of review process
- Guidelines for when to use the process

2. Review Process

- Initiating the process
- Directions for completing the review tool
- Summarizing results

3. Decision-making protocol

Overview

- Brief summary of the purpose, intended outcome, and rationale for conducting a thorough review process
- Guidelines for Use
 - Approached to consider participation in an initiative, “pilot project,” new assessment or data system
 - Considering the purchase of new curriculum resource materials, assessments, data systems, or educational software
 - Considering continued use of innovations that overlap with other innovations or are ineffective (de-selection)

Guidelines for Use Consideration

- Some teams struggle to communicate about or use this process because the guidelines for use are not clear
- As part of developing guidelines for use, also consider what would not be included in this process
- Some decisions may fall under guidelines for core instruction or curriculum delivery, rather than selection. / de-selection

Review Process

- Initiating a review process (e.g., who can do this and what needs to occur before it is started)
- People that need to be involved in the process (e.g., DIT members, individuals with decision-making authority, program or assessment developers, or certified individuals)
- Directions for completing the Review Tool
- Process for summarizing results

Review Process (cont.)

- Review Tools:
 - Initiative and Innovation
 - Assessment and Data System
- Tools are framed around six critical factors that need to be considered during a high-quality review process

Six Critical Factors

1. Need for the initiative / innovation
2. Fit with district priorities or existing efforts
3. Capacity of the district to support the initiative / innovation
4. Evidence to demonstrate positive effect on outcomes
5. Usability (e.g., defined practice, readiness for use in a typical school / classroom setting)
6. Support and resources necessary for successful use

(NIRN, The Hexagon Tool: Exploring Context 2019)

Decision-Making Protocol

- List the people with the highest level of decision-making authority to determine whether the process will result in a new selection or de-selection
- Include statements about the conditions that would warrant involvement from other groups / teams (e.g., board of education, curriculum council)
- Provide parameters for timelines to make decisions

Activity 2.1

- **In preparation for drafting your district's review process, as a team consider:**
 - **How are decisions around curriculum and initiative selection currently made?**
 - **Do you anticipate that staff might struggle with the use of a formal district process to review initiatives and innovations?**
 - **Based on the above conversations, are there any implications to consider for communicating this process to staff?**

3.0 Practice and Shaping the District's Review Process

Your Implementation Specialist, Coordinator, and Executive Leader have developed a draft of an Initiative and Innovation Review Process for your district

Your DIT will be provided time to practice using and refining this process for the remainder of the module

Activity 3.1

- **Your Implementation Specialist and Coordinator will be facilitating your review, refinement, and use of the review process by**
 - **Providing an overview of the draft process**
 - **Facilitating the use of the process for an existing behavior initiative or innovation**
 - **Using the practice opportunity to further refine your district's process**
- **The final draft of the selection process will be presented to executive leadership for approval**

Assignment

- **Once the alignment and review processes are finalized, determine what needs to be communicated to staff to ensure process are used**
- **Access the District Installation Checklist in MiMTSS Data System to review the activities assigned for Module 12**
- **Add any incomplete items to your Implementation Plan and DIT Pre-meeting Sheet**

End of Day Evaluation