



# Initiative and Innovation Alignment and Review

2021-2022

[mimtsstac.org](http://mimtsstac.org)



# 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

# Group Expectations - Virtual

## Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

## Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

# Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

# Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
  - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

# 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 processes for aligning and reviewing educational initiatives, innovations, and assessments.

# Intended Outcomes

- Explain the purpose of an initiative inventory, alignment process, and review process
- Develop and use an Initiative Inventory and Alignment Process
- Develop and use an Initiative and Innovation Review Process



# Agenda

1.0 Interactive Review

2.0 Initiative Inventory and Alignment Process

3.0 Initiative and Innovation Review Process

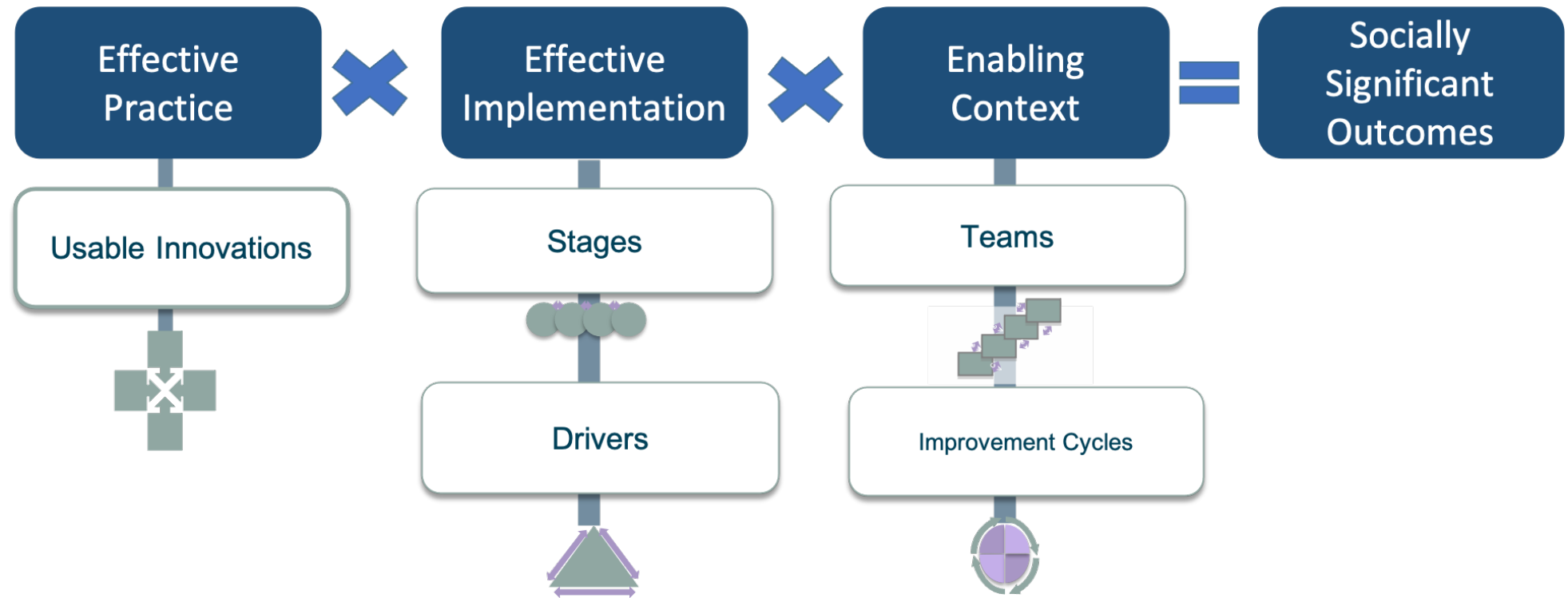
4.0 Next Steps

# Use of Module Learning

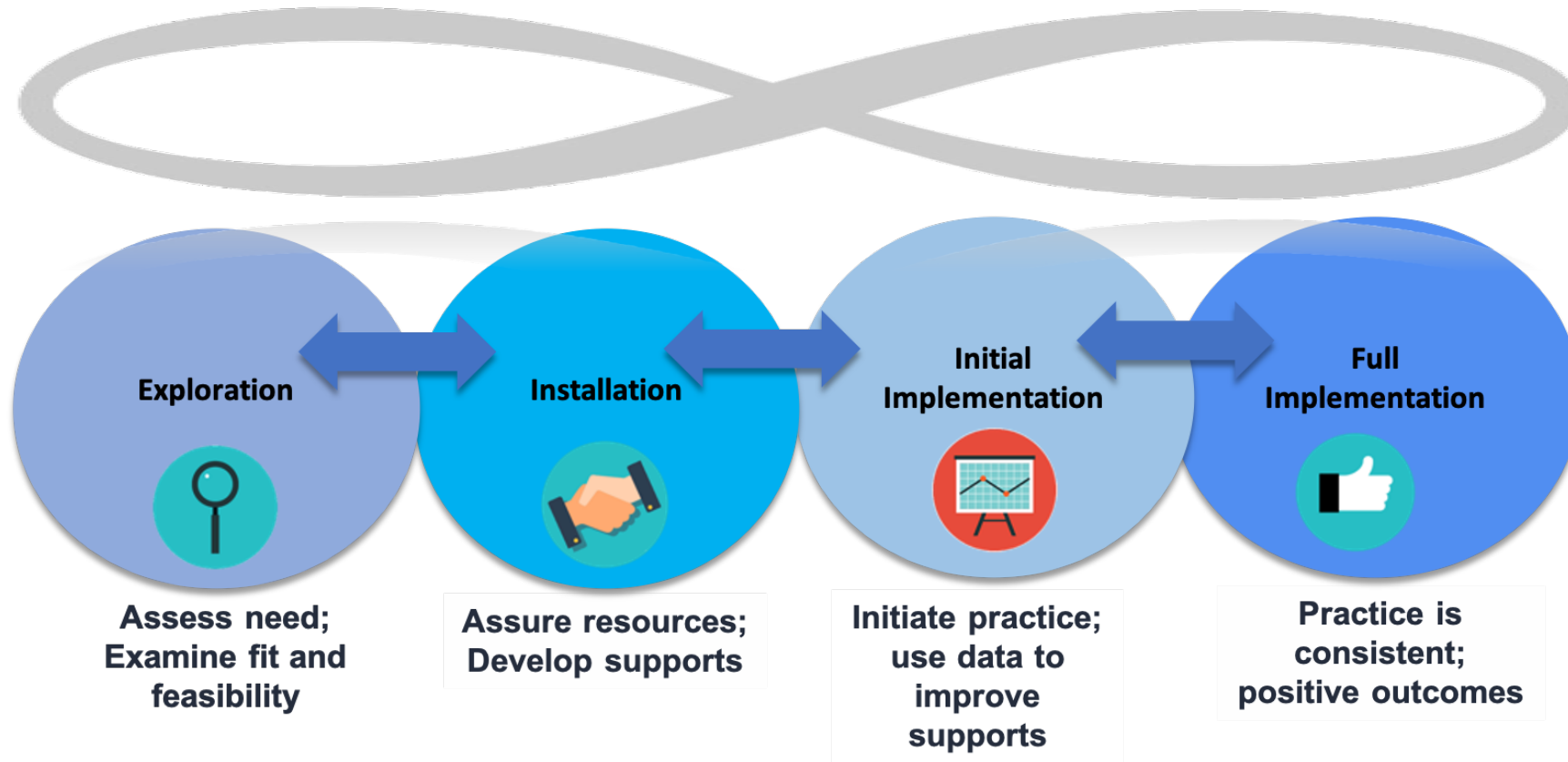
- When information is needed about what it takes (e.g., time, money) to support district-wide initiatives
- To determine how initiatives and innovations align with one another
- To assist central office, administrators, or other relevant staff in either selecting or de-selecting program, practices, and assessments

# 1.0 Interactive Review

# Active Implementation Frameworks

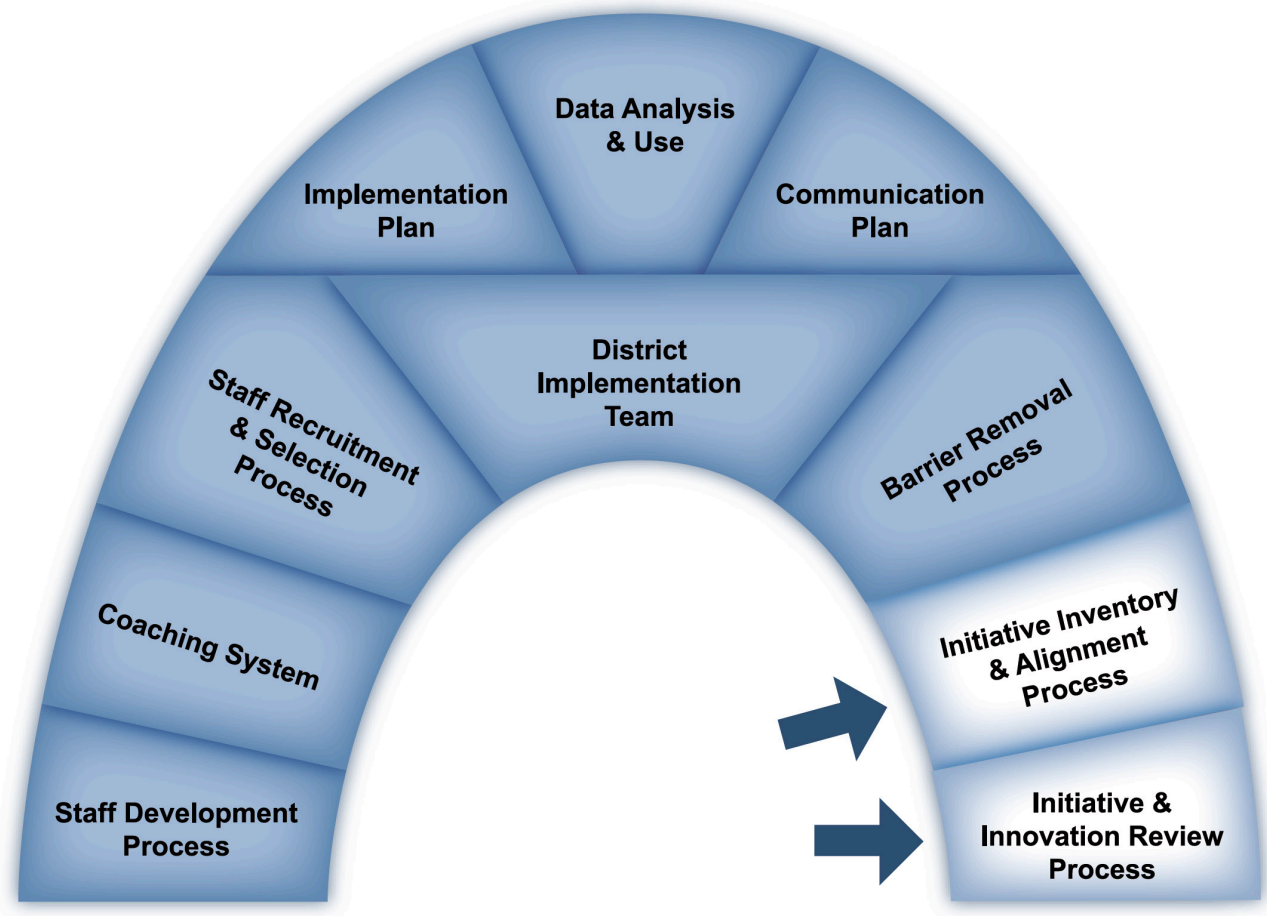


# Implementation Stages



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

# District Implementation Infrastructure



# Making Connections

- District Capacity Assessment
  - Item 5: District has a written process for selecting Eis
  - Item 6: District has a written process to align Effective Innovations (EIs)
- MDE MTSS Practice Profile Essential Components:
  - Selection and Implementation of Instruction, Intervention, and Supports
  - Comprehensive Screening and Assessment System
  - Continuous Data-based Decision Making

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)



# Activity 1.1

- As a team discuss the following questions:
  - 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 for aligning and reviewing initiatives and innovations?
  - Based on the above considerations, are there any implications to consider for communicating these processes to staff?
- Be prepared to share out with the group



## 2.0 Initiative Inventory and Alignment Process

# Impact on Student Outcomes

To improve student outcomes, educators need to know what to do, how to do it, and that it is worth doing, so they can use practices as intended to effectively support students.

(National Implementation Research Network, AI HUB)

# Benefits of Initiative Inventory and Alignment

- Understand what initiatives are being used by staff
- Provide clarity of the purpose of existing initiatives and instructional approaches used
- Determine if initiatives and innovations have redundancies and/or will compete for resources
- Develop buy-in (consensus)
- Make selection and de-selection decisions

# Sustainability

“One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.”

(McIntosh, 2015)



# Activity 2.1

- Your Coordinator will facilitate the team in reviewing the following:
  - Example “SWPBIS Alignment Summary” found in Appendix A of the Initiative Inventory and Alignment Process
  - Example “Guidelines for Tier 1 Behavior”
- As you review these documents, consider the following questions
  - How would these resources support decision-making, readiness and buy-in?
  - Where do you see value?
  - What questions or concerns do you have?
- Be prepared to share out with your team

# Initiative Inventory and Alignment Process

## 1. Overview

- Definition of terms
- Guidelines for when to use the alignment process

## 2. Inventory and Alignment Process

- Initiate the process
- Engage in the process
- Summarize results

## 3. Decision-making Protocol

# Overview of Alignment Process

- Provide definitions and examples of initiatives and effective innovations (e.g. frameworks, programs, practices, or initiatives that staff are using)
- Guidelines for Use
  - To determine continued use of current initiatives or EIs
  - To support decisions around de-selection of initiatives and EIs that conflict with district priorities, are redundant or ineffective
  - To support selection of new initiatives or EIs, based on a comprehensive review of critical factors, including staff time and district resources

# Inventory and Alignment Process

- Initiate
  - Identify who can initiate the process and how they do it
  - Identify individuals to include when completing the process (e.g., DIT members, individuals with decision making authority, individuals with advanced knowledge)
- Engage
  - Identify the area of focus
  - Complete the initiative inventory
  - Respond to alignment questions



# Inventory and Alignment Process (cont.)

- Summarize
  - Describe the reason why the initiative inventory and alignment was initiated in the first place
  - Provide an easy to understand explanation for how the initiative in question either overlaps, complements, or is redundant to other initiatives
  - If necessary, recommend whether the initiative should be selected or de-selected by district decision-makers

# Decision-Making Protocol for Alignment

- Type of decisions that will need to be made:
  - Continued use of initiatives and innovations that were included in the alignment process
  - De-selection due to the redundancy or ineffectiveness (i.e. serve same purpose, compete for resources, poor outcomes)
  - Initiate the Initiative and Innovation Review Process if results determined the need to select something new
- List the people with the highest level of decision making authority responsible for making the decisions

# Outcomes of Alignment

- Summary of Results
  - Provide an easy-to-understand explanation for initiatives that either overlap, complement, or are redundant to other initiatives
  - Shared with district decision-makers to inform decisions about the selection or de-selection of initiatives and innovations
- Decisions are made based on the summary about expectations for use of initiatives and innovations
- Written guidelines are shared with staff about which programs and practices to use and how they are to be used together

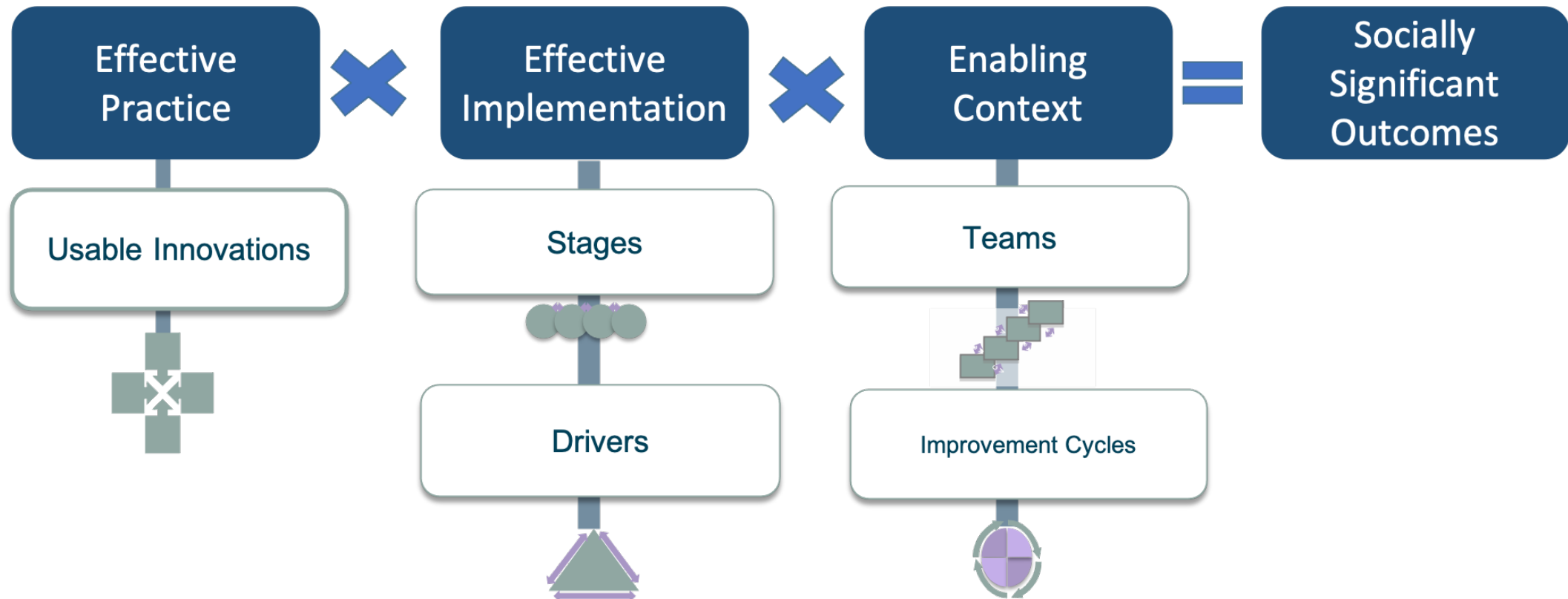


## Activity 2.2

- Your Coordinator will provide an overview the components of an initiative inventory and alignment process using the example or draft provided
  - As a team, discuss the next steps for developing an initiative inventory and alignment process for your district
    - What focus area makes the most sense to use the process for first?
    - Who beyond the DIT needs to be involved in the development of the process (e.g., curriculum director, executive leadership)?
    - What is the timeline for having the process developed to use it to support the schools in understanding how new work fits within existing initiatives?
  - Add activities to your Implementation Plan
-

## 3.0 Initiative and Innovation Review Process

# Effective Practices



( NIRN, Active Implementation Frameworks, 2020)

# Connecting Alignment and Review

An alignment process should be a component of a selection and de-selection process. Think of these two DCA items as friends who end up getting married! (Buck, 2017)

# Benefits of Review Process

- Increased confidence in the following:
  - Initiatives, 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
  - District has the capacity to support and sustain use of innovations as intended (e.g., training, coaching)
  - 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



# Initiative and Innovation Review Process

## 1. Overview

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

## 2. Review Process

- Steps for initiating the process
- Directions for completing the review tool
- Directions for summarizing results

## 3. Decision-making protocol

# Overview of Review Process

- 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)

# Guideline Considerations

- 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

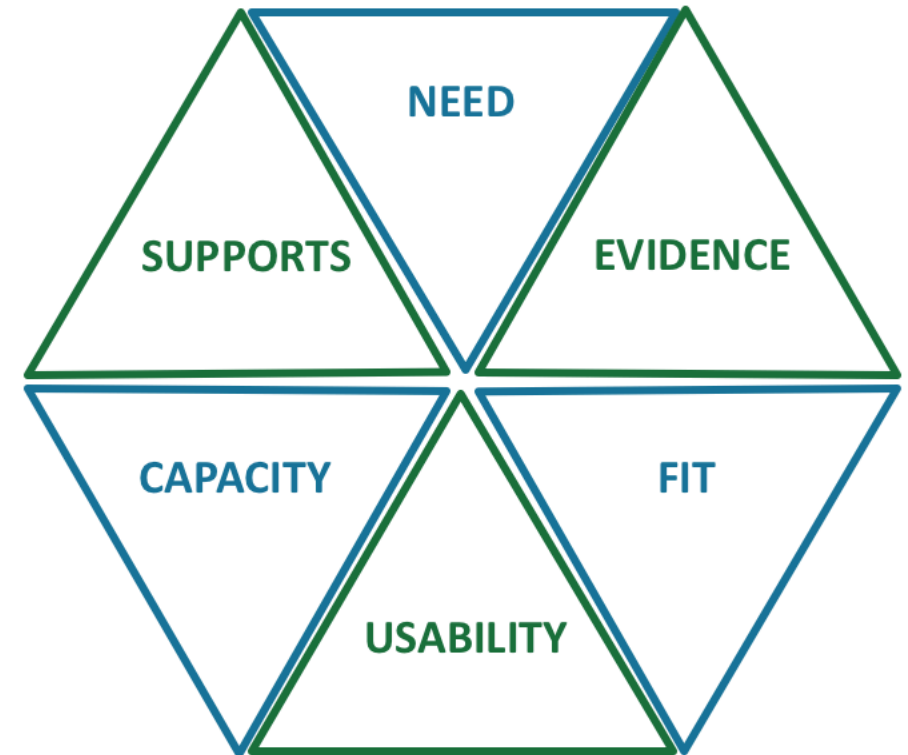
- Initiate the process
  - Identify who can initiate the process and how they do it
  - Identify individuals to include when completing the process (e.g., DIT members, individuals with decision-making authority, program, or assessment developers, certified individuals)
- Complete the review tool
- Summarize results

# Review Tools

- Two Tools
  - Initiative and Innovation
  - Assessment and Data System
- Tools are framed around six indicators that need to be considered during a high-quality review process
- Each indicator is rated using questions provided and 5-point rubric
- Ratings should be taken into account, however ratings alone should not be used to determine final recommendations

# Hexagon Tool

- Program Indicators
  - Evidence to demonstrate outcomes
  - Usability (e.g., defined practice)
  - Support and resources necessary for successful use
- Implementing Site Indicators
  - Need for the initiative / innovation
  - Fit with existing district priorities
  - Capacity of the district to support use



(NIRN, The Hexagon Tool: An Exploration Tool 2020)

# Decision-Making Protocol for Review Process

- 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

# Considerations for Use

- Allocation of time for preparation, additional learning, or additional support may be needed to ensure questions are answered accurately
- Gather documents and information you may need to support completion of the tool
- Focus on adherence to the process, even if it takes multiple sessions to complete
- Pre-correct that the goal is to objectively complete the review process and summarize the results for decision makers





# Activity 3.1

- Your Coordinator will provide an overview the components of the initiative and innovation review process, using the example or draft provided
- As a team, discuss the next steps for developing a review process for your district
  - Who beyond the DIT needs to be involved in the development of the process (e.g., curriculum director, executive leadership)?
  - Are there any opportunities to practice using the process to de-select an initiative or innovation? Consider using it based on the results of the alignment process.
  - When would the process need to be developed by so that you could use it to support selection of new initiatives or assessments?
- Add activities to your Implementation Plan

# Take Aways

- Taking the time to conduct a thorough review of initiatives and innovations will result in the selection of programs, practices, and assessments that are
  - Supported by the district
  - Used as intended
  - Scaled-up
  - Sustained over time
- When effective practices are selected, supported and implemented well, the result is successful outcomes for students

# 4.0 Next Steps

# Moving the Work Forward



- During DIT Installation, the focus is on setting up the systems that will be used to support schools
- As your district moves into initial implementation, the DIT will use data and improvement cycles to refine and improve the infrastructure and supports provided

# DIT Data Analysis and Use

- The District Implementation Team (DIT) actively uses four different types of data for decision making
  - **Scale-up data** is used to create differentiated plans for schools based on their stage of implementation
  - **Capacity data** is used to enhance leadership, organizational, or competency supports provided to schools
  - **Fidelity data** across schools is used to improve implementation supports (e.g., selection, training, coaching)
  - **Student outcome data** across schools is used to determine the impact the initiative or innovation is having on student outcomes

# Considerations for DCA Administration

- Recall, a requirement of Targeted Technical Assistance is the administration of the District Capacity Assessment
- Timeline for Administration: **Insert Applicable Timeline (see trainer notes)**
- Must be facilitated by a DCA Administrator who has completed NIRN's DCA Short Course
- Prior to administration, district data sources should be organized and shared with the administrator to review prior to assessment
- Many of the DCA item emphasize “use” of processes, not just development
- During administration, scores are entered directly into MiMTSS Data System



# Assignments

- Develop and share drafts of the alignment and review processes with executive leadership for final approval
- Plan to use the initiative inventory and alignment process for at least one focus area and the review process with at least one initiative from the initiative inventory to “re-select” or “de-select” it
- Plan for communicating the results with stakeholders and explaining their role in using the processes in the future
- Complete the items outlined in the District Installation Checklists
- Plan to administer the DCA within the established administration timeline
- Consider additional TA your district may want to access in the future

# SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.