

District Initiative / Innovation Review and Selection Process

Participant Workbook

Version 1.0
March 2025



Table of Contents

- Review 3
 - Activity 1.1 Competency Across the MTSS Framework 3
- Making Connections..... 3
 - What does Implementation Science tell us? 3
 - Where does this show up in the MDE MTSS Practice Profile? 3
 - What is the District Infrastructure that will systematize or operationalize alignment and selection? 4
 - How does the district measure that they have the capacity to support implementation and they are using the processes?..... 4
 - Activity 1.2 Making Connections 5
- Organizing Your Curriculum, Interventions, Supports and Assessment..... 5
 - MTSS Elementary Literacy Inventory 6
- Steps to an Initiative and Innovation Review and Selection Process 7
 - Activity 2.2 Formalizing a Process 8
 - Deeper Dive into the Hexagon Tool..... 8
- Missed Opportunities to Use a Review Process..... 9
- Activity 2.4 Knowing the Steps in the Review Process..... 10
 - Activity Set-up and Modeling 10
- Scenarios 12
 - Scenario 1 CHAMPS 12
 - Scenario 2 Behavioral Program: Check-In Check-Out (CICO) 14
 - Scenario 3 Reviewing Reading Series for Alignment to Science of Reading..... 16
 - Scenario 4 Behavior Clip System 17
- Using the Review Process 18
 - Considerations for Use 18
 - Consistent Use of the Review Process..... 18
 - Example of communication to staff..... 19
- Big Ideas of Initiative and Innovation Review and Selection Process 19
- Assignment 20
- MTSS Folder System and Handbook Resources 20

Initiative and Innovation Review Process

Review

Activity 1.1 Competency Across the MTSS Framework

True or False

1. Training alone will lead to high levels of implementation for the practice.
2. Training and coaching are referenced in each essential component of the MTSS Practice Profile
3. The district is responsible for coordinating and securing as well as evaluating the effectiveness of professional learning and coaching.
4. When reviewing or selecting a new practice, program or assessment the ability to provide professional learning and coaching must be taken into account.



Figure 1 Training + coaching leads to high implementation

Making Connections

What does Implementation Science tell us?

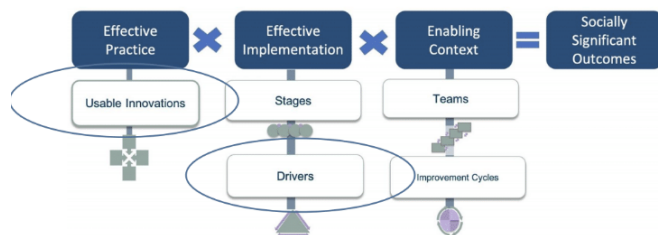


Figure 2. Active Implementation Framework Formula

Having an Effective Practice is vital!

- Selecting a “something” that meets the usable definition criteria.
- De-select “something” that does not meet the usable definition and/or does not align with current usable strategies and practices.

Organizational Drivers support the use of the effective practice

Strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement an effective innovation

Where does this show up in the MDE MTSS Practice Profile?

The district has the responsibility to inventory, align, select, and de-select evidence-based academic and social-emotional behavior curriculum, practices and strategies to support students.

The assessment system also needs the same treatment regarding inventory, aligning, select and de-selecting to have an effective, efficient and equitable system.



Figure 3. MDE MTSS five essential components

A critical feature of the continuous-data based decision-making component is to map and align your resources. The resource mapping activity allows the district to ensure their resource allocations match their needs according to the data.

What is the District Infrastructure that will systematize or operationalize alignment and selection?

1. *Inventories* (initiative/assessment)
Remember back to our first session. You were asked to think of the component of MTSS that you wanted to start to build infrastructure around. We shared an Initiative Inventory with you to consider everything your district had going on under that umbrella.
2. *Alignment Questions* This set of questions can be asked and answered once the inventory is completed. It allows the district team to look for duplication of effort, misalignment of philosophy, overextension of staff, etc.
3. *Review Process*. How does curriculum or a new assessment system enter into or leave your district? The Hexagon Tool is a key part but what are decision rules that determine that process needs to be this formal.

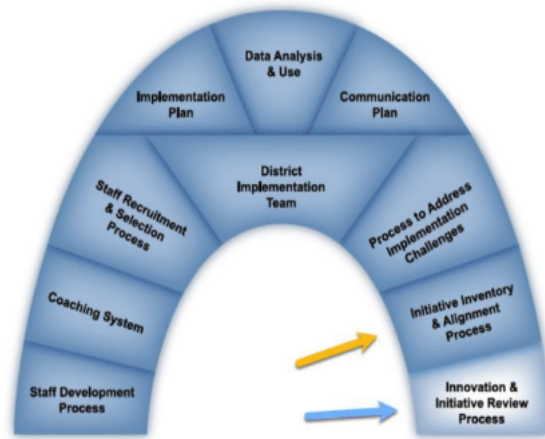


Figure 4. Ten Components of District Infrastructure

How does the district measure that they have the capacity to support implementation and they are using the processes?

Table 1 Excerpt from the District Capacity Assessment

DCA Item	2-point criteria	Data Source
5. District has a written process for selecting an EI	<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>Guidance documents outline the process Written documentation showing how the process how the process has been used within the past 2 years</p>

DCA Item	2-point criteria	Data Source
6. District has a written process to align EIs	<p>Written process is in place -AND- The process to align EIs outlines:</p> <ul style="list-style-type: none"> • Conditions that warrant its use • Criteria for selecting people with advance knowledge of EI to participate in the process • Core components for the EI • Documentation of whether or not EI components overlap or inhibit full use of other components • Expectations for summarizing alignment results • A decision-making protocol exists to be used if the alignment results in recommendation to discontinue to use of an EI 	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the alignment process has been used</p>

Activity 1.2 Making Connections

Now that you have read through each question and supplemental information. Consider the critical partner or group that might benefit from understanding the connections. Write a 1-3 sentence summary to explain. Enter the summary in the chat. Identify who your target audience is for context. (e.g., Superintendent, School Board Member, Staff)

Organizing Your Curriculum, Interventions, Supports and Assessment



Initiative Inventories

The purpose of an initiative inventory is to create a common understanding of the initiatives, mandates, practices, and resource commitments. It gives the district a better idea of what is going on.



Alignment Questions

Once the inventory has been completed asking a series of well-planned questions can ensure the district has the resources and capacity to support the overall initiative.

- Duplication
- Identification of gaps
- Alignment of philosophy, practices, materials, and strategies
- Impact of staff
- Provides rationale for use of formal review process (selection or de-selection)



Review Process

A process that leads to careful analysis of a proposed initiative or innovation (e.g., evidence-based programs, practices, assessments) to inform a selection or de-selection decision.

- How things **get into** your system
- How things are **removed from** your system

MTSS Elementary Literacy Inventory

Table 2 Example Initiative Inventory for Literacy MTSS Framework-Elementary

Name of Initiative/ Innovation	Core/Tier 1 Reading	Intervention System	Instructional Coaches
Description	Wonders 2023	Reading Mastery	Literacy Coach
Executive Leader Responsible for the Initiative	Curriculum Director	Curriculum Director / Special Education	Curriculum Director / ISD
Target Population	All K-5 students	K-2 readers below 20 th %tile	K-3 Teachers
Staffing Requirements	Teachers, Parapros	Interventionists and Multidisciplinary Team	Coach per building
Professional Learning and Coaching Commitment (e.g., years and number of days)	New teacher onboarding and ongoing instructional coaching	Intensifying Literacy Instruction Series and Coaching	PD for Coach and coaching support for teaching staff
Data Collection and Reporting Requirement	Acadience k-5 screening and progress monitoring Summative assessments 3-5	Progress Monitoring Data Intervention Implementation Records	Coaching effectiveness data and student impact data
Evidence of Impact	M-Step scores and Reading composite scores trending up Aligned curriculum	70% of students have made well above typical growth 20% have made above typical growth 10% have made typical growth	Teacher self-assessment survey shows increased confidence in teaching Student impact data increasing

Steps to an Initiative and Innovation Review and Selection Process

1. Identify the Need for Review

- Determine if the initiative, innovation, or assessment is appropriate for the review process criteria.
- Establish whether the review is for selection or de-selection.
- Submit a request to the District Implementation Team (DIT).

2. Gather Preliminary Information

- Define the purpose and objectives of the initiative.
- Identify the target audience and population needs.
- Gather supporting research, evidence, and relevant data.
- Assess potential overlaps with existing programs.

3. Assemble Review Team

- Identify relevant stakeholders (DIT members, decision-makers, content experts, etc.).
- Confirm participant availability and schedule review sessions.

4. Complete the Review Tool

- Select the appropriate tool: Initiative and Innovation Review Tool or Assessment and Data System Review Tool.
- Address key indicators:
 - **Need:** Evaluate data supporting the initiative's necessity.
 - **Evidence:** Assess the strength and reliability of supporting research.
 - **Fit:** Determine alignment with district priorities and values.
 - **Usability:** Assess clarity and practicality of implementation.
 - **Capacity:** Evaluate resource availability, staff competency, and administrative support.
 - **Supports:** Identify available training, coaching, and technical assistance.
- Rate each component using the provided 5-point scale.

5. Summarize Findings

- Develop a summary outlining:
 - Strengths and weaknesses of the initiative.
 - Alignment with district needs and current initiatives.
 - Necessary resources and feasibility of implementation.
- Provide a final recommendation for selection or de-selection.

6. Decision-Making and Approval

- Submit the completed review to the designated district designee.
- Decision-makers review findings and provide a final ruling.
- Considerations for approval include:
 - Board of Education involvement (if funding approval is needed).
 - Compliance with district policies and strategic goals.

7. Implementation and Monitoring

- If selected, proceed with training and resource allocation.
- Establish an ongoing monitoring system for effectiveness and fidelity.
- Periodically reassess the initiative's impact and sustainability.

Activity 2.2 Formalizing a Process

Review each of the steps and sub-tasks of the review process on page 7.

Reflect and Plan

- How do the steps and sub-tasks currently exist in your district?
- Who is responsible?
- Is it written?
- Do your critical groups and partners know?
- What are your next steps?

Deeper Dive into the Hexagon Tool

The Hexagon Tool has become a familiar tool due to its incorporation into the MICIP Process and platform. Here we would like you to consider this as a conversation to help you build readiness to implement a new curriculum or assessment. It can even help you remove an ineffective curriculum or assessment if you team find that there is not capacity or need to support it. Most importantly, we want you to think about district factors and the program factors that lead to a successful and sustained implementation.

Need: Evaluate data supporting the initiative's necessity

- Why does your district or school need this program, practice or assessment?
- What need does it fill?
- Do you have student impact data, perception survey data?
- How do you know that you need or don't need this?

Evidence: Assess the strength and reliability of supporting research.

- What is the evidence this is effective that supports student learning and improved outcomes?
- Where did the evidence come from?

Fit: Determine alignment with district priorities and values

- Does this fit with your current programming or is it just one more thing?
- Are you asking teachers to teach reading in one philosophy and math completely different (explicit instruction vs discovery learning)?
- Will the community support this choice or does it contradict their values and beliefs?

Usability: Assess clarity and practicality of implementation

- Are the materials and resources clear and easy to use?
- How will you know if the materials are clear and practical for staff use before purchasing?

Capacity: Evaluate resource availability, staff competency, and administrative support

- Do you have the resources available?
- How will you build staff's competency (training/coaching)?
- Do you have administrative support?

Supports: Identify available training, coaching, and technical assistance.

- What training, technical support and coaching is provided and how long?
- Once the company support is gone where will the support come from?

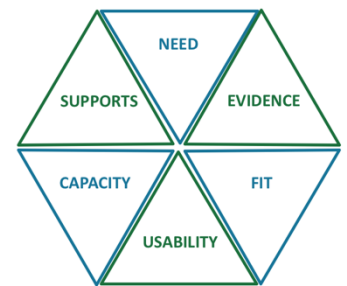


Figure 5. NIRN Hexagon Tool

Missed Opportunities to Use a Review Process

Here are some scenarios where there was a missed opportunity to use a review process. Consider the challenges that followed by not doing a critical analysis of the district's capacity to implement the practice or curriculum with fidelity.

Impulsive Adoption Based on Popularity

A principal hears about a trendy social-emotional learning app from a conference and decides to implement it schoolwide without checking for alignment with current initiatives or reviewing evidence of effectiveness.

Vendor-Driven Implementation

A sales rep pitches a new math program to district leadership. Impressed by the demo, the district buys it immediately for all schools, without consulting teachers, assessing fit with the curriculum, or reviewing outcomes data.

Grant-Fueled Pressure

A school receives a grant that must be spent quickly. They choose a behavior tracking tool they've never used before, just to meet the deadline.

One-Person Advocacy

A teacher advocates strongly for a mindfulness curriculum they used at a previous school. The school agrees to adopt it without district-level review or cross-school coordination.

Crisis Reaction

In response to a discipline spike, a school adds a new behavior system without reviewing root causes or existing systems already in place

Activity Set-up and Modeling

Knowing the steps in the review process are vital to ensuring that you have a procedure or system in place to critically analyze practices within your MTSS framework. In this activity you will read the scenario and then decide what steps are missing. Use the google form to record your answers.

Example Scenario Selecting a New Math Curriculum Based on Evidence-Based Practices

Background Context:

The District Implementation Team (DIT) is reviewing the current math curriculum used across K-5 schools. While the curriculum has been in place for several years, concerns have been raised about its alignment with evidence-based practices, effectiveness in improving student math achievement, and ability to support diverse learners. The district is considering de-selecting the current program in favor of a more evidenced-backed approach. The team must use the Initiative and Innovation Review Process to determine the best course of action.

Identify the Need for De-Selection

- The **Elementary Teacher Representative**, **Special Education Teacher**, and **Principal Representative** collectively raise concerns about students' struggles with the current math curriculum.
- The **Facilitator** asks:
 - Are there documented issues with the current program?
 - Have concerns been raised by multiple stakeholders?
 - Are there alternative math programs available that better align with evidenced-based practices?
- The team submits a formal request to review and consider de-selection of the current math curriculum.

Gather Preliminary Information

- The **Math Specialist** presents research on best practices in math instruction, such as conceptual understanding, procedural fluency, and problem-solving.
- The **Special Education Teacher** evaluates how well the current curriculum supports students with math learning challenges (e.g., dyscalculia, differentiated instruction).
- The **Data Analyst** examines student math performance trends over time.
- The **Elementary Teacher Representative** and **Curriculum Director** create a survey for K-5 teachers to gauge knowledge and understanding regarding best practices in math instruction.

Summarize Findings

The **Facilitator** assigns a team member to draft a summary outlining:

- Strengths and weaknesses of the current math curriculum.
- Alignment (or misalignment) with evidence-based math instruction.
- Feasibility of transitioning to a new program.
- A recommendation for de-selection and possible replacements.

Decision-Making and Approval

- The **Curriculum Director** and **Executive Leader** review the findings.
- If de-selection is recommended, the **Curriculum Director** drafts an implementation plan for adopting a new math curriculum.
- The **Board of Education** is informed if policy changes are required.

What's Missing?

Need for Review
Gather Preliminary Information
Assemble Review Team
Complete the Review Tool
Summarize Findings
Decision-Making and Approval
Implementations and Monitoring

Describe how missing the steps in the scenario might impact how the organization accepts the findings or the implementation

Your Turn

Identify the Missing Steps from the Initiative and Innovation Review Process

- Individually read each review process scenarios
 - Identify the steps missing from the process
 - Describe how missing the steps in the scenario might impact how the organization accepts the findings or the implementation
- Use the google form to record your answers

Success criteria:

- Identify at least 2 of the 3 missing steps in 2 scenarios

Scenarios

Scenario 1 CHAMPS

Background Context

The District Implementation Team (DIT) is considering the adoption of CHAMPS, a proactive and positive behavior management framework designed to improve student engagement and reduce classroom disruptions. CHAMPS provides structured guidance for teachers in setting clear expectations and reinforcing positive student behavior.

The district aims to evaluate whether CHAMPS aligns with its broader behavior management strategies and instructional goals. This review process will assess CHAMPS's effectiveness, feasibility, and sustainability, ensuring that it meets the needs of students, teachers, and administrators. Through a structured decision-making framework, the DIT will determine if CHAMPS should be recommended for district-wide implementation.

Identify the Need for Review

- The **Initiative Sponsor** presents the purpose and key features of CHAMPS.
- The **Facilitator** asks:
 - Does CHAMPS align with district behavior management goals?
 - What current challenges in student behavior does CHAMPS address?
 - Is this a selection or de-selection process?
- The team submits a request for review and approval by the **District Implementation Team (DIT)**.

Assemble Review Team & Schedule

The **Facilitator** ensures all key stakeholders are involved.

- **Facilitator (DIT Lead)**: Ensures the review follows a structured process.
- **Initiative Sponsor (District Administrator or External Consultant)**: Presents the rationale for adopting CHAMPS.
- **Behavioral Specialist**: Evaluates CHAMPS's effectiveness in supporting positive behavior management.
- **Curriculum Director**: Assesses CHAMPS's alignment with district policies and instructional goals.
- **Finance Representative**: Analyzes costs, funding options, and sustainability.
- **Principal Representative**: Considers school-level feasibility and professional development needs.
- **Teacher Representative**: Provides insight into the program's practicality for classroom management.

A **timeline is established** to complete the review process.

Complete the Review Tool

Each team member rates CHAMPS using a **5-point scale** for:

- **Need**: Is there data supporting the need for a structured behavior management program?
- **Evidence**: Does CHAMPS have research backing its effectiveness?
- **Fit**: How well does it align with district priorities and values?
- **Usability**: Is it easy for teachers to implement consistently?
- **Capacity**: Does the district have resources for training and support?
- **Supports**: What coaching and technical assistance are available for staff?

The **Facilitator** leads a discussion on each rating, ensuring justification.

Decision-Making and Approval

- The **District Designee** reviews the findings.
- If budget approval is required, the **Finance Representative** and **Curriculum Director** presents the proposal to the **Board of Education**.
- The **Curriculum Director** ensures the decision aligns with district compliance and policies.

Scenario 2 Behavioral Program: Check-In Check-Out (CICO)

Background Context

The District Implementation Team (DIT) is evaluating the adoption of **Check-In Check-Out (CICO)**, a structured intervention designed to provide students with frequent feedback and positive reinforcement throughout the school day. CICO is commonly used within a **Positive Behavioral Interventions and Supports (PBIS)** framework to support students who need additional behavioral guidance. It involves students checking in with a mentor at the beginning and end of each day, receiving ongoing feedback from teachers, and tracking their progress using a daily point sheet.

The district seeks to determine whether CICO is an effective intervention for improving student behavior, fostering positive relationships between students and staff, and reducing disciplinary incidents. This review process will assess the program's **effectiveness, feasibility, and alignment** with district priorities. The DIT will use a structured decision-making framework to evaluate whether CICO should be implemented district-wide.

Assemble Review Team & Schedule

The **Facilitator** ensures all key stakeholders are involved.

- **Facilitator (DIT Lead):** Ensures the review follows a structured process.
- **Initiative Sponsor (Behavioral Specialist or PBIS Coordinator):** Presents the rationale for adopting CICO.
- **School Counselor:** Evaluates CICO's effectiveness in supporting students with behavioral needs.
- **Curriculum Director:** Assesses CICO's alignment with district policies and instructional goals.
- **Finance Representative:** Analyzes costs, funding options, and sustainability.
- **Principal Representative:** Considers school-level feasibility and professional development needs.
- **Teacher Representative:** Provides insight into the program's practicality for classroom implementation.

A timeline is established to complete the review process.

Complete the Review Tool

Each team member rates CICO using a **5-point scale** for:

- **Need:** Is there data supporting the need for a structured behavior intervention program?
- **Evidence:** Does CICO have research backing its effectiveness?
- **Fit:** How well does it align with district priorities and PBIS frameworks?
- **Usability:** Is it easy for teachers and mentors to implement consistently?
- **Capacity:** Does the district have resources for training and support?
- **Supports:** What coaching and technical assistance are available for staff?

The **Facilitator** leads a discussion on each rating, ensuring justification.

Summarize Findings

The **Facilitator** assigns a team member to compile the summary, including:

- Strengths and weaknesses of CICO.
- Alignment with district needs and behavioral frameworks.
- Resources required for implementation.
- A final recommendation for selection or de-selection.

Decision-Making and Approval

- The **District Designee** reviews the findings.
- If budget approval is required, the **Finance Representative** presents the proposal to the Board of Education.
- The **Facilitator** ensures the decision aligns with district compliance and policies.

Scenario 3 Reviewing Reading Series for Alignment to Science of Reading

Background Context:

The District Implementation Team (DIT) is reviewing the current reading series used across elementary schools. While the series has been in place for many years, concerns have been raised about its alignment with the Science of Reading (SoR), effectiveness in improving literacy outcomes, and ability to support diverse learners. The district is considering **de-selecting** the current program in favor of an evidence-based, structured literacy approach. The team must use the Initiative and Innovation Review Process to determine the best course of action.

Identify the Need for De-Selection

- The **Elementary Teacher Representative** and **Parent Representative** collectively raise concerns about students' struggle with the current reading series.
- The **Facilitator** asks:
 - Are there documented issues with the current reading program?
 - Have concerns been raised by multiple stakeholders?
 - Are alternative reading programs available that better align with SoR?
- The team submits a formal request to review and consider de-selection of the current reading series.

Gather Preliminary Information

- The **Reading Specialist** presents research on the Science of Reading and effective literacy instruction.
- The **Special Education Teacher** evaluates how well the current reading series supports students with dyslexia and other reading challenges.
- The **Data Analyst** examines literacy trends and student performance data over time.
- The **Parent Representative** shares feedback from families on reading experiences at home.

Complete the Review Tool

Each team member rates the current reading series using a 5-point scale for:

- **Need:** Does the current program adequately meet student needs?
- **Evidence:** Does research support its effectiveness?
- **Fit:** Does it align with district literacy goals and SoR principles?
- **Usability:** Can it be implemented effectively in all classrooms?
- **Capacity:** Are resources available to transition to a new program?
- **Supports:** What professional development is needed if a new program is adopted?

The **Facilitator** ensures discussion around each rating to reach a consensus.

Summarize Findings

The **Facilitator** assigns a team member to draft a summary outlining:

- Strengths and weaknesses of the current reading series
- Alignment (or misalignment) with the Science of Reading
- Feasibility of transitioning to a new program.
- A recommendation for de-selection and possible replacements

Scenario 4 Behavior Clip System

Background Context:

The District Implementation Team (DIT) is reviewing the **Behavior Clip System**, a long-standing classroom management approach where students move clips up or down on a behavior chart based on their actions. While widely used, concerns have been raised about its effectiveness, equity, and impact on student self-esteem. The district is considering **de-selection** of this approach in favor of more research-based, positive behavior support strategies, such as CHAMPS or PBIS (Positive Behavioral Interventions and Supports). The team must use the **Initiative and Innovation Review Process** to determine whether to phase out the clip system.

Identify the Need for De-Selection

- The **Teacher Representative** and **Parent Representative** raise concerns about the negative effects of public behavior tracking.
- The **Facilitator** asks:
 - Are there documented issues with the behavior clip system?
 - Have concerns been raised by multiple stakeholders?
 - Are alternative behavior management systems available?
- The **Team** submits a formal request to **review and consider de-selection** of the behavior clip system.

Gather Preliminary Information

- The **School Counselor** presents research on the potential negative impacts of public behavior tracking.
- The **Behavioral Specialist** reviews best practices in classroom behavior management.
- The **Data Analyst** examines disciplinary trends in schools using the clip system.
- The **Parent Representative** shares feedback from families about the effectiveness and fairness of the system.

Summarize Findings

The **Facilitator** assigns a team member to draft a summary outlining:

- Strengths and weaknesses of the behavior clip system.
- Alignment (or misalignment) with current district goals.
- Feasibility of transitioning to a new system.
- A **recommendation for de-selection** and possible replacements.

Transition & Monitoring (If De-Selected)

- The **Behavioral Specialist** and **Teacher Representative** introduce alternative behavior systems like **CHAMPS** or **PBIS**.
- The **Principal Representative** coordinates professional development for staff on the new approach.
- The district implements an **evaluation system** to monitor the impact of the transition.

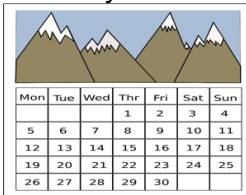
Using the Review Process

Considerations for Use

- Adequate preparation, additional learning, or additional support may be needed to ensure questions are answered accurately
- Prior to completing the process, documents and information may need to be gathered to support completion of the tool



- It may take multiple sessions to complete the process



- Pre-correct that the goal is to objectively complete the review process and summarize the results for decision makers



Consistent Use of the Review Process

- When school and district leaders are approached with opportunities to select or deselect initiatives, the district Initiative and Innovation Review and Selection Process will be used to carefully analyze those initiatives.
- *Other examples of consistent use include:*
 - Annual reminders to staff to use the process
 - Regular topic considered when developing the DIT agenda
 - The process is completed in its entirety when initiatives are considered

Example of communication to staff

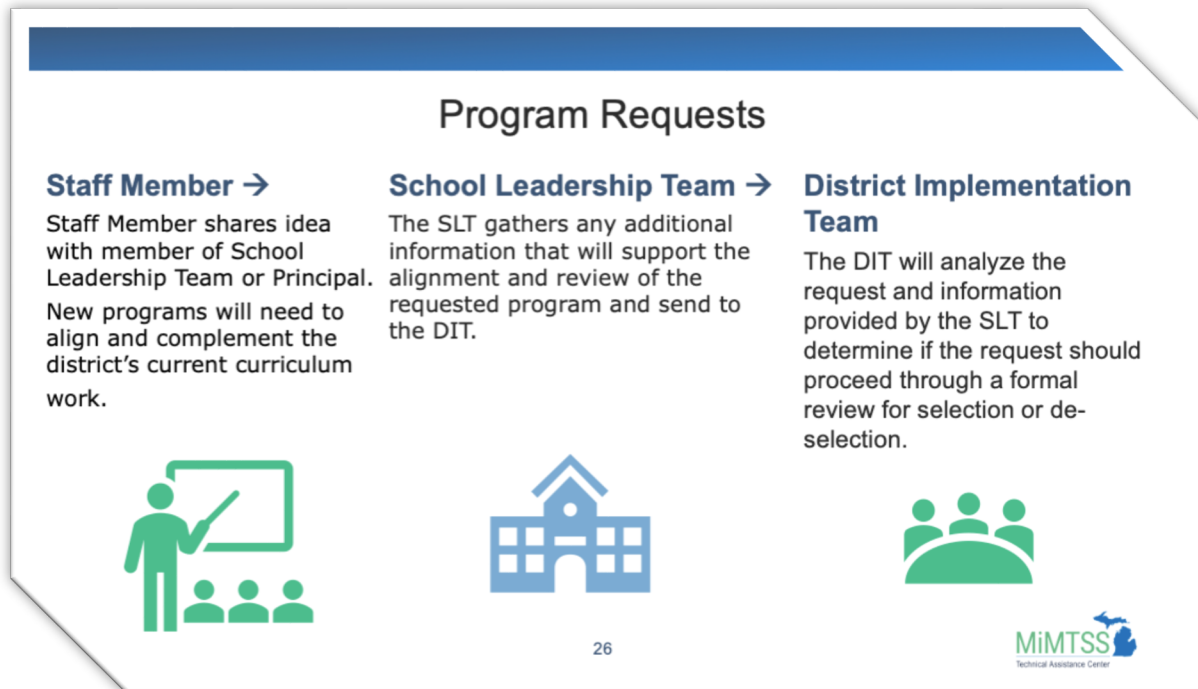


Figure 6. Infographic for staff to explain program requests and review process
This infographic is an example communication that could be used with staff to show how program requests can be shared to the school team and then on to the district team for review and selection consideration. Knowing that there is a process to analyze curriculum and program requests will help ensure that it is used.

Big Ideas of Initiative and Innovation Review and Selection Process

- An **MTSS Framework** must be enacted around an **effective practice** such as Literacy or Social-Emotional Behavioral initiative.
- To provide an efficient, effective, and equitable system of supports districts need to:
 - Know what they have (**inventory**)
 - Understand if it is **aligned**
 - Have a **systematize way** to **add** and **remove** initiatives and assessments within their district

Assignment

Effective practice work

(SEB/Academic/Integrated) MTSS

1. Consider the work you done with your initiative inventory.
2. Is the inventory at a place where the Alignment Questions could be used?

Create the Review and Selection Protocols

1. What will the district's guidelines for use be?
2. How will the process be initiated? How will the process be summarized? What is the protocol to finalize decisions?

Formalize your Review Process

1. Seek feedback from critical groups and partners on the process and protocols
2. Get final approval from your executive leader

Communicate and use the Review Process

1. Who needs to know about the process? Will they find out?
2. Use the process when a need to select or deselect has been identified

MTSS Folder System and Handbook Resources

- How do you organize your processes and procedures?
- Do you have an MTSS Handbook?

Check out the MTSS Google Drive and Handbook

- Video overview
- District handbook example
- Templates to get started
- Available as a zip file upon request



Figure 7. Link to MTSS
Google Drive &
Handbook

References

- Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan.
- National Implementation Research Network (n.d.). Module 6: Usable Innovations: Introduction. Retrieved from: <https://implementation.fpg.unc.edu/resource/usable-innovations-overview/>
- OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.