



District Initiative / Innovation Review and Selection

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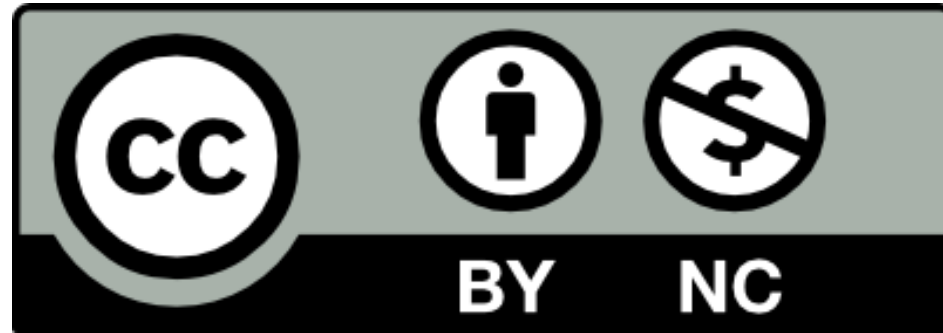


Acknowledgments

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- NIRN
- Center on PBIS
- Michigan Department of Education
- Northwest Community Schools
- Francis Reh Public School Academy

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This session guides District Leadership to establish or refine a process for reviewing, selecting, or de-selecting educational initiatives, innovations, and assessments.

Intended Outcomes

Intended Outcomes	Agenda
<ul style="list-style-type: none">• Explain the purpose and identify the core components of an initiative and innovation review process• Describe the benefits of using an initiative and innovation review process• Explain the potential consequences to the organization if one or more steps of the process are missed	<ol style="list-style-type: none">1. Review2. Initiative and Innovation Review and Selection Process3. Next Steps

1.0 Review

Activity 1.1 Competency Across the MTSS Framework

Access the True/False activity on page 3 of participant workbook

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.



Foundational Elements

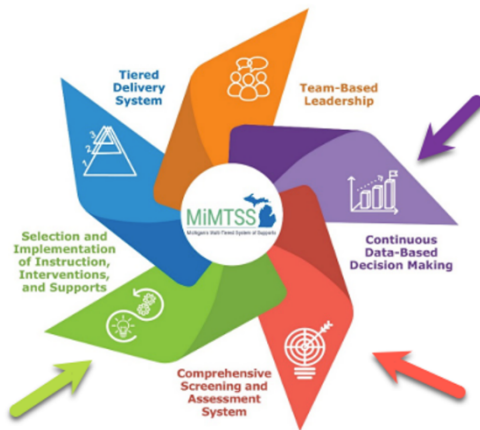
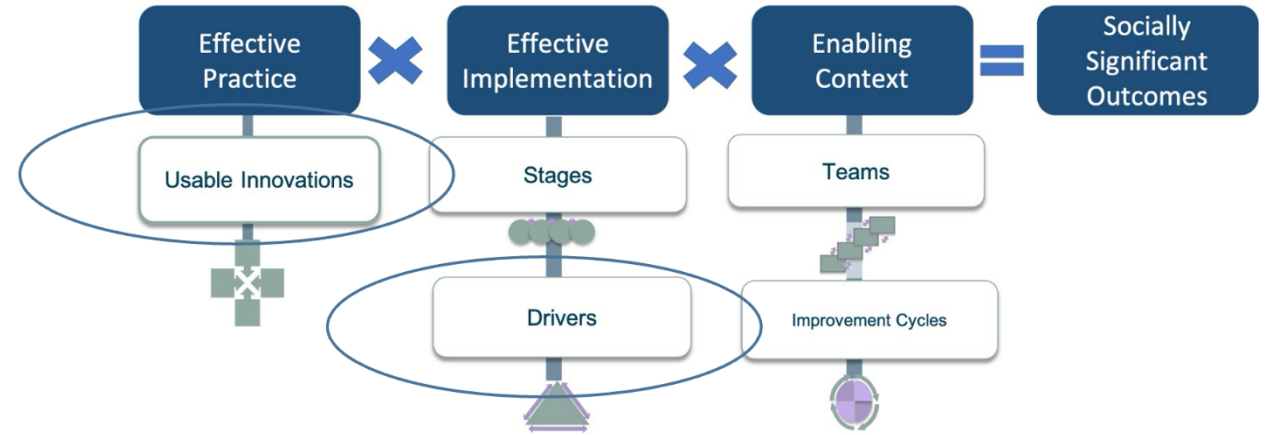
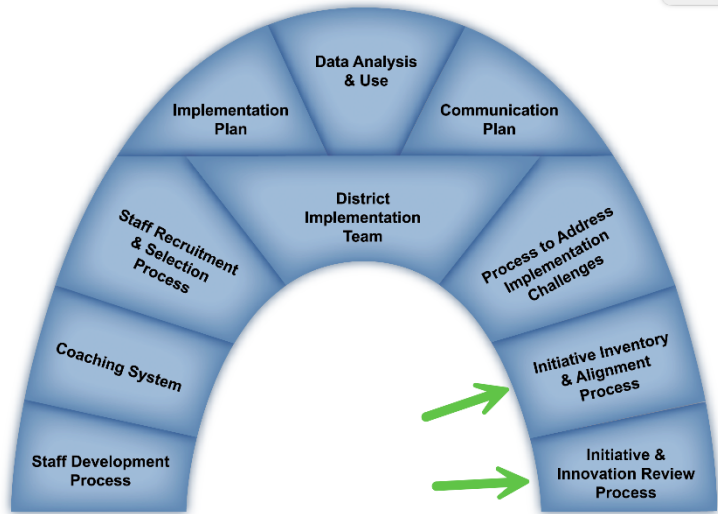


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework

DISTRICT CAPACITY ASSESSMENT

Items 5 and 6

Activity 1.2 Making Connections

- Access the activity on pages 3-5 in the participant workbook
- Read the question and supplemental information for
 - Implementation Science
 - MTSS Framework
 - District Infrastructure
 - District Capacity Assessment Items
- Consider who you might benefit from this information. Write a one to three sentence summary to share.
- Enter your summary in the chat.

2.0 Initiative and Innovation Review

Initiative and Innovation Review and Selection Process

A process that leads to careful analysis of a proposed evidence-based program, practice, or assessment to inform a selection or de-selection decision.

One Part in Bigger System

Initiative Inventories



Alignment Questions



Review Process

Selection or
De-Selection



See full descriptions on page 6 participant workbook

Benefits

- 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

Impact on Student Outcomes

- 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

Steps to a Review Process

1. Identify the Need for the Review
2. Gather Preliminary Information
3. Assemble Review Team
4. Complete the Review Tool
5. Summarize Findings
6. Decision- Making and Approval
7. Implementation and Monitoring

See page 7 in participant workbook

Activity 2.1 Formalizing a Process

- Refer to pages 7 and 8
- Review each of the steps of a review process
- Each step has one or more sub-tasks
- Take notes as you go

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?

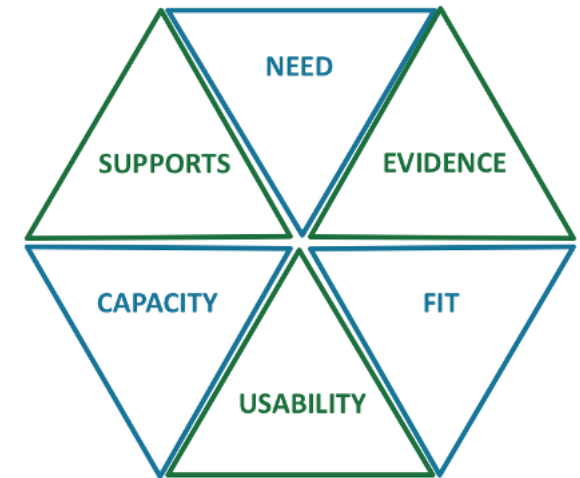
Deeper Dive into the Hexagon Tool

Analysis of program indicators:

- Evidence to demonstrate effectiveness
- Readiness for usability
- Supports available

Analysis of implementation site indicators:

- Need for the initiative
- Fit and alignment with other initiatives
- Resources/capacity needed to fully implement



See participant workbook page 8

Activity 2.2 Review Worked Example

- Access the two worked examples
- How did they represent the steps?
- What elements are similar to the process you currently use?
- Note any elements that you want to incorporate or use to modify your process.
- Be ready to share one or two thoughts

Steps in a Review Process

1. Identify Need for Review
2. Gather Preliminary Information
3. Assemble Team
4. Complete the Tool
5. Summarize Findings
6. Decision-Making Protocol
7. Implement and Monitor

Missed Opportunities to Use a Review Process



Most Popular



See scenarios on page 10 of participant workbook

Shaping Your Review Process

- Does your district already have a review and selection process that serves this purpose? If so, could this be used or tweaked if it doesn't yet include all components?
- If your district does not have something in place, might the MiMTSS TA Center template be useful?



Activity 2.3 Knowing the Steps in the Review Process

- Guided Practice Example (page 10-11)

Individual task

- Read each review process scenarios found on pages 10-17 in the Participant Workbook
- Identify the steps missing from the process on the Google form

Success criteria:

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



Consideration for Use



Mon	Tue	Wed	Thr	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



Participant workbook page 16

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.
- Examples of consistent use include:
 - Annual reminders to staff to use the process
 - The need to discuss Initiative and Innovation Review and Selection is considered as meeting agendas are developed
 - Process is completed in its entirety when initiatives are considered

Program Requests

Staff Member →

Staff Member shares idea with member of School Leadership Team or Principal.

New programs will need to align and complement the district's current curriculum work.



School Leadership Team →

The SLT gathers any additional information that will support the alignment and review of the requested program and send to the DIT.



District Implementation Team

The DIT will analyze the request and information provided by the SLT to determine if the request should proceed through a formal review for selection or de-selection.



3.0 Next Steps

Big Ideas

- 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 **systematized way** to **add** and **remove** initiatives and assessments within their district



Assignment

Refer to page 20 of the participant workbook for ideas and activities to get started

1. Inventory and align your effective practices
2. Create review and selection protocols for district use
3. Formalize the Review and Selection Process
4. Communicate and use the Review and Selection Process

Before We Go

MTSS Drive and Handbook

Microlearning

- How do you organize your processes and procedures?
- Do you have an MTSS Handbook?
- Check out our microlearning module: **MTSS Google Drive & MTSS Handbook Overview**

<https://bit.ly/mtssdrivemicro>



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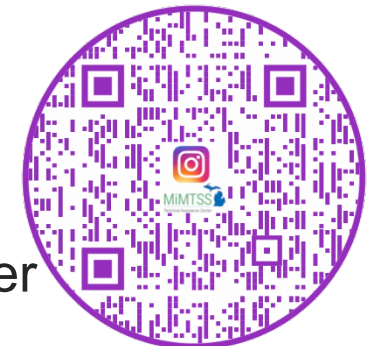
Videos & Playlists



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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/wp-content/uploads/Usable-Innovations-Overview-M6.pdf>