Program or Initiative Review and Selection Process

This table should be used in the event that a new Program, Assessment, or Initiative is being considered for implementation.

Staff Impacted	Protocols
Individual Staff Member	- Staff Member completes **Pilot Request Form** and get approval from Principal - If data suggests the program or initiative is successful and the staff member wants to continue after the initial year then the following will occur: - Principal will request meeting with Mat and Elizabeth in which a **Program or Initiative Selection / Deselection Form** will be completed. Additional input may be needed from staff member who has been utilizing program. **Program or Initiative Selection / Deselection Form** is presented to DIT in the Spring. - DIT determines the scale of the program or initiative for the following year - If approved, the program or initiative is included in the curriculum update at the next BOE meeting
Small group of staff members in a building	- Staff member(s) complete **Pilot Request Form** and get approval from Principal. - If data suggests the program or Initiative is successful and the staff members want to continue after the initial year then the following will occur: - Principal will request meeting with Mat and Elizabeth in which a **Program or Initiative Selection / Deselection Form** will be completed. Additional input may be needed from staff members who have been utilizing program. **Program or Initiative Selection / Deselection Form** is presented to DIT in the Spring. - DIT determines the scale of the program or initiative for the following year - If approved, the program or initiative is included in the curriculum update at the next BOE meeting
Whole Grade Level	Grade Level Chair or other designated staff member completes **Pilot Request Form** and share with a Principal, Mat, or Elizabeth who will get approval from DIT

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	- If data suggests the program or initiative is successful and the grade level wants to continue after the initial year then the following will occur: - Grade Level Chair or other designated staff member requests meeting with Mat and Elizabeth in which a **Program or Initiative Selection / Deselection Form** will be completed. **Program or Initiative Selection / Deselection Form** is presented to DIT in the Spring - DIT determines the scale of the program or initiative for the following year - If approved, program or initiative is included in the curriculum update at the next BOE meeting
Whole Building	- Principal completes **Pilot Request Form** and gets approval from DIT - If data suggests the program or initiative is successful and the building wants to continue after the initial year then the following will occur: - Principal requests meeting with Mat and Elizabeth in which a **Program or Initiative Selection / Deselection Form** will be completed. **Program or Initiative Selection / Deselection Form** is presented to DIT in the Spring - DIT determines the scale of the program or initiative for the following year - If approved, program or initiative is included in the curriculum update at the next BOE meeting
Whole District or Subset of District (i.e. Elementary or Secondary)	- Mat, Elizabeth, or other DIT members complete **Program or Initiative Selection / Deselection Form** **Program or Initiative Selection / Deselection Form** is presented to DIT - DIT determines the scale of the program or initiative - If approved, program or initiative is included in the curriculum update at the next BOE meeting

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Pilot Request Form
Click Link to Create Blank Copy

Program Description	
Need ● *What data supports a need for this program?* ● *Do stakeholders (teachers, parents, students) perceive a need?* ● *Does the program address an academic or socially significant issue?*	
Fit ● *Does the program fit with District vision and priorities?* ● *Does the program align with or conflict with other programs/initiatives in the District?*	
Resources ● *Curriculum and Materials* ● *Technology* ● *Staff* ● *Data Systems* ● *Cost*	
Evidence ● *What evidence is available to suggest the program is effective with similar populations?* ● *What data could be utilized to track effectiveness?*	
Readiness ● *System for training, coaching, and assistance*	

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Capacity ● *Available staff to support implementation* ● *Ability to sustain* ● *Ability to create buy-in*	

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Program or Initiative Selection/Deselection Form
[Click Link to Create Blank Copy](#)

The review process is a two-pronged approach that will lead to a careful analysis of the proposed innovation to inform a <u>selection or de-selection decision</u>. The process includes: (1) providing information about a particular Innovation to the District Implementation Team to review prior to sending the information forward to district leadership; (2) district leadership discussing the feasibility of selecting the innovation for school / staff use.

Directions:
- Staff initiating the review process are asked to complete items 1 – 19. Some of the items only require short responses or a simple "yes" or "no;" while, others will require detail, explanation, and for some, additional documentation.

- **When reviewing the initiative or program, provide answers directly from the staff hired to support the intended use or the program's author, publisher, and / or certified trainers**.

- The Director of Teaching and Learning or MTSS-Coordinator will support completion of items 20-29. However, if your review of the innovation results in obtaining information related to these items focused on evidence and readiness for use in a typical school / classroom setting, please add it to further expedite the review.

- Specific items ask that documents and / or links to electronic resources be included with this document. Please pay careful attention to those requests.

- Submit the completed document with the additional requested resources to: Director of Teaching and Learning

Decision-Making Process:
- District Implementation Team will decide whether the program or initiative will be selected or deselected for district / staff use

- For initiatives that require material purchases greater than $10,000 board approval will be required.

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Innovation Overview:
- The information for this section should be taken <u>directly from the program author(s) and publisher or initiative description materials</u> as much as possible.

- If you are reviewing an existing program or initiative, answer the questions based on what the author(s) and publisher recommend.

-AND-

- Provide information about how the schools / staff are currently using the program or intuitive components. This will provide important information about whether the current way the program or initiative is being used is contributing to the outcomes and / or reasons why the program or initiative is being reviewed to decide whether to de-select it.

1. Title:

2. Description / Purpose (Please provide the skills / concepts the innovation is intended to address. Provide the description / purpose directly from the program or program developer.):

3. Intended Use (Target audience for the innovation):

4. Identify the populations / types of students that would be excluded from this innovation (Who would not be a good candidate for this innovation?)

5. Number of units / lessons:

6. Length of time per lesson:

7. Innovation Delivery (whole group, small group, individual student):

8. Cost (teacher materials and if applicable, consumables):

9. Are there other comparable innovations (program, practice, etc.) that address the identified skills / concepts already available to staff either within the schools across the district or supported by the ISD? Y ☐ N ☐ If so, explain why the comparable innovations are not

being considered for implementation (e.g., complexity of the innovation, insufficient resources for training and / or coaching).

Need:

10. Describe the "data" (data source – Curriculum Based Measure, unit assessment, district or state assessment, etc.) that warrants the district to consider reviewing and / or adopting an innovation.

11. Will this innovation address the skill(s) / concept(s) the data described above suggest are a need? Y ☐ N ☐

Fit:

12. Is the innovation aligned with state standards? Y ☐ N ☐

13. How does the innovation align with other initiatives' core components? (Use "District Effective Innovation Alignment Process." and attach the summarization of alignment results.)

14. How does this innovation fit with district priorities?

15. Would there need to be any adjustments to the district's current infrastructure within and across schools to implement the innovation (e.g., adjustments to special schedules to create space for the innovation to be implemented, require a newly created block of time like an elective course to implement, technology use)?
Y ☐ N ☐ if yes, please explain:

16. How does the innovation fit with the district's approved teaching and learning methods for the content area the innovation supports?

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Resources:

17. Does the innovation require specific technology and / or software to implement?
Y ☐ N ☐ If yes, please explain:

18. Are personnel readily available to implement the innovation as it is intended to be implemented? Y ☐ N ☐ If yes, please explain:

19. Is professional learning available for this innovation? Y ☐ N ☐ If so, does the professional learning include initial training and opportunities for on-going training needs? Y ☐ N ☐

    If you checked "yes," identify the name of the person and professional learning event that is available for this innovation?

    Note: This must be a person that would lead the professional learning that has the proper credentials and certification (if certification is available) in the program or initiative. If you are unsure about the answer to this question, ask the person to describe their credentials and / or certification.

20. What do you anticipate the initial professional learning costs to be?

21. Are coaching resources available for this innovation (others within the school and / or district have successfully implemented the innovation as measured by fidelity and student outcome data)? Y ☐ N ☐

    Note: This must be a person that that has the proper credentials, certification (if certification is available), and time to provide coaching support for the program or initiative. If you are unsure about the answer to this question, ask the person to describe their credentials and / or certification, and time allocation to provide coaching support.

    If so, do you believe the coaching resources are adequate to result in high quality implementation? Y ☐ N ☐

    If not, please describe the appropriate level of coaching support.

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District designees will complete the remaining items. However, if your review of the innovation also included information for the factors: evidence, readiness for use in a typical school or classroom setting please add that information because it could further expedite the review process.

Evidence: (Designee who will gather information: **insert name**)

22. Are there research data available to demonstrate the effectiveness of the innovation? (Check all that apply. Include research articles, excerpts, or electronic links to those documents with this review form.)

    Note: Checking yes to each of the boxes below does not automatically mean the program or initiative is going to be selected. The studies will need to be analyzed to determine the quality of the study itself and the overall results / findings.

    Y ☐ N ☐   Randomized trials

    Y ☐ N ☐   Quasi-experimental designs (e.g., correlational)

    Y ☐ N ☐   Effect size (.40 or higher)

23. If research data are NOT available, are there evaluation data (pre / post assessment data) to indicate effectiveness? Y ☐ N ☐ If yes, please include data with this review form.

24. Do the research or evaluation data include data specific to innovation's effectiveness in schools with similar student demographics (e.g., rural, urban, small district, large district, socio-economic status, English Language Learners, other diverse cultural groups)?
    Y ☐ N ☐

25. Does the innovation include a fidelity assessment? Y ☐ N ☐ If yes, please include the fidelity assessment with this review form.

Readiness for Use (Replication) in a Typical School and Classroom Setting: (Designee who will gather information: **insert name**)

26. Is there a qualified "expert" that is accessible to provide technical assistance provide technical assistance during the implementation process? Y ☐ N ☐ If so, provide the **name(s) and contact information** of the individual(s):

    Note: This must be a person that has the proper credentials, certification (if certification is available) in the program or initiative, and time to provide technical assistance. If you are unsure about the answer to this question, ask the person to describe their credentials and / or certification and time availability.

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27. Is this innovation currently in use in the region or state? Y ☐ N ☐ If yes, please provide the location: . Attach their pre / post assessment (evaluation) data with this review form if available.

28. Are the following core components of the innovation listed and described?
    - Grouping options and / or recommendations: Y ☐ N ☐
    - Duration (e.g. length of lesson) recommendations: Y ☐ N ☐
    - Frequency (e.g. how often) recommendations: Y ☐ N ☐
    - Teacher materials needs for each lesson: Y ☐ N ☐
    - Student materials needs for each lesson: Y ☐ N ☐
    - Classroom arrangement / design recommendations: Y ☐ N ☐
    - Teaching guidelines (e.g., routines, procedures, script): Y ☐ N ☐
    - Assessment:
        o Screening, pre-test, or placement test   Y ☐ N ☐
        o Post-test   Y ☐ N ☐
        o Unit / Lesson master tests (check-ups)   Y ☐ N ☐
        o Supplemental practice assessments   Y ☐ N ☐
        o Progress monitoring assessments   Y ☐ N ☐

29. Are the levels of use outlined for the innovation (expected use, acceptable developmental variations, unacceptable variations, ineffective use)? Y ☐ N ☐

30. Is there a recommended teacher and administrator orientation and "buy-in" process?
    Y ☐ N☐