Ci3t professional learning SeRies

# **District decision-making Guide**

Exploring and installing systems change procedures and practices includes a number of considerations for district leaders. Below we have addressed two key areas that are new to many schools during this process. There will likely be other system-wide decisions for consideration as well.

**Universal Screening Discussion Points**

1. What are our state and local laws related to systematic screening?

* Consider issues of parent permission or consent (e.g., is passive parent consent permitted?).
* Consider issues of who will have access to screening data and where these data will be securely stored.

1. What resources do we have to support screening and what resources might we need to enlist?

* Determine the time investment that is reasonable for teachers to complete the screening tool for their class at each time point (i.e., fall, winter, and spring).
* Ascertain the time available for the preparation of screening (e.g., preparing the tool for each teacher’s use by uploading student names for selected screening period, managing a data collection system developed by the district or purchased).
* Identify the person(s) to lead the screening effort at the district level. Consider content experts and technical experts.
* Select school-level screening leaders (two people at the school site).
  + Plan for budget considerations to purchase screeners, systems for managing data, and scoring software (as appropriate).
  + Secure a system for data capture and storage.
  + Provide support for the technical development for preparing the tool, capturing data, and organizing data for decision making.
  + Allot time on the master calendar for teachers to complete screening, examine data, and use data for instructional decision making as part of the regular school day.

1. What are our district priorities for selecting a screening tool?

* Decide if the district will support one tool that can be used across all schools (grade/age levels) to allow for comparisons over time and across buildings or allow schools autonomy in their screening tool selection.
* Determine the behavioral domain of interest (e.g., internalizing, externalizing, motivation).
* Assess available resources that can be committed to installing and sustaining screening practices (cost, time, personnel to prepare and manage data).
* Decide if a screening tool with supplemental material and connections to intervention decisions is feasible and preferred.

1. What process will we use to support decision making of a screener?

* Make a clear plan for decision making and ensure district leaders support this plan.
* Review and understand school board policy and procedures and consider support from and communication with the school board.
* Plan to gather stakeholder feedback during the process.
* Access multiple screeners for consideration based on an established priority list.

1. How will we prepare information to share with stakeholders regarding the new screening practices?

* Hold open-discussion meetings in collaboration with parent organizations, if possible, to discuss the purpose, process, and use of screening data.
* Prepare district communication to inform parents of screening practices, considering multiple ways for parents to access the information.
* Determine and plan for the format in which information will be shared with stakeholders (district leaders, faculty and staff [school level data], school-site leadership teams, individual teachers, and parents).
* Determine expectations for when data will be shared with stakeholder groups (data combined by groups – districtwide, schoolwide, or grade levels).

1. What professional learning is needed for our faculty and staff to implement screening and use data with fidelity and how will we provide these opportunities?

* Begin preparing faculty and staff with information on the purpose and procedures for screening prior to the first screening time point.
* Plan for on-site supports in the first year of screening on each day of screening (i.e., fall, winter, spring).
* Plan for accessible ways for faculty and staff to access multiple sources of data for decision making.
* Prepare faculty and staff to respond to student needs detected on screening, e.g., development and installation of **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** and **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid**.
* Prepare a master schedule of professional learning opportunities throughout the year.
* Seek technical assistance as needed.

**Social Skills Curriculum** **Discussion Points**

1. What are our priorities for meeting students’ social and emotional learning needs?

* Review school improvement goals.
* Review school board priorities.
* Review current data indicators.

1. What data do we currently collect as indicators of these priorities (e.g., school-climate data, office discipline referral data)?

* Establish who has access to data sources.
* Work with data managers and management-system software providers to identify reports that provide information of interest.
* Assign district leaders who are responsible for reporting and monitoring these data.

1. Have we reviewed the research evidence for each program we have in place or are considering?

* Review the context in which the intervention was studied. Are these similar to our district, school, and community?
* Review the population of students in the studies. Is the population similar to ours in terms of demographic variables?
* Consider the reported challenges to effective implementation that may be expected. How might we prepare to overcome them?
* Examine the goals and outcomes of the research. Do these match with our priorities and expected outcomes?
* Examine how much training was provided to achieve fidelity. When will we provide professional learning and how will we monitor fidelity?
* Decide if there will be one district-wide curriculum or if choice will be offered to schools from a district-reviewed and approved list.
* Examine the flexibility in implementation of the curriculum (e.g., What are the core components of the intervention needed to achieve expected outcomes? Will teachers be permitted to adapt or modify lessons?).
* Examine and plan for the dosage (i.e., number of sessions, length of session, and length of program; for example 30 min weekly) used to achieve the outcomes. Where in the master schedule will this instructional time be planned and how will we monitor dosage?

1. What available or accessible funding do we have to purchase and maintain the social skills curriculum?

* Plan for, request, and monitor funding to purchase initial curriculum.
* Plan for, request, and monitor funding needed for replacement materials annually.
* Consider contacting the social skills curriculum publisher to discuss discounts for district-wide implementation purchasing.

1. Does the program dosage have reasonable requirements to fit within teachers’ schedules?

* Consider and clearly communicate expectations for time to be scheduled for social skills instruction. Will it occur weekly, monthly? Will lessons be taught across the school on the same day and time or within the same week?
* Schedule lessons for the whole school year and add to the master calendar.
* Determine who will be responsible for teaching lessons. If not teachers (e.g., counselors), how will teachers learn about the skills to maintain consistent language and reinforce skills learned across the day?
* Consider issues related to teacher planning time and any applicable negotiated contracts. How much planning and preparation time is required? Does this need to be reviewed by teachers’ union or association representatives?
* Discuss the importance of packaging and appearance. Consider contacting the social skills curriculum publishers to inquire about receiving samples to examine.

1. What will be the roles of counselors or other mental health providers?

* Consider leveraging their expertise for team teaching lessons at Tier 1, and providing professional learning experiences.
* Consider the secondary (Tier 2) and tertiary (Tier 3) interventions that these specialists will provide.
* Work with specialists to create the information for **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** and **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid**. Please remember the intervention grid row names and describes the support the intervention provides, not the role of the specialist.
  + Determine if the selected program at the primary (Tier 1) level has a plan for responding to targeted or intensive needs. If not, will other materials be purchased?

1. How will we address the professional learning needs for teachers on the selected curriculum or program?
   * Allocate funds for professional learning prior to installing and for ongoing professional learning.
   * Contact publishers to learn about professional learning resources they offer.
   * Monitor fidelity of use to determine needed professional learning.
   * Access district personnel expertise to provide the professional learning in district.
   * Discuss professional learning needs with outside technical assistance providers.
   * Assess on-site assistance needs and access.
   * Plan for treatment fidelity measures – contact publishers for fidelity measures that may be provided or developed specifically for your district. Otherwise, create a system for monitoring fidelity and dosage.