

# B8 - Aligning and Evaluating State Level Initiatives with PBIS

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Tuesday, October 26  
3:30PM – 4:45PM Eastern

- Topic: District State PBIS
- Keywords: Alignment, Systems Alignment, Sustainability



**Virtual PBIS Leadership Forum | #PBISForum**

**October 26-28, 2021**

# Virtual Forum Expectations

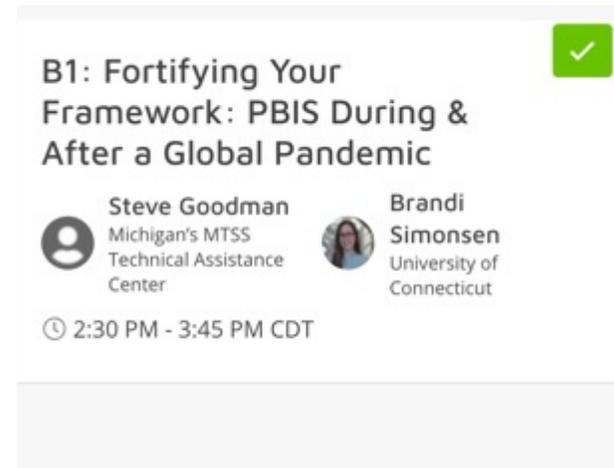
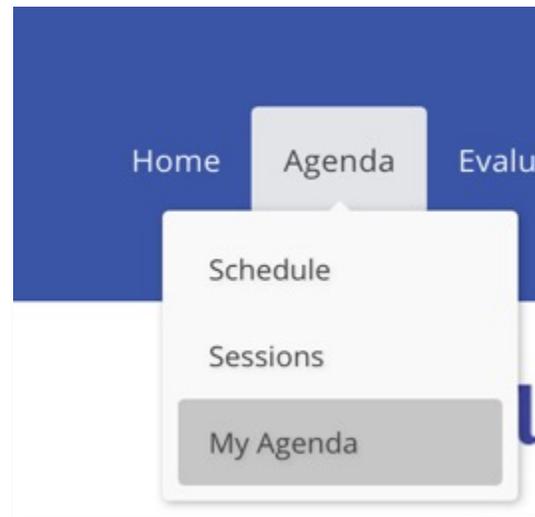
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Use a <b>shared action plan</b> for your team</li> <li>Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>Post positive <b>on-topic</b> comments</li> <li>Questions for the presenters go in the <b>POLLS tab</b> ⇨</li> </ul>	<ul style="list-style-type: none"> <li><b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Limit <b>distractions</b></li> <li><b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>sincere</b> phrasing</li> <li>Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>Take <b>movement breaks</b></li> <li>Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li>Ensure <b>Files Tab</b> has current materials and related weblinks</li> </ul>	<ul style="list-style-type: none"> <li><b>Monitor</b> and remove inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify common Qs</b> to address in final 15 minutes</li> </ul>



# Finding Your Registered Sessions in Pathable

## **Your Personalized Schedule (My Agenda)**

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



# Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows a web interface for a PBIS session. At the top is a navigation bar with links: Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. Below this is a header with the PBIS logo and an 'Account' dropdown. The main content area is titled 'AGENDA' and features a session card for 'DRESS REHEARSAL'.

**1.** The session title and presenter information are highlighted: 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)' by Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director). The date and time are listed as '2:00 PM - 4:00 PM CDT on Friday, September 18'. A description states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'.

**2.** The 'JOIN MEETING' button and the 'SPEAKER ONLY: join the live meeting now' link are highlighted.

**3.** The chat interface is highlighted, showing a message from Diane LaMaster: 'I had to open zoom to hear' (2 minutes ago).



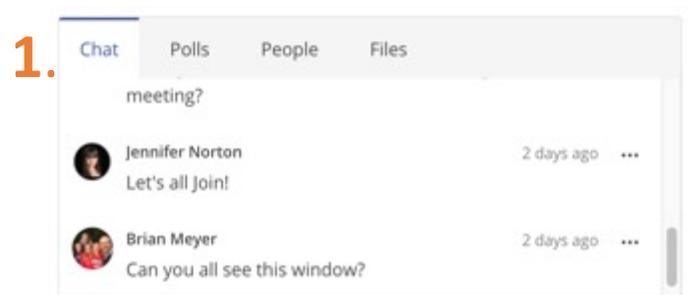
## Tips for Participants

# Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

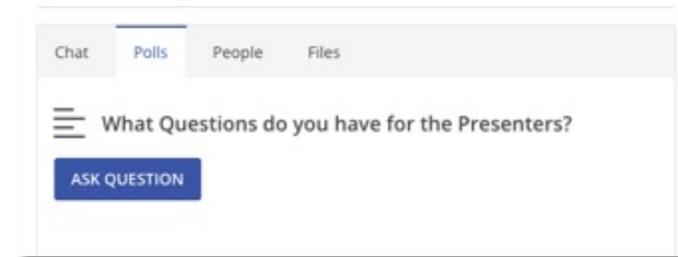


2. Find the **Q&A** under **Polls**.  
Questions for presenters go there.

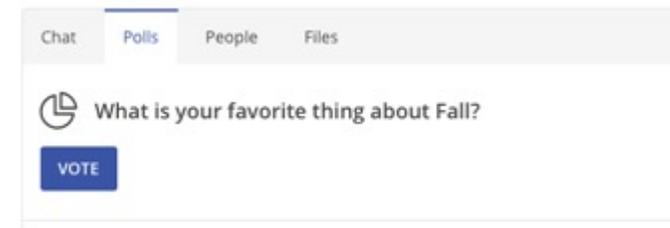
3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



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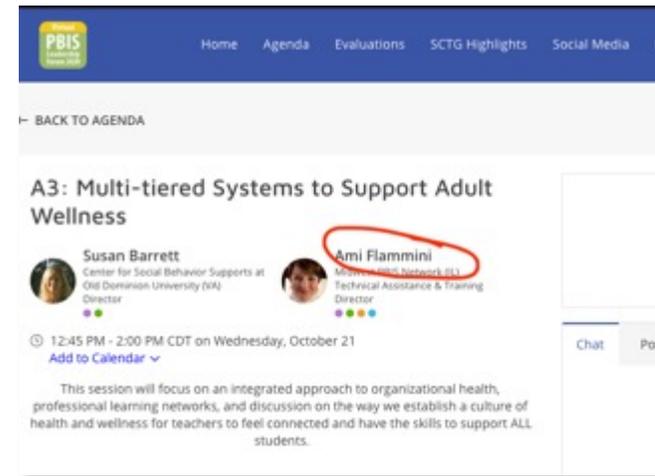
# Be careful of accidentally navigating away

## **While participating in a live Session...Be Present!**

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. *Clicking on any area of the navigation menu*
  2. *Clicking on a Person’s name*



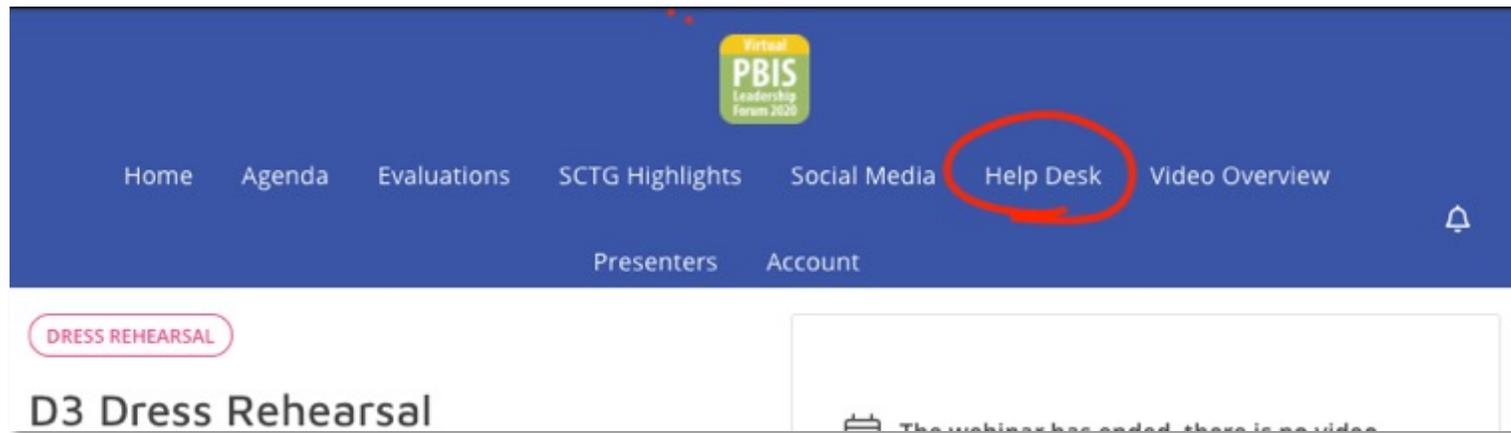
2.



## *Tips for Participants*

# Support is Available

If at any time you need support as a participant, use the **Help Desk**:



# Session Description

Successful PBIS implementation efforts at the state level often involve aligning PBIS with priority key initiatives. This session will focus on alignment strategies along with the use of evaluation to determine alignment opportunities and to more effectively and efficiently align related initiatives.



# Learning Objectives:

- Participants will be able to identify what it means to align key initiatives and why alignment is important
- Participants will learn strategies for effective and efficient alignment of key initiatives
- Participants will learn ways to evaluate alignment opportunities and outcomes



# Setting the stage

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# Interview Questions

In this session we are talking about aligning key initiatives

- What does alignment mean to you?
- Why is alignment important at the state level?
  - What are benefits of aligning key initiatives?
  - What are problems when we don't align key initiatives?

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# Alignment Description

# Alignment and Integration

## Alignment

- Correct positioning for effective/efficient performance
- Core features of practices and support of these practices are aligned across the system

## Integration

- Different parts of a system are made a functional and structural whole
- Resources are leveraged to build upon each other
- Integration:
  - Cross Content
  - Cross Department
  - Cross Agencies

# Why align with key initiatives

- Aligned systems are more likely to be implemented correctly and sustained over time
- Alignment builds on initiatives by leveraging funding, training, and evaluation in ways to improve MTSS implementation.
- It also supports efficient, effective, sustainable, and scale-up of practices.

# Alignment of Effort

<b>“Unit” of Implementation</b>	<b>Contextual Focus</b>
Student	Level of Analysis
School	Level of Implementation
Local Educational Agency	Level of Management and Resources
Regional Agency	Level of Support
State	Level of Coordination

# Why Alignment?

# Nuances of Alignment

- We should be clear about what we want to accomplish with the alignment process and then measure to evaluate whether the alignment process was successful
- When is it most appropriate to align vs. integrate, vs. silo initiatives, practices, programs?
  - Consider the priority of the initiatives
  - Consider the maturity of the initiatives
    - Consider stage of implementation

# Why Invest in Alignment?

- **Unaligned efforts are ineffective and inefficient**
- Doing many things, but none of them well
- Assumption that New is better... .More is better
- Political value of “touching” many efforts (“we have \_\_\_\_\_ in our school”)
- Assumption that if we train individuals in many things THEY will do the alignment and integration on their own

# Why not Align?

- Takes work to develop proper alignment
- Programs or initiatives may not be at a maturation level needed for alignments
  - We may not know if the program has demonstrated effectiveness
  - We may not fully understand the core features of the program necessary to align with core features of other programs in the alignment process.
- Individuals involved with providing the programs may be hesitant to align due to time, effort, potential loss of ownership or program integrity

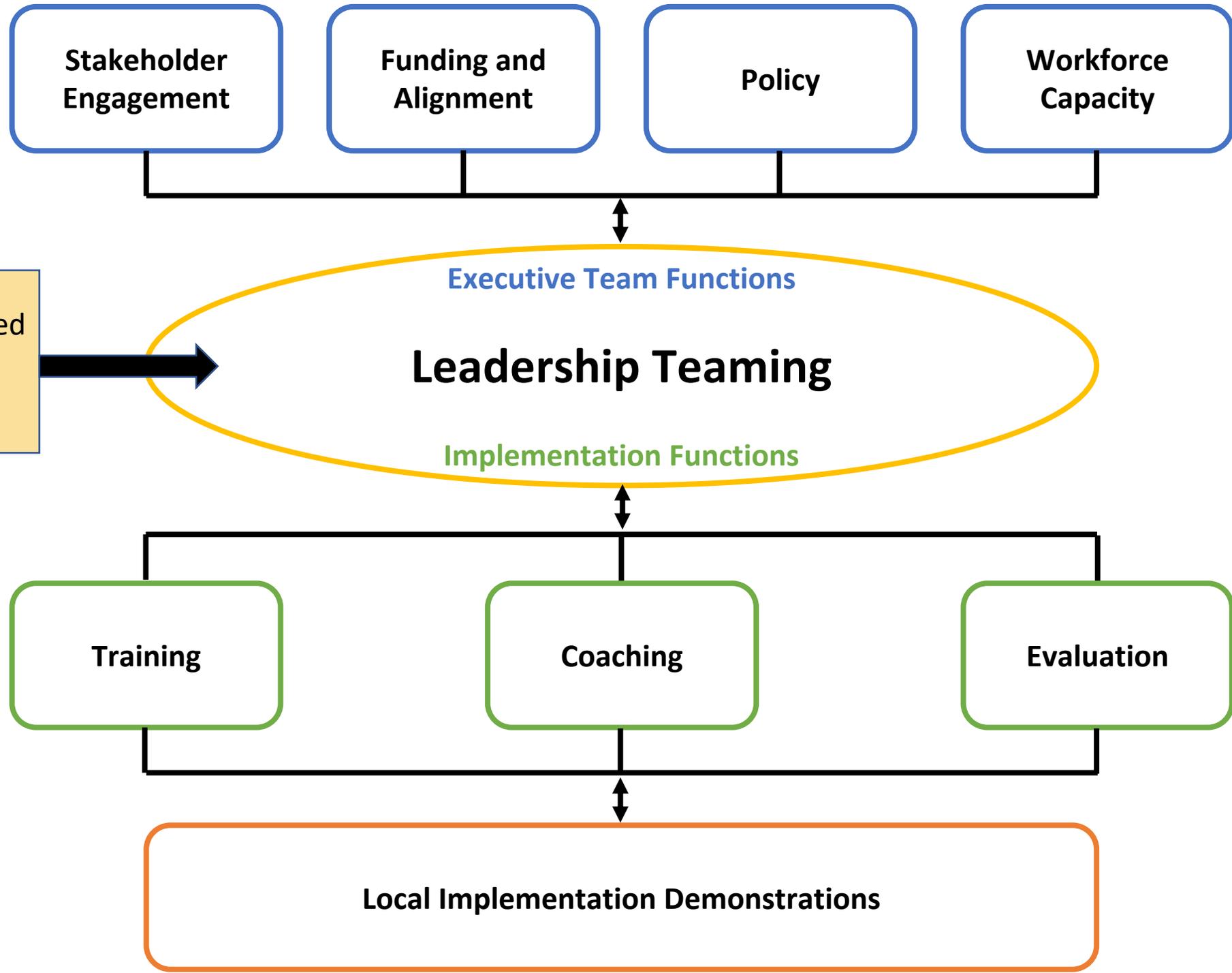
# What is cost of alignment and will it be worth the effort? *(i.e., return on investment)*

Alignment evaluation should consider the following questions:

- Why should we align? What would be measurable outcomes?
- What would successful alignment look like? (how do we know if we have done it well, what is fidelity)
- What have we learned about alignment that may help us with future alignment considerations? What were challenges to alignment? How did we address the challenges? What might we do differently?
- What are the perceptions regarding alignment from individuals who provide the aligned program? What are perceptions of those who receive the alignment programs?

# Strategies for alignment

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Stakeholder Engagement

Funding and Alignment

Policy

Workforce Capacity

Executive Team Functions

**Leadership Teaming**

Implementation Functions

Training

Coaching

Evaluation

Local Implementation Demonstrations

In order to effectively align, you need a leadership team with influence over budget, policy, and practice

# Alignment Identification and Resolution

	Initiative 1	Initiative 2	Shared common ground	Conflicts or competing variables	Possible alignment opportunities	Resolution decision
Philosophical engagement (theory of action)						
Focus of the defined work (Purpose)						
Program activities						
Measures and evaluation						
Targeted outcomes						

# Alignment Identification and Resolution

	<b>Blueprint</b>	<b>MIBLSI</b>	<b>Shared common ground</b>	<b>Conflicts or competing variables</b>	<b>Possible alignment opportunities</b>
<b>Philosophical engagement (theory of action)</b>	Facilitate the installation of district systems and building level routines aligned to evidence of practice but responsive to context.	Explicit and directive facilitation of specific practices with contextualization	Build local capacity to support effective practices, context matters	Discovery vs. directive approach to working with district and school teams	Define or clarify conditions on when discovery or directive should occur

# The Alignment Process

## Section I. Assessment of Current Initiatives

- Coordinate and lead alignment process with an executive level team.
- Define the valued outcome(s) to be achieved.
- Develop an inventory of the related initiatives that are currently implemented across the district.
- Has the team identified the core system features for initiatives targeted for alignment?
- Analyze and make decisions for alignment of initiatives
- Design the plan for effective alignment including implementation, evaluation and professional development.

<https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>

# The Alignment Process

## **Section II. Team adopts a formal process for adding new initiatives**

- For any new initiatives being considered, determine their “fit”, including evidence-base among other initiatives.
- If team determines new practice/initiative is to be adopted, team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.

<https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>

# When to Consider Alignment?

- When taking on new initiative(s)
- When new leadership has priority initiative(s)
- When there are new mandates
- When there is initiative fatigue (Project 1= Monday, Project 2 = Wed., Project 3 =Thurs.)
- When there are changes in funding

# Interview Questions

I appreciated discussing the strategies we have used for alignment...

- Who should be leading this work? Who else should be involved?
- When should alignment take place?

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# Interview Questions

- Which programs/initiatives do you work to align?
- What are priorities? (how do you determine)
- What is alignment selection decision rules?
- How many do you start with?
- How do we monitor and ensure that the alignment we planned on paper is actually implemented and sustained in practice?

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# Evaluation of alignment

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# Us

Explicit approach

Specific research base

Specific required measures

# Perception

# Them

Discovery approach

Eclectic research base

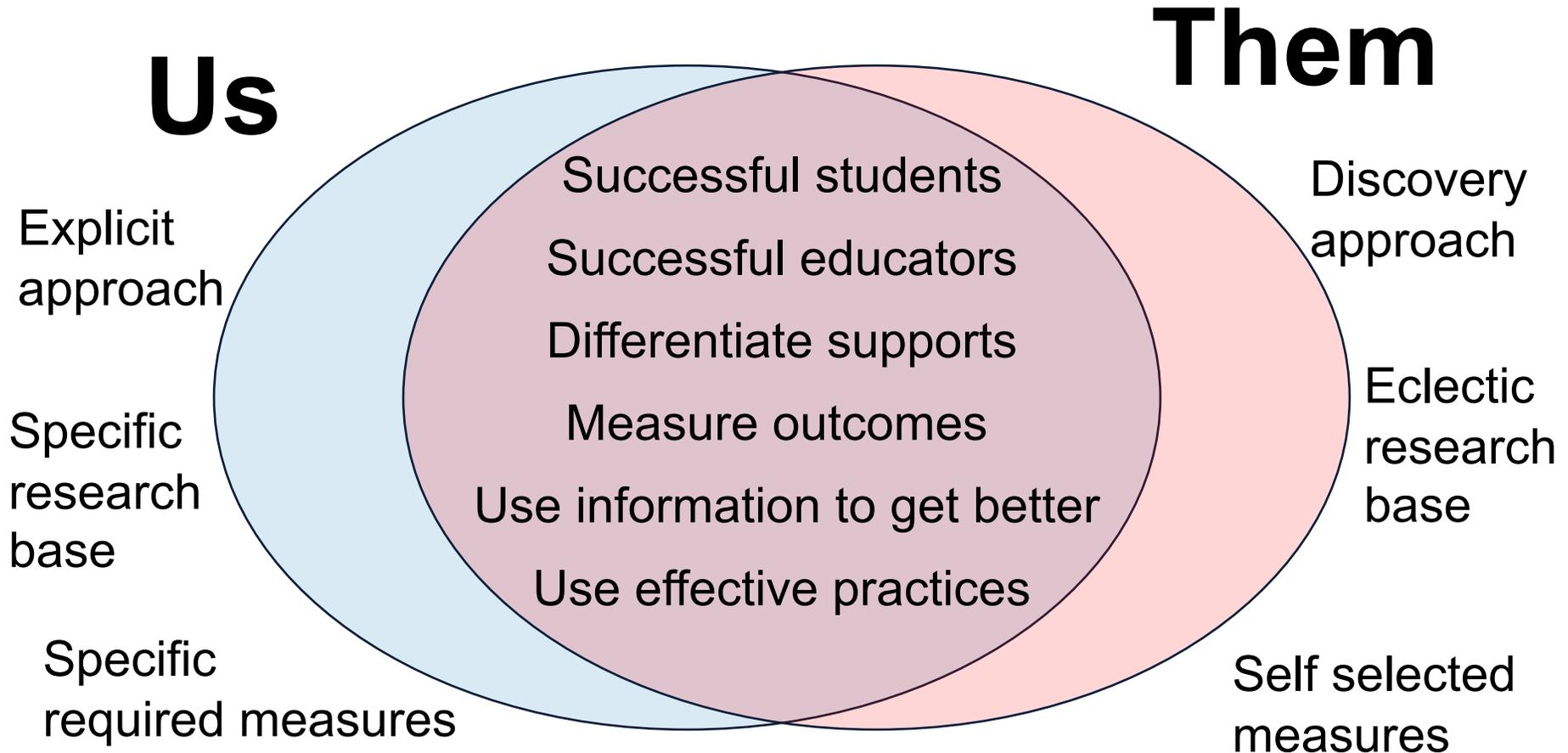
Self selected measures

*How can we ever get along?*

We think that there is not a common ground

*We typically only disagree on about 15% of all the issues*

# Reality



# Features of Effective Alignment

- Begin by defining the “unit” of impact (school, district, community)
- Define WHO will own the goal of establishing alignment
  - Need a leadership team who operates at the point where budgets for all initiatives converge
- Define the “problem or opportunity” with precision
  - What is the difference between what we have and what we want?
  - Define a goal (or goals)

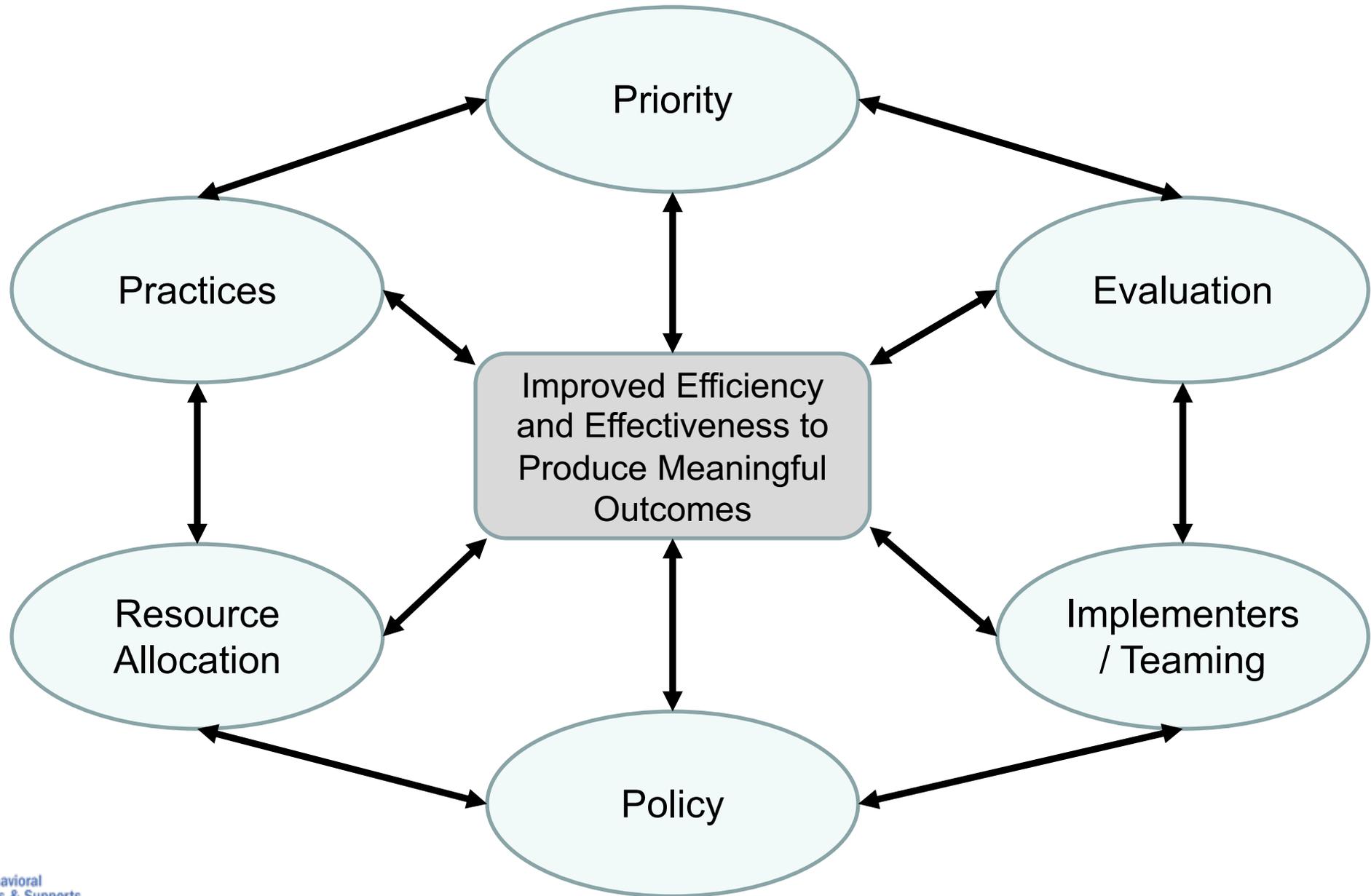
# Features of Effective Alignment

- Commit to using “evidence-based practices” that “fit” with the culture of the setting
  - Build an agreement to only adopt new initiatives (programs) if they meet standards for being evidence-based, logistically practical, culturally fit, better than what you already have
  - Require any new initiative to have a **Measure of Fidelity** and a **Measure of Impact**

# Features of Effective Alignment

- Conduct resource mapping to define what you are already are doing
  - In most context people are already doing many initiatives when they adopt something new
- Organize “practices” around core features that achieve your goal
  - Get content experts to help define practices and core features

# Integration and Alignment Opportunities



# Interview Questions

- How long does the alignment process take?
- Under what conditions (if any) is alignment most necessary?
- How do you know if your work on alignment is successful?
- What are the most challenging issues you have found with aligning key initiatives?
- When might alignment not be worth the work required to align?

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Example from Washington

# Building MTSS Capacity in Washington

School Climate

Inclusionary  
Practices

Dyslexia  
Legislation

Discipline Reform

Early Childhood  
Supports

Identification of  
Learning  
Disabilities

Social-Emotional  
Learning

Behavioral Health

Washington  
Integrated  
Supports Protocol  
(WISSP)

School  
improvement

Learning Assistance  
Program

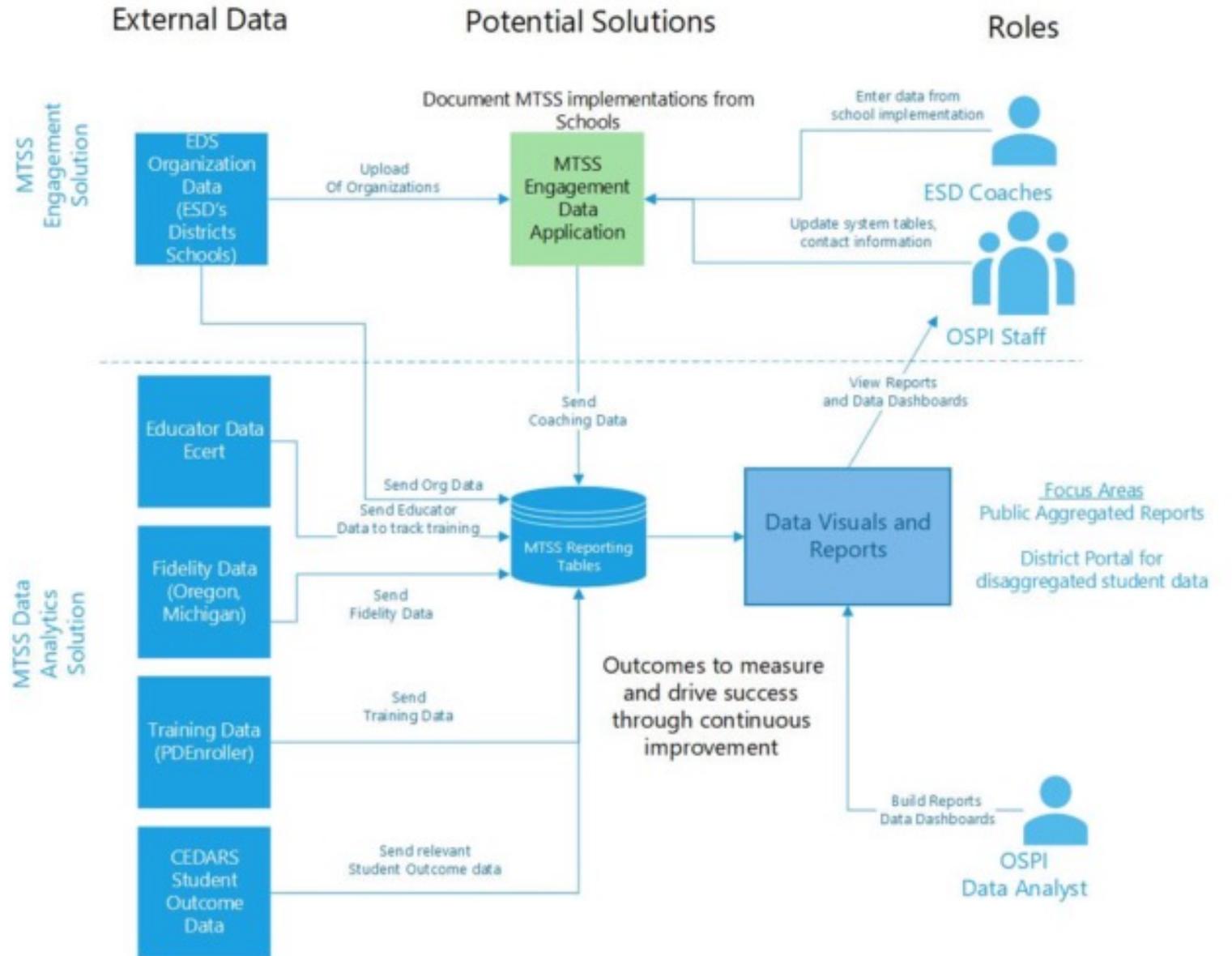




# Evaluation – Turning our Logic Model into a data-decision system

INPUTS	STRATEGIES/ ACTIVITIES	SHORT TERM OUTCOMES	MEDIUM TERM OUTCOMES	LONG TERM OUTCOMES
<p>MTSS Advisory Team (OSPI and representative stakeholders)</p> <p>State Design Team (OSPI): alignment of resources and messaging across departments</p>	<p>Build web-based training modules that are high quality, consistent, accessible</p> <p>Develop statewide network of regional implementation specialists</p>	<p>MTSS supports are available to districts regardless of size, geography and are consistent statewide.</p>	<p>State capacity is built across the state through cascading support structures for district capacity to be built (as measured by increase by scores on SSFI)</p>	<p>Improved student outcomes for students with disabilities and other students whose opportunities, growth and achievement lag behind their peers, including:</p>
<p>Implementation Team (OSPI and partners): developing consistent message and content.</p>	<p>Deliver synchronous and asynchronous learning opportunities</p>	<p>Increase in participant knowledge of MTSS upon accessing training.</p>	<p>Number of districts engaged and supporting MTSS increases (as measured by use of DSFI)</p>	<p>Improved academic outcomes, such as reading growth</p>
<p>School Climate Transformation Grant: supporting implementation of tier 1 PBIS</p> <p>National Center on Intensive Interventions: scaling up data-based individualization</p> <p>National Center for Pyramid Model Innovations: scaling up Pyramid Model implementation</p> <p>National Center on PBIS: scaling up PBIS and Interconnected Systems Framework</p> <p>CEEDAR Center: support state reforms in educator preparation programs to improve teaching for students with disabilities</p>	<p>Develop communication/feedback loops across cascade</p> <p>Provide technical assistance to districts, including development of action plans and use of data for continuous improvement</p> <p>Regularly collect and use data for continuous improvement</p> <p>Build opportunities for regional collaboration between districts and schools</p> <p>Support ESD capacity and consistency of MTSS support/alignment</p>	<p>Increase numbers of districts and schools that receive training and coaching</p>	<p>District capacity for implementation increases (as measured by scores on DSFI)</p> <p>Number of schools implementing MTSS increases (as measured by use of TFI, R-TFI, ECBOQ)</p> <p>Fidelity of implementation increases (as measured by scores on the TFI, R-TFI, ECBOQ)</p>	<p>Improved equity by decreasing opportunity and achievement gaps</p> <p>Decrease in use of exclusionary practices (suspension, expulsion)</p> <p>Increase in student, family, teacher's positive perception of school climate (as measured by school climate surveys and Healthy Youth Survey)</p>

# Evaluation



# What it's taken/taking to get this far...

- State Leadership Team
  - State Systems Fidelity Inventory (SSFI)
  - Developed an evaluation sub-committee
    - Developed evaluation questions and possible measures to answer the questions
- Internal Design Team (Directors across agency)
  - Collective list of data that would be valuable to share across initiatives/priorities/programs/departments
- Technical Work Team
  - Data elements, possible systems, costs, etc.
  - Met with numerous other states to learn about their systems, successes/challenges.

# Final thoughts

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# Interview Questions

- What do you wish you knew when starting your journey with alignment?
- What do your staff need to know about the alignment process?
- What resources have you found to be helpful in your alignment work?
  - What do you like about the resources?

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# Technical Guide for Alignment from the Center on PBIS

<https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>

### Introduction

As educators work to implement the Every Student Succeeds Act (ESSA), states and school districts will be working with increased focus on school climate, social behavioral health, school safety and the impact of an integrated whole child approach on academic outcomes. In many districts and schools, educators are faced with the challenge of having to implement, sustain, and evaluate several different innovations, initiatives, programs or practices at the same time. In many districts, various approaches to promote social-emotional competence (e.g., PBIS, mental health, bullying & violence prevention, restorative practices, and trauma-informed care to name a few) are being concurrently implemented and/or new ones are being adopted without recognition of the potential for redundancy, misalignment, ineffective implementation, and/or cost (funding and effort). In some instances, new or existing initiatives may actually be in conflict with each other philosophically, creating confusion and dissonance among leaders and practitioners.

Due to the complexity of implementing several initiatives at once or adopting new ones in the context of existing practices, the implementation systems of a district or school must be organized in a manner that is highly strategic, efficient, relevant, and effective. Ensuring sustainability and efficiency requires heightened attention on knowing what is being implemented across the system and the effective alignment and coordination of the systems that support the implementation including leadership teams, evaluation structures and professional development. Often districts have more programs or initiatives or practices than can be implemented well (Domitrovich et al., 2010; Sugai, & Horner, 2006)

without a formal process to guide decisions about selecting new initiatives or abandoning existing programs. McIntosh et al., (2013) has reported one of the primary variables impeding 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.

In the absence of a clear system-wide response to (for example) students' social-emotional competence needs, a district cannot ensure that its initiatives, programs and practices, are adequately aligned, prioritized, and integrated. Implementing various initiatives in silos can strain the limited resources of any district, resulting in less than acceptable levels of fidelity and impact for each initiative. Therefore, district and school leaders need to assess existing and potential (social-emotional and behavioral) efforts carefully to ensure investments in professional development and instructional resources have a high likelihood of achieving desired outcomes.

To guide an outcome-driven view for integrating initiatives, programs, or practices across the school and district levels, it is important to start with the end-in-mind: high fidelity implementation and effective student outcomes. Classrooms are the primary context where students should perceive a seamless system of supports as educators braid or merge several different evidence-based practices within the learning environment. Therefore it is essential that district level teams work side by side with school level staff members to ensure a manageable number of evidence-based practices are used and matched to student need

Michigan's Multi-Tiered System of Supports Technical Assistance Center  
May 2021 – Version 3.0 (DRAFT)

## MiMTSS Technical Assistance as a Value Added System

This document is intended to provide information about the MiMTSS Technical Assistance Center and the value added to our receivers.

### Addressing Critical Education Issues

We understand that schools and districts are faced with critical issues that must be addressed as a matter of best practice, political factors or legal mandates. The tables that follow emphasize the alignment of the MiMTSS TA Center, as well as overall Multi-Tiered System of Supports (MTSS) implementation work, with the mandates, priorities and policies of the Michigan Department of Education. MTSS is not an add-on or additional work. It is woven and braided within the mission and vision of the MDE, and the MiMTSS TA Center.

### Value Added to State Board of Education Goals and Policies

#### Michigan's Top 10 Strategic Education Plan

The vision for Michigan's Top 10 Strategic Education plan is Every learner in Michigan schools will have an inspiring, engaging, and caring learning environment that fosters independent and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding

**Value added:** The MiMTSS TA Center focuses on supports and alignment of these strategies that benefit all levels of the educational cascade: ISD, district, school, classroom, and student. The supports emphasize how to successfully use evidence-based practices for behavior, reading, and implementation science so every student has access to and benefits from high-quality instruction necessary for high academic and social outcomes.

#### State Board of Education Policy on Positive Behavioral Interventions and Supports

It is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

**Value added:** The MiMTSS TA Center works with schools and districts to develop a school-wide system of Positive Behavioral Interventions and Supports (PBIS).

#### Michigan State Board of Education Model Code of Student Conduct 2014

Model Code of Student Conduct provided by Michigan's State Board of Education is intended to support school districts in developing, updating or revising their local code of conduct. Specifically, the "State Board of Education strongly urges school districts to review existing zero tolerance policies and to adopt practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment" (p. 1). The voluntary Board policy recommended banning some practices and limiting others to emergency situations involving harm to self.

**Value added:** MiMTSS TA Center works with schools within districts to develop a school-wide system of Positive Behavioral Interventions and Supports (PBIS), which includes the routine collection and use of discipline, academic and attendance data to inform action planning and evaluate the impact of implementation efforts.

#### State Board of Education Resolution to Address School Discipline Issues Impacting Student Outcomes

School staff need effective pre-service and professional development opportunities to garner the skills and knowledge necessary to implement effective behavior management strategies.

**Value added:** MiMTSS TA Center provides coaching support, training and technical assistance to help schools and districts develop a schoolwide system of Positive Behavioral Interventions and Supports.

### Value Added to Legislation

#### Third Grade Reading Legislation (Public Act 306)

Guidelines for developing a school-wide system of support are necessary for preventing and remediating reading difficulties so students can be proficient readers by the end of third grade. The components of a school-wide system of support outlined in this legislation emphasize data, systems and practices that have evidence for improving reading outcomes.

**Value added:** One aspect of MiMTSS TA Center's intensive technical assistance program is focused on the successful use of the MTSS components to improve students' reading outcomes. MiMTSS TA Center supports (technical assistance and professional learning materials) address the components of the school-wide system of support outlined in this legislation. The Center provides support to school leadership teams ("reading leadership teams") as they work to install the components of a school-wide reading system. The professional learning emphasizes the "five major reading components" and how to use universal screening, progress monitoring, and diagnostic reading data to adjust instructional decisions. MiMTSS TA Center resources are also designed for coaches who will be working with the school leadership teams so they better understand the data, systems, and practices necessary to address student reading needs.

#### The State School Aid Act (amended section effective October 1, 2015)

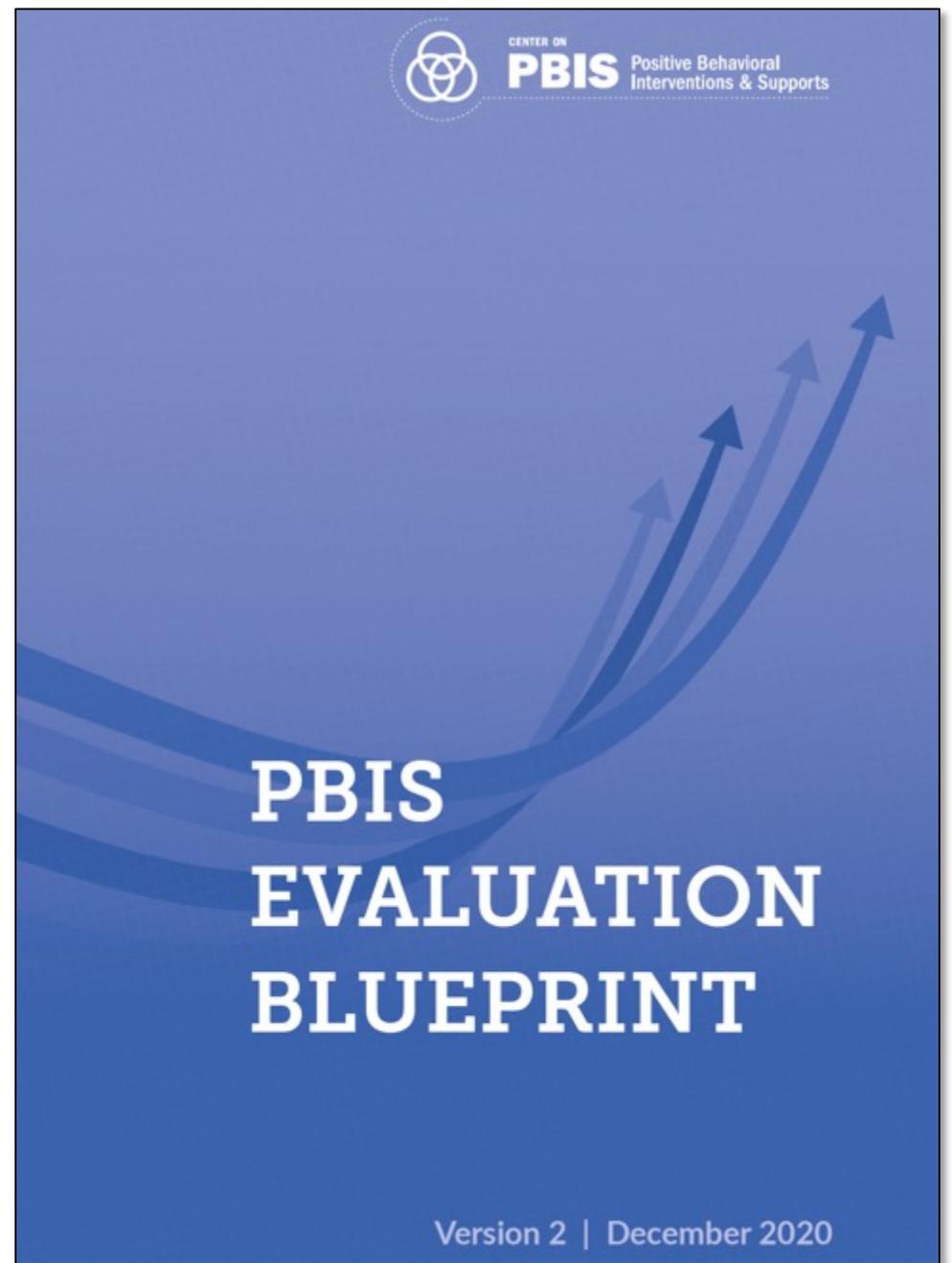
Amended language in the State School Aid Act in response to the Third Grade Reading Workgroup Report that identifies specific MTSS components to improve reading outcomes in

# Crosswalk of Governor's Education Plan and Michigan Department of Education-Implementation Supports for MTSS

Governor Whitmer Education Plan Components	Current MTSS Supportive Elements	Opportunity for further MTSS Supports
QUALITY EDUCATION FROM CRADLE TO CAREER		
<ul style="list-style-type: none"> <li>Phase in quality, full-day universal preschool</li> </ul>	N/A	Develop aligned and seamless MTSS supports for pre-k through high school that focus on effective learning environments. Provide Technical Assistance and Dissemination for preschool settings for the implementation of MTSS
<ul style="list-style-type: none"> <li>Raise Michigan's child care eligibility and reimbursement rates</li> </ul>	N/A	
<ul style="list-style-type: none"> <li>Triple the number of literacy coaches in Michigan</li> </ul>	Develop system for coaching support that involves coaching networks, structures of leveraging coaching support from state, region, ISD, LEA, school and grade level. Developing skill set for coaching competency.	Leverage existing coaching supports through current ISD or LEA structures as well as state, regional or association structures (i.e., GELN).  Also leverage MDE programs that fund literacy coaches and initiatives such as MI EXCEL
<ul style="list-style-type: none"> <li>Give students the in-school support they need</li> </ul>	Integration of reading and behavior supports. Connection with other agency supports (e.g., mental health, community services, juvenile justice)	Pilot Interconnected Systems Framework (ISF) integrating, aligning and leveraging mental health with schoolwide PBIS  Further align restorative practices, trauma informed care, social/emotional learning
<ul style="list-style-type: none"> <li>Support schools as the center of our communities</li> </ul>	Connection with other agency supports (e.g., mental health, community services, juvenile justice)	Support family engagement with MTSS process  Community understanding and involvement in creating competent and successful schools

# PBIS Evaluation Blueprint

<https://www.pbis.org/resource/pbis-evaluation-blueprint>



# Please Complete this Session's Evaluation

## Session #B8- Aligning & Evaluating State Level Initiatives with PBIS

### 1. In the Event Platform/App:

- In “Files” tab,
- In “Evaluations” in the navigation menu
- In “Chat”

OR

### 2. QR Code



**AFTER YOU SUBMIT EACH  
SESSION EVALUATION, CLICK  
THE LINK TO ENTER THE GIFT  
CARD RAFFLE**

*Evaluations are anonymous!  
We send reminder emails to all  
participants.*

