# SWiFT Differentiated Technical Assistance

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SWiFT
schoolwide integrated framework for transformation
www.swiftschools.org

IDEAS that Work

**SWIFT Center is grateful for partner states, districts, and schools who are building excellent and equitable teaching and learning for all students in their communities. We thank you for sharing the many photos in this document that reflect the inspiring work you do.**

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# Table of Contents


Introduction ..... 2

Theories of Action ..... 4

SWIFT Differentiated TA Practices ..... 7

Visioning ..... 8

Data Snapshots ..... 12

Priority and Practice Planning ..... 22

ion
Resource Mapping and Matching ..... 28

Transformation Teaming ..... 32

Coaching and Facilitation ..... 36

Conclusion ..... 39

References ..... 40

# Introduction

SWiFT

**Schoolwide Integrated Framework for Transformation** (SWIFT) Center was launched in October 2012 with funding from the U.S. Department of Education's Office of Special Education Programs (OSEP). This 24.5 million dollar effort provides technical assistance (TA) to urban, rural, and high-need school districts to improve outcomes for students with disabilities (OSEP, 2012a). SWIFT Center engages in partnerships with state education agencies (SEAs), districts, schools, and their communities to transform whole education systems into excellent teaching and learning environments that practice equity-based inclusion of all children.

**SWIFT defines these key terms as:**

- *Excellent* teaching and learning environments are those that produce measurable student social and academic gains.
- *Equity-based inclusion* values every student as a member of the neighborhood school and provides all the support needed to achieve social and academic success.
- *All children* means every child in a community, whether they struggle to learn, or are high achievers, or live in poverty, or are culturally or linguistically distinct, or have extensive physical support needs, to name a few examples.

SWIFT delivers TA differently than traditional models. In the U.S. public education system, some providers opt to immediately send out experts to deliver interventions to individual schools in order to quickly increase student achievement. Research shows, however, that these types of school-based interventions have short-term effects that tend to diminish over time (Fixsen, Blase, Horner, Sims, & Sugai, 2013). For this reason, SWIFT uniquely designed its TA practices to bring about lasting transformation and long-term student success.

SWIFT employs six TA practices that support an initial transformation process while simultaneously building system capacity to sustain and scale up equity-based inclusion in additional schools and districts over time. This paper explains these individual practices and how we weave them together for improved student outcomes. The practices are referred to as:

**Visioning**

**Data Snapshots**

**Priority and Practice Planning**

**Resource Mapping and Matching**

**Transformation Teaming**

**Coaching and Facilitation**

These SWIFT TA practices are not entirely new ideas. We stand on the shoulders of those who have succeeded in significant school transformation efforts (e.g., Ervin, Schaughency, Goodman, McGlinchey, & Matthews, 2006; Fixsen, Blase, Naoom, & Duda, 2013a; Horner et al., 2009; State Implementation and Scaling-up of Evidence-based Practices Center [SISEP], 2014).

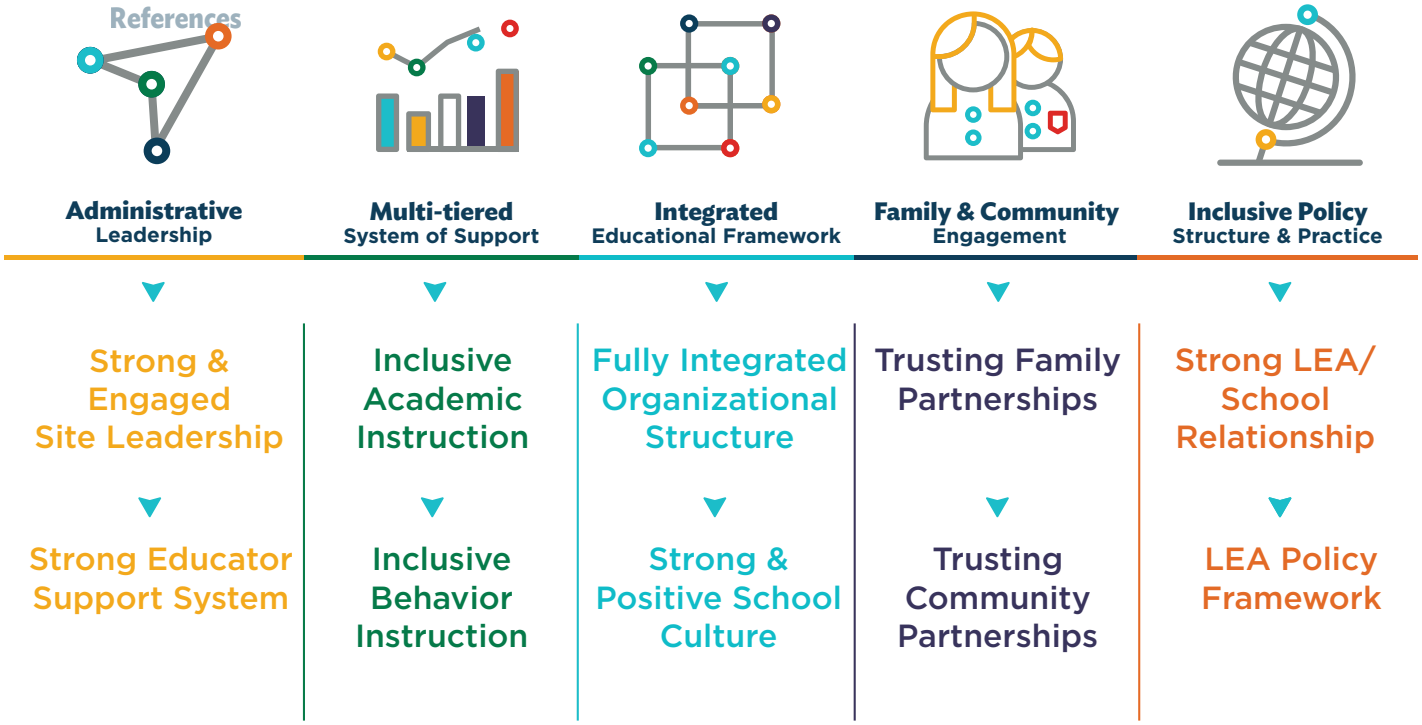



*Figure 1.* SWIFT Domains & Features

We offer this paper as insight into our current thinking about these practices. At the same time, we continue to evolve and learn more from our partner states, as well as from other TA centers. We hope this paper can be the basis for continuing dialogue with educators, families, state and federal policy leaders, and other centers funded by the U.S. Department of Education.

As a background for examining the SWIFT TA practices, we first summarize a few theories of action that under gird our work.

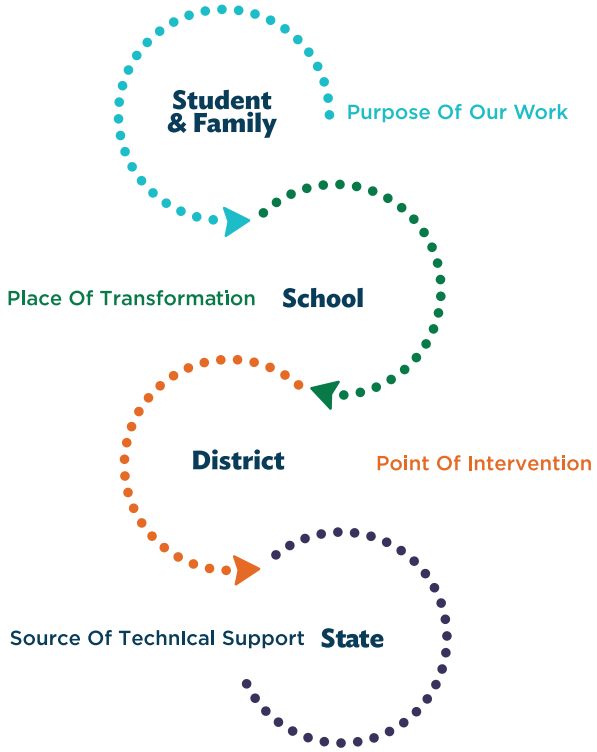



*Figure 2.* Cascading Levels of Influence

## Theories of Action

SWIFT TA at its core is about achievement gains for students with and without disabilities (Sailor et al., 2006). To achieve these gains, SWIFT's TA objective is to implement a framework of five evidence-based domains and 10 features (Figure 1). These domains and features are summarized in the following pages (SWIFT Center, 2016a).

A second theory of action that SWIFT embraces is that if the whole system is engaged across cascading levels of influence, sustainable change will be the result (Singal, 2006) (Figure 2). Improved student outcomes are the ultimate purpose of our work. But, because schools have the most direct influence on students in the system, they are the place of transformation. Meanwhile, research suggests that when a district is the point of intervention, schoolwide transformation and improved student outcomes become sustainable after incremental TA resources are gone (SISEP, 2014). Further, the theory holds that the SEA is the primary source of technical support for districts and schools to sustain the framework, as well as to scale up to additional districts and schools.

Another theory of action around which SWIFT TA practices are organized is that a transformed educational system comes from the work of people who are most knowledgeable about the students and local culture and values—that is, the educators already in the system, and the families and others who live in the community (Cooperrider & Whitney, 2005; Shaked, 2014).

# SWIFT Domains & Features

## Administrative Leadership

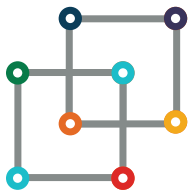
In SWIFT schools, strong and actively engaged Administrative Leadership is committed to improving teaching and learning within a system that empowers educators and school personnel. Strong and Engaged Site Leadership is the foundation for implementing, transforming, and sustaining systems throughout a school. The principal and leadership team empower educators and families to contribute to core school decisions to improve teaching and learning. A Strong Educator Support System provides the structures that enable educators to constantly improve their practices. Instructional supports may include professional learning, instructional coaching, and supportive, useful evaluation with a focus on building knowledge and skills.

## Multi-Tiered System of Support

A multi-tiered system of support is a continuum of research-based, systemwide practices of data-based decision making used to meet the academic and behavior needs of all students. Inclusive Academic Instruction utilizes schoolwide approaches to promote student learning and high achievement for all students. Schools use multi-tiered instructional strategies, differentiation, Universal Design for Learning, and flexible grouping to support instruction for all students, including those with the most extensive support needs. Academic and behavior supports are integrated within one multi-tiered system of support. Inclusive Behavior Instruction is a proactive approach to teaching social and behavior skills. Schoolwide interventions identify instructional priorities using multiple sources of data, prevent behavior challenges, and provide social and behavior supports. Academic and behavior supports are integrated within one multi-tiered system of support.

## Integrated Educational Framework

An Integrated Educational Framework encompasses ALL students, personnel, and stakeholders within a positive school culture and ensures full access for ALL students to participate in all school-related activities. A Fully Integrated Organizational Structure means full participation in the general education curriculum for all students. All students participate in the general education curriculum, instruction, and activities of their grade level peers, and schools embrace ways to redefine roles of paraeducators and teaching assistants to support all students. A Strong and Positive School Culture creates an atmosphere in which everyone feels like they belong. Particularly, students have equal access to extracurricular learning activities with appropriate supports, and school personnel share responsibilities to educate all students.



### Family & Community Engagement

Families, community members, and schools form a partnership in which each benefits from and supports the others. Trusting Family Partnerships contribute to positive student outcomes when family members and school staff have respectful, mutually beneficial relationships with shared responsibility for student learning; when family members have options for meaningful involvement in their children's education and in the life of the school; and the school responds to family interests and involvement in a culturally responsive manner. Trusting Community Partnerships contribute to positive student outcomes when schools work collaboratively with community members, agencies, organizations, businesses, and industry around common goals. Community representatives directly participate in school leadership, and schools enhance community resources.

### Inclusive Policy Structure & Practice

Inclusive Policy Structure and Practice includes a supportive, reciprocal partnership between the school and its district or local educational agency. A local educational agency (LEA) partners with the school to promote a shared vision and foster inclusive teaching and learning. Strong LEA / School Relationships use policy to formally organize and integrate initiatives and programs, address and remove barriers to success, and address ways to more effectively use resources. The LEA Policy Framework means that the LEA has a formal structure to continually evaluate and rewrite policy in support of quality practices. The LEA uses information from schools to support staff and ensure they receive training on relevant research and/or research-based practices.

**SWIFT TA rests on the important assumption that every school and district has attempted to improve student performance prior to entering into a SWIFT TA partnership, and therefore starts from a place of knowledge.**

SWIFT TA assumes that every school and district has strengths upon which to build. As TA providers, our role is deploying differentiated support that builds on those strengths and helps prepare the people in each school and district to implement the changes they envision for themselves. We also help them access the resources they need to make these changes. Even as our role is about building their capacity to transform and sustain, we fully partner with them and share full responsibility for the desired outcomes (Blase, 2009).

SWIFT recognizes that partner schools and districts need differentiated support to varying degrees as they begin to implement the SWIFT framework. For example, a school may decide to build on an existing strength, such as family engagement, and SWIFT TA is designed to extend that strength. This same school, however, may need more SWIFT TA support to implement another SWIFT feature,

such as an integrated educational framework. At any point in time, a school, district, or SEA may need a variety of resources for re-teaching and reviewing, and building directly on the initial support. This theory of action for TA is similar to the Gamm et al. (2012) view of multi-tiered educational systems. Such systems provide a continuum of increasing, intense, and evidence-based supports with none of those supports used to describe categories of students or instructional programs, or—in our case—schools, districts, or SEAs.

SWIFT TA values the importance of building on lessons learned by many members of the Office of Special Education Programs Technical Assistance Coordination Center, including National Implementation Research Network (NIRN; e.g., Fixsen, Blase et al., 2013); State Implementation and Scaling-up of Evidence-based Practices Center (SISEP, 2014); and National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS, 2010). These centers acknowledge that implementation of a new program is not an event, but a process that occurs over time, and in stages that may overlap and be revisited as circumstances change (AI Hub, 2013). Thus, SWIFT TA is a non-linear process involving multiple organizational levels and a variety of integrated practices.

Likewise, these centers reinforce for us the importance of using data to make sound decisions about the content and efficacy of the assistance we provide, and the necessity of using existing resources to accomplish better outcomes.

These underlying theories of action reveal how we think about what we do to achieve schoolwide integrated transformations that support each student's academic and behavioral success. Next, we describe how SWIFT works through the six TA practices, and we highlight some of the tools we use in the process.

## SWIFT Differentiated TA Practices

SWIFT is committed to schools and districts driving their own transformations while we work to see that every school gets what it needs, when it needs it. As a result of this commitment to differentiated support, our TA practices do not follow a strictly linear process, though they are linked together through logical relationships. Figure 3 lays out the most elementary of these logical connections. As we describe each practice, we will refer to and elaborate on these connections.

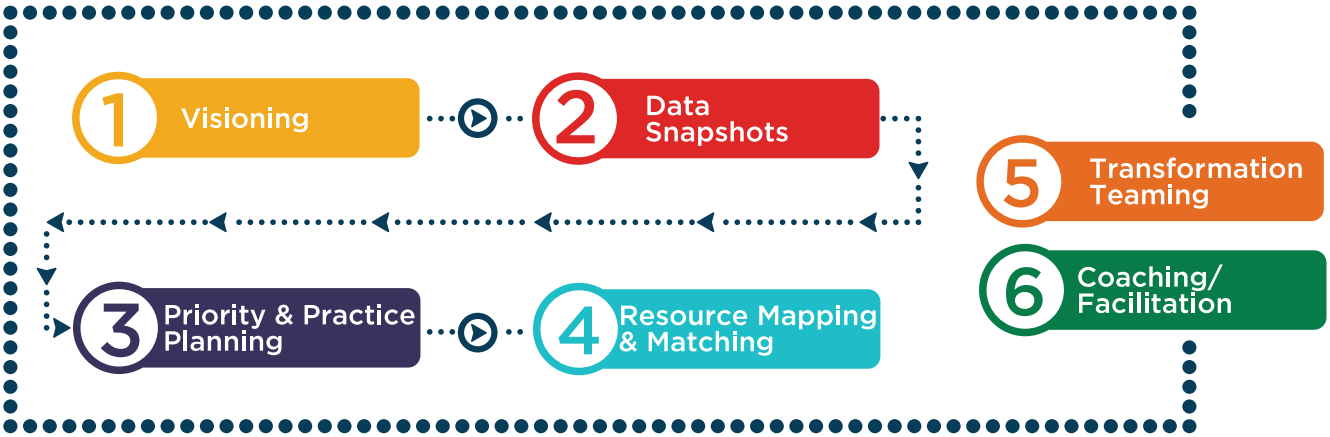



*Figure 3.* SWIFT Technical Assistance Practices

I Love the Look
of Words
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Saoirse
TICONDEROGA

# Visioning

**SWIFT Visioning** is a strengths-based practice that generates a collective agreement about an ideal future education system for all students in a community.

Using strengths as an approach to large-scale organizational change differs from deficit-based approaches, which begin by identifying pressing problems or performance gaps and their root causes (Shaked, 2014). A strengths approach, on the other hand, begins with the assumptions that (a) people, organizations, and surrounding communities have strengths and resources (Rapp, Saleebey, & Sullivan, 2005); and (b) that they can be resilient, resourceful, and capable of learning new strategies to overcome adversity and move in the direction of their shared vision (Pulla, 2012).

Strengths-based approaches do not ignore areas that need improvement or appear to be barriers to progress, but necessarily acknowledge these points as "opportunities," so that plans can be made to strategically bring about desired changes. In contrast to other methods, a strengths approach does not try to immediately fix existing problems. Instead, it "generates a collective agreement about what people want to do together and enough structure and energy to mobilize action in the service of those agreements. When that happens, many 'problems' get 'solved'" (Bushe, 2007, p. 7).

A Visioning practice with a strengths perspective looks "a lot more like an inspired movement than a neatly packaged or engineered product" (Cooperrider & Whitney, 2005, p. 34), and therefore has the momentum to sustain the desired changes. For example, in 2013, SWIFT held a three-day conference with partners at the earliest stage of involvement. At this event, the partners gained an understanding of what could be in their schools and districts as they learned about evidence-based practices in the SWIFT framework. Staff from six exemplar schools shared about their school inclusion experiences and offered real examples of how schools can bridge general and specialized supports and services for all children.

After learning and seeing what was possible, SWIFT and its partners acknowledged a mutual commitment to the shared belief statement on the next page. This belief statement set the direction for where the SWIFT transformation community wanted to go. The next question was how to get there.

SWIFT Visioning does not end with learning about the possibilities, but continues until each school, district, and SEA generates its own vision statement—in its own voice—describing an ideal future when the SWIFT framework is fully implemented in their community. Figure 4 offers an excerpt of one partner school's envisioned future aligned with each SWIFT domain.

To develop a vision statement or alignment, SWIFT TA facilitates teams to hold deep conversations about their current strengths and priorities, and to engage in exploration of future directions. These facilitated team conversations

## Strengths are

**"the wisdom, knowledge, successful strategies, positive attitudes and affect, best practices, skills, resources, and capabilities of the organization"**
(Whitney & Trosten-Bloom, 2010, p. 64).

**Finding, recognizing, and utilizing strengths come from asking such questions as:**

1. **What is right, useful, successful, uniquely good, or "alive" that we can build upon?**
2. **What existing assets and resources can we build upon?**
3. **What are our "bright spots" of practice?**
4. **How can we amplify what already works?**
(Shaked, 2014)

create greater local ownership of the transformation process and its outcomes, and reflect the unique nature of each school, district, or state culture and values. (For more information about these teams, see Transformation Teaming, page 32).

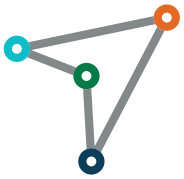
Vision statements and alignments are only the beginning of the transformation process. Many decisions must be made throughout the journey to become a fully integrated school. As one SWIFT partner school educator astutely noted, "The first question we had to tackle was, 'Where to start?'" (Wilson, 2013). The Data Snapshots practice, described in the next section, begins to answer that question.

## Shared Belief Statement

**We believe that, together, we can transform education so that it benefits each and every student, their families, and ultimately the communities in which they reside. SWIFT Center uses their talents, passion, and resources to ensure that every child is a valued member of their school and given the supports they need to achieve academic and social success.**

**What do we mean by "every child?" Students who are struggling readers, gifted, living in poverty, high achievers, children with disabilities, culturally and ethnically diverse students, and those with the most extensive needs.**

**SWIFT Center is committed to eliminating the silos in education by bridging general and specialized education to create powerful learning opportunities for students and teachers and to promote active, engaged partnerships among families and communities.**



**Administrative Leadership**

**Multi-tiered System of Support**

**Integrated Educational Framework**

**Family & Community Engagement**

**Inclusive Policy Structure & Practice**

| | | | | |
|---|---|---|---|---|
| Providing timely professional development that is aligned to our vision | Common planning time | Common planning time | Establish trusting partnerships with all members of the community (district staff, residents, businesses, students and their families) | Schoolwide collaboration and communication for all learners |
| Participating in site visits to observe high quality practices in action<br>ion | Increased technology | Increased technology | Reciprocal and meaningful communication and the exchange of knowledge to strengthen school programs and student learning | Organization into teams that include an inclusive academic environment that differentiates instruction through the use of flexible groupings that meet the needs of individual students |
| Conducting surveys to determine the needs of the school | Schoolwide collaboration and communication for all learners | Schoolwide collaboration and communication for all learners | School will provide families with relevant opportunities to support and be engaged with the school and their children's education | School will have an integrated curriculum utilizing a common vocabulary as well as assessment to measure student learning outcomes for competency in all content areas through a system of support for all learners |
| Forming committees to research the identified needs of the school | School will have an integrated curriculum utilizing a common vocabulary as well as assessment to measure student learning outcomes for competency in all content areas through a system of support for all learners | School will have an integrated curriculum utilizing a common vocabulary as well as assessment to measure student learning outcomes for competency in all content areas through a system of support for all learners | | |
| Identifying areas of need for student, teacher, and parent systems of support | Organizing into teams that include an inclusive academic environment that differentiates instruction through use of flexible grouping that meets the need of individual students | Organizing into teams that include an inclusive academic environment that differentiates instruction through use of flexible grouping that meets the need of individual students | | |

*Figure 4.* An example of a school vision statement shown in alignment with SWIFT domains

# Data Snapshots

**SWIFT Data Snapshots** bring people together to discuss complex data and ideas in simple, easy-to-comprehend formats (see Figures 5, 6, and 7). The purpose of the practice is to identify possible transformation priorities across school, district, and state levels, and to select three or four priorities to begin implementing.

Ideally, schools would transform quickly. Given the complex nature of the SWIFT framework and each unique school context, however, transformation is simply not a fast process. Members of school, district, and state leadership teams are asked to engage in the discussion leading up to transformation. Data gathered as part of the TA process offer important information about a school's rate of learning and ability to change. Therefore, SWIFT TA strives to balance a school or district's need to show change as quickly as possible with our charge to implement interventions that are sustainable and scalable. The implication of this balancing act is that we engage our partners in evaluating data—not just around implementing SWIFT features, but also data about their own capacity for implementing, sustaining, and scaling up the framework.

The Data Snapshots practice is also a mechanism to help an educational system cull and braid existing initiatives into a coherent framework, and to identify the actions that can have the biggest impact with the smallest effort. For example, schools are encouraged to leverage and strengthen existing practices, and then look to install and implement new practices. This approach enables local capacity through linking existing resources and providing collaborative opportunities without requiring new funding (see Resource Mapping and Matching, p. 28).

Finally, this TA practice is important because effective and efficient resource allocations are more likely to occur when districts and SEAs are informed by schools regarding their data-based priorities.

**Data Snapshots support transformation across the whole educational system by integrating data and priorities for change across cascading levels of influence—the school, district, and state.**

School Data Snapshots feed data and identified top priorities into a District Data Snapshot. District Data Snapshots likewise feed data and top priorities into State Data Snapshots. District and state priorities as well as resources close the feedback loop into school decisions about final priorities and action plans (see Priority and Practice Planning and Resource Mapping and Matching practices, pp. 22 and 28).

Data Snapshots forms and data sources for each organizational level are briefly described next.

### School Data Snapshots

School Data Snapshots (Figure 5) stimulate discussions that lead to a school's top priorities to achieve its vision.

First, a school transformation team identifies their current strengths and opportunities for growth in three categories:

- **Student Outcomes**
- **Content**
- **Capacity**

Strengths and opportunities for Student Outcomes refer to *why* change is occurring, as indicated by data about all students and all subgroups in reading and math proficiency, behavior, and educational environment. Strengths and opportunities for Content are about *what* change is occurring, specifically the extent to which SWIFT domains and features have been implemented as measured by SWIFT Fidelity of Implementation

## When to Review Data Snapshots

**School Data Snapshots**

are completed once and then reviewed each year as priorities shift and new data become available.

**District Data Snapshots**

are reviewed twice a year (e.g., December and May) to assure resources needed for school priorities are available.

**SEA Data Snapshots**

are reviewed twice a year, as the SEA is likely to have the ability to link and leverage resources that become available as specific school and district needs are communicated.

Tool (SWIFT-FIT) and SWIFT Fidelity Integrity Assessment (SWIFT-FIA). Strengths and opportunities for Capacity are about *how* change is occurring, as indicated by data about the stage of implementation and from a drivers of implementation best practices assessment.

Next, the school team articulates possible goals to enhance the identified strengths at the school (e.g., expand the scope, improve the fidelity) and to grow in ways that could advance the school toward their vision for inclusive education. They consider these possible goals in light of any existing school improvement plans, and then draft a set of three or four top priorities that make sense to them. These top priorities feed into the school's Priority and Practice Planning work as well as the District and State Data Snapshots.

**District Data Snapshots**

District Data Snapshots (Figure 6) support informed decision making about the nature and content of TA interventions that meet a set of top district priorities. Data elements that prompt conversations in district leadership and implementation teams include: districtwide average scores for all school level capacity, content, and student outcome indicators noted above; a specific focus on a district average SWIFT-FIT Inclusive Policy Structure and Practice score; and data from a District Capacity Assessment.

In addition, District Data Snapshots include the top priorities that schools have in common with one another and any potential district, state, or national resources that could address these priorities. This review of commonalities among the schools' top priorities creates an opportunity for a district to leverage or facilitate resource sharing among schools. Common priorities may also highlight a need for district action with regard to changes in structural elements (e.g., district policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions). As with schools, districts may use the SWIFT framework to develop coherence among many programs and funding streams; and the district's identified top priorities feed into the State Data Snapshots.

**State Data Snapshots**

In the same way that schools and districts identify their top priorities by reviewing data, strengths, and opportunities for growth, state teams hold conversations around these elements from all districts to develop top state priorities and identify potential resources for providing technical and financial support to schools and districts (Figure 7). State Data Snapshots present average scores from the multiple districts engaged in transformation as well

**SWIFT Data Snapshots** **School** **Date**

| What is right, useful, successful, uniquely good, or "alive" that we can build upon in our school? | | |
|---|---|---|
| | **Strengths**<br>Identify strengths to build on | **Opportunities**<br>Identify opportunities for growth |
| **WHY**<br>Reading:<br>Math:<br>Behavior:<br>Ed Environment: | | |
| **WHAT**<br>SWIFT-FIT Score:<br>SWIFT-FIA Score: | | |
| **HOW**<br>Stage Exploration Score:<br>Driver Best Practice Summary: | | |
| **Top School Priorities to Achieve Outcome Goals and School's Vision (for the next 6-12 months):** | | |

| Student Outcome Data Profile and Goal Setting | | | | |
|---|---|---|---|---|
| **WHY** | % of All Students *On Track* (2-3 year trend) | % of Students with IEP *On Track* (2-3 year trend) | Change Beginning to End of Year % *On Track* Beg % ->End % | Noted Gaps by Grade, ELL, Race, SES, AA-AAS, IEP Category |
| Reading | | | | |
| Math | | | | |
| Behavior | | | | |
| Ed Environment | 80% or more in Gen<br>Tier 1 Reading<br>Tier 1 Math | | | |

**Goal Setting**

**Reading:**

- By Spring 20_ the percentage of all students *on track* will increase to (no less than 3% above current).
- By Spring 20_ the percentage of all students with IEPs *on track* will increase to (no less than 5% above current).

**Math:**

- By Spring 20_ the percentage of all students *on track* will increase to (no less than 3% above current).
- By Spring 20_ the percentage of all students with IEPs *on track* will increase to (no less than 5% above current).

**Behavior:**

- By Spring 20_ the percentage of all students *on track* will increase to (no less than 3% above current).

**Educational Environment:**

- By Spring 20_ the percentage of students with IEP, including those students who use the Alternate Assesment, who spend 80% or more of their day in general education settings will increase to (_%).
- By Spring 20_ the percentage of students with IEP, including those students who use the Alternate Assesment, who participate in Tier 1 Reading and Math will increase to (_%) and (_%), respectively.

*Figure 5.* School District Data Snapshots Forms

**SWIFT Data Snapshots** **District** **Date**

| Reflect on Data Sources Across Schools & Within District | What is right, useful, successful, uniquely good or "alive" that we can build upon in our district? | |
|---|---|---|
| | **Strengths**<br>Identify strengths to build on | **Opportunities**<br>Identify opportunities for growth |
| **WHY**<br>Reading:<br>Math:<br>Behavior:<br>Ed Environment: | | |
| **WHAT**<br>SWIFT-FIT Score:<br>SWIFT-FIA Score:<br>SWIFT-FIA IPS&P:<br>School Avgs:<br>Feature Avgs: | | |
| **HOW**<br>Stage:<br>Driver Summary:<br>DCA: | | |

**Summarize Priorities Common Across SWIFT Partner Schools:**

**Identify Top District Priorities (for next 6-12 months):**

**SWIFT Partner Schools' Student Outcome Data and Goal Setting**

| **WHY** | % of All Students *On Track* (2-3 year trend) | % of Students with IEP *On Track* (2-3 year trend) | Change Beginning to End of Year % *On Track* Beg % ->End % | Noted Gaps by Grade, ELL, Race, SES, AA-AAS, IEP Category |
|---|---|---|---|---|
| Reading | | | | |
| Math | | | | |
| Behavior | | | | |
| Ed Environment | 80% or more in GEN<br>Tier 1 Reading<br>Tier 1 Math | | | |

**Goals Set By Schools**

**Reading:**

- Percentage of all students *on track* will increase to (list by school):
- Percentage of all students with IEPs *on track* will increase to (list by school):

**Math:**

- Percentage of all students *on track* will increase to (list by school):
- Percentage of all students with IEPs *on track* will increase to (list by school):

**Behavior:**

- Percentage of all students *on track* will increase to (list by school):

**Educational Environment:**

- Percentage of students with IEPs spending 80% or more of their day in general education settings will increase to (list by school):
- Percentage of students with IEPs participating in Tier 1 Reading will increase to (list by school):
- Percentage of students with IEPs participating in Tier 1 Math will increase to (list by school):

*Figure 6.* District Data Snapshots Forms

**SWIFT Data Snapshots** **State** **Date**

| Reflect on Data Sources Across Districts Within SEA | What is right, useful, successful, uniquely good or "alive" that we can build upon in our state? | |
|---|---|---|
| | **Strengths**<br>Identify strengths to build on | **Opportunities**<br>Identify opportunities for growth |
| **WHY**<br>Reading:<br>Math:<br>Behavior:<br>Climate Survey:<br>Ed Environment: | | |
| **WHAT**<br>SWIFT-FIT:<br>SWIFT-FIA:<br>SWIFT-FIT IPS&P:<br>Domain Avgs:<br>Feature Avgs: | | |
| **HOW**<br>Stage:<br>Driver Summary:<br>DCA:<br>SCA: | | |

**Summarize Priorities Common Across SWIFT Partner Schools and Districts:**
**Identify Top SEA Priorities (for next 6-12 months):**

**SWIFT Partner Districts' Student Outcome Data and Goal Setting**

| **WHY** | % of All Students *On Track* (2-3 year trend) | % of Students with IEP *On Track* (2-3 year trend) | Change Beginning to End of Year % *On Track* Beg % ->End % | Noted Gaps by Grade, ELL, Race, SES, AA-AAS, IEP Category |
|---|---|---|---|---|
| Reading | | | | |
| Math | | | | |
| Behavior | | | | |
| Ed Environment | 80% or more in GEN<br>Tier 1 Reading<br>Tier 1 Math | | | |

**Goals Set By Districts**

**Reading:**
- Percentage of all students *on track* will increase to (list by district):
- Percentage of all students with IEPs *on track* will increase to (list by district):

**Math:**
- Percentage of all students *on track* will increase to (list by district):
- Percentage of all students with IEPs *on track* will increase to (list by district):

**Behavior:**
- Percentage of all students *on track* will increase to (list by district):

**Educational Environment:**
- Percentage of students with IEPs spending 80% or more of their day in general education settings will increase to (district):
- Percentage of students with IEPs participating in Tier 1 Reading will increase to (list by district):
- Percentage of students with IEPs participating in Tier 1 Math will increase to (list by district):

*Figure 7.* State Data Snapshots Forms

| Stage-Based Implementation: **EXPLORATION** | In Place (2) | Initiated or Partially in Place (1) | Not Yet in Place (0) |
|---|---|---|---|
| **A. Review of Starter Kit** | | | |
| **1. SWIFT Startup Plan** | We have completed the Startup Plan | We have begun to gather and/or document information related related to this component | We have not gathered or documented any information related to this component |
| **2. SWIFT Resource Map** | We have completed the Resource Map and School Data Profile | We have begun to gather and/or document information related to this component | We have not gathered or documented any information related to this component |
| **3. SWIFT Master Schedule** | We have<br>• Reviewed and discussed the Sample Master Schedule<br>• Submitted a copy of our current Master Schedule | We have begun to gather and/or document information related to this component | We have not gathered or documented any information related to this component |
| **4. SWIFT Tiered Intervention Matrix** | We have<br>• Reviewed and discussed the Sample Tiered Intervention Matrix in relation to our current practices<br>• Completed and submitted the Tiered Intervention Matrix (based on our current practices) | We have begun to gather and/or document information related to this component | We have not gathered or documented any information related to this component |

*Figure 8.* Excerpt from Foundation Setting-Exploration School Self Assessment for determining capacity for transformation and stage of implementation

as a State Capacity Assessment score. In addition to top priorities for action, the team engages in reflection about how to build capacity to scale up and sustain the SWIFT framework in the state, and about the resources available to accomplish it.

The entire Data Snapshots practice allows each school and district to have a voice in the transformation process that is heard and valued by its state education agency.

### Data Sources for Snapshots

Although some statistics included in Data Snapshots are drawn from existing sources (e.g., student outcomes), SWIFT assessment tools provide many other data. At the school level, four tools provide data:

- Foundation Setting-Exploration School Self Assessment
- Drivers of Implementation Best Practice Assessment
- SWIFT Fidelity of Implementation Tool (SWIFT-FIT)
- SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

District and State Data Snapshots also use these four data sets represented as districtwide and statewide averages, respectively. They also include unique data gathered via the SISEP District and State Capacity Assessment tools (Fixsen, Duda, Horner & Blase, 2014). Each data source is briefly described and shown in the following pages.

### Foundation Setting-Exploration School Self Assessment

Foundation Setting-Exploration School Self Assessment (Figure 8) is a data collection tool that helps school teams get ready to implement inclusive practices. These data help them to better understand their capacity for transformation and stage of implementation.

### Drivers of Implementation Best Practices Assessment

Best practices associated with three key drivers of implementation, that is, leadership, organization and competence, may be qualitatively evaluated using Fixsen's (2013) rubrics (Figure 9).

| Competency Driver-Recruitment and Selection of Staff | | | | | | |
|---|---|---|---|---|---|---|
| **To what extent are best practices being used?** | In Place | Partially In Place | Not in Place | Don't Know | Don't Understand | Notes |
| 1. Accountability for development and monitoring of quality and timeliness of selection services is clear (e.g., lead person designated and supported) | | | | | | |
| 2. Job description clarity re: accountability and expectations | | | | | | |
| 3. Pre-requisites for employment are related to new practices and expectations (e.g., basic group management skills) | | | | | | |
| 4. Interactive Interview Process | | | | | | |
| Behavioral vignettes and behavior rehearsals | | | | | | |
| Assessment of ability to accept feedback | | | | | | |
| Assessment of ability to change own behavior | | | | | | |
| 5. Interviewers who understand the skills and abilities needed and can assess applications accurately | | | | | | |
| 6. A regular process is in place to feed forward interview data to training staff, administrators, and coaches (integration) | | | | | | |
| 7. A regular process is in place to gather feedback from exit interviews, training data, turnover data, opinions of administrators and coaches, and staff evaluation data to evaluate effectiveness of this Driver | | | | | | |
| **Best Practice scores**: Percent of Recruitment and Selection Items in each Column. Note: "Don't Know" and "Don't Understand" are not scored, nor are they part of the denominator when calculating scores. | | | | | | |

*Figure 9.* Example rubric from the Drivers of Implementation Best Practices Assessment

## SWIFT-FIT

SWIFT Fidelity of Implementation Tool (SWIFT-FIT) measures the extent to which a school has installed SWIFT features (Figure 10). SWIFT-FIT is a body of evidence review administered by trained, external assessors using observations, interviews, and document reviews.

## SWIFT-FIA

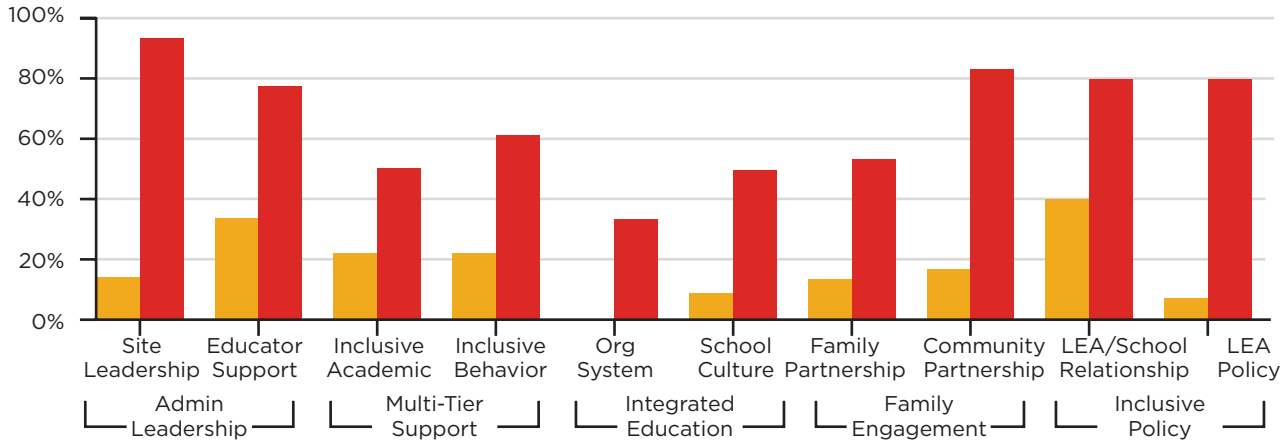
For a brief self-assessment schools use SWIFT Fidelity Integrity Assessment (SWIFT-FIA). It is useful for monitoring and understanding implementation progress (Figure 11).

## Student Outcomes

Secondary data sets drawn from the schools, districts, and state education agency records are used for student outcome data. Data Snapshots include the percent of all students and all subgroups (e.g., students with IEPs, English learners, race/ethnicity groups) who are proficient in reading and math, who experience office discipline referrals, and are who included in the general educational environment for at least 80% of the school day.

## District and State Capacity Assessments

District and state teams may participate in a structured interview to better understand their own capacities for implementing evidence-based practices and other effective innovations (Fixsen et al., 2014). When these data are available, they are included in District and State Data Snapshots.




| | Admin Leadership | | Multi-Tier Support | | Integrated Education | | Family Engagement | | Inclusive Policy | |
|---|---|---|---|---|---|---|---|---|---|---|
| Date Complete | Site Leadership | Educator Support | Inclusive Academic | Inclusive Behavior | Org System | School Culture | Family Partnership | Community Partnership | LEA/Shool Relation | LEA Policy |
| 12/17/13 | 13% | 33% | 22% | 22% | 0% | 8% | 13% | 17% | 40% | 7% |
| 9/26/14 | 93% | 78% | 50% | 61% | 33% | 50% | 53% | 83% | 80% | 80% |

*Figure 10.* SWIFT-FIT outcomes across two time periods

**Valued Leadership**
1.1 Our school has a valued School Leadership Team to implement and sustain system transformation that continuously improves teaching and learning.

**Empowered Decision Making**
1.2 The Principal and School Leadership Team encourage open communication and support all educators and families to contribute to core school decisions.

**Educator Coaching and Learning**
2.1 Our school provides sufficient professional learning and instructional coaching to improve teaching and learning.

**Personnel Evaluation**
2.2 In our school, personnel evaluation is supportive and useful for educators to build instructional knowledge and skills.

**Academic Supports**
3.1 Our school has schoolwide systems to promote academic success for all students, and responds with additional support for students who do not demonstrate success.

**Academic Instruction**
3.2 Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum activities.

**Data-based Decision Making (Academic)**
3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.

**Behavior Prevention**
4.1 Our school has schoolwide systems to promote effective social behavior for all students.

**Behavior Intervention**
4.2 Our school provides research-based, multi-tiered interventions based on functions of behavior with fidelity.

**Data-based Decision Making (Behavior)**
4.3 Our school identifies and prioritizes instructional interventions based on analyzing multiple sources of behavior data.

**Tier I Instruction for All**
5.1 All students in our school participate in the general education curriculum instruction/activities of their grade level peers.

**Non-categorical Service Delivery**
5.2 Our school embraces non-categorical service delivery to support diverse needs of students.

**Full Access for All Students**
6.1 All students—including those with IEPs—in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate supports.

**Shared Responsibility**
6.2 All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in our school.

**Family Opportunities to Participate**
7.1 Our school provides families with opportunities/resources to participate in the decision making of their child's education.

**Partnerships with Families**
7.2 All personnel in our school understand the importance of building positive partnerships with their students' families.

**Community Collaboration**
8.1 Our school collaborates with a variety of community partners to match resources and services in the community with identified school needs.

**Community Benefits**
8.2 Our school offers various resources to benefit the surrounding community.

**LEA (District) Support**
9.1 Our LEA (District) actively and adequately supports our schools' implementation of SWIFT features.

**LEA (District) Addresses Barriers**
9.2 Our LEA (District) addresses and removes policy and other barriers to success.

**LEA (District) Links Initiatives**
10.1 Our LEA (District) supports SWIFT practices by linking multiple initiatives, revising policies, and extending successful implementation cases to other schools.

**LEA (District) Process for Rearch-based Practices**
10.2 Our LEA (District) uses school-building information to support and ensure training regarding research and/or research-based practices.

*Figure 11.* SWIFT-FIA Items

# Priority & Practice Planning

## Priority & Practices

**SWIFT Priority and Practice Planning** is the process teams use to develop and monitor transformative action plans.

SWIFT defines a "priority" as an opportunity identified by the team in order to achieve their vision (e.g., enhance family engagement); and an educational "practice" as a purposefully selected intervention, action, or collection of activities that leads to the accomplishment of the priority (e.g., include a few family members as full members of the school leadership team). Thus, SWIFT TA is not a one-size-fits-all process, but involves differentiated support that is defined by and responsive to each school, district, and state vision and priorities.

Priority and Practice Planning introduces the stages of implementation concept into the SWIFT TA partnership because often school or district teams are eager to implement new practices. However, research suggests that new practices are less effective and sustainable when implemented before the people and systems in the environment are ready. Therefore, this TA practice is designed to ensure that the implemented practices will sustain over time and result in positive outcomes for students.

Priority and Practice Planning is a facilitated process, usually led initially by a SWIFT TA Facilitator but eventually by school, district, or state education agency staff. This TA practice may be engaged in by a school transformation team, a district implementation team, or other key groups of education leaders responsible for developing, monitoring, and improving components of a SWIFT feature. Thus, during a whole-system transformation, many different strands of this TA practice take place at any given time; and each strand occurs over a span of time through stages of implementation.

Schoolwide transformations take time and go through different stages of implementation, such as exploration, installation, initial implementation, and full implementation (Fixsen et al., 2005). SWIFT TA relies on the basic structure and definitions of these stages used by other programs (Fixsen et al., 2013; PBIS, 2010). We anticipate and allow for overlapping and recursive movements among these stages, particularly in the context of this TA practice.

An important first step toward achieving the school, district, or state vision of inclusive education is to review and clarify the priorities identified in Data Snapshots. For example, a school team may have determined that enhancing their Tier 2 reading instruction is a top priority to establish a Multi-Tiered System of Support (MTSS). Using the Priority and Practice Planning Guide (Figure 12), the team talks through a set of questions to help them to initially learn about their options for supplemental reading interventions, and choose one (or more) to implement, perhaps on a limited basis.

Next the Guide prompts the team to prepare people and systems to use the selected intervention, as well as to reflect on how they are implementing the new practice and whether adjustments are needed. After some experience with the new educational practice, the Guide prompts the team to reflect on whether the practice is producing the expected student outcomes, and whether to continue and expand use of the practice in their school.

SWIFT TA labels these stages of implementation as: Laying the Foundation; Installing; Implementing; and Sustaining Schoolwide Implementation. Stages of implementation are useful in the TA process, serving as guideposts that help shape understanding, expectations, and decisions about where to go and what to do next.

Implementation of a fully braided SWIFT framework is a dynamic, iterative process. The time required for implementation of SWIFT will vary and depend on a multitude of factors, which will be different for each school, district, and state. Transformation teams engage in different activities in each stage of implementing practices. Descriptions of these stages follow.

### Laying the Foundation

SWIFT applies the Laying the Foundation stage in two ways. First, SWIFT TA facilitates a broad exploration process in which states, districts, schools, and their communities learn about and examine the degree to which the SWIFT framework meets the needs of the students they serve. Second, after Data Snapshots and when teams are ready to think about implementing specific practices, SWIFT TA facilitates a more targeted process for addressing each priority at its own pace while applying the principles of this stage.

The purposeful activities of the Laying the Foundations stage are designed to address cultural needs in each school. Just as a shared and culturally responsive vision is essential early in the TA process, culturally responsive implementation planning allows SWIFT TA personnel to tailor the support they provide to the community. Embedding respect and care of those in the environment fosters a transformation plan linked closely to the stakeholders in each unique school culture. SWIFT TA fosters conversations that allow for open and honest dialogue and facilitate coaching and support around cultural issues (Beauboeuf-Lafontant, 1999; Ladson-Billings, 1995; Villegas, 1991).

Teams begin laying foundations by asking, "How are we purposefully reflecting culturally and linguistically diverse students and school community in our visioning of our future school and top priorities and new practices?" (Klingner et al., 2005). Teams work to develop stakeholder engagement by ensuring multiple perspectives that uplift and promote each team member's contribution, while asking, "Who is not represented here that should be, whose voice is not being heard that is an important part of our story?" (Nichols, Rupley, Webb-Johnson, & Tlusty, 2000).

In the earliest part of a Laying the Foundations stage, districts and schools explore the SWIFT framework and then make their own determination of the "goodness of fit," that is, whether a SWIFT transformation is feasible for them at that time. When ready, a school formally signals its agreement and readiness for transformation by a vote of the school's faculty, staff, administration, and families.

This stage takes on a new hue after a formal agreement is in place and the school more fully explores specific features and makes decisions about transformation priorities through the six SWIFT TA practices. Each feature then moves through the subsequent stages of implementation at its own pace. For example, a school may be well positioned to move quickly to engage families, but needs more time to prepare people and systems to use MTSS.

### Installing

When ready, state education agencies, districts and schools, along with stakeholders, prepare to implement or use a new practice (e.g., identify funding streams and start up costs, develop strategies for personnel utilization). The primary purpose of the Installing stage is to describe and put in place any structural and functional changes needed to initiate new programs and practices (e.g., policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new

**Priority:** An opportunity identified by the team in order to achieve their vision.

**Practice:** A purposefully selected intervention or collection of activities that leads to accomplishment of a priority.

| LAYING THE FOUNDATION Why/What | INSTALLING Where/How? | IMPLEMENTING How are we learning? | SUSTAINING SCHOOLWIDE IMPLEMENTATION How are we sustaining? |
|---|---|---|---|
| Learn Options | Prepare People & Systems | Try Out the Practice | Students & System Outcomes Show the Practice Works |
| Choose Practice | Train | Reflect and Recommend Improvements in Practice & System | Competent, Organized, Well Led System for Practice |
| 1. We know what options (practices) exist for this priority.<br>2. We agree on which practice we want to implement. | 3. We have people and systems prepared to implement this practice.<br>4. We have well-trained people who will be trying out this practice. | 5. We have tried out this practice.<br>6. We have reflected on and recommend improvements in this practice and the systems that support it. | 7. We have student and system outcomes that show this practice is working.<br>8. We have a competent, organized, well-led system for this practice. |

*Figure 12.* Priority and Practice Planning Guide overview

positions); and develop personnel competencies for new practices, including recruiting, selecting and training the first implementers, and establishing coaching and support for these individuals.

During the Installing stage, SWIFT TA supports states, districts and schools as they build trust and decide how they will prepare and support those involved in the new practices. Further, a structure is established to collect data to be used to inform coaching for improved performance, and to facilitate fidelity of implementation (i.e., performing the new skill as intended).

SWIFT TA anticipates that states and districts are primarily responsible for leading the change to such structural elements as policies, funding allocations, union agreements, and public relations. Simultaneously, districts and schools bear responsibility for leading changes to structures such as personnel assignments and preparation, classroom space, and materials. A district, therefore, has a particularly important role in assuring alignment among these many structural elements and is a critical focal point for the TA relationship. Further, as a school moves into the Installing stage for one or more features, the TA support involves:

- Checking readiness for implementation using the capacity and content measures described in Data Snapshots.
- Refining communication and reporting structures to ensure stakeholders receive information they need.
- Refining team membership and functions to ensure they have the capacity to perform a new practice (e.g., understand new roles and responsibilities).

## Implementing

The Implementing stage places emphasis on bringing new practices to life. The goal of this stage is to show how existing resources can be applied to the implementation of the practice (see Resource Mapping and Matching, page 28), as well as document whether desired outcomes are achieved.

This stage is formidable because it ushers in new practices on a

schoolwide basis, with an emphasis on supporting all students. Implementing stage begins when district and school personnel are ready to put to use new or revised practices associated with one or more SWIFT features. In many instances the practices will not be altogether new. They may build on or enhance fidelity of implementation for some of a school's existing strengths. In other cases, the practices may be new to some schools, and these school may rely on evidence and knowledge from other schools.

With each new stage, SWIFT TA involves repositioning or creating communication, team, and data system structures. Additionally, the TA process introduces methods for identifying barriers and adaptive challenges to initial implementation, and for solving problems. These methods occur quickly enough to provide time-sensitive support to those piloting the new practices and involve teacher teams (e.g., grade-level teams), school transformation teams, and district implementation teams, as needed.

During the Implementing stage, teams revisit and revise district or school coaching and support practices, which are intended to ensure that staff are developing and utilizing competencies with fidelity. SWIFT TA builds district capacity to evaluate data systems for measuring, reporting, analyzing, and decision making related to outcomes and fidelity of implementation for the new practices. Data Snapshots are an example of how data are used within each teaming structure to plan for future growth in SWIFT features that move a school toward its vision. Ultimately, the Implementing stage creates an opportunity for a school to celebrate implementation of a priority.

### Sustaining Schoolwide Implementation

During a Sustaining Schoolwide Implementation stage the general objective is to engage in the new practice and demonstrate durable outcomes that can be replicated across sites within the organization. This stage is about "strengthening the affirmative capability of the whole system, enabling it to build hope and sustain momentum for ongoing positive change and high performance" (Cooperrider & Whitney, 2005).

For SWIFT TA, this stage occurs when state education agencies and districts harness their will and capacity to help all their schools implement SWIFT features with fidelity—that is, make a complete transformation to excellent, equitable, and unified teaching and learning. During this stage all students and supports are nested in general education, with support from specialized education. As a whole school experiences higher achievement, the gaps between historically at-risk subpopulations and the general population narrow. Whole school culture is positive and family and community partnerships exist. School leaders, students, families, and communities become advocates for the vision of equitable and excellent education for all.

### Simultaneous and Recursive Stages of Implementation

The four stages of implementation overlap as different priorities related to the many SWIFT features enter and exit Priority and Practice Planning. In short, the TA process begins to look a bit "messy." For example, in a single meeting, a school transformation team may operate in the Laying the Foundations stage to learn options for a priority to improve family engagement, and also celebrate completion of the Implementing stage for improving MTSS through better Tier 2 reading instruction. At any given time, a district implementation team may interact with multiple schools involved with a range of priorities and practices in different stages of implementation, causing that team to flow among the stages in its decision making.

As mentioned in Data Snapshots, one mechanism for understanding and managing this complexity is continuous monitoring of fidelity of implementation of all SWIFT features, regardless of their individual stages of implementation. through the SWIFT-FIT.

## Administrative Leadership

### Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

### Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

## Multi-Tiered System of Support

### Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports

### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports

## Integrated Educational Framework

### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

## Family & Community Engagement

### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

## Inclusive Policy Structure & Practice

### Strong LEA/ School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

### LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand

*Figure 13.* Steps to get you started implementing SWIFT features

# Resource Mapping & Matching

**SWIFT Resource Mapping and Matching** is a process of matching school, district, and state education agency priorities to existing resources whenever possible.

Transformation of whole educational systems to a SWIFT framework involves imagining new ways to use existing resources to achieve planned priorities. Resources may include space, staff, time, materials, technology, and funds. An emphasis on using existing resources extends our theory of action that every school, district, and community has strengths on which to build. "A central notion [of a strengths-based approach] is that the path to goal attainment is the matching of desires, strengths, and environment resources" (Rapp et al., 2005, p. 82). Further, SISEP (2014) suggests that within a statewide education system, implementation capacity can be developed once existing resources are reordered to be used more effectively and efficiently. SWIFT extends this idea toward building state and district capacity to sustain SWIFT transformations and to scale up to additional schools and districts in the absence of SWIFT Center TA resources. SWIFT strives to help states, districts, and schools cull and braid existing initiatives into a coherent framework that moves them toward their vision.

Resource Mapping and Matching practice occurs in relation to the Data Snapshots and Priority and Practice Planning processes, and flows up and down the cascading levels of influence. Schools and districts naturally look first to reallocation of their local resources, and then to state and other resources to align with their priorities to achieve their shared vision. They may utilize existing resources in new ways (e.g., changing the way they use their building space, re-assigning staff to new roles) or utilize previously untapped resources from non-local sources (e.g., using IDEA Part B funds for continuing early intervening services, federal TA center support for professional learning, corporate donations for technology upgrades, community volunteers).

A resource mapping tool (Figure 14) enables teams to see in one place all available external support (e.g., federally funded centers, grant projects, philanthropies) that may be mobilized to implement planned priorities. SWIFT TA supports initial development of a map for each state, and helps build the capacity for each state agency to manage and maintain the map over time. Resource maps enable states to monitor all proposed activity and

to ensure coherence in the delivery of resources for accomplishing district and school transformation. A resource map, among other things, is a tool to prevent schools and districts from receiving conflicting information from different external funding sources.

Our intention is to help our TA partners to first draw from the array of existing resources available within the district or state, and then fill any gaps with national resources.

SWIFT brings specific school priorities to the forefront so that existing resources can be leveraged in new ways.

| SWIFT Domains & Features | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Initiatives | Admin Leadership | | MTSS | | Integrated Educational Framework | | Family & Community Engagement | | Inclusive Policy Structure & Practice | |
| | Strong & Engaged Site Leadership | Strong Educator Support System | Inclusive Educator Academic Instruction | Inclusive Educator Behavioral Instruction | Fully Integrated Organiztional Structure | Strong & Positive School Culture | Trusting Family Partnerships | Trusting Community Partnerships | Strong LEA/ School Relationship | LEA Policy Framework |
| Common Core Standards | X | X | X | | | | | | X | X |
| Teacher Evaluation | X | | | | X | | | | | X |
| Innovate State Community | | X | X | | | | | | | |
| Assessment: PARCC/ DLM | X | | X | | | | | | | X |
| State SMART | X | X | X | X | X | | X | X | X | X |
| State School Climate Survey | | X | X | X | | X | X | X | X | X |
| State DOE Student | | | | X | | X | | | X | |
| Juvenile Justice System Improvement | X | X | X | | X | | X | X | X | X |
| Social Emotional Learning | X | X | X | X | X | X | X | | X | |
| FABRIC (ELL) | | X | X | | | X | | | | |
| ELL Scaffolds (English Language Learners) | | X | X | | | | | | | X |
| Community-Based Instruction | X | X | X | X | X | X | X | X | X | X |
| Structured Learning Experience (Students with Disabilities) | X | X | X | X | X | X | X | X | X | X |
| PCAST: Transition Planning (Students with Disabilities) | | X | X | X | | X | X | X | | |
| Universal Design for Learning | X | X | X | X | X | X | X | X | X | X |
| State TSS | X | X | X | X | X | X | X | X | X | X |
| PBIS | | X | X | X | | X | | | | |
| LRE Settlement | X | X | X | X | X | X | X | X | X | X |

*Figure 14.* SWIFT resource map

**SWIFT Center makes available a broad range of external resources, including media, guidance documents, summaries of research-based practices, and more. SWIFT provides access to existing resources via professional learning communities and technology that cross-pollinate knowledge among states, districts, and schools that have implemented the SWIFT framework and those endeavoring to do so.**

For example, among schools, free knowledge sharing interactions might involve providing videos of how some schools organize an inclusive classroom, arranging a site visit for an exploration team, or establishing a direct communication process between schools.

SWIFT TA continually works to access the state of the art knowledge of multiple experts and vet many free resources that can be matched to support implementation of feature specific practices. Visit guide.swiftschools.org for access to these resources.

Finally, in the event that TA for SWIFT implementation cannot be found within currently available resources, SWIFT uses a systematic approach to identify and match "Feature Faculty" who can provide high quality assistance that is strongly aligned to the TA partner's values and vision. SWIFT vets Feature Faculty to ensure that districts and schools get assistance as needed from highly skilled professionals with proven experience in areas encompassed by SWIFT features.

# Transformation Teaming

**SWIFT TA practices** represent what Fixsen, Blase, Horner, and Sugai (2009) describe as a "purposeful, planned series of activities that is designed to reach an outcome that is valued by the host organization" and they depend on "a stable, on-going negotiated relationship" between the TA providers and the TA recipients (p. 1). **Transformation Teaming** practice defines the roles and communication strategies involved in carrying out the planned series of activities described in this paper; and the **Coaching and Facilitation** practice defines the negotiated relationship.

As a means of building capacity with a wider reach than a single teacher, classroom, or school, SWIFT TA expects districts to share the on-site responsibility for implementation that in other TA models would be filled solely by an external "expert." Thus, early in a TA partnership, SWIFT asks its partners to establish Transformation Teaming structures, engage in Coaching and Facilitation, and begin the Visioning process. Without this base, schools and districts might struggle to effectively implement the content of the SWIFT framework in support of students with the most extensive needs. The seemingly large investment of time and resources to establish a solid foundation from which to build and differentiate TA support for each partner is intended to increase the success of implementation and sustainability of the transformation.

Figure 15 lays out the types of teams and communication structures in Transformation Teaming. Schools form Transformation Teams to lead the work and enlist broad, schoolwide engagement. A school team includes the Principal, a school "Coach," and general and special educators, support staff, family members, and community members. A school Coach refers to a school staff member who, along with the Principal, assumes a role of providing site-based support for SWIFT implementation. Districts and states form Implementation Teams that represent stakeholders and

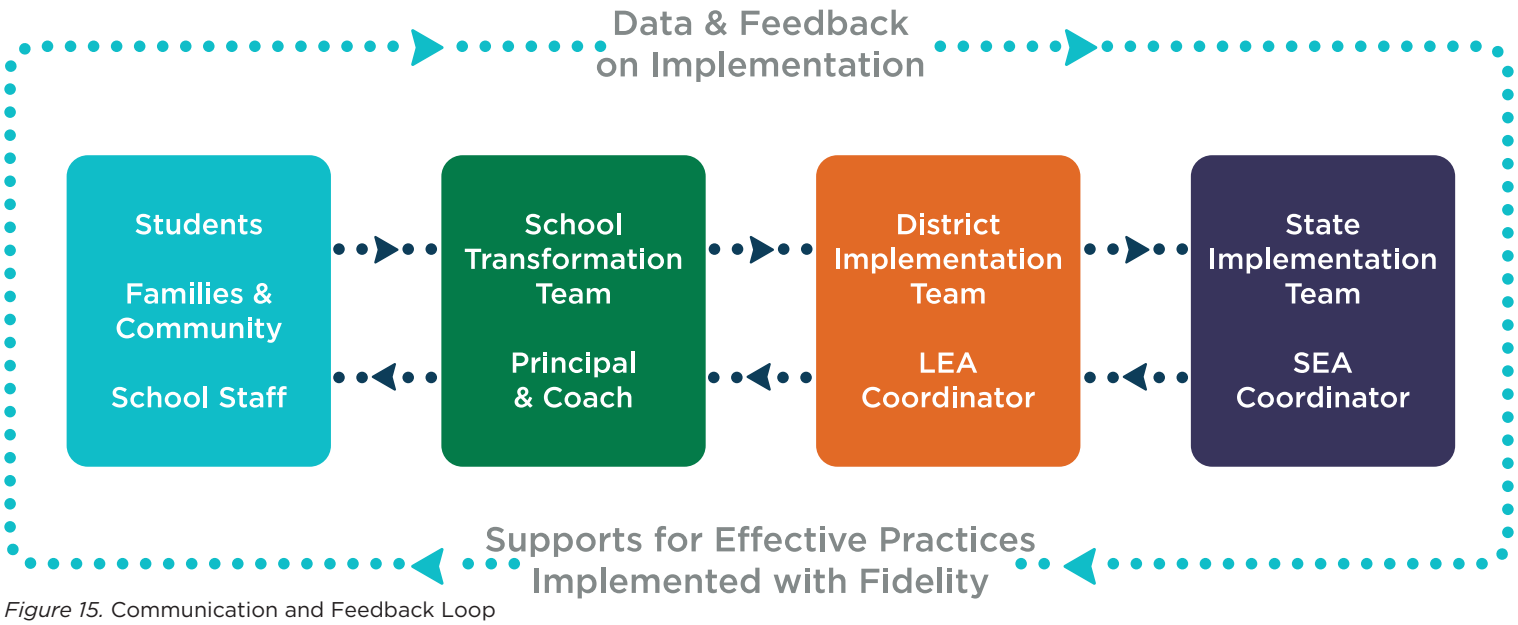



*Figure 15.* Communication and Feedback Loop

## Developing Capacity through Teaming

SWIFT opted for a multi-level teaming approach as a capacity building mechanism, and because SISEP research reports as a "lesson learned" that the district is the place to enter into sustainable school change. They also found that for a whole education system to change, a TA provider and state education agency team must have a regular "forum for exchanges of information, opportunities to develop good working relationships, and a context for identifying and resolving thorny issues that arise in the process of changing education systems in districts and the State" (p. 1) (SISEP, 2014). Thus, through Transformation Teaming as well as Coaching and Facilitation, SWIFT TA develops sustainable personnel competencies that will continue when our TA scaffolding or support is gone.

systems that support schoolwide transformation.

As a part of the district and state education agency commitment to SWIFT, staff are designated as Coordinators who are the primary interfaces with the SWIFT TA providers, or Facilitators. Districts and states also form Leadership Teams that provide guidance and support for their Implementation Teams. These teams carry out the Visioning, Data Snapshots, Priority and Practice Planning, and Resource Mapping and Matching practices.

A horizontal communication flow among teams is depicted in Figure 15. These teams are shown on the same plane to reinforce the idea that they are not hierarchically related in this process, but collaborative, with shared goals for bringing about excellent and equitable education for the students in their communities. For example, School Transformation Teams engage key stakeholders and work with District Coordinators and District Implementation Teams to guide and partner with SWIFT LEA Facilitators and TA providers as needed. District Teams identify the resources they have available and resources needed to support implementation priorities; they may raise these priorities to the State Implementation and Leadership Teams for policy support. Key components include teams that meet at least regularly, that fully describe how they see SWIFT features in action in their schools, and that articulate this vision to their stakeholders. All teams work toward achieving their vision by developing plans, implementing those plans, studying the results of implementation efforts, and monitoring progress.

# Coaching & Facilitation

**Coaching and Facilitation** is SWIFT's model for developing capacity. This model extends from professional learning research (Darling-Hammond, 1998; Guskey, 2000). The Coaching and Facilitation practice develops organizational and personnel capacity via sustained and purposeful contact among SWIFT TA Facilitators and partner Coordinators, as well as teams at the district and state levels. In each partnership, SWIFT Facilitators work in unison with Coordinators toward the shared vision for transformation. Cross-team coaching and communication create opportunities to shift practices during key points of the implementation process.

The intensity of Coaching and Facilitation activities varies based on partner needs at a given time (Fixsen et al., 2009). In typical TA frameworks, the range of engagement extends from "basic TA" that is broadly applicable and accessible to many organizations; to "targeted TA" that addresses common needs of multiple recipients, offers specialized support, but is not extensively individualized; to "intensive TA" that is highly individualized and addresses the unique needs of the recipient. SWIFT Coaching and Facilitation allows for such variability in the provider-recipient relationship as well as in the nature and depth of content (OSEP, 2012b). Typically, Facilitation contact includes:

**SWIFT Facilitator, School Principal, & Coach**
Weekly information exchanges to construct or review School Transformation Team agendas, attendance at team meetings, co-plan annual professional learning institute.

**SWIFT Facilitator & District Coordinator**
Weekly information exchanges, to construct or review District Implementation Team agendas, attendance at team meetings, and soliciting team feedback on SWIFT TA support.

**SWIFT LEA or SEA Facilitator & SEA Coordinator**
Bi-weekly communication to coordinate TA across districts.

**SWIFT SEA Facilitator & SEA Coordinator**
Bi-weekly communication to co-construct State Implementation Team agendas and sharing the facilitation role in team meetings.

Within a TA partnership, SWIFT employs a coaching strategy using partnership principles from an instructional coaching model: equality, choice, dialogue, reflection, and reciprocity (Knight, 2014). Effective coaching offers a powerful approach to improving learning and achievement (Hattie, 2009; Hattie & Timperley, 2007), not just with children but with professional learners as well.

Figure 16 describes the learning and capacity-building progression that takes place over time among SWIFT Facilitators, District (or LEA) and State (or SEA) Coordinators, and School Principals and Coaches. Facilitators initially model the six TA practices while partner staff observe and learn the methods. Over time, LEA and SEA Coordinators begin to practice methods while SWIFT Facilitators observe and provide feedback; meanwhile, Principals and Coaches continue to observe and learn about transformation as

| SWIFT Facilitator | State & District Coordinator | School Principal & Coach |
|---|---|---|
| Model | Observe, Learn | Observe, Learn |
| Observe & Fidelity Check | Practice | Observe, Learn |
| Observe & Fidelity Check | Improve, Independence with Fidelity | Practice |

*Figure 16.* Coaching and Facilitation progression

local team leaders. Eventually, as Coordinators have demonstrated their skills to independently carry out transformation practices, they then assume the role of observers for the Principals and Coaches who begin to practice the transformation methods. This coaching model builds capacity within the system to implement and adapt without reliance on an external TA provider. ■

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