



**From Silos to SWIFT:**

Working Together to Positively Transform the Learning Outcomes for All Students

**Wayne Sailor**, The SWIFT Center  
**Amy McCart**, The SWIFT Center  
**Carol Quirk**, The SWIFT Center  
**Paul Dunford**, Maryland State Department of Education



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**ALL means ALL**

<https://vimeo.com/97746142>



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**SWIFT Panel**

- **Wayne Sailor**  
△ The SWIFT Center
- **Amy McCart**  
△ The SWIFT Center
- **Carol Quirk**  
△ The SWIFT Center
- **Paul Dunford**  
△ Maryland State Department of Education



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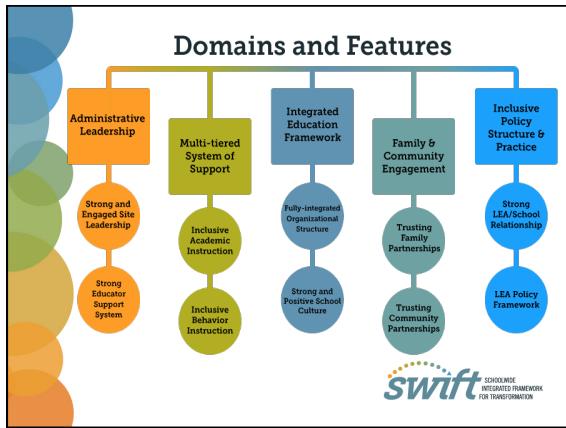
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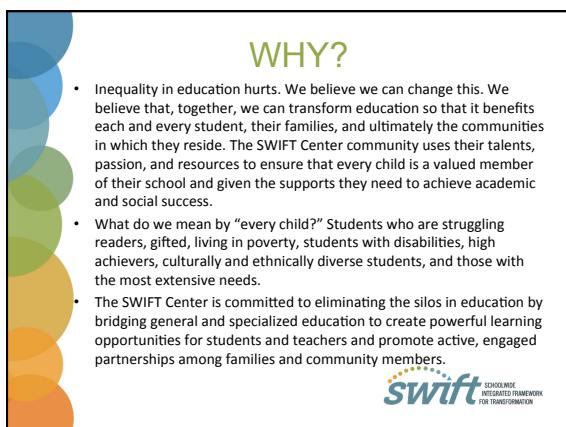
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**HOW?**

Intensive Technical Assistance

Strength-based practice

Active Implementation Frameworks



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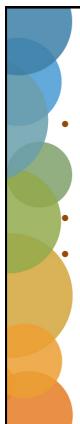
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**SWIFT Technical Assistance**

- **Shared Vision**  
*excellent, equitable, and unified teaching and learning environments that include all students.*
- **Relationship Building**
- **Tools to Guide**
  - ❖ Data Analysis
  - ❖ Priority Setting
  - ❖ Resource Alignment/Development



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**Keys to Effective Leadership**

- *Know your strengths*
- *Invest in others' strengths*
- *Get people with the right strengths on your team*
- *Focus on future strengths*



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### Strength-based Approach

- Builds and fosters hope
- Works with past successes and present strengths
- Moves all toward a shared vision of the future
- Assumes that schools, LEAs and SEAs
  - ❖ *have strengths and resources*
  - ❖ *can be resilient and resourceful*
  - ❖ *are capable of learning new strategies.*



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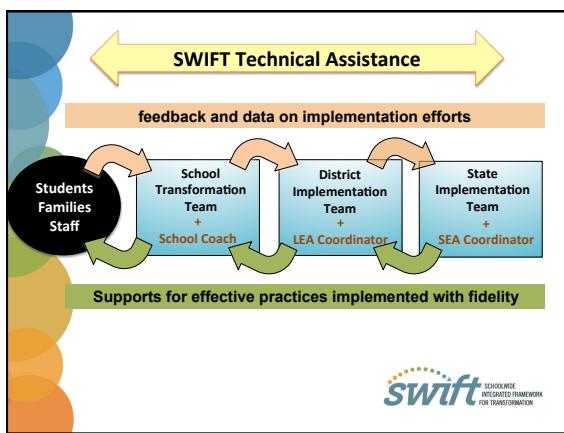
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### Active Implementation Frameworks



- Usable Intervention
- Stages of Implementation
- Implementation “Drivers”
- Implementation Teams
- Improvement Cycle process

<http://implementation.fpg.unc.edu/resources/list>



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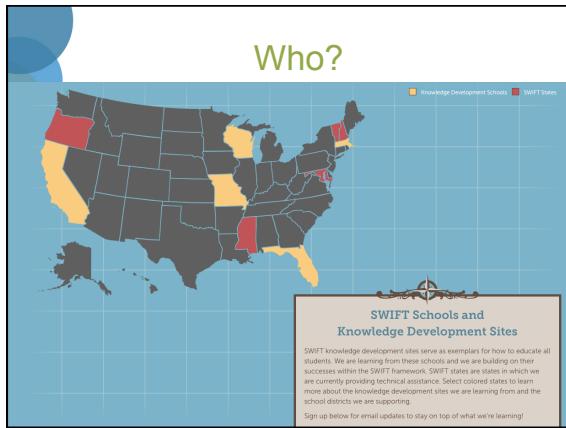
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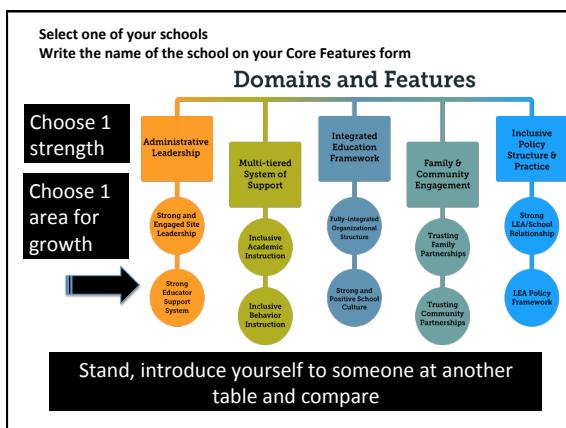
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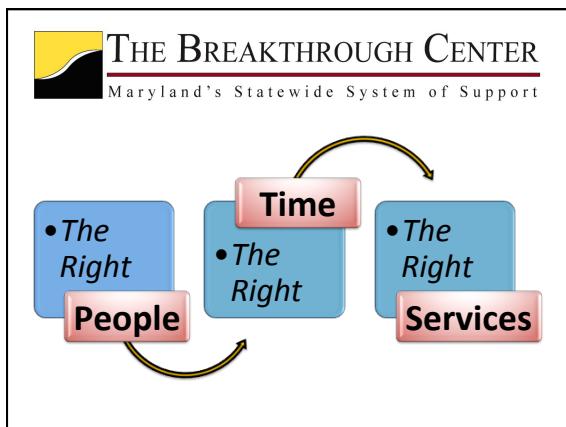
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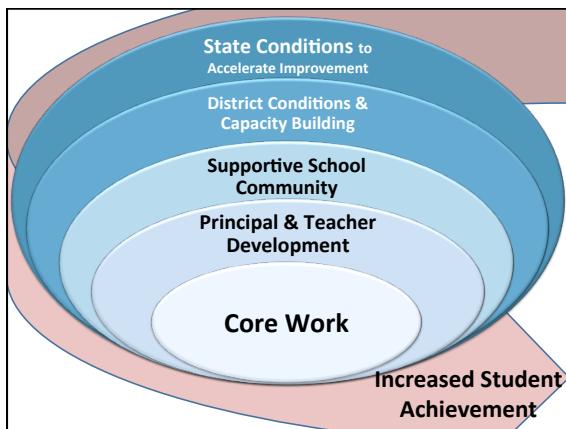
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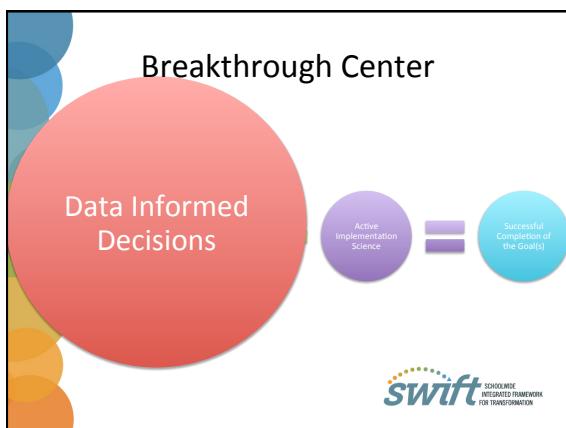
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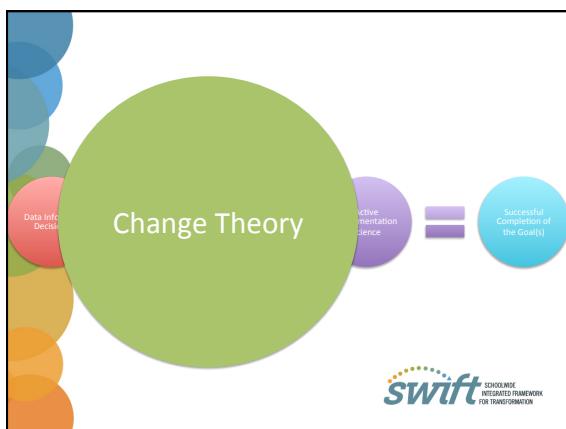
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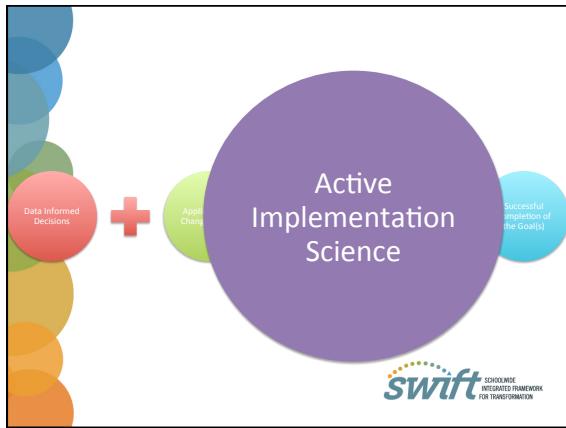
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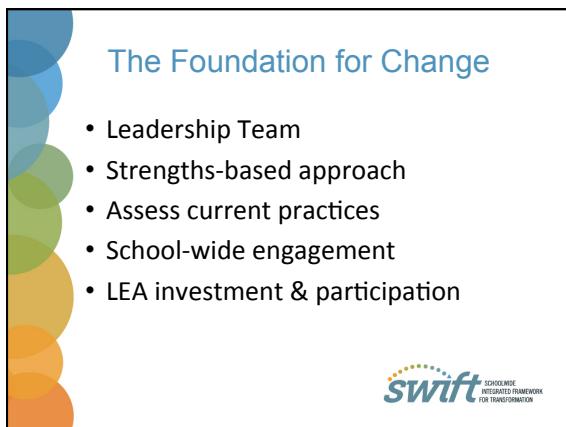
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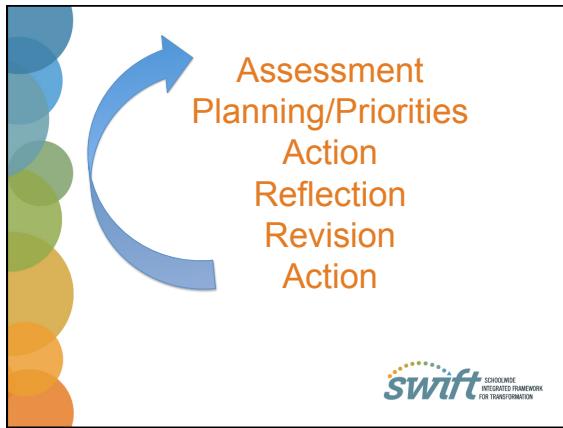
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**SWIFT-FIT**  
Fidelity of Implementation Tool

**SWIFT DOMAIN: ADMINISTRATIVE LEADERSHIP**  
Category: Strong and Engaged Site Leadership

**Item 1.1:** Principal is the instructional leader of the school and actively engages with faculty and staff in improving teaching and learning.

**Assessor Notes:** The intent of this item is to assess if the principal is intentionally guiding the instructional program through clear plans and goals for achieving positive student outcomes, looking for the principal to have a coherent plan, not haphazard or unclear expectations. The mission statement or other document presenting the plan can be general but should include improvement of instructional and student outcomes.

Questions to Interview & Questions:	Scoring Rubric	Evidence Source(s) & Notes
<input type="checkbox"/> Principal      Principal - Tell us about your school vision/mission related to instruction. <input type="checkbox"/> LT      Does your vision/mission statement or annual/strategic plan focus on instructional outcomes? <input type="checkbox"/> ED      Does your principal attend instructional meetings? How often? <input type="checkbox"/> ED & Family      Does he/she visit classrooms? How often? <input type="checkbox"/> ED, S, ED & Family      Would you say the principal is perceived as an instructional or more of an administrative leader?	0: No clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes. 1: The principal has led development of a clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes.	AND AT LEAST ONE OF THE FOLLOWING: (1) The principal attends at least one instructional meeting a week (2) The principal conducts at least one classroom visit a week  2: The principal has led development of a clear mission statement or other document (e.g., school annual or strategic plan) that articulates the values and beliefs guiding desired instructional outcomes, attends at least one instructional meeting a week and conducts at least one classroom visit a week.
PUS Principal is perceived as the instructional leader by staff and families.		Q: Vision and mission statement documents articulating values that guide desired instruction Q: Principal master schedule

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**SWIFT-FIA**  
Fidelity Integrity Assessment

**SWIFT-FIA**  
FIDELITY INTEGRITY ASSESSMENT

	Current Implementation Status				Priority for Improvement			
	Not Started or in Exploration	Started or Installed	Limited or Initial	Transformed or Full	Very Low	Low	High	Very High
<b>Strong and Engaged Site Leadership</b>	1.1 Our school has valued leadership to implement and sustain system transformation that continuously improves teaching and learning.  <b>Valued Leadership</b> How do we know? • Review leadership team meeting minutes for past several months • Review sample data summaries used by the Leadership Team • Perceptions of Leadership Team members							
<b>Empowered Decision Making</b>	1.2 All educators and families in our school contribute to core school decisions with opportunities through the principal and the leadership team.  What does 'transformed or full' implementation status look like? Educators and families have regular opportunities to express their ideas to address school issues, and the principal and Leadership Team (LT) use those ideas to support teaching and learning.  How do we know? • Review leadership team meeting minutes or other similar documents • Review written procedures for key school teams							

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**Student Outcome Data**

**SCHOOL DATA PROFILE**

DATE Completed: \_\_\_\_\_

**LIFE / PLACEMENT**

Out of District Placements (provide the number of CDRs and a brief description, then enter about typical reasons for DOP (e.g. 4 students with Autism in Autism School, severity of need 2 students in Juvenile Justice program))

**PRESENTLY PLACEMENT TYPE**

**ACADEMIC PERFORMANCE**

\* Full accountability information summaries from State Department of Ed (or other) website, and attach to this report. Include latest performance summary and/or analysis reports for sub populations (IFP, Title 1/Economically Disadvantaged, ESOL and any relevant ethnic groups). Also include full relevant individual reports (e.g. IEP, SSU), attach those reports. If available, please provide the latest two administrations of a Comprehensive Assessment (e.g., NWEA).

In School / Primary Placement Out of DR Class (provide the frequency and a brief description of students with Autism in District Autism Program, severity of need, 2 students with Autism in Autism School, severity of need 2 students in Juvenile Justice program) (e.g., 4 students with Autism in Autism Class, alternate curriculum, students with IEPs)

**PRESENTLY ACHIEVEMENT TYPE**

**GRADE / LIST TOTAL**

**District or School Comprehensive Assessment (e.g. NWEA)**

**District or School Comprehensive Assessment (e.g. NWEA)**

**Standardized Screening Measure (e.g. ARIAS/ES-2000)**

**NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**GRADE / LIST TOTAL**

**NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**SCHOOL TOTALS**

**Implementation Drivers: Assessing Best Practices**

**Implementation Drivers: Assessing Best Practices**

**The State Implementation & Scaling-up Project**

**The National Institute for Direct Support Professionals**

**Implementation Drivers - Training**

To what extent are best practices being used?

	In Place	Partially In Place	Not In Place	Don't Know	Don't Understand	Notes
1. Accessibility for development and monitoring of quality and timeliness of training sessions (e.g. for lead person and direct support professionals)						
2. Direct Instruction: Training occurs before the person attempts to implement the new program or practice						
3. Individualized: Training is tailored to the person						
4. Trained Facilitative Leaders who are Content Experts						
5. Direct critical interactions with the lead facilitator and supervisor						
6. Trained Facilitators have been trained and coached						
7. Outcome data collected and analyzed (pre and post testing)						
8. Performance assessment measures collected and analyzed (e.g. fidelity, quality, a. fidelity, content, processes, application of training)						
9. Feedback of project data to Coaches/Supervisors						
10. Feedback of project data to Selection for Recruitment						

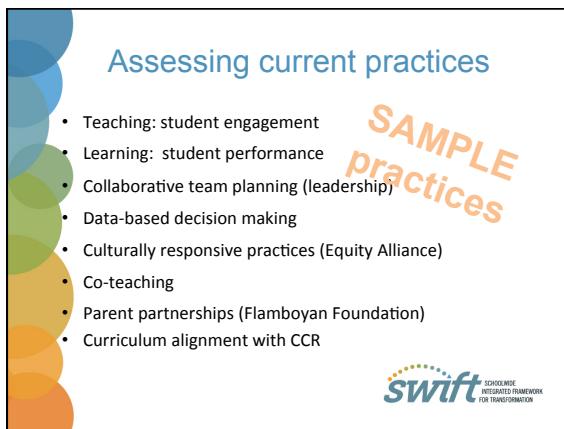
**Implementation Drivers - Training**

How effective were the implementation drivers in facilitating the implementation of the new program or practice? (Please indicate the extent to which the driver was effective, not effective, and/or not understood and/or not a part of the denominator when calculating scores)

**SWIFT Data Snapshot**

**School & District**

Date	What is right, useful, successful, uniquely good or 'alive' that we can build upon in our school?		
	Step 1: Strengths	Step 2: Opportunities	Step 3: Goals
<b>Stages: Active Implementation score:</b>	Identify a strength to build on in each assessment	Identify an opportunity for growth in each assessment	Identify the strength to address and an opportunity as a goal
<b>FTI: Fidelity of Implementation Tool Score:</b>			Strength: Opportunity:
<b>IFI: Fidelity Integrity Assessment Score:</b>			Strength: Opportunity:
<b>Drivers: of Success Assessment Score:</b>			Strength: Opportunity: Competency: Organization: Leadership:
<b>Reading</b> All students/all subgroups scoring proficient or higher	%	<b>Step 4: Top School Priorities</b> School Priorities Based on Strengths and Opportunities	
<b>Math</b> All students/all subgroups scoring proficient or higher	%		
<b>Behavior</b> All students/all subgroups receiving ODRs in a year	%		
<b>LRE</b> % of students with disabilities spending 80% or more time in general education	%		




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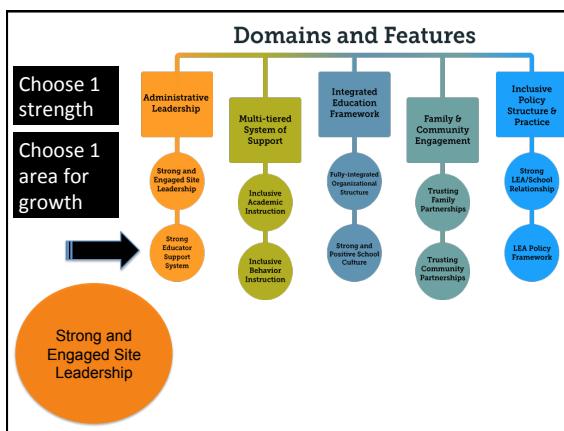
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**SWIFT Priority Implementation Planning**

**PRIORITY: Strong and Engaged Site Leadership**

**PRACTICE: Effective Leadership Team Planning**

EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
Learn Options	Prepare People and Systems	Try Out the Practice	Student & System Outcomes for This Practice Show It Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

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## Team Effectiveness Assessment

1. Write the name of the school you selected on your Team Assessment form
2. Complete either the even numbered items: assess your team's effectiveness
3. Select the one practice that they do well
4. Select one practice that needs more growth.
5. Share and compare



# SWIFT Resources



# Questions/Comments?

## Thank you!