

UCSD Submission Form for Best Practice Sharing

Write a description of the best practice including the following components: the context of the best practice, the goals and measures used in this best practice, supporting documentation (forms, templates, etc.), artifacts/samples

Innovation configuration maps and the development of these maps has been utilized at UMS to determine the answer to four critical questions regarding current practice within Continuous Classroom Improvement and Social and Emotional Learning:

1. What do we want all teachers to know, understand, and be able to do?
2. How will we know if all teachers know, understand, and are able to do this expectation?
3. What will we do to support teachers to meet the standard of innovation if they are not to the standard? If they are already at the standard?
4. How do we know when to move an innovation to standard work?

The process of designing an innovation configuration map ensures that leaders have created the necessary conditions for successful change to include:

1. Articulate a shared vision of the change
2. Creates a plan and identifies resources to achieve the vision
3. Invests in professional learning about what the change is and how to use it
4. Assesses the degree to which of the change is implemented
5. Provides one-to-one or small group assistance to support implementation
6. Creates a context that supports and encourages the change

[UMS CCI Innovation Configuration](#)

[UMS SEL Innovation Configuration Draft 1](#)

The UMS journey for utilizing an IC Map was born out of an aggregation of rounding data that led to a determination of inconsistent or misunderstood implementation of Continuous Classroom Improvement steps 1-8. Part of this may have been with the 8 different years of training by multiple trainers, with different iterations of the training. The first step in this process is to learn as a leadership team, which had occurred over the course of 8 years, then we went about the process of creating our first IC Map. The purpose of this first map was to determine the current state of CCI at UMS, then staff engaged in learning cycles around their self-identified area of improvement from the components on the IC Map. Following our learning cycle, teachers self-assessed again to determine their growth and next learning. The goal of this map would be to determine that 80% of our staff have achieved a level of meeting the standard, at which point, this would become standard work. Then we would continue our focus on the onboarding of new staff using our IC map, and providing Tier 2 support for teachers who are struggling. Additional data collections for next steps would be the stages of concern and/or levels of use.

How this can build culture and EE?

This process of change management was selected because the practitioners and implementers (leadership team) are those individuals designing the change process and what it looks like as teachers implement the change over time. This process:

- Provides staff with clarity on expectations as they implement a new change (know the basic expectations of them at work)
- Provides staff an opportunity to be involved in decisions that affect their work
- Provides staff opportunities to be reflective in their learning, next steps, and areas of growth for their implementation of new learning.
- Provides staff with clarity of expectations to determine when an innovation becomes standard work and what right looks like.
- Serves as a tool for an organization to get better at getting better.

Create a strategic plan to share and implement this best practice:

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| Who would benefit from knowing about this practice? | Administrators, instructional coaches and leadership teams | |
| Identify Tight-Loose expectations that would be needed to implement this Best Practice | Tight | Loose |
| | Learning with a leadership team prior to development of IC Map | Leadership team could be multiple groups, not just UCILT |
| | Build collectively within a group of practitioners (teachers and those implementing the work) | Improvement initiatives may vary |
| | Build organically | Can be utilized for checking implementations of old initiatives |
| | User is the implementer | |

| | | |
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| | Guides innovation and implementation | Can be used to measure current implementation, not all new initiatives |
| What professional learning would be required to implement this Best Practice? | NOT A RUBRIC | |
| | | |
| | Leaders need professional learning to facilitate the building of IC Maps with their staff (this is what we are doing in Principal Meetings right now). For staff, the professional learning is based on the innovation that is either already implemented or going to be implemented. Professional learning time may be used to gather the inputs for the IC Map. | |

How would the identifier of this Best Practice recommend it be monitored and evaluated?

- This would be best monitored and evaluated throughout the process of implementation, measuring the implementation of an initiative from the eyes of a practitioner. It is important that this not become a rubric, but rather the path for an implementer to use in order to get to the desired state.

What are appropriate goals and measures to determine implementation with fidelity?

- An appropriate measure would be to ensure that this is a living document, it is used to guide implementation from the lens of a practitioner, and provides support to progress across the implementation bridge. If you find your team using it as a rubric, it will discontinue to be about the learner defining the current reality and path to desired state for this implementation.