



## Establishing Actions

# WSSCC Practice Blueprint

## Session 8

**Purpose:** To confirm your setting's readiness to engage in each potential practice change and narrow down to 1-5 practice changes to pursue

### Review

- Step 3: Establishing Actions
- Congruence activity, case study, & reflection questions

### Do Together

- Activity 8: Confirming Congruence



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## STEP 3: Establishing Actions



### Establishing Actions

Planning for success by identifying action steps, addressing anticipated barriers, and creating plans for monitoring implementation

Goal: to define specific project goals, plan action steps, consider potential barriers, and monitor progress

Whole Child I-MTSS blueprinting concludes with **establishing actions** for implementation. You have:

- formed a WCC Practice Leadership Team to drive this work,
- explored your context by mapping your system resources, and reflecting on alignment with whole child practices,
- and evaluated directions in WSCC practices by analyzing strengths, weaknesses, opportunities, and tensions to successful initiatives in priority domains, and made decisions about what initiatives need to go or be reworked to make room for sustainable practices.



#### Activity 8 - Confirming Congruence

Anticipated time needed to complete this activity: 20-30 minutes

Establishing actions for Whole Child I-MTSS implementation begins with confirming the potential for the *congruence* and *sustainability* of identified strategies, or practices. Let's confirm that you are set up for success with each practice under consideration. In this activity, you will choose 3-5 priority practices and rate your readiness to engage in each practice change. You will land on whether to pursue, modify (e.g., make tweaks, shift), wait to implement, or reject each potential practice.

Then, we will assess what resources you would need to implement this new or revised practice. The goal here is to plan for success by anticipating resources and action steps you'll need to implement this practice. You may discover that one or more of your

potential practices are going to be more difficult to implement than initially anticipated or that another practice is going to be well supported by existing resources and policies. Importantly, potential barriers do not mean that you should abandon the practice; instead, between this and the next activity, you will proactively plan to address the identified barriers.

- Fill out Activity 8 for each potential practice
- What resources would we need to implement this new or revised practice?

Activity 8 – Confirming Congruence can be found in Appendix B. A completed example is shown below.

Persons Involved: Mr. Smith, Mrs. Garcia, Dr. Greenberg, teaching staff		Date: 10/10/22		
Define the strategy being considered:				
Providing teachers with class coverage on a rotating schedule to allow for additional prep time (Employee Wellness – Practice).				
Action Decision (pursue, modify, wait, reject) <i>[complete after step 4]</i>				
		High (4-5 pts)	Medium (2-3 pts)	Low (0-1 pts)
<b>CONTEXT: NEED</b> Data indicating need? For example - substantial issues for student; Parent, community, staff perceptions of need?		5		
<b>CONTEXT: FIT</b> Contextual fit based on environment, resources, history? For example - priority for school/district/state; alignment with community value?		4		
<b>STRUCTURE: RESOURCES</b> Appropriate availability of resources? For example - data systems, curricula materials, incentives, space?			3	
<b>STRUCTURE: READINESS FOR USE</b> Qualified professional learning available (staffing, supervision, coaching, training)? For example, leadership and staff have clear knowledge-skills-attitudes about need, rationale, intended outcomes?		4		

This tool was created based on adaptations from the following sources: (1) Nadler, D., and Michael Tushman. A Model for Diagnosing Organizational Behavior. *Organizational Dynamics* 9, no. 2 (autumn 1980): 35–51. (2) Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

## Case Study:

### Confirming Congruence at Hillside

Using their updated balance sheet from Activity 7, the WSCC Practice Leadership Team works to complete Activity 8 – Confirming Congruence worksheet for four potential practice changes:

- (1) Eliminating 30-minute mandatory team building activities at the start of PDs and instead beginning and ending staff meetings/PDs by recognizing staff contributions and achievements.
- (2) Replacing admin-provided potluck meals with healthy food options using local ingredients sourced through the Farm-to-School program.
- (3) Providing teachers with class coverage on a rotating schedule to allow for additional prep time.
- (4) Forming a committee dedicated to monitoring staff wellness.

First, the team considers the idea of replacing the 30-minute mandatory team building activities at the start of PDs with beginning and ending staff meetings/PDs by recognizing staff contributions and achievements. Using Activity 8 – Confirming Congruence, they find that this practice meets a staff need and aligns with positive reinforcement practices for students while requiring very little time and resources on the part of administration. Thus, their ratings of “ready and able” across categories are all in the Medium to High range. They ultimately decide to **PURSUE** this practice.

The Team then contemplates the potential congruence of replacing admin-provided potluck meals with dishes using ingredients sourced through the Farm-to-School program. This proposal aligns with school and community emphasis on nutrition and local products, but administrators feel they would need help to prepare the dishes. The Team reaches out to Food Services and the Family and Consumer Sciences teacher, Mr. Maple: they each wonder if this can start small. Mr. Maple suggests that the students prepare dishes using ingredients from the school garden as part of a teacher appreciation week event towards the end of the school year. Everyone on the WSCC Practice Leadership Team agree with Mr. Maple’s idea, leading to Medium to High ratings for “ready and able” to implement across categories. The team ends up deciding to:

**MODIFY** the practice. The initial idea requires too many resources to implement as suggested, so instead, the team will have students prepare something for teachers for teacher appreciation week. Families will also be invited to participate in preparing meals.

Then, the team analyzes the logistics of providing teachers with class coverage on a rotating basis. At first glance, they think that ratings will fall in the Medium-to-High range for “ready and able” across categories. Additional prep time was one of the most prevalent needs voiced by teaching staff in the wellness survey, with many teachers noting that they are having to cover other classrooms during all or part of their prep time. With their increased flexibility as administrators, Mr. Smith and Mrs. Garcia decide that they can take turns providing coverage, and one of the school counselors, Dr. Greenberg, indicates willingness to provide coverage for teachers as long as the coverage time can

be used to deliver core social-emotional wellness activities with students that have previously been provided in another time block. The team decides to **PURSUE** this practice.

Finally, the team assesses the idea of forming an Employee Wellness Committee. When they get to the 'Culture: Willingness to Implement' section, teachers on the team reiterate staff complaints about lack of prep time and indicate that most teachers will not be willing or able to form a committee. Further, the staff most willing and able to form the committee are already members of the WSCC Practice Leadership Team, so a separate committee would seem redundant. Thus, they provide ratings in the "Low" column for the team's readiness and ability to take this on, and they decide to:

**REJECT** the practice – The WSCC Practice Leadership Team exists now, and it would be redundant to add a committee given representation across staff roles.

After completing the activities, the WSCC Practice Leadership Team determines that they have the need, resources, and support to successfully replace the 30-minute mandatory team building activities at the start of staff meetings/PDs with staff recognitions and add staff celebrations at the end of meetings/PDs (**PURSUE**), as well as to provide teachers with class coverage on a rotating schedule to allow for additional prep time (**PURSUE**). They decide to **MODIFY** their potluck idea based on Mr. Maple's suggestion, **WAIT** on pursuing discounts/subscriptions to local gyms or meditation centers, and **REJECT** plans to form a separate Employee Wellness committee. The team expresses how helpful it was to complete the Confirming Congruence worksheet, as it allowed them to narrow their focus to practices that are feasible to implement at this time and avoid false starts with initiatives that they are not currently well positioned to tackle.

Before you move onto Action Planning, consider the following reflection questions.

## REFLECT



1. Did Confirming Congruence confirm that you are well positioned to implement each potential practice? Are there any steps you can take to strengthen congruence as you plan for implementation?
2. Did Confirming Congruence reveal any practices that you are not currently well positioned to implement? Will you revisit these in the future? If so, how could you strengthen congruence?



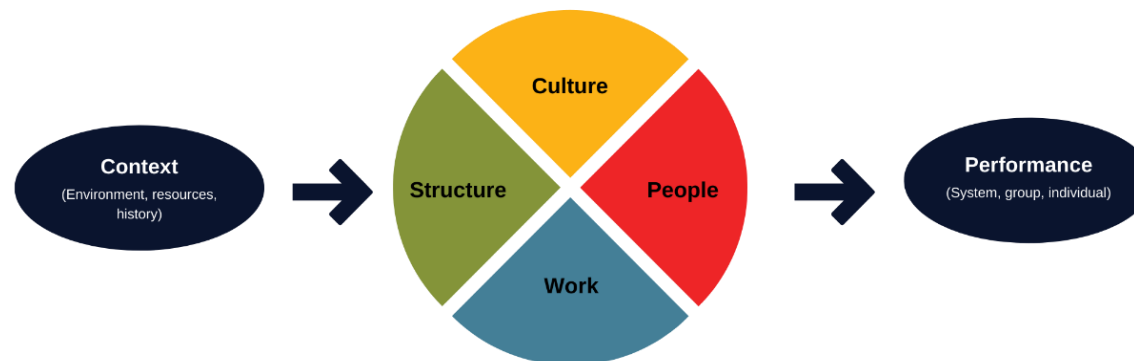
## ACTIVITY 8 – CONFIRMING CONGRUENCE

**Time to Complete:** 20 to 30 minutes

**Goal of Activity:** To confirm your setting's readiness to engage in each potential practice change and narrow down to 1-5 practice changes to pursue.

### Instructions

Congratulations – you have identified a need and evaluated directions for your efforts! However, prior to choosing to adapt or select a new strategy for implementation, let's stack the deck in favor of effective and sustained implementation. This tool can be used to evaluate congruence of your choices in relation to the intended setting. Using the tool, you will identify information to inform decisions about the potential strategy (policy or practice) – determining either that it may not be an appropriate choice for the current context or indicating areas that need to be addressed – in advance - to support effective and sustainable implementation.



1. Define the policy or practice being considered.
2. Review each category and rate degree of “ready and able” for the intended setting.
3. Sum to provide a total score.
4. Discuss the overall and individual ratings with regard to implementation in the setting – plan appropriately.

<b>Persons Involved:</b>		<b>Date:</b>		
<b>Define the strategy being considered:</b>				
<b>Action Decision (pursue, modify, wait, reject)</b> <i>[complete after step 4]</i>				
		<b>High</b> (4-5 pts)	<b>Medium</b> (2-3 pts)	<b>Low</b> (0-1 pts)
<b>CONTEXT: NEED</b> Data indicating need? For example - substantial issues for student; Parent, community, staff perceptions of need?				
<b>CONTEXT: FIT</b> Contextual fit based on environment, resources, history? For example - priority for school/district/state; alignment with community value?				
<b>STRUCTURE: RESOURCES</b> Appropriate availability of resources? For example - data systems, curricula materials, incentives, space?				
<b>STRUCTURE: READINESS FOR USE</b> Qualified professional learning available (staffing, supervision, coaching, training)? For example, leadership and staff have clear knowledge-skills-attitudes about need, rationale, intended outcomes?				

<p><b>WORK: EVIDENCE</b> Overall supporting evidence and match to intended setting? For example - support for effectiveness, fidelity, cost; demonstrated outcomes (performance) are matched for intended population?</p>			
<p><b>CULTURE: WILLINGNESS TO IMPLEMENT</b> Positive attitudes about the strategy? For example – majority staff perceive value to strategy; intended implementers are willing to adapt current practice to do it?</p>			
<p><b>PEOPLE: ABLE TO IMPLEMENT</b> Appropriate knowledge &amp; skills to implement with fidelity? For example – intended implementers have minimum required skills and know how to access support; other staff have foundational knowledge to facilitate success?</p>			
<p><b>TOTAL SCORE</b></p>			

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