Pilot Development Companion Guide

The goal of this companion guide is to support the Innovation Team Leader(s) as they embrace the innovation learning and pilot development work that is addressed in this asynchronous module series. As outlined in the Innovation Journey RoadMap, team leader(s) lead the innovation team in your district. These leaders are required to participate in one of the various versions of the Innovative Mindset and Pilot Development (IMPD) course—with this asynchronous online version being one of them.

The following activities align to the content of the Module Series 3 slides. Please provide the requested information in the activity space for the indicated slide(s). Font size will adjust automatically to allow for printing within the allowable space.

Module 3: Planning for an Innovation

Slide 10: Your innovation ultimately should be rooted in student outcomes, such as increases in academic achievement, engagement, motivation, or improved access to opportunities for different student populations. These outcomes should link directly to your problem statement. Individually and with your school-based innovation team, reflect on the following question, using the Slide 10 Activity Space to inform your response:

- If your innovation is successful, what will that look like for different stakeholders?

Slide 10 Activity Space

For each of the following stakeholders, write a sentence or two about what "success" will look like for each of these different stakeholders, if applicable to your proposed innovation.

|	
Students *(Consider the experiences of different student groups and populations, such as students with disabilities, low-income students, students of color, English learners, etc.)*	
Teachers	
School Leaders	
Families/Caregivers	
Business and Nonprofit Partners	

Slide 12: You also should take time to identify any potential barriers or challenges to your innovation's success. Individually and with your Innovation Team, reflect in the Slide 12 Activity Space on the following question:
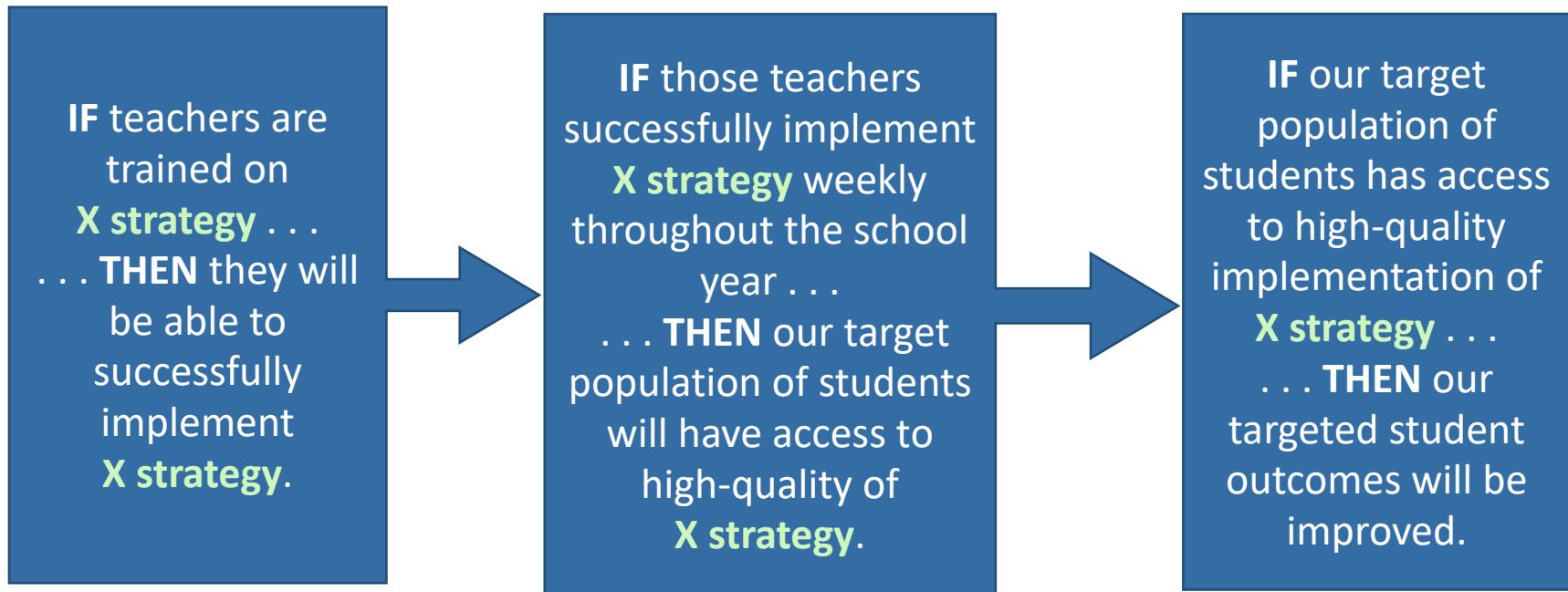
- What challenges or barriers (e.g., financial, resource, buy-in, scale) might affect your ability to achieve that vision of success for each of your stakeholders?

Slide 12 Activity Space

What challenges or barriers (e.g., financial, resource, buy-in, scale) might affect your ability to achieve that vision of success for each of your stakeholders?
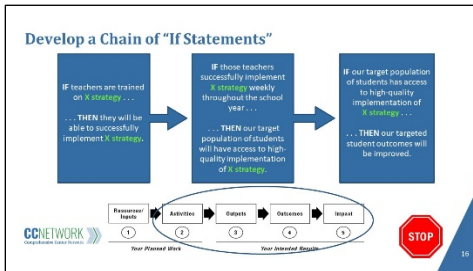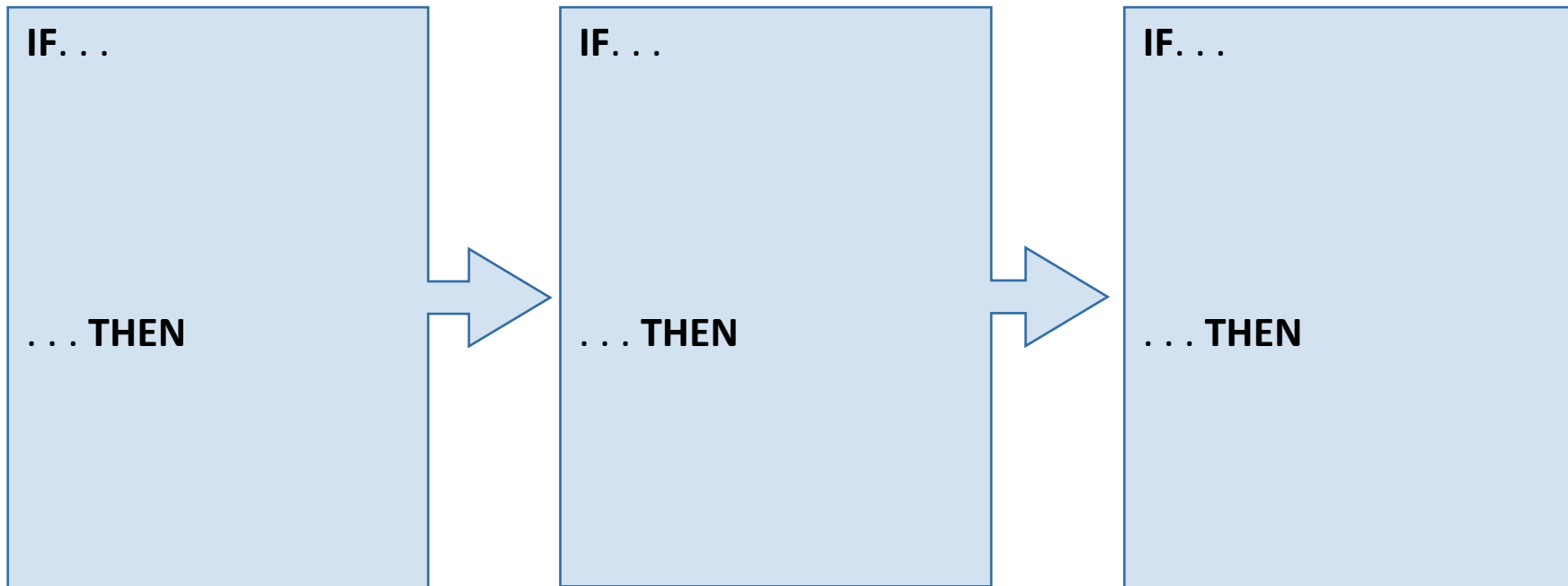
Slide 16: Develop a chain of "if-then statements" in the Slide 16 Activity Space to unpack the logic model for your innovation. Follow the example provided here.

IF teachers are trained on **X strategy** . . .
. . . **THEN** they will be able to successfully implement **X strategy**.

IF those teachers successfully implement **X strategy** weekly throughout the school year . . .
. . . **THEN** our target population of students will have access to high-quality of **X strategy**.

IF our target population of students has access to high-quality implementation of **X strategy** . . .
. . . **THEN** our targeted student outcomes will be improved.

Slide 16 Activity Space

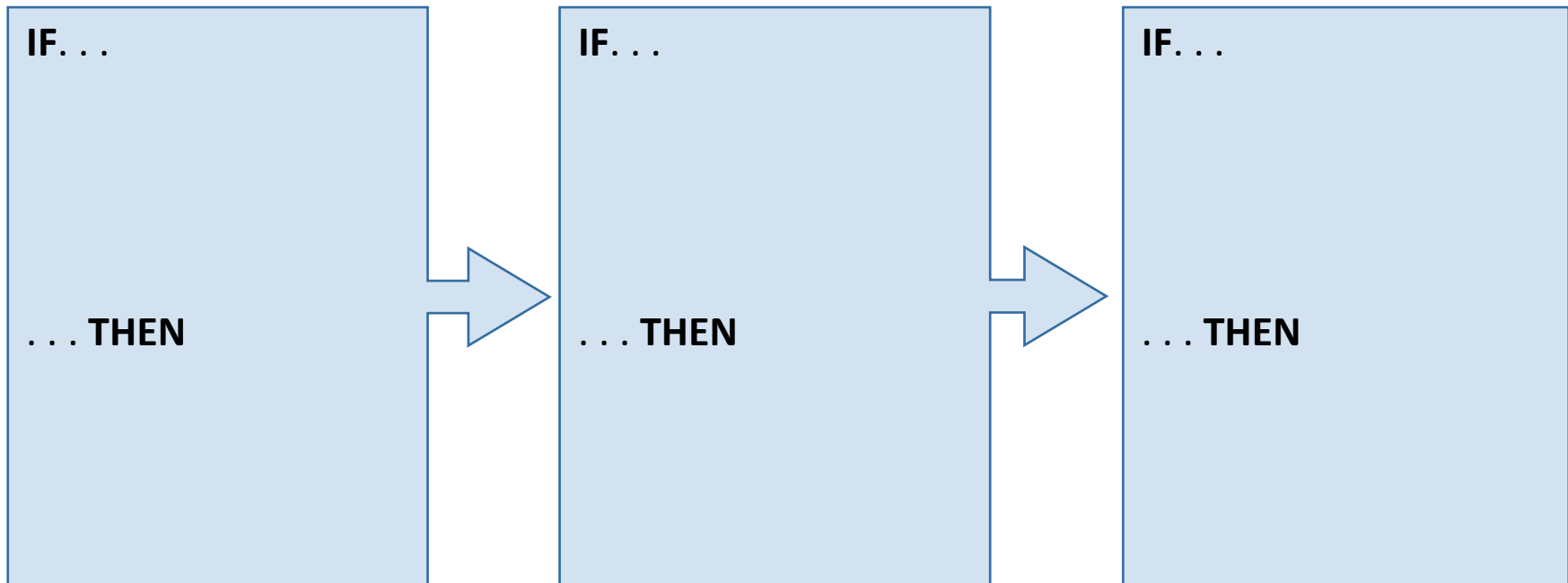Complete a series of "if-then statements" to start the process of developing a logic model for your innovation.

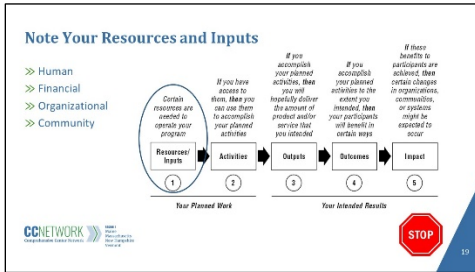| *1) Consider resources and activities you will need in advance of implementing your innovation, and what will happen if you have those resources and plan those activities.*	*2) Consider the core components of your innovation. This should capture what students will experience during and immediately after the innovation.*	*3) Consider the medium- and long-term impacts of your innovation, including changes to schedule, educator mindset, and, ultimately, student outcomes.*
IF. . . **. . . THEN**	**IF. . .** **. . . THEN**	**IF. . .** **. . . THEN**

Slide 16 Activity Space (continued)

Use this page for additional "if-then statements" if you are addressing more than one condition.

1) Consider resources and activities you will need in advance of implementing your innovation, and what will happen if you have those resources and plan those activities.	*2) Consider the core components of your innovation. This should capture what students will experience during and immediately after the innovation.*	*3) Consider the medium- and long-term impacts of your innovation, including changes to schedule, educator mindset, and, ultimately, student outcomes.*

IF. . .

. . . THEN

IF. . .

. . . THEN

IF. . .

. . . THEN

Slide 19: Innovations and new programming require resources to operate. Resources include **Human** (staff needed to design, implement and monitor your innovation), **Financial** (money needed to hire staff, provide stipends, and acquire materials), **Organizational** (structures and processes needed to successfully implement an innovation), and **Community** (partnerships, support and buy-in). Take some time now to identify what resources will be necessary for your innovation for each of these categories by providing your responses in the Slide 19 Activity Space.

Slide 19 Activity Space

Use this space to identify what resources will be needed to successfully implement your innovation.

Human	*Example: Staff type and quantity, leadership positions*
Financial	*Example: Money needed to provide stipends, buy materials, provide trainings*

Slide 19 Activity Space (continued)

Organizational	*Example: Time, schedule, support*
Community	*Example: Partnerships, buy-in, staff from community organizations*

Post-Module

Use your responses to the activities in this companion guide to respond to the following reflection questions required in EnGINE for the full module series:

1. Identify two or three activities for your innovation and describe the associated outputs and outcomes.

2. Consider how your innovation will impact one or more of the following:

Policy	*Mindset*
Staffing	*Academic success*
Schedule	*Student choice*

References

W. K. Kellogg Foundation. (2004). *Logic model development guide: Using logic models to bring together planning, development, and action.* https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide