



Using the science and practice of implementation to strengthen equity in our education systems, support our educators, and improve outcomes for children, families, and communities.



SISEP eNotes

February 2023

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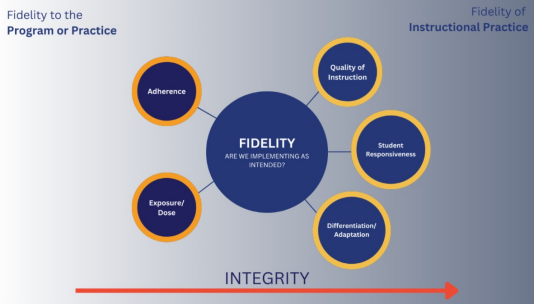


High-Quality Teaching = High-Fidelity Teaching

By Sophia Farmer & Rebekah Hornak
NIRN Implementation Specialists

A recent article by Jim Knight inspired an in-depth conversation on fidelity at the National Implementation Research Network (NIRN) out of UNC's Frank Porter Graham Child Development Institute. Our interest was piqued, given our work within the field of implementation science and practice and the role of fidelity in K-12 education.

[Read Blog Post](#)



Fidelity Question & Answers

You asked - we answered! Following the "What is Fidelity" webinar, many of you had follow-up questions. This document addresses your questions and more. Check out the added resources and suggested articles on fidelity.

Fidelity Q & A

Observation Tool for Instructional Supports and Systems (OTISS) Overview Document

This one-page document provides an overview of what the OTISS is and how it is used. If you're interested in learning more about the OTISS and how to gain access, contact the SISEP Team: sisep@unc.edu.

OTISS Overview



O.T.I.S.S.

Observation Tool for Instructional Supports & Systems

Recommended Reads

BRIEF: Engaging Critical Perspectives



Engaging Critical Perspectives

Sophia Farmer & Yolanda Perkins

A Common Understanding of Critical Perspectives

In educational spaces, it is no longer aspirational but an imperative that the community—with its richness and diversity—joins educators as key instructional partners to liberate the creativity, uniqueness, and potential of all students. As educators, we can miss the value of this collaboration. In fact, we let ourselves that there are many reasons not to involve those outside of the schoolhouse. These reasons include time constraints, size of data that can't be shared publicly, a belief that community members don't understand all that we are handling in a classroom, and others' unfamiliarity with the science of reading or best math practices. So, we move forward and make decisions as efficiently and effectively as possible, all with the very best interests of our students at the center of our hearts and minds. We are even moderately successful for many students, however, there are groups of students for whom we hopelessly miss the mark. To decrease the likelihood of this happening, we need to invite others to the conversation—we need others' perspectives.



Imagine you are buying a car. For most of us, that is a big decision with implications for several years. You consider the data related to your needs: your size and how that relates to how comfortable you are in the car; the distance of your commute to work; how many family members or pets you need to comfortably seat; if it has enough space to take on vacations; preferred color; price range.



Next, you consider the data or information about the vehicle to see if it is a good match to your needs: age/mileage of the car; whether it has been in any accidents; gas mileage; safety ratings; the value of the vehicle; overall ratings of the model and make of the vehicle; who is selling the vehicle (dealer, Carfax, private seller). From this, you can probably make a solid decision.

But, how much more likely are you to be satisfied with your decision and be more accurate in the match to your needs if you consider other perspectives besides your own? Let's imagine you bought the car from a salesperson you trusted or someone you know.

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In educational spaces, it is no longer aspirational but imperative that the community—with its richness and diversity—joins educators as key instructional partners to liberate the creativity, uniqueness, and potential of all students. As educators, we can miss the value of this collaboration. This brief defines critical perspectives, why engagement is necessary, how to select and engage critical perspectives, and evaluate the process.

Read More

SISEP Micro-Credentialing Program

To facilitate the development of competencies and skills within an implementation workforce, the Center will offer a micro-credentialing program. The basis of the micro-credentialing program is the competencies outlined within the Implementation Support Practitioner Practice Profile (ISP Profile) developed by NIRN and its collaborators (Metz et al., 2020). The SISEP Micro-Credentialing Program will offer Levels 1 and 2 in the spring of 2023. The application window opens on March 1st. Read more about the program below. If interested in more information, contact us at sisep@unc.edu.

Yielding Change Super Badge

L7: Coach

L6: Trainer

Branching Out Super Badge

L5: Ongoing Improvement

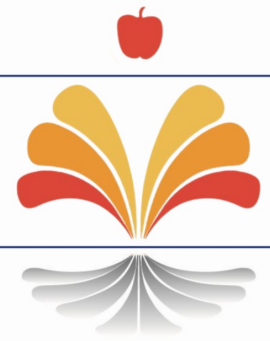
L4: Co-creation & Engagement

L3: Sustaining Change

Growing Roots Super Badge

L2: ISP Core Competencies

L1: Implementation Practice and Research



[SISEP Micro-Credentialing Program Overview](#)

Media Resources

[SISEP Webinar Recording - Engaging Critical Perspectives](#)

Join Sophia Farmer and the team from SISEP to discuss how to engage critical perspectives and review the latest brief and resources. The webinar was recorded on January 24, 2023.

[OTISS Overview Video](#)

The Observation Tool for Instructional Supports and Systems is a fidelity measurement tool that can be used in any K-12 classroom. This video can provide a quick overview of the tool's purpose.

NIRN Updates

Join the NIRN Slack space

The NIRN Team is excited for you to become an honorary NIRNian! Join our Slack Workspace to receive the most up-to-date resources, contribute your opinions and ideas to the work of NIRN, and ask questions to those passionate about utilizing implementation science and practice to impact social outcomes.

[Join Slack](#)

NIRN is Hiring - Project Manager



Become a NIRNian!!!! Are you interested in joining a diverse team that is focused on supporting social outcomes? The NIRN is growing and needs your assistance as a Project Manager. Learn more about this exciting opportunity by visiting the site below. Have a question about the position? Email your questions to nirn@unc.edu. Please feel free to share!

[View Job Posting](#)

NIRN Internship Opportunity

As part of the Implementation Division at the Frank Porter Graham Institute, we are excited to be part of the Implementation Division Summer Internship Program. There are four open opportunities this summer including one with NIRN. Visit the page for more information and please share. You can also read about our 2022 intern, Marie David, and her experience by reading the SISEP Blog, "[Five Reasons to Spend your Summer as a NIRN Intern.](#)"



[View Internship Opportunities](#)

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