

IMPLEMENT WITH IMPACT

**USING HUMAN &
LEARNING-CENTERED
DESIGN TO GET
RESULTS**



IMPACT
Learning and Leading Group

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Jenice Pizzuto Steven Carney

IMPLEMENT WITH IMPACT

**USING HUMAN &
LEARNING-CENTERED DESIGN
TO GET RESULTS**



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*We dedicate this book to
Chris Carney and Dan Pizzuto,
because as anyone who knows us-
knows, this would have stayed a dream
without their support.*

*They are our champions and dream builders,
and we are grateful to have them on the
IMPACT Team!*

*This book would not be possible without the skills, time, and
expertise of our IMPACT team member, Kylene Hoshimoto.
Together we are better!
THANK YOU*

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INTRODUCTION

Thomas Edison is one of the most influential men in U.S. history. You can still trace many of modern life's luxuries to his inventions. Not only was he a prolific inventor, but he had a strong understanding of change processes and business.

Many people assume that Thomas Edison's inventions were the result of accidental discovery. Yet, they were actually due to carefully planned processes. His statement, "Vision without implementation is hallucination," highlights how much he valued implementation to vision and idea generation. The key to Edison's success was not only his vision but its execution.

Thomas Edison was *implementation literate*. He understood that a vision is something you do. He also mastered the art of improvement as a fundamental ingredient to getting results. Just hoping it happens does not bring measurable results. Having a vision with effective implementation is just something you must do to achieve significant results.

A CALL FOR IMPLEMENTATION LITERACY

For decades, we (the authors) have both been concerned with implementation in schools. Year after year we witness district and school leaders adopt innovations designed to create a lasting impact and reform teaching and learning outcomes, later abandoned or minimally implemented. Many times these programs and practices are even evidence-based or evidence-informed. Even though the institutional knowledge and expertise school systems may have on effective leadership, professional learning communities, data-driven decision-making, change theory, or the innovation itself, there is a disconnect between knowing and doing what works. In other words, we notice some clear roadblocks to the effective implementation of evidence-based practices in schools.

The gap between knowing what to do and doing it (the knowing-doing gap) or as Michael Fullan calls it, the “Implementation Gap” cannot be solved through isolated, individual efforts. **Closing the implementation gap will take a concentrated effort and requires building implementation literacy in organizations that serve students.** The stakes are just too high. The education sector has normalized failed implementation efforts, blamed implementers, argued about programs or products without ever implementing them fully. These failed attempts impede the opportunity to get highly effective evidence-based practices (EBPs) to students and communities that desperately need them. At IMPACT Learning and Leading Group, our mission is to develop implementation literate organizations to close the implementation gap and improve student learning outcomes globally.

Many variables impact quality and effective implementation. To get a better understanding of these variables, we turned to the science of implementation.

With a background in the science of implementation, we came to understand that most teacher, building, and organization leaders lead with a gap in their change knowledge; they do not understand or practice some or all of the foundational principles, supported by evidence, critical to effective implementation. Most educators and educational leaders lack implementation literacy. Most educational leaders lack a fundamental understanding of the key drivers and processes that contribute to lasting change, ultimately impacting student learning and achievement. It all comes down to the science and practice of effective implementation. Michael Fullan, the world’s leading researcher and author on change, once said, “One of the main reasons why educational change often fails is the neglect of implementation” (1992).

Change is not new to education. However, what is new is the speed, complexity, immediacy, and increase in factors associated with the change needed to navigate and meet the needs of our students, families, and staff. The importance of implementation is beginning to make its way to the improvement planning table, and it could not come soon enough. The education profession understands the need to adopt evidence-based practices to help meet the needs of our learning community. It is not uncommon for school decision-makers to ask program developers to prove their program efficacy. However, the act of adopting evidence-based practices “is one thing; implementing that practice is another thing altogether” (Fixsen et al., 2009, p. 5). Identification of EBPs alone will not create significant

outcomes in schools. Getting the results promised from evidence-based practices requires implementation literate leaders, systems, and teams focused on intentional efforts to change practice. Becoming implementation literate increases your learning organization's ability to navigate the most critical variables impacting sustainable change and realized outcomes; that is implementation.

“For system dynamics to be favorable, we need to dramatically increase the proportion of systems thinkers and doers at all levels of the system.”

Fullan & Gallagher, 2020

Change initiatives and evidence-based programs, practices, principles, procedures, policies, that are poorly implemented will not produce expected outcomes. Even evidence-based innovations that are implemented effectively during early efforts tend to lose effectiveness in implementation illiterate organizations. The Education Endowment Foundation (EEF), a world-leading research organization committed to translating research and evidence to practice, articulated it best in their most recent report on effective implementation. “Ultimately, it does not matter how great an educational idea or intervention is in principle; what matters is how it manifests itself in the day-to-day work of people in schools” (Sharples et al., 2018). On average, without the support of implementation-literate organizations, it can take up to 17 years to achieve a 14% success rate in using evidence-based practices. The inverse is also true. Systems with implementation literate teams can achieve, on average, an 80% success rate in under three years (Fixsen et al., 2015). There must be a deliberate and

focused effort on implementation to achieve the results intended by evidence-based practices and programs.

Without understanding and applying key implementation concepts, methods, strategies, practices and research we run the risk of perpetuating the ‘add-on’ culture that prevails in most learning organizations, minimally changing behaviors and beliefs, revisiting unrealized outcomes, and fostering innovation abandonment, all while contributing to the demoralizing perception that we are failing our students.

We are committed to shining a light on implementation science in education. We will share the culmination of decades of research and our experiences supporting educators to implement well globally to support developing your implementation literacy. We will help you build your implementation knowledge and resource toolbox. We will help you build your implementation literacy. We believe that we can harness the collective wisdom of passionate educators globally and galvanize teams to push forward with ambitious plans to end the implementation gap.

WHAT EXACTLY IS STRATEGIC IMPLEMENTATION?

Strategic implementation is the who, what, why, where, when, and how of change. It is where change actually happens. It is the bridge between knowing and doing. In these past 25 years, the body of evidence of what works in schools has expanded exponentially. Yet, significant learning gaps remain despite our access to this

STRATEGIC the “WHAT”	IMPLEMENTATION the “HOW”
<p>An implementation plan that identifies the evidence-based practice (EBP) that meets the need(s) of the system. It involves the professional practice of strategic planning to document the changes needed to meet the promise of the EBP.</p>	<p>An implementation plan outlines how the strategic changes will be made. It addresses the who, where, when, and how the work will get done. It involves the professional practice of implementation to document and implement the steps needed to manage and monitor change well.</p>

overwhelming evidence of what works (Dorn et al., 2020; Hansen et al., 2018).

It is more important now than ever to accelerate learning through evidence-based approaches. It is even more critical to make sure we accelerate, implement, spread, and sustain EBPs with integrity to close the gaps permanently. The only way to do that is to understand and capitalize on the promise of implementation science. We do not have 17 more years to remain implementation illiterate. To achieve the learning outcomes promised by evidence-based programs and practices and realize our vision to build an equitable and robust learning system, we must increase our implementation literacy and close the implementation gap in learning organizations today. We assert that when it comes to implementing evidence-based practices right and well in education, the reality is, we all need to become implementation literate. Closing the implementation and

achievement gap hinges on understanding basic implementation science concepts, procedures, and processes.

This book is written for any educator who might be new to implementation science concepts and principles or who is charged with leading change and wants to increase effectiveness and success from their upcoming or current change initiatives. The overarching goal is for you, your K12 educational institution, your leadership, and implementers to understand key implementation concepts, strategies, and practices so they can apply them to increase implementation quality and improve learning through effective implementation of evidence-based practices. This is a learning by doing book. You will build your implementation literacy by doing the work of Strategic Implementation Planning.

Thank you for joining us to shine a light on implementation science in education. Thank you for being a trailblazer willing to get implementation of evidence-based practices right and build implementation literacy in the education sector. Together we are better, we are thrilled to have you join us on this journey!

Jenice Pizzuto and Steven Carney
Co-founders, IMPACT Learning and Leading Group



ELEMENTS OF IMPLEMENTATION

THE BUILDING BLOCKS OF IMPLEMENTATION LITERACY

In this book, we will cover the critical components to effective implementation. Our goal is to grow your implementation literacy so that you can better plan, support, monitor, and sustain your implementation efforts. Combined with our extensive experience working with and supporting international, regional, and local school systems, we identified best practices, principles, and processes found in the deep research-informed fields of implementation and improvement science. We took these practices, principles, and processes and adapted them to support the education sector. The ideas and tools presented in this book will help you collaboratively engage the right stakeholders in effective implementation and engage in the processes needed to implement, spread and scale any evidence-based innovation. The methods you will explore, and experience are iterative and have multiple entry points depending on context.

Implementation equals change, and change requires trust, commitment, accountability, and even conflict to see outcomes and results to fruition. This is especially true when we ask people to change behaviors and practices they have been doing for a long time. Strategic implementation is all about managing change. Therefore, before we start building you and your team's implementation literacy, it's critical to understand *why* you want to do the exemplary work of Strategic Implementation. We have an implementation gap for a reason; change is not easy. We are fundamentally talking about changing the way we solve our institution's biggest problems. It means we must change how we identify, plan, implement, spread, and scale evidence-based innovations if we want to realize our vision for an equitable, inclusive, and world-class education system. Start your implementation journey by answering the following questions:



- ? Why do I believe an implementation gap exists?
- ? Why do I believe Strategic Implementation will be a game changer to improving student learning, retaining staff, and realizing my organization's vision for student and adult learning?
- ? Why am I interested in building my/my team's implementation literacy?

UPSTREAM SOLUTIONS

The River Story

In a small town, a group of fishermen was gathered down at the river. Not long after they got there, a child came floating down the river calling for help. One of the group on shore quickly dived in and pulled the child out. Minutes later, another child came, and then many more children were coming down the river. Soon everyone was diving in and dragging the children to the shore, jumping back in to save as many as they could. In the midst of all of this frenzy, one of the group members was seen walking away. Her colleagues were irate. How could she leave when there were so many to save? After long hours to everyone's relief, the flow of children stopped, and the group could finally catch their breath. At that moment, the colleague came back. The group turned on her angrily and asked, "How could you walk off when we needed everyone here to save the children?" She replied, "it occurred to me that someone ought to go upstream and find out WHY so many children were falling into the river. I found that the old wooden bridge had several planks missing, and when children tried to jump over the gap, they couldn't make it and fell through into the river. So, I got right to fixing the bridge.

In his book, *Upstream: The Quest to Solve Problems Before They Happen*, Dan Heath (2020) says, "Surely we'd all prefer to live in the upstream world where problems are prevented rather than reacted to." Becoming implementation literate is an upstream solution. Building implementation literate organizations is an upstream solution. Part of the problem revolves around human nature to want to save and be rewarded. Everyone loves the hero or the heroic attempts to solve

an immediate crisis. Let's face it, as Sir Kevan Collins, Chief Executive of Education Endowment Foundation, says, "Implementation just isn't sexy"(2019).

"Schools are successful because of effective implementation, not good improvement plans!"

RespondAbility, 2019

As the river story and Heath demonstrate, we believe that considering highly effective solutions from the get-go and preparing for successful implementation, while not as sexy, reaps vast rewards in educational outcomes. Building your implementation literacy doesn't mean learning a prescribed approach to implementation. It means building your implementation competencies so that you can adapt the practice of implementation to any context. Building implementation literacy that is context and content agnostic will help you adapt the principles learned to any setting and context.

THE LANGUAGE OF IMPLEMENTATION

Has this ever happened to you? Have you found yourself sitting in a group somewhere, and the group begins a deep discussion about their work? You are following along rather well but soon get lost in the industry-specific jargon and acronyms. Our spouses work in the medical and business fields, and this has happened to us. As the acronyms and specific terms begin to fly by, it is easy to disconnect from the conversation and miss important concepts.

This often happens in the education field with new staff. We have seen more than one new staff member’s eyes glaze over when they see and hear education acronyms begin to flow around a room! The disconnection is not a reflection of their ability or interest; it means we need to PAUSE, provide acronym descriptions and definitions for the words we are utilizing. Taking this time enables everyone to participate vigorously and ensures we all understand basic foundational concepts.

For that reason, we are taking time in this chapter to cover definitions and concepts that will be discussed and are essential to have a common understanding of as the book unfolds. If you have a deep understanding of these concepts and foundations, feel free to skip ahead but if you are working with others, take time to create a common understanding of the basic principles before moving forward with them.

Before we dive into learning about IMPACT research-informed implementation concepts, methods, strategies, and practices in this book, we would like to explore the following questions:

- What is implementation science?
- What is implementation?

WHAT IS IMPLEMENTATION SCIENCE?

Over the past few decades, the science of implementation has expanded. It is now widely studied and practiced in most human services organizations like medicine, social welfare, higher education, and early childhood.

The simplest definition of Implementation science we use is:

IMPLEMENTATION SCIENCE
The study of how evidence-based programs can become active and effective to create educationally significant outcomes.

Adapted from the Implementation Science Program at the University of Washington, Department of Global Health (2020), we view implementation science as a means to help us understand how to get ‘what works’ to schools who need it, with more incredible speed, fidelity, efficiency, quality, scale, and sustainability. Implementation science is closely linked to change theories, improvement science, change management, and knowledge translation. Researchers and practitioners worldwide and human service fields have built hundreds of implementation and implementation design models and frameworks for organizations to design and facilitate implementation efforts. By using implementation science, many human service organizations have drastically improved their quality of services and improved outcomes.

What about K12 education? There is little to no evidence that schools are universally using implementation science as a resource to improve adopted EBPs effectiveness. Yet, there is overwhelming evidence they should. From our anecdotal experience in working with hundreds of organizations focused on learning, most schools and their leadership have little knowledge of implementation science and therefore are implementation illiterate.

FUNDAMENTAL TERMS AND CONCEPTS

Let's start with the term at the center of this book and the center of any change initiatives, implementation. Throughout the years, we have seen several definitions associated with implementation. For example, in her book, *Implementation: Making Things Happen*, Dr. Anita Pankake (2013) sums up a variety of definitions with these elements:

- » Making things happen;
- » Putting programs and change efforts into action;
- » Facilitating coordination and collaboration of tasks;
- » Establishing project checkpoints and monitoring progress;
- » Providing “midcourse” corrections when actual outcomes start to diverge from intended outcomes or when new conditions require adaptation;
- » Supporting those responsible for carrying out projects and plans.

IMPLEMENTATION

The act of making something active **AND** effective.

Webster's Dictionary defines implementation to “make something active or effective.” However, in our work with schools, we often like to change a keyword in that definition. We like to say implementation means to “make something active **and** effective.”

In his book *Built to Last: Successful Habits of Visionary Companies*, Jim Collins (1994) talks about how “builders of greatness reject the “Tyranny of the OR” and embrace the “Genius of the AND.” As builders of great schools, we must see implementation as making something active AND effective, leaving no choice between active or effective. **Making something effective is the what of implementation. It requires clarity and understanding of how good is good enough and produces results (what it looks like implemented well and right). Making something active is the how of implementation; it requires a set of strategies to achieve the what, the destination. Thus, implementation is a process (active) and achievement (effective).**

INNOVATION

Innovation is the program, practice, principle, procedure, product and/or policy new to an individual, organization, or system.

What is the change you are asking staff to implement? New programs, practices, principles, procedures, products, policies, or combinations thereof are all examples of new things we put in place. When these changes are new to individuals, schools, and/or districts, implementation science refers to them as an innovation. When we implement, we often navigate unfamiliarity by asking implementers to change what they know, believe, understand, practice, and do. The innovation is what we are asking staff to implement.

EVIDENCE-BASED INNOVATIONS

Evidence-based programs, practices, and/or products new to an individual, organization, or system.

Not all innovations have research or evidence to support them. For the purpose of this book, we will refer to only evidence-based innovations as any evidence-based program, practice, and/or product.

EVIDENCE-BASED

Any concept or strategy that is derived from or informed by objective evidence—most commonly, education research or metrics of school, teacher, and student performance.

We like the definition above defined by the Glossary of Education Reform. Why leave outcomes to chance when we don't have to? Use evidence-based innovations if at all possible to expedite and ensure results.

IMPLEMENTATION FIDELITY

The degree to which a practice or program is implemented as intended by the researchers or developers.

For evidence-based innovations to be active and effective, the innovation needs to be adopted and implemented with fidelity.

Meaning, the innovation needs to be implemented exactly as it was designed and intended.

ACTIVE INGREDIENTS

The non-negotiables that make the innovation effective.

A challenge with getting to fidelity in schools is that many variables (e.g., culture, climate, and context) impact and get in the way of true fidelity to the innovation. However, we can get very close. It is undoubtedly a lot easier to implement any innovation if we understand what key features of the innovation must be implemented right and well to produce the intended outcomes. These key features are referred to as the active ingredients of the innovation. **The active ingredients are the non-negotiables that make the innovation effective.**

IMPLEMENTATION INTEGRITY

The degree to which the active ingredients are preserved and implemented as intended.

Active ingredients associated with the innovation must be identified and implemented with fidelity to achieve effective implementation and sustainability of an innovation. Implementation integrity allows for culture and context to influence implementation without disrupting implementation fidelity of the active ingredients. Implementation integrity is the key to bridging the gap between the innovation and

the intended outcomes. **Implementation integrity has a direct correlation to how successful the innovation will become.**

IMPLEMENTATION READINESS

The organization's capacity and capability to effectively and efficiently implement the evidence-based active ingredients with fidelity.

Determining system readiness to implement is a critical step. Without understanding your organization's readiness to implement the innovation, you run the risk of failed initiatives, eroded trust, ineffective implementation, poor outcomes, and innovation abandonment. Implementation readiness can make or break your improvement efforts.

IMPLEMENTATION PLAN

Incorporates implementation stages, implementation strategies, and approaches to foster quality implementation from the implementers.

Once readiness is assessed, a comprehensive implementation plan can be developed. Developing the implementation plan involves stakeholders, implementation teams and incorporates essential implementation and improvement science principles.

IMPLEMENTATION STRATEGIES

Methods or techniques used to increase the adoption and integration of evidence-based innovations into the day-to-day operations of the organization.

Strong implementation plans include implementation strategies to increase spreading and sustain the new work. Some examples of implementation strategies include but are not limited to coaching, funding, incentives, small pilots, modeling, and ongoing job-embedded learning.

IMPLEMENTATION TEAM

An intentionally selected group of people who ensure organizations move from "hoping it happens" to "making it happen." They do the work of implementation. In other words, they are responsible for operationalizing the adopted evidence-based innovations.

Getting the organization ready for implementation, monitoring implementation fidelity, and providing needed supports can be overwhelming for a leader. Without an implementation team to support the organizational context and culture, factors associated with change can become barriers rather than boosters to implementation.

Leading and managing change is complex. Implementation Science suggests that at least 80 percent of teachers must put the practice

in place with a high rate of fidelity to meet the intended outcomes of evidence-based innovations. Internationally recognized authority and author on leadership and organizational effectiveness, Doug Reeves, states that 90 percent or more is the threshold needed to achieve significant outcomes (2008). It requires attention to contextual factors such as readiness, collaborative structures, collective efficacy, belief systems, capacity, resources, and training. Navigating all these factors can be overwhelming for a leader. Without an implementation team to support the organizational context and culture, the factors listed above can quickly become barriers rather than boosters to implementation. Therefore, they need an implementation team. We believe that implementation teams are the lever for implementation success.

IMPLEMENTATION STAGES

The steps, processes, and milestones necessary for full and effective implementation, scaling, and sustaining of evidence-based practices.

All innovations implemented well and right, go through a set of implementation stages and happen over time. **Implementation is a process, not an event.**

IMPLEMENTATION FRAMEWORK

Elements designed to positively foster effective implementation and support the sustainment of evidence-based practices.

Implementation science relies on the use of implementation theories, models, and frameworks to guide an organization through implementation stages. One of the reasons we believe implementation has not yet found its way into education is because there are literally hundreds of theories, models, and frameworks to choose from, making it challenging to identify which ones best fit each adopted initiative. Additionally, many of these theories, models, and frameworks are complex and require a great deal of training and contextualizing to understand. Therefore, the best thing we believe we could do to support education is to find an implementation framework that is clear, concise, and comprehensible. That is, it's doable for schools.

Frameworks reduce confusion, clutter, and chaos that can accompany implementation efforts. Frameworks operationalize and clarify steps necessary for successful implementation; they help us stay out of the 'graveyard' of ideas. An effective framework creates common steps, practices, and language by promoting more transparent communication vertically and horizontally within organizations.

IMPROVEMENT CYCLES

“Quality improvement method that identifies, implements, and measures changes made to improve a process or a system.”

Quality/equality Glossary, 2013

Our experience supporting organizations in implementation efforts helped us to know and understand the importance of including improvement cycles in implementation plans. To fully implement effectively at scale, we believe, requires including implementers’ voices and utilizing an improvement cycle to problem-solve issues, barriers, resource needs, etc., as they come up in the field. In addition, providing a robust process to sort out and make technical or adaptive changes leads to building collective efficacy, creates an improvement mindset, and helps ensure we do “what” we agreed to do in the first place. The goal is to build capacity to search for errors, learn from them and make any changes needed to arrive at the outcomes we all hoped for by selecting the innovation.

For example, **Plan, Do, Study, Act** is a rapid improvement cycle. In other words, these are the approaches your organization uses to make implementation and other processes better and as fast as possible. Improvement cycles are meant to help your team or organization make incremental changes that lead to improved success. By using an improvement cycle, each cycle builds on the work done during the last; and suddenly that mountain doesn’t seem so hard to climb. Improvement cycles are essentially the tool implementation teams use to remove implementation barriers.



Implementation literate leaders understand these critical implementation elements:

- » it is a process, not an event,
- » happens in stages,
- » utilizes evidence-based practices,
- » is best when done with an implementation team,
- » uses deliberate strategies to build and spread new skill development
- » relies on improvement cycles and data to gather data about the implementation and make improvements
- » benefits from using a framework to help schools use implementation science to support implementing innovations.

PROTOCOLS

In education, protocols are utilized to facilitate and guide group thinking, learning, and decision-making. They provide support to move a group into robust and rigorous discussions and provide for equity in voice, distributing time and engaging team members in meaningful work.

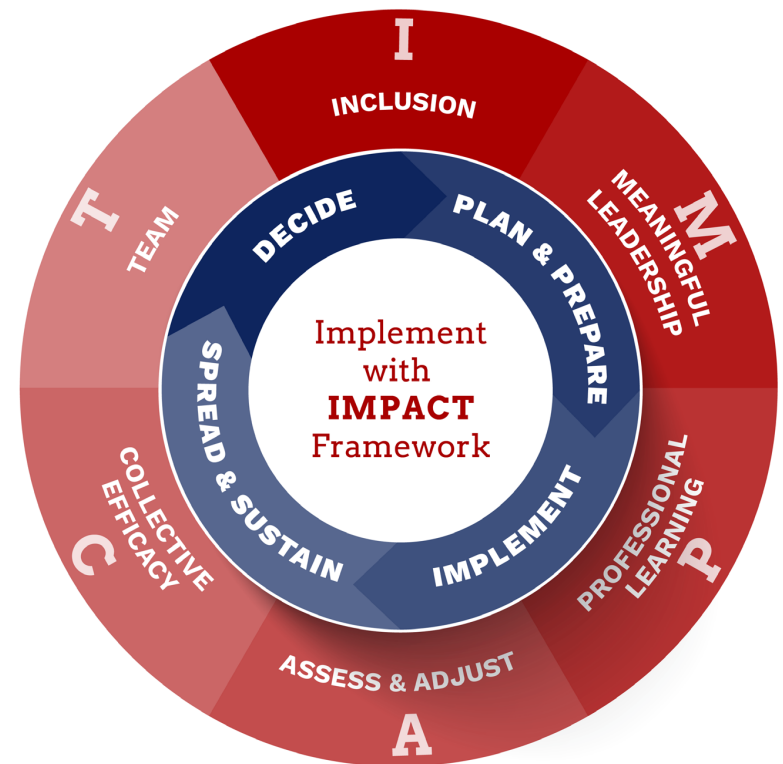
Using protocols to support group learning, decision making, and collaboration is an effective way to include human and learning-centered design elements into the implementation plan. Protocols can be modified to fit the needs of a group or topic and serve to bring out the best in the team. A well-designed protocol can act as the ‘facilitator’ of the group and allow all members to enter the collaboration equally.

THE IMPLEMENT WITH IMPACT FRAMEWORK

We know that strategic implementation can often be the difference between programs that fail and programs that create sustainable change in the education system (Lyon et al., 2018). Our dream is to build implementation literate leaders in the education sector globally and interrupt the adopt and abandon cycle that does not serve students, staff, or communities. To do so, we have created the Implement with IMPACT Framework. Our implementation framework is based on implementation and improvement sciences, change, teams

and professional development research, and decades of experience supporting and leading change initiatives.

As shown in the graphic, the IMPACT Implementation Framework includes two distinct parts. The outer circle represents the IMPACT human and learning-centered design elements, and the inner circle represents the IMPACT Implementation stages. Throughout this book, you will find opportunities to pause, unpack and learn how to use the IMPACT Implementation Framework to facilitate the implementation of any EBP in your organization.



BUILDING YOUR IMPLEMENTATION LITERACY

Sadly, implementation is often what we see when we look into the rearview mirror. IMPACT Learning and Leading Group is committed to changing that. We want educators to move implementation from the rearview mirror to actively and purposefully plan how to adopt new innovations before implementation begins. We all know schools that have fallen into the adopt and abandon trap. These stories are unfortunately pervasive in schools and learning organizations. This might even be very common in your school system. The cycle happens because the people making the adoption decisions and plans are implementation illiterate. As a result, they make implementation mistakes that cost the organization valuable time, resources, and trust.

By understanding some key implementation science concepts, procedures, processes, and principles, you can drastically increase your chances of getting significant results from your adopted evidence-based practices. As a result, you can make the difference you always wanted to make by improving student learning outcomes.

Throughout this book, you will build your implementation literacy by understanding:

- » Why implementation literacy is so important to closing the implementation gap and improving learning outcomes through effective implementation of evidence-based practices;
- » What are the key components of Strategic Implementation;
- » How to use the IMPACT implementation framework as a roadmap to implement and sustain evidence-based practices successfully;

- » What actions you will want to take during each of the four IMPACT implementation stages. Every change initiative, done well and right, requires an implementation to go through four stages. We will unpack each stage and how to navigate through them to support effective implementation;
- » How to use IMPACT implementation design components to focus your implementation planning;
- » When and how to use the provided tools and resources to facilitate your implementation progress;
- » Why you can't do this work alone, and who should be on your implementation team;
- » And how to use your implementation to monitor and support all stages of the implementation process effectively.



Review the implementation element definitions.

List which ones you 'knew' and which ones were 'new' to you. Share your list with your team and compare and contrast. Celebrate that you/your team have a foundation of implementation literacy knowledge with the terms and concepts in the *Knew* column and recognize any implementation successes to date!

KNEW	NEW

IMPLEMENTATION REQUIRES HUMAN & LEARNING- CENTERED DESIGN

INTRODUCING THE IMPLEMENT WITH IMPACT FRAMEWORK

At IMPACT Learning and Leading Group, we believe that building human and learning-centered approaches that foster collaborative cultures of adult and student learning paired with effective leadership practices are key to realizing inspiring visions and achieving unprecedented results in K12 education. We also believe that the answers are in the room. That is, if you provide the right kinds of human and learning-centered structures and processes to foster collaborative learning and improvement together, your school community can solve your most significant challenges and make the greatest impact. “In other words, efficacy beliefs are a precursor to improved student outcomes

because efficacy drives educators’ receptiveness to change” (Hite & Donohoo, 2020). Infusing a pervasive, persistent focus on adult learning (that adheres to andragogy principles) and focusing on continuous improvement that fosters a growth mindset are guideposts for creating a human and learning-centered implementation design.

When equity in voice, collaboration, professional learning, cycles of continuous improvement, shared beliefs, and teams are the very fabric of how your school does business, the evidence is clear, student learning improves. Albert Bandura noted “the higher the perceived collective efficacy, the higher the group’s motivational investments in their staying power in the face of impediments and setbacks, and the greater their performance accomplishments” (2000). What makes the IMPACT Implementation Framework unique is the intentional incorporation of human and learning-centered design elements directly into the framework and tools. Collectively, we hold a moral obligation to no longer contribute to the one-and-done, shame and blame game that is pervasive in the education system. We have clear evidence that effective implementation is the answer to getting EBP in place in schools to impact outcomes. So why isn’t it happening?

included are approachable tools and resources that focus on implementation science and human and learning-centered design to help leaders get the implementation done well and right. For over two decades and with hundreds of districts and schools, we have facilitated adult learning, strategic planning, problem-solving processes, improvement design models, and systems thinking. At

the core of our work, we put the needs, contexts, behaviors, and emotions of the learning community at the center. We learned early on that human and learning-centered practices lead to:

- » increased accuracy in identifying the problem to be solved,
- » expanded identification of relevant and appropriate solutions to fit the context, climate, and culture, and
- » meaningfully engaging and involving stakeholders and implementers in the change that affects them.

We have learned that using human and learning-centered approaches to support change initiatives leads to realized outcomes, expedited implementation, and strong collective efficacy. This is because change becomes informed by the stakeholders whose work is most affected by the implementation requirements (Weeby, 2018). **Human-centered design is a way of thinking that places stakeholders at the center of the change and implementation process.** It's about building a deep empathy with the people you are asking to change. A few characteristics of human and learning-centered design include:

- » It deeply values the experience of stakeholders expertise;
- » It seeks to have institutional leaders “walk in the shoes” of stakeholders to understand the challenges that they face and the solutions they employ;
- » It gets potential solutions in front of stakeholders and refines them quickly (“rapid iteration”) to generate better innovations and improved experiences;

- » It allocates time to problem definition to ensure that solutions meet the most important needs of the stakeholders;
- » It excels at generating solutions because it is highly collaborative and creative;
- » It is committed to human experience, so it is both holistic and time-based.

When you understand the people required to implement the change and design implementation from their perspective, you will arrive at unexpected solutions and come up with change and implementation strategies that they will embrace. Relationships are the foundation of implementation work. We need people to trust the process, the data, the selection of the EBP, and trust that the process will unfold over time.

“If you want to get something implemented, get to know the people in the system, get them to trust the change.”

Metz, 2021

There is a vast body of implementation research on what it takes to implement an evidence-based program or practice so that it produces the intended results and is sustainable in different settings (Aarons, 2010; Fixen, Blase, & Van Dyke, 2019; Metz, 2015; Meyers, Durlak, & Wandersman, 2012). Upon synthesizing the literature, we discovered several overlapping common implementation principles that form what we would consider key

principles essential to building implementation literacy.

These include:

- » Implementation is a process and happens in stages,
- » Effective implementation takes advantage of implementation teams to actively and adaptively lead implementation efforts,
- » Data and feedback drive implementation decision-making and continuous improvement,
- » Capacity is developed through structures that build meaningful experiences and ongoing opportunities to increase knowledge and skills associated with the innovation,
- » Voices of the implementers matter, and
- » Leadership is adaptive and not label bound.

As part of our review, we also noticed that implementation science referenced several implementation strategies that crossed into the human-centered design. These included but are not limited to involving implementers to...

- » identify the problem you need to solve,
- » co-create the solution, be a part of the design process,
- » plan implementation strategies,
- » participate in cycles of improvement to increase implementation effectiveness, and
- » co-learn to increase implementation capacity in innovation effectiveness.

K12 education can benefit from understanding effective implementation practices, especially those practices that put the stakeholders at the center. An impressive number of implementation frameworks have been developed from various organizations to include effective implementation practices. Many of which have vital implementation components. However, we believe each implementation stage should include human and learning-centered design. Therefore, key implementation principles combined with human and learning-centered design implementation practices and strategies form the foundation of the Implement with IMPACT Framework. The Implement with IMPACT Framework is grounded in elements consistent in implementation research and our experience leading change and facilitating adults in schools over the past 30 years.

The Implement with IMPACT Framework is built on two premises:

1. Implementation is a process and happens in four key stages:

- DECIDE
- PLAN AND PREPARE
- IMPLEMENT
- SPREAD AND SUSTAIN

2. Implementation is designed with six evidence-based human and learning-centered elements:

- INCLUSION
- MEANINGFUL LEADERSHIP
- PROFESSIONAL LEARNING
- ASSESS AND ADJUST
- COLLECTIVE EFFICACY
- TEAM

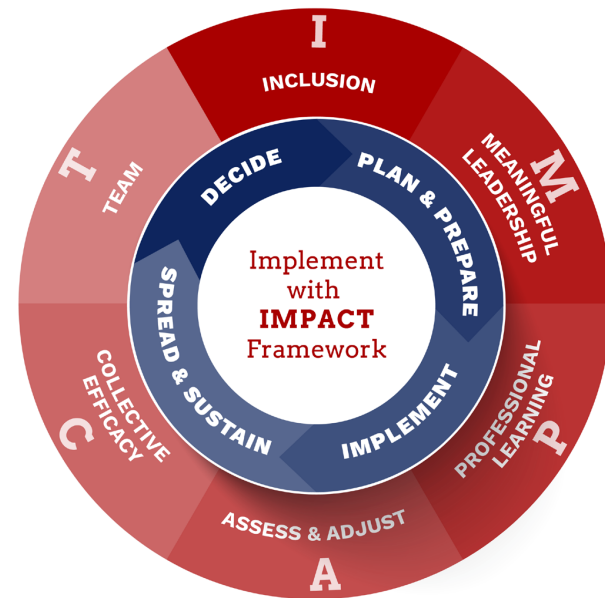
Implementation is a process that involves identifying and deciding, planning and preparing for, and carrying out, sustaining the change(s) you want to make. The Implement with IMPACT Framework is designed to guide your district, school, and/or team through four stages of implementation and effectively develop your implementation with evidence-informed implementation strategies that maximize success and sustainability. Within each stage are a collection of suggested activities that you and your

team can use to navigate the stages. We developed these activities to include the Implementation for IMPACT human and learning-design elements.

THE OUTER CIRCLE

Bringing Human and Learning-Centered Design to Implementation

There are six IMPACT human and learning-centered design components in the Implement with IMPACT Framework. As discussed earlier, these are designed based upon evidence and research in change theory, collective efficacy, professional learning, research, and improvement and implementation sciences. To improve your implementation efforts, utilize these six human and learning-centered design components.



INCLUSION

Implementation team members create inclusive spaces that seek out the perspectives and contributions of all stakeholders. Inclusive implementation incorporates the needs, assets, and perspectives of their staff and community to create equity and a sense of belonging, respect, and value.

MEANINGFUL LEADERSHIP

Implementation team members plan and develop organizational leadership expertise and systems designed to facilitate change during all stages of implementation; ensuring all stakeholders routinely engage in ongoing learning and improvement processes.

PROFESSIONAL LEARNING

Implementation team members design and plan professional learning structures that ensure implementers engage in iterative processes focused on building capacity and scaling the innovation implementation.

ASSESS & ADJUST

Implementation team members design monitoring plans that measure the innovation implementation. They develop structures and processes that allow teams to use an improvement cycle to guide real-time planning and decision making.

COLLECTIVE EFFICACY

Implementation team members set the conditions that foster and support the development of collective efficacy throughout the organization.

TEAMS

Implementation team members build, lead, and facilitate vertical and horizontal teams that collaboratively monitor, support, and adjust innovation and implementation efforts.

We have argued that implementation is the missing link in education; we have advocated for building relational components into implementation efforts and now we encourage you to give as much attention to the quality of your implementation as you do to selecting an innovation. To help you with that, let's unpack the six human and learning-centered design elements of the Implement with IMPACT Framework.

INCLUSION

The implementation experience is enriched when stakeholders feel like they can contribute to the success of the adopted innovation. Common ground is developed when strategic implementation is

Inclusion
Inclusion means giving stakeholders opportunities to question, challenge, debate, and reflect on what's working, what's not.

co-created and implemented through a strategic and inclusive implementation plan. If you want your implementation to be effective and successful, it must involve the stakeholders, it must be inclusive. Develop your implementation teams to include implementers' voices. Build a diverse coalition of champions

made up of stakeholders that act together towards a shared vision and purpose.

Inclusion means giving stakeholders opportunities to question, challenge, debate, and reflect on what's working, what's not. We need to ask the question; "who isn't at the table or in the room?" Because, through the process of conflict and confusion, clarity is

obtained. A solution to any problem can be discovered within the system, especially if it's more inclusive. The more inclusive you are, the more likely you will find quality solutions to the problems you are trying to solve. Without inclusive implementation, apathy and rebellion find their way to the surface. The implementation experience can be enriched when stakeholders feel like they can contribute to the success of the adopted innovation.

MEANINGFUL LEADERSHIP

Meaningful leadership involves creating systems and space for ensuring all stakeholders routinely engage in ongoing learning and improvement processes. Common ground is developed when strategic implementation is co-created and implemented through a strategic and inclusive implementation plan.

We use the term “Meaningful Leadership” because, from our experience, change and implementation efforts that lead to intended outcomes at faster speeds directly relate to a learning organization’s opportunity to engage in ongoing meaningful work. Work is meaningful when implementation is co-created, inclusive, significant, and connected. When you disseminate change and leave implementers out of the process of co-creating it, you miss the opportunity to create ownership, understanding, and internal action (Hite & Donohoo, 2020). Without collaborative opportunities to learn and make meaning of the innovation and implementation, shifts in beliefs are minimal. For change to happen, positive beliefs about and acceptance of the innovation must be realized.

Meaningful leadership develops cultures of change where chaos and order converge, and trust and relationship are at the center. In their book, *Building Trust and Relationship at the Speed of Change*, Kathy Jourdain and Jerry Nagel (2019) argue that even well-designed and well-resourced change fails due to the lack of trust and relationship. If implementers do not have the opportunity to explore and adjust their opinions, beliefs, and assumptions about the needed change, the implications, their role in them, and their prevailing assumptions, values, and beliefs may surface through actions that impede effective implementation. Resulting in external finger-pointing rather than self-actualization, especially when things aren’t going well with the change. Meaningful leaders provide safe spaces for failure and reflection that lead to creativity and innovation rather than destruction or oppression.

Meaningful Leadership involves creating systems and space for ensuring all stakeholders routinely engage in ongoing learning and improvement processes.

Meaningful Leadership engages in systems mapping. Meaningful leadership requires mapping and building systems where implementers can make meaning of the innovation and implementation through processes that help them make new connections, see interconnections, develop insight, and foster discovery. They create space to develop change resilience by building capacity and meeting the human need to do meaningful work. Meaningful leadership creates structures that create opportunities for implementers to understand their role and their level of authority and responsibility in the innovation and implementation process. They help remind implementers why they are doing what they are doing now, especially when it gets complicated.

To put it simply, Meaningful Leadership intentionally bridges the knowing-doing gap by creating and maintaining structures for shared learning and co-creating across the system.

PROFESSIONAL LEARNING

It is difficult to make progress in the absence of learning from and with the group. We noticed that there needs to be sufficient preparation and planning for collaborative professional learning to effectively assist the implementers in adopting and gaining competence in new skills, attitudes, and beliefs for implementation. “Even the best-designed professional development may fail to produce desired outcomes if it is poorly implemented” (Darling-Hammond et al., 2017). The inverse is also true; even the best-designed implementation may fail

Professional Learning should be at the forefront of all implementation practices including change processes designed to impact the implementer’s knowledge, attitudes, skills, aspirations, and behaviors.

if high quality, job-embedded and collaborative professional learning about implementation and the innovation is poorly designed. We have noticed that systems may accurately identify appropriate evidence-based practices. Yet, those practices often fail to produce the socially significant outcomes that they were identified for in the first

place. We contend that to reach full implementation and intended outcomes of selected innovations, a well-designed, high-quality collaborative professional learning system should be considered an essential component of a comprehensive implementation effort.

“In addition to the development of knowledge, skills, and effective implementation, professional learning should also allow people to learn how to be more effective learners. For teachers to become effective learners, they need specific attitudes and skills, including persistence, understanding of the transfer of training, understanding of the need for theory and the ability to use peers productively.”

Joyce & Showers, 1995

Research is clear; one-shot workshops and simple “training” are ineffective and do not result in transformative knowledge transfer that develops competent and skilled implementers.

Strategic implementation work is relational, requiring a robust collaborative professional learning system that involves change processes designed to impact the implementer’s knowledge, attitudes, skills, aspirations, and behaviors. For that reason, we at IMPACT Learning and Leading Group put professional learning at the forefront of all implementation practices.

ASSESS & ADJUST

Strategic and effective implementation requires continuous assessment and adjusting. It involves making systems better by solving implementation problems and improving change capacity during the implementation process. Drawing from improvement research, we believe that to enhance the quality of implementation and effectiveness, implementers need to engage in continuous improvement

Assess & Adapt
Involves making systems better by solving implementation problems and improving change capacity during the implementation process.

Solving) cycle that relies on examining data about the innovation. Even the most comprehensive implementation plans created by diverse implementation teams will have unpredictable holes and gaps impacting implementation integrity and intended outcomes.

Implementation is a learning process, and it involves asking the right questions:

- » What are we trying to accomplish through these implementation strategies?
- » How will we know if the implementation strategies are effective?
- » What evidence will we collect to determine implementation effectiveness?
- » What changes to the implementation do we need to make and why?
- » How do we know that the new implementation changes we are making are improving implementation quality and effectiveness?

These questions are part of an iterative and ongoing problem-solving and improvement cycle implementation teams use to monitor, assess, and adjust implementation to increase fidelity/integrity to the adopted innovation.

cycles. Implementation leaders must embrace the idea of designing better processes that turn failure into learning and growth rather than blame.

This is done by trial and error and utilizing an iterative improvement (PDSA, Problem

By identifying and learning from implementation efforts and understanding what's working and what's not, practitioners and implementation leaders can refine their implementation to accelerate implementation integrity and produce significant results.

“Believing in the power of some new reform proposal and propelled by a sense of urgency, educational leaders often plunge headlong into large-scale implementation. Invariably, outcomes fall far short of expectations. Enthusiasm wanes, and the field moves on to the next idea without ever really understanding why the last one failed. Such as the pattern of change in public education: Implement fast, learn slow, and burn goodwill as you go.”

Anthony S. Bryk

COLLECTIVE EFFICACY

According to Hattie's research, collective efficacy is at the top of factors, a 1.39 effect size, that directly impacts student learning. As defined by Albert Bandura, a Stanford University psychologist, collective efficacy is “a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment” (1997, p.476). Bandura discovered that team confidence breeds competence and collective success. It's a belief system that the members of an organization hold about their collective abilities and efforts. Together we are better, and together,

we can positively impact student learning and meet established outcomes.

In their book, *Quality Implementation: Leveraging Collective Efficacy* (2019), Donohoo and Katz demonstrate that the “more robust the sense of collective teacher efficacy, the greater the level of student achievement.” Building collective efficacy is the most potent human-centered thing an organization can do. Beliefs affect behavior. When a team believes in their collective ability to make the necessary changes, their behaviors and actions follow.

“Unless people believe they can produce desired effects by their actions, they have little incentive to undertake activities or to persevere in the face of difficulties. Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to affect changes by one’s actions.”

Albert Bandura

Without collective efficacy and a collective belief in the staff’s ability to improve outcomes and get results, implementation is often undermined. This is especially true when implementation is challenging. It is a whole lot easier to revert to what’s easy and what we know than it is to push forward and possibly fail. On the one hand, collective efficacy can be one of the most effective implementation strategies. But, on the other hand, a lack of collective efficacy can be the very thing that keeps an initiative from succeeding. Donohoo and Katz emphasize that “**diminished efficacy is a barrier to quality**

implementation.” According to their findings, they determined that a lack of collective efficacy has a negative effect on behavior in the following ways:

- » A lack of collective efficacy impacts how teams perceive constraints and opportunities afforded in their unique school environments (teams with low efficacy anticipate the futility of their efforts and produce little change).
- » When collective efficacy is reduced, teams show a significant reduction in setting goals, impacting motivational investments.
- » Collective efficacy beliefs shape experiences (low expectations become self-fulfilling prophecies).

Taking time to build collective efficacy and improve the collective beliefs about learning, solution effectiveness, implementation capacity,

Collective Efficacy

a group’s shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment.

and goal attainment is human-centered and implementer-focused. It becomes a self-fulfilling prophecy.

TEAM

The literature is clear, strategic and effective implementation requires an implementation team. Implementation teams ensure organizations move from “hoping it happens” to “making it happen.” They do the work of implementation. In other words, they are responsible for operationalizing your organization’s change

TEAM

Teams do the work of implementation.

They are responsible for operationalizing your organization's change plans or improvement initiatives.

plans or improvement initiatives. They are groups of individuals, including implementers, who monitor and support the implementation. Implementation teams see themselves as accountable for developing the implementation plan and supports, creating organizational readiness, navigating and resolving system and implementation issues, using a cycle of improvement to monitor and

adjust implementation fidelity and supports, engaging organizational implementers to share and make meaning of the innovation, and fostering enabling contexts such as collective efficacy. Implementation teams live in both possibility and accountability.

“Implementation Teams are essential to building effective, efficient and sustainable capacity to use innovations as intended, and for establishing contexts that are more enabling and less hindering.”

Fixsen et al., 2019

When designing an implementation plan, we always include building and supporting Implementation Teams. We recommend both district and school level implementation teams. Team membership should consist of implementer representation and include critical stakeholders. Generally, education entities will form a **District Implementation Leadership Team (DILT)** and **Building Implementation Leadership Teams (BILT)**. When working at a state or province level, a **State/**

Province Implementation Leadership Team (SILT) is formed to design and support the implementation efforts. In the absence of Implementation Teams, efforts to adopt innovations will struggle to gain the socially significant results they were selected for in the first place.

IMPLEMENT WITH IMPACT IMPLEMENTATION FRAMEWORK

This framework is explicitly designed to support educators moving from “Hoping it happens” to “Making it happen.” The components in the outer circle are the human and learning-centered design elements, and the components in the inner circle are the IMPACT Implementation stages. Use this framework to build your implementation literacy, and support you in designing your next implementation of an innovation.



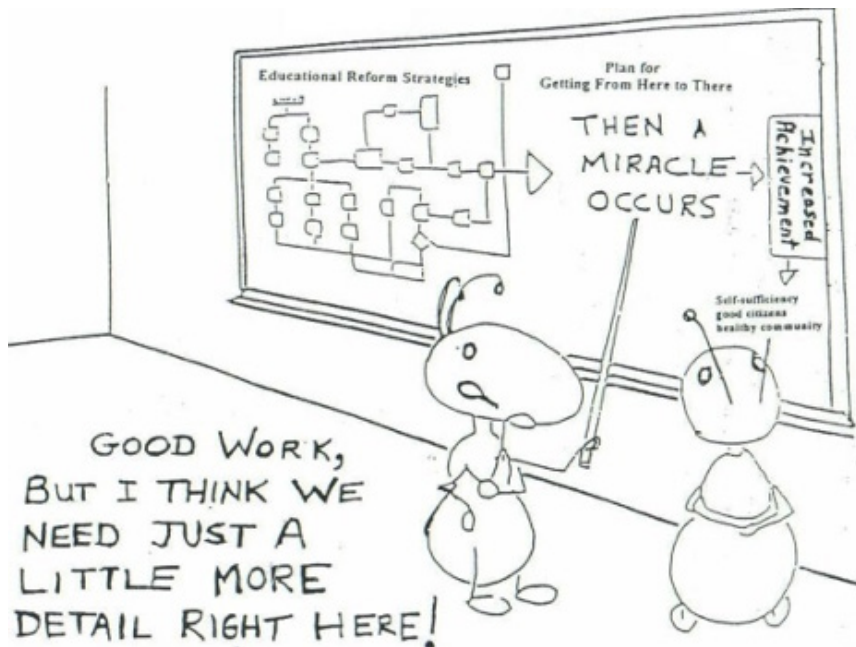
Share the Implement with MPACT Implementation Framework with a colleague and describe why human and learning-centered design elements should be included in implementation design and planning. Discuss and identify processes your organization already has to serve some of these I M P A C T areas (i.e., you may already have teaming structures or improvement cycles in place).

FRAMEWORK DISCUSSION NOTES	STRUCTURES/SUPPORTS ALREADY IN PLACE

IMPLEMENTATION TEAMS

Don't Start Change Without One

We like to say, Implementation Teams are the secret sauce for getting implementation right. You now know that implementation happens in stages, is a process not an event and that it is the missing link scaling EBP in the education sector. Before we walk through the IMPACT Implementation stages we need to understand a foundational component to getting implementation done well and right: the Implementation Team. They are responsible to ensure that individuals across and down the organization with competing interests build competencies and skills to embrace and enact the change. The Implementation Team serves as a bridge to build skills and knowledge, they ensure we move from “hoping it happens, to making it happen” (Fixsen et al., 2019).



Let's face it, effective implementation requires a group effort and should follow **IMPACT's T.I.P.** by being:

- **Transparent,**
- **Inclusive, and**
- **Planful**

Fundamentally, Implementation Teams set plans into motion, coordinate and support activities, monitor progress, and reassess and modify implementation efforts. In addition, implementation Teams ensure the implementation is not left to chance.

The leading implementation science in education organization, the National Implementation Research Network (2018), defines an implementation team as:

IMPLEMENTATION TEAM
An implementation team are the individuals who help the organization or system establish a supportive environment and facilitate the implementation of evidence-based practices and effective innovations.

Additionally, the United Federation of Teachers (2012) believes that, **“The School Implementation Team is a critical structure to facilitate the strategic planning and guidance necessary to ensure the school community is prepared to serve all students.”**

An implementation support structure is essential for strategic and effective implementation in learning organizations. From our experience, very few schools have a literate implementation team charged with planning, monitoring, supporting, and sustaining the implementation of evidence-based practices. An implementation team fills this need. The Implementation Team is your organization's guiding coalition and champions who work together to support your innovation's strategic and effective implementation throughout each stage of implementation. Building Implementation Teams is one of the most critical steps you can take, and it occurs in the Decide Stage.

While the positional leaders are generally responsible for the implementation, they are usually not the ones who are actually doing the work. Therefore, the system depends on a wide variety of other people, the implementers, key stakeholders, and other departments or groups members (e.g., human resources, purchasing, student and special services, professional learning, special education, English language learners, etc.) to make things happen.

“Making things happen; putting programs and change efforts into action; facilitating coordination and collaboration of tasks; establishing project checkpoints and monitoring progress; providing ‘midcourse’ corrections when actual outcomes start to diverge from intended outcomes or when new conditions require adaptation; supporting those responsible for carrying out projects and plans.”

Anita Pankake, 1998

For these reasons and from our experience, we persistently and relentlessly push for including implementers to become active members of Implementation Teams. One of the first and most important steps you will need to take is developing your Implementation Teams. Remember, implementation will only occur through the work of the people in the organization. (Pankake, 1998). The composition of the implementation team should be diverse; this includes:

→ **Positional diversity**

More diverse teams have greater cognitive flexibility and access to information and resources that can enhance the team’s growth.

→ **Tenure diversity**

Include individuals who may hold different positions to individuals who possess different amounts of organizational experience.

→ **Role representation**

Team membership highlights individuals’ expertise for themselves and others and yields a greater propensity to exercise voice on behalf of a particular group. (Higgins et al., 2012)

→ **Representation of constituents diversity**

Include representation of the students and the community that the organization serves.

→ **Represent different tiers of the organization**

Implementation teams are built horizontally and vertically to ensure ideas are spread and rapid improvement cycles are implemented to provide vital feedback to the implementation team and the system.

Note: For many schools that don’t have the time or capacity to create yet another team, we recommend you identify possible existing teams or team structures that can either be re-purposed or where implementation responsibilities can be added. At the onset, an implementation team may be a small group of key stakeholders who will work together to complete the tasks associated with the DECIDE Stage. However, once your

implementation moves into the plan and Prepare stage, you will likely need to expand the team to include implementers, especially those who have influence with their role group.

CONTEXT IN WHICH THE IMPLEMENTATION TEAM WORKS

The IMPACT Implementation Framework requires team learning to be an overarching context in which implementation teams work.

Team members embrace:

- » a collaborative approach,
- » a focus on improvement,
- » learning through engaging in a continuous cycle of improvement,
- » reading and researching,
- » collecting and analyzing data, and
- » using new learning to remove barriers to organizational learning, improvement, and implementation.

Team member learning is essential to grow innovation knowledge, develop skills and competencies, and sustain innovation as turnover occurs. A team learning approach contributes to higher efficacy of participation, improves propensity to spread and sustain the new work. Implementation teams are charged with supporting the change and ensuring

the implementers gain the knowledge and skills to deploy the innovation system effectively.

Administration and staff working together across the system horizontally and vertically is a collaborative venture.

Teams are formed at multiple tiers of the organization to ensure the innovation can become firmly established in the day-to-day practice of the implementers.

“You have to treat implementation as a learning proposition, not as a matter of executing policy.”

Fullan & Gallagher, 2020

System-wide implementation of an innovation requires team formation at each level impacted by the innovation. This helps build “layered, connected autonomy,” as Michael Fullan and Mary Jean Gallagher describe in their book, *The Devil is in the Details* (2020). Forming inclusive vertical and horizontal teams that embrace team learning and systems thinking is a way to meet implementation challenges to come.

Teams do not arrive with implementation literacy. You will need to allocate time and provide training to build your implementation team’s implementation literacy from the onset. Implementation leaders must have skills and knowledge to facilitate the work of others and build their implementation literacy and the implementation team members’ competencies.

IDEAL IMPLEMENTATION TEAM CONFIGURATIONS

→ **District Implementation Leadership Team (DILT)**

- Representatives from the organization's leadership team, key stakeholders, community representatives, department representation

→ **Building Implementation Leadership Team (BILT)**

- School leader (principal, assistant principal)
- Teaching staff responsible for innovation (e.g., a Math innovation should include math teacher representation, a social emotional learning innovation should include counselor/social worker and teacher representation)
- Specialist departments connected to the innovation

Research indicates team size is ideal between 3-5 members. However, in practice, team size typically ranges from 6-10 depending upon the organization size. The size may ebb and flow as key stakeholders are brought in to ensure stakeholder and implementer views and impacting community connections are considered. The goal is to keep the team size manageable and yet inclusive enough to foresee barriers, be equitable and build buy-in.

The purpose and the goal of forming horizontal and vertical team configurations is to build upon diverse strengths, amplify positive cross functioning, intentionally build in communication loops, ensure operations are contextualized, align resources and professional learning (training) efforts, model the practice across the system and facilitate skill development and integration of the innovation into the day to day practice of the organization.

Note: for state or regional implementation efforts, additional state-level and regional level Implementation Teams would need to be constructed.

TEAM CHARACTERISTICS

What do they do? How do they function?

Ideal team member characteristics:

- » have a variety of strengths; this way the team as whole can be successful,
- » champion the innovation,
- » participate in the design of the implementation plan,
- » create capacity, coherence, and alignment,
- » have deep expertise in the innovation (or are committed learners)
- » are catalysts to change by diagnosing problems before, during, and after initial implementation,
- » provide solutions, support the process, and provide resources
- » apply new learning as rapidly as possible
- » do site and campus development work
- » problem-solve on campus and address context issues, site-based barriers, or resources needs.
- » use protocols, facilitation tools, improvement cycles and the IMPACT Implementation Frameworks to support the implementation.
- » anticipate and prevent issues and identify risks and develop strategies

- » are involved in the change and deserve to have a voice in the change. They are the communication loop and support for the voices of the implementers.
- » consider contextual factors that executive leadership may not be aware of.
- » clarify goals, establish collaborations, support development of resources, communicate readiness for change.
- » help system leaders and stakeholders anticipate resource and organization needs, plan for resources, including human and capital.
- » resolve issues as new ways of work are being developed
- » create supportive conditions that improve the implementation of the innovation.

“The achievements of an organization are the results of the combined effort of each individual.”

Vince Lombardi

TEAM COMPOSITION

We realize reading the list above has you excited and ready to identify your guiding coalition of champions! However, we ask you to take the time to identify the right team members. As Jim Collins says, “We need to get the right people on the bus.” In the book *Good to Great*, Jim reminds us that; First, if you begin with “who,” rather than “what,” you can more easily adapt to a changing world (Collins, 2001). In developing your implementation team, consider ‘who’ will be included, remembering to be inclusive, create team diversity, and

have implementers’ voices on the team. There are several things to consider when identifying your implementation team members. These include but are not limited to:

- » Availability and commitment
- » Motivation to participate
- » Skills in:
 - Analyzing and synthesizing data
 - Facilitating adults and adult learning
 - Developing data collection tools and/or data-informed presentations
- » Knowledgeable about
 - School climate, culture, and context
 - School programs and practices
 - Specific content
 - Supervision and Leadership
 - District and school policies
 - School funding and budgeting
 - Equity and inclusion
 - District and School support services
 - Organizational and systems thinking
- » Unique and diverse perspective
- » Respected by colleagues and/or role group
- » Represent community and organization diversity of those who will participate and/or benefit from the intervention

TEAM AVAILABILITY AND COMMITMENT

The time to participate on the District/Building Implementation Team (DILT/BILT) sometimes goes beyond the everyday responsibilities of staff members. It is not uncommon for professional educators to make such a commitment gladly without thought of compensation. At minimum, considerations should include how to best support the team and their commitment to the work.

Considerations might include:

- » Coverage provided for staff to participate in meetings during school hours.
- » Provide extra pay for meeting outside of the school day.
- » Provide additional preparation time by managing team members' classes for them.
- » Relieve participating implementation team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

Developing collaborative implementation plans requires designing effective processes that facilitate the group and builds in actions and assigns responsibilities. Creating a shared development and understanding of the role, functions, and time commitment of the implementation team will promote informed participation by individual team members, communicate the earnestness of the process to the other staff, and avoid any potential misunderstandings among all.

The time commitment will vary as the implementation team moves from the DECIDE stage to a more maintenance function in later stages. Maintaining an effective climate and culture focused on all stakeholders and implementers is an ongoing process for

implementation team members. **The implementation team should meet often to discuss implementer or stakeholder concerns and problem areas with implementation, responsibility, and building climate, examine related data and decide the need for ongoing improvement and revision.**

A note about campus-level teams: It is essential that the implementation team include at least one building administrator and appropriate representation of the building staff at the campus level. Maintaining fiscal, legal, and policy requirements is one of the primary roles of school leadership. The work of the implementation team, along with the need to ensure that practices are active and effective is to ensure policy and legal requirements. This is why we suggest an administrator be directly involved. Participation from the principal or assistant principal on this team is crucial. While it is essential to keep the group small enough to ensure productivity, it is equally vital that all staff know someone represents them on the team. Broad representation leads to greater assurance that all staff's views are shared, the implementation team's work will then be more broadly accepted and the procedures more universally implemented by all implementers.

TEAM EXPECTATIONS

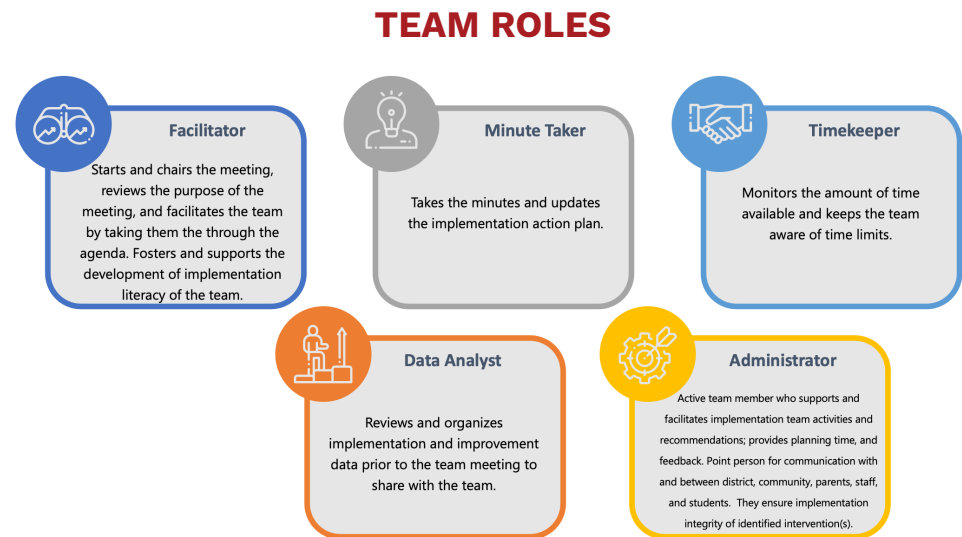
Once you have your implementation team identified, implementation teams should define the tasks and expectations associated with working together. These include:

- » Identifying and defining the purpose and core values of the implementation team.
 - [It Takes a Village →](#)

- » Articulating and accepting the goals and responsibilities of the implementation team.
- » Establishing team behavioral expectations, agreements, or norms the implementation team members will follow.
 - [Community Agreements](#) →
 - [Forming Ground Rules](#) →
 - [Attributes of a Learning Community](#) →
- » Determining how decisions will be made (consensus, vote, etc.).
- » Building opportunities to celebrate success into the team meetings process.
 - [Success Analysis Protocol For Leadership teams](#) →
- » Agreeing on frequency of and scheduling implementation team meetings.
- » Creating ways for implementation team members to share information and resources within and outside the team (including agendas, meeting minutes, and notes).
- » Defining and assigning roles individuals will play to support the efficiency and effectiveness of the team. Suggested roles include:
 - The Implementation Support Specialist/Facilitator
 - Minute Taker
 - Time Keeper
 - Data Analyst
 - Administrator

“Implementation team members are responsible for assuring the full and effective use of innovations.”

Fixsen et al., 2019



Implementation efforts need to be distributed to efficiently and effectively accomplish tasks associated with effective and successful implementation. Thus, the implementation team is a team to its truest form. **Commitment is more important than the specifics.**

Effective meetings that lead to strategic implementation planning and effective decision-making processes have key designated roles in helping make processes and team meetings run smoothly. Although the names and descriptions of these roles usually vary from team to team, the suggested roles are commonly known to contribute to success. Interests and specific skill sets often contribute to the

roles individual team members gravitate towards or are assigned. An excellent way to build team capacity is to rotate the prominent roles through all the group members to build the experience and skills of each implementation team member. By rotating roles, you can avoid an over-reliance on a few and prevent any perception of concentration of power or favoritism. Commitment to the use of roles and effective team protocols and processes that improve team effectiveness is more important than the specifics of the roles.

COMMUNICATION

One of the most important systems your Implementation Team must consider is how to keep all stakeholders informed of implementation activities as they unfold. We recommend implementation communication is tasked to the implementation team by keeping others informed of what is happening with the innovation, what actions are in place, and their impact. While much of the implementation work is done in conjunction with staff through regular staff meetings and professional development, thoughtful updating and sharing with staff helps build and maintain “buy-in” and sustain their commitment to the work.

There are three broad areas to creating a communication system that is strategic and intentional. We advise implementation teams to consider these three areas when developing a communication system:

- sharing ongoing information,
- presenting data and,
- obtaining feedback from stake-holders

Implementation teams should build time into team meetings to consider communication needs relative to agenda items just discussed. Then, near the conclusion of the implementation team meetings, consider these questions: “What needs to be communicated and to who? What formal and informal methods should we use to effectively communicate the information? Who will be responsible for the communication?” This routine of thoughtful planning for communication should lead to well-informed stakeholders and greater unity.

WRAPPING IT UP

There is a plethora of research on effective teams, team culture, and communication. We encourage you to use what you already know about effective teams/team functioning and apply that knowledge and skill to the implementation team. However,

we want to emphasize here that while many of those attributes cross over, the Implementation Team is not like other teams and needs special attention to develop effectively. **The goal is to ensure the team coalesces around doing everything necessary to implement the innovation to get results repeatedly.** Not just once but frequently by the most skilled practitioners and novice, beginning, and/or resistant practitioners. Together we are better, and building Implementation Teams is an essential part of your implementation plan.

Together,
Everyone
Achieves
More



Why build implementation teams?

Attributes and skills for team membership

Voices and/or groups who need representation

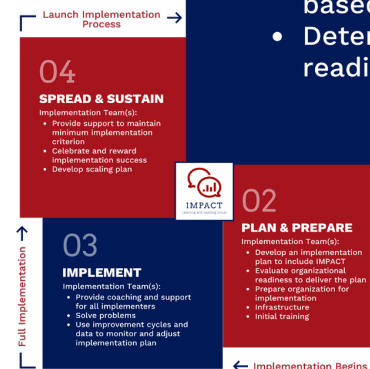
DECIDE

IDENTIFYING THE KEY COMPONENTS

01

DECIDE

- Identify implementation team(s)
- Identify and decide on priority and outcome
- Explore and Identify evidence based practices
- Determine organizational readiness and fit



A PART OF A WHOLE

There is a parable about six blind men and their convictions of knowing what an elephant looks like. Although their “undeniable truths” were based solely things they have heard, none of them have actually “seen” an elephant. To settle the argument, the six blind men go to “see” the elephant for themselves. Each man grabs a hold of a different part of the elephant and describes what the elephant is like.

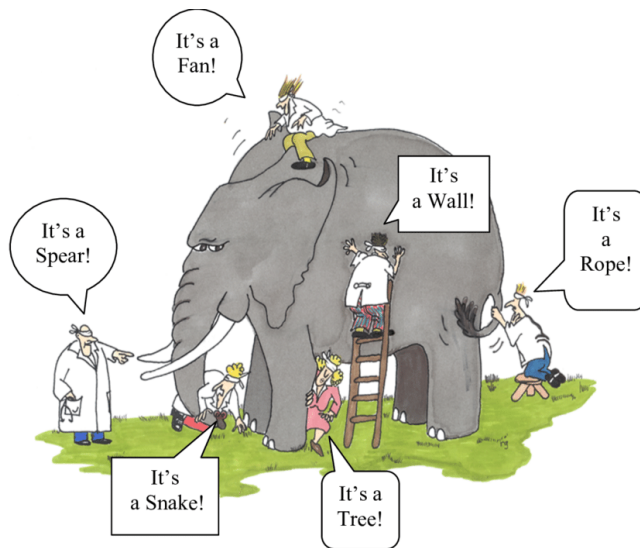


Figure: Daigneault, P. M. (2013). The Blind Men and the Elephant: A Metaphor to Illuminate the Role of Researchers and Reviewers in Social Science. *Methodological Innovations Online*. 28(2), 82-89.

The fable illustrates our need for different perspectives to see the whole picture. Our personal perspectives are built from our limited experiences; thus, when we rely too heavily on our own perceptions of what is “right,” we are only capable of seeing a portion of the whole. It can be easy to get stuck in our own work that we as

There is critical value of the perspectives of each team member in seeing the whole picture of the process.

individuals hold within the learning organization. If the blind men had put all their experiences together, they would have come to a better understanding of what the elephant


actually looked like. Together we are better, and with a strong team we can see the entire elephant before us.

The DECIDE stage launches your implementation effort and builds the roadmap for your implementation. During this stage your team engages in several processes that lead to decisions that impact the entire implementation effort. So, engage your key stakeholders, prepare to ‘see’ the whole elephant.

KEEP IMPACT IN MIND

The DECIDE stage is the first stage of your implementation journey. In this chapter, we will discuss the Key Objectives to include in implementation planning. During the DECIDE stage the organization spends time to clearly identify and understand the problem they want to solve and the program(s) / practice(s) that address the problem. This happens well before an innovation is put in place. Take time to focus, plan and pay attention to completing each IMPACT section to empower a smooth transition to the PLAN & PREPARE stage. Although the Key Objectives graphic covers the key components to include in an IMPACT Strategic Implementation Plan, these are not comprehensive. There are other activities involved in this stage. Review the activities in the graphic and check your plan to ensure you have built-in protocols, time, and resources to meet each objective.

DECIDE: KEY OBJECTIVES




I**NCLUSION**
Identify stakeholders responsible for the change and engage them throughout the process to determine needs and readiness.




M**EANINGFUL LEADERSHIP**
Identify infrastructures that provide time and processes designed to support practice and change.




P**ROFESSIONAL LEARNING**
Identify professional learning designs and structures that support learning about the change.



A**SSESS & ADJUST**
Conduct needs assessments, determine fit and feasibility of identified program/practice, assess staff readiness.




C**OLLECTIVE EFFICACY**
Identify collective strengths of implementers and implementation team to inform planning.



T**EAM**
Identify and develop an implementation team; develop norms for working together.

During the DECIDE stage, the purpose, need, and key outcomes of the implementation of an innovation are clarified and approved by the leadership team. At this time the organization will engage in a number of processes that lead to multiple decisions. These decisions include (in no particular order):



DECIDE STAGE DECISIONS	IN PLACE
Identify and decide who will be on the implementation team(s)	
Conduct a needs assessment and identify the problem(s) that need to be solved	
Identify and decide on an evidence-based (EBP) innovation(s) to address the need/problem; explore several alternatives and make sure it meets the need as determined by data	
Identify the readiness level of the staff to implement	
Identify the fit and feasibility of the innovation(s); does it fit the culture, climate, and context of the organization	
Identify and decide who will be implementing the innovation	
Identify collective strengths of implementers to inform implementation planning	
Identify organizational boosters and barriers to effective implementation of the innovation	
Decide how the implementation team will work together	
Identify and decide team communication structures	

These are the major decisions to be made in the DECIDE stage. Start your implementation effort off strong and select your implementation team. Research is unequivocal; an implementation team is mission-critical to the successful implementation of any change initiatives. Therefore, selecting your team is a priority. With adequate planning and an implementation team, your innovation can impact and improve outcomes for students and the community.

The focus of DECIDE stage is to:

- Identify your implementation team(s) (DILT and/or BILT).
- Identify the problem to be solved (use data).
- Identify the innovation to be implemented.

IMPLEMENTING RIGHT AND WELL BEGINS WITH TIME, RESOURCES, AND A CLEAR VISION

One of the reasons improvement efforts fail is that schools don't spend the time adequately understanding the problem they are trying to solve. Increasingly high expectations and shrinking resources often lead to expedited solutions that may or may not effectively address the real problem. Jumping to quick fixes and silver bullets is a real problem education organizations constantly face. Way too often, schools don't spend the time and resources required to identify and understand the problem accurately. Additionally, they also don't spend the time needed to determine the best and right evidence-based solution(s) designed to address the problem and improve

outcomes. This often leads to initiative overload and the adoption of multiple programs and practices that are, consequently, implemented poorly. As a result, the adopt and abandon cycle continues. To stop initiative overload and end the adopt and abandon cycle, learning organizations must spend the time necessary in each implementation stage, especially the DECIDE stage. Remember, implementation will take an average of 2-4 years to get to sustainability and significant results when done well and right. To get lasting change from the right innovation designed to address the real and accurate problem, avoid the quick fix trap, and give implementation time.

Systems Thinking is paramount to full and effective implementation. The first task in the DECIDE stage we recommend, if you haven't done so already, is to engage your implementation team in learning about your system. Ensure your stakeholders understand the demographics, climate, culture, and context of the entire system, not just your campus. This is a critical differentiator. When leadership begins to implement with a siloed mindset, this can negatively impact your implementation as a system. Implementation efforts are systemwide, and all parts of the system affect one another. For example, you may have 'always' allocated change initiative funds directly to campuses and evenly distribute the funds to be utilized as the leader sees fit within the parameters. While this may have worked at the time, applying systems thinking to your implementation, examining data and distributing resources based upon identified need and implementation priority can change that model and improve implementation efforts. In other words, if campus A has more new staff to train and no materials and campus B has a full set of materials, and most staff are fully trained, an even distribution of funds is wasteful and undermines the implementation effort. **Systems thinking means the DILT will**

carefully design how resources, both human and capital, are distributed. Being inclusive in the team membership also improves the likelihood of identifying pockets of resources, skills from other departments that may be overlooked if systems thinking and getting feedback from stakeholders groups is omitted. **We cannot solve a problem if we do not know the context in which it lives.**

Can the implementation team articulate the inherent values and beliefs that contribute to the climate and culture? Does the team know who it serves (students, community, disaggregated performance data, etc.)? Does the team have clarity about, and can they articulate where they want to be (organization vision and goals for student learning)? Are the organization's vision and goals front and center? Does the team understand where they are now (current student learning / outcome data?). Is the implementation team aware of the overall strengths and weaknesses related to student learning, achievement, and the vision and goals? When implementation teams understand who they are within the organization and how the system works, what's the purpose and what future the organization is trying to create, they can begin to make sense of what's working and what's not. An additional question to discuss with your implementation team is, "Does your organization have a climate conducive to good implementation?" (Sharples et al., 2019).

Note: There are numerous resources on creating a vision, setting goals, and examining current student learning trends. In today's age of accountability and high-stakes testing and school improvement frameworks, most districts and schools already have processes and requirements associated with establishing a vision & goals for student learning and analyzing data to determine areas of improvement.

So to get right to building your implementation literacy through implementation work and planning, and to avoid professional redundancy or minimize your experience in an age of data-literate leadership, we are leaving that part to you and your own district and school processes. However, if you need support in setting your vision and goals and analyzing your current data, please don't hesitate to **reach out to us.**

» Recommended protocols for vision and goal setting:

- **Futures Protocol**

» Recommended protocols for data analysis:

- **ATLAS: Looking at Data**
- **Data Driven Dialogue**

DECIDE ON THE PROBLEM THAT NEEDS TO BE SOLVED

“Solutionitis’ is the propensity to jump quickly on a solution before fully understanding the problem to be solved. It is a form of groupthink in which a shared set of beliefs results in an incomplete analysis of the problem to be addressed and fuller consideration of potential problem-solving alternatives.”

Penuel, 2016

Perhaps “solutionitis” has been avoided in your organization, and if that is the case, bravo! However, we have repeatedly seen, and you may have experienced, a powerful tug to grab the latest thing

that is out there getting press, effectively marketed, or valued by a colleague. This sort of thinking and solution grabbing is prevalent and problematic in education. What is a fit for one demographic, community, and group of learners may not be a fit for yours.

One of the most significant barriers to effective implementation that gets results is understanding the problem. Unfortunately, it's not uncommon for educational leaders to jump right into solutions before examining and understanding the problem. Understanding the 'real problem' requires an inclusive process that values the voices of all stakeholders combined with evidence and research to illuminate critical areas that need addressing.

The best way to identify the right problem is to understand the problem you are trying to solve and how your system contributes or produces the problem. By deeply understanding the problem, DILTs and BILTs can make better decisions about the right innovations.

To improve student learning, the problem you are trying to solve must reflect student learning goals and/or your vision for student learning. This process is about understanding the gap(s) that exists between where you want to be (vision and goals for student learning) and where you are now (student learning / outcome data). In other words what problem(s) in program, process, practice, procedure, and/or policy is most likely keeping you from achieving your vision for student learning?

Note: It is not uncommon to uncover several areas for improvement. The DILT and BILT should prioritize and identify areas of need that can be addressed and scaled effectively to gain promised results. Sometimes innovation selection is overwhelming, and an innovation that the

organization cannot effectively implement may be identified to solve the problem. Even though this may be an adequate and appropriate solution, if there is no capacity to implement it, it becomes useless.

Let's leave solutionitis behind and embrace a robust problem identification process. Consider the process **Moving from Frame the Problem to Select a Solution** as seen in the figure below.

1. **Start with framing the problem,**
2. **Generate a number of solutions that fit the culture, context and capacity of the organization,**
3. **Analyze each solution by asking, "Do we have the financial capacity, human capital capacity, time and resources to get this in place as designed?"**
4. **Select a solution - The right solution fits your organization, solves the problem, and can be adopted, implemented, and sustained with current capacity.**



Source: Based on Figure 5.3 from Chevallier, A. 2016, Chapter 5. Identify potential solutions, Strategic Thinking in Complex Problem Solving, Oxford Scholarship Online, doi:10.1013/acprof:oso/9780190463908/001.0001

There are a number of resources and tools available to support a rigorous and valid problem identification process. Which tool you use is not important as making sure the process you utilize addresses all of the areas we have discussed and the DILT avoids soltionitis. Here are a few examples of tools to use to support problem identification:

- » **The Root Cause Analysis (RCA)** is a useful process to help teams understand and solve a problem, it helps teams figure out why and what may be contributing to the problem. The process requires teams to look at the complexities that surround the problem and identify contributing factors. Finally the RCA leads to determining solutions to the problem and addresses the root causes.
- » **SWOT Analysis:** SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats. The goal of this type of analysis is to gain an understanding of the internal factors (strengths and weaknesses) and external factors (opportunities and threats) that are influencing your vision, goals, and/or student learning outcomes.
- » **Inside/Outside Protocol:** The inside/outside protocol is designed to help effectively illuminate a problem.

USE AN AUDIT TO ASSESS CURRENT PRACTICES

Assessing current practices and programs to understand which ones currently address your goals and which ones you can scale back or end, can help you narrow your focus and search for the right evidence-based practice. We recommend conducting audits of current

practices, programs etc. that directly relate to the innovation selection to get a sense of what is in place and working, what resources are already available etc.

SELECT AN EVIDENCE-BASED INNOVATION

Once problem identification has taken place, it is time to gather the evidence and identify the EBP that addresses the problem, causation, and needs. We cannot overemphasize the importance of making an evidence-informed decision about which program, practice, policy or principle will be implemented to address the needs of the problem. “Evidence-informed practice has been described as integrating professional expertise with the best external evidence from research” (Sharples et al., 2019).

When identifying any new evidence-based program/practice (EBP), ask the following questions:

- » Is the evidence-based innovation designed to support the population you intend to serve?
- » Do we know what type of program or practice we are looking for (e.g., one that addresses foundational math skills, reading skills, anti-bullying, social-emotional learning, and development)?
- » Have we identified the skill or behavior that needs to be addressed (e.g., overall math or reading achievement, reading fluency, self-regulation)?
- » Does the evidence-based innovation allow for intelligent adaptations?
- » What are the system, staff, and student implications if the evidence-based innovation is selected, adopted, and implemented?

GATHERING AND ASSESSING THE EVIDENCE

The science of implementation focuses on the effective and systematic implementation of evidence-based innovations into practice and policy. In comparison, improvement science focuses on the system work designed to improve the quality, effectiveness, and value of education as a whole. To get implementation right, the innovation must have evidence to support its claims to success.

“Involving those who will be implementing a practice or program in researching and choosing the innovation can help create initial buy-in and result in better implementation.”

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Once the implementation team understands the gap between current practices and identified goals, they can begin exploring and identifying key resources and potential programs/practices strategies that meet evidence requirements. Examining various resources, including online clearinghouses like [What Works Clearinghouse](#), [Education Endowment Foundation](#), [Visible Learning](#), or the [Best Evidence Encyclopedia](#), will help identify possible improvement strategies for potential evidence-based practices.

If clearinghouses do not contain studies that address the identified areas of improvement, implementation teams should conduct their own review using sources such as [Education Resources Information Center \(ERIC\)](#).



KEY QUESTIONS TO CONSIDER AS YOU GATHER AND ASSESS THE EVIDENCE:

Has there been research conducted on the innovation?

Yes Somewhat No Don't Know

What evidence is available about the innovation's effectiveness and impact (short and long term)?

Yes Somewhat No Don't Know

Has the research on the innovation demonstrated effectiveness for the intended population you plan to serve?

Yes Somewhat No Don't Know

What learning gaps is the innovation designed to address and does it match our identified needs, skills, and outcomes?

Yes Somewhat No Don't Know

How is the innovation designed to be delivered and by whom? Who will implement the innovation, how will it be delivered, and at what frequency?

Yes Somewhat No Don't Know

Is the innovation aligned to our learning standards and objectives?

Yes Somewhat No Don't Know



Has the innovation been researched in similar settings as the ones you plan to implement?

Yes Somewhat No Don't Know

What are the intended outcomes of the innovation and what must be in place to achieve those outcomes?

Yes Somewhat No Don't Know

USE A FIT AND FEASIBILITY LENS

Understanding the students and the culture, climate, and context of the school setting in which the program or practice will be implemented is an important step to identifying the right EBP. The IRIS Center (2021) notes, “The closer you can match a practice or program to your students’ needs, the greater the possibility it will lead to the desired outcome.”



KEY QUESTIONS TO PROCESS WHEN EXAMINING FIT AND FEASIBILITY

Does the innovation fit and align with the culture and values of the community, stakeholders, and intended population?

Yes Somewhat No Don't Know

Will the innovation fit with existing programs, practices, and innovations in the organization?

Yes Somewhat No Don't Know



Are implementation materials available to guide implementation of the innovation (manuals, procedures, workbooks, etc.)?

Yes Somewhat No Don't Know

Is technical support available to support the implementation?

Yes Somewhat No Don't Know

Are there professional learning designs provided and available for staff facilitating and implementing the innovation?

Yes Somewhat No Don't Know

Are fidelity or monitoring tools available to measure implementation and innovation outcomes?

Yes Somewhat No Don't Know

Are there current policies and/or procedures that might hinder or get in the way of effective implementation of the innovation?

Yes Somewhat No Don't Know

Are human and capital resources available to feasibly implement the innovation with high degrees of integrity?

Yes Somewhat No Don't Know

HUMAN AND CAPITAL RESOURCES MATTER IN DECISION MAKING

Implementing any new practice or program requires resources, both human and capital resources:

- » Time for staff
- » Availability of staff beyond the initial implementation
- » Costs associated with initial and ongoing implementation and ongoing costs associated with scaling and sustainment
- » Training resources

As you might expect, some require more, some less. Listed are some guiding questions developed by the U.S. Department of Education (2016), relevant to figuring out what resources are needed to implement an EBP.

- » How much time will it take to implement? Will I have to adjust my schedule?
- » Are there costs associated with the practice or program?
- » What is included with the program?
 - Teacher and student materials?
 - Training materials?
 - Other resources (e.g., assessments, intervention components, fidelity checklists)?
- » What kind of training is required to implement the practice or program?

Decide to give the DECIDE stage the time and energy it deserves! Let's move beyond solutionitis practices and routines and onto actively and intentionally selecting innovations that can make an IMPACT in your organization. Join us in ending the implementation

gap, use the DECIDE stage to thoughtfully and accurately identify the need and solution.

KEEP IMPACT IN MIND

IMPACT is a critical part of the DECIDE stage. This stage sets the tone and direction for your implementation efforts. The problem identification and innovation selection will be guideposts throughout your entire implementation process. Use robust processes and protocols to support your problem identification and innovation selection and do it with your District Implementation Leadership Team and Building Implementation Leadership. Go slow to go fast and go together to get IMPACT.

DECIDE: KEY OBJECTIVES



I**NCLUSION**
Identify stakeholders responsible for the change and engage them throughout the process to determine needs and readiness.



M**EANINGFUL LEADERSHIP**
Identify infrastructures that provide time and processes designed to support practice and change.



P**ROFESSIONAL LEARNING**
Identify professional learning designs and structures that support learning about the change.



A**SSESS & ADJUST**
Conduct needs assessments, determine fit and feasibility of identified program/practice, assess staff readiness.



C**OLLECTIVE EFFICACY**
Identify collective strengths of implementers and implementation team to inform planning.



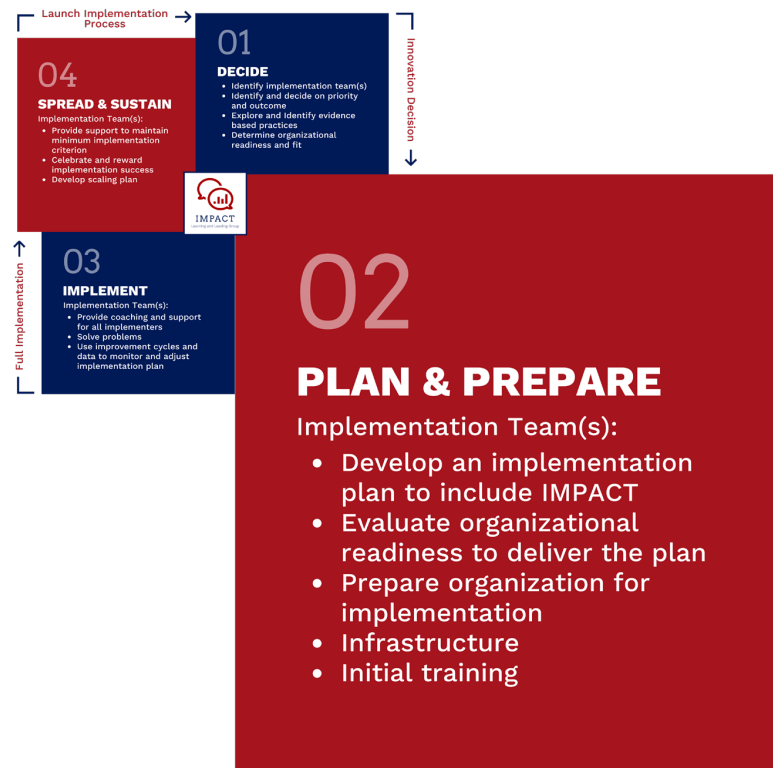
T**EAM**
Identify and develop an implementation team; develop norms for working together.

ACTION PLANNING REVIEW TEMPLATE

	Need to Start	In-Progress	Complete
Identify DILT/BILT			
Understand the organization			
Survey stakeholders, gain insight to inform innovation selection			
All team members utilize systems thinking			
Identify problem to be solved-using a robust tool			
Complete audit of current practices as related to the innovation			
Select EBP to match identified needs			
Examine fit and feasibility			
Consider funding to support the innovation to and through sustaining			

PLAN & PREPARE

BUILDING A SOLID FOUNDATION



Why can some classrooms, grade levels, departments, schools, and districts take advantage of any change the educational landscape brings, while others struggle with the slightest internal or learning-necessitated modification? Although some of the reasons may differ from school to school or district to district, we have found that the most common explanation is the lack of a comprehensive implementation plan and organizational readiness for change and implementation. Schools most successful in effectively implementing evidence-informed initiatives and achieving intended results, making implementation advantages, are the ones that do not view change as a discrete event to be managed but as a constant opportunity to evolve and improve. They are change-ready; they have developed a shared ability and responsibility to continuously plan for, initiate, and respond to change in advantageous ways, minimize risk, and sustain performance. Organizational change and implementation readiness happen through careful planning and preparation.

Evidence-informed initiatives are more likely to succeed and produce intended results when schools prepare for change, as opposed to leaping right into implementation.

The outcome of the PLAN & PREPARE Stage is to build organizational capacity and readiness to implement the identified change right and well. This stage sets the conditions for success in delivering the change initiative and builds on various research fields where readiness is studied. These include, but are not limited to, change leadership and management, collective efficacy, human and learning-centered design, professional development, implementation and improvement science, and change theory.

During the PLAN & PREPARE stage, an implementation team completes all three components of the IMPACT Implementation Solutions designed to fully prepare organizations for effective and successful implementation of any evidence-informed innovation. There are three parts to the plan:

1. The IMPACT Strategic Implementation Plan

A clear, concise, and comprehensible plan that outlines **why, what, how, how well, and impact** for implementing the selected evidence-informed innovation. The plan will include the IMPACT design components: Inclusion, Meaningful Leadership, Professional Learning, Assess and Adjust, Collective Efficacy, and Team.

2. Organizational Change and Implementation Readiness Drivers

A set of data-informed readiness drivers outlines the strategies and next steps needed to prepare the organization for implementation.

3. An IMPACT Communication Map

A map that guides the implementation team in how they will develop, with stakeholders, a shared understanding of the implementation plan through the lens of IMPACT: Inclusion, Meaningful Leadership, Professional Learning, Assess and Adjust, Collective Efficacy, and Team.

KEEP IMPACT IN MIND

IMPACT is a critical part of the PLAN & PREPARE stage. In this chapter, we will discuss the Key Objectives to include in implementation planning. The PLAN & PREPARE stage requires quite a bit of attention and time from the DILT and the BILT upfront to set the organization on a path to a successful rollout of the innovation and implementation strategies. Take time to focus, plan and pay attention to completing each section to empower a smooth transition to the IMPLEMENT stage. Although the Key Objectives Graphic covers the key components to include in an IMPACT Strategic Implementation Plan, these are not comprehensive. There are other activities involved in this stage. Review the activities in the graphic and check your plan to ensure you have built-in protocols, time, and resources to meet each objective.

PLAN & PREPARE: KEY OBJECTIVES



INCLUSION

Develop stakeholder competencies through learning together; develop purposeful practice schedule with implementers.



MEANINGFUL LEADERSHIP

Develop infrastructures that provide time and processes designed to support practice, reflection, meaning making, and change.



PROFESSIONAL LEARNING

Develop professional learning designs and structures that support learning about the change.



ASSESS & ADJUST

Use needs assessment, fit and feasibility data, and staff readiness to inform implementation planning; assess gaps in infrastructure; develop policy, practice feedback loops, assess team competencies; develop success criteria and fidelity assessments.



COLLECTIVE EFFICACY

Develop mastery criteria and milestones (goals); engage in joint implementation planning with positive interdependence.



TEAM

Develop implementation team competencies; obtain resources needed to support the innovation and the implementation; develop implementation plan.



KEY IMPLEMENTATION TEAM TASKS

- Establish organizational readiness
 - Complete readiness assessment
 - Assess organizational infrastructure, policies, feedback loops, competencies
 - Complete resource audit and analysis
 - Obtain resources needed to support implementation
- Identify active ingredients
 - Identify innovation active ingredients
 - Develop measures / tools for fidelity, acceptability, reach, and feasibility
 - Develop active ingredient mastery criteria
 - Develop and delivery initial training
- Identify Implementation Strategies
 - Use ERIC and other resources to identify and select implementation strategies that will best support school culture, climate, and context.
 - Develop professional learning plan to support ongoing job embedded learning and mastery development
 - Include variety professional learning designs to support change
 - Develop infrastructure and schedule to support innovation practice and feedback



- Develop staff communication plan that fosters shared understanding of:
 - Innovation Vision/Mission
 - Incentives
 - Guiding champions
- Integrity agreements
 - How good is good enough?
 - How do we know we are getting it done as designed?
- Develop feedback loops
- Develop plan to assess implementation fidelity, acceptability, reach, and feasibility
 - Develop implementation monitoring plan that includes:
 - Innovation monitoring processes and schedule
- Professional learning impact monitoring and adjustment processes and schedule
 - Innovation monitoring processes and schedule
 - Professional learning impact monitoring and adjustment processes and schedule
 - Implementation strategy monitoring and adjustment processes and schedule
 - Data collection, format, and analysis protocols



- ➔ The PLAN & PREPARE Stage should not be skipped or underestimated as it is the stage that, done well and right, sets the conditions for success.
- ➔ Give this stage the time it truly deserves. It takes time to identify, establish, and institutionalize the resources, procedures, protocols, and policies to support implementation effectively. Skipping steps or omitting procedures can result in poor implementation and will most likely require circling back to repair the missed steps, resulting in delayed implementation success and effectiveness.
- ➔ The culmination of the PLAN & PREPARE stage is the development of an IMPACT Implementation Solution to include: developing competencies of implementation team members, identifying ongoing implementation strategies and implementation fidelity supports, developing communication plans and feedback loops, engaging organizational leadership and community partners, determining readiness and assessing the implementation.
- ➔ Because the PLAN & PREPARE stage is so critical to the ultimate success of the new innovation, it is essential to spend an appropriate amount of time focused solely on getting the necessary support in place before starting implementation.
- ➔ Some of the activities associated with the PLAN & PREPARE stage may continue to occur (or be revised) as implementation begins.

DEVELOPING THE IMPACT IMPLEMENTATION SOLUTIONS

PART ONE

THE IMPACT STRATEGIC IMPLEMENTATION PLAN

Developing an IMPACT Strategic Implementation Plan sets the stage for the new innovation to be implemented with integrity and successfully, in other words, right and well. The IMPACT Strategic Implementation Planning Template provides space to describe:

→ WHY

Why are we implementing change? The “why” was developed during the DECIDE stage. The “why” is the definition of the problem you want to solve.

→ WHAT

What is the evidence-informed innovation and the associated active ingredients? Active ingredients are the non-negotiables that make the innovation effective.

→ HOW

How will the organization and stakeholders implement the evidence-informed innovation? The IMPACT implementation human-centered design components are to guide the development of implementation strategies.

→ HOW WELL

How will the organization, the implementation team, and implementers know how well the implementation is going? How will the implementation team assess implementation integrity/fidelity to the innovation? Are we implementing the evidence-informed innovation as designed, and how do we know?

→ IMPACT OUTCOMES

What impact will the evidence-informed innovation have on student learning if implemented right and well, and how will the organization know?

Note: For IMPACT Strategic Implementation Plan to be usable, it must pass the 3C test. A well-designed implementation plan that is clear, concise, and comprehensible improves the usability for all stakeholders.

The development of the implementation plan must commence before the IMPLEMENT stage and, therefore, become an antecedent to the successful and effective delivery of the innovation. The IMPLEMENT stage is where the actual delivery of the innovation begins. We cannot stress enough that completing the PLAN & PREPARE stage before implementing will ensure high change commitment and high change efficacy; two of the most common reasons change is or is not successful.

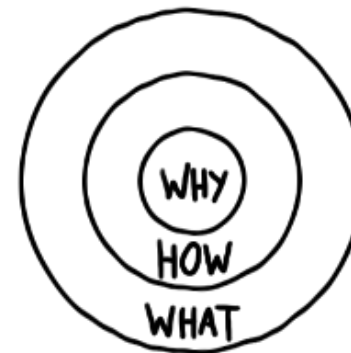
IMPACT STRATEGIC IMPLEMENTATION PLANNING TEMPLATE

Problem Why?	<p>In the DECIDE Stage, spend a good amount of time making sure the team has clearly identified the problem.</p> <p>Use data to identify the problem.</p> <p>Clearly state the problem.</p>
Innovation Description What? <i>What will we do to address the problem?</i>	<p>Make sure the innovation(s) are evidence informed.</p> <p>Match the solution to the identified problem.</p> <p>Define the Active Ingredients: a clear description of the features that must be present to say that education innovation exists - innovation components, practice elements or essential functions.</p>
Implementation Strategies How? <i>How will we skill up the staff to scale up?</i>	<p>Inclusion</p> <p>Meaningful Leadership</p> <p>Professional Learning</p> <p>Assess</p> <p>Collective Efficacy</p> <p>Team</p>
Assessing Your Implementation How Well? <i>Is it being implemented as designed?</i>	<p>Fidelity: How well are we doing what we said we would do?</p> <p>Reach: Are we serving the people we said we would serve?</p> <p>Acceptability: Do stakeholder groups see the innovation as agreeable?</p> <p>Feasibility: Is delivering the innovation getting easier for the implementers?</p>
Significant Outcomes And so? <i>The overall impact</i>	

WHY DESCRIBE YOUR WHY?

In 2009, author and motivational speaker Simon Sinek gave A TED Talk called “[Start With Why.](#)” Simon led his audience through a clear, concise, and comprehensive explanation of why organizations flourish - the Golden Circle. He made a strong case that an organization’s constituents are not motivated by the features, functions, or benefits

THE GOLDEN CIRCLE



of a product or offered services. Instead, individuals are motivated to purchase or embrace a product or service solely because they know and understand the why behind it - precisely the problem it solves. He clarifies that organizations that do not know and cannot articulate their “why” cannot successfully define what they provide.

It is a well-known fact that Apple has been and continues to be one of the most successful technology companies in a very crowded space. Using the Golden Circle model, Simon states that Steve Jobs never pitched the Apple computer by starting outside the Golden Circle by sharing the what and how. He never started by saying, “We make great computers. They are beautifully designed, simple to use, and user friendly (the WHAT); want to buy one?” Simon explains that Apple is successful because they start in the center of the Golden Circle and communicate their “why” first in everything they do:

“Everything we do, we believe in challenging the status quo, we believe in thinking differently (WHY).” “The way we challenge the status quo is by making our products beautifully designed, simple to use, and user-friendly (HOW)” “We happen to make great computers, want to buy one? (WHAT).”

*“People don’t buy what you do,
they buy why you do it.”*

Simon Sinek

Sinek’s Golden Circle model is truly golden because it is grounded in neuroscience. When our human brain receives messages that communicate with the limbic system, the part of the brain responsible for behavioral and emotional responses, we respond more positively—**starting with the why is important because it taps into the part of the brain that influences behavior and inspires one to act.**

Using the IMPACT Strategic Implementation Planning Template, draft the organization’s ‘WHY.’ It is helpful to think back to the problem your team defined and how that problem was the guidepost to identifying the evidence-informed program, practice, or policy. The problem statement developed in the DECIDE stage can serve as the ‘WHY.’ However, it might be prudent to rework the problem statement to connect to the emotional part of the brain if it does not already do so. We suggest the implementation team start with the defined problem and then draft multiple versions of the ‘WHY’ statement if needed. Then, land on the one most team members can “feel” and creates some level of inspiration and a desire to know the ‘HOW’ and the ‘WHAT.’

Connect to the hearts and minds of the team, help build passion and urgency for the change. Ensure the statement resonates with stakeholders and make sure anyone on the implementation team can easily describe it to community members, staff members, or colleagues. Overly complex statements can lead to confusion, misinterpretation, or a general lack of buy-in. We recommend giving it the elevator test; can you describe the “WHY” clearly and succinctly on a one-way elevator trip to the 6th floor? If not, tighten it up and try again!

WHY? Problem

In the DECIDE Stage, spend a good amount of time making sure the team has clearly identified the problem.

Use data to identify the problem.

Clearly state the problem.

WHAT WILL SOLVE YOUR WHY?

THE INNOVATION DESCRIPTION:

What will we do to address the problem?

During the DECIDE stage, the DILT and BILT identified a problem. They selected an evidence-informed practice to address the problem, taking into account the organization’s climate, culture, and context. The evidence-informed innovation was determined to be a good “fit.” List the evidence-informed innovation in the “What” section of the template.

DESCRIBE THE ACTIVE INGREDIENTS

The next part of the IMPACT Strategic Implementation Planning Template is identifying the evidence-informed innovation's active ingredients. **The active ingredients of an evidence-based approach are the most essential and often vital components of the identified innovation** (Team & Hernandez, 2015). "They are the key behaviors and content that make it work" (Sharples et al., 2018). For example, when implementers have a deep understanding and clarity of what components require tight fidelity, or a high degree of integrity, they are more likely to implement the innovation as designed. Additionally, by identifying a core set of active ingredients required for successful

implementation, the implementation team can use these key components to help inform implementation monitoring and capacity-building support systems.

Some evidence-informed innovations come with an entire set of clearly defined core components that must be implemented as designed

in order to produce the intended outcomes. If your school or district purchased an innovation, start by checking with the program or practice authors, developers, and publishers to see if they have a set of available active ingredients they have identified as components that must be implemented with fidelity or high degrees of integrity. Ask what active ingredients they believe can be adapted to fit organizational culture,

climate, and context. What components of the innovation have little to no bearing on achieving intended results? Suppose the publisher or author of the evidence-informed program or practice cannot provide you with this information. In that case, the implementation team will need to identify and develop the organization's own set of clear and concise active ingredients required for successful implementation. Even if the innovation's authors or publishers can provide what they believe are the most critical components of the innovation, we still recommend that the implementation team identify the implementation components the organization will be tight on and where they will be loose. A set of active ingredients provided by the program/practice author and publisher provides a jump start to the process of defining the 'WHAT'.

Whatever process the implementation team uses to identify the innovation's active ingredients, can the team answer the following question:

If we were looking through a one-way window into a classroom/ space that was implementing the innovation right and well and getting the intended results, can we describe the most critical and consistent behaviors and activities we would see and/or hear?

You might also ask, what resources/materials/tools would we see used as part of this description? In defining the active ingredients, think about what it looks and sounds like (i.e., teacher moves, student actions, etc.) when the innovation is implemented as designed and produces results. Be specific, and do not be overly verbose here. This is where having the implementers' voices on the team is especially helpful. Lean into their experience and expertise in defining the active ingredients. We recommend that the identified active ingredients

WHAT? Innovation Description

Make sure the innovation(s) are evidence informed. Match the solution to the identified problem.

Define Active Ingredients

meet **the 3C Rule: Clear, Concise, and Comprehensible**. Ensuring they meet the 3C Rule provides the clarity implementers need to succeed in their implementation.

HOW WILL YOU IMPLEMENT?

IMPACT IMPLEMENTATION STRATEGIES

Once the implementation team has identified the innovation's active ingredients, the next section of the IMPACT Strategic Implementation Planning Template and a critical component to effective implementation includes how the organization will support effective and successful implementation. Built around ensuring the active ingredients are implemented well and right, **implementation strategies are the strategies that support organizational, structural, team and individual changes required by the innovation**. Implementation

strategies are the how behind making change happen. These strategies are at the heart of making the implementation active; they are the very actions that implementation teams, positional leaders, and staff take to move the innovation into the daily practice of implementers. When reviewing failed implementation efforts, we find this is often a

HOW? Implementation Strategies

- Inclusion
- Meaningful Leadership
- Professional Learning
- Assess
- Collective Efficacy
- Team

missing component. It is, as our friend Jonathan Sharples says, “uncommon, common sense.” It is common sense to think that explicit, direct strategies to spread the innovation would be necessary, however in a rush to move quickly, this effort is often haphazard or spotty.

At IMPACT Learning and Leading Group, we advocate the DILT and the BILT take time to design implementation strategies that are evidence-informed (Yes! There is such a thing, I bet you're thinking this book is worth every penny just to find that out!). We advocate that schools and the organizations that support them identify change strategies that are human and learning-centered.

Adapted from the [Expert Recommendations for Implementation Framework](#), a compilation of more than 70 implementation strategies identified by change and implementation experts, we selected strategies most relevant to implementation and sustainability of educational innovations (Powell et al., 2015). The selected strategies shown on the following pages align with the **IMPACT human and learning design components: Inclusion, Meaningful Leadership, Professional Learning, Assess and Adjust, Collective Efficacy, and Team.**

IMPACT DESIGN ELEMENTS

INCLUSION	
Strategy	Definition
Conduct local consensus discussions	Include all stakeholders and implementers in discussions to unpack and connect the the relationship between the identified problem and the proposed program(s) and practice(s) ability to address the problem
Recruit, designate, and train for leadership	Recruit, designate, and train for leaders for the change effort to build capacity and increase support of implementers to adopt and deliver the new program or practice.
Create a learning collaborative	Develop a culture of collaboration and facilitate collaborative opportunities for everyone to improve the implementation.
Develop academic partnerships	Partner with a university or academic unit to bring training or research skills to an implementation project
Inform local opinion leaders	Inform local opinion-leaders or ‘educationally influential’ leaders about the innovation in the hopes that they will influence colleagues to adopt it.
Involve district leadership and governing boards	Involve district board of directors and district leadership in the implementation effort, including the review of data on implementation efforts.

MEANINGFUL LEADERSHIP	
Strategy	Definition
Provide school-level incentives	Provide school level incentives to schools to participate and engage in district-wide implement efforts involving the new innovation.
Access new funding	Identify ways to access new or existing money to facilitate the implementation plan and efforts.
Change physical structure and equipment	Evaluate current configurations and adapt, as needed, the physical structure and/or equipment (e.g., changing the layout of a room, adding equipment) to best accommodate the innovation.
Conduct pilots of change	Implement the innovation using small pilots before system-wide implementation. This process can continue repeatedly over time if needed, record and add adaptations and refinement to each pilot.
Conduct educational outreach visits	Have staff meet with experienced providers in their practice settings to learn about the practice(s).
Recreate designate and train for leadership	Recruit, designate, and train for leaders for the change effort to build capacity and increase support of implementers to adopt and deliver the new program or practice.
Remind teachers	Develop reminder systems designed to help teachers to recall information and/or prompt them to use the program or practice
Tailor strategies	Tailor the implementation strategies to address barriers and leverage implementation team members through data collection and analysis.

PROFESSIONAL LEARNING	
Strategy	Definition
Make professional learning dynamic and use a variety of professional learning designs.	Develop reminder systems designed to help teachers to recall information and/or prompt them to use the program or practice designs.
Provide ongoing consultation or coaching	Provide skilled coaching to provide ongoing modelling, feedback, and support that helps staff apply new skills and knowledge in practice.
Conduct ongoing job-embedded professional learning	Plan for, and conduct, ongoing job-embedded professional learning opportunities.
Develop educational materials	Develop and format manuals, toolkits, and other supporting materials, to make it easier for staff to learn how to deliver the approach.
Distribute educational materials	Develop and format walkthroughs, guides, manuals, toolkits, and other support materials, for staff to learn how to implement the innovation.
Use the train-the-trainer strategies	Train implementation team members to provide professional learning, coaching, and train others in the innovation.
Provide opportunities and schedule for purposeful practice and feedback	Schedule opportunities for staff to practice implementing the innovation and to receive feedback designed to increase implementation fidelity
Model	Model the practice that will be implemented prior to implementation.

ASSESS & ADDRESS	
Strategy	Definition
Provide fidelity and feedback data to implementers	Provide real-time data about key implementation fidelity measures and student outcomes to promote cycles of improvement
Develop and use tools for monitoring implementation integrity	Develop and apply implementation fidelity measures to monitor active ingredients of the innovation.
Use PLCs to engage in cycles of improvement	Use existing collaborative teacher structures to improve implementation and outcomes through iterative cycles of improvement
Promote adaptability	Articulate ways the innovation can be adapted to best meet the organization's culture, climate, and context.

“Professional learning, change, and implementation research are collectively and unanimously explicit that one-time training is ineffective and does not produce the active ingredients required to implement evidence-informed innovations successfully. Changing the behaviors and practices of educators happens over time. It requires ongoing and job-embedded support at all levels (individual, team, and organizational) to transition the new learning into an effective and sustainable practice”

Killion & Crow, 2011

COLLECTIVE EFFICACY	
Strategy	Definition
Identify and prepare a coalition of champions	Identify and prepare individuals who can motivate colleagues and model effective implementation, overcoming indifference or resistance to innovation.
Obtain formal commitments	Obtain written commitments from stakeholders and implementers that articulate what they will do to foster effective and successful implementation.
Revise professional roles	Shift and revise roles among implementers and modify or edit job requirements.
Use an implementation advisor	Seek guidance from experts in implementation.

TEAM	
Strategy	Definition
Create a learning collaborative	Develop a culture of collaboration and facilitate collaborative opportunities for everyone to improve the implementation.
Create implementation teams	Establish a diverse team of stakeholders and implementers to lead and support all implementation efforts.

This support includes providing time for practice, feedback, and participating in continuous improvement cycles (Hord et al., 2013). Effective implementation requires organizations to pay attention to the right kinds of ongoing support (implementation strategies) over periods of time that 1) honors the human and learning elements associated with change, 2) provides time and tightly aligned resources needed to accommodate the innovations core components, and 3) ensures focused professional learning on developing the capacity to implement the active ingredients with integrity (Sharples et al., 2018).

After identifying and recording ‘HOW’ you will support the implementation and sustainability of the innovation, it is not uncommon for implementation team members to wonder how they will find the time and ability to commit to the agreed-upon implementation strategies. We recommend implementation teams engage in a reflective process to identify the things individuals, implementation team members, and the organization stop doing to make way for the new work of deploying the implementation strategies. By understanding and committing to what needs to stop, you support your implementation team and organization in preparing for individual and shared actions associated with the newly identified implementation strategies.

Frequently clean and disinfect all high-touch surfaces at school and on school buses to reduce the risk of COVID-19 infections and transmission.
(door handles, light switches, tables, counter tops, student desks, and chairs, etc.)

Intervention Description	Implementation Strategies	Implementation Fidelity
<p>All employees are responsible for cleaning their own workstation and not sharing equipment or supplies.</p> <p>Clean and Disinfect Instructional spaces, conference rooms, office and health spaces</p> <p>Between Uses - Procedure & Materials: DUSD Disinfect Protocol by staff utilizing the space</p> <p>Restrooms</p> <p>3 x / Day - Procedure & Materials: DUSD Custodial Clean & Disinfect Process by custodian</p> <p>Buses</p> <p>Between Runs - Procedure & Materials: DUSD Disinfect Protocol by bus driver</p> <p>All Spaces</p> <p>Nightly - Procedure & Materials: DUSD Custodial Clean & Disinfect Process by custodian</p>	<p>Training</p> <p>All Staff (including current sub pool and Choices)</p> <ul style="list-style-type: none"> Health and Safety Plan with processes outlined <p>Custodial Staff</p> <ul style="list-style-type: none"> Session 1: Step by step cleaning and disinfecting all building locations <p>Bus Drivers</p> <ul style="list-style-type: none"> Session 1: Step by step cleaning and disinfecting all bus high touch areas <p>Newly Hired Employees (Custodians and Bus Drivers)</p> <ul style="list-style-type: none"> Prior to working Session 1: Overview, why, chemicals, supplies, materials, storage, discard of materials, hazards Session 2: Role and location specific procedures and expectations <p>Equipment</p> <p>All spaces and buses are equipped with and proper stored EPA disinfecting products and proper protective equipment (gloves, eye protection, respiratory protection, & other appropriate protective equipment)</p> <p>Create Site and District Implementation Team</p> <p>Onsite support to include but not limited to: motivating, coaching, modeling, observational support, team teaching, planning, communication, data collection, and resource development</p> <p>Provide Follow Up Coaching and Support</p> <p>Custodial supervisors, implementation team members, and site administrators provide ongoing modeling, feedback, and support that helps staff apply new skills and knowledge into practice</p> <p>Educational Materials</p> <p>Online access available to share training resources, processes, protocols & demonstration videos.</p> <p>Monitoring</p> <p>School administration complete and review weekly Implementation Fidelity Checklist</p> <p>Complete and review weekly space feedback forms by custodial supervisor and principals</p> <p>Review and analyze SCPR and DCPR logs for cleaning and sanitizing issues.</p> <p>Implementation teams meet at least monthly to analyze implementation data to monitor and adjust plans and identify areas of support.</p> <p>Incentives</p> <p>Ongoing incentives for exemplary</p> <p>Signage</p> <p>Cleaning and disinfecting protocols posted in each of the offices, break rooms, and custodial closets</p> <p>Schedule</p> <p>A cleaning and disinfecting schedule is utilized and monitored.</p>	<p>Fidelity</p> <p>By the 1st month of in-person reopening the space disinfecting completion rate will equal 90% or more.</p> <p>By the 1st month of in-person reopening 90% or more of the spaces monitored will meet full expectations.</p> <p>By the 2nd month of in-person reopening 100% or more of all spaces monitored and checked will meet full expectations.</p> <p>By the 2nd month of in-person reopening, the space completion rate will equal 100%</p> <p>Monthly - 100% resolution of all COVID health and safety issues resolved by next site meeting as identified on SCPR Log</p> <p>Monthly - 100% resolution of all COVID health and safety issues resolved identified on DCPR Log by next district meeting as identified on DCPR Log</p> <p>Reach</p> <p>By in-person opening, all staff will demonstrate and knowledge and understanding of policies, procedures, protocols, and practices associated with intensifying cleaning, disinfecting, and ventilating.</p> <p>Acceptability</p> <p>By in-person opening, all labor management teams agree to adhere to and support the COVID-19 Health and Safety Implementation Plan</p> <p>Periodically - at least 80% of staff, families, and students will positively respond to the DUSD Health and Safety Perception Survey</p>
<p>Overall Significant Outcomes</p> <p>As measured by periodic surveys, 80% of DENUBA Learning Community members feel the DUSD Health and Safety Implementation Plan will effectively help mitigate the spread of COVID-19.</p> <p>As measured by periodic surveys, 80% of DUSD Learning Community members feel safe returning to in-person learning.</p>		

Sample of a completed “How” Strategic Implementation Plan (See Appendix).

HOW WELL?

ASSESSING YOUR IMPLEMENTATION

Is it being implemented as designed?

The next part of the IMPACT Strategic Implementation Plan is an often overlooked step in implementation efforts. It is not sufficient to assume the innovation work will just happen. Instead, be solution-focused and create actions to ensure the work is getting done. Assessing how well implementation of a new innovation is going is an effective way to guarantee implementation quality, increase innovation fidelity, and achieve intended results more rapidly. Quality implementation, done well and right, is a process that can take two to

four or more years. It requires routine monitoring of how well the new innovation is implemented and adopted and its success in achieving intended outcomes. Measuring implementation progress provides the implementation team with timely data to inform implementation adjustments and innovation adaptations.

However, we caution that before ultimately measuring and determining whether an innovation is successful or not, it is vital to ensure that the new innovation is implemented fully. If you use impact or outcome data before full and successful implementation, you risk making an inaccurate assessment of effectiveness. Implementation science says that we have full implementation when 50% of implementers implement with fidelity (Blase et al., 2019). Therefore, we recommend that the IMPACT Strategic Implementation Plan include descriptions of measures (implementation outcomes) and a plan for regularly monitoring quality implementation. ‘HOW WELL’, includes a description of how the organization will measure implementation progress and how often.

Understanding how well implementation is going involves metaphorically looking into the window of the organization at different future periods (e.g., 6 months, 1 year, 18 months, 2 years, short term, medium term, long term, etc.). Then, at each period, articulate the degrees of implementation and identify what you want to see and hear as it relates to these commonly recognized implementation outcomes (Proctor et al., 2011):

→ **Acceptability** is the degree to which stakeholders accept the innovation and/or associated practices, policies, procedures, and/or products can become a barrier to quality implementation.

→ **Costs** - carefully consider costs and appropriately fund to gain results. Costs are defined as the cost impact of an innovation implementation effort. Depending on your organizational context and the implementation strategies your organization delivered, implementation costs can vary from one organization to another, even between schools within the same district. Implementation costs typically are underestimated without a solid implementation game plan that includes effective research-informed implementation strategies. Creating a costs analysis form is an effective way to measure costs. Many cost analysis templates are available for download if your school or district doesn't already have one to use.

→ **Feasibility** is the degree to which an innovation can be successfully used by the staff and fully integrated into the organization's culture, climate, and context. How easy and convenient is it to implement the innovation as designed? Feasibility can be measured using, but not limited to: checklists, surveys, interviews, focus groups, calendars/schedules, and observations or a combination thereof.

→ **Fidelity** is the degree to which an innovation is implemented as prescribed by its active ingredients and/or as the innovation developers intended it. Fidelity can be measured using, but not limited to, checklists, observations, and interviews, or a combination thereof.

→ **Penetration/Reach** refers to innovation integration. Innovation integration can refer to the number of students the innovation is serving or the number of staff using the active ingredients and to what degree. Penetration/reach can be measured using,

but not limited to, attendance records, checklists, observations, interviews, surveys, and/or focus groups or a combination thereof.

The implementation team may elect to measure acceptability, feasibility, and fidelity three times a year in the first year of implementation and then twice a year until the organization reaches 80% of implementers implementing with high degrees of integrity and until intended outcomes are achieved. To do that, you will need to develop a set of assessment tools that measure the identified implementation outcomes. Unfortunately, quality implementation in the education sector is young and rare, so very little quality and evidence or research-based measures have been developed. Suppose your organization does not have the expertise to develop quality measures that accurately assess implementation outcomes. In that case, we recommend looking outside the immediate organization for someone with expertise in developing quality measures, and collecting qualitative and quantitative data might be helpful. Do not let this part of the process hinder implementation efforts. Once you develop quality measures and tools to collect and aggregate the data, the implementation team will be thankful for the information it provides to tailor support and adjust implementation efforts.

AND SO SIGNIFICANT OUTCOMES

THE OVERALL IMPACT

The final part of the IMPACT Strategic Implementation Planning Template is to link the WHY, WHAT, HOW, and HOW WELL to the intended student learning outcomes; the impact you intend to have

on student learning as a result of adopting and implementing an evidence-based innovation. In short, what is the intended result of the innovation? What does your organization hope to achieve by adopting this innovation? What will your team determine as success? Think about using a “Destination Postcard” Activity or one that is similar to do this part. **A Destination Postcard is simply taking time for the team to create a clear description representing a vivid picture of the future they would like to realize.** Get specific and document what the organization expects (not hopes) to see due to this implementation effort. As with the “Why” description, this should meet the elevator test!

After completing the “Why” and “And So” portions of the template, we recommend that implementation teams rehearse stating these statements with enthusiasm, clarity, and purpose. Practice saying it alone, practice with partners, and then practice at home. Creating a crystal clear and unified message as part of the implementation rollout will be highly valuable. There will be times when implementation efforts are challenged, derailed, or floundered. A crystal clear “Why” the work was started and its intended outcomes will help keep the implementation on track. Use the “Why” and “And So” as your guidepost to keep the implementation efforts on track and running smoothly.



Now you have had a complete review of the planning template, what questions do you have? How will you share this information with stakeholders who need the information? Take a few minutes to reread any sections, check your margin notes and think about how this will support your organization’s implementation journey.

AHA! IDEAS	IMPLICATIONS

PART TWO
**IDENTIFY YOUR ORGANIZATIONAL
READINESS DRIVERS FOR
IMPLEMENTATION**

Developing readiness will cover two areas. The first area will be identifying readiness drivers for implementation. The second area will be developing readiness in and preparing the Implementation Teams. From our experience, planning and preparing, in other words, establishing organizational readiness for effective implementation, is the most often skipped part of the implementation process. Ask yourself, when was the last time you read or developed a comprehensive implementation plan for any significant change initiative in your learning organization? If you can identify a time, then ask yourself if the plan included:

- » evaluating and establishing organizational readiness,
- » active ingredients that are non-negotiable and must be implemented with a high degree of integrity,
- » research-based implementation strategies,
- » an implementation monitoring plan that included improvement cycles, and
- » shared implementation milestones that, once met, would trigger strategies to spread and sustain?

WHAT EXACTLY IS IMPLEMENTATION READINESS AND WHY DO WE CARE?

Organizational readiness for implementation “is a shared psychological state in which organizational members feel committed to implementing an organizational change and confident in their collective abilities to do so” (Weiner, 2009).

When organizational readiness for change is high, implementers are more likely to:

- » support the innovation,
- » engage in implementing the associated changes,
- » demonstrate increased persistence and resilience to develop mastery and fidelity,
- » and collaborate and learn with and from colleagues;

resulting in more effective implementation and accelerated results (Blase et al., 2019; Donohoo et al., 2018; Donohoo & Katz, 2019; Dearing, 2018; Howley, 2012; Scaccia et al., 2015; Weiner, 2009; Weiner, 2020).

CONDITIONS THAT PROMOTE ORGANIZATIONAL READINESS FOR IMPLEMENTATION

Planning and preparing for successful and effective implementation must include organizational readiness. Unfortunately, readiness is often skipped as part of the implementation process because generating a shared and collective sense of readiness sounds daunting and difficult to most school leaders. Building organizational readiness is

also an area often not included or minimally covered in educational leadership training programs. It is a high probability that these factors are why schools and districts often fail at developing organizational readiness, resulting in failed implementation and unrealized outcomes.

Culture, climate, and context play a significant role in how implementers perceive and act upon a change initiative. For example, does the school community recognize the value and need to implement a new innovation? Culture as defined by the infamous organizational development expert, Edgar Schein, is “a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration...A product of joint learning” (2017).

Readiness matters and impacts implementation, the culture of an organization cannot be ignored. For example, we have seen numerous derailed attempts to implement trauma-sensitive and behavior innovations. Suppose there is a culture of ‘sending kids to the principal’ in a school, when the school or district attempts to implement an innovation like Positive Behavior Support Systems (PBIS). In that case, it needs first to address the cultural norms. We have worked with many schools where sending kids ‘out’ of the room was the accepted norm. This was the product of joint learning developed over many years, if not decades. The result was that all student ‘misbehavior’ was to be managed by a school administrator. Each adult independently defined ‘misbehavior’ in the building. The school culture did not see the need to solve a problem they did not perceive they had. Therefore the chances of successfully implementing PBIS and trauma-sensitive practices were dismal at best. “You cannot accomplish school reform against the will of the teachers, but only with the teachers” (Terhart, 2013). This brings us right back to inclusion.

The more inclusive you are in involving stakeholders in identifying the need for change and therefore wanting an innovation that will meet the need, your chances for implementation success increase dramatically (Weiner, 2009).

Identifying and utilizing a solid readiness assessment tool can help identify cultural norms and beliefs that may need addressing to remove barriers to the innovation. In addition, completing a readiness assessment allows the DILT and the BILT to design professional learning to address the barriers.

There are multiple organizations that research change and implementation that have developed readiness assessment instruments. These instruments range in depth and breadth and vary in factors associated with organizational readiness for change and implementation. We found three key areas to address based upon the research findings. The areas we will be covering are:

- **Motivation:** the willingness or desire of implementers in the organization to change, adopt, and effectively implement a new innovation.
- **General Capacity:** refers to your organization’s general functioning and ability to support the innovation (e.g., context, culture, climate, use of resources, leadership, infrastructure, and organizational processes).
- **Innovation-Specific Capacity:** refers to the specific knowledge, skills, infrastructure, supports systems, and resources needed to effectively and successfully implement the new innovation.

THE READINESS DRIVERS: MOTIVATION, GENERAL CAPACITY AND INNOVATION SPECIFIC CAPACITY

Identifying where your organization stands in relation to the readiness drivers is part of the IMPACT Implementation Solutions. The IMPACT Implementation Solutions contains three essential components: The IMPACT Strategic Implementation Planning Template, Organizational Change and Implementation drivers and an IMPACT Communication Map.

We are often asked to support schools in assessing readiness. In doing so, we saw a need to adapt a tool to fit the unique needs of K12 education. With permission and collaboration from Dawn Chorus Group we adapted and designed a readiness tool for the K12 education sector. You can access the tool in the appendix. We advocate that organizations use the Readiness Assessment Tool prior to launching the IMPLEMENT stage. The tool is called K12 Implementation Readiness Assessment Survey, Adapted from Dawn Chorus Group, 2021. Directions for using the tool are in the document. If you find the K12 Implementation Readiness Assessment Tool doesn't meet your organizational readiness assessment needs, we have designed a K12 Implementation Readiness Tuning Protocol to utilize the Dawn Chorus Group's Brief Readiness Thinking Tool. This tool is considerably shorter and will work for smaller organizations that may not have enough staff to warrant a survey or have enough staff < 10, to ensure anonymity.

Whether you use the full K12 Implementation Readiness Assessment Survey or the K12 Implementation Readiness Tuning Protocol, the point is to pause and take time to examine areas of strength and

identify areas for growth. By assessing readiness early on in the implementation process, an implementation team can explore and address the readiness strengths and gaps.

We recommend that once you have identified your Organizational Change and Implementation Readiness Drivers, look back at your IMPACT Strategic Implementation Planning Template to see any additional implementation strategies that you might need to consider and add. Once your implementation team has developed a shared understanding of your organization's readiness drivers to implement, the team is ready to begin preparing the organization for change.

ESTABLISHING IMPLEMENTATION TEAM READINESS

Part of planning and preparing for implementation is establishing your implementation team's readiness to monitor and support successful and effective implementation of the identified innovation. This is done by developing implementation team competencies ideal for supporting successful implementation effectively. As mentioned earlier, implementation teams, made up of key stakeholders and implementers, are responsible and accountable for ensuring successful and effective implementation. They guarantee a new program or practice does not fall victim to the "hoping it happens" mindset, common in most K12 schools and districts. They are the internal support structure for implementing the change initiative and navigating their school system through the stages of implementation, in other words, they "make it happen."

To be an effective implementation team that "makes it happen" requires a group of individuals that collectively have a set of core

competencies, knowledge, skills, attitudes, and behaviors required to implement and sustain evidence-based innovations effectively. Just as many research organizations developed implementation readiness assessments, the number of organizations identifying core competencies for those who facilitate implementation is growing as we write this book. In preparation for this book, we developed a crosswalk between the three most commonly recognized implementation facilitator competency documents. They include:

- » [*The Core Competencies for Implementation Practice*](#) developed by The Center for Implementation
- » [*Competencies for Implementation Facilitators*](#) developed by The Global Implementation Society
- » [*Implementation Support Practitioner Profile*](#) developed by a collaboration with the National Implementation Research Network (NIRN), the European Implementation Collaborative (EIC) and the Center for Effective Services (CES).

We identified what we believe are the most critical and most advantageous set of core competencies that implementation team members collectively must possess or develop to effectively support, improve, and maintain quality implementation over time and achieve intended outcomes. The most critical core competencies an implementation team ideally should have are the ability to:

- » Have a deep understanding of the innovation, the innovation active ingredients and how they support the identified goals and intended outcomes,

- » Conduct improvement cycles: collect, aggregate, synthesize, analyze, and present implementation data to inform the improvement process and make and expedite implementation support decisions,
- » Develop and sustain relationships with all stakeholders that create trust, respect, build shared understandings, cultivate growth mindsets, and inspire learning,
- » Facilitate adults by creating equity in voice, collective and collaborative problem solving, individual and collective reflection, utilizing protocols, fostering shared responsibility and coaching,
- » Apply knowledge of implementation science to enable and facilitate change,
- » Adapt the innovation and implementation to support the culture, climate, and context, and
- » Commit to building a positive culture focused on co-learning and co-creation.

Use these implementation team core competencies or any other set of implementation facilitator competencies to help identify strengths and growth opportunities for your implementation team. These competencies are not meant for one person to own or obtain, they are collective and can be used to help assign different implementation team roles. By developing your implementation team core competencies, you foster increased implementation efficacy and overall innovation impact.

PART THREE

DEVELOP AN IMPACT COMMUNICATION MAP

The last section of the IMPACT Implementation Solutions is developing your IMPACT Communication Map. Communication is one of the most essential requisites to the successful implementation of any new initiative. From our experience as implementation consultants and as change leaders at all levels in public education globally, you cannot over-communicate when it comes to asking your organization to change. Just as we mentioned in the beginning of this book, we always tell our implementers to remember T.I.P. Be:

- **Transparent**
- **Inclusive and**
- **Planful**

Communication can be the difference between success or failure to successfully navigate your organization through the four stages of implementation and your staff through the implementation process of a new innovation. The three components of IMPACT Implementation Solutions intentionally build T.I.P. into your plan. This is done by; including implementers in the implementation design, building in a robust ongoing and embedded professional learning plan that extends beyond one and done, and building vertical and horizontal teams that meet regularly and utilize communication tools to inform stakeholders and implementers.

Communication plans, processes, tools and protocols support the implementers to build a shared understanding of the innovation and what it will take to implement and scale fully. We encourage the implementation team members to get comfortable using protocols to foster collaboration, bring out diverse thoughts, address challenging issues, provide rigorous learning about the innovation and implementation, promote participation, ensure equity, and build trust. A good protocol or well-designed learning event acts as a facilitator and allows the group to get deeply into work quickly and stay focused. Some resources for protocols:

- » *Groups At Work, Strategies and Structures for Professional Learning* by Laura Lipton and Bruce Wellman
- » [National School Reform Faculty \(NSRF\)](#) by Harmony Education Center
- » *The Field Guide to Human-Centered Design, Design Kit* by [IDEO.org](#)
- » *The Facilitator's Book of Questions, Tools for Looking at Student and Teacher Work* by David Allen and Tina Blythe
- » *The Power of Protocols An Educator's Guide to Better Practice, Second Edition* by Joseph P. McDonald, Nancy Mohr, Alan Dichter, and Elizabeth C. McDonald

Effective communication occurs between and among teams. Therefore, feedback loops need to be developed horizontally and vertically to ensure clarity and convergence of ideas. Because you have developed your DILT and BILT and built a Strategic Implementation Plan, team members are empowered to communicate clearly and effectively. Utilizing the Readiness Assessment Tool empowers teams to know where to dive in and bring thinking and processing

tools to deepen learning or spur conversations. Knowing “Why” the innovation has been selected and “What” the expected outcomes are, provides you with communication tools to build collective efficacy and momentum for the work.

Change is when people need clarity, timely information, and reassurance because that’s when they feel the most insecure and uncertain about their performance and role. When people don’t have clarity about the why, who, what, how, and/or when of change, that can lead to apathy, scepticism, mistrust, resistance. Additionally, when school team members are unclear about who does what, when, and where as it relates to the implementing a new innovation, that can lead to conflict and non-alignment to the entire change process, ultimately resulting in implementation failure. However, with practical, ongoing, and timely communication that frequently addresses the why, who, what, how, and when of the necessary change, it can result in mutual regard, forthrightness, reliability, shared vision, alignment, disciplined execution, synergy, change mastery, and other important variables that impact implementation (Sibbet, 2012).

An effective communication approach to your change initiative, is more likely to have staff and stakeholders engage and embrace the new innovation willingly and enthusiastically. When that happens, innovation champions and change leaders emerge, fostering a healthy positive and growth mindset throughout the organization. It’s a known fact; positive staff morale leads to increased productivity and even greater fidelity to the implementation of the innovation. Creating a plan for good communication and including your stakeholders and implementers throughout the entire implementation process is the key to successful and effective implementation. Develop your

IMPACT Communication Map with the DILT and the BILT. See protocol in Appendix.

Lastly, part of an effective communication plan is communicating success and celebrating met milestones, implementation achievements, met outcomes, and acknowledging individual and collective contributions will help build a change-ready culture and make implementing new innovations easier for all.

IMPACT COMMUNICATION MAP

Now you have had a complete review of the importance of developing a communication Map and how it is embedded into the IMPACT Implementation Solutions tools. What questions do you have? How will you share this information with stakeholders who need the information? Take a few minutes to reread any sections, check your margin notes and think about how this will support your organization’s implementation journey.



PART FOUR

WRAPPING UP THE PLAN & PREPARE STAGE

As we mentioned in the beginning of this stage, the PLAN & PREPARE stage is designed to build organizational readiness and capacity to implement the innovation so that it gets the socially significant results it was selected for in the first place. This stage sets the organization up for success. We will cover a few items and tools mentioned for the Implementation Teams to utilize and have fluency in using:

- » Improvement Cycles
- » Implementation Team Meeting Agendas
- » Professional Learning Plans

Let's start with improvement cycles. The goal of implementation is to achieve effectiveness reliably across the organization, not in pockets or just bright spots. To do so requires identifying and routinely utilizing iterative improvement cycles. Doing so engages users in the learning process and allows for “know-how” development (Penuel, 2016). In other words, the become part of the process of developing proficiency and knowing how to implement it. “Reliable improvement at scale relies on both the knowledge of an intervention’s promise and knowledge about how to realize that promise over and over again”(Penuel, 2016).

The **Plan-Do-Study-Act-Cycle** is a basic and commonly utilized improvement cycle in education and business to guide rapid improvement. What is not common is that it is not used to monitor

and guide implementation efforts in education. Another commonly used improvement cycle is the **Problem Solving Process** (many school psychologists and special educators are already familiar with this improvement cycle). Which improvement cycle your Implementation Teams decide to use is not what is critical, it is critical to select an improvement cycle and use it horizontally and vertically in team meetings to monitor and improve the implementation of the innovation. Note: Implementation Teams use the improvement cycle to monitor the implementation, monitor the implementation activities/strategies (How?) and implementation fidelity (How Well?).

AGENDAS

Meeting frustration is real! Everyone has been at that meeting when you left wondering why you had to be there? What was it really about or what did we accomplish? We know that educators are busy and do not have time for useless meetings. As a matter of fact, long ago we developed 3 conditions under which we would meet and we call them IMPACT meeting rules:

1. We are doing some learning
2. A decision is going to be made.
3. We are creating action/producing a product/work/resource.

Meeting and using an improvement cycle meets all three of those IMPACT Meeting Rules. However, even with high functioning teams and the best intentions we found meetings can and will go off track without an agenda. Therefore, we recommend incorporating a few items into your agenda that you may not routinely see present in most agenda samples.

Items to include in your agenda:

- **Norms** that reflect the vision, mission and purpose of the organization and or meeting
- **Open with Connections/Check In.** This allows for personal connections to be made efficiently and effectively and builds camaraderie, kindness, and care into the meeting. A simple “Connections’ ‘ protocol allows 2-3 minutes at the beginning of the meeting for participants to share anything personally or professionally on their minds. This allows for anyone to contribute and anyone to pass. While this may seem unimportant, believe us, it really helps build trust and a sense of collective efficacy toward a shared goal. (Bonus: it keeps meetings from going sideways later with “news” that just had to be shared!)
- **Close with learning.** We recommend closing your meetings with a statement such as “I am leaving here today with...” “What I got from this learning is...” Steven and I close every meeting with what we learned from our time together.
- **Norms Review.** How did we do with our norms today? We suggest a rating scale of 1-3. Do not attach names to the ratings but record it. You can look back at the data and revisit the norms etc. if ratings are consistently low. Doing this allows you to make a data-informed decision about adjusting the norms.

We are confident that you have sample agendas and know about including timelines, persons responsible etc. Be sure to include your selected improvement cycles in the agenda template.

PROFESSIONAL LEARNING PLANS

We have noted numerous times that one-shot workshops and one or two initial training events are insufficient to “skill up to scale up”. Implementers need ongoing and job-embedded adult learning opportunities to build mastery /proficiency in deploying the innovation strategies and components. While some may reach proficiency earlier than others do not discontinue the learning supports, use them to champion and uplift the other implementers. The development of a robust and comprehensive professional learning plan that is funded and supported by all leadership levels is necessary. In your PL Plan, specify content and strategies for building knowledge and skills.

Developing a solid, cohesive professional learning plan will aid in knowledge translation; it serves as a tool to guide and structure building skills, attitudes, and beliefs in the new work. Our dear friend, Joellen Killion, told us about a superintendent who once said, “for every dollar, you spend on the adoption of an innovation, spend four dollars on professional learning.” We agree! While that may sound like a lot, it is spread out over time, and if you don’t get

“Leaders of companies that experience smaller gaps between what they know and what they do understand that their most important task is not necessarily to make strategic decisions or, for that matter, many decisions at all. Their task is to help build systems of practice that produce a more reliable transformation of knowledge into action”

Jeffrey Pfeffer & Robert I. Sutton

innovation adopted in place because of a lack of professional learning, the allocated funds are wasted. We encourage your organization to fund and plan for professional learning to develop skills and gain competence in the practices they are asked to master.

Here is a sample of an effective Professional Learning Template:

PRE-PLANNING				
Question	Answer	Action	Who	When
What needs to be trained?				
Who needs to be trained? (e.g., teachers, special educators)				
When do you expect staff to begin implementing?				
When do you expect staff to be proficient?				
What approach to the training will be taken?				
How much training does staff need?				
When will the training be conducted?				
What is the funding source for the training and support?				

PRE-PLANNING				
Question	Answer	Action	Who	When
What resources are needed to conduct the training? (i.e., human, capitol, materials)				
Who will do the training?				

ONGOING SUPPORT				
Question	Answer	Action	Who	When
What on-going coaching/support is needed to assist in creating proficiency in the staff?				
Who will provide support to staff to help staff develop proficiency?				
What training does the support staff need?				
Identify staff who need additional support/how do you know they need additional support?				
What resources are needed to conduct the support?				

FIDELITY				
Question	Answer	Action	Who	When
What will be monitored?				
Who will monitor fidelity?				
Does staff conducting the monitoring need training?				
How will progress on implementation be monitored/assessed?				
What resources are needed to monitor with fidelity?				
Who will review fidelity data and how often?				
What actions will be taken as a result of the data review?				

KEEP IMPACT IN MIND

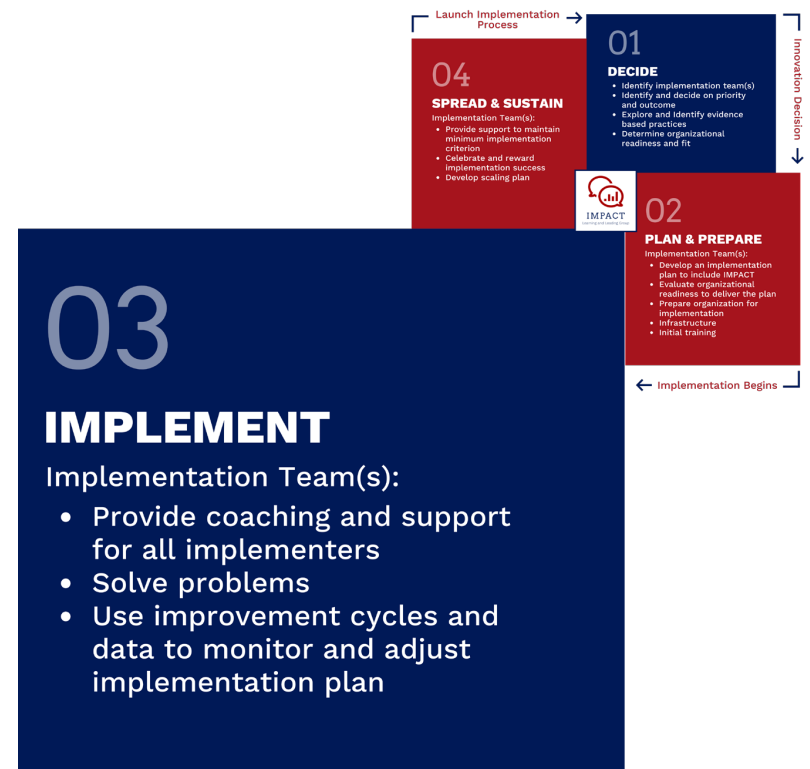
IMPACT is a critical part of the PLAN & PREPARE stage. While this chapter was dense and covered quite a bit of content and concepts, we want to remind you that you are doing this work with Implementation Teams. These teams will be the guiding coalition of champions of this work. Remember that effective and sustainable implementation takes time but is well worth the investment. We have worked with districts that have started small, built out pilot programs successfully, and then rolled out to the balance of the system. This allowed them to identify and repair barriers, build facilitators and start building expertise in innovation. Know that, it is okay to go slow to go fast! Utilizing the IMPACT Implementation Solutions Tools will reduce clutter and chaos that can accompany implementation efforts. Take the time to build your IMPACT Strategic Implementation Plan, complete a Readiness Assessment and develop a Communication Map. Use these tools as your guideposts and your teams and implementers to refine and improve them along the way. Now,(yes, finally) you are ready to implement!

PLAN & PREPARE: KEY OBJECTIVES



IMPLEMENT

PUTTING PLANS INTO ACTION



Patrick Lencioni says, “Kindness requires we tell people the truth.” We agree. Getting to the truth allows new thinking, invites inquiry, opens up opportunities for improvement, and allows space to let go of antiquated or ineffective practices. We would go further with Patrick’s statement and add that telling each other the truth is kindness. What is not kind is allowing investments in time, materials, money, energy, and cognitive space to flounder, get stuck or waste precious resources and opportunities for learning for all stakeholders. Telling people the truth can be challenging, but omitting the truth comes at a high cost and is hidden beneath the surface of poor outcomes and marginal performance. Telling people the truth and telling each other the truth during the IMPLEMENT stage unlocks possibilities. It opens up a dialogue to discuss what is going well, what is getting in the way of the implementation, whether or not the implementation strategies are effective, what professional learning events and designs are most beneficial, and so much more.

The IMPACT Implementation Solutions provide robust structures (DILT, BILT, improvement cycles, etc.) and communication plans that open up channels for telling each other the truth in productive, learning, and improvement-driven ways.

Why does telling the truth matter? We cannot afford to waste another dollar or another minute. **IMPACT is fond of saying, ‘Follow the minutes, follow the money.’ When you unpack an organization’s funding and time structures, you discover where the priorities lie.** For example, a large suburban school district in Northwest USA has a core belief that states, “Success belongs to each student and will not be predicted by race, ethnicity, family economics, mobility, gender, disability, or initial proficiencies.” This district adopted

Response to Intervention (RTI) to align with this belief statement. They adopted RTI to address individual students’ needs and reduce the racial and special education achievement gap. They identified the RTI Framework as a system to address an organizational priority and need; it also aligned well with the district’s mission and values. RTI is well known as an effective evidence-based practice. RTI has an effect size of 1.07 (Hattie et al., 2015) and thus was a great choice to address this district’s stated goals for student learning.

However, following the minutes and following the money uncovered some uncomfortable truths. Just selecting a highly effective evidence-based practice (RTI) is not sufficient to meet the goal of the stated vision. A budget and time allocation audit of resources dedicated to scale the RTI framework across the district uncovered the following: limited and inadequate funding allocated to the RTI initiative, no funding for ongoing training for the RTI initiative, time allocated to RTI in district leadership meetings and little to no direct oversight of the implementation of the RTI system.

The uncomfortable truth that needed to be told was; adopting RTI in name only would not garner improved outcomes for students of color, economically disadvantaged students, or students with special needs. A thorough review of funding and time indicated a need to readjust priorities for funding and time to truly meet the stated vision for this district. There was no malicious attempt to derail the RTI implementation by any employees, and there was no intentional sabotage of the initiative’s implementation. However, competing priorities on funding and time had crept in and taken over the budget and the time to implement RTI well and right. Once the adoption and initial training of the innovation had occurred,

the assumption was that it would take off and spread into the daily practice of the district. There was no implementation plan, and there was no attention paid to the IMPLEMENT stage.

We wish this example was an outlier, but we know from decades of experience both nationally and internationally and from research that skipping or paying little attention to the IMPLEMENT stage is all too prevalent in school systems. While paying attention at the beginning stages of adopting an innovation is critical, systems can lose steam and let the actual IMPLEMENT stage develop without purposeful planning. What happens then

Failed attempts at adopting new evidence-based practices, programs, or policies robs time, money, and energy.

is that ultimately, the innovation often falters, fails, or is only firmly in place in pockets. The Heath brothers refer to these small pockets as the “bright spots.” This is what happened in the district we described above. They ended up with a few bright spots, where leadership and teams were highly committed, built upon their skills, and funded time for learning, building the structures and improving their RTI implementation system. Unfortunately, the sad truth is that those bright spots only compromised about 30 percent of their 40 schools. This was a tremendous loss for students whom the district had identified as a top priority for their vision and a shameful waste of time and resources that resulted in no change.

The truth is that failed attempts at adopting new evidence-based practices, programs, or policies robs time, money, and energy, from staff. And worse yet, systems that fail to implement the new evidence-informed innovation rob students of learning opportunities.

The IMPLEMENT stage is critical to achieving the promised results of the selected evidence-based practice. Rob Horner, emeritus professor of special education at the University of Oregon and ‘father’ of Positive Behavior Interventions and Supports (PBIS): often reminds us that “Students do not benefit from interventions they do not receive.” IMPACT LLG says, “systems do not benefit from evidence-based practices that are not implemented well and right.” To gain socially significant results and improve outcomes, commit to the IMPLEMENT stage fully with adequate resources, time, and a robust implementation plan. Once your team has been through the DECIDE Stage, completed the PLAN & PREPARE stage, you will have a robust IMPACT Strategic Implementation Plan which will support the IMPLEMENT stage of the IMPACT Strategic Implementation Framework.

KEEP IMPACT IN MIND

IMPACT is a critical part of the IMPLEMENT stage. In this chapter, we will discuss the Key Objectives to include in your planning. Although the IMPLEMENT Key Objectives Graphic covers the key components to make sure you include in your IMPACT Strategic Implementation Plan, these are not comprehensive. There are other activities involved in this stage. Review the activities in the graphic and check your plan to ensure you have built-in protocols, time, and resources to meet each objective.

IMPLEMENT: KEY OBJECTIVES



INCLUSION

Include stakeholders in feedback loops; focus on purposeful practice.



MEANINGFUL LEADERSHIP

Improve infrastructures that provide time and processes designed to support practice, reflection, meaning making, and change.



PROFESSIONAL LEARNING

Engage in ongoing collaborative professional learning and data-informed learning designs.



ASSESS & ADJUST

Assess and improve fidelity scores and monitor and assess usability to strengthen implementation methods; assess outcomes; collect data to support fidelity, monitoring, and improvement.



COLLECTIVE EFFICACY

Celebrate mastery moments and met milestones.



TEAM

Engage in regular data-driven cycles of improvement to troubleshoot, identify implementation gaps, needed supports, and innovation adaptations.

USING THE INNOVATION

The IMPLEMENT stage is the time for celebration. Now is the time when all readiness steps and the planning and preparing begin to pay off. Take time to celebrate this accomplishment and launch the next stage. Acknowledging the new stage and celebrating the progress to date will build enthusiasm and momentum for the next big step, getting the new practices firmly in place.

The IMPLEMENT stage is time to focus on involving the implementers and sharing with them what Dean Fixen, Karen Blase, and Melissa Van Dyke clearly stated in one of our very favorite books, “Implementation Practice and Science, “Why leave outcomes to chance when effective alternatives (purposeful implementation supports) are available to realize intended outcomes?” (Fixsen et al., 2019).

To launch into the IMPLEMENT Stage, consider this:

Utilize a protocol such as SWAP Meet, Walk-About Survey, or One Word Summary in your DILT and BILT’s at each site that will be implementing the innovation. Taking time to acknowledge and celebrate progress to date and excitement for the work ahead embeds the human and learning-centered design into your implementation processes. It allows for building collective efficacy for the work ahead. Human-Centered Design pays attention to Inspiration, Ideation, and Implementation ((Firm), 2015). While using protocols and incorporating celebration may feel uncomfortable at first, once your team becomes fluent in utilizing protocols and incorporating celebration and ideation into their routine practices, the return on investment is well worth the effort. We all have heard the term “Culture eats strategy for breakfast,”

so please take time to nurture and build a positive, inquisitive, healthy culture.

*“If you don’t have time to do it right,
when will you have time to do it over.”*

John Wooden

Each site-based implementation team will champion and lead the site-based implementation effort of the new program, practice, or policy. During the IMPLEMENT Stage, Implementation Team(s):

- » Provide coaching and support for all implementers
- » Solve problems
- » Use improvement cycles and data to monitor and adjust the implementation plan.

STRATEGIC IMPLEMENTATION

Strategic implementation develops opportunities for implementers to learn the why, what, and how of the innovation and provide ongoing & job-embedded support to increase implementation integrity and remove barriers associated with the active ingredients.

Focusing on the “What” and the “How” intentionally embeds the human and learning-centered design into the IMPACT Strategic Implementation Plan. Getting implementation right in the real world considers and plans for the human and learning design elements. In this stage, the DILT and BILT will incorporate human and learning-

centered design elements to build skills, impact attitudes and beliefs, and effectively implement the innovation to achieve intended results.

Jim Collins, Author of *Good To Great*, *Turning the Flywheel*, *Built to Last*, and many more books, recently shared a quote on a podcast that resonated with the IMPACT Team. He shared the quote from

IMPLEMENTING EVIDENCE-BASED PRACTICES
WHAT & HOW

Does your implementation plan include “strategic implementation” as a means to manage all the needed changes?

<p>“</p> <p>STRATEGIC</p> <p>the “WHAT”</p> <p>a plan that includes the interventions needed to effectively and safely respond. It involves the professional practice of strategic planning to document the changes needed to achieve reaping outcomes</p>	<p>”</p> <p>IMPLEMENTATION</p> <p>the “HOW”</p> <p>an implementation plan outlines how the strategic changes will be made. It addresses the who, where, when, and how the work will get done. It involves the professional practice of implementation to document and implement the steps needed to manage and monitor change well.</p>
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The development and implementation of your plan should go through the following IMPACT Implementation Stages

his great mentor Jerry Porras, “We don’t fundamentally operate at the level of thoughts and analysis. We fundamentally operate at the level of feelings.” This simple statement eloquently describes why we advocate for the inclusion of human and learning-centered design in implementation efforts.

At this point, ALL elements of the IMPACT Implementation Framework outer circle are in play.

- **Inclusion:** Key stakeholders, implementers, leadership, and recipients of the change are ALL included in the implementation process at the point of the implementation.
- **Meaningful Leadership:** Both technical and adaptive leadership skills, knowledge, attitudes, and beliefs are utilized to make way for the new work, support the change process, guide an inquiry process that utilizes an iterative cycle of improvement, manage disequilibrium, ask questions, and learn together. Remember, leadership is not a title; all members of the DILT and BILT are leaders/champions in the implementation work.
- **Collective Efficacy:** During the IMPLEMENT Stage, ALL implementers move toward a common goal with a strong belief that they “can” achieve the task together. Albert Bandura describes collective efficacy as “a group’s shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment” (Bandura et al., 1999) During the IMPLEMENT Stage, IMPACT LLG believes paying attention to, fostering, and creating opportunities to build collective efficacy intentionally is a critical move. Failed

implementation efforts can be traced back to “a lack of ‘buy in’ from staff once the implementation effort gets underway.

- **Assess and Adjust:** including a robust, inclusive problem-solving approach during the IMPLEMENT Stage ensures, implementers’ voices are included in the implementation, provides feedback on the implementation efforts in real-time, builds in communication loops that can address issues and problems that arise during the implementation. Assess and adjust occurs through site-level teams using a valid improvement cycle agreed upon by the DILT/BILT. These teams meet regularly to monitor the implementation (Assess) and make any enhancements or tweaks (adjust) deemed necessary by the system. Note: This is not your PLC, SST, etc.
- **Team:** all hands on deck! Now is the time the guiding coalition of champions are in full action. Remember, these teams have been through the DECIDE, PLAN & PREPARE stages and are well poised to champion and lead the implementation work with enthusiasm and expertise. They have knowledge, skills, and attitudes to lead the work and bring others alongside, coaching, supporting, and encouraging them. There is a saying, “No one likes change but a wet baby.” Nevertheless, change is part of implementing a new innovation. The IMPLEMENT stage is a fragile time for implementers. During the IMPLEMENT stage, the Implementation Team members nurture, provide training, and utilize funding and resources to support the implementers to build competence and confidence in implementing the new skills.

KEY ACTION STEPS IN USING THE INNOVATION

STEP ONE

SHARE WHY AND ENCOURAGE BUY-IN

Traditionally in education, we start with “What” we are going to do. This usually starts with a small leadership team that does not include implementers exploring and identifying the problem and adopting an EBP innovation. Next, this team informs the key stakeholders about “How” the new innovation will be rolled out and put into place, and the implementation process begins.

When it is time to roll the innovation out to all implementers in the IMPLEMENT stage, we strongly advocate for using Simon Sinek’s Golden Circle as an overarching theme to introduce the innovation and implementation plans. **Start with *Why* we are doing the “new” thing, explain *How* WE will all together get it done as a team, and then in detail describe *What* WE will do together to implement the new practice policy or program well and right.** Once this has occurred, and all implementers have had at least initial training and learning about how to ‘do’ the new work, it is time to initiate the implementation. At this point, staff should be ready to get started and focus on getting better.

STEP TWO

UTILIZE ADAPTIVE AND TECHNICAL LEADERSHIP TO SUPPORT THE IMPLEMENTATION

Transferring and maintaining new programs in real-world settings is a long and complex process; deploying adaptive and technical leadership skills will be necessary. Utilize the IMPACT Implementation Framework and the IMPACT Implementation Planning Template to guide leadership decision-making and assist in managing adaptations system-wide as indicated by the collection of implementation data. Adaptive leaders utilize the fidelity data collection to identify and remove barriers to implementation and amplify facilitators to the implementation. Adaptive leadership utilizes communication loops horizontally and vertically and incorporates shared decision-making with the DILT and BILT’s.

Change is not new to education. However, what is new is the speed, complexity, immediacy, and increase in factors associated with the change needed to navigate and meet the needs of our students, families, and staff. Our ability to adapt the way we lead, strategize, plan and implement will be the difference between success and disheartenment. Implementation capacity is expanded when adaptive and technical leadership is used to leverage collaboration and building collective efficacy.

- » Communicate the benefits of shared decision-making and develop communication policies.
- » During the initial launch of the IMPLEMENT stage, share the teaming structures, communication plans, and policies that were decided upon during the previous stages.

- » Make a plan for Implementation Teams to meet regularly to monitor the implementation as outlined in the IMPACT Implementation Planning Template

STEP THREE

GATHER IMPLEMENTATION DATA

The IMPLEMENT stage is the time to gather implementation data about the implementation effort. Implementation Teams gather implementation integrity data and share results with stakeholders horizontally and vertically. Implementation integrity data collection is a big part of the IMPLEMENT Stage. The integrity data is utilized to determine whether the implementation is implemented as designed in the IMPACT Implementation Planning Template. Data collection is on the implementation efforts, not student outcome data at this time. The team is examining whether or not we are doing what we said we would do to implement the innovation. If the data reflects, we are not doing what we said we would do, ask the question, “What is getting in the way?” Questions such as this require adaptive leadership. Dean Fixen (2018), a true implementation science hero (we really admire his work!), summed up questions we should ask about implementation fidelity simply and adequately:

1. Are we doing what said we have said we would do?
2. How do we know if we’re doing what we intend to?
3. Are we getting results?
4. How do we know we are getting results?
5. Does it make a difference?

6. If we are not doing what we intended to do... what is getting in the way?
7. What about the status quo is getting in the way?

In addition to these great questions, we ask Implementation Team leaders to ask implementers two questions regularly:

1. How can we help you?
2. What do you need?

This constant support and problem solving builds trust, fosters collaboration, makes way for the new work, recognizes barriers that may exist or crop up, and lets implementers know this work is a priority.

“Innovation outcomes cannot be interpreted without knowing the fidelity with which an innovation is being delivered. Poor outcomes may be the result of high fidelity use of an ineffective innovation or may be the result of an effective innovation used poorly (i.e., with low fidelity)”

Lipsey, 2009

Prior to abandoning an implementation effort or deciding the innovation failed, wasn’t a fit, or did not get results, always examine whether or not the innovation was actually put in place as designed. Systems often examine student outcome data to determine if an innovation was successful without ever determining whether the innovation was put firmly into place. Examine data on the integrity

of the implementation prior to determining if the innovation worked or not.

SUPPORTING THE IMPLEMENTATION

What exactly does supporting the implementation look like during the IMPLEMENT Stage?

- » Engage implementers in improvement cycles related to innovation.
- » Use protocols to solve problems, do learning, increase knowledge.
- » **Explore options, listen to viewpoints, include voices, ensure equity (equity of voice, equity of resources, equity of representation, equity of results).**
- » Follow the professional learning plan outlined in the PLAN & PREPARE stage.
 - Provide coaching and feedback on new skills.
 - Support staff as they develop new skills. It can take up to twenty times to try a new strategy to develop initial proficiency (Joyce and Showers).
 - Allow safe spaces to try, fail, refine and improve deployment of the new skills.

Supporting the implementation means creating safe places to gain new skills. Skill acquisition is a vulnerable time, and when difficulties or struggle is encountered, it is natural to revert back to previous behaviors. Here are some ideas to help your teams design and create safe places to develop mastery in the new skills.

Examples include but are not limited to this list:

- » Develop partnerships within staff by allowing staff to team up and support one another in gaining competence of the new skills.
- » Provide opportunities for individual teachers to team up and check-in with one another daily or compare notes at the end of each week. They share boosters, barriers, and celebrations.
- » A support staff member, such as the implementation team leader or principal, stops by the rooms and frees one of the teachers to go see another teacher deploying the strategy for 10-15 minutes.
- » At the end of each implementation team meeting, a short video of the staff using the new practice is shared; boosters and barriers are then discussed.
- » Hold staff meetings in classrooms (this has many benefits) and open each meeting with the host teacher sharing about the “glows and grows” in deploying the new strategies. Encourage the host teacher to demonstrate how the environment (room configuration) materials, etc., are organized to deploy the new skills successfully.
- » Set up a “Popcorn and Movies” session where staff watches examples of the new practice being deployed and take notes using the terms “Best Practice” & “Next Practice.”

Best Practice	Next Practice

The goal is to provide opportunities for staff to “**Skill Up to Scale Up.**” Do not leave acquiring new skills to chance or choice. Acquiring new skills requires a professional learning plan that includes initial training and ongoing and embedded opportunities to practice, learn from initial attempts, and develop proficiency. In this way, the IMPLEMENT stage allows implementers to build competence, leading to confidence in utilizing the new skills. We can move from “Are they doing it?” to are “WE are doing it” and “Are WE doing it well?” To get to full and effective implementation of a new practice, we need to win the hearts and minds of the folks doing the new work. Intentionally provide a process, plan, resources, and time to gain new skills and competencies during the IMPLEMENT stage.

MOTIVATION, CAPABILITY AND OPPORTUNITY MATTER

Jo Pearson, Head of Oldham Research School and Teamworks School Center Initial Teacher Training and Teaching School Alliance in the United Kingdom, recently shared with us that when scaling in schools in the UK, they worked on three things:

- ➔ Motivation (Why would I do it?)
- ➔ Capability to address barriers (Can I do it?)
- ➔ Opportunity to try these things (When can I try it?)

Pearson described that during the DECIDE and PLAN & PREPARE stages, the implementation leaders had determined that it was apparent that teacher knowledge and skill in the identified area of need was the problem. Teaching is complicated. To expect that staff would automatically have the internal motivation to tackle the new

skills without support, feedback, coaching, or peer-to-peer observation opportunities is a bit like providing a child with a swimsuit and pool and expecting them to be able to swim.

Utilizing improvement cycles during the IMPLEMENT stage provides structure and routines to have the necessary conversations about skill acquisition and proficiency. We ask:

- » Are WE doing it?
- » Are WE doing it well and right?
- » If not, what is getting in the way?
- » If yes, are WE getting results?

The goal is to integrate new skills into daily practice and impact the problem identified in the DECIDE stage. This is accomplished through the initial training, defining the active ingredients, follow-up training, just-in-time support, and ongoing and job-embedded professional learning opportunities to “skill up to scale up.”

Transferring know-how to and through the organization involves a plan for improvement all along the way. **Knowledge translation (KT) is a term increasingly used in health-care fields to represent a process of moving what we learned through research to the actual applications of such knowledge in a variety of practice settings and circumstances.**

We are now all well aware of the importance of handwashing in hospitals to ensure the safety and health of patients. Hand hygiene is considered to be the most effective measure in reducing healthcare-associated infections. However, while this seemingly simple task seems to be highly efficacious, adhered to, and effective at reducing the

spread of disease, routine hand washing in hospitals did not always have a high level of compliance. Even though staff had training on adequately washing their hands and understood the implications of not properly washing their hands, the “knowing, doing gap” was prevalent.

Although the implementation team designed the implementation strategies and defined active ingredients of the innovation with key stakeholders and implementers, once the team deploys the innovation into real-world settings, the team’s work is not complete. Now is the time for the implementation team to engage in ongoing improvement cycles. Focusing on team member learning and commitment to implementation improvement is the main focus of the IMPLEMENT Stage. Focusing on team member learning and improving the implementation allows barriers and boosters to surface and get addressed.

“An implementation Team is not just a name of a group. Implementation Team members have the knowledge, skills, and abilities to help practitioners and staff actually make full and effective use of the innovations enabled by the policy.”

Active Implementation Practice and Science, 2016

Going back to the handwashing example, Why was there a “knowing-doing” gap? The gap did not occur in hospitals because staff wanted to act carelessly or inadvertently cause infections. Low compliance needed to be examined through the lens of learning and improving the implementation of the innovation. The barriers and

recommendations to proper hand-hygiene practice were something that needed thoughtful examination. The identified barriers included inaccessible handwashing, perceptions of interference with patient care, the patient needs seen as a priority over hand hygiene, wearing gloves, forgetfulness, high workload and understaffing, and the lack of scientific information about the impact of improved hand hygiene. Once barriers were identified, interventions to address them could be implemented. When you walk into hospitals now, you see handwashing stations at each patient room and each entry and exit throughout hospital buildings. In addition, you see information posters and infographics reminding staff and visitors of the handwashing procedures and the importance of hand hygiene. Identifying the barriers to hand hygiene was an essential step in getting to high compliance rates. While planning and preparing are critical to effective implementation, we cannot always determine the barriers implementers may encounter.

The IMPLEMENT Stage is for troubleshooting and problem-solving!

Once an implementation strategy is deployed, it is critical to problem-solve the barriers that impede the full and effective implementation of the new work. To problem-solve barriers, site-based implementation teams utilize rapid cycle problem solving and make intelligent adaptations to remove barriers. An intelligent adaptation does not change the integrity of the innovation it addresses and removes barriers to the implementation of the innovation. **Intelligent adaptations focus on components that are not considered critical to the effectiveness.** For example, adding handwashing stations to patient rooms did not change the integrity of hand hygiene innovation to improve patient health; the adaptation helped make staff achieve

high accuracy in deploying the active ingredients. Make intelligent adaptations based upon data collected from the monitoring the implementation but be cautious of making adaptations that change the integrity of the innovation. Focus on:

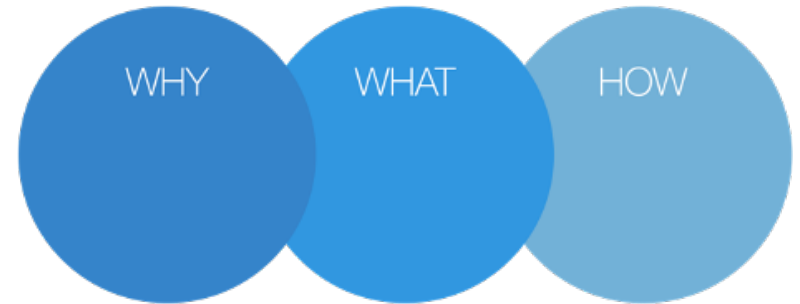
- identifying gaps in skills,
- barriers in the environment,
- schedule or time allocation needs,
- usability issues,
- and always use data to support the need for the adaptation.

WRAPPING UP THE IMPLEMENT STAGE

During the IMPLEMENT stage, it is critical to leverage your implementation teams to champion the implementation stage of the innovation process. “The work of implementation teams is to ensure that gains in the use of effective practices are maintained and improved over time and through transitions of leaders and staff.” (Fixsen et al., 2019) The IMPLEMENT Stage is a fragile time for the implementation of the innovation. An important step for Implementation Teams is to set up regular meeting times and structures to intentionally help the organization identify barriers, solve complex issues that arise, support practitioners as they adjust to the change, establish clear communication patterns and routines, and establish solutions focused on improvement and learning. As Dean Fixsen, Karen Blase, and Melissa Van Dyke (2019) put it, Implementation Teams “make it happen” in a purposeful, constructive, and mission-driven way.



With your team discuss and plan how you will share:
Why are you doing this new work, what is involved in doing the new work, and how will we do the new work together.



IMPLEMENT: KEY OBJECTIVES



SPREAD & SUSTAIN

KEEPING THE FUTURE IN MIND



SPREAD & SUSTAIN: KEY OBJECTIVES



INCLUSION

Include stakeholders in feedback loops; focus on purposeful practice..



MEANINGFUL LEADERSHIP

Maintain infrastructures that provide time and processes designed to support practice, reflection, meaning making, and understanding of any adaptations.



PROFESSIONAL LEARNING

Continue ongoing collaborative professional learning and data-informed learning designs; develop professional learning for adaptations and new implementers.



ASSESS & ADJUST

Assess outcome; collect data to support continued fidelity monitoring and improvement.



COLLECTIVE EFFICACY

Celebrate mastery moments and met milestones



TEAM

Use improvement cycles; develop and test adaptations and enhancements.

Let's take a moment to circle back to the very beginning. Why focus on implementation? The intent of focusing on implementation or “active and planned efforts to mainstream an innovation within an organization” is, quite simply, to get the results (Greenhalgh et al., 2004).

All leaders ask the question, “How can we get results efficiently and effectively?” “How can we make a difference and positively impact students?” Everyone wants a win for their students, staff, and community. Not once have we met with school leaders who are not passionate about making a positive impact. While we all know there is no magic wand, we have a simple, powerful success accelerator: plan to sustain and scale an innovation from the very beginning. This means continuously nurturing the implementation effort and relentlessly focusing on problem-solving all along the way. Sustainability does not happen overnight or by launching an innovation. Sustainability occurs because it was intentionally planned for from the get-go with an Implementation Plan that addresses organizational and system supports.

Although it may sound counterintuitive, the keys to the successful sustaining of an innovation occur in the early stages of planning for the new innovation. Aaron Lyon, Ph.D., stated, “In the education system, where resources and time are limited, strategic implementation can often be the difference between programs that fail and programs that create sustainable change” (2017). Lyon and the team at Project Aware advocate focusing on implementation science and implementation frameworks to sustainably implement evidence-based practices. In the education sector, we have an emergency, a real 911 situation. Yet, there is little to no attention paid to the emergency. “**Only one in three**

efforts to install new programs is successful (Damschroder et al., 2009). This is the emergency; fully two-thirds of all new initiatives fail to reap the promised benefits for students, staff, and communities. That is just not good enough, and it is why we decided to shine a light on implementation science in education. Efforts to ensure systems get the intended results of evidence-based practices carry profound implications for students, staff and communities we serve. The lost revenue, wasted time, and erosion of trust from all constituents when reform efforts fail is high.

“Once a new programme or practice is integrated into the normal routines of a school, there is risk of assuming that the implementation process requires no further leadership support; however, to ensure that the changes brought to a school can be sustained, school leaders should continuously acknowledge, support, and reward its use.”

Sharples et al., 2019

Consider this, would you feel comfortable investing in a product for your home, medical treatment for your health, an airline ticket, vacation purchase, a simple dinner out that only had a 1 in 3 chance of turning out to be what you signed up for? Clearly, we would never tolerate these rates of success (unless we were gravely ill and the odds of not doing so were even worse). Why, then, do we accept this failure rate of installing innovations in education?

Sustainability begins in the DECIDE stage when the evidence-based innovation is selected, implementation teams are developed horizontally and vertically, and implementation is thought through and planned for. We have all been in schools and districts where a new program or strategy is adopted with gusto, enthusiasm, and strong convictions. Staff, superintendents, leadership, the community are all onboard, and momentum is strong on the onset to embed the innovation deeply and effectively across the organization. After all, time was taken to carefully identify the priority need, select an evidence-based practice to fit the need, purchase the materials, train staff and create policies and expectations to institute the new program/practice into the daily routine.

MONITOR THE IMPLEMENTATION TO GET RESULTS AND SUSTAINABILITY

A small coastal school district adopted a new reading curriculum in 2014. The school board approved the large purchase after a year-long investigation by a small team of staff to identify a program that matched the areas of need for students and matched the school’s culture. This purchase was north of \$150,000, which is a significant investment for this small community. The materials were purchased, distributed and the board approved funding for the publisher to provide training to the entire staff in the fall. What did we find when literacy walkthroughs were completed in the fall of 2015? What percentage of classrooms were implementing the new curriculum? What percentage of classrooms were implementing the new curriculum well and right?

Despite carefully selecting the new curriculum, involving staff, and launching with publisher-provided training, there was not a high level of implementation of the new curriculum adoption. In fact, upon walking through the buildings, brand new materials were found still in shrink wrap on the shelves of a few classrooms. How could this happen? What needed to happen to impact the implementation? The initial implementation effort did not have a Strategic Implementation Plan that focused on professional learning to skill up staff, to make agreements about active ingredients on components of the program or agreements on what components to implement from the program. This happened because there was nothing in place for planning beyond selection, distribution of the resources, and two training sessions. Survey data from the schools indicated that only:

- » 35% of staff believed “My school provides professional development (e.g., training, coaching, technical assistance, etc.) around skills and strategies to improve core instructional practice in literacy.”
- » 10% of staff indicated that “My principal (or other school leaders) regularly does walkthroughs in my classroom to ensure fidelity of core reading adoption implementation and effective instructional practices.”
- » 5% of staff indicated, “I receive actionable and useful feedback as a result of the principal walkthroughs.”

Upon review of the implementation effort of the new reading curriculum, the board and leadership decided to commit to a full and complete implementation of the reading adoption following principles and practices derived from implementation science, professional learning and collective efficacy principles. They included:

- » practitioners in the design of the implementation plan,
- » iterative improvement process,
- » processes for defining active ingredients and applying them to the curriculum,
- » time for teacher teams to meet and review what was and was not working and adjust accordingly,
- » a robust schedule for the superintendent and principals to conduct literacy walkthroughs that provided relevant and action-oriented feedback to improve the implementation and instructional agreements that were made by the staff,
- » ongoing and embedded professional learning opportunities on providing instruction using the curriculum, utilizing active engagement strategies and instructional routines.

As a result of their renewed focus and efforts, the data across schools improved from zero grades meeting expectations for growth, as measured by Dynamic Indicators for Basic Literacy Skills indicators for growth, to all but one grade level K-5 making substantial progress. Improvement ranged from 18% to 35% growth with the exception of one grade level. Walkthrough data indicated 70% percent of staff were implementing the reading curriculum per the agreements designed by the implementation team, following the agreed upon scope and sequence and deployment of agreed upon components and effective instructional strategies. The implementation team and staff created the agreements, monitored the agreements in improvement cycle meetings, and adjusted the agreements as needed. Because they took time to build the implementation with a framework and an implementation planning template, they made it to the SPREAD

and SUSTAIN stage. They had over 50% of staff implementing with integrity regularly, as evidenced by implementation data and student outcome data. They did not give up; it took all stakeholders working collectively. The school board, implementation teams, the teachers, and the support staff all focused on the process with human and learning-centered design elements. In the end, students improved in literacy across the board K-5.

BUILDING YOUR TOOLKIT

Use the IMPACT tools to help the implementation successfully get to and maintain the SPREAD and SUSTAIN stage:

The IMPACT Strategic Implementation Planning Template supports spreading and sustaining the innovation from the onset. The IMPACT Strategic Implementation Planning Template helps you plan to sustain from the onset of developing your implementation plan. This happens by:

- ➔ incorporating Assessing your Implementation (How Well) data collection,
- ➔ including professional learning and iterative improvement cycles,
- ➔ defining Implementation Activities (HOW) ,
- ➔ developing communication plans,
- ➔ and building intentional implementation activities that include IMPACT.

By building in and using these tools, your organization is supporting implementation in a systematic way that supports getting to sustainability.

In building your sustaining toolkit, be hardcore about improvement. Acquiring skills is complex and takes time. Staying the course and planning for continued funding and opportunities for skill attainment is an important building block in the SPREAD and SUSTAIN stage. Know that the entire process will take time, and plan for it right upfront. Rarely do we get it exactly right on the first attempt, realize the need for resilience and tenacity, and that this work involves perpetual learning.

Best practices for improvement:

- ➔ Frequently “lean out” look at the implementation effort from a long-term view, and ask, are we on the right track? Will this still be going in 5 years? What is working well? What might need a boost?
- ➔ Create safe spaces for challenging conversations. Are we doing what we said we would do? Why or why not? What is getting in the way of the work? What changes need to be made?
- ➔ Develop culture codes of honesty.
- ➔ Focus on failing fast, failing forward, and learning together.
- ➔ Lift each other up and support one another when there is success and failure.
- ➔ Plan to be good to get great together.

- Use teaming, high-quality professional learning designs to learn together and to get better at getting better.
- Elevate others and be fun to be around!

PLANNING FOR SUSTAINABILITY

How do we know when we have entered the SPREAD and SUSTAIN stage? Get 50% of implementers regularly implementing with integrity to the standards they have been trained and coached.

Are we there yet? Do you have at least 50% of your implementers, not your implementation team members but the folks who are supposed to use the new practice in their daily work implementing the new practice well and right? For example, this can be the bus drivers if you are implementing a new PBIS structure on school buses. This may be all primary teachers if you are implementing a new reading program or strategy, or it may be all high school teaching staff if you are implementing structured note-taking in all high school courses. The important point is: know who your implementers are, gather implementation data to determine whether or not additional training and support are needed to reach mastery, and embed the new practice into the daily routines. Utilize your IMPACT Strategic Implementation Planning Template to gather the data. Then, follow the agreements in the column, Assessing Your Implementation (How Well?). **The SPREAD and SUSTAIN stage is reached when all of the changes associated with the innovation, including changes in instruction, assessment, and program support, are well underway and expectations are clearly documented, and at least 50% of the staff using the innovation do so with integrity.**

The Implementation Teams have evidence that changes in instruction, assessment, and program support are now well underway and are institutionalized to ensure practices will remain in place.

This is an essential component of the implementation that is human and learning-centered. Implementation teams and implementers have made intelligent adaptations during the implementation to remove barriers and adjust to the context, culture, or climate. These changes must be documented, expectations on how and when to incorporate them, and they must be part of the onboarding process for new staff. Make all of these relevant standards of practice a part of the onboarding training series, accessible to implementation teams and implementers.

Socially significant outcomes can be expected and measured.

It is now appropriate to expect and measure results. Once you have reached full implementation of the innovation, it is time to look for outcomes by collecting data related to the innovation. While Implementation Teams have been collecting implementation data to monitor the progress of the implementation and sites have been examining data to inform the implementation and instruction, at this point is appropriate to examine outcome data and expect positive results. **Where positive results are not appearing, look to the level of integrity of implementation before abandoning or blaming the innovation.** More than once we have seen high quality, well selected evidence-based practices abandoned due to lack of integrity of implementation (remember the shrink wrapped core reading curriculum). When examining outcome data, bear in mind whether

or not the innovation was actually implemented well and right. Do not expect improvement where implementation integrity was low. If implementation integrity is low, compare high-level implementation sites to the low-level implementation sites. In our experience, when:

- » evidence-based practice is matched to the identified area of need,
- » is implemented with human and learning-centered design elements that include using implementation teams and a robust iterative improvement cycle,
- » the implementation is monitored and allows for intelligent adaptations (while maintaining the integrity of the innovation), and
- » discrepancy between performance outcome data is almost always related to poor implementation.

Celebrate and reward implementation successes all along the way.

Do not wait until the end to celebrate. Build celebration of small and big wins into the implementation team meeting structure. Organizing and compelling efforts are improved when celebrations and rewards of effort are recognized along the way. Shared goals keep people motivated even in stressful situations, and it is helpful to have incremental progress marked and recognized.

Utilize a simple protocol like Glows and Grows. Using a simple celebration protocol can help maintain momentum and build a learning and action focus. We recommend always starting with glows before moving to grows because, in our experience, the staff tends to jump right to the problem without spending adequate time on

what is going well. We have found that when sufficient time is spent on what is going well, it can surface solutions to problem areas that crop up in the grows column.

GLOWS	GROWS	NEXT STEPS

Develop/maintain tools and protocols that lead to sustaining the innovation.

Implementation teams and leadership should develop processes, protocols, and routines to be institutionalized throughout the organization. Maintain the processes that led to this point (ongoing training, coaching, leadership, data monitoring, etc.) and build a robust repository of these tools. Design a process for onboarding new staff to positions and new in the system. Plan for turnover. Document processes that best support new staff to build their knowledge, skills, and behaviors needed to use the innovation successfully. These may include:

- » New job descriptions
- » Learning protocols and resources
- » Standards of Practice for the innovation
- » Implementation Team Meeting Structures, Resources, Tools, and Expectations
- » Innovation specific documents and agreements about the use
- » Professional Learning Plans for onboarding and maintaining expertise in the innovation

These resources and tools are generally stored in a digital repository for access by appropriate staff. Leadership teams develop a plan and process to ensure all pertinent training and resources are allocated to sustain the innovation.

Foster partnerships for sustainability.

No single person or group is responsible for the implementation effort. Building and maintaining partnerships within the organization and outside the organization leads to an effective system that can support the initial implementation and help spread and sustain the implementation.

Treat SPREAD and SUSTAIN as a new process.

Once you have truly entered the SPREAD and SUSTAIN stage treat it as a new process and build a plan for engaging the balance of the practitioners (spread) and build a plan to maintain the current status of implementation. Pay attention to:

- » Professional learning plans
- » Onboarding new staff members; new staff are trained to implement the practices as they are hired.
- » Collecting outcome data, build a schedule to collect and analyze data
- » Continuing to collect implementation data, monitor results
- » Providing adequate funding for resources
- » Maintaining schedule and implementation integrity expectations
- » Communicating successes and challenges and making intelligent adaptations

CONTINUE TO MONITOR AND SUPPORT THE IMPLEMENTATION OF THE INNOVATION

Once 50% of implementers are implementing with high levels of integrity, the work is not done. Now that the innovation is integrated, mainstreamed the focus shifts to ensuring enabling factors continue to be present. This is a time to pay attention to: changes in implementation context, be aware of shifts and context changes, and focus on moving from 50% of implementers using the innovation well and right to focusing on getting at least 80% of the implementers using it well and right. To ensure current quality is maintained, be cautious about removing coaching, professional learning, or training supports and have a contingency plan for implementation interruptions.

Celebrate when the innovation is no longer seen as new or extra, but it is seen as business as usual and reaping the socially significant outcomes for which it was selected. The practices are controlled by staff and are used as tools or strategies to support the implementation or continuation of evidence-based practices.

Involve stakeholders, champions, and leaders to continue to participate in the process and promote the effective use of evidence-based innovation from that point forward. At this point, the implementation team members should have supporters that have expanded vertically and horizontally through the various stages of implementation. The guiding coalition of champions is no longer limited to the original implementation team members. This is, as Malcolm Gladwell says, the tipping point. The innovation becomes how we do the work, and all staff is invested in its continuation and maintaining integrity. Reaching the sustainability of evidence-based innovations is no accident. It results from utilizing implementation and

improvement science, a high-quality framework to reach outcomes for students, and working hard to create an organizational system that supports and sustains effective implementation practices. As the successful outcome data is gathered and shared, implementation data is routinely collected and has levels of integrity to the innovation; the new work becomes ‘the way we do work’, . The culture of the organization is transformed, and it is ready to tackle the implementation of new innovations using the skills and knowledge built during this implementation effort.

“Given the scope of the problems in education, we can no longer afford to let it happen or help it happen and to somehow figure out how to make use of scientifically based interventions. If we hope to improve education in America, we must make it happen by creating new infrastructures that facilitate implementation processes so students routinely can actually experience and benefit from what has been promised in the research literature.”

First, 2008

SPREAD & SUSTAIN: KEY OBJECTIVES



INCLUSION

Include stakeholders in feedback loops; focus on purposeful practice..



MEANINGFUL LEADERSHIP

Maintain infrastructures that provide time and processes designed to support practice, reflection, meaning making, and understanding of any adaptations.



PROFESSIONAL LEARNING

Continue ongoing collaborative professional learning and data-informed learning designs; develop professional learning for adaptations and new implementers.



ASSESS & ADJUST

Assess outcome; collect data to support continued fidelity monitoring and improvement.



COLLECTIVE EFFICACY

Celebrate mastery moments and met milestones



TEAM

Use improvement cycles; develop and test adaptations and enhancements.



IMPACT
Learning and Leading Group

Join IMPACT Learning and Leading Group and help us shine a light on implementation literacy in education, help us bring implementation and improvement science to educators, and help us close the implementation gap. Now is the time; we cannot wait any longer to get implementation right in education. As our good friend Stefani Arzonetti Hite says, “The key is interdependence ... The whole is greater than the sum of its parts.” (2021). It will take all of us working together to bring effective implementation practices and implementation literacy to the global education sector. When we get the implementation of innovations wrong, it is far too wasteful, costly to students, staff, and communities. You know “why” you need to get implementation right, you now know “what” to do to get implementation right, and you now know “how” to do implementation right. Join us and make an **IMPACT!**

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Implementation and leadership coaching for both individuals and groups.

CONSULTING

Work with our highly-skilled and knowledgeable specialists.

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Support your organization’s journey in building your implementation literacy by arranging an IMPACT presentation or keynote at your next event.

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Listen to Conversations with IMPACT to learn how to close the gap between intentions and results.

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Listen, watch, read, and download our free resources.

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Jenice Pizzuto, M.A. Educational Leadership, is a highly experienced implementation specialist, consultant, facilitator, and coach. Her expertise is supporting large and small organizations to implement innovations effectively. Jenice spent a large part of her career working with United States federally funded grants to support implementers to improve outcomes for underserved populations of students. Jenice has experience leading, coaching, and training leaders in systems and scaling evidence-based practices worldwide. She is committed to building implementation literacy in the education sector globally.



Jenice has a passion for contributing to the world of implementation through education, the involvement of implementers, and simplifying the science for others. She is dedicated to impacting the “implementation gap” by helping organizations move from hoping it happens to making it happen and ending the implementation gap.

She is a founding member of the Global Implementation Society (GIS), is the Professional Learning and Resources Chair, and serves on the Global Implementation Society’s Webinar Committee and Professional Learning and Resources Committee. She worked with Learning Forward as a Learning School’s Alliance Facilitator, supporting schools nationally and internationally to implement effective professional learning systems and worked with Oregon Response to Instruction and Intervention (R.T.I.) scaling in school districts across the state of Oregon. Jenice was the founding president and past vice president of Oregon Learning Forward, and that work propelled her to focus on empowering others through high-quality adult learning.

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Steven Carney, M.S. Educational Administration is a highly experienced implementation specialist, consultant, facilitator, and coach. His expertise is supporting large and small organizations to implement innovations effectively. He has a wealth of experience in building and delivering research-based professional development and implementation support systems in schools, districts, and organizations. Steven has spent the majority of his career successfully coaching organizational leaders in building effective collaborative cultures focused on implementation and results.

Steven has a passion for contributing to the world of implementation through education, the involvement of implementers, and simplifying the science for others. He is dedicated to IMPACT’s vision to “end the implementation gap” by helping organizations manage change and maximize the chances of success through focused strategic implementation.

He is a member of the Global Implementation Society (GIS), and serves as an Implementation Standards Committee member. Steven worked with Learning Forward as a Learning School’s Alliance Facilitator, supporting schools nationally and internationally to implement effective professional learning systems. He was the past president of Washington and California Learning Forward, and that work propelled him to focus on empowering others through high-quality adult learning.

In addition to serving as an elementary teacher, Steven has experience serving as an elementary principal, middle and high school principal, assistant superintendent of instruction, and a coordinator of curriculum, instruction, and staff development for California County Offices of Education.

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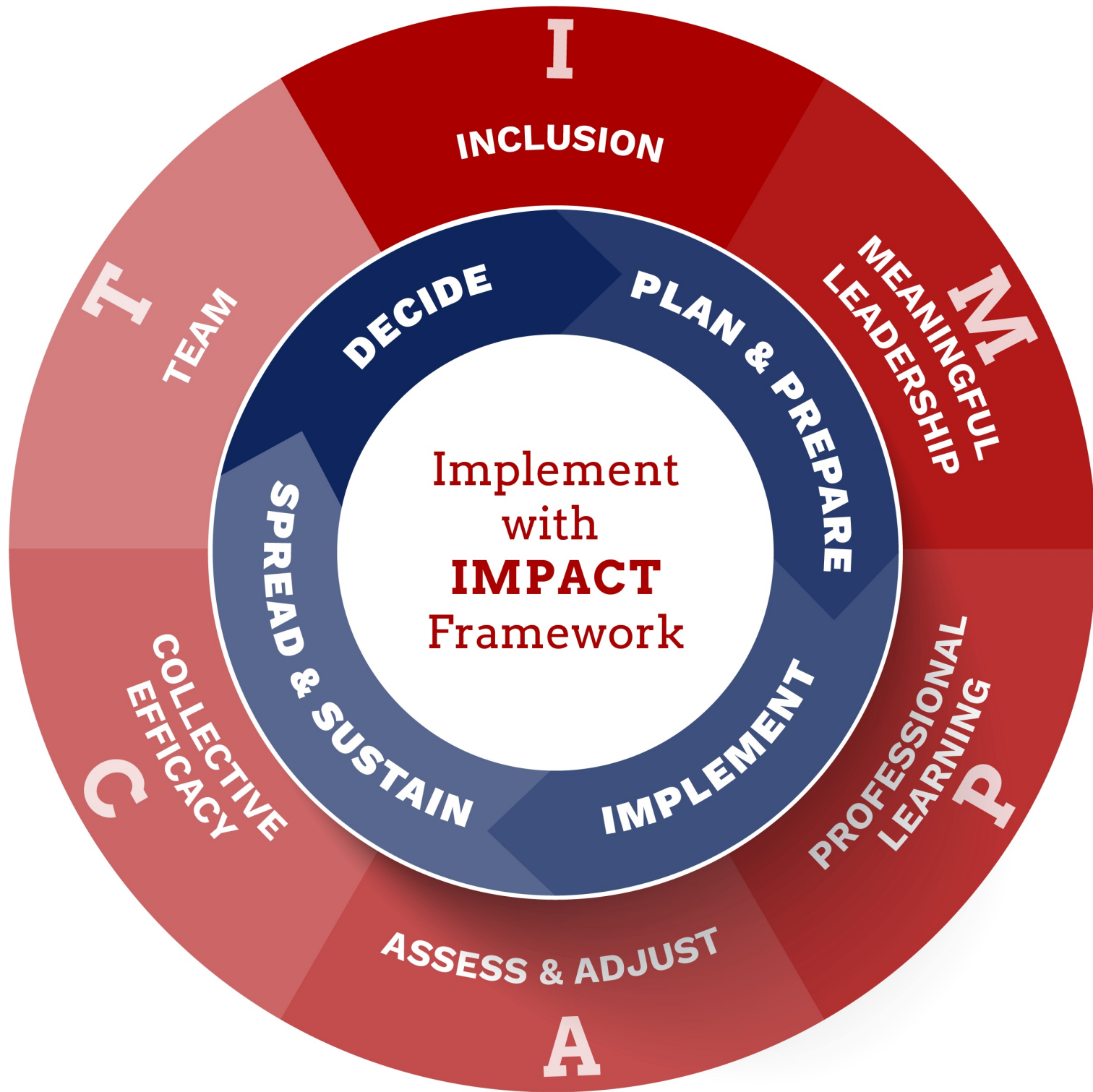
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APPENDIX





Launch Implementation Process →

↑ Innovation Decision ↓

01

DECIDE

- Identify implementation team(s)
- Identify and decide on priority and outcome
- Explore and Identify evidence based practices
- Determine organizational readiness and fit

04

SPREAD & SUSTAIN

- Implementation Team(s):
- Provide support to maintain minimum implementation criterion
 - Celebrate and reward implementation success
 - Develop scaling plan



02

PLAN & PREPARE

- Implementation Team(s):
- Develop an implementation plan to include IMPACT
 - Evaluate organizational readiness to deliver the plan
 - Prepare organization for implementation
 - Infrastructure
 - Initial training

03

IMPLEMENT

- Implementation Team(s):
- Provide coaching and support for all implementers
 - Solve problems
 - Use improvement cycles and data to monitor and adjust implementation plan

↑ Full Implementation ↓

← Implementation Begins →

Implementation Team Roles



IMPACT
Learning and Leading Group

Commitment is more important than the specifics.



Facilitator

Starts and chairs the meeting, reviews the purpose of the meeting, and facilitates the team by taking them through the agenda. Fosters and supports the development of implementation literacy of the team.



Minute Taker

Takes the minutes and updates the implementation action plan.



Timekeeper

Monitors the amount of time available and keeps the team aware of time limits.



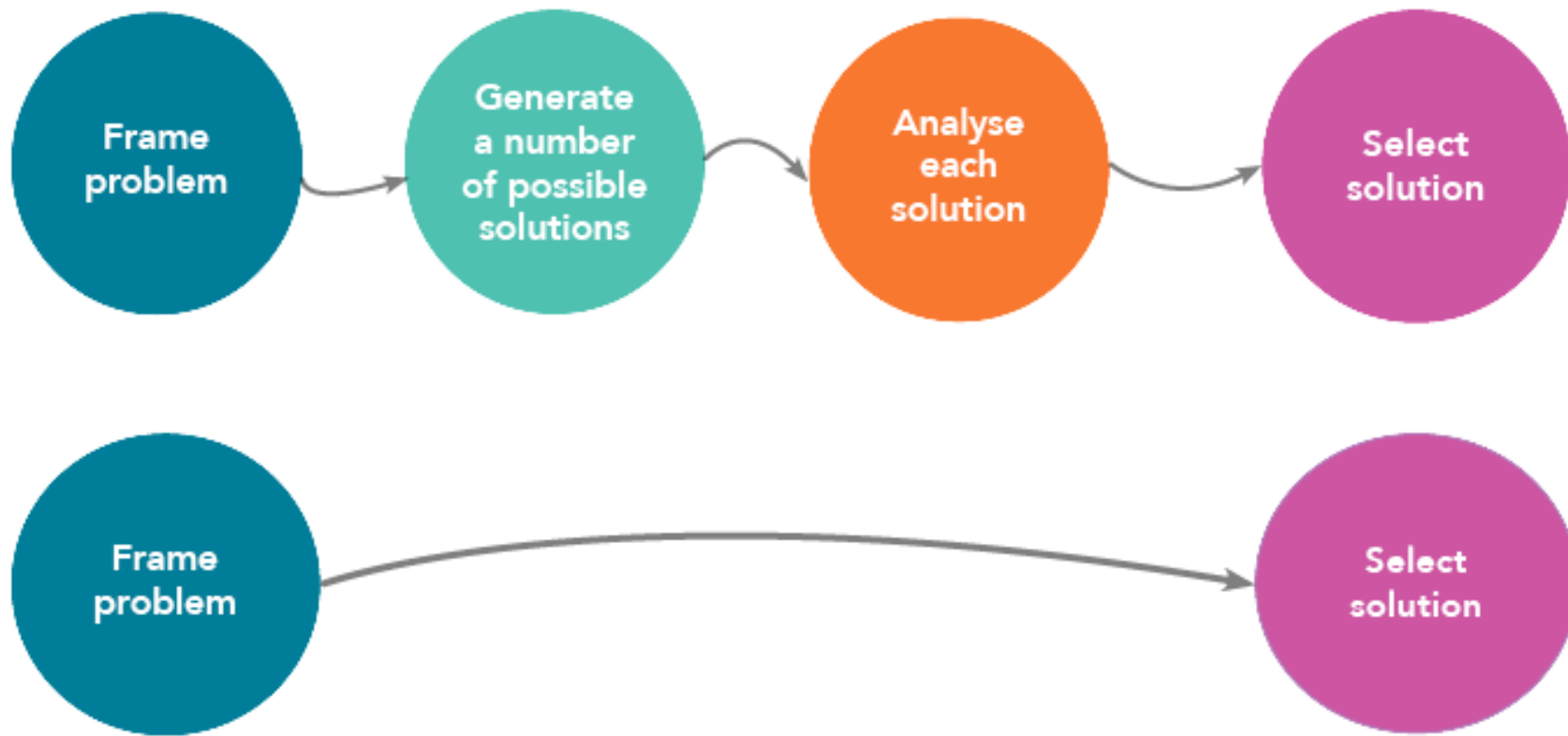
Data Analyst

Reviews and organizes implementation and improvement data prior to the team meeting to share with the team.



Administrator

Active team member who supports and facilitates implementation team activities and recommendations; provides planning time, and feedback. Point person for communication with and between district, community, parents, staff, and students. They ensure implementation integrity of identified intervention(s).



IMPLEMENTING EVIDENCE-BASED PRACTICES

WHAT & HOW



Does your implementation plan include "strategic implementation" as a means to manage all the needed changes?

<p>“</p> <p>STRATEGIC</p> <p>the "WHAT"</p> <p>a plan that includes the interventions needed to effectively and safely reopen. It involves the professional practice of strategic planning to document the changes needed to achieve reopening outcomes</p>	<p>”</p> <p>IMPLEMENTATION</p> <p>the "HOW"</p> <p>an implementation plan outlines how the strategic changes will be made. It addresses the who, where, when, and how the work will get done. It involves the professional practice of implementation to document and implement the steps needed to manage and monitor change well.</p>
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The development and implementation of your plan should go through the following IMPACT Implementation Stages



Implementation Stages



"It doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people and schools."

IMPACT STRATEGIC IMPLEMENTATION PLANNING TEMPLATE

PROBLEM Why?	INNOVATION DESCRIPTION What?	IMPLEMENTATION STRATEGIES How?	ASSESSING YOUR IMPLEMENTATION How well?
	What will we do to address the problem?	How will we skill up the staff to scale up?	Is it being implemented as designed?
<p><i>In the DECIDE stage spend a good amount of time making sure the team has clearly identified the problem.</i></p> <p><i>Use data to identify the problem.</i></p> <p><i>Clearly state the problem.</i></p>	<p><i>Make sure the innovation(s) are evidence informed.</i></p> <p><i>Match the solution to the identified problem.</i></p> <p>*Define Active Ingredients</p>	<p>Inclusion</p> <p>Meaningful Leadership</p> <p>Professional Learning</p> <p>Assess</p> <p>Collective Efficacy</p> <p>Team</p>	<p>→ Fidelity: How well are we doing what we said we would do?</p> <p>→ Reach: Are we serving the people we said we would serve?</p> <p>→ Acceptability: Do stakeholder groups see the innovation as agreeable?</p> <p>→ Feasibility: Is delivering the innovation getting easier for the implementers?</p>
SIGNIFICANT OUTCOMES And so?			
The overall impact			

***Active Ingredients:** clear description of the features that must be present to say that education innovation exists, (innovation components, practice elements or essential functions).

Note: Adapted from *Putting Evidence to Work: A Schools Guide to Implementation* by Education Endowment Foundation, 2019.

IMPACT Communication MAP

Use this map to plan your communication:

WHO

For whom is the communication intended?

WHAT

What's the message or topic to be communication?

FROM WHOM

Who will be communicating the message or topic? From whom will the communication be sent?



WHEN / HOW OFTEN

When will the communication be sent and how often?

HOW

What method(s) of delivery will be used?

Status

What's the status of the communication?

Frequently clean and disinfect all high-touch surfaces at school and on school buses to reduce the risk of COVID-19 infections and transmission.

(e.g., door handles, light switches, tables, counter tops, student desks, and chairs, etc.)

What?

How?

Why?

How Well?

Intervention Description	Implementation Strategies	Implementation Fidelity
<p><i>All employees are responsible for cleaning their own workstation and not sharing equipment or supplies.</i></p> <p>Clean and Disinfect Instructional spaces, conference rooms, office and health spaces Between Uses - Procedure & Materials: DUSD Disinfect Protocol by staff utilizing the space</p> <p>Hallways, stairwells and entrances 2 x / Day Procedure & Materials: DUSD Custodial Clean & Disinfect Process by custodian</p> <p>Restrooms 3 x / Day - Procedure & Materials: DUSD Custodial Clean & Disinfect Process by custodian</p> <p>Buses Between Runs - Procedure & Materials: DUSD Disinfect Protocol by bus driver</p> <p>All Spaces Nightly - Procedure & Materials: DUSD Custodial Clean & Disinfect Process by custodian</p>	<p>Training All Staff (including current sub pool and Choices) <input type="checkbox"/> Health and Safety Plan with processes outlined</p> <p>Custodial Staff <input type="checkbox"/> Session 1: Step by step cleaning and disinfecting all building locations</p> <p>Bus Drivers <input type="checkbox"/> Session 1: Step by step cleaning and disinfecting all bus high touch areas</p> <p>Newly Hired Employees (Custodians and Bus Drivers) Prior to working <input type="checkbox"/> Session 1: Overview, why, *chemicals, supplies, materials, storage, discard of materials, hazards <input type="checkbox"/> Session 2: Role and location specific procedures and expectations</p> <p>Equipment All spaces and buses are equipped with and proper stored EPA disinfecting products and proper protective equipment (gloves, eye protection, respiratory protection, & other appropriate protective equipment)</p> <p>Create Site and District Implementation Team Onsite support to include but not limited to: motivating, coaching, modeling, observational support, team teaching, planning, communication, data collection, and resource development</p> <p>Provide Follow Up Coaching and Support Custodial supervisors, implementation team members, and site administrators provide ongoing modeling, feedback, and support that helps staff apply new skills and knowledge into practice</p> <p>Educational Materials Online access available to share training resources, processes, protocols & demonstration videos.</p> <p>Monitoring School administration complete and review weekly Implementation Fidelity Checklist Complete and review weekly space feedback forms by custodial supervisor and principals Review and analyze SCPR and DCPR logs for cleaning and sanitizing issues. Implementation teams meet at least monthly to analyze implementation data to monitor and adjust plans and identify areas of support.</p> <p>Incentive Ongoing incentives for exemplary</p> <p>Signage Cleaning and disinfecting protocols posted in each of the offices, break rooms, and custodial closets</p> <p>Schedule A cleaning and disinfecting schedule is utilized and monitored.</p>	<p>Fidelity By the 1st month of in-person reopening the space disinfecting completion rate will equal 90% or more.</p> <p>By the 1st month of in-person reopening 90% or more of the spaces monitored will meet full expectations.</p> <p>By the 2nd month of in-person reopening 100% or more of all spaces monitored and checked will meet full expectations.</p> <p>By the 2nd month of in-person reopening, the space completion rate will equal 100%</p> <p>Monthly - 100% resolution of all COVID health and safety issues resolved by next site meeting as identified on SCPR Log</p> <p>Monthly - 100% resolution of all COVID health and safety issues resolved identified on DCPR Log by next district meeting as identified on DCPR Log</p> <p>Reach By in-person opening, all staff will demonstrate and knowledge and understanding of policies, procedures, protocols, and practices associated with intensifying cleaning, disinfecting, and ventilating.</p> <p>Acceptability By in-person opening, all labor management teams agree to adhere to and support the COVID-19 Health and Safety Implementation Plan</p> <p>Periodically - at least 80% of staff, families, and students will positively respond to the DUSD Health and Safety Perception Survey</p>

And so?

Overall Significant Outcomes

As measured by periodic surveys, 80% of DINUBA Learning Community members feel the DUSD Health and Safety Implementation Plan will effectively help mitigate the spread of COVID-19.
 As measured by periodic surveys, 80% of DUSD Learning Community members feel safe returning to in-person learning.

K12 Implementation Readiness Assessment Survey

Adapted from Dawn Chorus Group, 2020

www.dawnchorusgroup.com

Purpose of Assessment

The *K12 Implementation Readiness Assessment Tool* is designed to help K12 implementation teams gather information about the organization's readiness to implement an evidence-informed innovation. Implementation teams can then use the data to make informed decisions for implementation preparedness and planning. By assessing implementation readiness K12 implementation teams can better prepare for successful and effective implementation and proactively develop organizational capacity in areas of need.

What Does it mean to be ready to implement an innovation?

Organizational readiness for implementation is the degree to which the organization is able and willing to implement and sustain an innovation. Organizations with high degrees of readiness have lower implementation challenges and obstacles and higher degrees of implementation success. Readiness to implement is impacted by organizational motivation and the capacity and resources to implement the innovation as designed. Schools can increase readiness to implement by assessing key organizational readiness components and using that information to develop actions to successfully and effectively prepare and implement.

These questions, informed by change and implementation science, are associated with readiness and are organized by the following components:

- **Motivation:** the willingness or desire of implementers in the organization to change, adopt, and effectively implement a new innovation.
- **General Capacity:** refers to your organization's general functioning and ability to support the innovation (e.g., context, culture, climate, use of resources, leadership, infrastructure, and organizational processes).
- **Innovation-Specific Capacity:** refers to the specific knowledge, skills, infrastructure, supports systems, and resources needed to effectively and successfully implement the new innovation.

Who should complete the survey?

It is recommended that all implementation team members and a diverse representation of staff members, affected by the new innovation, participate in the survey. We recommend survey participants include members of different stakeholder groups and individuals with diverse roles, expertise, and perspectives to get a broad representation and picture of your organization.

Important: *All answers should be kept confidential with data reported back to your organization in the aggregate only.*

When should the survey be administered?

It is recommended that implementation teams administer the readiness survey prior to implementing the new innovation. By doing so implementation teams will have the data they need to inform readiness and implementation strategies as part of their plan and prepare for effective and successful implementation.

Instructions for Implementation Teams

Prior to administering the readiness survey, it's important to communicate to staff **why** you are asking them to participate in the survey and **how** the data from the survey will be used. Remind participants that the survey is completely confidential. Ask participants to be candid in their response so that the implementation team can have accurate data to inform their actions to prepare for implementation and build implementers capacity and motivation.

Survey Components

General Questions: First, some general questions about the participant and the organization. This is to help with understanding differences within your organization

Readiness Survey: Specific research-informed survey items associated with motivation, general capacity, and innovation-specific capacity. For each item, participants are to indicate how much they agree with the statement by using the following rating scale.

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6	7	NA

Remind participants that there is no right or wrong answer, simply their perception associated with organizational readiness.

K12 Implementation Readiness Assessment Survey

Participant Instructions

Thank you for participating in the *K12 Implementation Readiness Assessment Survey*. The survey should only take about 15 minutes to complete. Your responses to the survey will be **completely confidential** and aggregated with other participants. The aggregated data will be used to provide the implementation team with an indepth understanding of our organization’s readiness to implement [name the identified innovation]. The information will be used to inform planning and preparing and ensure the organization has all the right supports, resources, infrastructures, and capacity building components in place for a successfull and effective implementation of [name the identified innovation], that leads to achieving intended outcomes, [name the outcome(s)].

Survey Components

There are two parts to the survey these include:

Part 1: Some **general questions** about you and your organization. This is to help with understanding the differences within your organization based on organizational demographics.

Part 2: Specific **research-informed survey items** associated with motivation, general capacity, and innovation-specific capacity. For each item, please indicate how much you agree with the statement by using the following rating scale.

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Don’t know
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Note: There are no right or wrong answers, simply your perception associated with organizational readiness. We expect variation in the ratings so please be candid in your responses.

After you complete the readiness survey, please [provide instructions on where and how to return the completed survey].

[Name and short description of innovation and the problem the innovation is designed to solve]

Part I: General Questions

1. Name of school:

2. Role : Teacher Support Staff Specialist Administration
 District Leadership Board / Community Member Administrative Support Staff
 Custodial Staff Other

3. Length of time employed by current organization
 1 year or less
 between 1 to 2 years
 between 2 to 4 years
 4 years or greater

Part 2: Survey Items

Note: An expanded definition can be found on the Definitions page for items noted with a *

General Capacity

Statement on General Capacity	Strongly Disagree	Disagree	Slightly disagree	Neither Agree nor disagree	Slightly Agree	Agree	Strongly Agree	Don't Know
CULTURE								
1) The staff know our organization's vision and mission								
2) The staff have a strong sense of identification within our organization								
3) Diverse perspectives and viewpoints are regularly sought and valued								
4) Our organization is a learning organization*								
5) The staff in our organization are receptive to change								
6) Decision-making input is routinely solicited from staff								
CLIMATE								
7) Morale is positive in our organization								
8) Turnover is not a problem in our organization								
9) We feel valued for the work we do								
10) The work we do is meaningful and purposeful								
11) Work demands and stress are manageable								
Infrastructure								
12) The way we are organized makes it possible to do things well								
13) Our organization effectively communicates about change and new innovations*.								
14) Our organization provides ongoing and job-embedded* opportunities for learning, coaching, practice, and feedback.								
15) Our organization have established processes for ongoing data collection and analysis.								

INNOVATIVENESS								
16) Our organization encourages and supports innovation								
17) We regularly take time to engage in continuous cycles of improvement								
18) People in our organization are encourage and supported to improve how we do things								
19) When we experience a problem in our organization, we make a serious effort to find a new way of doing things								
20) We are strategic in how we approach change								
21) Overall our organization adapts to change well								
RESOURCE ALLOCATION								
22) Our organization successfully accesses and allocates diverse resources to support new innovations and change.								
23) There is a clear process by which we prioritize and distribute resources								
24) We know how to sustain our progress								
LEADERSHIP								
25) Our leadership is adaptive to the needs and technical challenges that surface as we implement change								
26) Our leadership co-creates, with staff, a plan to implement new innovations.								
27) Our leadership provides time and resources for effective team collaboration								
STAFF CAPACITY								
28) Staffing levels are sufficient to accomplish our day to day tasks.								
29) People who work with our organization have sufficient knowledge to carry out our day to day tasks.								
30) Implementation of new innovations are supported with appropriate staffing								

Innovation-Specific Capacity

Statement on innovation-specific capacity	Strongly Disagree	Disagree	Slightly disagree	Neither Agree nor disagree	Slightly Agree	Agree	Strongly Agree	Don't know
KNOWLEDGE AND SKILLS								
31) We have the knowledge and skills needed to implement this innovation								
32) We have the knowledge, skills, and systems needed to monitor the innovation implementation and impact								
CHAMPION								
33) An influential person(s) in our organization strongly promotes this innovation and is devoted to ensuring and supporting its success.								
34) At least one person we work with clearly communicates the needs and benefits of using this innovation								
SUPPORTIVE CLIMATE								
35) Our organization and leadership actively supports implementing this innovation								
36) There is a team in place to monitor and support effective implementation and fidelity of this innovation.								
37) We have ways to promote ongoing use of this innovation								
38) A co-created* vision and outcomes for the innovation have been developed								
39) Our organization has a professional learning system* in place that can support innovation competency development and mastery								
RESOURCES								
40) Our organization the needed resources to effectively implement and sustain this innovation (staff, facilities, materials, technology, etc.)								

INTERNAL & EXTERNAL RELATIONSHIPS								
41) We communicate and/or collaborate well with other organizations who are implementing this innovation								
42) We obtain support from other organizations to help us implement this innovation								
43) We collaborate well with other schools, teams, departments, and/or grade levels within our organization about this innovation								
44) We collaborate well with one another to implement this innovation								
45) We get implementation support for this innovation from other teams in our organization								

Motivation

Statement on motivation	Strongly Disagree	Disagree	Slightly disagree	Neither Agree nor disagree	Slightly Agree	Agree	Strongly Agree	Don't know
RELATIVE ADVANTAGE								
46) This innovation is perceived as better than other innovations we have used before to address the same or similar problem								
47) This innovation is better than other innovations we considered using to address the problem								
FIT								
48) This innovation fits well with other initiatives in our organization								
49) This innovation is timely given out current needs								
50) This innovation fits well with the culture and values of our organization.								

51) We can see how using this innovation will help solve the identified problem and meet our goals.								
SIMPLICITY								
52) This innovation is perceived to be “doable.”								
TRIALABILITY								
53) We are able pilot this innovation in a smaller context to work out implementation barriers and identify appropriate adaptations prior to organization wide implementation.								
PRIORITY								
54) Our organization emphasizes this innovation as a top priority								
55) There is buy-in and support for this innovation								
URGENCY								
56) It’s critical that we do this innovation immediately								
57) We need to get this innovation into place as soon as possible.								

Definitions:

Learning Organization: An organization that actively facilitates the ongoing and job-embedded learning of its staff and transforms itself through cycles of continuous improvement.

Innovations: is the evidence-informed program, practice, principle, procedure, product and/or policy new to an individual, organization, or system.

Co-created: a group of diverse stakeholders, roles, disciplines, and perspectives that came together to develop something together.

Professional learning system: An infrastructure for developing individual, school, team, and school system capacities needed to ensure success for all staff. This includes training, coaching, collaboration, practice, reflection, and other learning designs.

K12 Implementation Readiness Tuning Protocol

Purpose: The K12 Implementation Readiness Tuning Protocol is a time-efficient method for understanding your organization's readiness to implement a new evidence-based innovation (a new program, practice, principle, procedure, product and/or policy). It provides an opportunity for each team member to provide their perception of organizational readiness that collectively and collaboratively generates information for implementation planning and preparation.

Intention: This tool gives individual team members a chance to consider the challenges and strengths associated with research informed organizational readiness components. It provides focus points for discussion and develops a system's view of readiness to implement. This tool offers perspectives for change and implementation readiness strategies, implementation readiness issues, and decision-making trends.

Background: Organizational readiness for implementation is the degree to which the organization is able and willing to implement and sustain an innovation. Organizations with high degrees of readiness have lower implementation challenges and obstacles and higher degrees of implementation success. Readiness to implement is impacted by organizational motivation and the capacity and resources to implement the innovation as designed. Schools can increase readiness to implement by assessing key organizational readiness components and using that information to develop actions to successfully and effectively prepare and implement.

The items, informed by change and implementation science, are associated with readiness and are organized by the following components:

- **Motivation:** the willingness or desire of implementers in the organization to change, adopt, and effectively implement a new innovation.
- **Innovation-Specific Capacity:** refers to the specific knowledge, skills, infrastructure, supports systems, and resources needed to effectively and successfully implement the new innovation.
- **General Capacity:** refers to your organization's general functioning and ability to support the innovation (e.g., context, culture, climate, use of resources, leadership, infrastructure, and organizational processes).

$$R=MC^2$$

$$\text{Readiness} = \text{Motivation} \times \text{Innovation-Specific Capacity} \times \text{General Capacity}$$

Instructions for Implementation Team Facilitator

1. **Innovation Overview:** The facilitator provides an overview of the evidence-informed innovation and a brief description of the problem the innovation is designed to help solve (4 min).
2. Create work groups (pairs or larger) and provide a recording sheet for each group.
3. **Brief Readiness Thinking Tool:** Ask group members to work individually first, completing the Dawn Chorus Group's "Brief Readiness Thinking Tool" by considering whether each area is an organizational challenge or strengths as it relates to the new innovation (10 min).
4. **Partner or Small Group Discussion:** After a designated amount of time, structure small or full group interaction exploration of the individual responses through the provided discussion questions (15 min).
5. **Full Group Discussion:** Lead the full group in a discussion about next-steps (actions/tasks) to help prepare the organizations for implementation of the new innovation (30-60 min).



BRIEF READINESS-THINKING TOOL



This form can help you think about an organization’s readiness to implement a program or change. Consider whether the areas below are challenges or a strength for your innovation. Discuss with your colleagues also involved in implementation.

Motivation	Degree to which we want the innovation to happen.	Challenge	Strength	Unsure
Relative Advantage	This innovation seems better than what we currently do.			
Compatibility	This innovation fits with how we do things.			
Simplicity	This innovation seems “doable.”			
Ability to Pilot	The degree to which this innovation can be tested and experimented with.			
Observability	Ability to see that this innovation is leading to outcomes.			
Priority	Importance of this innovation compared to other things we do.			
Innovation-specific Capacity	What is needed to make this particular innovation happen.			
Innovation-specific Knowledge & Skills	Sufficient abilities to do the innovation.			
Champion(s)	A well-connected person(s) who supports and models this innovation.			
Supportive Climate	Necessary supports, processes, and resources to enable this innovation.			
Inter-organizational Relationships	Relationships between organizations that support this innovation.			
Intra-organizational Relationships	Relationships within an organization that support this innovation.			
General Capacity	Our overall functioning.			
Culture	Norms and values of how we do things here.			
Climate	The feeling of being part of this organization.			
Innovativeness	Openness to change in general.			
Resource Utilization	Ability to acquire and allocate resources, including time, money, effort, and technology.			
Leadership	Effectiveness of our leaders.			
Internal Operations	Effectiveness of communication and teamwork.			
Staff Capacities	Having enough of the right people to get things done.			
Process Capacities	Ability to plan, implement, and evaluate.			

Principles of Readiness

- 1) *Readiness isn't one thing; it is combination of motivation, innovation-specific capacity, and general capacity*
- 2) *Readiness can change over time*
- 3) *Readiness is important throughout implementation*
- 4) *Readiness is innovation-specific*
- 5) *Readiness can vary across levels of implementation*
- 6) *Readiness can be built*

Discussion Questions

What is the greatest implementation challenge currently?

Which is the greatest strength?

Where would more information and data be helpful? How can you get this data?

Where do you have differences with your colleagues?

Which areas do you think would be most important to address early on in your project?

PROFESSIONAL LEARNING & FIDELITY PLAN

PRE-PLANNING				
QUESTION	ANSWER	ACTION	WHO	WHEN
What needs to be trained?				
Who needs to be trained? (e.g., teachers, special educators)				
When do you expect staff to begin implementing?				
When do you expect staff to be proficient?				
What approach to the training will be taken?				

PRE-PLANNING

QUESTION	ANSWER	ACTION	WHO	WHEN
How much training does staff need?				
When will the training be conducted?				
What is the funding source for the training and support?				
What resources are needed to conduct the training? (i.e., human, capitol, materials)				
Who will do the training?				

ON-GOING SUPPORT

QUESTION	ANSWER	ACTION	WHO	WHEN
What on-going coaching/support is needed to assist in creating proficiency in the staff?				
What on-going coaching/support is needed to assist in creating proficiency in the staff?				
Who will provide support to staff to help staff develop proficiency?				
What training does the support staff need?				

ON-GOING SUPPORT

QUESTION	ANSWER	ACTION	WHO	WHEN
Identify staff who need additional support/how do you know they need additional support?				
What resources are needed to conduct the support?				

FIDELITY

QUESTION	ANSWER	ACTION	WHO	WHEN
What on-going coaching/support is needed to assist in creating proficiency in the staff?				
What will be monitored?				
Who will monitor fidelity?				
Does staff conducting the monitoring need training?				

FIDELITY

QUESTION	ANSWER	ACTION	WHO	WHEN
How will progress on implementation be monitored/assessed?				
What resources are needed to conduct the support?				
Who will review fidelity data and how often?				
What actions will be taken as a result of the data review?				



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