

## Stages of Implementation Assessment and Planning Form

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Person(s) completing this form:

Evidence Based Practice (EBP) or Evidence-Informed Innovation:

This tool provides the planning team with the opportunity to plan for and/or assess the use of stage-based activities to improve the success of implementation efforts for EBPs or evidence-informed innovations. The tool can be used to assess current stage activities (e.g. “We are in the midst of Exploration”) or past efforts related to a stage (e.g. “We just completed most of Installation? How did we do? What did we miss?). For activities scored as “Not Yet Initiated” the planning team may wish to:

- a) Examine the importance of the activity in relationship to achieving success
- b) Identify barriers to completion of the activity
- c) Ensure that an action plan is developed (sub-activities, accountable person(s) identified, timeline, evidence of completion) and monitored

<b>Stage-Related Activities for <u>Exploration</u></b>	<b>In Place</b>	<b>Partially In Place</b>	<b>Not in place</b>
Form Implementation “Work Group” or Task a Current Group			
Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups			
Analyze Student Data to determine need and prevalence of need			
Select Targeted Areas to address Need (e.g. literacy, math, science, school climate)			
Review and identify programs, practices, interventions that match target area and address need			
Review and discuss “eligible” programs and practices (use the Hexagon) in relation to:			
<input type="checkbox"/> Need			
<input type="checkbox"/> Fit			
<input type="checkbox"/> Resources – Sustainability			
<input type="checkbox"/> Strength of Evidence			
<input type="checkbox"/> Readiness for Replication			
<input type="checkbox"/> Capacity to Implement			
Select programs/practices for continued exploration based on assessment results from above			
Develop methods to promote exploration and assess “buy-in” for range of impacted stakeholders			
Analyze information and results of exploration activities			
Work group makes recommendation to appropriate level (e.g. grade level team, school leadership team, district)			

<b>Stage-Related Activities for <u>Installation</u></b>	<b>In Place</b>	<b>Partially In Place</b>	<b>Not in Place</b>
Identify structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)			
a) at classroom level			

adapted from State Implementation and Scale-up of Evidence-Based Practices (SISEP, 2010)

b) at building level			
c) at District level			
Make structural and functional changes needed to initiate the new program, practice, framework			
a) at classroom levels			
b) at building level			
c) at District level			
Development of selection protocols for “first implementers”			
a) Schools and building administrators			
b) Classrooms/Teachers			
c) Other:			
Selection of “first implementers”			
a) Schools and building administrators			
b) Classrooms/Teachers			
c) Other:			
Identification of Training Resources, logistics			
Training of first cohort of implementers			
a) Teachers			
b) Building administrators			
c) District Staff			
d) Other:			
Develop coaching and support plans at each level			
Evaluate “readiness” and sustainability of data systems at student level			
Evaluate “readiness” and sustainability of fidelity data system			
Analyze and problem-solve around the sustainability of training, coaching, data systems			
Establish communication links to report barriers and facilitators during next stage (e.g. Initial Implementation)			

<b>Stage-Related Activities for <u>Initial Implementation</u></b>	<b>In Place</b>	<b>Partially In Place</b>	<b>Not in Place</b>
Communication plan(s) developed to inform stakeholders of “launch dates”, activities, and convey support			
Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each “level” (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next “level” as appropriate)			
Leadership develops support plan to promote persistence			
Written coaching plan developed at relevant levels (school, teacher)			
Coaching system in place (see Best Practices for Coaching Systems)			
Data systems in place for measuring and reporting student outcomes			
Data systems in place for measuring and reporting fidelity			
Document that reviews initial implementation challenges			
Revision recommended for Implementation Drivers based on review of challenges and with sustainability considerations			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Student achievement and progress measures			
e) Fidelity measures and reporting processes			
f) School Administrative policies and practices			
g) District Administrative policies and practices			
If appropriate, plan for next cohort of “implementers”			

adapted from State Implementation and Scale-up of Evidence-Based Practices (SISEP, 2010)

<b>Stage-Related Activities for <u>Full Implementation</u></b>	<b>In Place</b>	<b>Partially In Place</b>	<b>Not in Place</b>
Monitoring and support systems are in place for each Implementation Driver:			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Student achievement and progress measures			
e) Fidelity measures and reporting processes			
Feedback process from teachers to Building administrators in place and functional (e.g. teacher participation on School Leadership and Implementation Teams, changes facilitate best practices)			
Feedback process from school(s) to District administration in place and functional (e.g. Parent, Teacher, School participation on District Team)			
Feedback process form District(s) to State and/or to TA support is in place and functional. (e.g. system in place for Districts to feed information and feedback to appropriate State and/or TA entities)			
School Implementation and Leadership uses data to make decisions (student achievement, behavior, and fidelity)			
Improvement processes are employed to address issues through the use of data, development of plans, monitoring of plan execution and assessment of results			

<b>Stage-Related Activities for <u>Innovation</u></b>	<b>In Place</b>	<b>Partially In Place</b>	<b>Not In Place</b>
Operation at high fidelity for one school year before engaging in “innovation” activities			
Consult with curriculum developers, TA experts, and literature regarding proposed innovations and likely impact on outcomes			
Guidance document developed to detail the conditions under which “innovations” are considered (e.g. High fidelity for X amount of time before innovations are considered, data needed to validate)			
Innovation zones designated (e.g. classrooms, schools) based on criteria in guidance document			
Data demonstrate that innovation is either a) achieves better outcomes for students or b) achieves same outcomes but process is less burdensome to teachers and administrators			
School and/or District Implementation and Leadership Team reviews the proposed innovation for potential for integration			
For data-based innovations qualifying for or selected for integrated into the classrooms/schools, each Driver is modified to support the change:			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Student achievement and progress measures			
e) Fidelity measures and reporting processes			
f) School Administrative policies and practices			
g) District Administrative policies and practices			
Data monitoring (outcomes and fidelity) is increased for the first year of implementation on a schedule specified by the relevant team(s)			

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Based on the completed assessment, which stage would you consider your implementation?

- Exploration
- Installation
- Initial Implementation
- Full implementation
- Innovation

What are the action steps to strengthen items/activities from previous implementation stages (so that when stress is applied to your system, you have minimal detrimental effects and can keep moving the implementation forward)? Also, what steps are identified to facilitate advancement to the next implementation stage for your organization?

Identified task or activity?	Who will do this?	When will it be done?	What resources are needed to complete this activity?