



# Implementation Stages Planning Tool

Fall 2022

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

The content for this training day was developed based on the work of:

- National Implementation Research Network (NIRN)
- Keriann Poquette, Montcalm ISD

# Group Expectations - Virtual

## Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

## Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

# Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

This training introduces practitioners to the Implementation Stages Planning Tool, a resource to support Districts and ISDs to set up programs and practices to (1) be implemented with fidelity, (2) produce positive outcomes for students, and (3) sustain over time.

# Intended Outcomes

By the end of this session, participants will be able to:

- Explain how a stage-based approach supports sustained implementation with fidelity
- Identify the different stages of implementation an organization may be in and corresponding activities
- Use the Implementation Stages Planning Tool to determine specific action steps

# Agenda

1.0 Importance of Stage-Based Implementation

2.0 Use of the Implementation Stages Planning Tool

3.0 The Implementation Stages

4.0 Next Steps

# That Thing You Do

Throughout today, we might use the following terms interchangeably:

- Effective Innovation
- Initiative
- Program, Practice, Assessment Tool, etc.

Today, we will focus on programs that:

- Have a clear description, with operationally defined components
- Utilize dedicated resources (e.g., funding, personnel)
- Require training and coaching
- Include a practical fidelity assessment



## Activity 0.1

- Identify either (1) a program, practice, or assessment tool that is under consideration for implementation in your organization or (2) one you have recently adopted or are implementing.
  - When prompted, share the name (e.g., PBIS, School-wide Reading Model, a specific SEL assessment tool) on our “Menti” page.
  - Individually, reflect on what you envision this program’s implementation will look like organization-wide in 3 - 5 years.
- Keep this program or practice in mind throughout the day to connect with our learning.

# Section 1.0 Importance of Stage-Based Implementation

# Keeping the End in Mind

- When we adopt a new program, practice, assessment tool or framework, we are trying to achieve:
  - Clear alignment with other programs and practices
  - Proper utilization of resources
  - Sustained implementation with fidelity
  - Stakeholder satisfaction
  - Improved student outcomes

# Planning for Implementation

- Implementation of a new program or practice does not “just happen” on its own
- Organizations that experience success in implementation approach the process intentionally and strategically
- Implementation requires attention and work from the moment a new program is considered for adoption to the moment its implementation is terminated

## Focus on the District

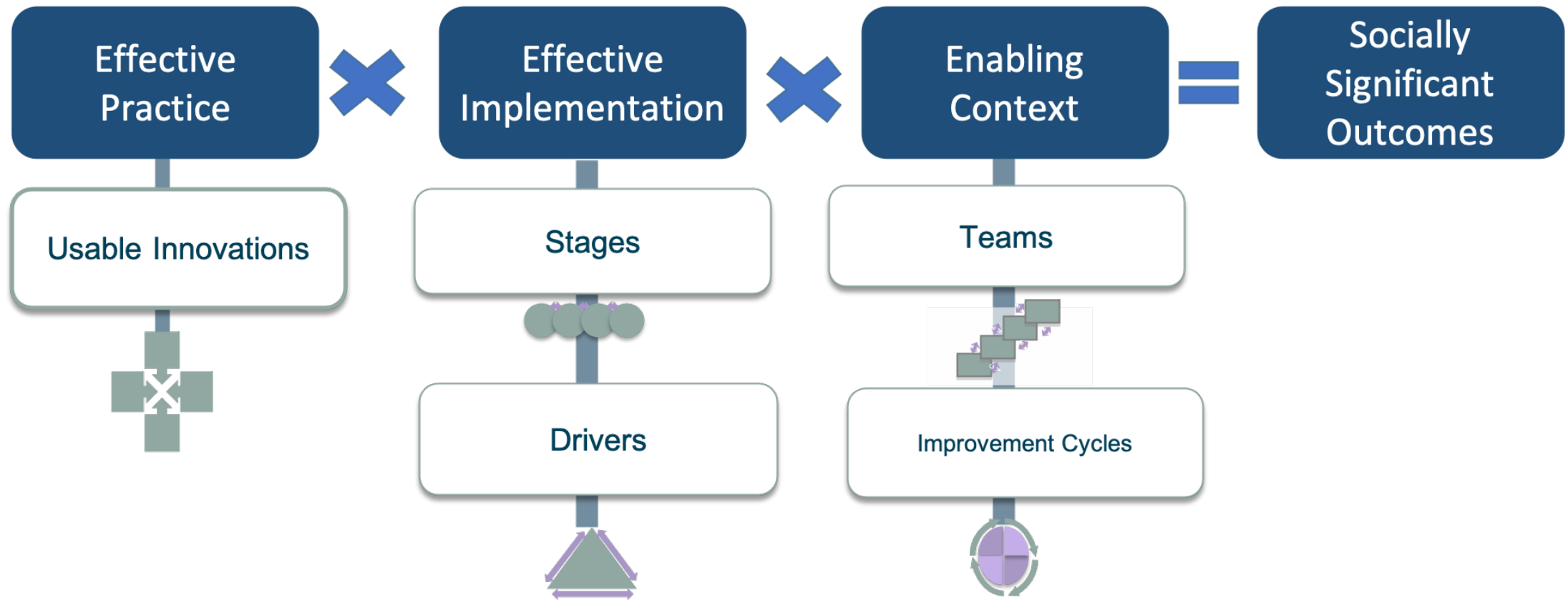
“Developing capacity for implementation at the local district level contributes to preventing practice abandonment, thus allowing the sustainability of effective practices that have demonstrated evidence for improving outcomes.”

(Fixsen, Blasé, Metz & VanDyke, 2013)

# Activity 1.1

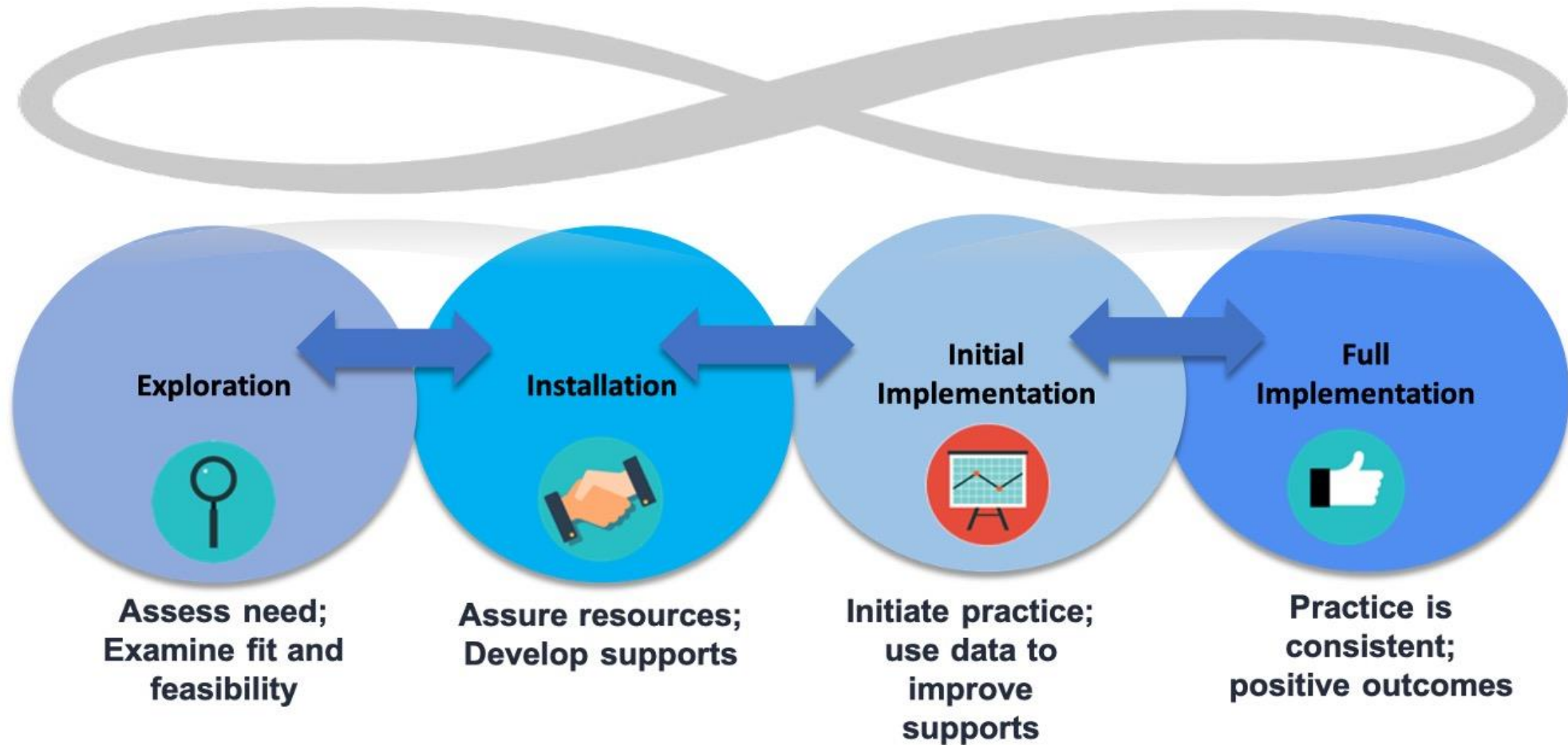
- Reflect on your experiences with initiative implementation in your District or ISD.
- After reading the prompts below, share one reflection on our Menti slide.
  - Based on your experiences, what factors contribute to strong implementation and sustainability of efforts? What was the impact of successful implementation (e.g., improved outcomes, staff satisfaction)?
  - What factors do you predict, or you have observed, contribute to poor implementation and/or abandonment of efforts? What impact does poor implementation have (e.g., staff frustration)?

# Active Implementation Frameworks



(NIRN, 2005)

# Stages of Implementation: How We Build It



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



# Section 2.0 Use of the Implementation Stages Planning Tool

# Stage-based Planning



**Implementation Stages Planning Tool**

**IMPLEMENTATION STAGES CHECKLIST**

Assess your team's progress within important stage-based activities for your current stage of implementation. Once you have done so, review progress within previous or subsequent stages to identify improvements and/or planning needs. Tools and resources are linked within the different stage-based activities. Additional resources can be found at <https://nirn.fpg.unc.edu/ai-hub>.

| EXPLORATION STAGE ACTIVITIES   | In Continuous Improvement | In Progress              | Not Yet Initiated        |
|--|---------------------------|--------------------------|--------------------------|
| (Choose one)   |                           |                          |                          |
| E1. Grow relationships with stakeholders with a variety of diverse perspectives and inclusive of voices not traditionally prioritized.                                     | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E2. Develop an <a href="#">Implementation Team representative of the staff, organization and community that are the participants in and recipients of needed changes</a> . | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E3. Cultivate <a href="#">Sponsors/Champions that have the authority and cultural capital to promote change</a> .  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E4. Assess and create readiness for team, staff, and organization.   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E5. Identify changes needed, existing assets, and <a href="#">potential root causes</a> .  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E6. Scan or assess what is currently in place to address the change needed ( <a href="#">Initiative Inventory</a> ).   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E7. Identify and learn about other potential practices or programs to address the change needed.   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E8. Assess fit and feasibility of options to address the change needed. Consider need, fit, evidence, usability, capacity, and supports ( <a href="#">Hexagon Tool</a> ).  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E9. Using fit and feasibility assessment results, identify the option to implement, or choose to reassess need and potential options, or choose not to proceed.            | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E10. Develop <a href="#">communication processes and messages</a> .  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| E11. Determine what actions will be needed to optimize readiness and develop staff capacity, as well as organization and systems changes needed for the identified option. | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |

**Notes:**

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# How to Use the ISPT

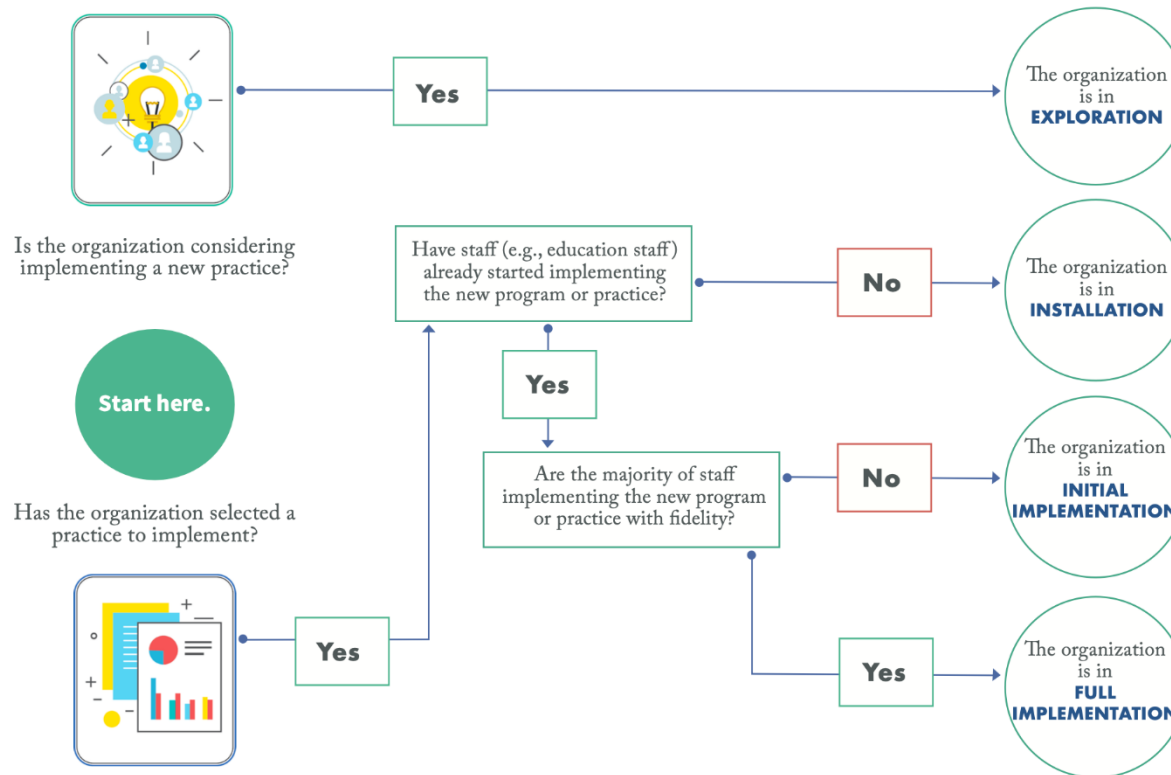
- Identify the program or practice you are studying
- Determine its stage of implementation
- Review activities and outcomes for the identified stage
  - Check status of each activity in that stage
  - Check status of outcomes for that stage
- Document notes and next steps; build implementation plan
- Communicate progress with staff and stakeholders

# Identifying Current Stage: Implementation Stages Flowchart

(p.20)

## IMPLEMENTATION STAGES FLOWCHART

Follow the Implementation Stages Flowchart to determine what stage of implementation a program or practice is in currently by following the arrows and answering simple yes or no questions.



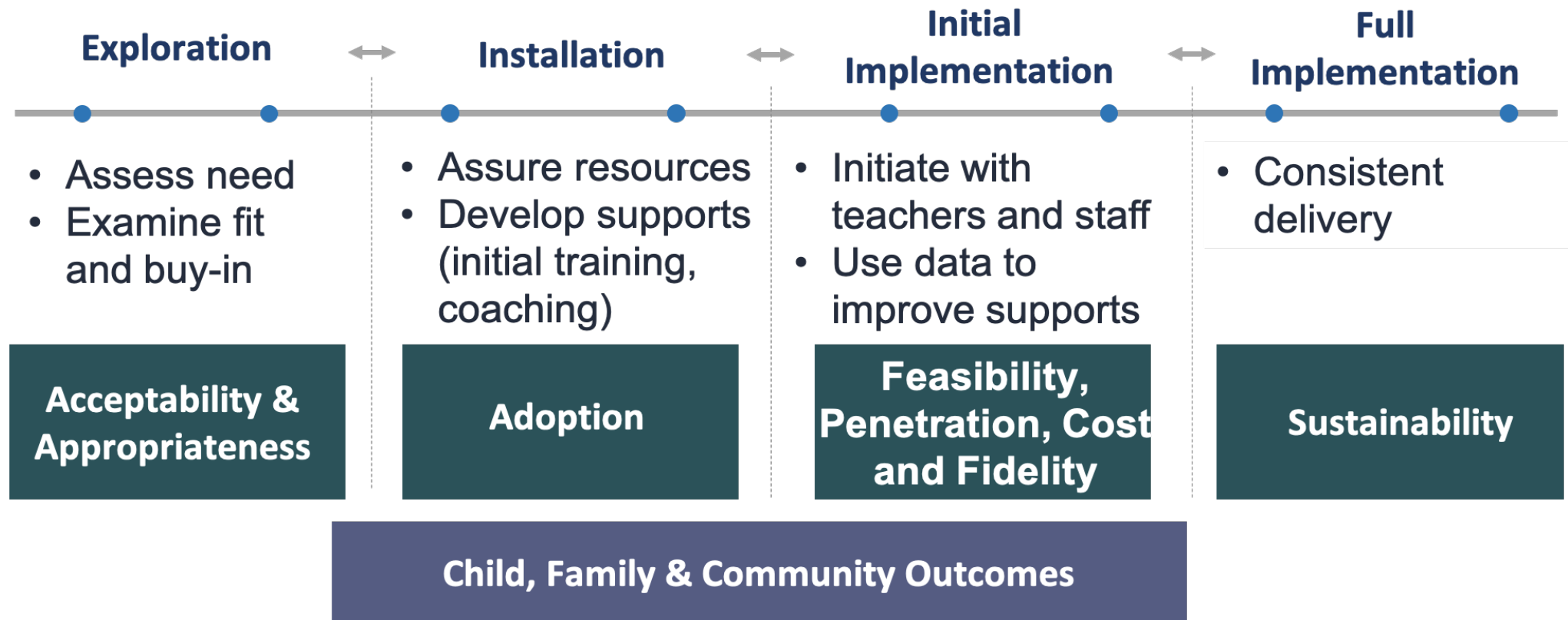
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(NIRN, 2020)

# Implementation Stages and Outcomes



(Metz et al., 2015; Proctor et al., 2011)

# Outcomes of ISPT Use

- Successful use of the IPST results in:
  - Updates to progress on prior activities
  - Identification of new activities to support implementation
  - Development or refinement of your implementation plan based on newly identified activities
  - Communication of efforts to key stakeholders

# Implementation Plan

- Effective support for a program or practice requires planning at all levels, including the ISD, district and school
- Implementation plan need to be developed and monitored on a regular basis
- Includes goals and activities to:
  - Support scale-up of program or practice across schools
  - Improve the organization's capacity to support the program or practice
  - Ensure fidelity and improved outcomes across all implementing schools



## Activity 2.1

- In our first activity of the day, you were asked to identify either (1) a program, practice, or assessment tool that is under consideration for implementation in your organization or (2) one you have recently adopted or are implementing.
- Using the ISPT Flowchart, determine what implementation stage that program or practice may be in.
  - In the next section, we will deepen our understanding of these stages and the activities within them.
- Type the stage in the chat box. Include the program or practice name as well.



# Section 3.0 The Implementation Stages

## Exploration: Should We Do It

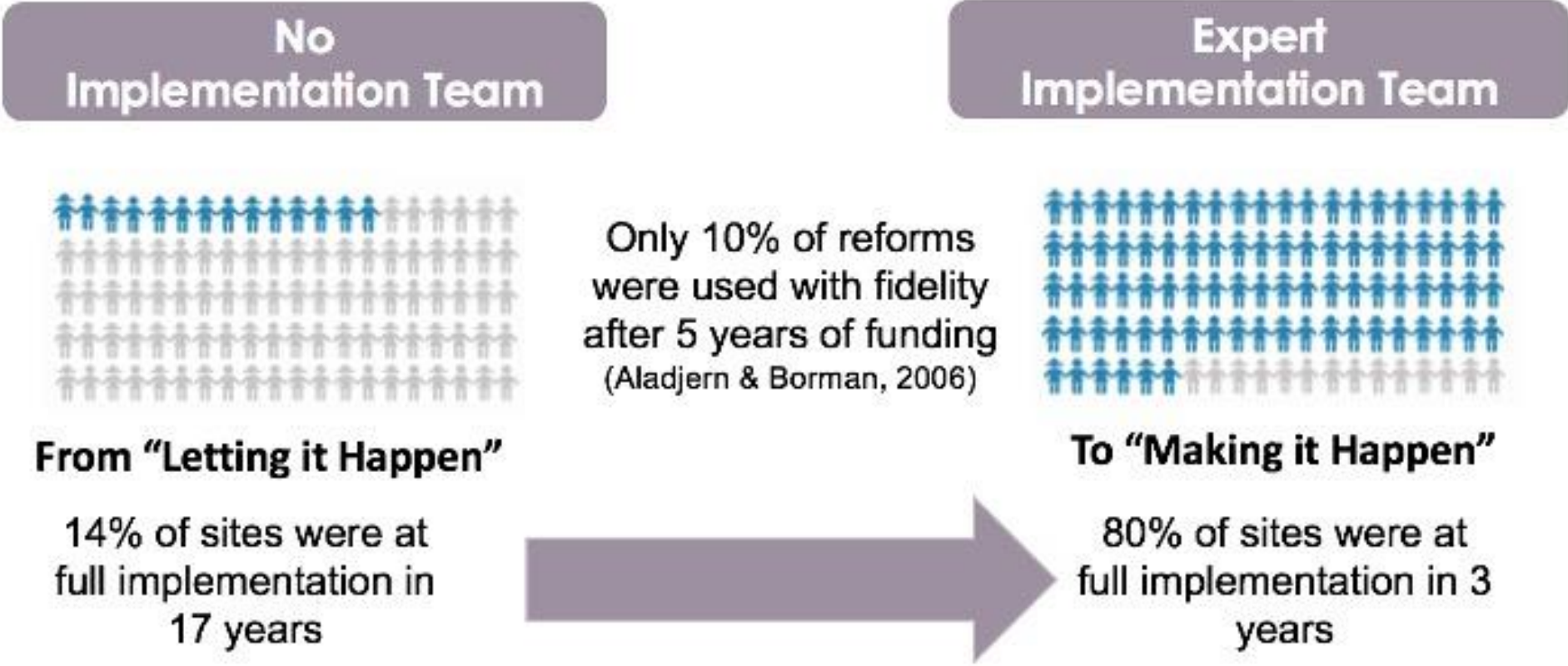
- Before starting a new program or practice, there are essential questions we should be asking, that include:
  - Is there a need that is not being met in our organization
  - What data supports that claim
  - Is there a program or practice that would help address this need
  - Do we have the resources and capacity to implement this program
  - How does this program fit in with what we already have in place

## Exploration Stage: Outcomes

- Formation of a representative implementation team to guide the work
- Demonstrated need for practice or program
- Selection of a practice or program that matches demonstrated needs is acceptable to leaders and staff and is feasible (teachable, learnable, doable, and assessable in practice) to implement

(NIRN, 2020)

# Implementation Teams: Making it Happen



(Fixsen, Blase, Timbers, & Wolf, 2001; Green & Siefert, 2005)

# Addressing Readiness

- Ask critical questions about the change you are looking to make:
  - What is the change
  - Why is it necessary
  - Why now
  - What might it mean for students, families, and staff
  - How will this new practice fit with district and school priorities

# Selection of Effective Practices

- Key steps include:
  - Development and use of formal, organization-wide processes to support selection of evidence-based practices
  - Initiative Inventory and Alignment
  - Initiative and Innovation Review Process

# Initiative Inventory & Alignment Tool

## District Initiative and Innovation Inventory

This tool is used by District Implementation Teams to gather key information about use of current initiatives, priorities, and innovations. Information collected can be used by the district to explore the fit of additional initiatives, priorities and / or resource commitments with current work, to guide decision making to make room for new work, and to assist with alignment of initiatives and innovations.

**Date of Inventory:**

**Focus Area: (list specific area of focus)**

Table 1. Complete the fields below for current initiatives and innovations which are requiring staff time, attention and resources.

| Name of Initiative / Innovation   | Initiative/ Innovation | Initiative/ Innovation | Initiative/ Innovation | Initiative/ Innovation |
|---|------------------------|------------------------|------------------------|------------------------|
| Scale of Intended Use (e.g., elementary, secondary, Tier 1, Intervention)   |                        |                        |                        |                        |
| Group of Individuals Intended to implement the initiative (e.g., School Leadership Team, classroom teachers, special educators) |                        |                        |                        |                        |
| Description (e.g., purpose, skills taught, instructional approach)  |                        |                        |                        |                        |
| Expected Outcome  |                        |                        |                        |                        |
| Data Used to Measure Outcomes   |                        |                        |                        |                        |
| Evidence of Outcomes  |                        |                        |                        |                        |
| Core components or "big ideas" related to the initiative / innovation/ Effective Innovation                                     |                        |                        |                        |                        |

# Organizational and Committee Audits

## District Organizational Structures

Table 1. Record information for each district structure/team in the fields below.

| Structure/Team | Function/Purpose | Staff Involved |
|----------------|------------------|----------------|
|                |                  |                |
|                |                  |                |
|                |                  |                |
|                |                  |                |

## District Committee Audit

Table 2. Record information for each committee/team in the fields below.

| Committee/Team/Work Group | Purpose/Expected Outcome | Staff Involved | District improvement related goal | Priority 1=low 5=high |
|---------------------------|--------------------------|----------------|-----------------------------------|-----------------------|
|                           |                          |                |                                   |                       |
|                           |                          |                |                                   |                       |
|                           |                          |                |                                   |                       |



## Assess Staff Readiness for Change

- When staff are asked to implement a new practice or framework, it often requires change on the part of the adults
- Creating “readiness for change” and managing the change process is an essential part of effectively using evidence-based approaches to education to benefit students in the classroom

(Fixen, Blase, Horner, Sims, & Sugai, 2013)



## Activity 3.1

- In breakout rooms, you will take a moment to individually review the activities found in the Exploration stage.
- Share what your experience has been with the actions found in the Exploration stage. Consider the following:
  - Have these steps been prioritized in your organization in the past?
  - How have these steps strengthened implementation in your organization?
  - How has omitting a step impacted implementation in your organization?

## Installation: Setting the Stage for Success

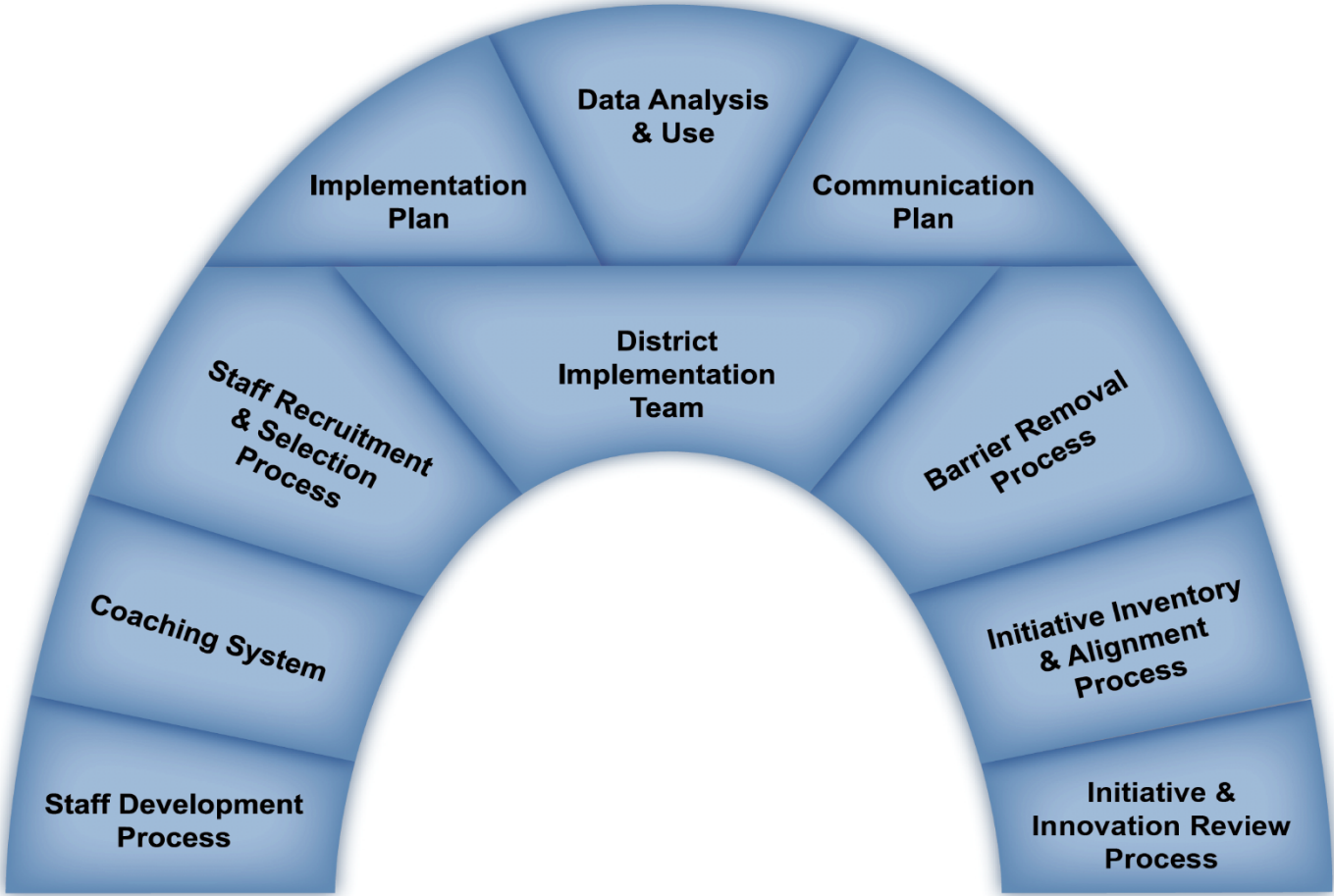
- Once you have selected a program or practice to implement organization wide, consider what needs to be in place to allow it to be implemented the way it is intended, or with fidelity
- Teams must put into place the necessary infrastructure before they can begin implementing any new program or practice
- Failure to install the requisite infrastructure sets your implementers up for frustration, false starts, and program abandonment

## Installation Stage: Outcomes

- The implementation team is functioning efficiently and effectively
- Infrastructure is in place to support ongoing professional learning and coaching in the program or practice. Policies and procedures are revised or developed to support practitioners' use of the practice or program as intended
- Staff members have access to a system for collecting, analyzing, and using data for decision making and know how to use it. The data includes measures of fidelity for the practice or program as well as implementation, capacity, and outcome data
- Bi-directional communication occurs among both internal and external stakeholders

(NIRN, 2020)

# District Implementation Infrastructure



# Linking Implementation Teams

- Implementation teams exist at each level. They are the groups that make the work happen! They might include:
  - Building
  - District
  - ISD
  - State
- Successful implementation requires coordination up and down the educational cascade
- Linked implementation teams contribute to coherent and aligned systems

# Communication Plan & Protocols

| Groups/<br>Teams                      | Need to Knows: From DIT   | Need to Knows: To DIT  | Designees<br>(Name & Role)  | Frequency/<br>Method  |
|---------------------------------------|---|--|---|---|
| <b>School Leadership Teams (SLTs)</b> | <b>DIT Membership &amp; Meeting Schedule</b><br><b>Accomplishments</b><br><b>District Plans for Barrier Removal</b><br><b>Updates:</b> <ul style="list-style-type: none"> <li>• Upcoming Professional Learning</li> <li>• Summary of EI Alignment, Review, and Selection/De-Selection</li> <li>• Data Coordination Activities</li> <li>• District Data</li> </ul> | <b>SLT Membership &amp; Meeting Schedule</b><br><b>Accomplishments</b><br><b>Barriers/Needs</b> <ul style="list-style-type: none"> <li>• Identification of Barriers</li> <li>• Suggestions for addressing barriers</li> </ul> <b>Updates:</b> <ul style="list-style-type: none"> <li>• Dates for School Events</li> <li>• Implementation Plan Updates</li> </ul> <b>District Resource Allocation Needs</b> <ul style="list-style-type: none"> <li>• Time</li> <li>• Personnel</li> <li>• Requests for Effective Innovation Review</li> </ul> | <b>DIT:</b><br>Coordinator<br><b>Coaches:</b><br>School-level Coaches | Monthly, MTSS Update (email using template) after each DIT meeting<br><br>Monthly, SLT Updates (email using template) after each team meeting |

# Barrier Removal Process Steps

1. Clearly name the barrier and team or individual raising it
2. Consider the barrier type and the individual or group best positioned to remove the barrier
3. Identify a team Designee to oversee the progress
4. List steps that will be taken to remove barrier
5. Monitor the status of barrier removal process
6. Indicate if barrier has been removed
7. Follow-up one month later to see if success sustained



# Selecting and Support Staff

- High-quality processes for recruiting, selecting, and supporting staff leads to effective implementation, better fidelity, and improved outcomes for students
- To successfully implement practices, staff need access to:
  - High-quality professional learning to ensure opportunities to refine and learn new skills
  - High-quality coaching to ensure what is learned transfers into practices and is implemented as intended

# Infrastructure for Data Analysis & Use

- Actively uses different types of data for decision making
- Develops implementation plans based on data
- Informs organization supports and creates enabling contexts for effective implementation





## Activity 3.2

- In breakout rooms, you will take a moment to individually review the activities found in the Installation stage.
- Share with your group:
  - One specific activity that would be an opportunity for growth for your organization.
  - What steps would you need to take to address this?

## Initial and Full Implementation: Get Started, Get Better

- Once you begin to implement the program or practice you have selected, you are in Initial Implementation
- Implementation can feel overwhelming
  - Start small; focus on learning and improving
  - Consider piloting the program or practice before attempting a full-scale rollout
- Once at least 50% of intended practitioners are using the program or practice as intended, and with fidelity, you are in Full Implementation
- Now the focus transitions to sustainability while maintaining fidelity

# Initial Implementation Stage

- Outcomes:
  - The majority of practitioners are using the practice or program
  - Data and feedback are used regularly to inform decision-making and improve implementation of the practice or program
  - Practitioners are beginning to achieve fidelity and improve the quality of implementation efforts
  - Evidence exists that implementation of the practice or program is feasible

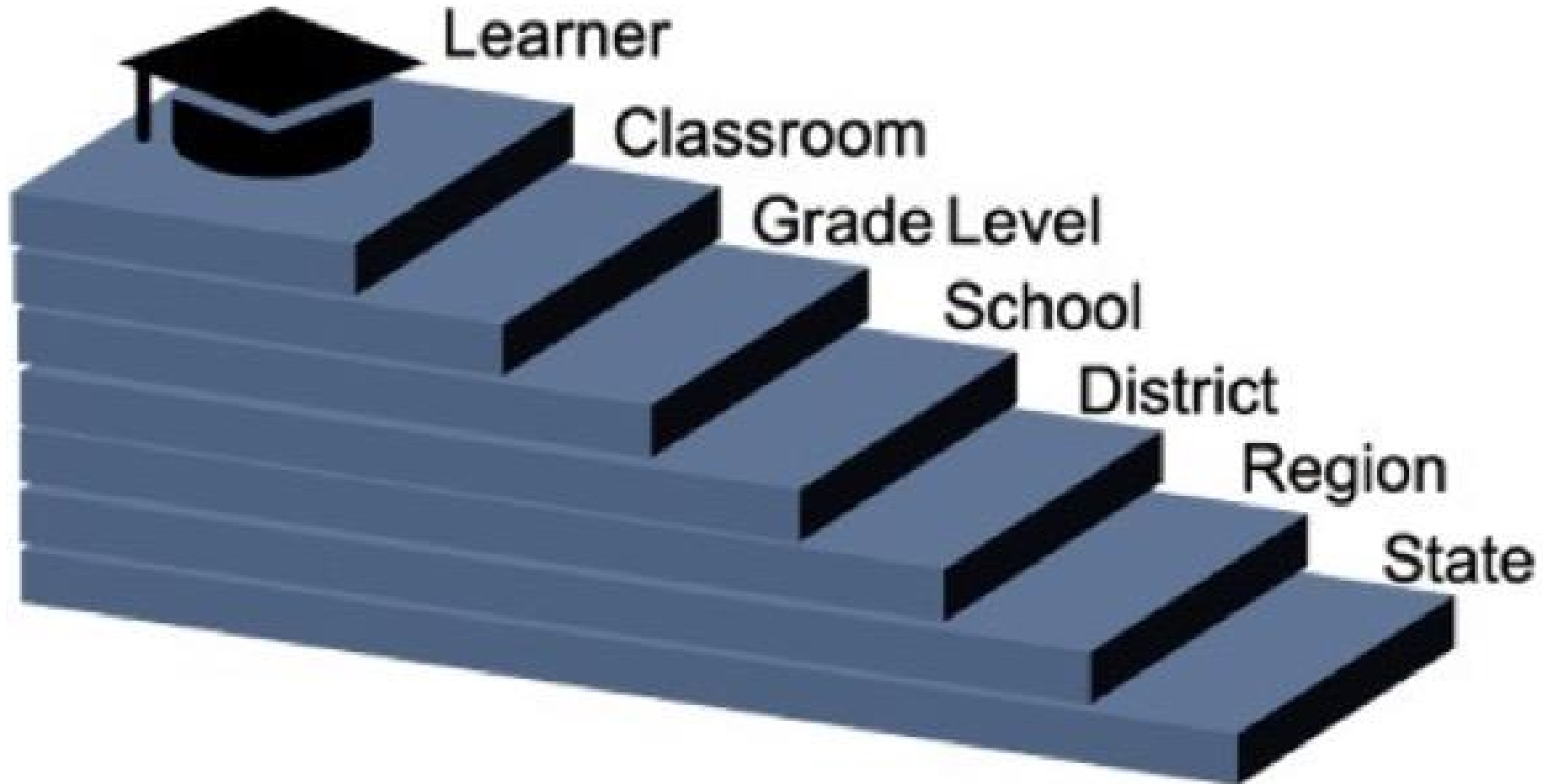
(NIRN, 2020)

# Full Implementation Stage

- Outcomes:
  - Data are used regularly to inform decision-making and improve implementation of the practice or program
  - Sustained use of the practice or program with all practitioners delivering with fidelity and ease
  - Evidence that identified outcomes are improving through the use of the practice or program

(NIRN, 2020)

# Data Analysis Across the Educational Cascade



## Implementation Data

- **Scale-up data** is used to create differentiated plans for schools based on their stage of implementation
- **Capacity Data** is used to enhance leadership, organizational, or competency supports provided to schools
- **Fidelity Data** across schools is used to improve implementation supports (e.g., selection, training, coaching)
- **Student Outcome Data** across schools is used to determine the impact the practice is having on student outcomes



# Initial Versus Full Implementation

- In Initial Implementation:
  - Practice is put into action
  - Focus is on continuous improvement
  - Staff are attempting to use newly learned skills and data is being continuously monitored to identify tweaks to improve implementation
- In Full implementation:
  - Practice is now considered “standard practice” or “business as usual”
  - Focus moves towards sustainability while maintaining fidelity and stakeholder satisfaction



## Activity 3.3

- Take a moment to individually review the activities found in the Initial and Full Implementation stages.
- Next, let's test our knowledge:
  - You will be provided a few examples and will be asked to identify what stage of implementation these organizations are in.
  - Use your ISPT to help you decide!



## Activity 3.4

- Following the review of the stages, update your determination of what stage you feel your organization is in regarding the program or practice you have been focusing on today.
  - For that stage, identify 2-3 actionable steps, that need to be focused on to support implementation fidelity and sustainability.
  - Identify (1) who this needs to be shared with and (2) who will support the completion of these activities.
  - If you have an implementation plan, consider how these actions will help to meet implementation goals.

# 4.0 Next Steps

## Final Considerations

- Implementation stages are not linear – You may have to go back to earlier stages to move forward in the one you are in
- Strong investment (e.g., time, communication, resources) in the exploration and installation stages is essential
- Implementation does not have an endpoint – The work is continuous
- As you progress, it is not uncommon to be looking at more than one stage at a time

## Next Steps

- Continue to deepen your knowledge of the ISPT by examining it within your own context
- Communicate with key stakeholders/decision-makers around how it might be used to support implementation
- Start small- consider one program or practice your organization is implementing or considering that can be studied and supported through the ISPT
- Explore the MiMTSS Technical Assistance catalog for potential trainings to further development in key areas
- Most importantly: Get started, get better

# Resources

- [MiMTSS TA Center](http://mimtsstac.org), <http://mimtsstac.org>
- [Michigan Integrated Continuous Improvement Process \(MICIP\)](http://micip.org), <http://micip.org>
- [The National Implementation Research Network \(NIRN\)](https://nirn.fpg.unc.edu/national-implementation-research-network), <https://nirn.fpg.unc.edu/national-implementation-research-network>