



Explicit Instruction: Stage-Based Implementation Planning

Session 3



mimtsstac.org

Acknowledgments

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

- Caryn Ward, Assistant Director, The National Implementation Research Network (NIRN)
- Anita Archer, Ph.D., Educational Consultant and Author

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
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Intended Outcomes

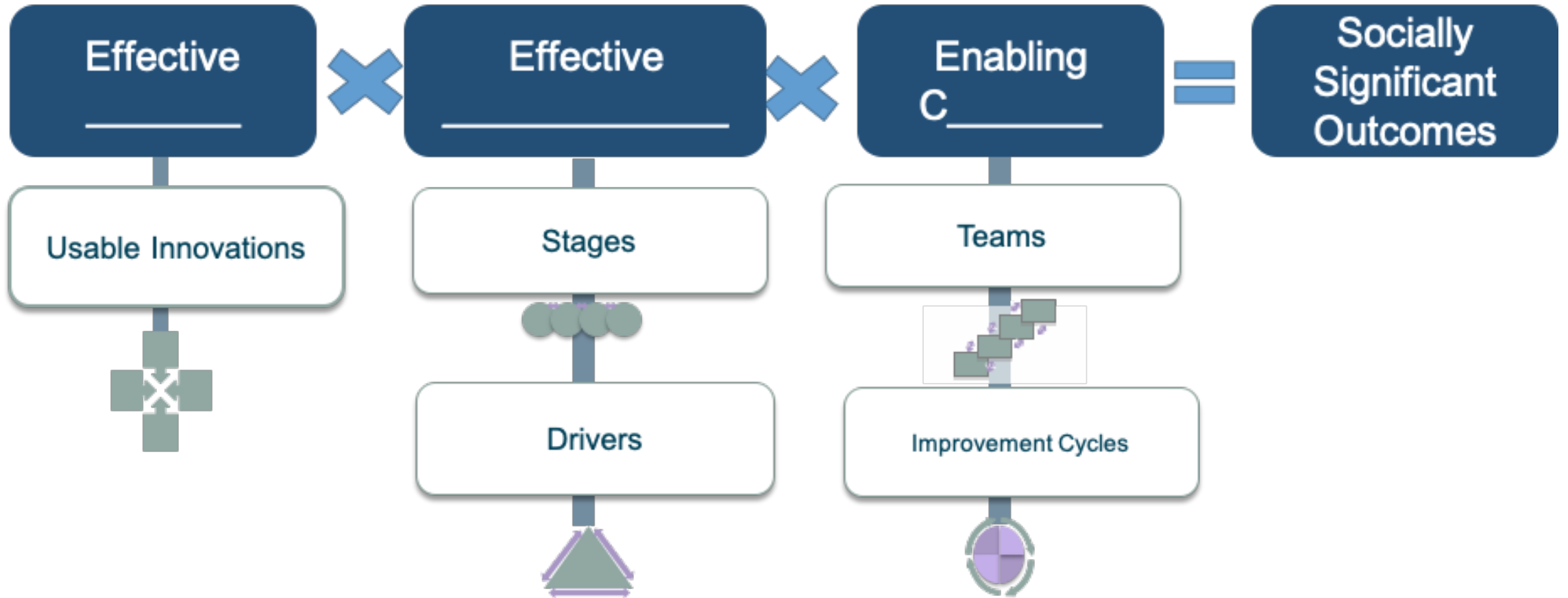
- Define “Implementation Science”
- Label the variables in the formula for successful implementation
- Use the “Implementation Stages Planning Tool” to retrospectively assess the implementation of a previous initiative
- Discuss ways the “Implementation Stages Planning Tool” can be used to support current and future implementation efforts

Agenda

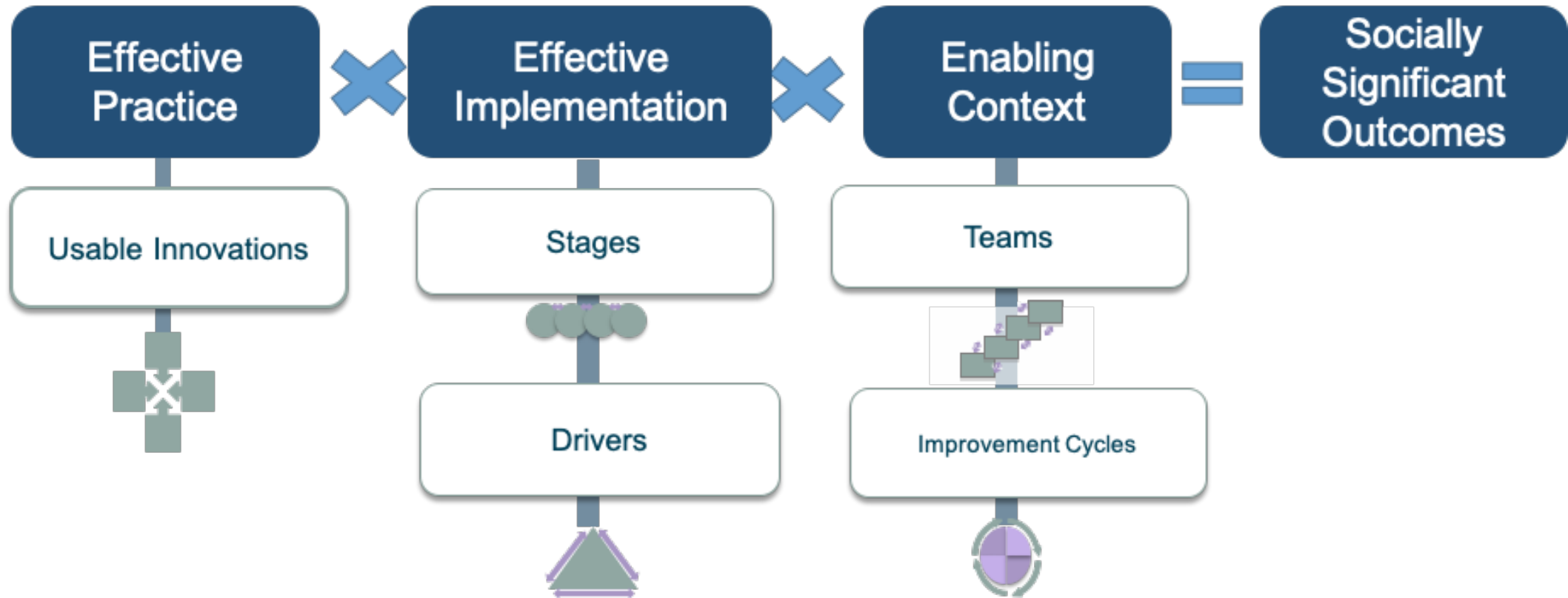
- 1.0 Brief Review of the Implementation Formula and Stages of Implementation
- 2.0 Installation Stage-Based Planning
- 3.0 Implementation Planning

1.0 Review from Previous Session

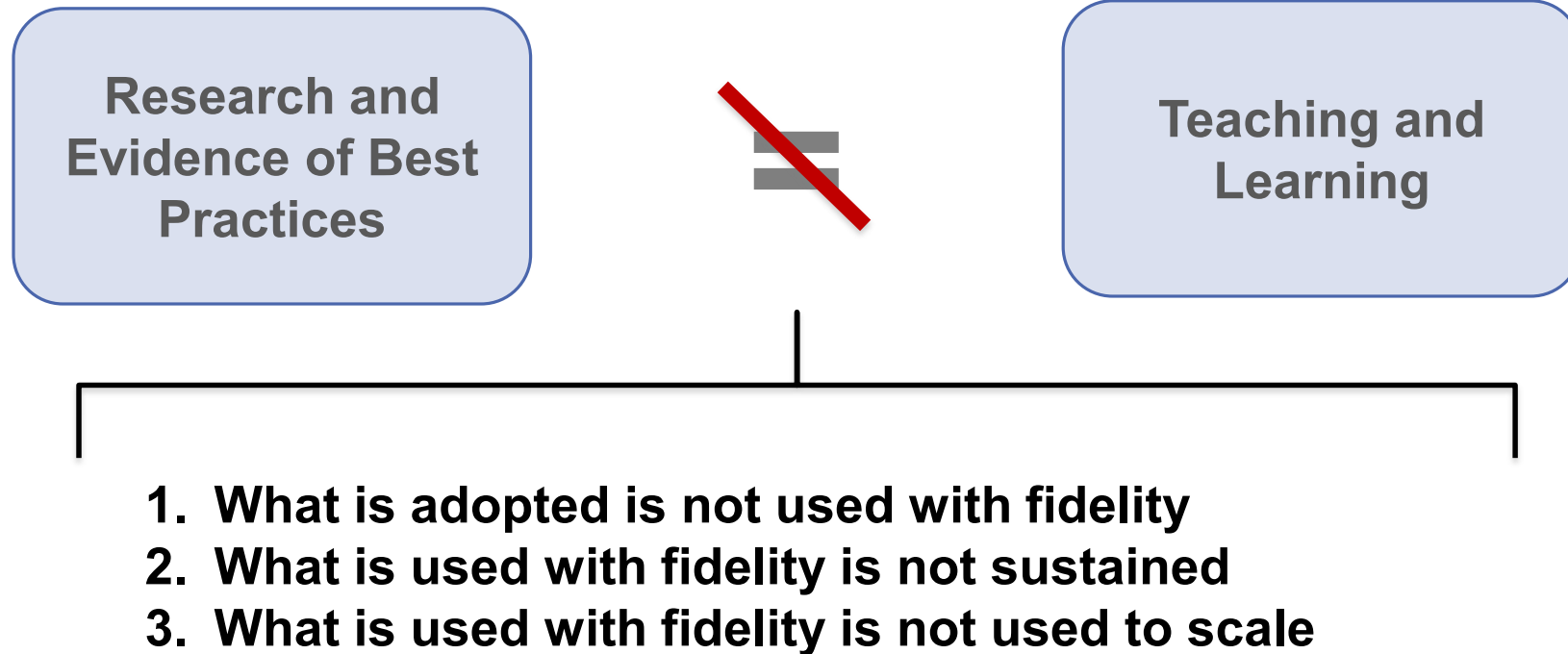
Active Implementation Formula



Active Implementation Formula



Science to Service Gap



Evidence Reminder

Research and
Evidence of Best
Practices

Effective
Practice

Explicit Instruction Hattie Effect Sizes 2019

Explicit Instruction Procedures	Effect Size .57
Direct Instruction	Effect Size .59
Mastery Learning	Effect Size .61

Frequent Responses – WHY?

Clear and Consistent Research Results:

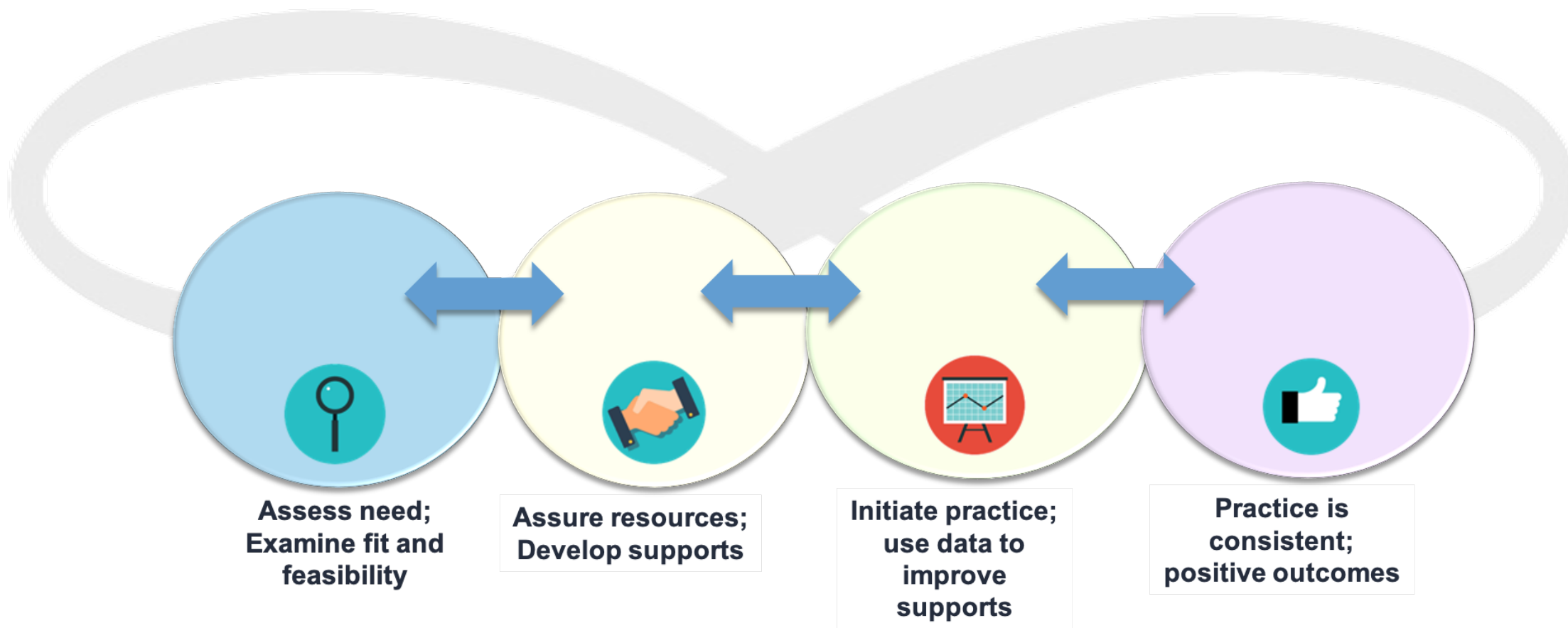
Increases time on task
Increases academic achievement (**Learning**)
Decreases disruptive behaviors
Increases intensity of interventions

Research Review of 15 studies
Mac Suga-Gage & Simonsen, 2015

Elements of Explicit Instruction

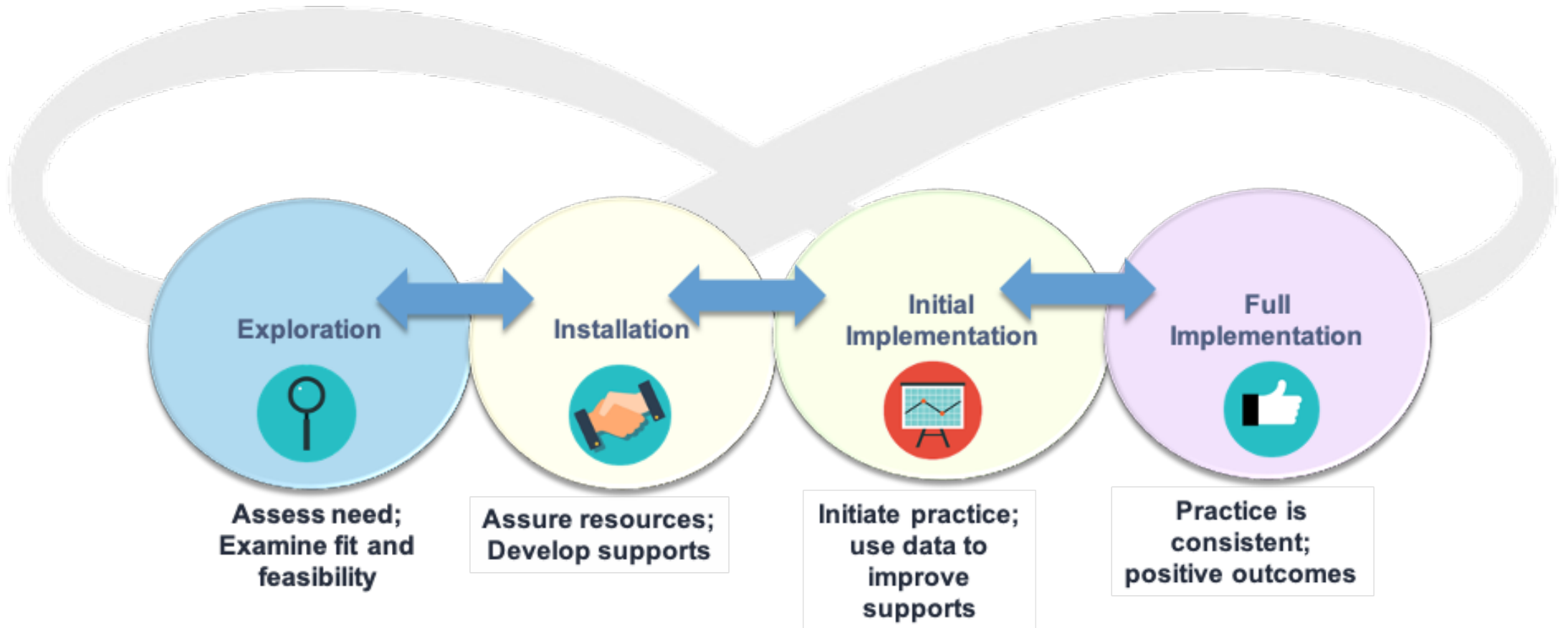
Topic	Element
Content	1. critical
	2. broken down
Design	3. organize and focused
	4. goal
	5. review
	6. I do
	7. We do
	8. You do
Delivery	9. frequent responses
	10. monitor
	11. feedback
	12. brisk pace
Practice	13. judicious practice

Implementation Stages: Retrieval Practice



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

Implementation Stages



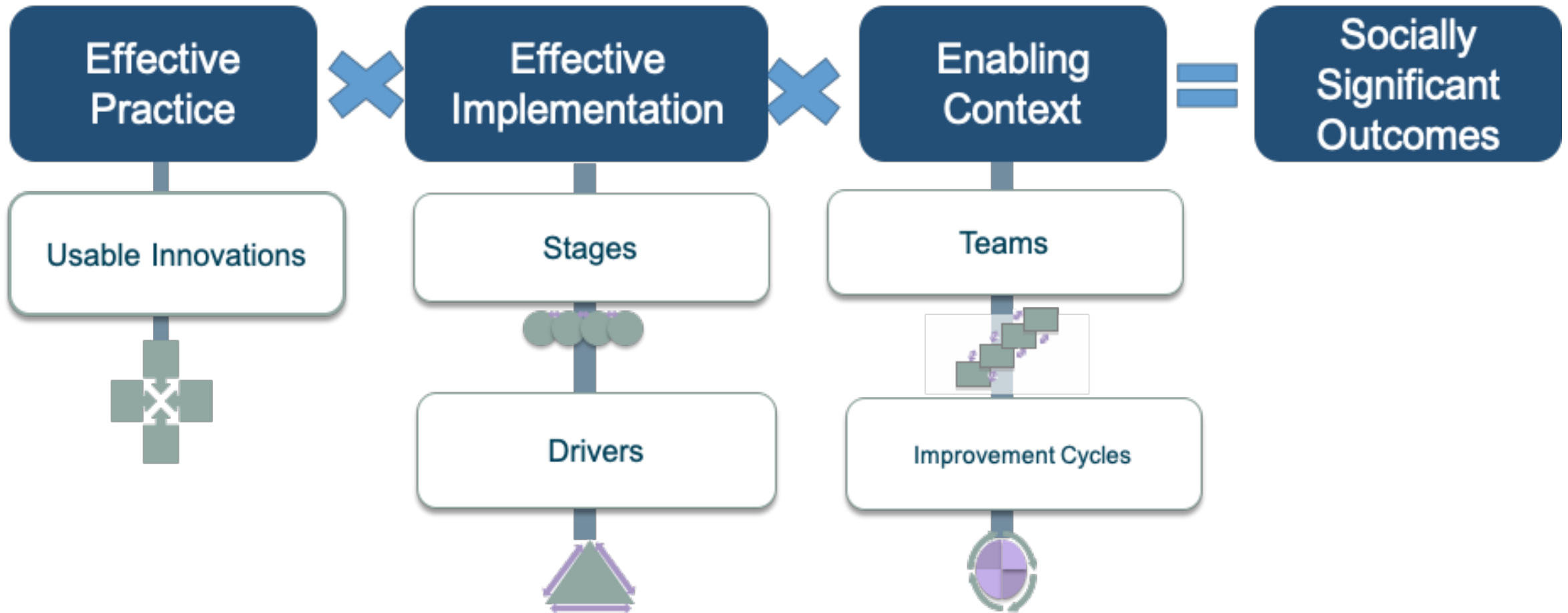
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Resource for Implementation and Enabling Context



2.0 Installation Stage-Based Planning

Active Implementation Formula



Installation Stage Activities

- I1: Ensure the Delivery Procedures (Opportunities to Respond, Monitoring, Feedback and Pace) are clearly defined
- I2: Revisit implementation team membership
- I3: Ensure the team has appropriate knowledge and skills, functions
- I4: Convene the team regularly to use data

WHAT IS THE MARKER OF BEING IN INSTALLATION?
A site is in installation once they have made a decision to move forward with a selected program or practice.

INSTALLATION STAGE ACTIVITIES	In Continuous Improvement		
	In Progress	In Progress	Not Yet Initiated
11. Ensure the practice/program is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Revisit implementation team membership to ensure needed perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ensure the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program/practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Develop plan for implementation: <ul style="list-style-type: none"> • Develop selection protocols for practitioners. • Develop Training/Professional Learning Plans. • Develop coaching plans. • Develop data systems (what data, how data will collected, used, and shared). • Develop decision making criteria for success and scaling. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Secure and develop infrastructure resources and supports needed for the program/ practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Select practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Provide initial training for practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Review and refine needed policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Develop and use feedback loops between practitioners, leadership, community partners, and stakeholders to ensure effective communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resource from Dr. Archer

Opportunities to Respond: Big Ideas

Anita L. Archer, PHD

Big Idea # 1. Participating in a class is not voluntary.

Examples/Explanations

- All students are expected to participate in lessons.
- Calling on volunteers as the primary method of active participation is avoided. As a result, formative assessment of learning involves not just one or two students.
- Raised hands are used for asking questions; not for volunteering to share an answer.
- Individual turns usually occur after all students participate by saying, writing, or doing something in response to a directive.

Big Idea # 2. Frequent responses are requested throughout the lesson.

Examples/Explanations

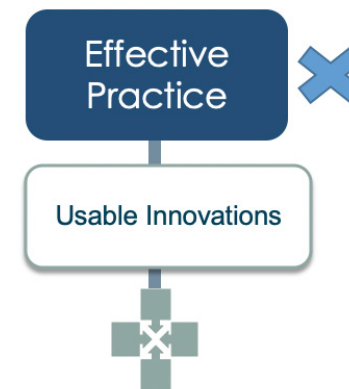
Guidelines (not absolutes) for Response Rates

(Mac Sugg-Gage and Simonsen, 2015; Simonsen and Myers, 2015)

Effective teachers elicit:

- **Simple Responses**
Such as: unison choral responses, gesture, response cards
3 to 5 opportunities to respond per minute
- **More Complex Responses**
Such as: partner sharing, written answer, math problem
At least 1 opportunity to respond per minute
- **VERY Complex or Involved Responses**
Such as: writing to prompt, completing experiment
May provide only 1 opportunity to respond every 10 to 30 min.

- Defines the practices (opportunities to respond, etc.)
- Effective Practices mean they are usable (teachable, learnable, doable and readily assessed in practice)



Activity 2.1

You will have 20 minutes to work in a breakout rooms your district (or ISD)

- When you enter the room, please assign a facilitator and a recorder
- Everyone will independently read the document “Opportunities to Respond: Big Ideas” and answer the following questions:
 - **Are the Big Ideas clearly defined** so educators, leaders, and other individuals who will support implementation would know what the big idea would look like in practice?
 - Identify areas that would benefit from greater clarity (definition)
 - Recorders please note areas that need further clarification and decide if you can gain clarity from resources and/or team members or if it will require follow up with Dr. Archer

Time for a Break!



Installation Stage Activities

- Ensure the Delivery Procedures (Opportunities to Respond, Monitoring, Feedback and Pace) are clearly defined
- **I2: Revisit implementation team membership**
- **I3: Ensure the team has appropriate knowledge and skills, functions**
- I4: Convene the team regularly to use data (“opportunities to respond” related data)

WHAT IS THE MARKER OF BEING IN INSTALLATION?
A site is in installation once they have made a decision to move forward with a selected program or practice.

INSTALLATION STAGE ACTIVITIES	In Continuous Improvement (Choose one)		
	In Progress	In Progress	Not Yet Initiated
11. Ensure the practice/program is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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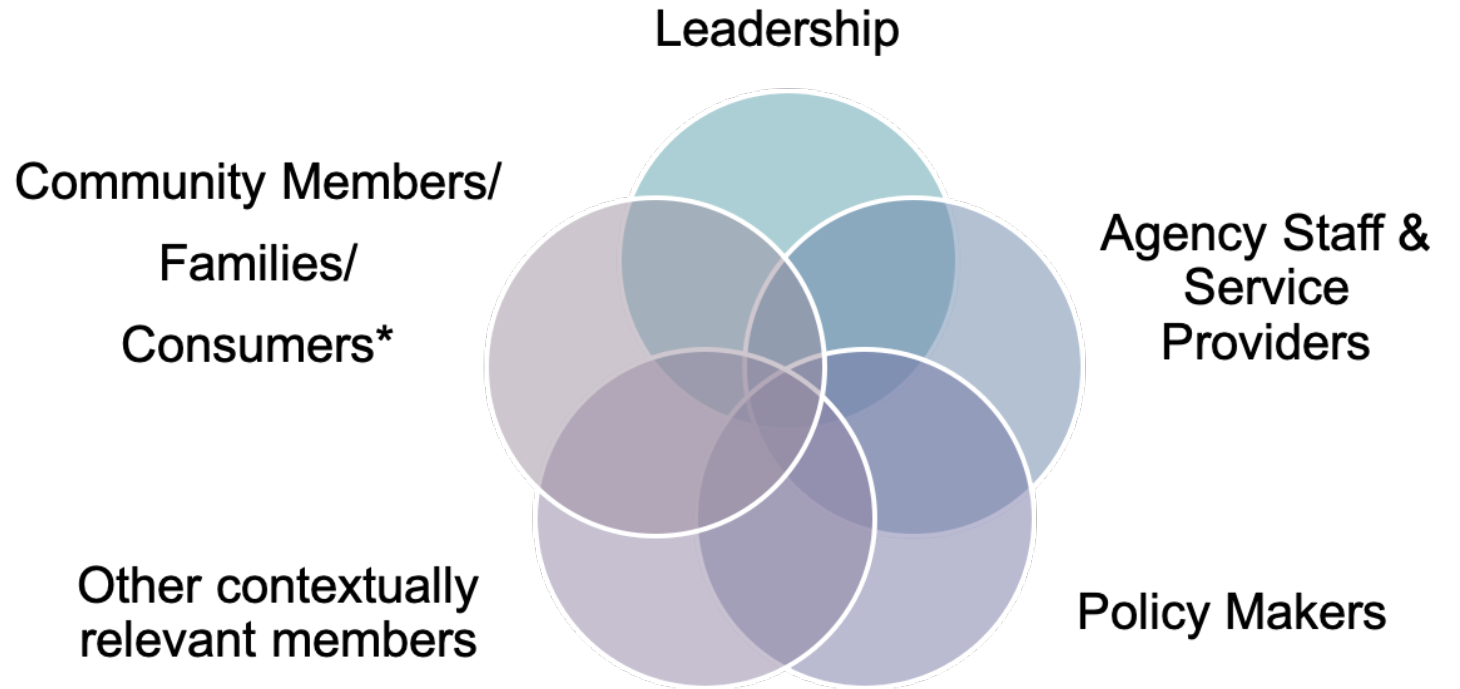
Recall: Tasks of an Implementation Team (I2)

- Analyzing current readiness, strengths, needs, and initiatives of the district/school
- Selecting the innovation based on identified needs and root causes
- Installing and sustaining (training, coaching, fidelity, data systems, etc.)
- Initiating and actively engaging in continuous quality improvement cycles
- Monitoring explicit instruction implementation fidelity and related outcomes
- Action Planning: managing stage-based work
- Solving problems and building sustainability
- Communicating with stakeholders and engaging in readiness activities

Recall Needed Team Membership (I2, I3)

Teams Need Diverse:

- ✓ Perspectives
- ✓ Training and Expertise
- ✓ Experiences
- ✓ Relationships
- ✓ Priorities



Recall Common Challenges (13)

- Lack of direction or vision
- Limited resources
- Unrealistic timelines
- Missing perspectives or “voices”
- Dominating personalities
- Floundering attendance
- And others!

How can we ensure we have the right people at the right table at the right time?

How can we ensure our “team” is working effectively and efficiently?



Activity 2.2

- Look back at your notes from Day 2 and reflect on these slides. Make note of any activities you want to follow up on related to team membership and/or team knowledge, skills and functions.

Installation Stage Activities

- I1: Ensure the Delivery Procedures (Opportunities to Respond, Monitoring, Feedback and Pace) are clearly defined
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- **I4: Convene the team regularly to use data**

WHAT IS THE MARKER OF BEING IN INSTALLATION? A site is in installation once they have made a decision to move forward with a selected program or practice.		In Continuous Improvement	In Progress	Not Yet Initiated
INSTALLATION STAGE ACTIVITIES		(Choose one)		
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110. Develop and use feedback loops between practitioners, leadership, community partners, and stakeholders to ensure effective communication.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elements of Explicit Instruction Data Collection Tool

Instructional Observation - "Look Fors"				
The Teacher:		Design of Instruction		
1. Critical Content: Focuses the lesson on critical content that is useful in the moment and in the future.				
Yes	No	Don't Know		
2. Smaller Segments: Breaks complex strategies and bodies of knowledge into smaller, obtainable steps or segments.				
Established	Developing	Emerging	Not Observed	
Occurred majority of the time	Occurred sometimes	Occurred at least once or a few times		
3. Attention: Gains and maintains student attention throughout the lesson.				
Established	Developing	Emerging	Not Observed	
Occurred majority of the time	Occurred sometimes	Occurred at least once or a few times		
4. Lesson Structure: The lesson has an opening, a body and a closing.				
Observed		Not Observed		
Either all three components were present during lesson segment or at least observed one component while visiting classroom				
5. Goals: Clearly conveys and revisits the learning goals for the lesson (learning intentions, objectives, targets, etc.).				
Observed	Not Observed	Not Applicable		
6. Review: Provides interactive review of prior skills and knowledge before beginning new instruction. Provides review of critical content at end of lesson.				
Observed		Not Observed	Not Applicable	
Observed both the interactive review and the review of critical content at the end of the lesson OR: Observed at least one review during the lesson segment while visiting the classroom.				
7. Demonstration/Explanations: Provides clear explanations and demonstrations of new material. (I do)				
Established	Developing	Emerging	Not Observed	Not Applicable
Occurred majority of the time	Occurred sometimes	Occurred at least once or a few times		

Data Collection Tool (I4)

- Purpose: to provide ongoing information about how elements of explicit instruction are being incorporated into lessons to inform celebrations and ways to enhance implementation efforts
- Tips for using:
 - Transparent with everyone about the tool, its use, how information will be aggregated to inform overall implementation data
 - Emphasize the information collected is non-evaluative
 - Set the stage you will try out the tool with the first set of teachers (practitioners) to learn how to use it in ways that feels supportive, helpful, and informs on-going learning/implementation supports before expanding its use



Activity 2.3

- Reflect on the data collection slides and the data collection tool. Make note of any activities you want to follow up on related to the use of this tool (or something similar) for data collection and use.

Installation Stage Activities con't

- I5: Develop plan for implementation (plan addresses I4-I10)
 - Selection protocol for practitioners
 - Develop training plan
 - Develop coaching plans
 - Develop system for data
 - Decision-making criteria for success and scale-up
- I6: Secure resources and develop supports
- I7: Select practitioners
- I8: Provide initial training for practitioners
- I9: Review and refine needed policies and procedures
- I10: Develop and use feedback loops between practitioners, leadership,...to ensure effective communication

Implementation Plan Template (I5)

Explicit Instruction Implementation Plan

Implementation Plan: Explicit Instruction

Date of initial approval	
Date of last revision	
District	
School	

I. Instructional Vision Statement

What is the school's vision statement for high-quality implementation of explicit instruction?
To foster an inclusive learning environment using a systematic instructional approach that incorporates instructional design and delivery procedures so ALL students are successful.

How does your vision statement link to the district strategy/strategic plan?
Type in your response.

How does vision statement center priority students?
Type in your response.

How will school stakeholders be involved to ensure a connection with the Ohio Improvement Planning Process/school priorities?
Type in your response.

II. Leadership & Partnerships

District Executive Sponsors (See example tool)

Who are your executive sponsors within the district that will be working with the school leaders to ensure effective use of the elements of explicit instruction? Fill out the table below:

NAME	POSITION	RESPONSIBILITIES FOR IMPLEMENTATION

District Executive Sponsor Engagement/Communication Plan

How will school leaders be engaging and communicating with district executive sponsors to support the implementation of the elements of explicit instruction (starting with Opportunities to Respond)?
Type in your response.

1

- Aligns with the information and verbiage in the Implementation Stages Planning Tool
- Includes an example vision statement and active participation goal
- We want you to develop an implementation plan and have a team support it being enacted

Practitioner Selection Protocol (I5)

- Things to Consider:
 - Willingness to try something new and not be discouraged if initial attempts are rough
 - Comfortable with having others watch and learn beside the individual
 - Develops and shares products to support implementing (document that outlines how (s)he prepped curriculum materials to incorporate active participation procedures
 - Ability to devote additional time to learning and preparing for the change
 - Willingness to help shape the learning and implementation experience for the next group of educators (defines the things that did not go well and what can be done differently to make implementation easier)

Training Plan (I5)

- Professional learning is happening with Dr. Archer
- Sessions are recorded for people to review what was taught and to help develop capacity in others
- Additional resources are shared (reading materials and videos on the Explicit Instruction website)
- Ways for staff to learn from one another (planning lessons to incorporate the active participation strategies and watching one another's lessons to provide provide affirmative and informative feedback)
- Plan outlines the sequence of explicit instruction elements that will be layered on to the teaching plan (e.g. judicious practice)

Coaching Plan (I5)

- Who is going to be available to prompt the use for active participation strategies, build fluency, and help educators adapt active participation strategies to the context of their classroom settings?
- Does the person or people selected for coaching supports have more implementation experience than the people they are coaching?
- Is sufficient coaching time allocated?

3.0 Implementation Planning



Activity 3.1

You will have 20 minutes to work in a breakout room with your district (or ISD)

- When you enter the room, please assign a facilitator and a recorder.
- Access the Explicit Instruction Implementation Plan Template and independently read its contents.
- Begin developing a draft of your implementation plan by compiling the notes you've taken throughout the session, having the recorder screen share, and prepare to record additional ideas generated.
- Assign individuals who will finish the draft plan and identify a due date for when it will be reviewed, shaped, and approved by executive leaders (sponsors).

Next Steps

Hopefully, you have a draft of a plan. Now what?

- Schedule monthly meetings to accomplish the activities you outlined
- Decide what is next. Which element(s) of Explicit Instruction will you action plan around next?

References

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