



Explicit Instruction-Stage-Based Implementation Planning

Session 2



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

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 Previous Session
- 2.0 Implementation Science: Part 2
- 3.0 Implementation Stages Planning
- 4.0 Implementation Plan Components

1.0 Review from Previous Session



Activity 1.1

What do you recall about these?

- Implementation Science
- Formula for Success
- Implementation Stages

Individually, jot down a description, visual, or anything else you remember.

Add one recollection to the chat.

Implementation Science-

Includes research and practice

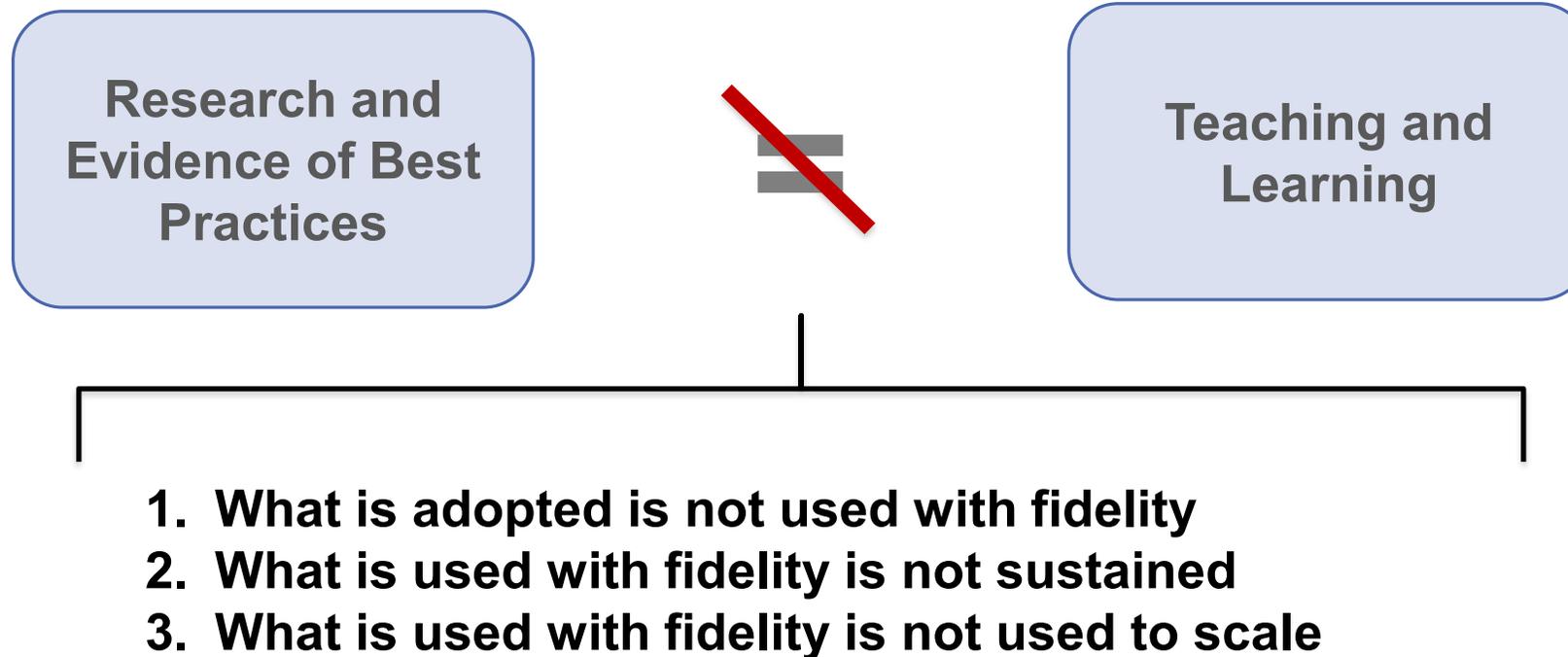
Implementation Research

Seeks to understand the approaches that work best to translate research to the real world

Implementation Practice

Seeks to apply and adapt these approaches in different contexts settings to achieve outcomes

Science to Service Gap



Evidence Reminder

Research and
Evidence of Best
Practices

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

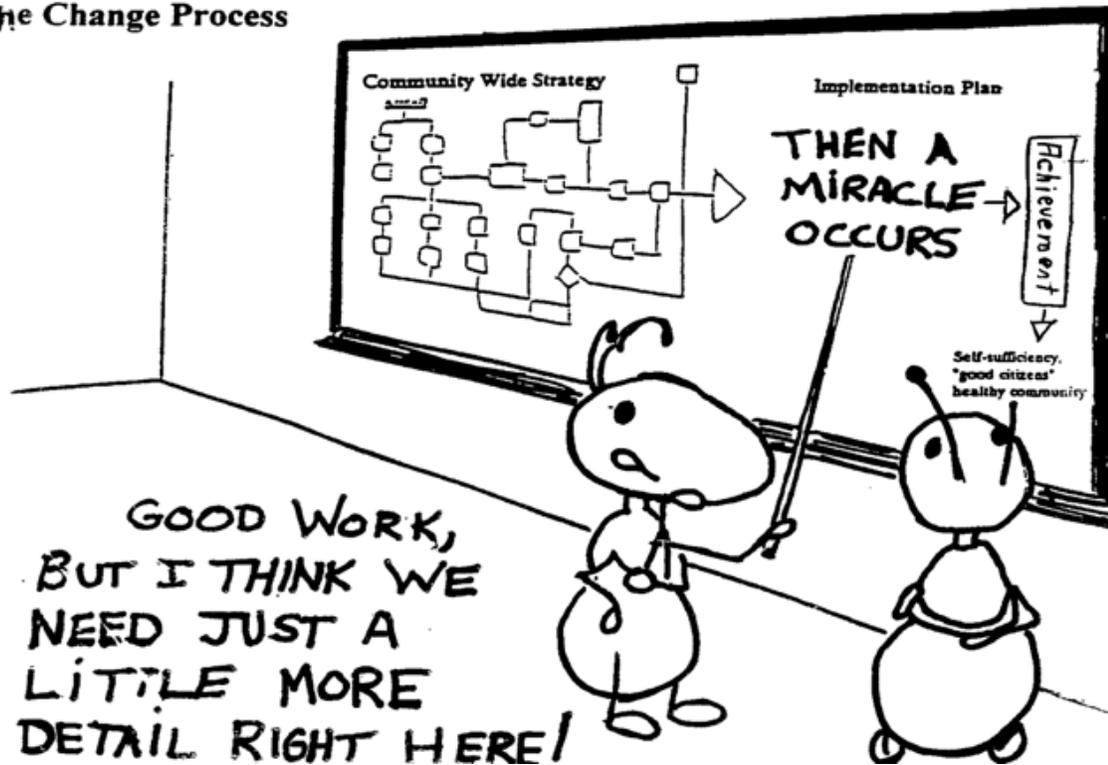
Increases intensity of interventions

Research Review of 15 studies

Mac Suga-Gage & Simonsen, 2015

Implementation – Defining the “Miracle”

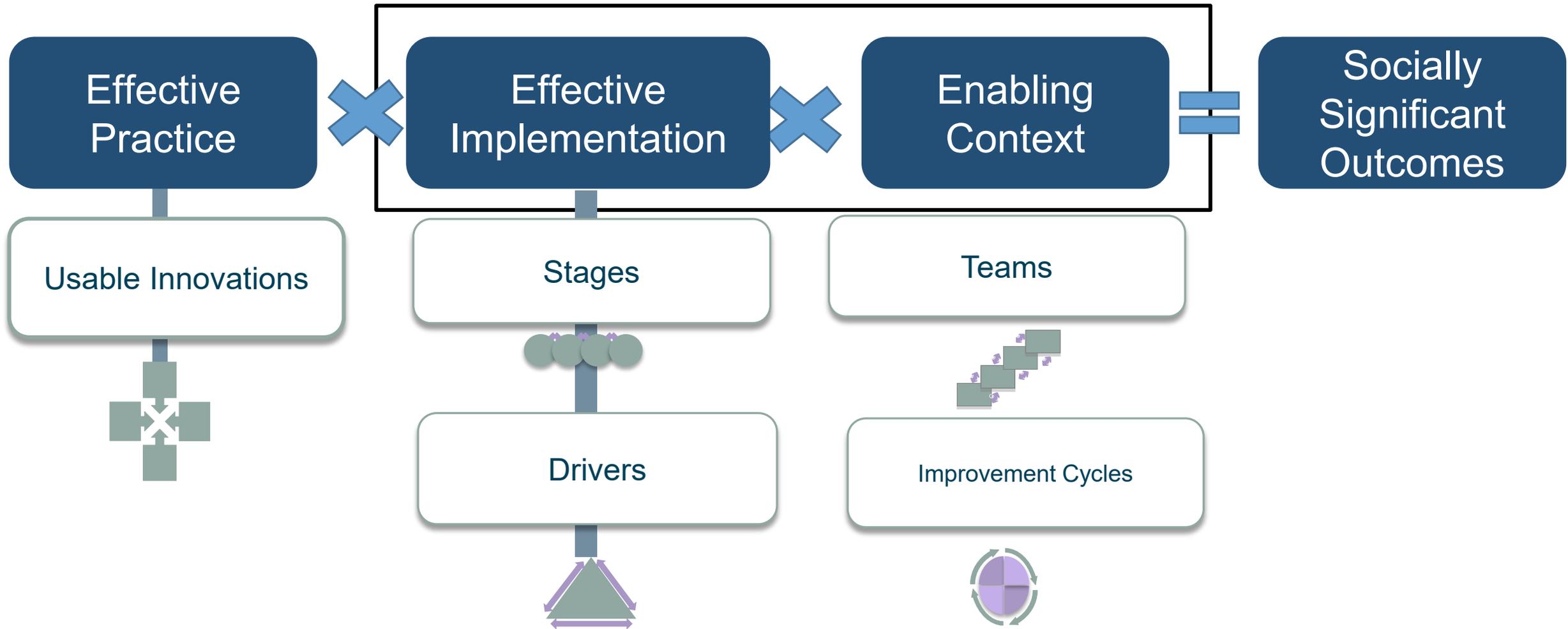
The Change Process



Implementation science refers to the “methods or techniques used to enhance the adoption, implementation, and sustainability” of an intervention (Powell et al., 2015)

Implement = Use

Active Implementation Frameworks



Resource for Implementation and Enabling Context



Recall: Implementation Stages





Activity 1.2

In the _____ stage, the team would **develop** feedback loops between practitioners, leadership, community partners and stakeholders to ensure effective communication.

In the _____ stage, Coaching Supports would be implemented.

In the _____ and _____ stages the implementation team would convene regularly to use data to critically examine and improve implementation.

2.0 Implementation Science: Part 2

Active Implementation Framework: Implementation Teams

The Metaphor

Effective Interventions



Effective Delivery, Satisfied Consumers



What is an Implementation Team?

A group of stakeholders that oversees, attends to, and is accountable for key functions of innovation selection, implementation, and improvement

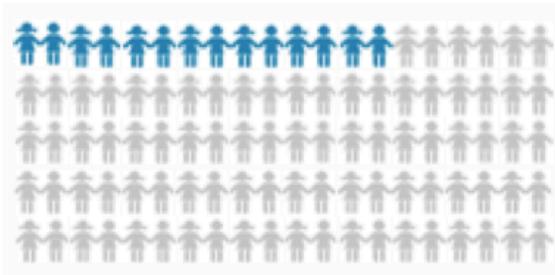
What it is NOT



- An advisory body
- A group that provides only periodic input or meets during crisis
- Technical work group
- Learning collaborative

Team-Based Leadership

**No
Implementation Team**

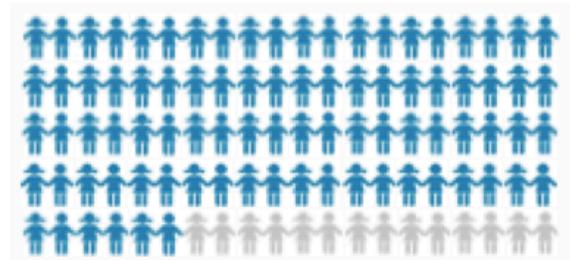


From “Letting it Happen”

14% of sites were at full implementation in 17 years

Only 10% of reforms were used with fidelity after 5 years of funding (Aladjern & Borman, 2006)

**Expert
Implementation Team**



To “Making it Happen”

80% of sites were at full implementation in 3 years



Team Effect

Collaboration leads to:

- Practices that are more implementable
- Infrastructure that brings practice and implementation closer together
- Attention to local needs and increased relevance and impact of implementation activity
- Enhanced capacity and capability of implementation



Implementation Teams: Functions



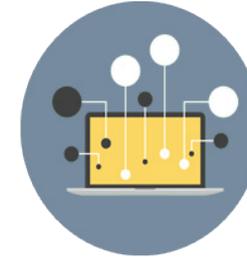
Planning



Problem-solving



**Ensuring
Training &
Coaching**



**Collecting
Data**



Communicating



**Analyzing &
Studying Data**

Tasks of an Implementation Team

- Analyzing current readiness, strengths, needs, and initiatives of the organization
- 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



Let's Chat

- Please take the next 2-3 minutes to chat with your team about the following question:
 - How is the work of an implementation team similar and/or different from other teams you have in your school/district/ISD?
- Identify one person to share your team's thoughts in the chat box.

Team Competencies and Perspectives

Core Practice

Select, operationalize, **adapt**, and **tailor** practices; **ensure fidelity** assessments are completed and used.

Improvement Cycles

Collect, monitor, and **engage leadership in using data** to **support implementation capacity**, intervention fidelity, and student outcomes.

Infrastructure

Develop **operational guiding documents and processes**; garner **needed resources** for build staff competency; create data use and **communication plans**.

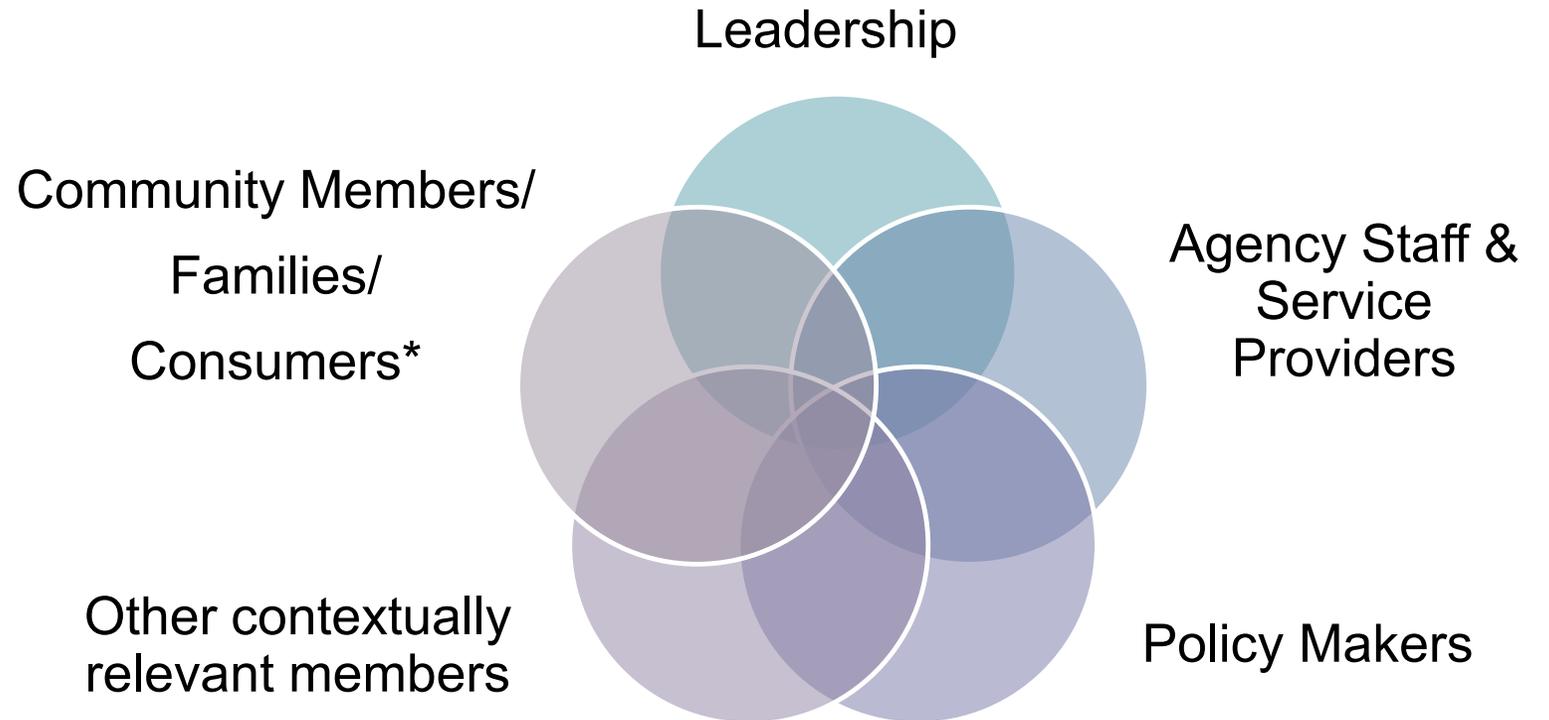
Systems

Build cross-agency **collaboration** to ensure departments/offices are **aligned** with new ways of work.

Team Membership

Teams Need Diverse:

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



Common Challenges

- 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

Think about a challenge that you experienced as part of a team.

Can you think of something that would have mitigated or eliminated that challenge?

Share your reflections in the chat.

Lessons Learned – Enabling Conditions

- Clarity in purpose and vision (compelling direction)
- Communication protocols are necessary
- Allocation of time in job descriptions and alignment
- Strong team composition - Selection of tough to teach traits is critical
- Team membership may shift over time
- Accountability and leadership structures
- Coaching system is necessary



(Higgins, Weiner, & Young, 2012)

Consider if your teams

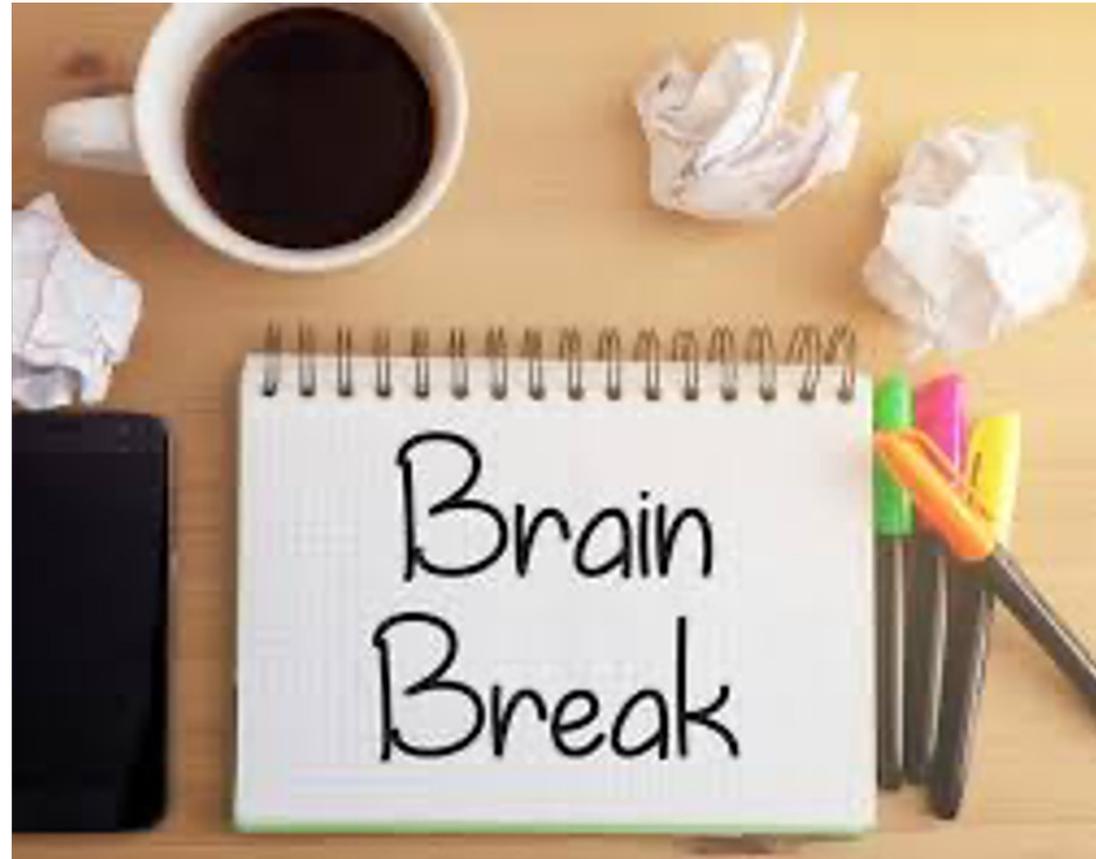
- Have diversity in position, competencies and perspectives
- Have structured leadership to guide the ongoing work and function of the team
- Have a written agreement on the roles and functions of the team

Tools - Operating Procedures & Communication Protocols

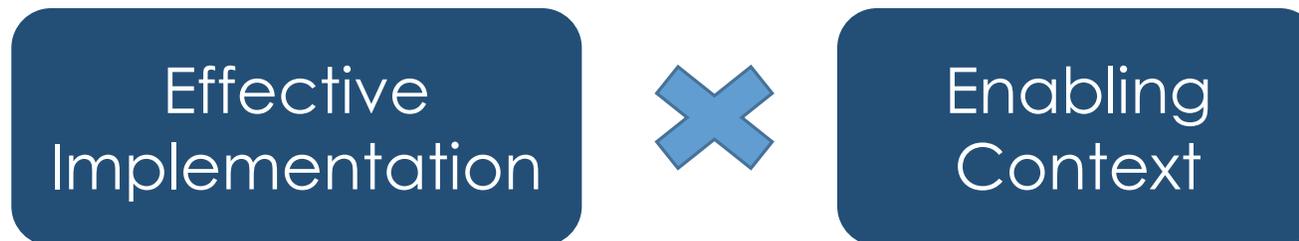
- Operating Procedures (AKA “Terms of Reference”): A resource for developing ways of work.
- A documented internal memorandum of understanding.
 - Purpose
 - Roles and responsibilities
 - Ways of work (meetings, consensus)
 - Decision making protocols
 - Communication protocols



Time for a Break!



3.0 Implementation Stages Planning





Activity 3.1

Open up to page 3 of the Implementation Stages Planning Tool (ISPT)

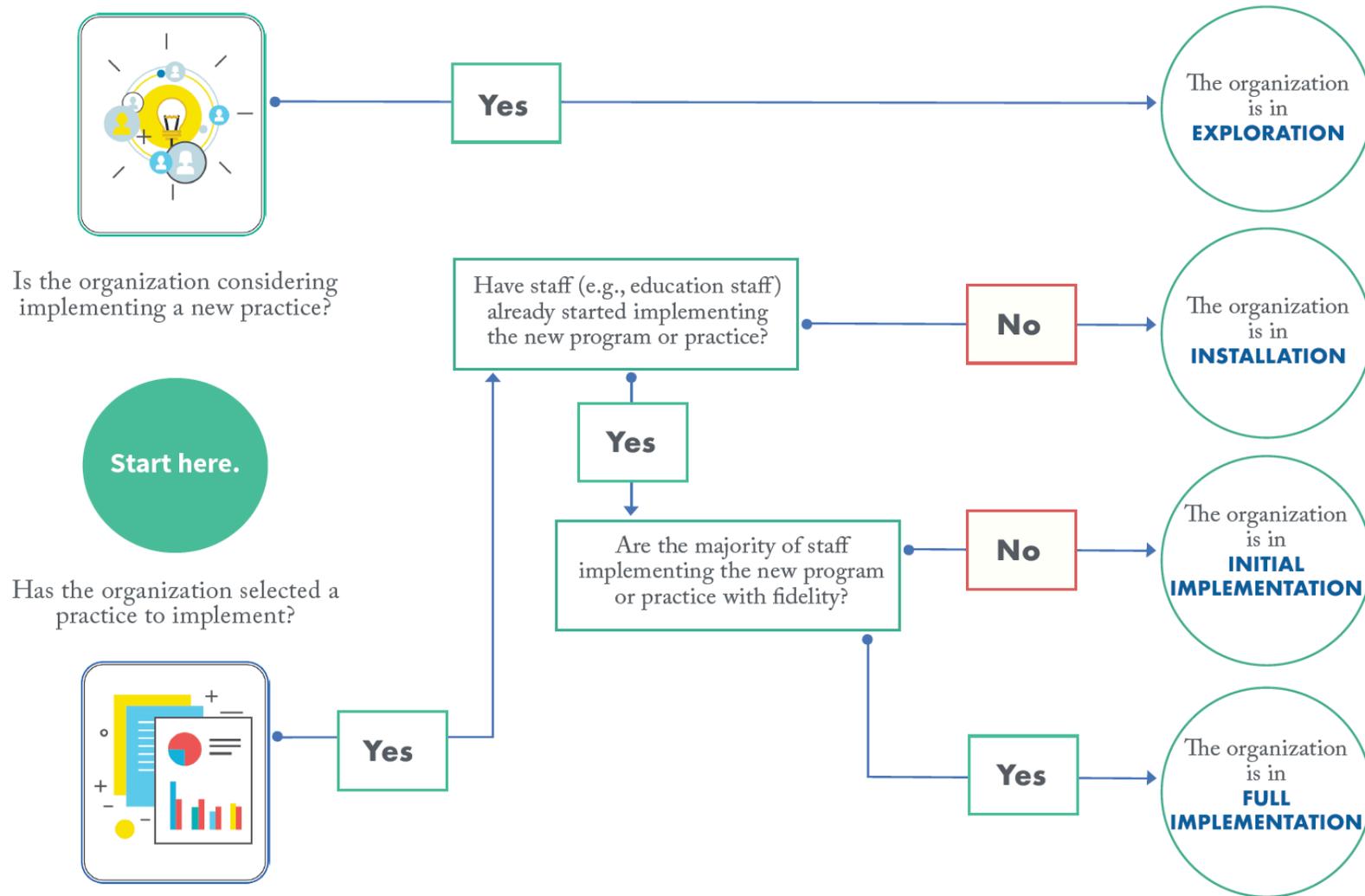
- Read the “When To Use” paragraph
- In the chat, share something that resonated with you

Using the Implementation Stages Planning Tool

- Pre-requisite: Need a team who is working to ensure high-quality explicit instruction (active participation) implementation
 - Identify the practice
 - Use the flow chart to determine your stage of implementation
 - Go to the stage of implementation
 - Check the outcomes accomplished
 - Review previous and future stage activities and expected outcomes
 - Use the information to guide your Implementation Plan



Implementation Stages Flowchart



Practice: Explicit Instruction Learning

- Session 1: Elements of Explicit Instruction
 - Reading materials to begin to deepen peoples' knowledge in the foundational principles of explicit instruction
- Session 2: Delivery of Instruction: Opportunities to Respond
 - “The Right Questions, the Right Way” Willingham, session recording, www.explicitinstruction.org (videos)
- Session 3: Delivery of Instruction: Monitoring, Feedback, Pace
- Session 4: Design of Instruction: Teaching Skills and Strategies
- Session 5: Design of Instruction: Teaching Vocabulary and Knowledge
- Session 6: Providing Judicious Practice



Activity 3.2

Our focus is on Explicit Instruction, specifically Delivery of Instruction (Opportunities to Respond, Monitoring, Feedback and Pace) for now,

- Individually, use the flowchart to identify your current district or regional stage of implementation
- For the stage you identify, review the activities and expected outcomes
- Preview previous and future stage activities and outcomes

Exploration Stage Activities

As you start drafting an Implementation Plan, you'll be considering some specific Exploration activities:

- E2: Develop a team
- E4: Assess and create readiness for the team (slides 17-22)
- E10: Develop communication processes and messages
- E11: Determine actions needed to optimize readiness, staff capacity/ability, changes in structures to focus on Opportunities to Respond (Active Participation)

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 Implementation Team representative of the staff, organization and community that are the participants in and recipients of needed changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3. Cultivate Sponsors/Champions that have the authority and cultural capital to promote change.	<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 potential root causes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E6. Scan or assess what is currently in place to address the change needed (Initiative Inventory).	<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 (Hexagon Tool).	<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 communication processes and messages.	<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"/>

Communication and Messages (E10)

- Communication Focus:
 - Why explicit instruction? Why Opportunities to Respond, Monitoring, feedback and Pace?
 - Who is going to be impacted by this change and if it is not me who will be impacted, when will I be?
 - How will we be supported to learn how to do this? (time to prepare, practice, work with a colleague to give feedback, share successes and things we would not do again with all staff)
 - Is there a document/tool to guide what active participation looks like in practice and what it would NOT look like in practice?

Optimizing Staff Readiness (E11)

- Approaches for staff readiness:
 - Determine how the implementation roll-out will occur (cohort approach – entire grade level, a department, one teacher from each grade level or one person from each department)
 - Determine the timeframe for staggering the cohorts (cohort 2 begins a month or two after the first cohort)
 - Principal and other leaders participate in the cohort – they borrow a class to use the active participation strategies and have the teacher provide feedback using an “active participation look-for document”



Let's Chat

- Please feel free to open your mic or use the chat box to share your thoughts.
 - What exploration stage activities need to be further defined to help set the stage for a good installation and initial implementation?
 - What might your next step be?

Installation Stage Activities

As you start drafting an Implementation Plan you'll be considering some specific Installation activities:

- I1: Ensure active participation is well-defined
- I2: Revisit implementation team membership
- I3: Ensure the team has appropriate knowledge and skills, functions
- I4: Convene the team regularly to use data (active participation 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	In Progress	Not Yet Initiated
	(Choose one)		
I1. Ensure the practice/program is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I2. Revisit implementation team membership to ensure needed perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I3. 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"/>
I4. 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"/>
I5. 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"/>
I6. Secure and develop infrastructure resources and supports needed for the program/ practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I7. Select practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I8. Provide initial training for practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I9. Review and refine needed policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I10. 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"/>

Installation Stage Activities (cont.)

- I5: Develop plan for implementation
 - 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

Practitioner Selection Protocol (I7)

- 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 (15, 18)

- 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

Coaching Plan (I5)

- Who is going to be available to prompt the use of 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?



Let's Chat

- Please feel free to open your mic or use the chat box to share your thoughts.
 - When reviewing the Installation Stage activities, what is the first activity on the list either “in progress” or “not yet initiated”?
 - What might your next step be?

Looking Forward: Initial Implementation Stage Activities

WHAT IS THE MARKER OF BEING IN INITIAL IMPLEMENTATION?
 A site is in initial implementation when implementers begin to deliver/use the program/practice.

INITIAL IMPLEMENTATION STAGE ACTIVITIES	In Continuous Improvement In Progress Not Yet Initiated (Choose one)		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II1. Convene implementation team regularly to use data (e.g., outcome, fidelity, process) to critically examine and improve implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II2. Practitioners begin delivery/use of program/practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II3. Implement Coaching Supports .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II4. Continue Training/Professional Learning as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II5. Gather data and feedback through multiple sources including staff, practitioners, recipients, families, and stakeholders to monitor progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II6. Use a process to develop improvement strategies through analysis of data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II7. Refine implementation infrastructure (i.e., training, coaching, data systems, leadership supports and resources) based on data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II8. Use feedback loops with leadership, practitioners, staff, recipients, and stakeholders to communicate about progress, improvement strategies and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II9. Use decision making criteria for expanding use of the practice/program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.0 Implementation Plan Components

Implementation Plan

- Plan's overarching purpose is to use the elements of explicit instruction to improve (literacy) outcomes
- SMART goal for Opportunities to Respond (initially)
- Specific activities to achieve the goal (use the actions in the Implementation Stages Planning Tool to help)
- Plan is approved by leadership
- Set the expectation plans will be monitored and activity completion, barriers impeding efforts will be noted and communicated to the district leadership for addressing (unless the school principal has the ability to remove the barrier)

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

Preview Session 3

Agenda

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

References

- Archer, A.L., Hughes, C.A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: Guilford Press.
- Durlak, J.A., DuPre, E.P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3), 327-350.
- Dumont, K., Metz, A., & Woo, B. (2019). Five recommendations for how Implementation Science can better advance equity. *Academy Health*.
- Fixsen, D., Naoom, S., Blasé, K., Friedman, R., Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.
- Higgins, M.C., Weiner, J., Young, L. (2012). Implementation Teams: A new lever for organizational change. *Journal of Organizational Behavior*, 33(3), 366-388.
- Mac-Suga-Gage, A.S., Simonsen, B. (2015). Examining the effects of teacher-directed opportunities to respond on student outcomes: A systematic review of the literature. *Education and Treatment of Children*, 211-239.

References con't

- National Implementation Research Network (2020). *Implementation Stages Planning Tool*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Powell, B.J., Waltz, T.J., Chinman, M.J., Damschroder, L.J., Smith, J.L., Matthieu, M.M., Kirchner, J.E. (2015). A refined compilation of implementation strategies: Results from the Expert Recommendations for Implementation Change (ERIC) Project. *Implementation Science*, 10(1), 1-14.
- Proctor, El, Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., Hensley, M. (2011). Outcomes for implementation research: Conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Research*, 38(2), 65-76.