

Stages of Implementation Analysis

Date: _____

Site: _____

EBP or Evidence-Informed Innovation: _____

Implementation Team Members Completing this Analysis: _____

This tool provides the 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

Scoring Key:

A “strength of stage” score can be computed for each stage to help guide action planning.

Each element identified as **In Place = 2 Points**

Each element identified as **Partially In Place = 1 Points**

Each element identified as **Not In Place = 0 Points**

Documentation:

For each element that is identified as fully “In Place” please articulate evidence or data sources that demonstrates that that element is tangible, observable or measureable.

| Stage-Related Activities for Installation | In Place | Initiated or Partially In Place | Not Yet Initiated | Evidence for fully “In Place” Components |
|--|----------|---------------------------------|-------------------|--|
| 1. Make structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed) | | | | |
| a) Within the building level | | | | |
| b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams) | | | | |
| c) Outside the district level (e.g. parents, community, etc.) | | | | |
| 2. Make structural and functional changes needed to initiate the new program, practice, framework | | | | |
| a) Within the building level | | | | |
| b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams) | | | | |
| c) Outside the district level (e.g. parents, community, etc.) | | | | |
| 3. Development of selection protocols for “first implementers” | | | | |
| a) Within the building level | | | | |
| b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams) | | | | |
| c) Outside the district level (e.g. parents, community, etc.) | | | | |
| 4. Selection of “first implementers” | | | | |
| a) District administrators | | | | |
| b) Building administration | | | | |
| c) Coaches | | | | |
| d) Teachers/Staff | | | | |
| e) Other: | | | | |
| 5. Identification of Training Resources, logistics | | | | |
| 6. Training of first cohort of implementers | | | | |
| a) Teachers | | | | |
| b) Administrators | | | | |
| c) Trainers: | | | | |
| d) Coaches: | | | | |
| e) Other: | | | | |
| 7. Develop coaching and support plans for Teachers | | | | |
| 8. Evaluate “readiness” and sustainability of data systems at multiple levels (e.g. student, teacher, family, community) | | | | |
| 9. Evaluate “readiness” and sustainability of fidelity data system | | | | |
| 10. Analyze and problem-solve around the sustainability of training, coaching, data systems | | | | |

| Stage-Related Activities for <u>Installation</u> | In Place | Initiated or Partially In Place | Not Yet Initiated | Evidence for fully "In Place" Components |
|---|----------|---------------------------------|-------------------|--|
| 11. Establish communication links to report barriers and facilitators during next stage (e.g. Initial Implementation) | | | | |
| Total | | | | |
| Average % in Each Category - Strength of Installation Score: | | | | |
| Overall Score: (MAX: 46) | | | | |