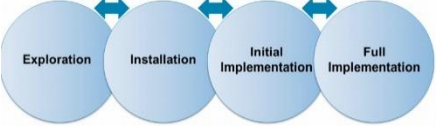


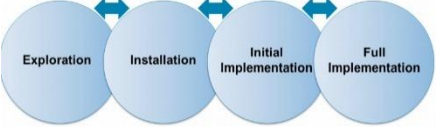
Implementation Readiness Checklist: This chart is organized into six dimensions with guiding questions for each dimension to assist teams in ensuring interventions, strategies, programs, or activities yield a positive impact on students. It can be viewed as a way to consider and think about the infrastructure necessary to implement an intervention with high fidelity.

Based on the Scaling-Up Brief: Readiness For Change, State Implementation & Scaling-Up of Evidence-based Practices. Fixsen, D., 2013

	<p>Stage 1 of Implementation: Exploration</p> <p>Teams identify need for change; researches possible interventions for problem of practices; considers readiness and anticipated resources; develops stakeholders and advocates for change. Decides to proceed or restart.</p>
<p>Dimensions and Guiding Questions:</p>	
<p>I. Identification and validation of need:</p> <ul style="list-style-type: none"> a) Do we have a team in place representing diverse backgrounds (teachers, school staff, admin, students, parents, business & community leaders, central office staff) skills, and expertise? Does the team include internal and external stakeholders? b) Do all members understand need for intervention? c) Have all available resources been considered: human, fiscal, physical are available for a multi-year process? d) Do we/How will we collect data and track progress for the intervention? 	

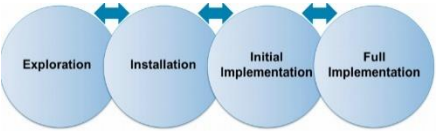
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	<p>Stage 2 of Implementation: Installation</p> <p>Teams establish resources necessary to use and implement the intervention with fidelity to ensure positive outcomes for students.</p>			
<p>Dimensions and Guiding Questions:</p>				
<p>II. Consideration of Change</p> <ul style="list-style-type: none"> a) How will teams/stakeholders/groups/ convene who have various functions and opinions to form a complete view of the problem and solution? b) Have needs been prioritized and based on an annual needs assessment? What alternatives have been considered? c) What resources and supports will be available to ensure a feasible and sustainable implementation? 				

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	<p>Stage 2 of Implementation: Installation</p> <p>Teams establish resources necessary to use and implement the intervention with fidelity to ensure positive outcomes for students.</p>			
<p>Dimensions and Guiding Questions:</p>				
<p>III. Planning for Change:</p> <ul style="list-style-type: none"> a) What plans are in place to manage risks, issues, or surprises that may emerge? b) How has the team prepared for the new intervention to be implemented if other initiatives are already in place? c) How will they adapt the intervention to fit the district/school context? d) How will the team ensure sustainability and capacity throughout the process? e) What kind of readiness checklist (e.g. Hexagon Tool) will the team use to assess its readiness? <i>(Hexagon Tool is one of many tools to help states, districts, and schools evaluate new or existing interventions using six criteria)</i> 				

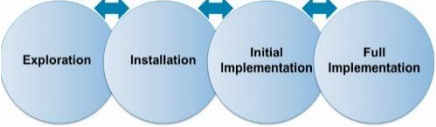
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<p>In developing a readiness tool, consider these items:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extent to which there is belief from all stakeholders that the outcome of an intervention is highly valued; <input type="checkbox"/> Fit of the intervention to the needs <input type="checkbox"/> Scalability of the intervention <input type="checkbox"/> Capacity to implement <input type="checkbox"/> How to sustain over time <input type="checkbox"/> Stakeholder consensus exists for need of the intervention; <input type="checkbox"/> An evidence-based (meets Tiers I, II, III, or IV) intervention; <input type="checkbox"/> Intervention is cost-effective and practical; <input type="checkbox"/> Tools exist to evaluate fidelity and impact throughout the process. 				
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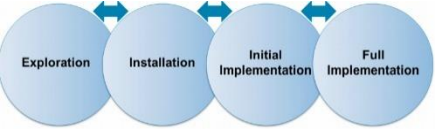
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	<p>Stage 2 of Implementation: Installation</p> <p>Teams establish resources necessary to use and implement the intervention with fidelity to ensure positive outcomes for students.</p>			
<p>Dimensions and Guiding Questions:</p>				
<p>IV. Communication Plan:</p> <ul style="list-style-type: none"> a) How will frequent and accurate communication take place such as rapid feedback cycles (weekly, monthly) to allow quick adjustments, find and correct errors? b) How will open, transparent communication take place between external stakeholders regarding the vision, plan, and anticipated results and issues that have arisen? 				

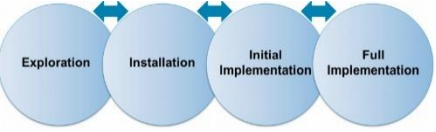
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	<p>Stage 3 of Implementation: Initial Implementation</p> <p>Often referred to as the “awkward stage” as it is marked by the first use of the intervention by educators and others within the school or district. Action plans include indicators for effective implementation.</p>			
<p>Dimensions and Guiding Questions:</p>				
<p>V. Implementation Plan:</p> <ul style="list-style-type: none"> a) To what extent has the implementation team developed capacity at the building and classroom level? b) What indicators for effective implementation are included on an action plan? c) What timeline, tasks, and responsibilities are included on an action plan? d) How will the action plan help staff evaluate teacher/staff fidelity as well as student outcomes? e) What regular or repeated professional learning is in place (cited on the action plan) who are responsible for the daily implementation? 				

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	<p>Stage 4 of Implementation: Full Implementation</p> <p>This stage marks the well-integrated intervention being used to its fullest potential thus having a positive impact on student and other relevant outcomes. In some cases, full implementation can take 2 to 5 years so careful and deliberate data collection and reporting are essential to its sustainability.</p>			
<p>Dimensions and Guiding Questions</p>				
<p>VI. Data Collection and Reporting Plan</p> <ul style="list-style-type: none"> a. What data and interval indicators will reflect how the intervention is benefitting students? b. What data and other indicators will reflect a strong infrastructure is in place such as coaches, training, and evaluation? c. How are successes and challenges communicated to all stakeholders on a weekly, monthly basis for feedback? d. What kinds of self-assessment tools might be necessary to monitor 				

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progress during possible scaling up?				
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