

Anticipating Change

A Reflection Tool for Implementers



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Anticipating Change: A Reflection Tool for Implementers

During multi-year implementation efforts, educators often question “how they’re doing” or what to expect.

To help address that question, this document illustrates five phases of implementation based on what our partnerships sites have experienced. The stages come from “[Moving from Talk to Action in Professional Learning](#),” a blog post from [Instructional Coaching Group](#).

The graphics in this document are meant to depict how administrators, staff, students, and overall cultures and climates shift from stage to stage, while also moving forward and backward among them. The stages are not linear or sequential, and the examples provided are by no means exhaustive. Every implementation experience is unique.

How to use (and not use) this guide

This document is designed to be a reflection tool, providing encouragement and direction as people move in and out of implementation stages.

Consider the following questions:

- In which stage are you?
- How do you know? What evidence do you have that supports this?
- What or who could help you progress to the next stage?

Recommended uses:

- Using the language to create common understanding of where you have been, where you are, and where you are going.
- Reflecting on the overall effort and personal progress with implementation.
- Visualizing the work and what can be expected as a result of the work.
- Driving the work forward as efficiently as possible.

Discouraged uses:

- Using the stages as an evaluative tool, which may discourage risk taking and vulnerability needed to engage in change efforts.
- Having one person or a small group of people direct others on their next steps.
- As part of a teacher evaluation or criteria for teacher success/progress.

Administrators

Non-Use

Administrators are aware that staff are resisting or not implementing the evidence-based practices. They:

- provide training.
- encourage staff who are advocating for improvement.
- may not yet be aware of the professional learning opportunity.
- provide evidence in favor of the initiative while building consensus with staff.

Proficient

Administrators provide individualized support to staff to help each staff member improve their use of the evidence-based practices. They:

- consistently provide time and meaningful feedback/supports to help educators improve practices instead of focusing on fidelity.
- utilize strategies with students.
- actively participate in implementation team meetings, trainings, and follow-up activities.

Awareness

Administrators seek ways to increase implementation. They:

- articulate a vision for the work.
- attend implementation meetings (or send a designee).
- explore on-going job-embedded learning opportunities such as coaching, PLCs, common planning time, etc.
- encourage reflection on current reality and supports that could increase implementation.

Routine

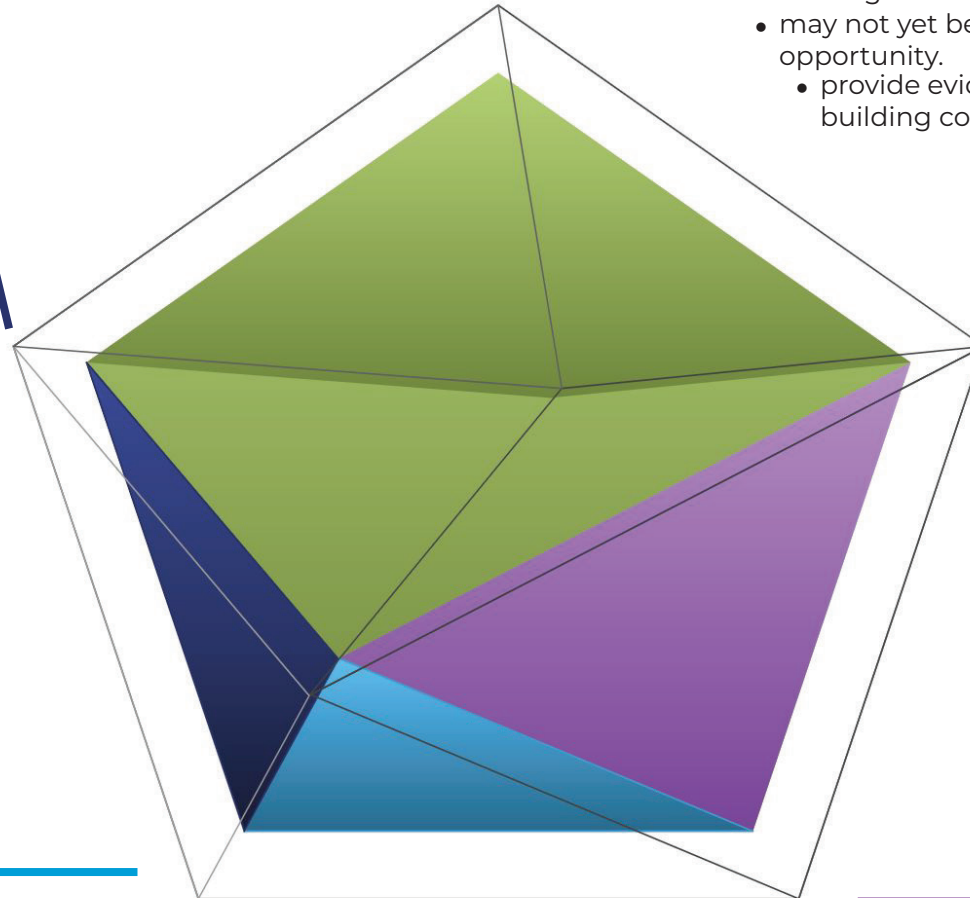
Administrators see the effects of consistent implementation and seek ways to sustain the effort. They:

- may focus on fidelity, which may result in compliance level (versus commitment level) implementation.
- offer a variety of implementation supports informed by data and stakeholder feedback.
- use implementation team meetings to problem solve, maintain expectations, and expand communication to stakeholders.

Mechanical

Administrators seek ways to maintain momentum by supporting staff during this stage of implementation. They:

- offer support to strengthen implementation (e.g. coaching, classroom materials).
- increase first-hand knowledge of the practices to better align school activities to the effort.
- actively support the implementation team in strengthening implementation.



Culture and Climate

Non-Use

Staff and administration do not feel the need for change. They:

- may be comfortable with current practices.
- may be engaged in other initiatives.

Awareness

Teams identify areas for growth and seek information for improvement.

- Members of the system are unified in the common professional learning opportunities experience.
- Members of the system are discussing how to implement the practices into their daily reality and skill sets.
- Culture is primarily the same as it was during non-use.

Mechanical

Early adopters are moving forward with implementation. Practices are beginning to shift. Evidence may include hallway displays, students engaged in new activities, or staff and student discourse.

- Culture may be negative due to implementation slump.
- Formal and informal systems of support start to emerge.
- Staff engage in conversations, including challenges and celebrations about the practices.

Proficient

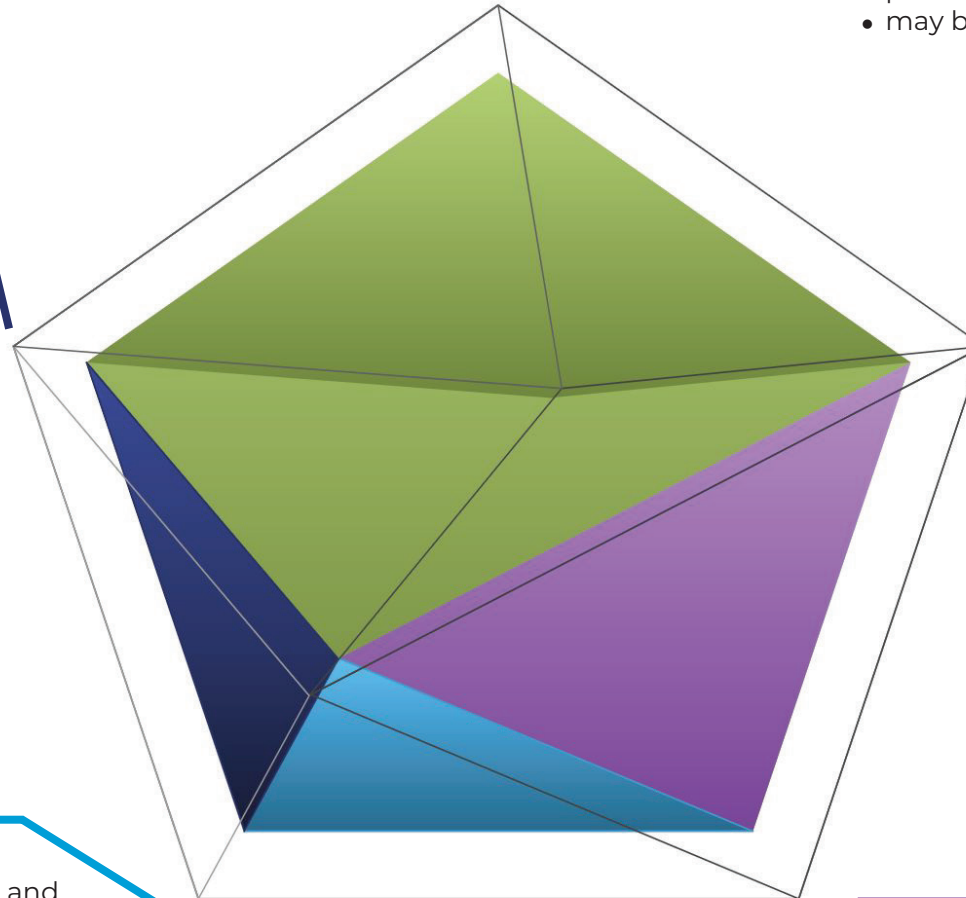
The school system becomes a self-sustaining learning community as personnel engage in cycles of implementation, learning, sharing, and improving.

- Staff focus on student achievement goals.
- A system for onboarding new staff exists.
- Staff support the implementation of the practices and they are consistently evident across the building.

Routine

Increased positivity as everyone has gained experience with the practices and has a better sense of the what and the why.

- Staff focus on frequency or consistency of implementation.
- Everyone is implementing enough to have something to contribute to “the conversation” about challenges and wins.
- Resources are increasingly available.



Staff

Proficient

Staff use the practices regularly and engage in continuous reflection and improvement cycles to improve implementation and outcomes. They:

- implement all of the practices all of the time.
- explain the what, why and how of implementing the practice to colleagues and parents.
- suggest creative ways to improve the initiative.
- use formal and informal data to improve implementation of the practices.

Routine

Staff are more comfortable with the practices and use them regularly. They are:

- implementing most of the practices most of the time.
- increasingly comfortable making modifications based on student observations.
- more comfortable explaining the shift in practice to others, sharing their ideas and methods, and being observed.

Non-Use

Staff do not use the practices for specific reasons, such as:

- skepticism to the effectiveness of the practice(s).
- not thinking there is a need for something different.
- waiting for the next thing to come through the pipeline and replace the current thing.
- feeling there is not enough support or training to implement new practices.

Awareness

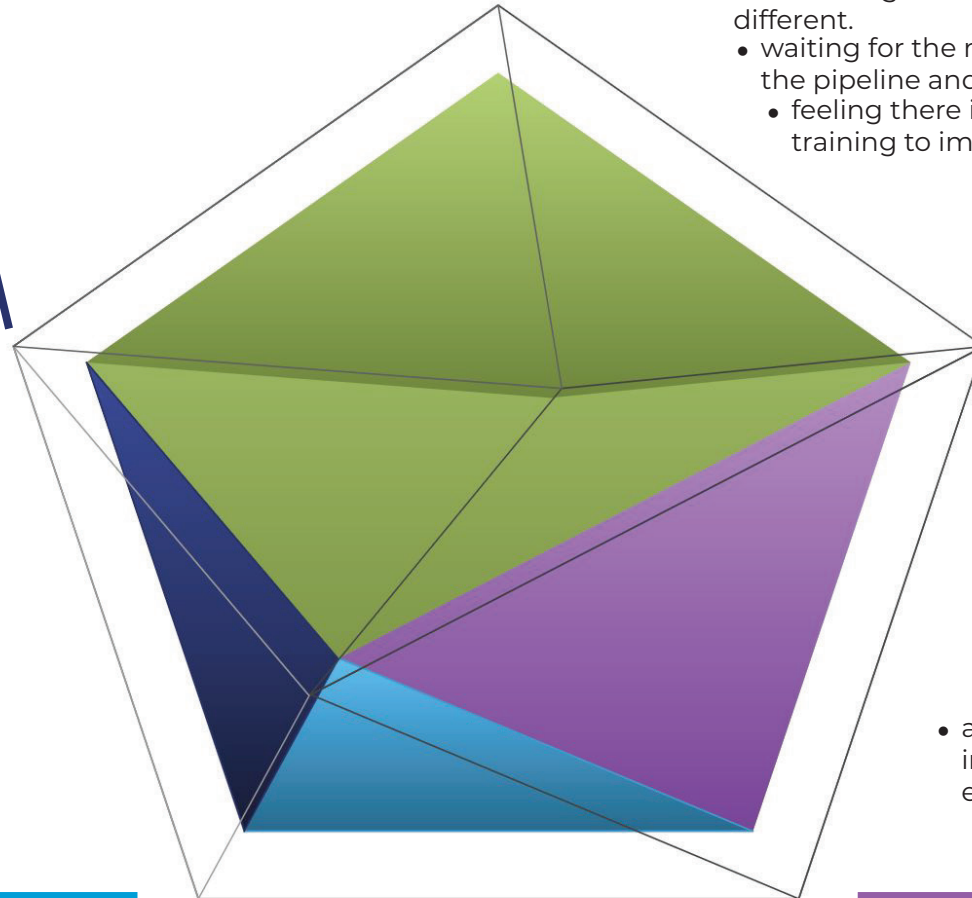
Although staff have received training, and are not opposed to the evidence-based practices, they are not using them. This may be because they:

- return to previous practices.
- view the training as something assigned to them.
- are concerned about doing it right, or are not sure where/how to start.
- are prioritizing other initiatives or reacting to emergent situations.

Mechanical

Staff start implementing the practices. They may:

- implement some of the practices some of the time.
- need guidance when flexibility or modifications are needed.
- occasionally return to previous practice(s) due to inconsistent student growth, time consuming lesson planning and/or increased effort involved in using the practices.
- be self conscious or lack confidence.



Students

Proficient

Students experience the practices on a consistent basis. They:

- demonstrate growth.
- receive instruction that is individualized to their own needs.
- make connections between what is being taught and other areas of their lives such as other classes, environments beyond school (community, home), and additional skills and knowledge in the content area.

Routine

Students gain a better understanding of the expectations and norms that resulted from their school staff using the practices. They:

- may show growth, while others are still getting used to the practices.
- demonstrate that the practices are part of their routines, (e.g., they ask fewer questions about what they are supposed to do, they are accustomed to having tools and strategies available).

Non-Use & Awareness

Students are not receiving the instructional practices. They:

- are generally cooperative with the current form of instruction.
- benefit in non-academic ways from the education system (e.g., extra free time, maintain comfort zone, well cared for).

Mechanical

Students experience the instructional approaches.

- Growth may not yet be observed.
- Students may resist instructional changes.
- Progress may be inconsistent while both students and staff get used to the practices.

