

# 6 Key Sources of Data

## To Drive Successful Implementation

Webinar Hosted By

*Customized*   
Implementation  
Supports BY 



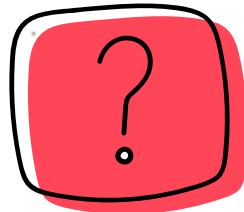
## 4 Corners

Choose a box. It will reveal a slide with 4 images. Choose 1 of the 4 and **reflect on why you chose that one.**

1

2

3



1



2



Go Back

3

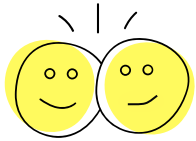


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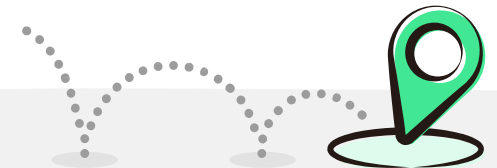
This webinar is being recorded and attendees are in Listen Only mode



Links and resources will be shared in the chat



Use the chat or Q&A feature to engage today







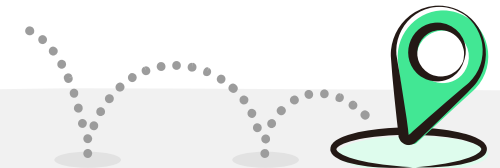
Discuss why Data is vital to Successful **Implementation**



Outline **6 Key Sources of Data** to drive successful implementation

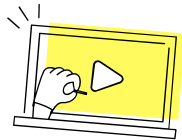


Offer **Low Burden Hi Impact Solutions** for data collection & analysis





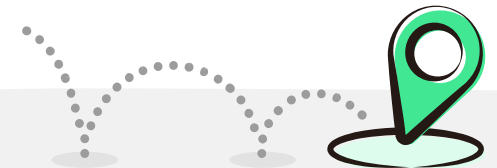
Get the support based on your needs



We will be sending out the slides in PDF format



We will send the recording so you can watch later or share with colleagues



# What are **your needs** around implementation data?

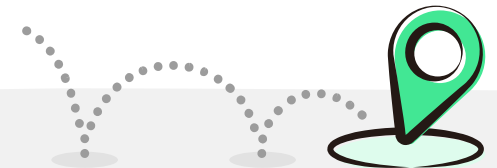
We're pretty good at gathering implementation data but always looking for more ideas & resources



We gather some implementation relevant data but have some significant gaps we are seeking to fill



We really struggle with gathering and using data around implementation, & need some support



# Cause

Adult Beliefs, Buy-In  
Well-Being & Behavior

Organizational Supports  
for the Adults

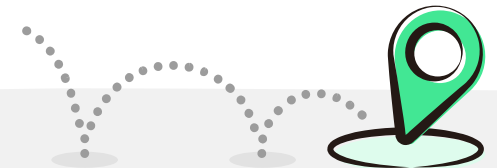
High fidelity sustained  
implementation



# Effect

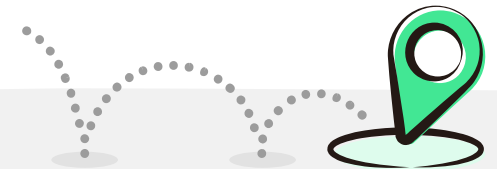
Student Outcomes

- Proximal - Internal factors (perceptions & feelings)
- Intermediate - Visible indicators (behavior, academic engagement & persistence)
- Distal - Longer-term that are slower to come about (achievement, life readiness)





# What is **Implementation**?

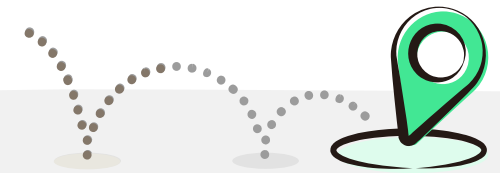
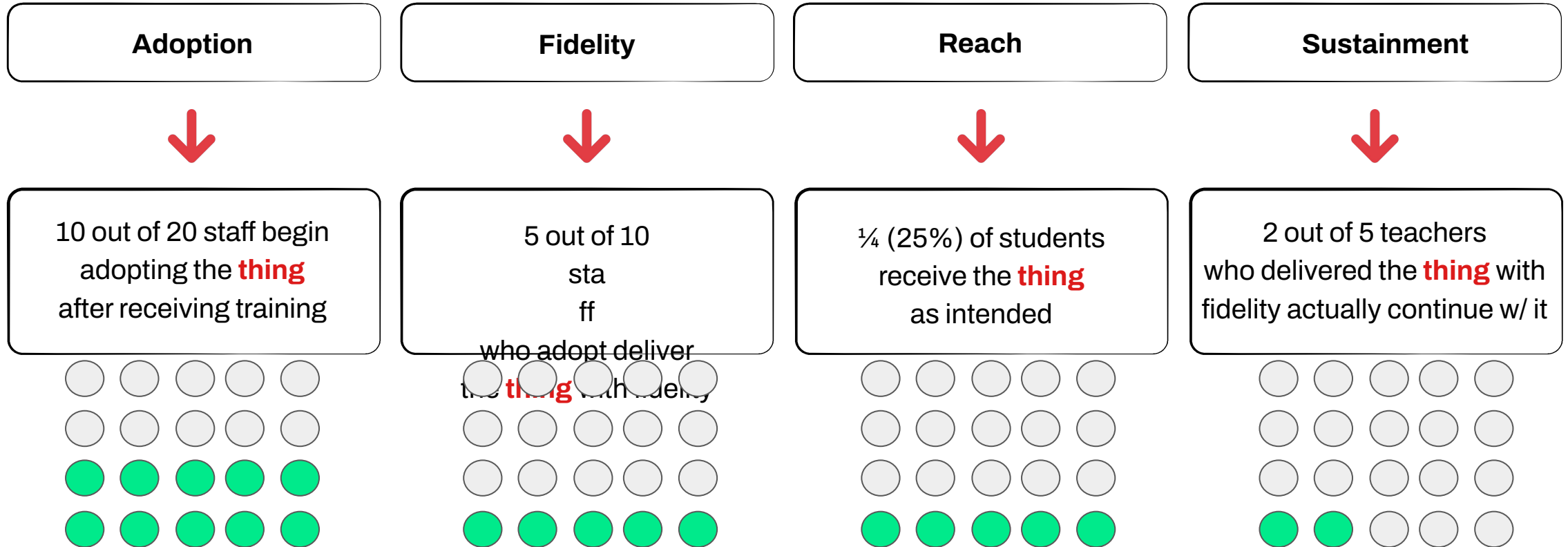


**Implementation is the *process* of intentionally putting in systems of support in place that *facilitates adult behavior change related to the adoption, high fidelity use, and sustainment of effective practices* that lead to desired changes in student outcomes**



# Leaky Implementation Pipeline

## Implementation Outcomes that Predict Student Outcomes

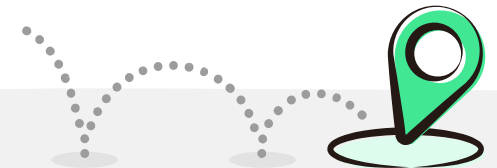


# Implementation boils down to.....

**Adult**  
behavior  
change



**If implementation fails, it means we failed to properly support, encourage, motivate, and sustain behavior change among adults.**



## Clarity



What our educators need to clearly understand with regard to effective practices that address identified needs among students

## Competence

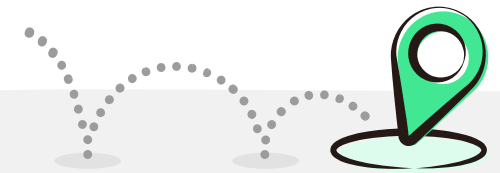


What supports do our educators need to become competent and confident in delivering effective practices with fidelity

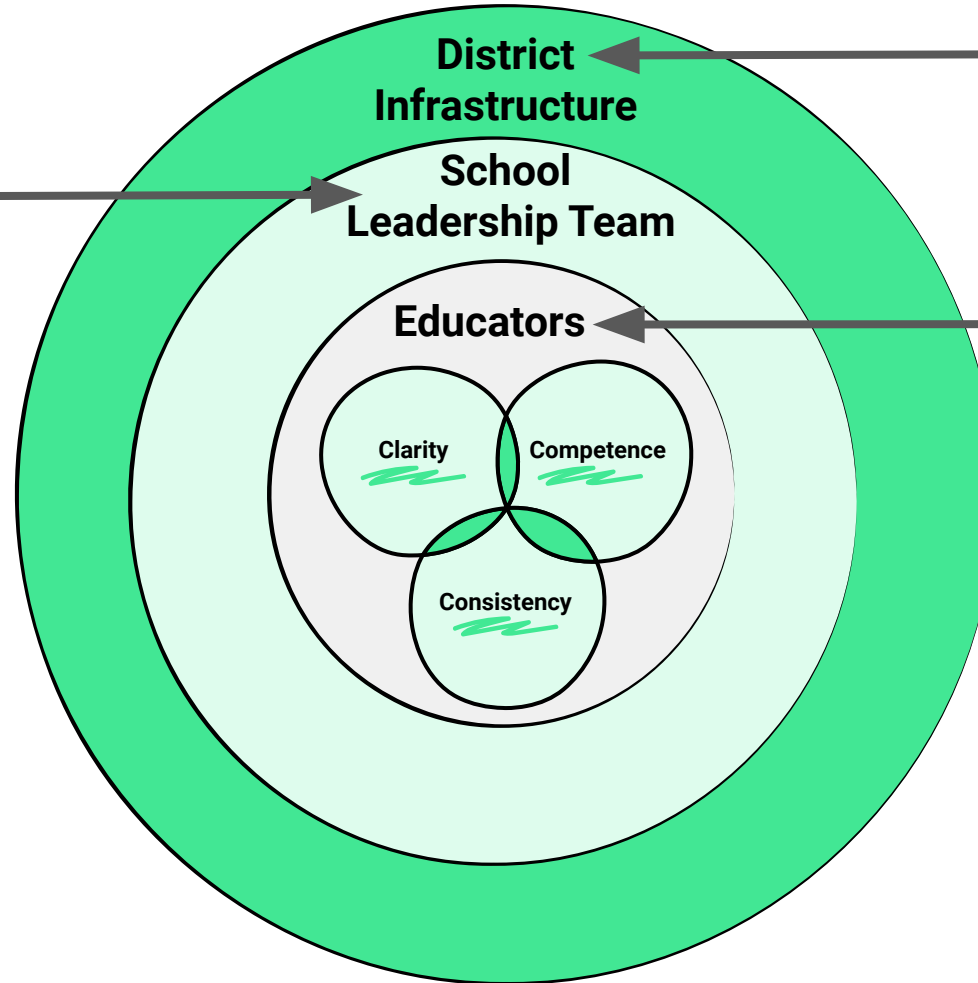
## Consistency



What supports do our educators need to consistently follow through with implementing the effective SEL practices with fidelity

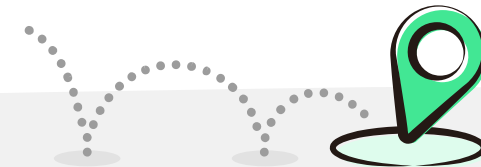


A dedicated group in the building who keeps a pulse on where the educators are at and what they need to establish clarity, build competence, and consistently follow through



District leadership collaborates to align, allocate, and support building leadership to best support educators

Those who interface routinely with students & are in the position to implement effective practices

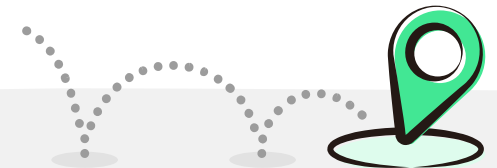






## Chat:

What happens when we don't have good information (i.e., data) to inform decisions about the factors that impact implementation?



“

If we have data, let's look at data. If all we have are opinions, let's go with mine.

”

Jim Barksdale, former Netscape CEO



# Importance of Data



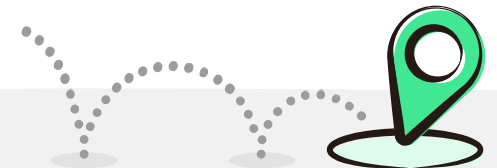
Data helps you make better decisions



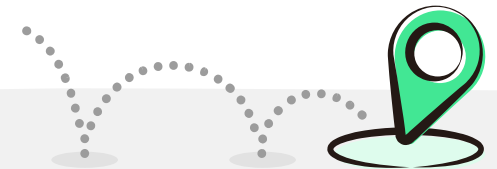
Data helps you identify needs/gaps



Data helps you problem-solve & continuously improve



**There is no successful sustained implementation without dedicated teams at the district and site levels who are accountable for implementation**



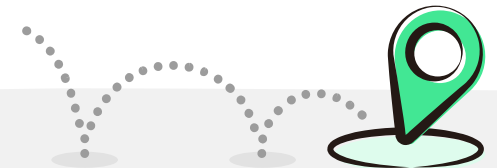
# Teams are most effective when.....



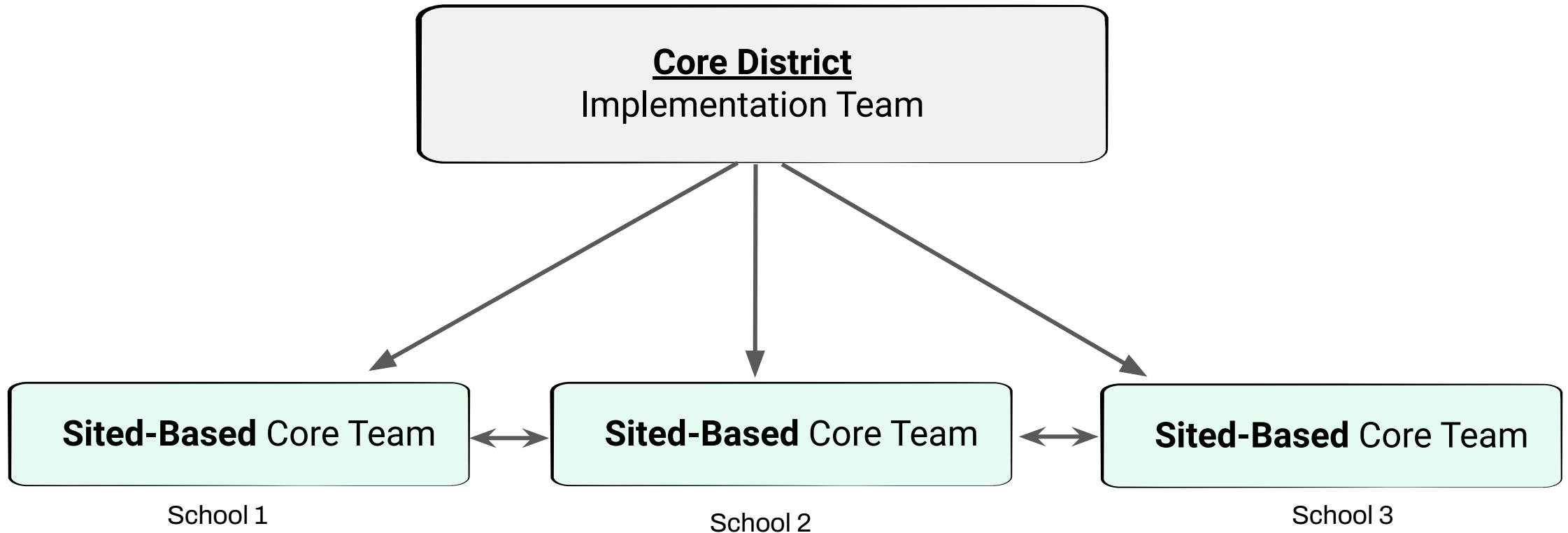
1 They have data that informs where their educators are at and what supports they need to facilitate implementation.



2 They tailor precise systems of support that match where their educators are at and what they need.

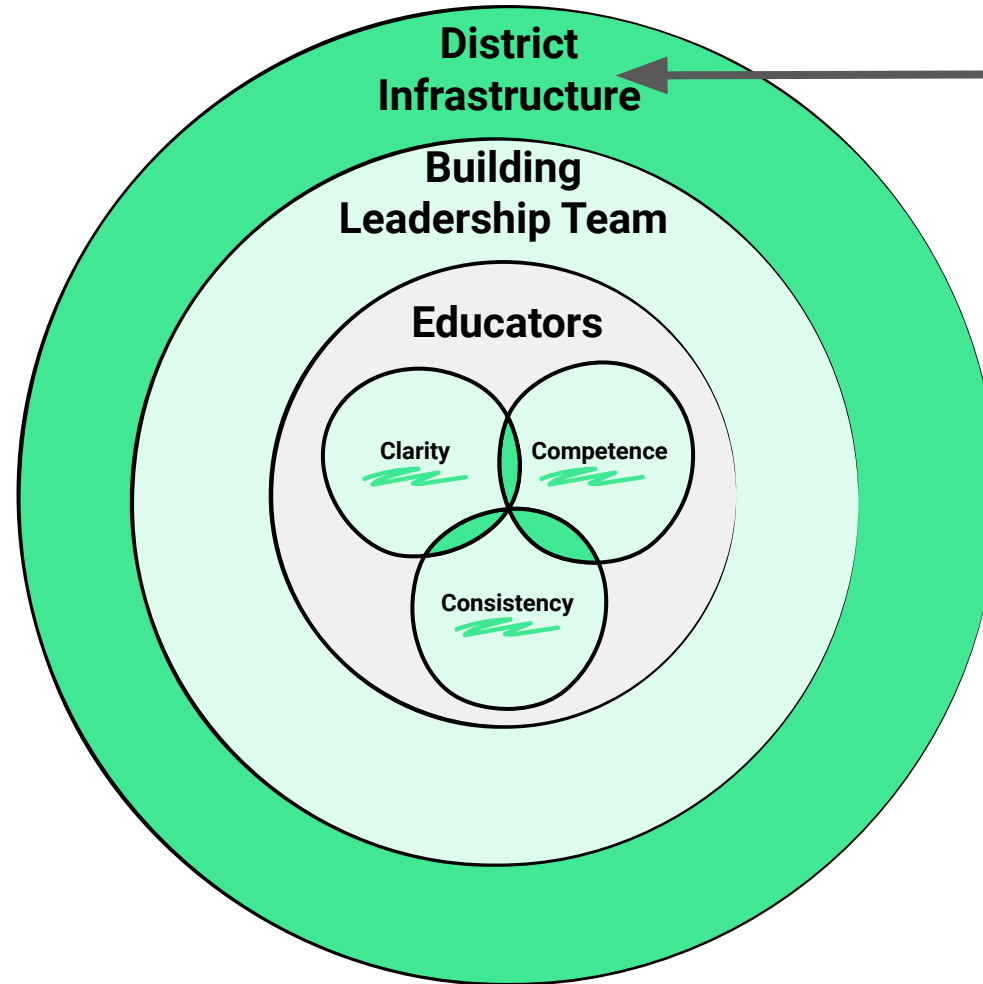


# Alignment & Continuity: District Team Linked to Site Teams

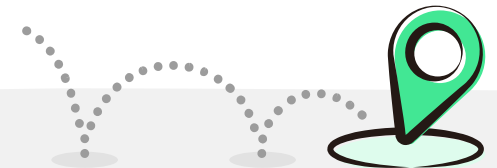




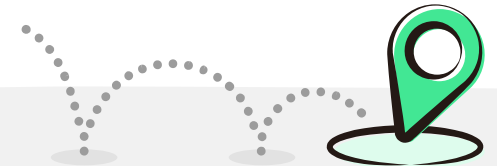
# Implementation Supports



District leadership team collaborates to align, allocate, and support building leadership teams to increase capacity to support educators to implement effective practices

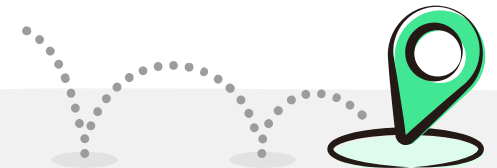


**What are critical features of district infrastructure that should be measured and monitored over time?**

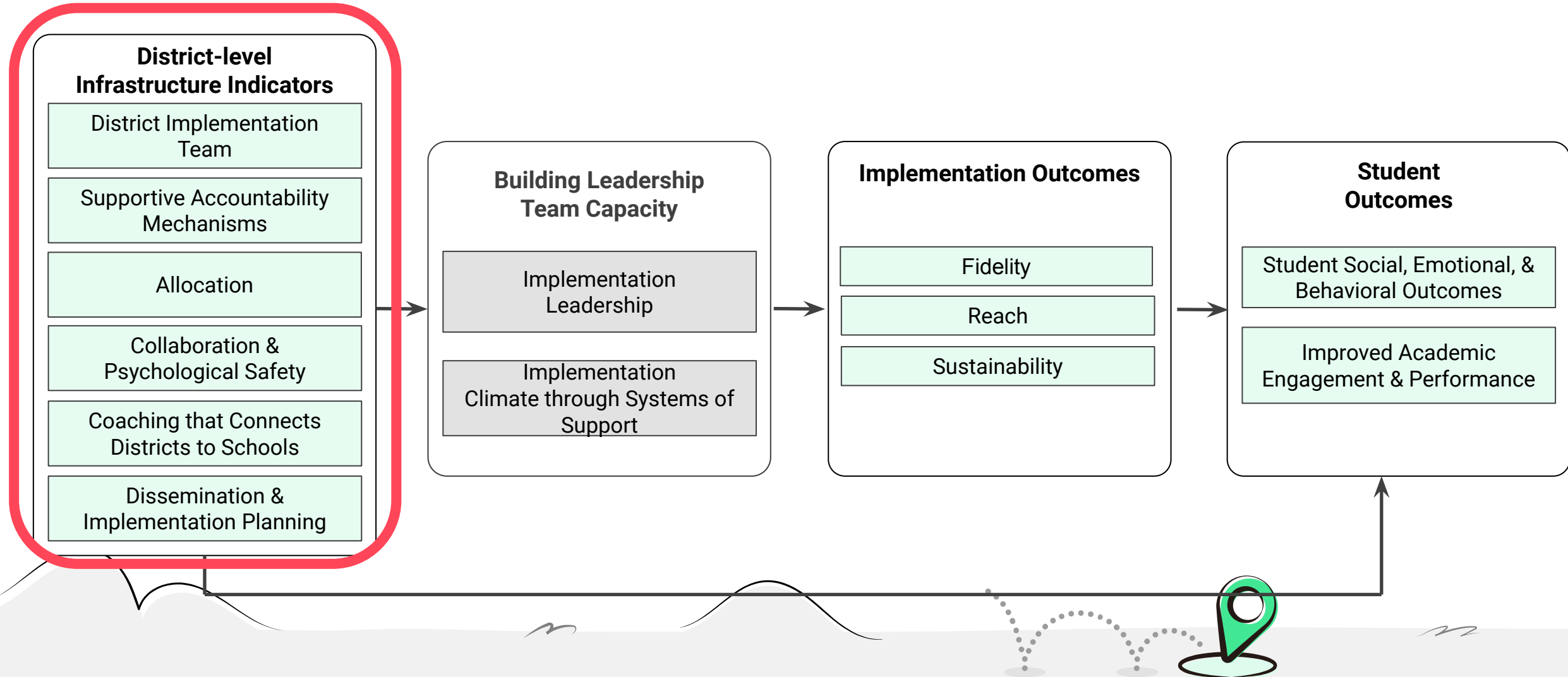


## **District Infrastructure**

District implementation infrastructure is essential to establish the conditions necessary for building leaders and their teams to prioritize and support an implementation effort.

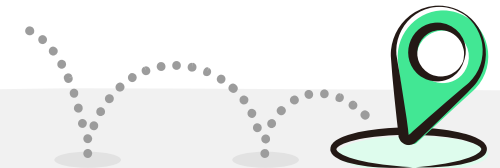
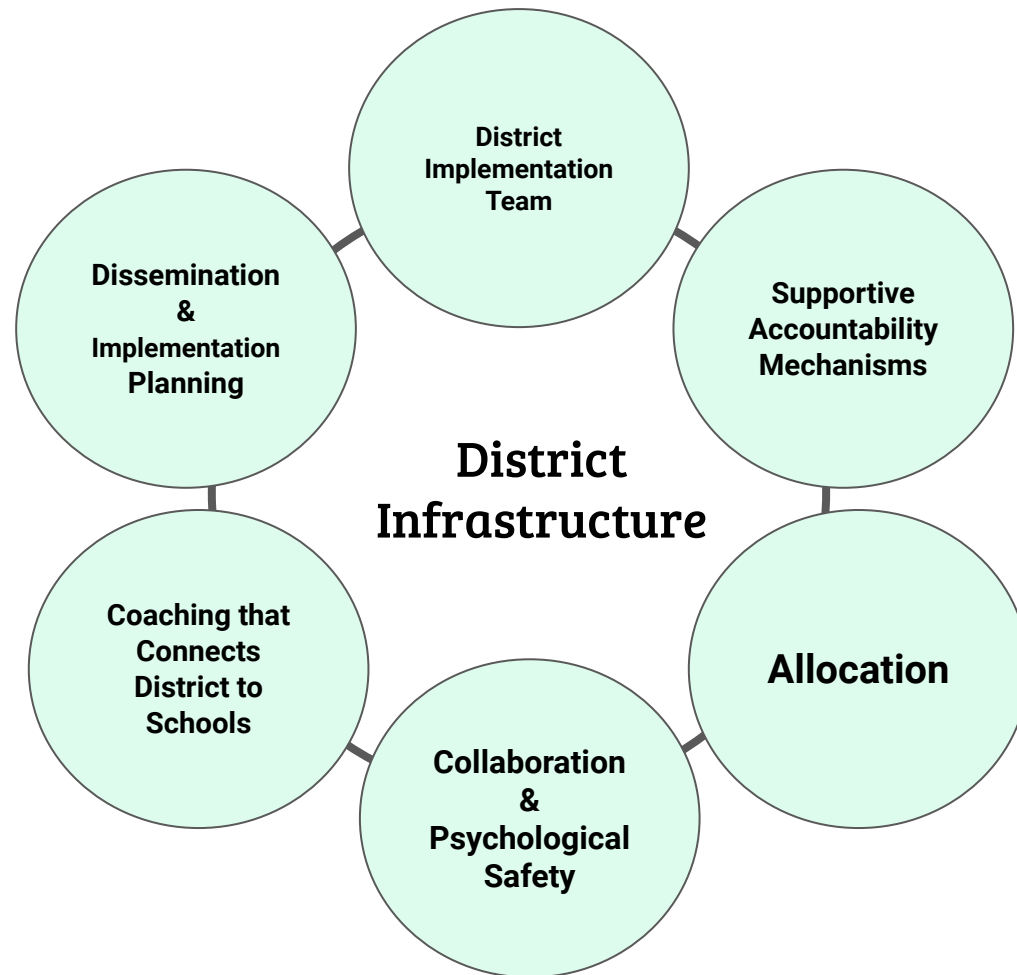


# District Implementation Infrastructure



## District Implementation Infrastructure Inventory (DI3)

This tool provides district leaders with actionable information to inform strategic actions to create a robust implementation infrastructure that enables successful implementation across buildings in the district.



District Implementation Team: There is no successful implementation in a district without the presence of a district implementation team (DIT).

Firmly in Place      Moderately in Place      Slightly in Place      Not at all in Place

1. The DIT is a distributed leadership structure within a district that provides oversight and strategic planning of all the ongoing implementation efforts occurring at once that are being pushed/rolled out to schools.

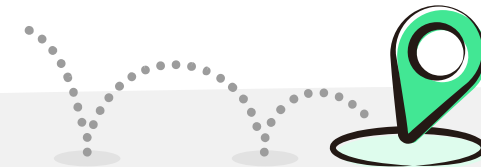
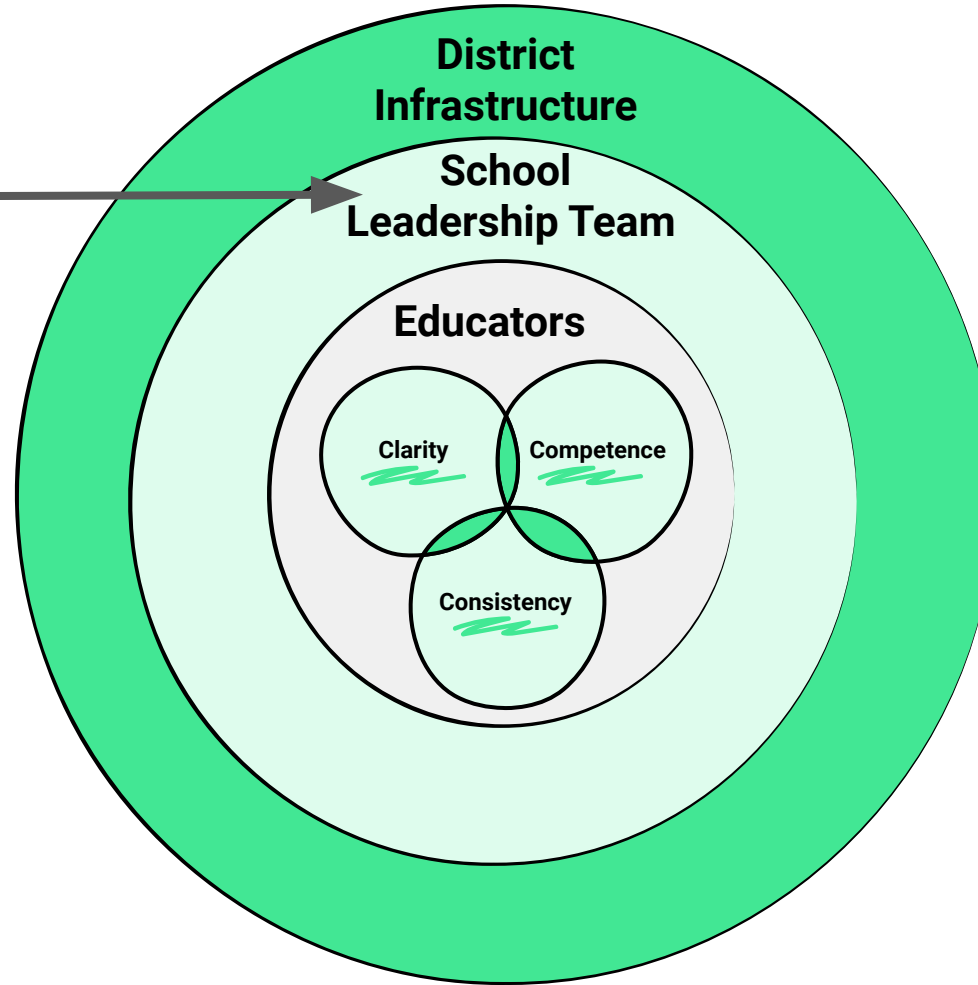
2. The DIT should include members that are representative of the various central leaders who are responsible for organizing and supporting the implementation of specific work in the district.

3. The goal is for central leaders to collaborate with one another and for each leader to have a voice so they can represent the work they are responsible to implement, as well as understand that the decisions to implement in one area of work have implications for another area of work.

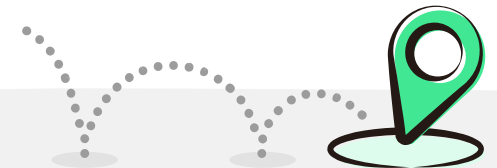


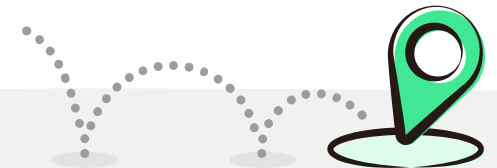
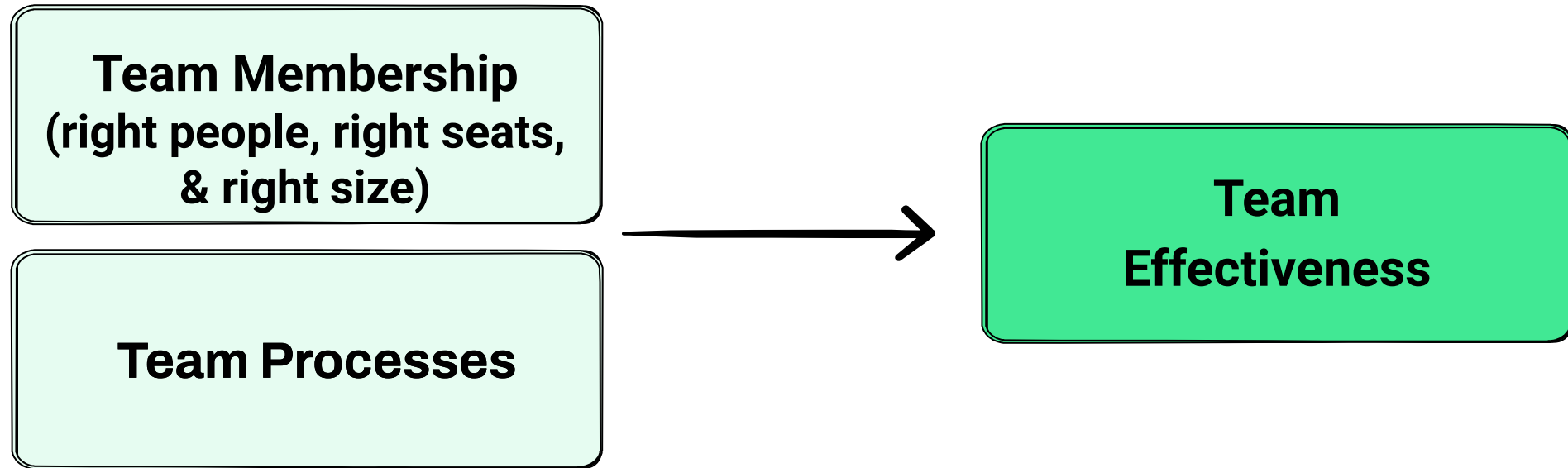
A dedicated group in the building who keeps a pulse on where the educators are at and what they need to establish clarity, build competence, and consistently follow through



**Effective  
Teaming**

There is no  
successful  
implementation  
without effective  
teaming at the  
school building  
level.





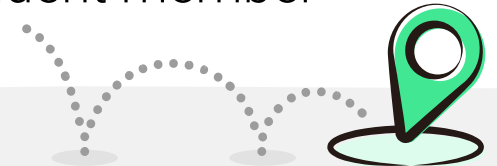
# Team Membership: **The Right People**

**Team Membership**  
**THE RIGHT PEOPLE**



## **Complementary Yet Distinct Experiences, Talents, & Perspectives**

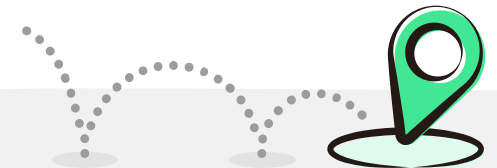
- ✓ Formal Leadership
- ✓ Key Opinion Teacher Leaders (socially influential)
- Champion Professional
- ✓ Support Staff (counselor, school psych, social worker)
- ✓ Healthy skeptics
- ✓ Family & student member



# Team Membership: The Right Seats



Role	Responsibility
Facilitator/Team Lead	Develops the agenda, leads the meeting, coordinates the work and spearheads the initiative
Recorder/Communicator	Take notes during the meeting and communicate notes with team members and staff at large
Time Keeper	Manages the time limits given for each item and is able to effectively move people along
Data Analyst	Brings the appropriate data in a way that can be reviewed for effective and efficient problem solving
Influencers/Champions	Attend meetings consistently and have opportunity for voice and are active in taking on responsibilities or tasks



## Team Processes

### Purpose & development

1. Clear mission and purpose
2. Clarity on implementation goals & student outcomes to be achieved
3. Creation of team norms (collaboration & productivity)
4. Competencies: knowledge, skills, tools

### Actions

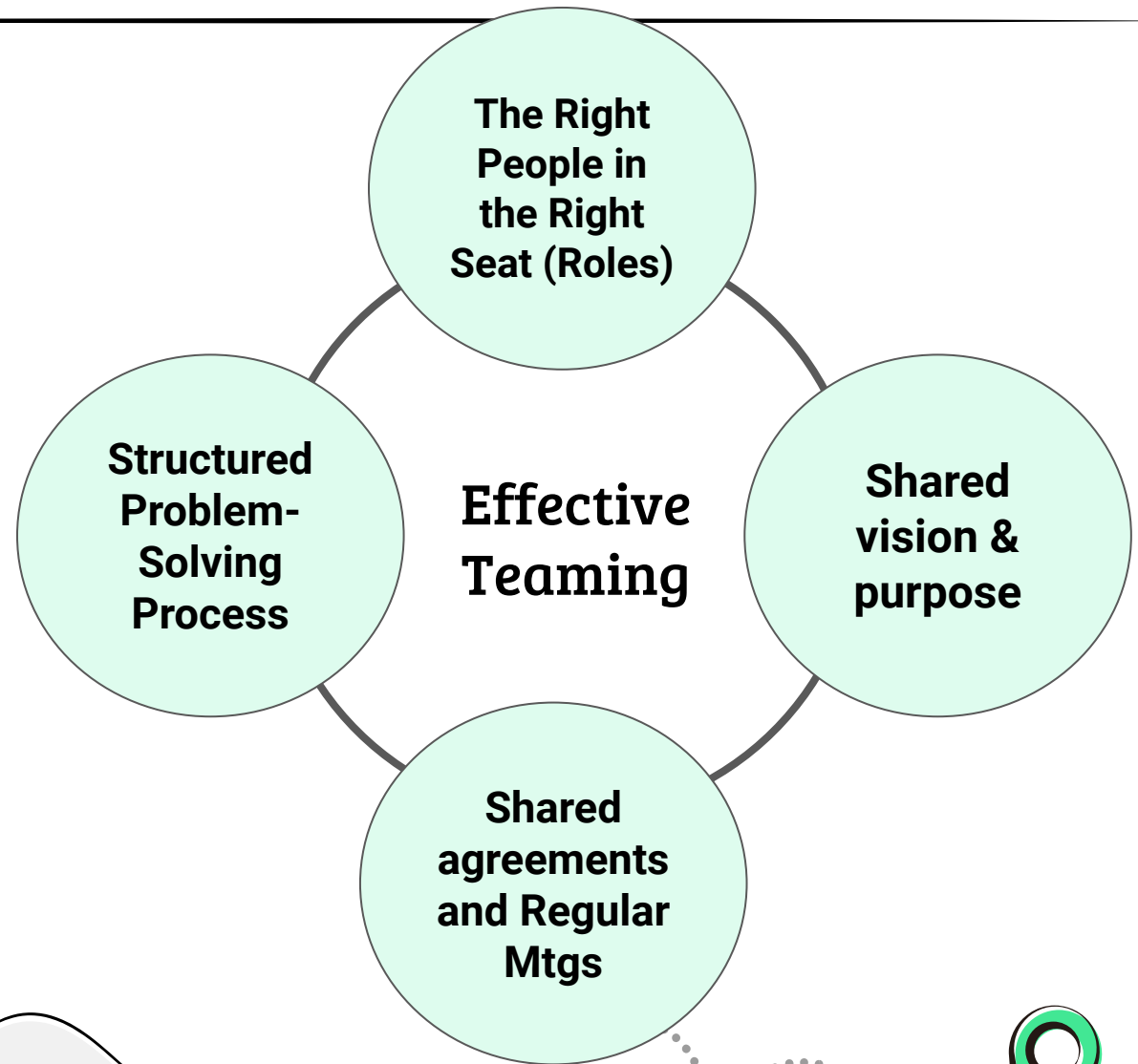
1. Routine meetings with regular attendance of members (80%)
2. Strategic problem-solving process to use data to develop plans that put in place supports for staff
3. Gathering data on implementation & student outcomes to monitor progress & spur improvement

### Interpersonal Processes

1. Psychological safety to create trust & honest dialogue
2. Collective efficacy to increase confidence
3. Shared mental models to be on the same page
4. Understanding one another's strengths /weaknesses

## Effective Teaming Inventory (ETI)

This tool helps teams assess and track whether quality indicators drawn from the team science literature are in place in order to drive successful implementation.

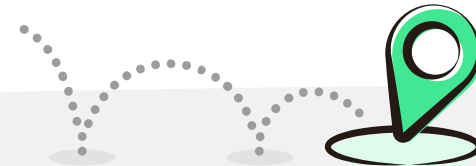
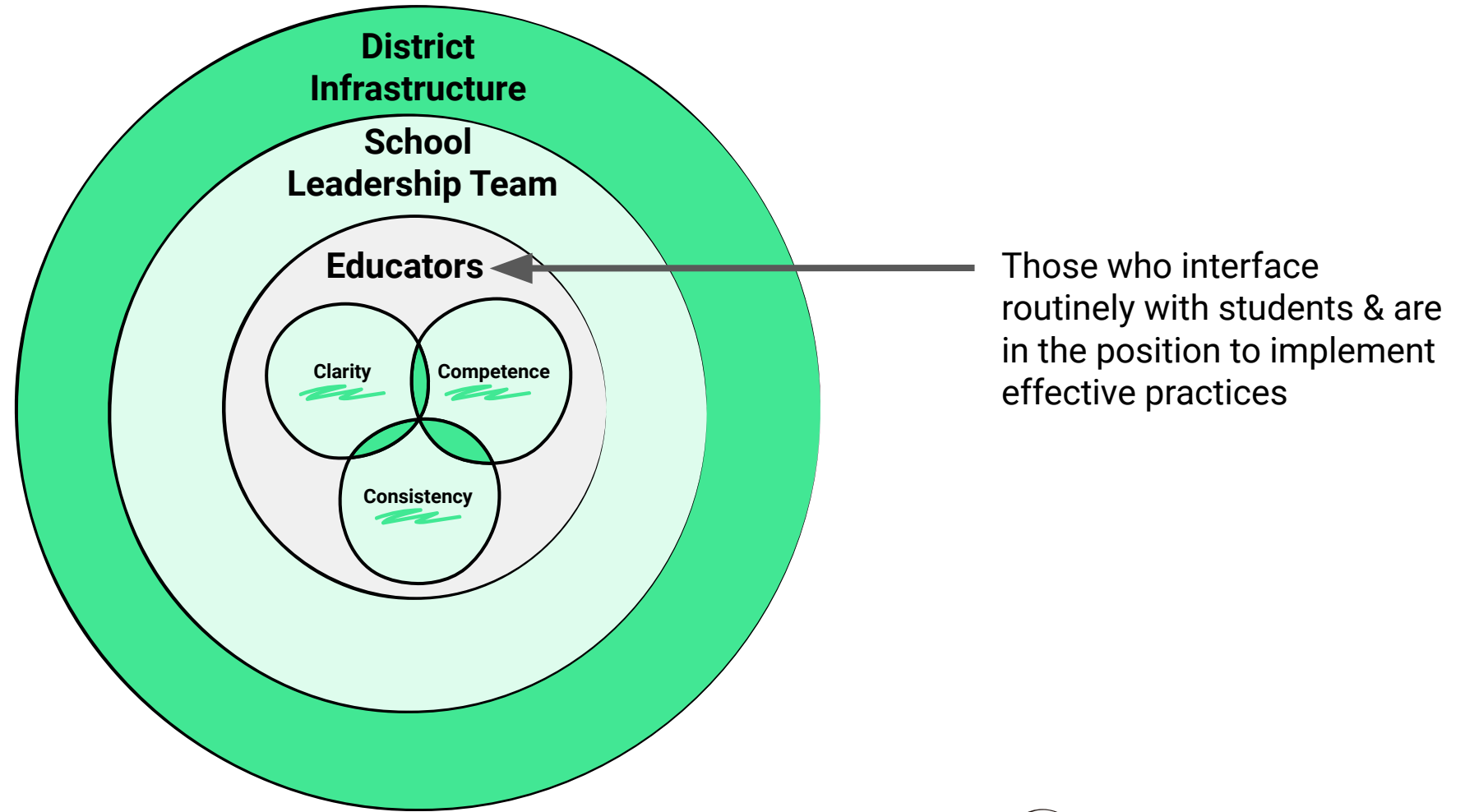


Shared vision, knowledge and understanding of the task/ objectives.

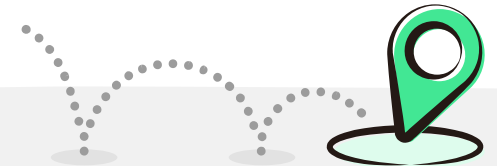
	Not in Place	Partially in Place	Fully in Place
1. A common vision of the work is listed on every agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Team members understand and practice the vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Team members can communicate the work of the team to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Team members have acquired knowledge of implementation science and ready to use common language about implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Levels of Alignment that Influence Implementation



**What data do teams need to understand where educators are at and the supports their educators need to facilitate successful implementation?**



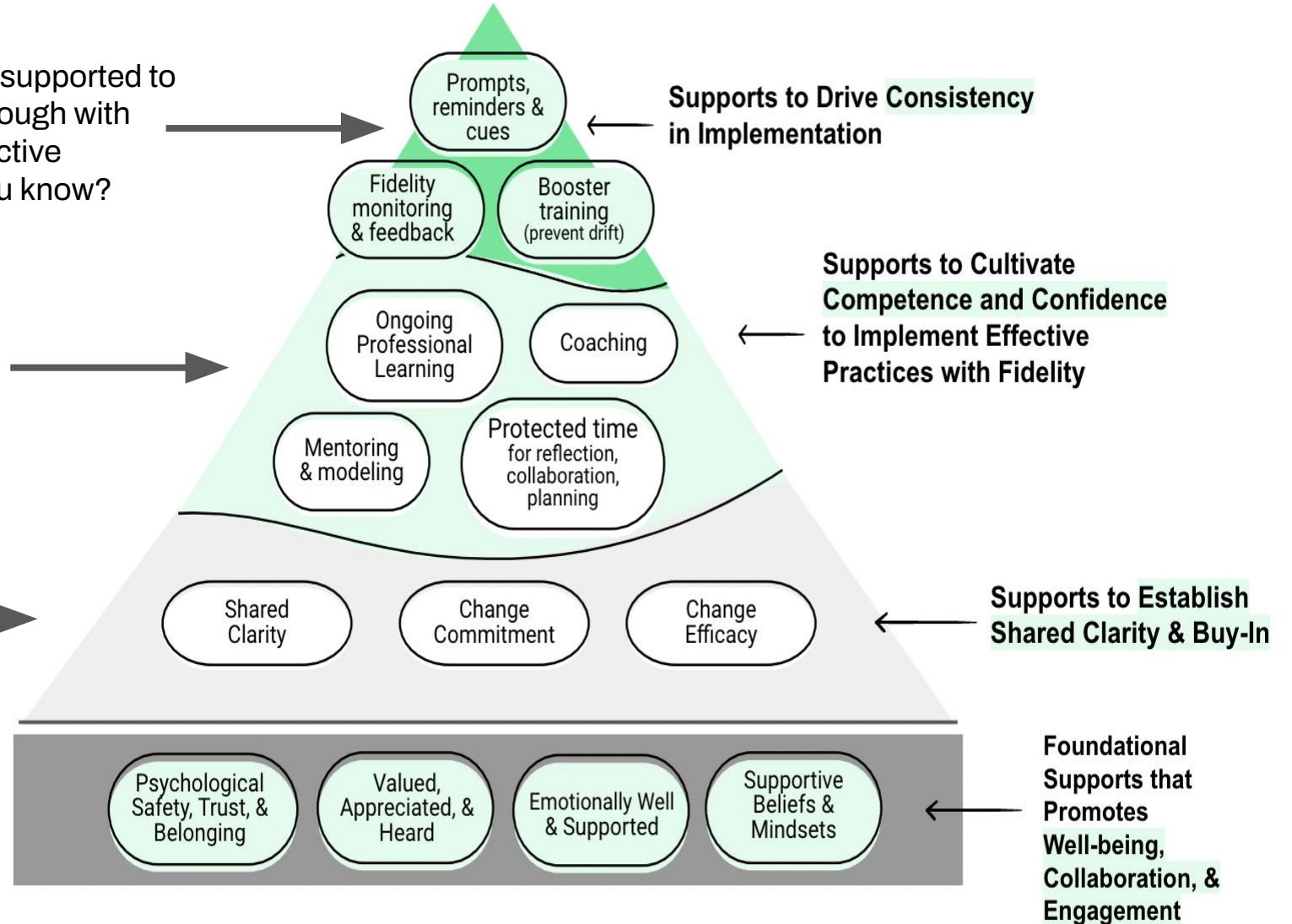
# Using Data to Identify and Inform Systems of Support

Do our educators feel supported to consistently follow through with implementing the effective practices? How do you know?

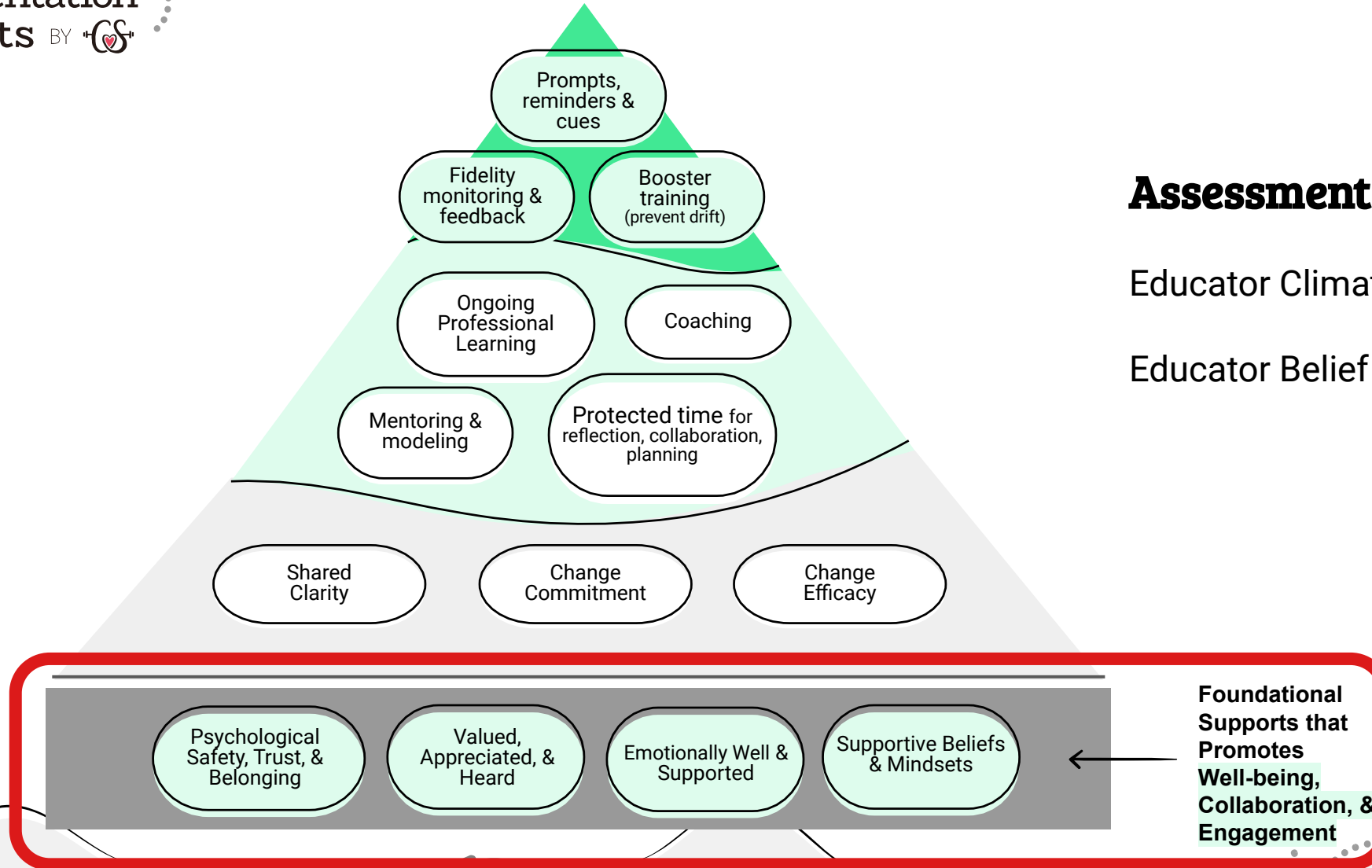
Do our educators feel competent and confident to implement effective practices? How do you know?

Do our educators have shared clarity about the why, what, outcomes, roles, & plan? How do you know?

Is there high well-being, collaboration, and engagement among our educators? How do you know?



# Foundational Climate Indicators and Beliefs



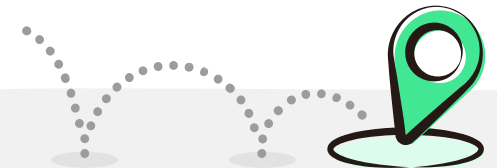
## Assessment Tools

Educator Climate Survey

Educator Belief Survey

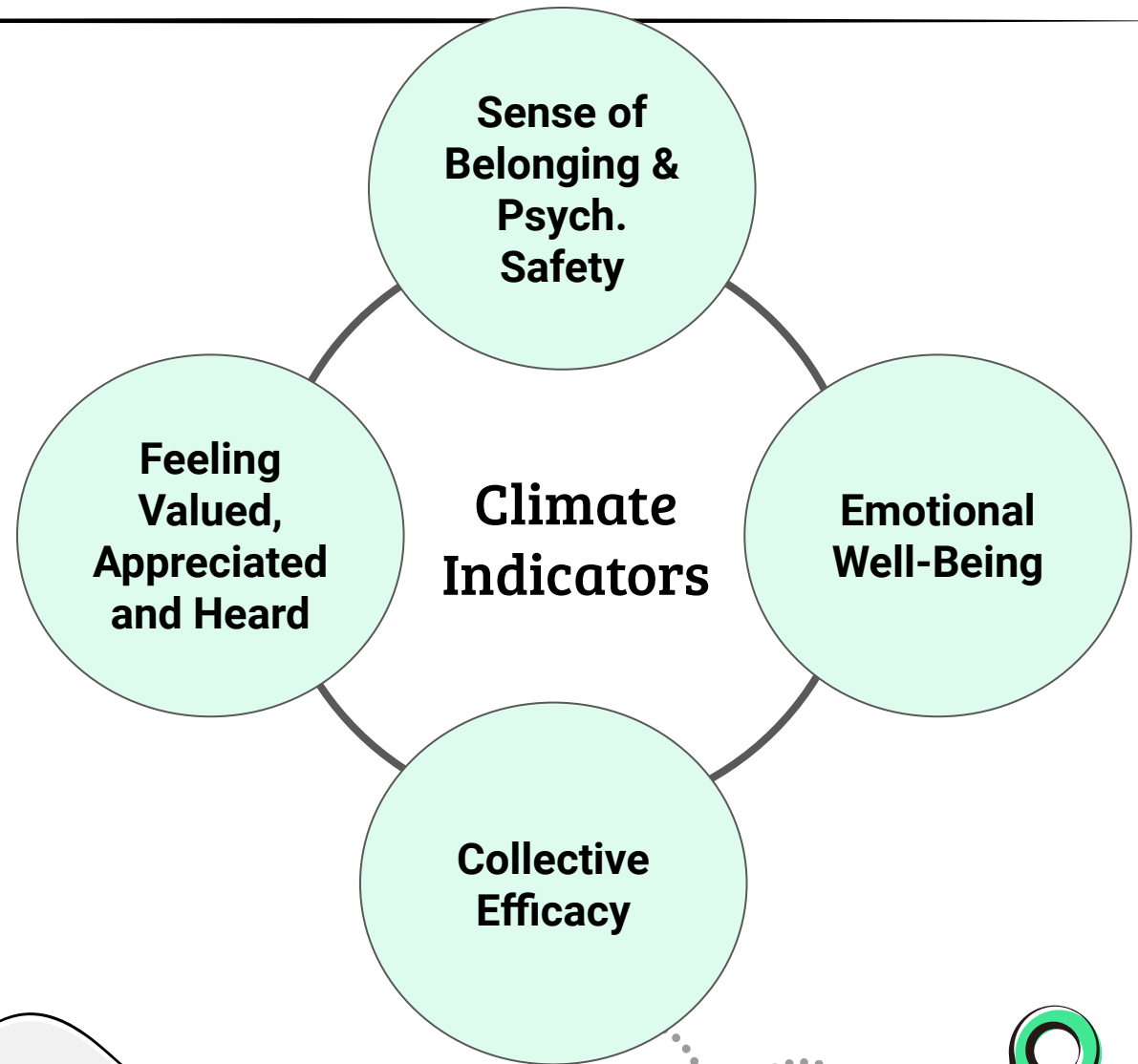
## **Educator Climate**

A positive climate reflects how educators think, feel about, and describe their experiences in school.



## Educator Climate Survey

This survey assesses 4 critical climate indicators that predict educator engagement, collaboration, and retention. Each of the indicators are malleable and can change in response to the environment that has been created.



# Customized Implementation Supports BY



## Purpose of Educator Climate Assessment

- This survey is designed to gather information from educators in a building regarding their perceptions and feelings about the experiences they take in at their school based on the routine and habitual behaviors of and interactions with others (i.e., organizational culture).
- Specifically, the following items assess your sense of belonging, feelings of value appreciation, emotional well-being, and collective educator efficacy (i.e., shared confidence in collaborating together to achieve outcomes for students regardless of outside circumstances going on in students' lives).
- The items include 4 ratings ranging from "Almost Never" to "Almost Always".

Almost Never      Sometimes      Often      Almost Always

9. The support I receive from others makes me feel confident in my ability to achieve meaningful outcomes for students.

10. Educators pay attention to and recognize one another as positive contributing members of the school.

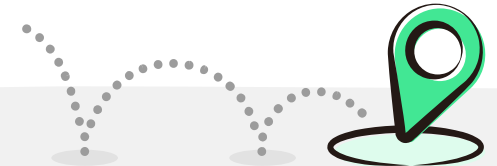
11. I am supported to manage the stress and challenges that come up working at this school.

12. The professional learning I receive boosts my confidence as an educator.

## **Educator Beliefs**

Beliefs drive  
decisions and  
behavior regarding  
educators' adoption  
and effective use of  
practices.

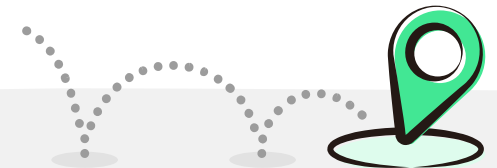




## Educator Belief Survey

This survey assesses specific supportive beliefs linked to the adoption and use of social, emotional, and behavioral supports with academics to promote better outcomes for students.

Belief Categories	Description
Ownership & Responsibility	Beliefs about whether educators own responsibility over student behavior and social-emotional well-being
Punishment	Beliefs about whether punishment works and is an effective strategy to address student behavior
Positive Reinforcement	Beliefs about the use of positive reinforcement and whether it causes harm to intrinsic motivation
Relationships	Beliefs about whether positive relationships are essential to students' academic engagement and school success.
Proactive vs. Reactive	Beliefs about whether proactive practices and worth the time and energy.
Priority	Beliefs about whether social, emotional, and behavioral supports are a priority relative to academics



# Customized Implementation Supports BY

**Purpose:** As a system, it is important to understand educators' core beliefs because school and district employees' beliefs drive decision making and educator behaviors. This survey assesses core beliefs about social, emotional, and behavioral supports coupled with academics to promote better outcomes for students. The information from this survey helps school leaders identify shared core beliefs and recommends supportive practices to establish shared beliefs that drive collaboration and commitment around social, emotional, and behavioral supports in school.

**Instructions:** There are a total of 35 items in this survey. Answer the items as honestly as possible and know that your responses are anonymous, and that results will be reported in aggregate form. The items include 5 rating options ranging from Strongly Disagree to Strongly Agree. Select the option that best captures your thoughts in response to each item.

9. If a student has repeated behavior problems, the student should be referred to a team to consider whether special education services are needed.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

10. Students--not the educators--are responsible for showing up and being ready to learn.

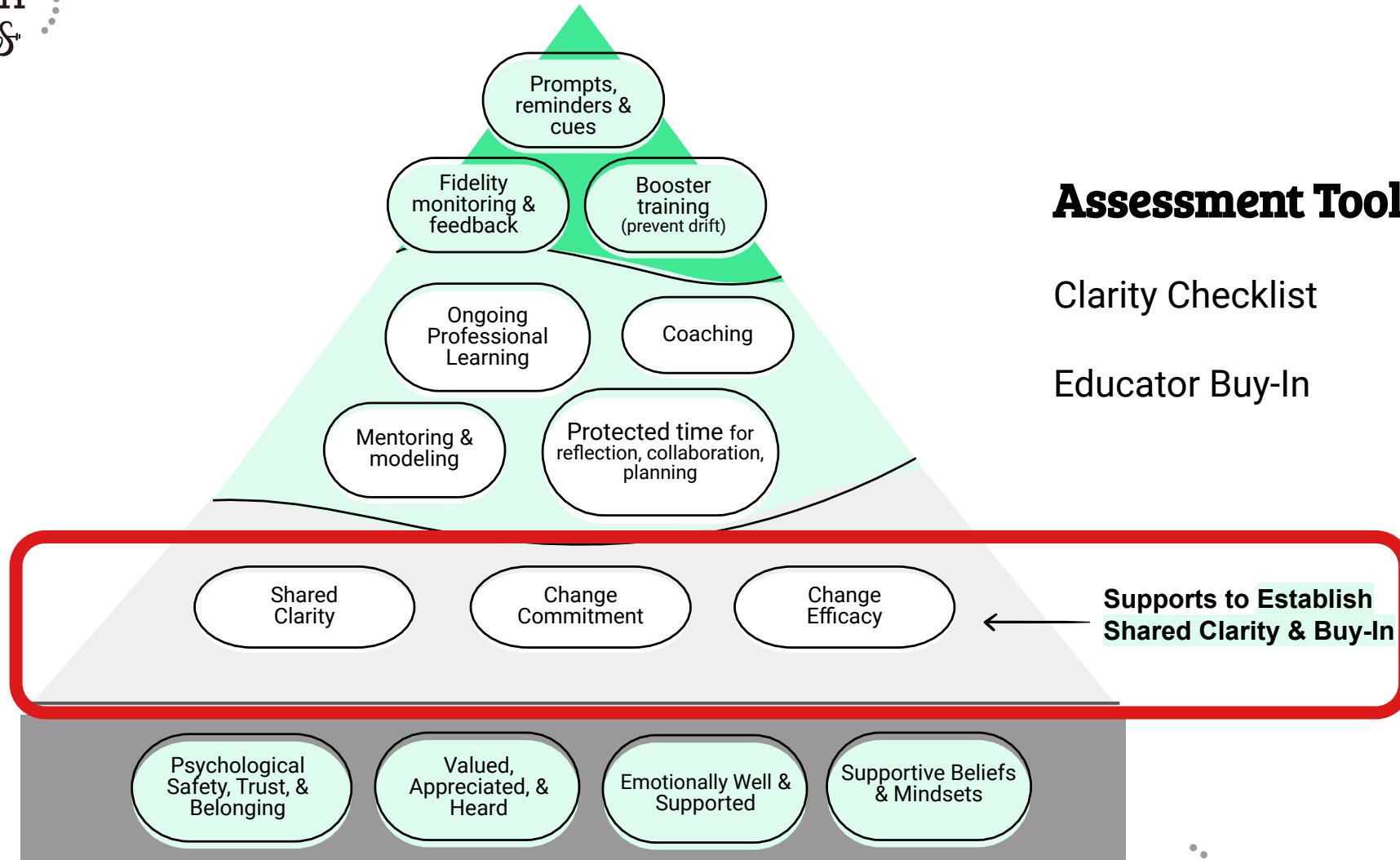
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

11. Time spent implementing proactive strategies result in time saved on the back end.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

12. For students who exhibit problem behavior, punitive discipline is an effective approach to changing their behavior (e.g., reprimand, class removal, office referral, detention or suspension).

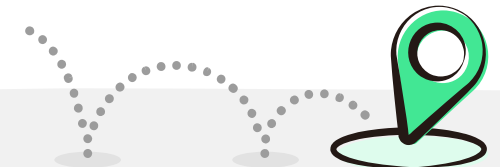
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree



## Assessment Tools

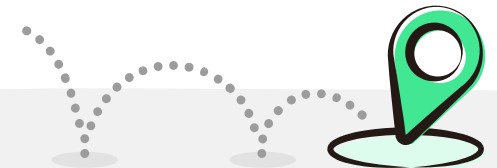
Clarity Checklist

Educator Buy-In



## **Educator Buy-In**

Buy-in is critical to successful implementation. Educators level of commitment, as well as confidence and competence impact what they will deliver to students.



## Educator Buy-In Survey

This survey assesses key indicators of educators' motivational readiness to implement (i.e., buy-in) to pinpoint how to promote greater buy-in related to a given implementation effort.

**Change  
Commitment**



**Change  
Efficacy**

**Readiness to  
Implement**



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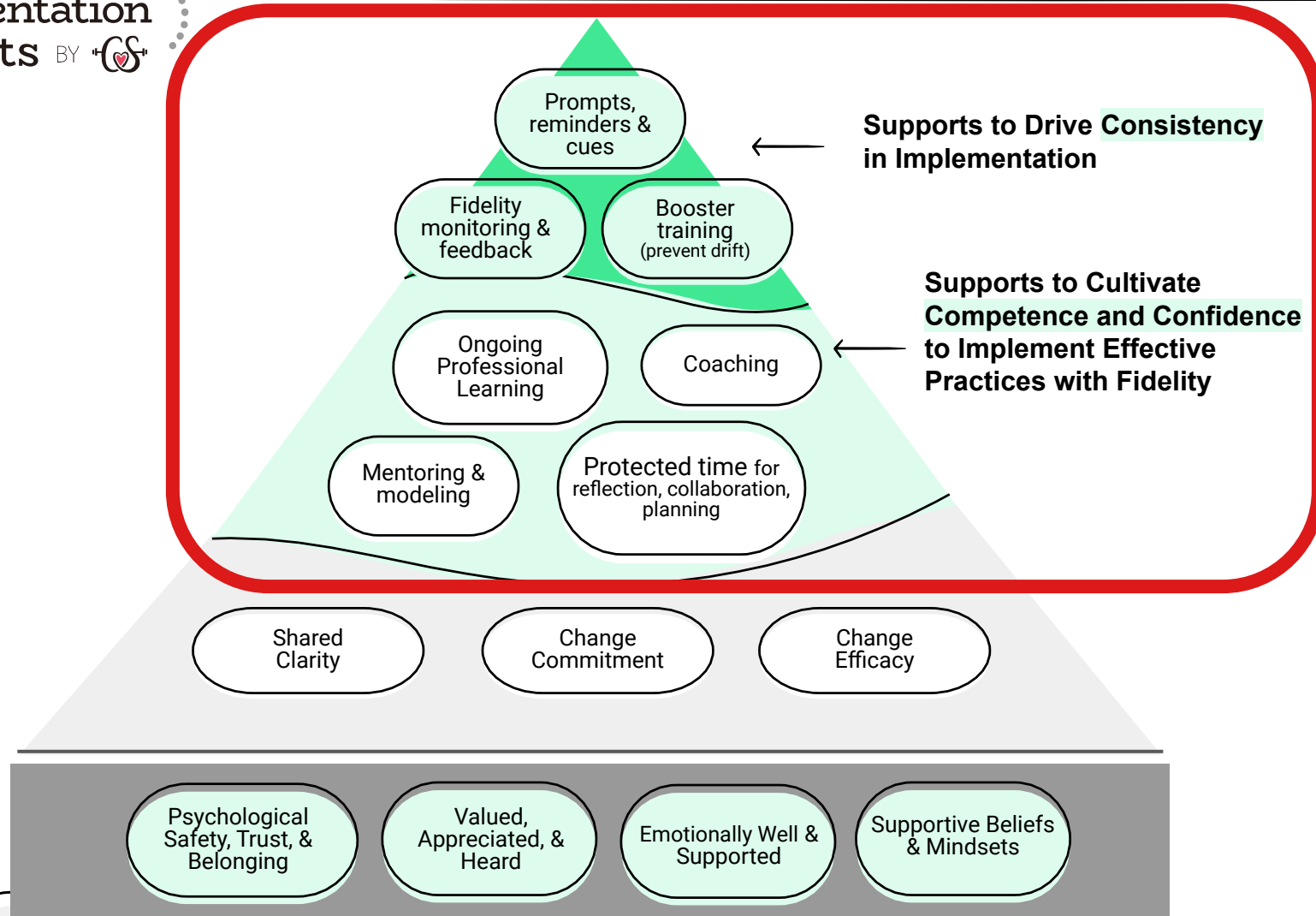
## Purpose of the Educator Buy-In Assessment

- This survey is intended to gather information from educators in a school their perceptions related to “change commitment” and “change efficacy” implementation efforts related to other initiatives.
- This survey is not evaluative but rather helps school leaders to understand current level of key factors that drive buy-in around a specific implementation
- Your input is important to ensure school leaders support and meet educators they are, while not moving too slow/fast with a given implementation effort
- The items include 5 ratings ranging from Disagree to Agree.

	<u>Disagree</u>	<u>Somewhat Disagree</u>	Neither Agree Nor Disagree	Somewhat Agree	Agree
11. I am motivated to commit time and energy to implement <b>CS</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. I feel confident I can manage implementing <b>CS</b> with other things that are on my plate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. I will devote time to collaborate with others to action plan implementing <b>CS</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. I intend to prioritize the implementation of <b>CS</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

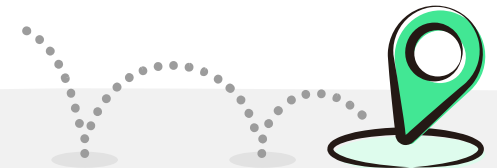


# Systems that Support Implementation Success



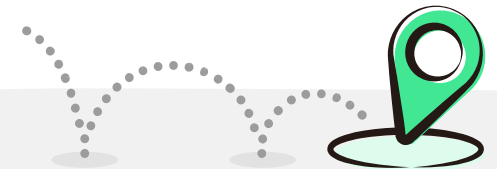
## Assessment Tool

Systems that Support  
Implementation  
Assessment



## **Systems of Support**

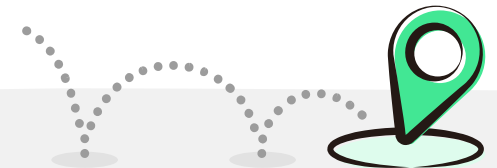
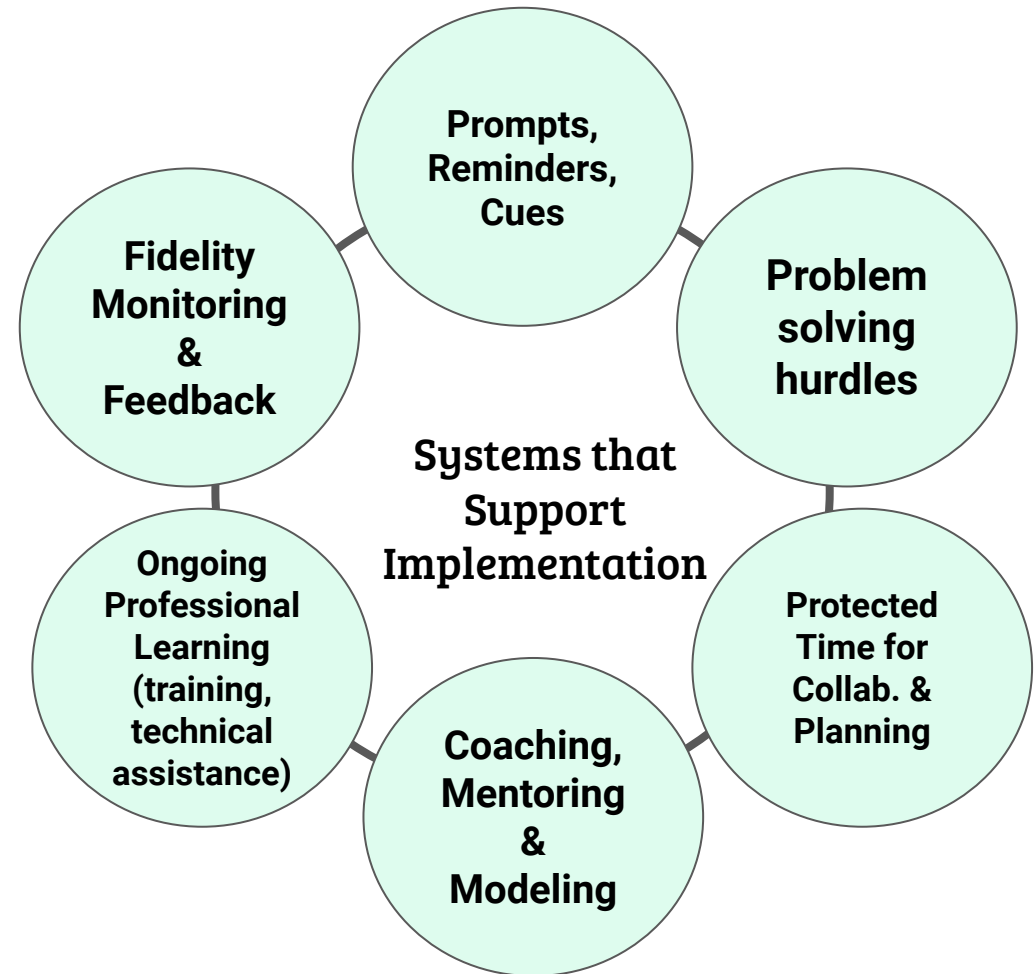
Successful implementation comes about through putting in place systems that support educators to adopt and continuously improve to reach high fidelity implementation.





## Systems that Support Implementation Inventory (SSI<sup>2</sup>)

This tool provides teams with actionable data to inform decisions around specific systems they can put in place to support educators to successfully implement effective practices with fidelity.



### Systems that Support Protected Time, Collaboration, & Planning

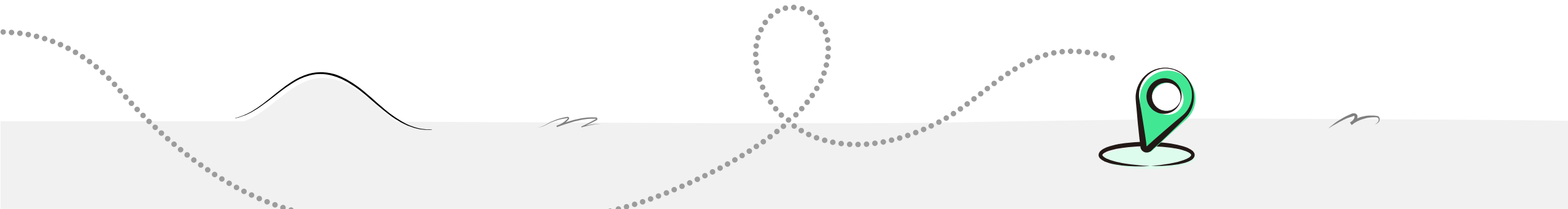
	Firmly in Place	Moderately in Place	Slightly in Place	Not at all in Place
1. Time has been allocated and protected for staff to reflect on delivery of the effective practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The effective practices are part of a routine meeting, such as a PLC or grade level meeting, to encourage staff to exchange ideas and plan improvements in the delivery of the practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Structured process is used during protected time to guide efforts to improve delivery of practices and troubleshoot barriers to implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“

The reality is that most organizations are already data rich, but insight and decision-making poor.

”

Bernard Marr, Author, Futurist, and Organizational Leader



## District Implementation Infrastructure Inventory

**District Name:** Walden School District

**Effective Program or Practice Identified:** SEL Curriculum (PurposeFull People CharacterStrong)

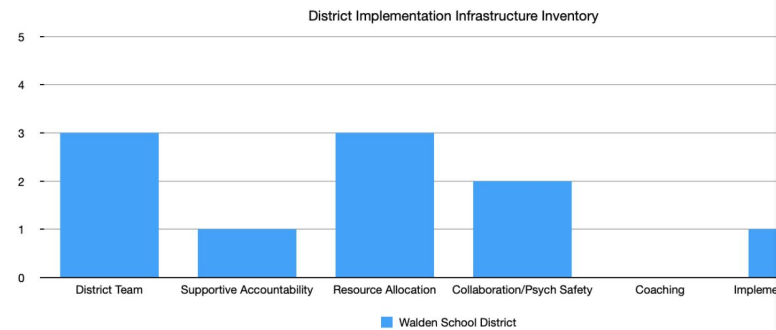
**Number of Schools:** 16

**Data Completed:** 5/12/2022

This is a summary report of your District's findings from the DI<sup>3</sup>. Findings highlight strengths and areas in need of growth and improvement with regard to key indicators of district implementation infrastructure. In addition to findings, there are specific recommendations outlining how the district team can take strategic action to establish a more robust implementation infrastructure that drives successful implementation.

### Overall Findings

- 2 out of the 6 indicators of implementation infrastructure were rated as moderately or firmly in place (District Team, Resource Allocation)
- 4 out of the 6 indicators of implementation infrastructure were rated as slightly or not at all in place (Supportive Accountability Mechanisms, Collaboration & Psychological Safety, Coaching, and Implementation Planning)



Results (# of items per indicator)

	Walden School District
District Team	3
Supportive Accountability	1
Resource Allocation	3
Collaboration/Psych Safety	2
Coaching	0
Implementation Planning	1

### Assessment to Action Recommendations

Here are specific recommendations of strategic actions that district leadership can take to improve the implementation infrastructure of the district to provide the type of support to school buildings that is necessary to drive successful and sustained implementation of Effective Programs or Practices.

District Implementation Infrastructure Inventory Findings	Strategic Actions to Improve Implementation Infrastructure
<p><b>District Team</b></p> <p>Gaps identified:</p> <ul style="list-style-type: none"> <li>• District team does not meet routinely with 80% or more members in attendance</li> <li>• When the District Team meets, there is not a structured process used to guide meetings to ensure they are productive and result in decision-making and planning that drives continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar routine meetings (at-least 1x per month)</li> <li>• Prioritize attendance at those meetings among team members (more important relative to other things)</li> <li>• Identify barriers that interfere with team members showing up to meetings, and generate solutions to those barriers to ensure regular attendance by 80% or more of team members</li> <li>• Select an agenda and structured process for meeting that facilitates shared decision-making and ultimately leads to clear action steps and plans to continuously improve implementation infrastructure and support around a given implementation effort</li> </ul>
<p><b>Supportive Accountability Mechanisms</b></p> <p>Gaps identified:</p> <ul style="list-style-type: none"> <li>• No plan for fidelity audits to spur feedback to schools</li> <li>• No expectation established that if schools are faltering or showing no growth with implementation that it will trigger a collaborative problem-solving meeting with the district team</li> <li>• Schools and educators are not recognized or acknowledge for showing growth in implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Select or design a fidelity instrument and calendar when fidelity audits will happen</li> <li>• Figure out how fidelity data will be shared with schools in a non-evaluative, informative manner to spur improvement</li> <li>• Communicate clear expectations that for schools that show minimal to no growth in implementation, there will be a collaborative problem-solving meeting with the district to overcome barriers</li> <li>• Create a recognition and acknowledgment system for schools showing effort and growth around implementation</li> </ul>

## Educator Buy-In Survey

**School Name:** Cook Middle School

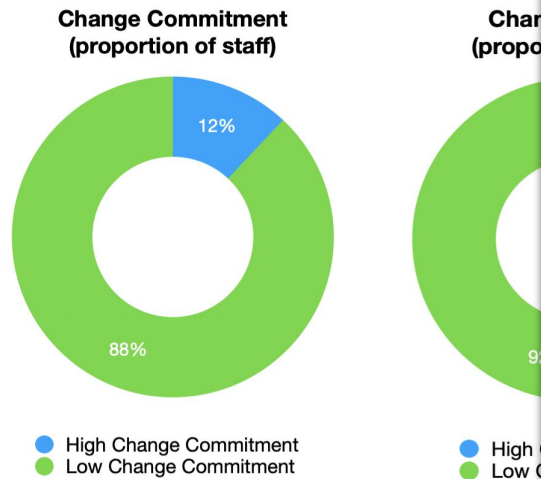
**Effective Program or Practice Identified:** Tier 1 Positive Behavior Intervention & Supports

**Implementation Stage:** Pre-Implementation

**Number of Educators Completing the Survey:** 45

**Data Completed:** 5/12/2022

This is a summary report of your School's findings from the Educator Buy-In Survey. The findings provide an overall look at educators' buy-in as well as the components of buy-in that can inform more precise and effective implementation. School leaders or teams can take to promote greater buy-in as it relates to upcoming implementation effort or improving the delivery of an effective program or practice as part of an active implementation effort.



## Overall Findings

- **Total Educator Buy-In** findings indicated this was very low as 88% of the educators in the building had average scores less than 3 indicating they disagreed with items assessing their commitment and efficacy (confidence) related to the implementation effort.
- **Change Commitment** the average rating across items assessing the degree to which educators reported that they were committed to the implementation effort was 2.8 indicating low commitment to change relates to the implementation of the effective program or practice.
- **Change Efficacy** the average rating across items assessing the degree to which educators feel confident and competent to take on the delivery with all the competing demands for their time was 1.9, indicating the whole educators reported very low confidence and competence related to the implementation effort.

## Assessment to Action Recommendations

Here are specific recommendations of strategic actions that district leadership can take to improve the implementation infrastructure of the district to provide the type of support to school buildings that is necessary to drive successful and sustained implementation of Effective Programs or Practices.

Educator Buy-In Findings	Strategic Actions to Improve Change Commitment
<p><b>Change Commitment</b></p> <p>Gaps identified:</p> <ul style="list-style-type: none"> <li>• The majority of staff reported low change commitment related to the implementation effort, which necessitates creating experiences and supports to increase commitment and, therefore, buy-in</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of the problems/needs that exist for students using data, testimonials, and stories</li> <li>• Show evidence that show the positive outcomes that are likely to come about through implementation of the program or practice</li> <li>• Establish social proofs from trusted and respected others that implementation of the program and practice is what others are doing</li> </ul>
<p><b>Change Efficacy</b></p> <p>Gaps identified:</p> <ul style="list-style-type: none"> <li>• Change efficacy was the lowest factor of buy-in among staff. Low change efficacy suggests that staff may feel a bit overwhelmed and intimidated by the implementation effort and ultimately less likely to invest in implementing it with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training to increase clarity and confidence about how to adopt and implement the practices in light of other competing demands for time</li> <li>• Give staff permission to prioritize the implementation of this program or practice over other things</li> <li>• Create opportunities for staff to hear or see the program or practice implemented by others</li> <li>• Support staff to detail out how they can work in the delivery of the program or practice</li> <li>• Provide protected time for staff to collaborate</li> </ul>

# What are **your needs** around implementation data?

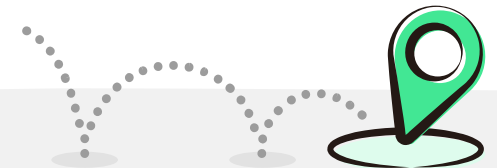
We're pretty good at gathering implementation data but always looking for more ideas & resources



We gather some implementation relevant data but have gaps we are seeking to fill



We really struggle with gathering and using data around implementation, & need some support





# CIS is your 1-stop shop for Implementation!



We're pretty good at gathering implementation data but always looking for more ideas & resources



Grab our resources!



We gather some implementation relevant data but have some significant gaps we are seeking to fill



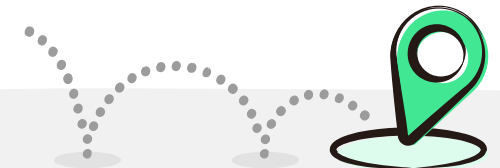
Attend our next Assessment to Action Demo!



We really struggle with gathering and using related to implementation, & need some support



Purchase our Assessment to Action Bundles!



## Assessment To Action

CharacterStrong now offers a variety of tools to help you gather, summarize, and use data to inform decisions and strategic actions that lead to successful implementation in the service of better student outcomes.

### Here's How It Works:



Complete The Order  
Form



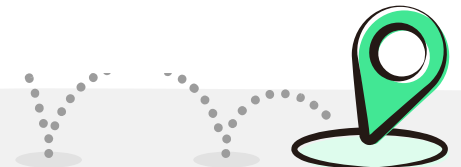
Get Unique Assessment  
Link(s)



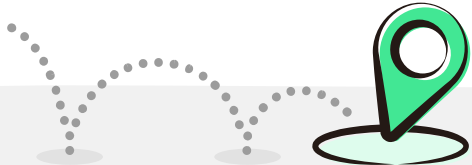
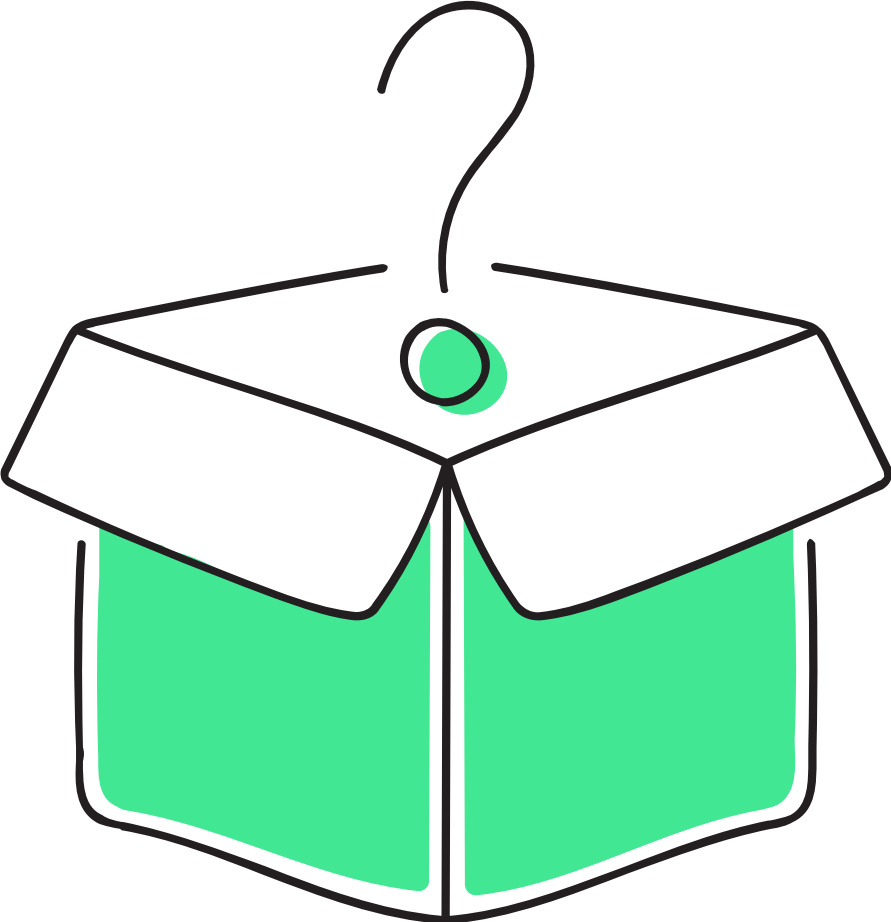
Complete  
Assessment(s)



Receive Analysis &  
Guidance







# Upcoming CharacterStrong Events

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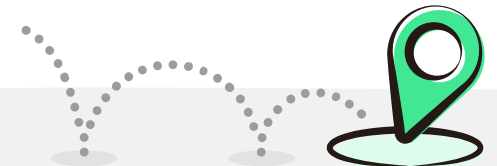
**Tomorrow** // Assessment to Action Demo

**Tomorrow** // Live Gym Demo

**September 21st** // Webinar: 10 Powerful Moments To Get Right  
This School Year

**October 6th** // CharacterStrong Virtual Conferences

**January 20 & 21, 2023** // The CharacterStrong National  
Conference (Austin, Texas)



We offer consultative supports to help districts and schools build the capacity to select and implement effective ‘Things’ in the service of achieving better outcomes for students.

If you're interested to learn more,  
[schedule a meeting with us!](#)

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