

Implementation Planning

Beaverton School District

April 14, 2016

Objectives:

1. Build shared understanding about implementation science
2. Work collaboratively to determine the boundaries of learning teams
3. Provide an opportunity for supported implementation planning

Agenda

Welcome/Opening

Implementation Science Review

Define the Practice

Our Current Reality

Action Plan

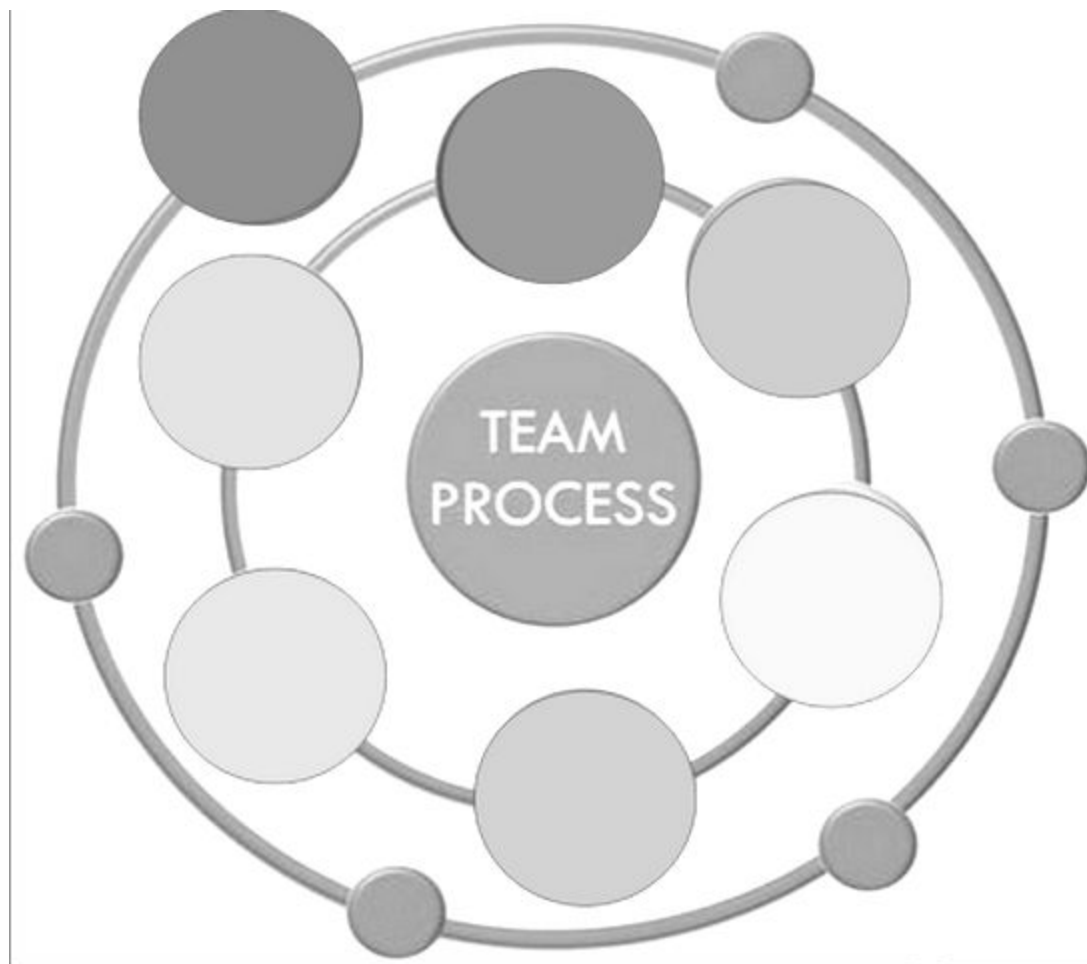
Transition

Collaborative Planning

Matching Needs to
Strategies

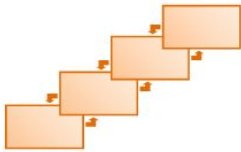
Scaling Up and
Celebrations

Closing/Reflection



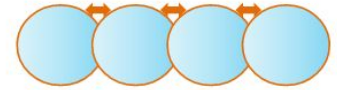
Implementation Science Frameworks

WHO



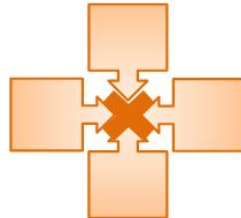
Teams

WHEN



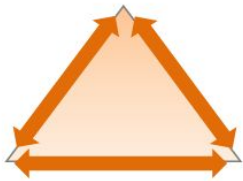
Stages

WHAT



Interventions

HOW



Drivers

HOW



Cycles

Implementation Drivers



Define it!

Is the scenario:

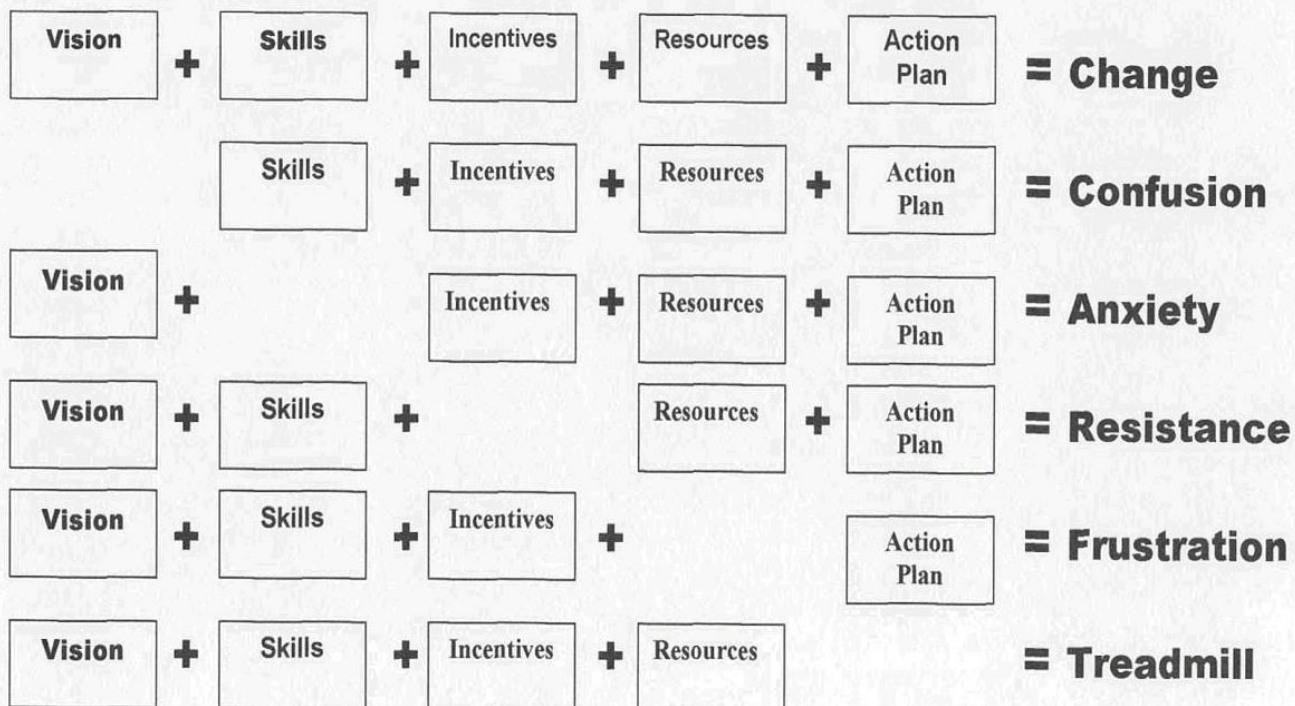
- driven by student need AND data driven (not cardiac assessment)
- answer one or more of the PLC key questions?
 - What do Students need to know and be able to do?
 - How will we know if they learned it?
 - What will be do if they don't demonstrate proficiency?
 - What will we do if they already demonstrate proficiency?

Scenario	Should this work be done during Learning Team Time?
Lesson Planning	
Cycling around a standard or group of standards	
Cycling around student behaviour	
PGG/5D during Learning Team Time	
Professional Development	
PYP unit planners	

Meeting	Approaching	Far to go	Intervention

Performance Strengths	Inference
Errors and Misconceptions	Inference

Managing Complex Change



[Adapted from Knoster, T. (1991) presentation at TASH Conference, Washington, D.C. (Adapted by Knoster from Enterprise Group, Ltd.)]

How do we close the gap???

Plan A



SCHOOL NAME _____

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Reflection:

1. I want to remember...
2. My next *tiny* step will be....
3. My next **BIG** step will be...
4. Any other feedback you'd like to offer: