

EIC Readiness Constructs, Definitions, and Indicators

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Prepared for the Bill & Melinda Gates Foundation by
**Caryn Ward, Ximena Franco-Jenkins, Collin
McColskey-Leary, Yolanda Perkins, and
Stephanie Kennedy**

LEARNING QUESTION 2 OF 4:



EFFECTIVE IMPLEMENTATION COHORT (EIC) READINESS CONSTRUCTS, DEFINITIONS, AND INDICATORS

The Effective Implementation Cohort (EIC) Readiness Constructs are implementation best practices shown to facilitate the uptake of evidence-based practices. This document defines the following constructs in terms of observable and measurable indicators: District Teaming, LEA Executive Sponsors, Communication, Fit and Feasibility Assessment, Implementation Planning, and Measurement Planning. Feedback from participating EIC cohort members (providers and district staff) and the Bill & Melinda Gates Foundation’s National Math Advisory Council have been incorporated into the readiness constructs’ definitions and indicators.

These indicators were updated as of January 2022 based on a second review of readiness research and a review of the data and learnings from the EIC Planning Phase.

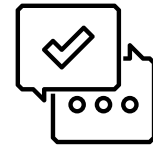
Readiness is not a pre-existing condition within a person, organization, or system. It has to be developed and cultivated.



Readiness is defined as a developmental point at which a person, organization, or system has the capacity and willingness (momentum) to engage in a particular activity.



Capacity is defined as the perceived abilities, skills, and expertise of school leaders, teachers, faculties to execute or accomplish something specific, such as leading a school-improvement effort.



Willingness is defined as the quality or state of being prepared to do something.

Fixsen, et al., 2013; Wandersman & Scaccia, 2019

Throughout this document, the term **“critical perspectives”** is used to refer to individuals and groups including, but not limited to, school staff, students, families, and community partners.

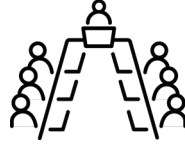


Readiness Construct Definitions



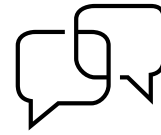
District Teaming (DT)

A representative team has been formed at the district level and is working to lead implementation and create the enabling conditions in selected schools so that educators can make full use of high-quality middle-years math curriculum.



LEA Executive Sponsor Engagement (ES)

The Executive Sponsor(s) champions and supports district and school staff as they engage in implementation of a high-quality middle-years math curriculum. An executive sponsor is an individual with the ability to influence others, authority to make decisions regarding resource allocation, institutional knowledge, time, and positive relationships with staff and others identified as critical perspectives.



Communication (C)

Frequent and accurate information regarding implementation planning and progress is exchanged between critical perspectives and acted upon by the identified persons. Goals of communication often include sharing information, gathering feedback and input, clarifying expectations, and celebrating successes.



Assessing Fit and Feasibility (FF)

An assessment conducted by districts to better understand how a new or existing high-quality middle-years mathematics curriculum works within their existing context.



Implementational Planning (IP)

Comprehensive implementation strategies are specified within a plan to ensure capacity is developed to support successful use and sustainability of a high-quality middle-years mathematics curriculum.



Measurement Planning (MP)

Utilize multiple methods to collect and review data to:

- (1) inform decision-making for continuous improvement,
- (2) examine effectiveness, and
- (3) communicate with critical perspectives.



District Teaming (DT)

A representative team has been formed at the district level and is working to lead implementation and create the enabling conditions in selected schools so that educators can make full use of a high-quality middle-years math curriculum.

INDICATORS

District Team is representative of the diversity of the district, schools, and priority students being served and the necessary math content knowledge, leadership/ decision-making authority, cross-functional perspectives from district and schools, and provider support

District Team utilizes effective team meeting and communication processes and procedures

District Team members have sufficient time dedicated to planning for and leading implementation functions (in and outside of meetings) or fulfilling their role and responsibilities

Attendance at meetings is high (greater than 80% of team members) and consistent

District team members have positive working relationships with building/campus leadership, school/ campus teams, and staff

District Team members follow through and accomplish identified actions within needed timelines

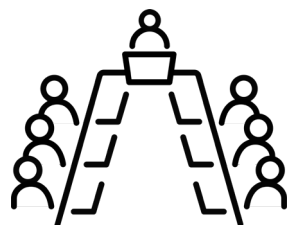
District Team has a clear and shared vision and mission, and shares accountability for the work

OPTIONAL RESOURCES:

[District Implementation Team Handout](#)

[Guiding Questions for Team Development](#)

[Active Implementation Hub Implementation Teams Learning Module](#)



LEA Executive Sponsor Engagement (ES)

The Executive Sponsor(s) champions and supports district and school staff as they engage in implementation of a high-quality middle-years math curriculum.

An executive sponsor is an individual with the ability to influence others, authority to make decisions regarding resource allocation, institutional knowledge, time, and positive relationships with staff and others identified as critical perspectives.

INDICATORS

Lead Partner and district team cultivate the role of LEA executive sponsor(s) and school leaders as champions

Executive sponsor(s) ensures that priority students are centered when making decisions for prioritizing the work, equitably allocating resources, and addressing implementation barriers

Executive sponsor(s) is an individual with decision-making authority

Executive sponsor(s) use data and information for planning and/or problem solving

Executive sponsor(s) and Lead Partner collaborate to support an effective partnership

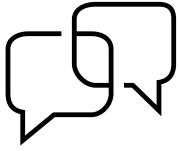
Executive sponsor(s) use effective bi-directional communication with district leadership, team, staff, and others identified as critical perspectives

Executive sponsor(s) can speak to and answer questions about implementation of the high-quality middle-years math curriculum and motivate staff for implementation (visible promotion)

OPTIONAL RESOURCES:

[Executive Sponsor Handout](#)

[Active Implementation Hub Leadership Learning Module](#)



Communication (C)

Frequent and accurate information regarding implementation planning and progress is exchanged between critical perspectives and acted upon by the identified persons. Goals of communication often include sharing information, gathering feedback and input, clarifying expectations, and celebrating successes.

INDICATORS

District Team identifies internal and external critical perspectives for bi-directional communication

District Team uses coherent communication messages and methods/tools with accessible and shared language as outlined in their plan

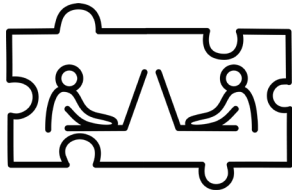
District Team plans for communication messages, methods, and frequency for different critical perspectives including, but not limited to, school leadership, teams, and staff to celebrate successes and be responsive to identified needs in planning and implementation

Effective and efficient communication processes are used between Provider, District Team, and schools

District Team assesses the effectiveness of communication using feedback from critical perspectives to adapt and course-correct as needed

OPTIONAL RESOURCES:

[Active Implementation Hub Linking Communications Protocol Lesson](#)
[Linking Communication Protocol Handout](#)



Assessing Fit and Feasibility (FF)

An assessment conducted by districts to better understand how a new or existing high-quality middle-years mathematics curriculum works within their existing context.

INDICATORS

Critical perspectives are involved in identification of the needed changes related to mathematics for the priority students

Assessment identifies initiatives with potential competing resources and capacity, and identifies mitigating factors

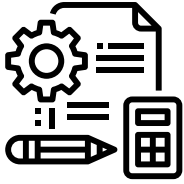
Assessment considers evidence, usability, and available supports for the mathematics curriculum, how well it addresses the district's needs related to mathematics for priority students, the fit with priorities and values of the district, schools, families, and community, the district's previous experience with implementing new practices or changes, and the capacity of the district to sustain and scale implementation

Indication of assessment of policies and procedures or impact analysis related to math (e.g., access to rigorous courses) for priority students

Information from fit and feasibility assessment is used to determine actions needed to optimize readiness, develop staff capacity, and inform organization and system changes needed for implementation

OPTIONAL RESOURCES:

[Hexagon Tool: Fit & Feasibility Assessment](#)
[Active Implementation Hub Hexagon Tool Process Interactive Lesson](#)
[Initiative Inventory](#)
[Active Implementation Hub Initiative Inventory Interactive Lesson](#)



Implementation Planning (IP)

Comprehensive implementation strategies are specified within a plan to ensure capacity is developed to support successful use and sustainability of a high-quality middle-years mathematics curriculum.

INDICATORS

Provider/LEA define shared Theory of Action to improve outcomes for priority students

Priority students are kept at the center of implementation planning and activities (e.g., asking who benefits from decisions and who may be further marginalized, what will this team do to mitigate this gap, and how will priority students be engaged)

Planning activities progress amid competing priorities

Activities are specified/identified to develop staff competency (e.g., professional learning, coaching) around the use of the chosen mathematics curriculum

Provider and LEA demonstrate shared accountability for co-creation and use of implementation strategies

Data are used to identify needs, set goals and implementation benchmarks, and monitor progress

Provider and LEA incorporate strategies that ensure equitable resource allocation

OPTIONAL RESOURCES:

[Implementation Stages Planning Tool](#)

[Active Implementation Hub Implementation Stages Planning Tool Interactive Lesson](#)

[Active Implementation Hub Implementation Stages Learning Module](#)

[Active Implementation Hub Implementation Drivers Learning Module](#)



Measurement Planning (MP)

Utilize multiple methods to collect and review data to: (1) inform decision-making for continuous improvement, (2) examine effectiveness, and (3) communicate with critical perspectives.

INDICATORS

Measurement plan includes process, programmatic, and impact measures for identified implementation goals and benchmarks

Multiple methods and sources are used to collect data (i.e., observation, surveys, interviews/focus groups, assessments, administrative data) to support having appropriate and relevant evidence for decision making

Indicators are well defined: leading/lagging, how data will be collected, who will collect/compile necessary data, and how frequently it will be collected

Process exists for team to review, problem-solve, and develop an action plan using disaggregated data as it relates to priority students and share results with critical perspectives

OPTIONAL RESOURCES:

[Active Implementation Hub Decision Support Data System Lesson](#)

[Active Implementation Hub Fidelity Learning Module](#)

REFERENCES

Fixsen, D. L., Blase, K. A., & Van Dyke, M.K. (2019). *Implementation practice & science*. Chapel Hill, NC: Active Implementation Research Network.

Nilsen, P., & Birken, S. A. (Eds.). (2020). *Handbook on implementation science*. Edward Elgar Publishing.

Wandersman, A. & Scaccia, J. (2019). *Prevention readiness building guide*. Wandersman Center.

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