



Building an Adaptive Implementation Process in Education

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EIR Conference, December 2017

A decorative graphic at the bottom of the slide. It consists of a blue and green wavy line that curves across the width of the slide. Below this line is a collage of several small images showing diverse students in a classroom setting, engaged in learning activities. The images are semi-transparent and have a blue-green tint.

Educational Improvement through Research

Today's Presentation

- Congratulations!
- Introduction to Adaptive Implementation
 - Why Adaptive Implementation?
 - What is Adaptive Implementation?
 - Five steps
 - AI team
 - Design and Action Plan (DAP)
- Let's Give It a Try!
 - Create your own Design and Action Plan

Wearing Multiple Hats in Education

Multiple Roles in Education

- Special education teacher (BD/ LD)
- Social science researcher
- Methodologist
- Evaluator
- Program developer
- Parent advocate
- Parent volunteer

Multiple Partnerships in Education

- Public schools
- Psychiatric/ residential centers and clinics
- Foundations
- Local education agencies
- State education agencies
- Federal agencies
- Non-profit organizations
- Universities

But Not At The Same Time



Leveraging Multiple Hats



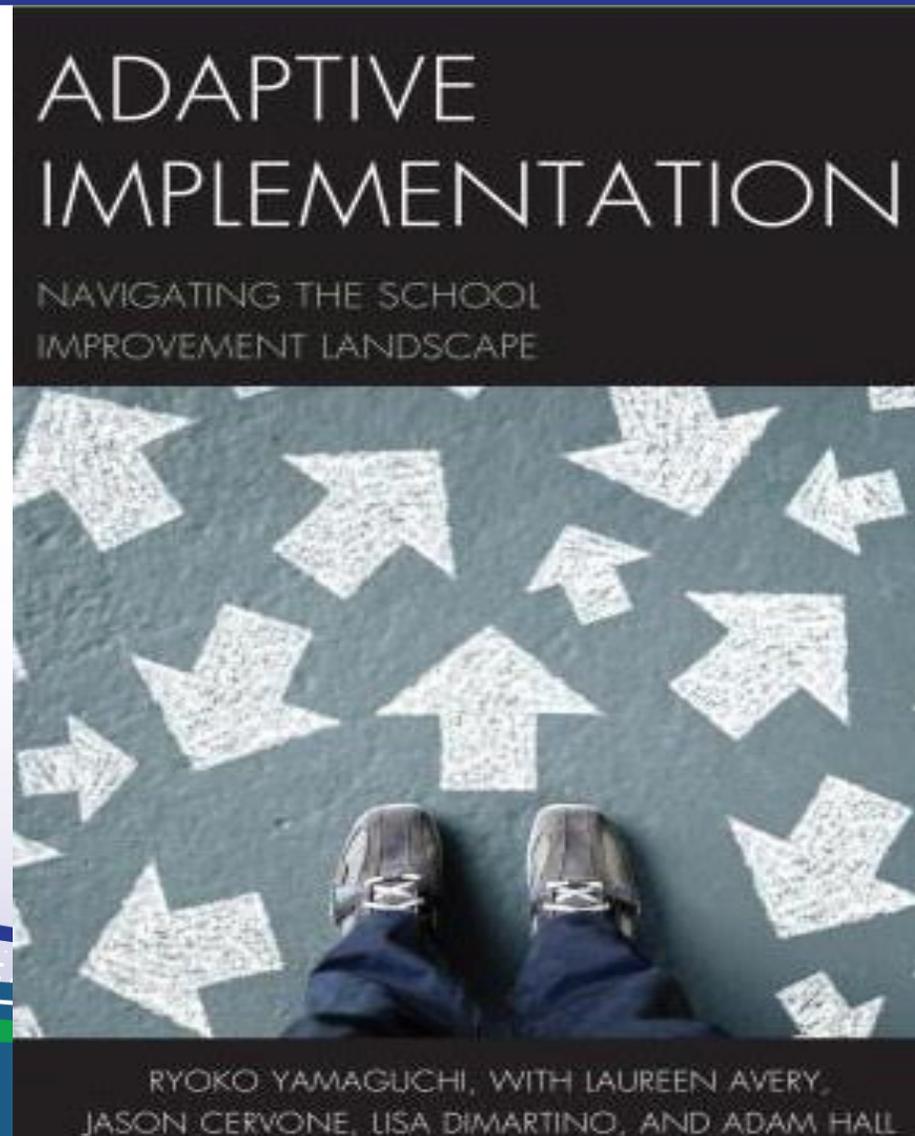
Aziz Ansari

Leveraging our experiences as:

- A teacher
- A researcher
- A parent
- ...

[Insert Your Role Here]

Leveraging Multiple Hats



WHY ADAPTIVE IMPLEMENTATION?

Challenges to Leveraging Multiple Hats

- Not speaking the same jargon... but the same words
- Tension between development/improvement and fidelity of implementation
- Not learning from adaptations made in the field

Challenge 1: “You say Tomato, I say Tomato”

What We Say	What We Mean
Researchers <ul style="list-style-type: none">- Data- Evidence- Partnerships	Researchers <ul style="list-style-type: none">- Generalizable, no selection bias- WWC (internal validity)- Where I can get data
Policy Makers <ul style="list-style-type: none">- Data- Evidence- Partnerships	Policy Makers <ul style="list-style-type: none">- Accountability, Annual Measurable Objectives (AMOs)- Experts, curriculum/ standards developers- Where I can communicate
Practitioners <ul style="list-style-type: none">- Data- Evidence- Partnerships	Practitioners <ul style="list-style-type: none">- Johnny in my class- Johnny’s DRP test went up from Sept to Dec- What’s that?

Challenge 2: Fidelity of Implementation

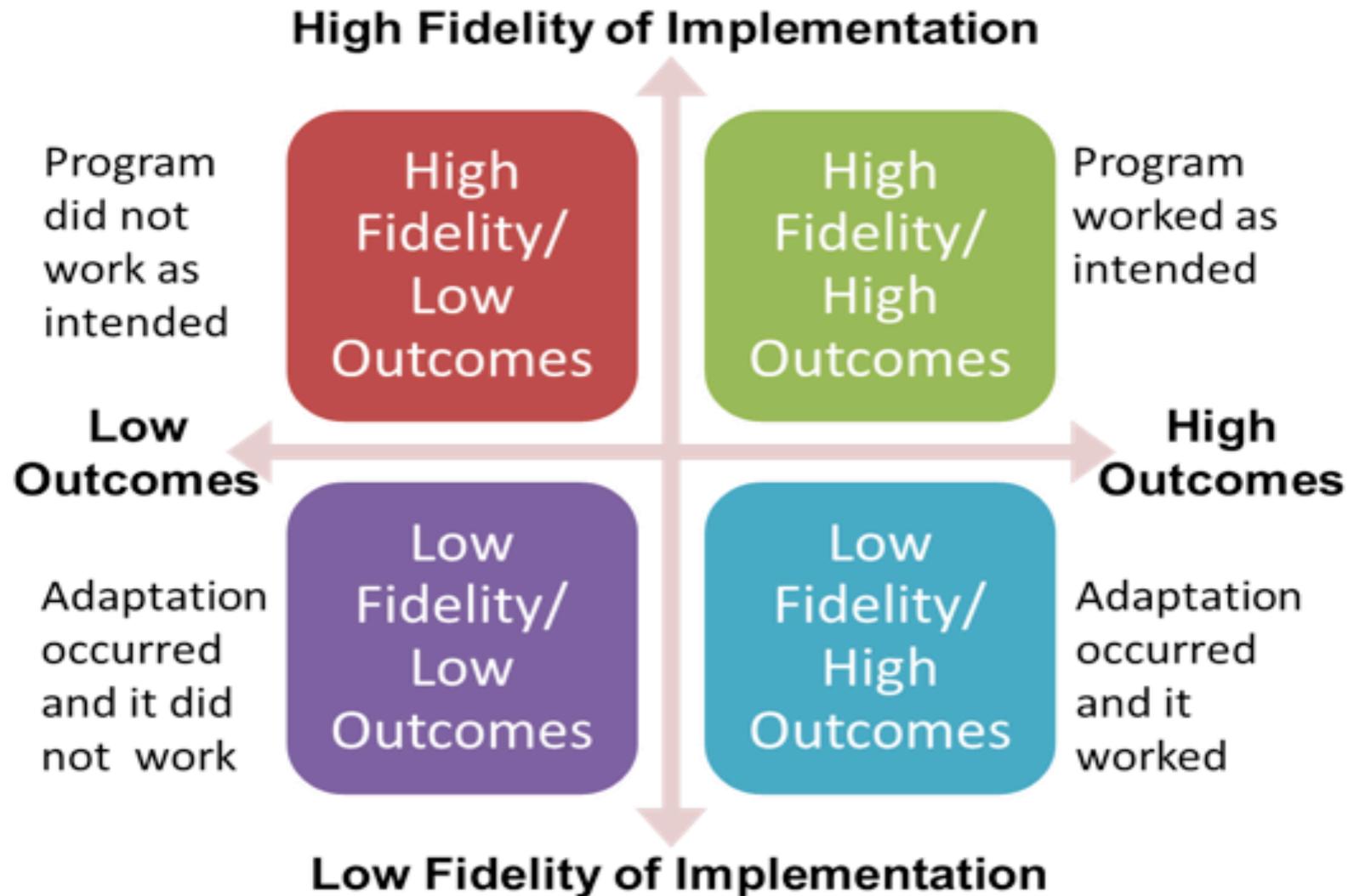


Summative
Evaluation

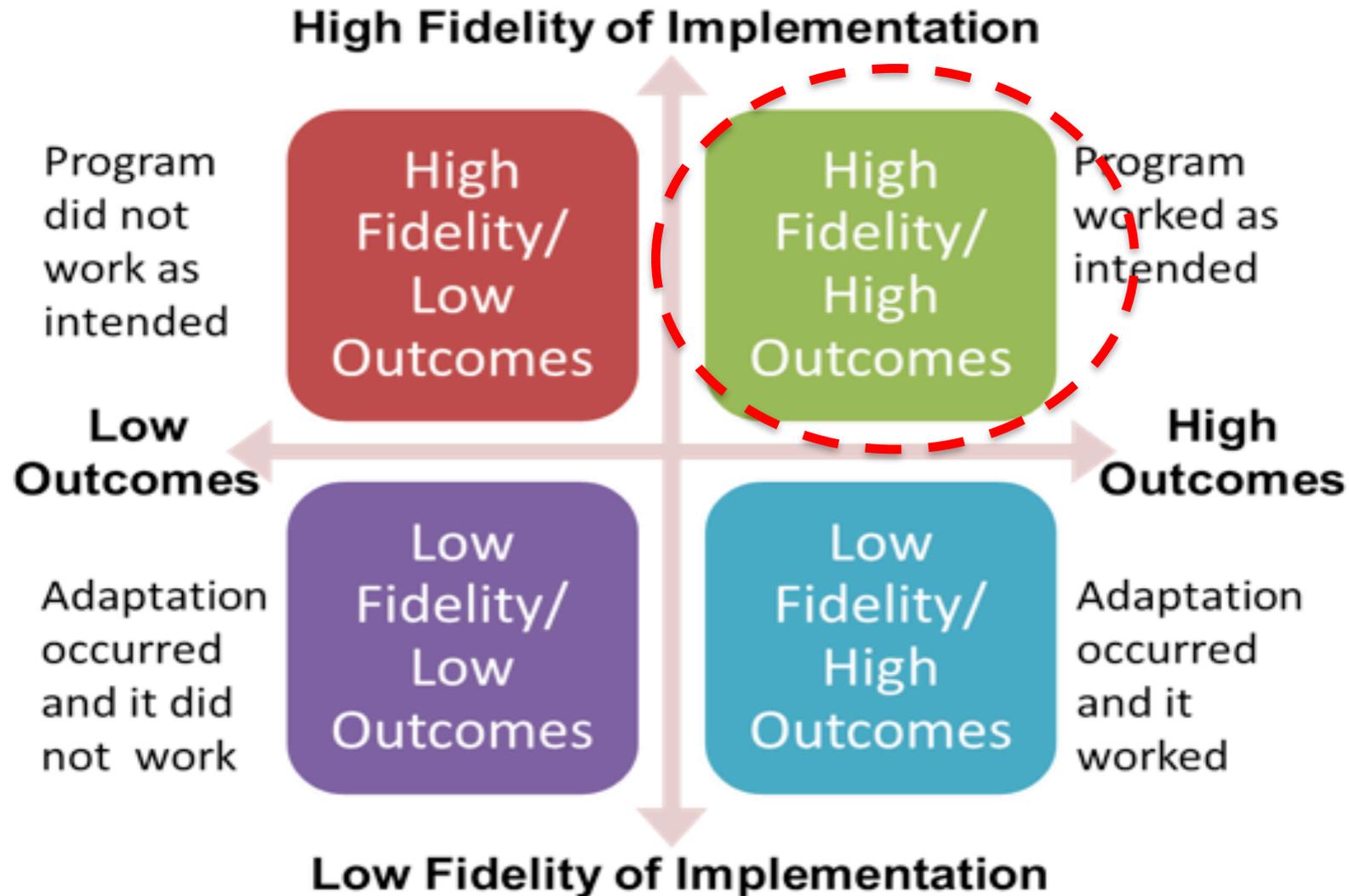
The diagram consists of two large, dark blue arrows pointing in opposite directions, one to the left and one to the right. The left arrow contains the text 'Summative Evaluation' and the right arrow contains 'Development & Improvement'. The arrows are connected at their inner ends, forming a continuous loop. The background is white with a decorative footer of blue and green wavy lines and a dotted pattern.

Development &
Improvement

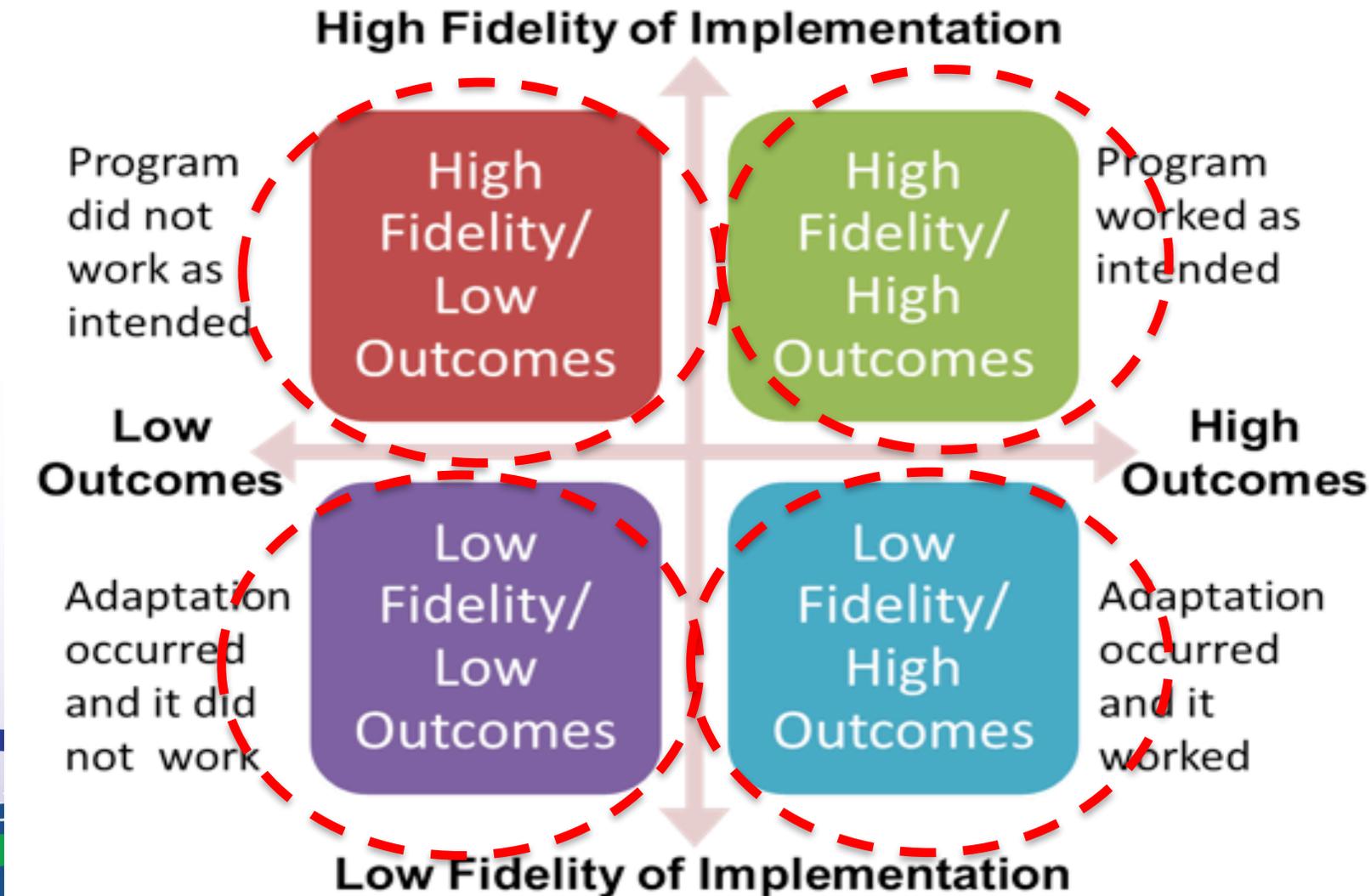
Fidelity of Implementation



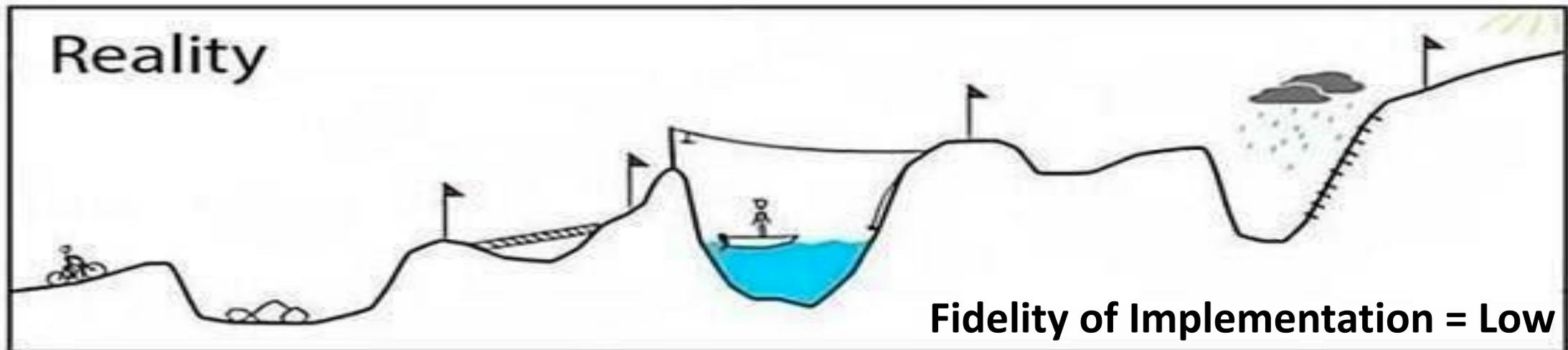
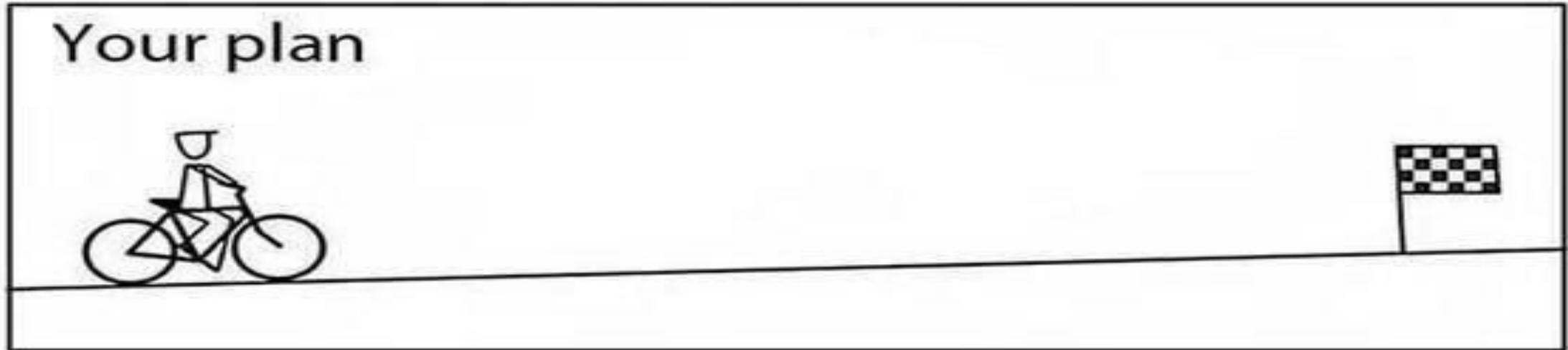
Summative Evaluation



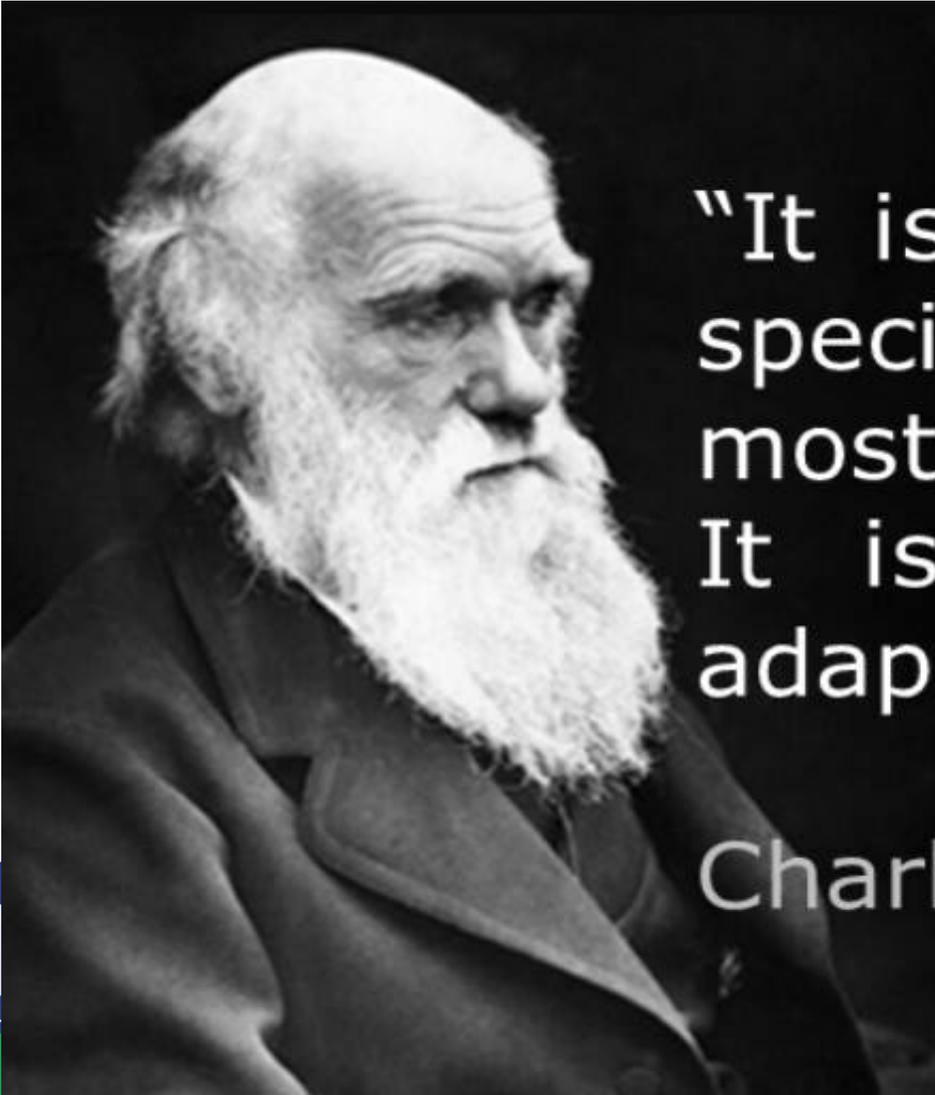
Program Development & Improvement



Challenge 3: Survival of the Fittest



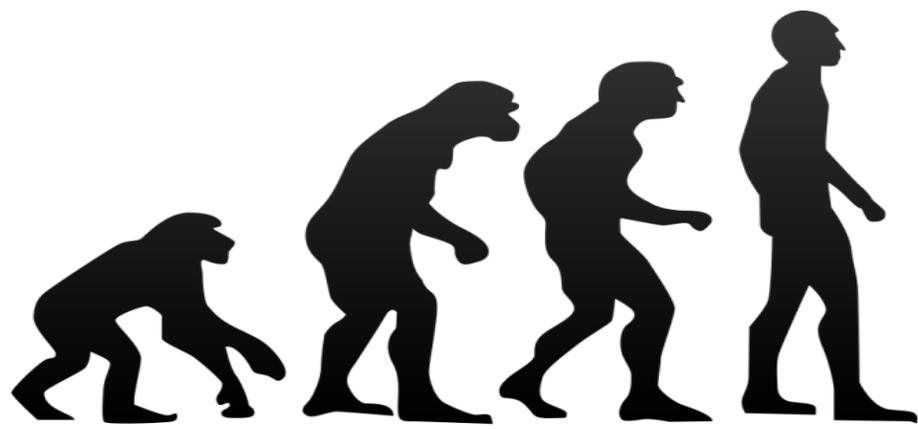
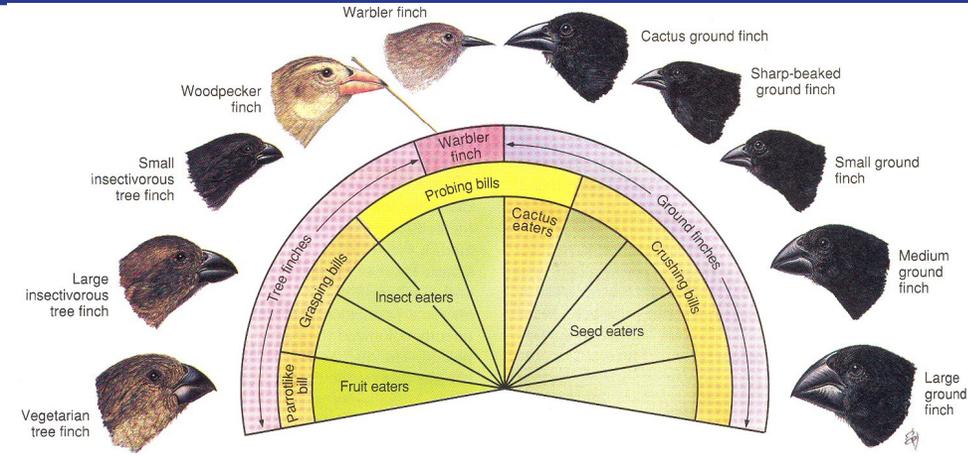
Adaptation



“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change.”

Charles Darwin (1809 – 1882)

Adaptation Happens All Around Us



ADAPTATIONS IN PLANTS

TUNDRA PLANTS <p>Plants in the tundra have adaptations to survive the cold, short growing season. Many are low-growing, perennial herbs that store energy in their roots. Some are evergreen shrubs that die back in winter but regrow in spring. Mosses and lichens are also common.</p>	TAIGA <p>Coniferous trees in the taiga have adaptations to survive the cold and snow. They have needle-like leaves to reduce water loss and a waxy coating on their leaves. Their roots are shallow and spread out to absorb water from the thin layer of soil.</p>
TEMPERATE DECIDUOUS FOREST <p>Plants in the temperate deciduous forest have adaptations to survive the cold winter. Many are deciduous trees that lose their leaves in autumn. They have thick bark to protect against cold and fire. Some are evergreen shrubs that die back in winter but regrow in spring.</p>	TEMPERATE RAINFOREST <p>Plants in the temperate rainforest have adaptations to survive the high humidity and frequent rain. Many are evergreen trees with thick, waxy leaves to reduce water loss. They have shallow roots that absorb water from the thin layer of soil.</p>
TEMPERATE GRASSLANDS <p>Plants in the temperate grasslands have adaptations to survive the dry, hot summer. Many are grasses with deep roots that absorb water from the soil. Some are deciduous trees that lose their leaves in autumn. They have thick bark to protect against cold and fire.</p>	DESERT PLANTS <p>Plants in the desert have adaptations to survive the hot, dry climate. Many are succulents that store water in their leaves or stems. Some are cacti with thick, waxy skin to reduce water loss. They have shallow roots that absorb water from the thin layer of soil.</p>
TROPICAL RAINFOREST <p>Plants in the tropical rainforest have adaptations to survive the high humidity and frequent rain. Many are evergreen trees with thick, waxy leaves to reduce water loss. They have shallow roots that absorb water from the thin layer of soil.</p>	AQUATIC PLANTS <p>Plants in the aquatic environment have adaptations to survive in water. Many are submerged plants with air-filled stems to provide buoyancy. Some are floating plants with large, flat leaves that trap air. They have shallow roots that absorb water from the surrounding water.</p>

Adaptations of Owls

- large eyes set forward on the head gives great depth perception for hunting plus retinas of their eyes are packed with low light sensitive rods to see at night.
- their necks have a lot of flexibility for following prey as they move.
- sharp talons for catching prey on the fly
- totally silent flight from fringed flight feathers that muffle the sound of air passing through their feathers

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Adaptations of the Camel

- long eyelashes and thin, slit nostrils that they can close to protect them from blowing sand
- an extremely long large intestine for reabsorbing all the water from the foods they eat
- long, muscular legs for walking
- wide feet for walking in sand

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ISTE Standards for Educators

Released June 2017

Empowered Professional

Main Focus on the Teacher and Professional Growth

Learning Catalyst

Main Focus on the Student and Practice of Teaching

- 1 Learner**
Lifelong Learning and Improving Practice of Teaching
- 2 Leader**
Engage and Advocate a Vision for Technology and Equity
- 3 Citizen**
An Active and Model Digital Citizen with a Clear Understanding of Data and Privacy
- 4 Collaborator**
Collaborate with Teachers and Students on Tech Integration; and Engage with Others Outside of Classroom for Students' Learning
- 5 Designer**
Design the Learning Experience to Leverage Effective Use of Technology
- 6 Facilitator**
Facilitate Student-Driven Learning Experiences
- 7 Analyst**
Use Technology and Data to Inform Instruction and Provide Immediate Feedback to Students

For the full standards, visit ISTE's website at iste.org/standards

TALKTECHWITHME.COM | KATIE SIEMER

We Do It Every Day...

**What's
for
Dinner?**



Our Core Goal: Make Healthy Meals for the Family



Hangry Kid Alert!



What resources do I need?



What do I need to see?



What will I do?



... Because this is my core goal.



Don't Feel Guilty... Adapt!

... But this is what happened.



Adaptation Happens in Education

Addition Facts 0 - 18 worksheet A

Minute Marker

1	2	3	4	5
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Name _____ Date _____ Score _____/100

Addition Facts 0 - 18

Five minute timed drill with 100 problems.

4	6	3	0	4	7	3	2	2	9
+ 4	+ 3	+ 7	+ 2	+ 8	+ 1	+ 4	+ 1	+ 7	+ 1
8	4	1	3	5	7	5	3	0	5
+ 0	+ 6	+ 5	+ 8	+ 8	+ 9	+ 2	+ 1	+ 0	+ 4
0	2	2	9	1	4	6	2	7	4
+ 1	+ 4	+ 2	+ 7	+ 8	+ 9	+ 8	+ 9	+ 5	+ 1
1	7	6	4	2	2	6	8	0	6
+ 3	+ 0	+ 5	+ 0	+ 3	+ 5	+ 2	+ 8	+ 3	+ 7
4	9	3	8	5	3	1	7	2	8
+ 5	+ 8	+ 3	+ 9	+ 6	+ 5	+ 7	+ 2	+ 2	+ 4
1	4	0	2	7	4	3	5	3	1
+ 4	+ 2	+ 4	+ 0	+ 3	+ 7	+ 9	+ 5	+ 0	+ 6
9	1	0	5	1	9	7	6	8	9
+ 9	+ 9	+ 6	+ 9	+ 0	+ 2	+ 8	+ 4	+ 1	+ 0
6	0	2	3	7	9	8	6	5	8
+ 6	+ 7	+ 8	+ 6	+ 6	+ 4	+ 5	+ 0	+ 3	+ 6
8	0	6	5	5	9	4	0	1	3
+ 3	+ 5	+ 1	+ 7	+ 0	+ 6	+ 3	+ 9	+ 2	+ 2
0	7	5	8	1	2	7	9	6	9
+ 8	+ 7	+ 1	+ 7	+ 1	+ 6	+ 4	+ 3	+ 9	+ 5

Typical worksheet with various uses:

- Homework assignment
- Quick formative assessment during class
- Work assignments for substitute teachers
- Flipped classroom for in-class work
- Regular in-class work
- Supplemental assignment

Adaptation Happens in Education

Addition Facts 0 - 18 worksheet A

Minute Marker: 1 2 3 4 5

Name _____ Date _____ Score _____/100

Addition Facts 0 - 18

Five minute timed drill with 100 problems.

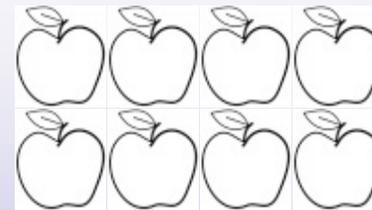
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Addition Facts 0-18

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$



Draw it out:



$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$



Draw it out:

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$



Draw it out:

Adapted

Why Adaptive Implementation?

- Improve teaching and learning through capturing and learning from adaptations
- Improve schools by capturing and learning from adaptations
- Applying “engineering” or “design thinking” into school improvement– Let’s test it out!

WHAT IS ADAPTIVE IMPLEMENTATION?

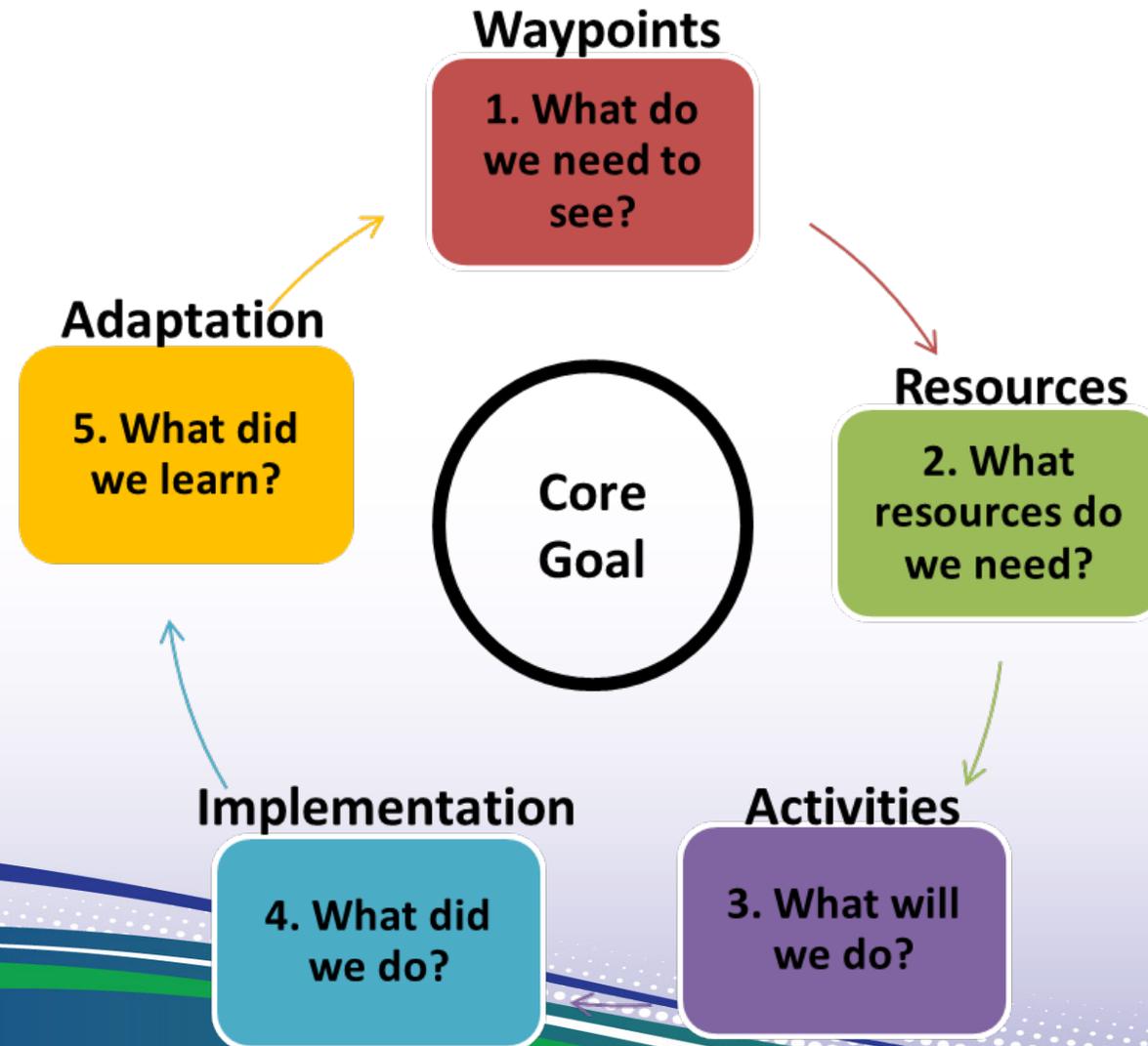
Adaptive Implementation: What It Is **NOT**

- Fidelity of Implementation
- Static
- Evaluative and accountability
- Monitoring

Adaptive Implementation: Our Goal (What It IS)

- Honor the education (teaching) profession by learning from **teaching innovations and adaptations**
- **Continuous improvement** cycle approach to understand which adaptations lead to improved outcomes
- **Collaboration** with teachers, school leaders, school coaches, technical assistance providers, researchers, program developers

Adaptive Implementation Process



Takes a Licking, but Keeps on Ticking!

TIMEX
THE ACTION WATCH FOR ACTIVE PEOPLE

WATERPROOF • SHOCK-RESISTANT • DUSTPROOF

\$195

ONE YEAR GUARANTEE

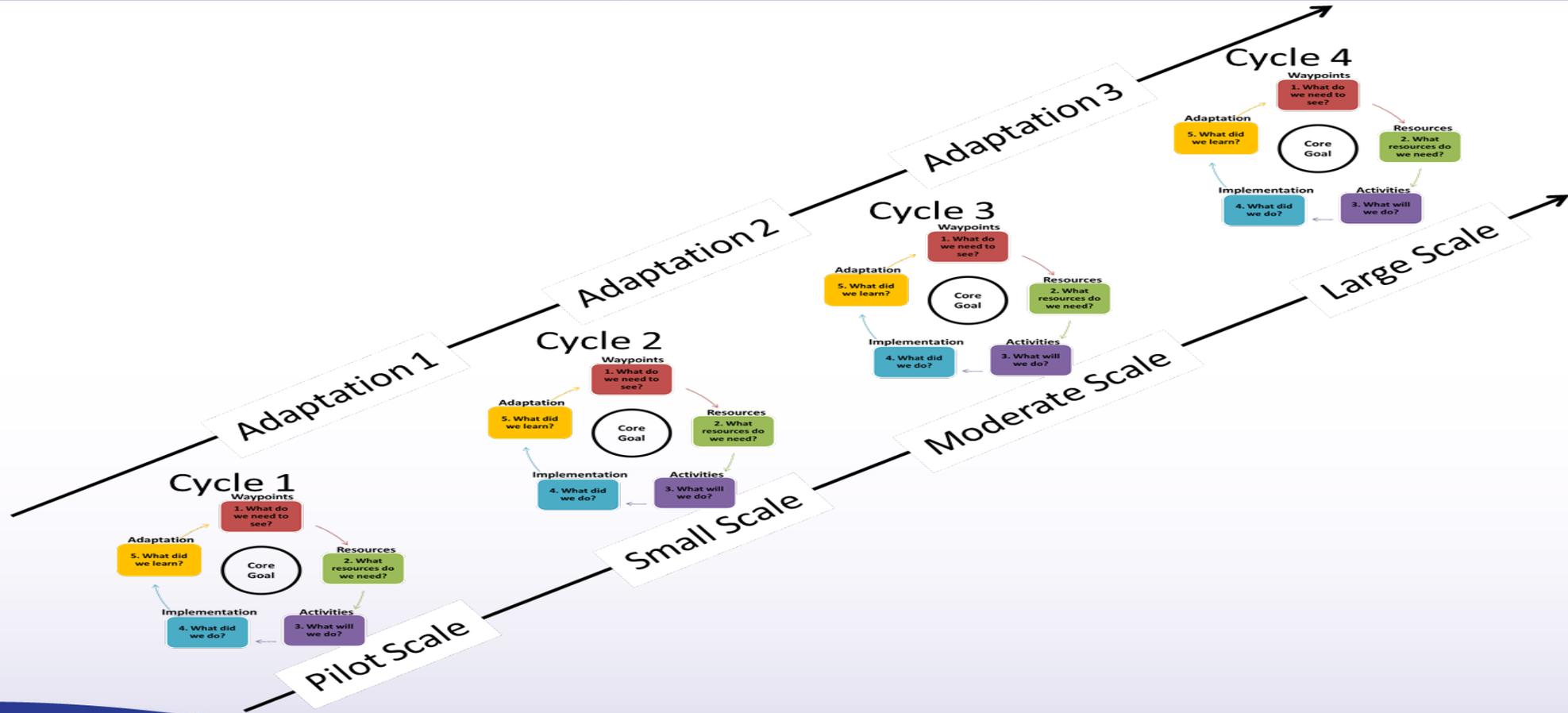
TIMEX

Adjusted to many kinds of water tests and shock tests... Timex Marine and Sportswatch watches have also been given rigorous "to test" tests by outstandingly active people. In performance, style and price Timex proves itself a favorite every time.

PRODUCT OF THE WORLD'S LARGEST MANUFACTURER OF WATCH MOVEMENTS • THE TIMEX GROUP, NEW YORK 26 • CANADIAN OFFICE: 1206 JAMES STREET, TORONTO 6



Adaptive Implementation Process: It Keeps on Ticking!



The Adaptive Implementation (AI) Team

- Recommend core group of people who are doing the work (implementing), including:
 - Developers
 - Educators
 - Administrators/ leaders
 - Researchers/ evaluators/ data scientists

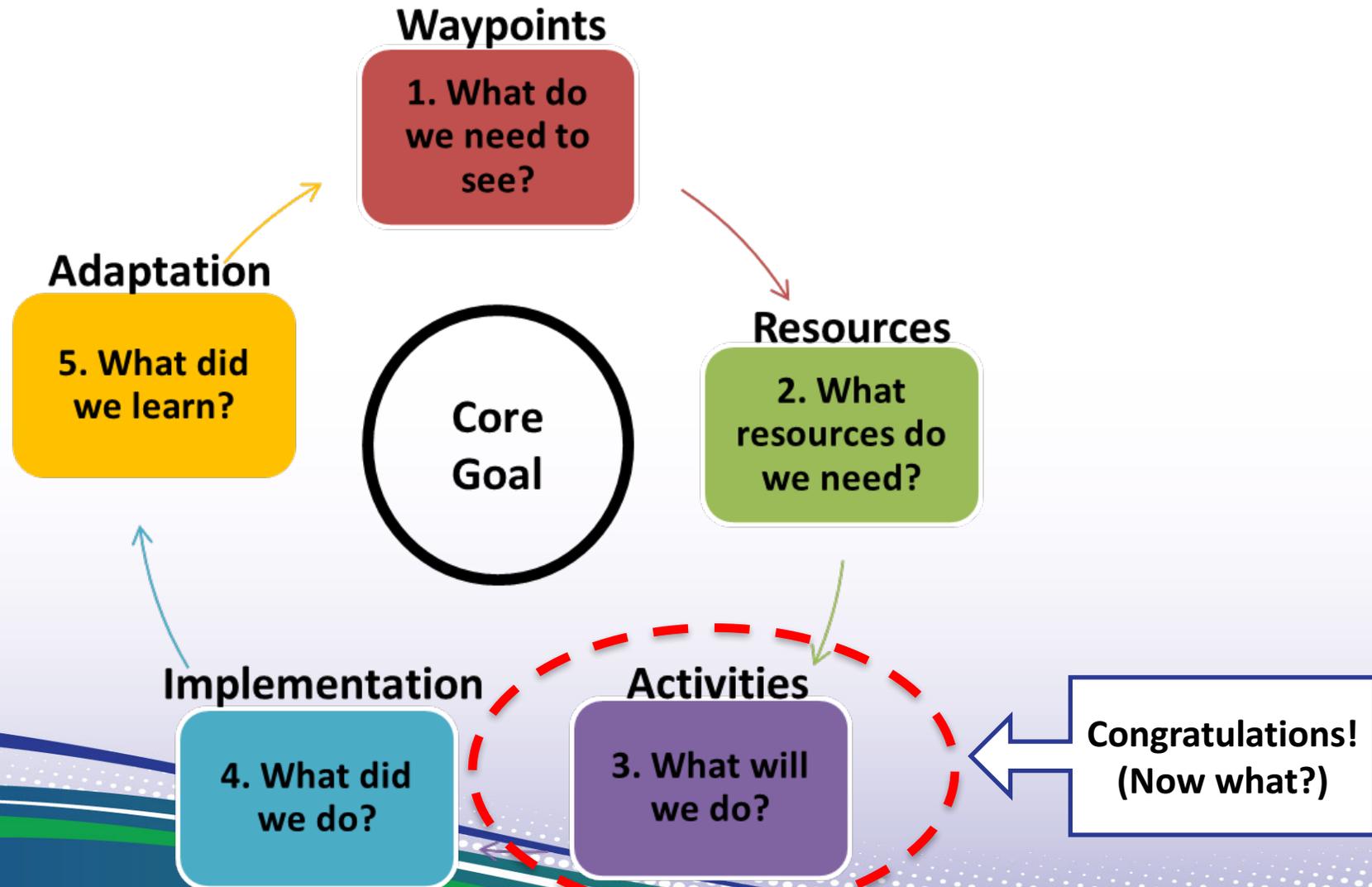
The Role of the Evaluator

- Helps to design and collect systematic data
- Plays a “Critical Friend” role
- Asks “Why” to see the larger picture
- Helps to identify adaptations
- Helps to cycle through iterations
- Pushes beyond “business-as-usual”

What is Adaptive Implementation?

- AI is a structured framework for a continuous improvement approach.
- AI is for professionals “on the front lines” who need to make adaptations in the field

Congratulations!! Now What?



Project Exc-EL: Case Example from Investing in Innovation (i3) Grant

- Project Exc-EL is a school-wide initiative that features three key components:
 - School climate and structures to support college and career readiness;
 - Teacher and staff training and technical assistance; and
 - Data-driven systematic coaching.
- Outcomes of interest includes:
 - Improve college readiness rates
 - Overall student outcomes of ELs



Project Exc-EL: Logic Model from the Proposal

Project Goals:

- Goal 1. Educators and partners will possess the knowledge and skills needed to effectively educate ELs within a framework of tiered interventions.
- Goal 2. Structural elements of each school will ensure EL students are part of a smaller learning community with a common team of teachers and personalization supports.
- Goal 3. An interagency, inter-district team will be formed to leverage and share resources and provide support for at-risk EL students and their families.
- Goal 4. An objective evaluation process will be integrated into project activities to document and improve process and outcomes.

Activities:

1. SIOP based training
2. RTI based training
3. Teacher teaming
4. Implementation of student advisory and PLPs
5. Interagency team developed
6. Process and Impact evaluations conducted.



Outputs:

- EL students will access and engage with academics in the classroom.
- EL students will receive differentiated supports and enrichment activities based on their demonstrated progress and goals.
- EL students will be well known by a team of teachers who meet regularly to explore their strengths and challenges and adjust their instructional approaches.
- EL students engage in ongoing and effective long term planning and access the resources needed to ensure they succeed.
- EL students with critical needs (Tiers 2 and 3) will receive needed intervention and support through collaborative community-wide efforts.
- Project activities and progress will be strengthened through the use of continuous improvement mechanisms.



Project Outcomes:

- EL students are engaged, self-directed learners.
- EL students demonstrate proficiency on state assessments in core content areas
- EL students progress in school and remain on track to graduate.
- EL students graduate prepared to successfully engage in postsecondary education and careers.

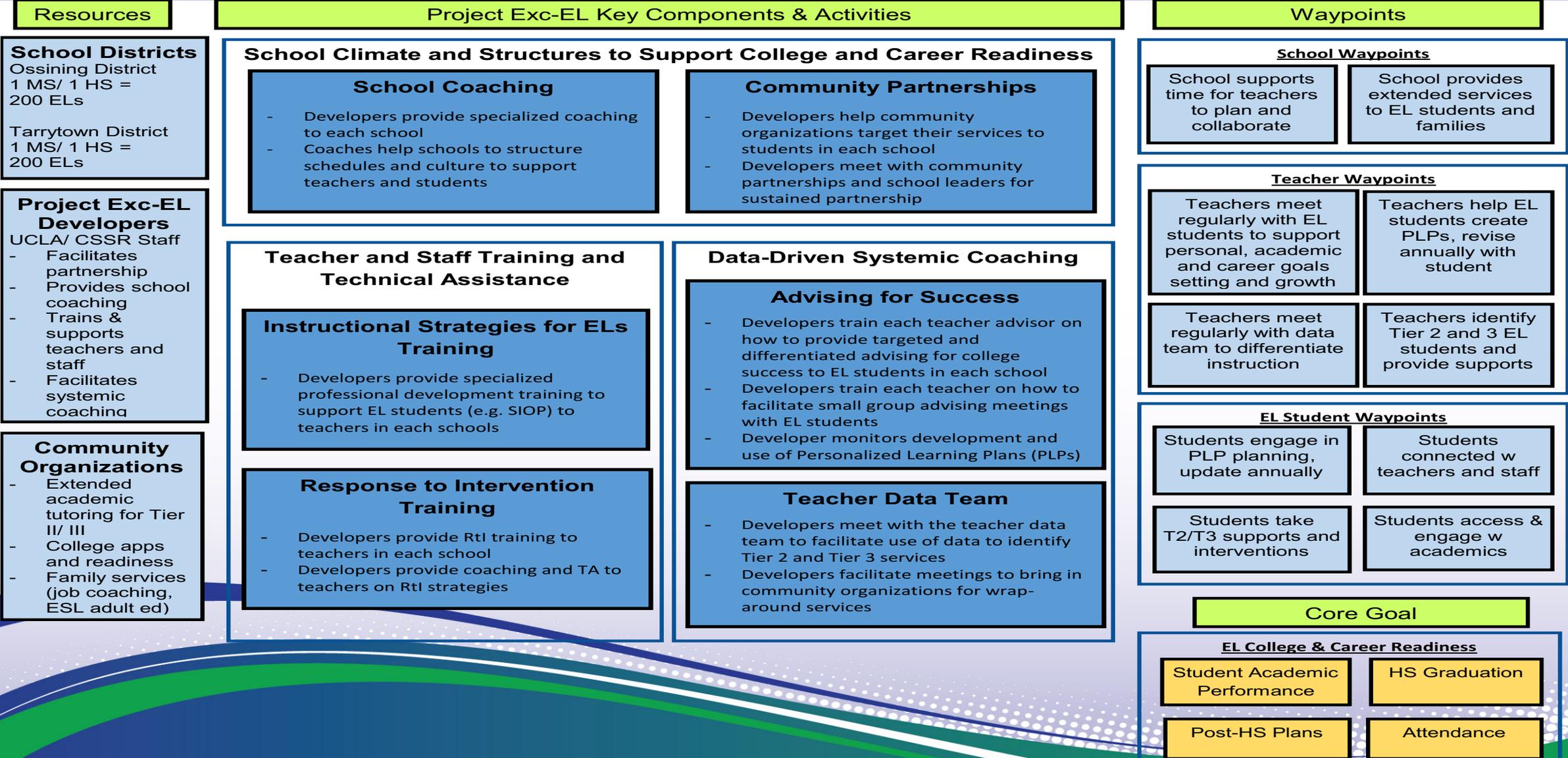


Long Term Outcome:

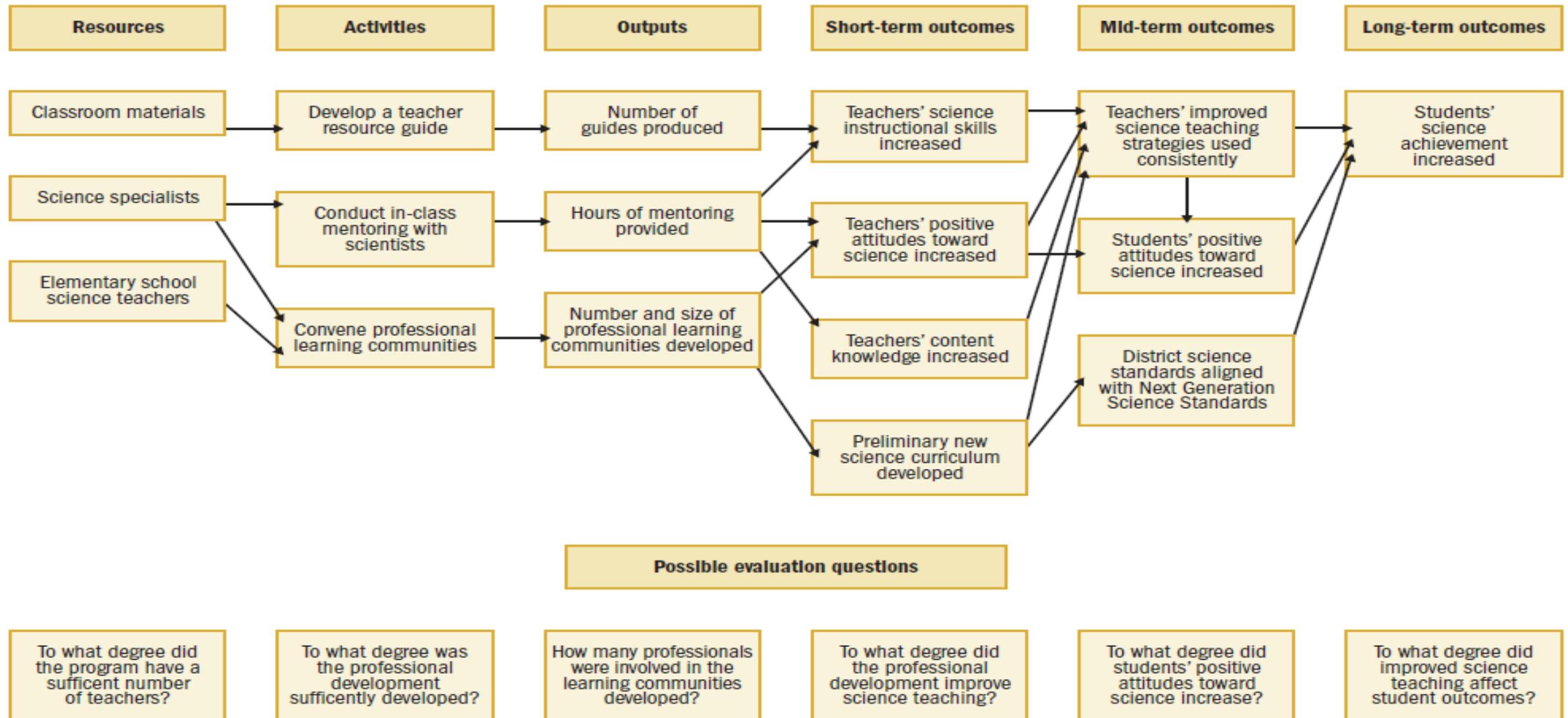
- EL students are successful in postsecondary education and careers.

Step 3: What Will We Do?

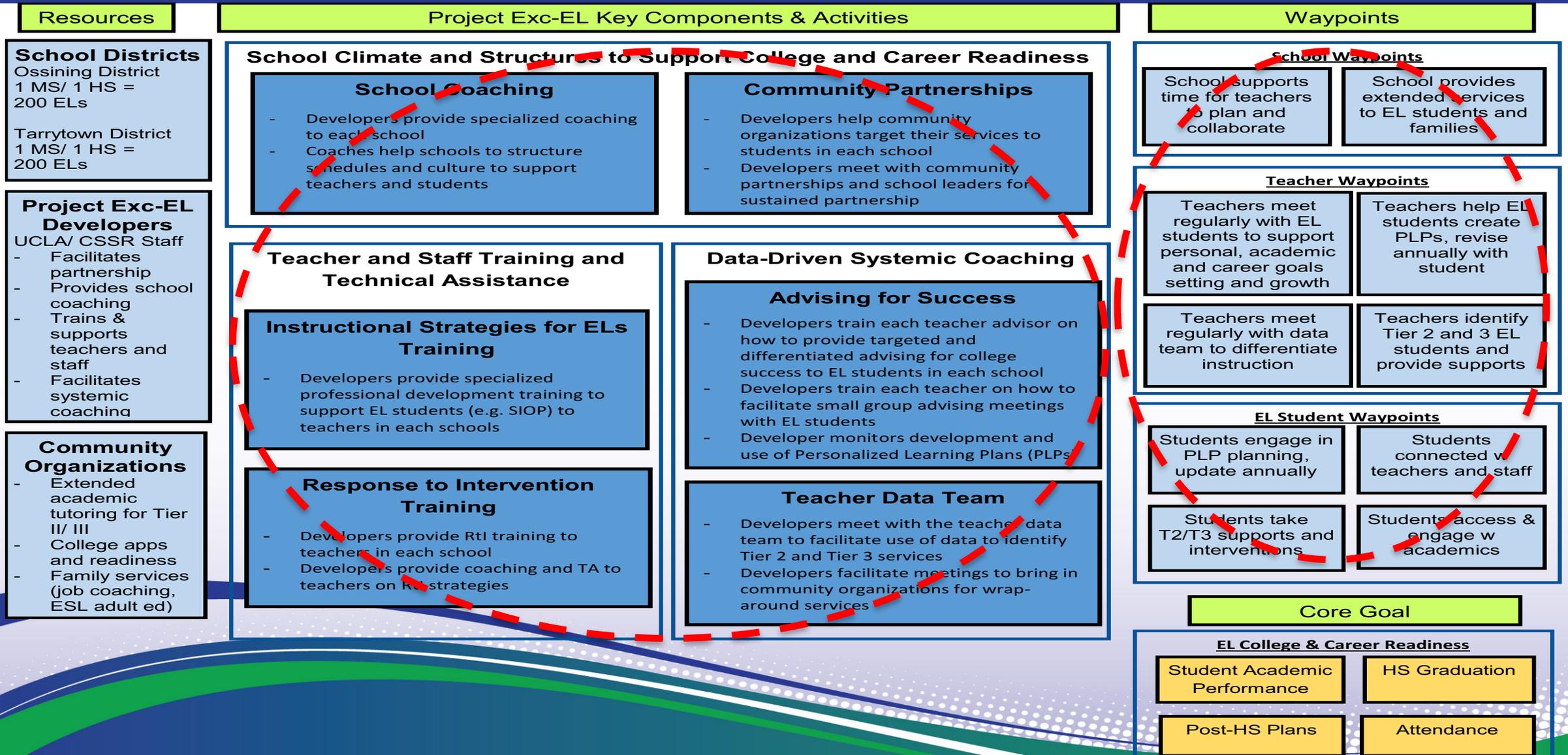
Design and Action Plan



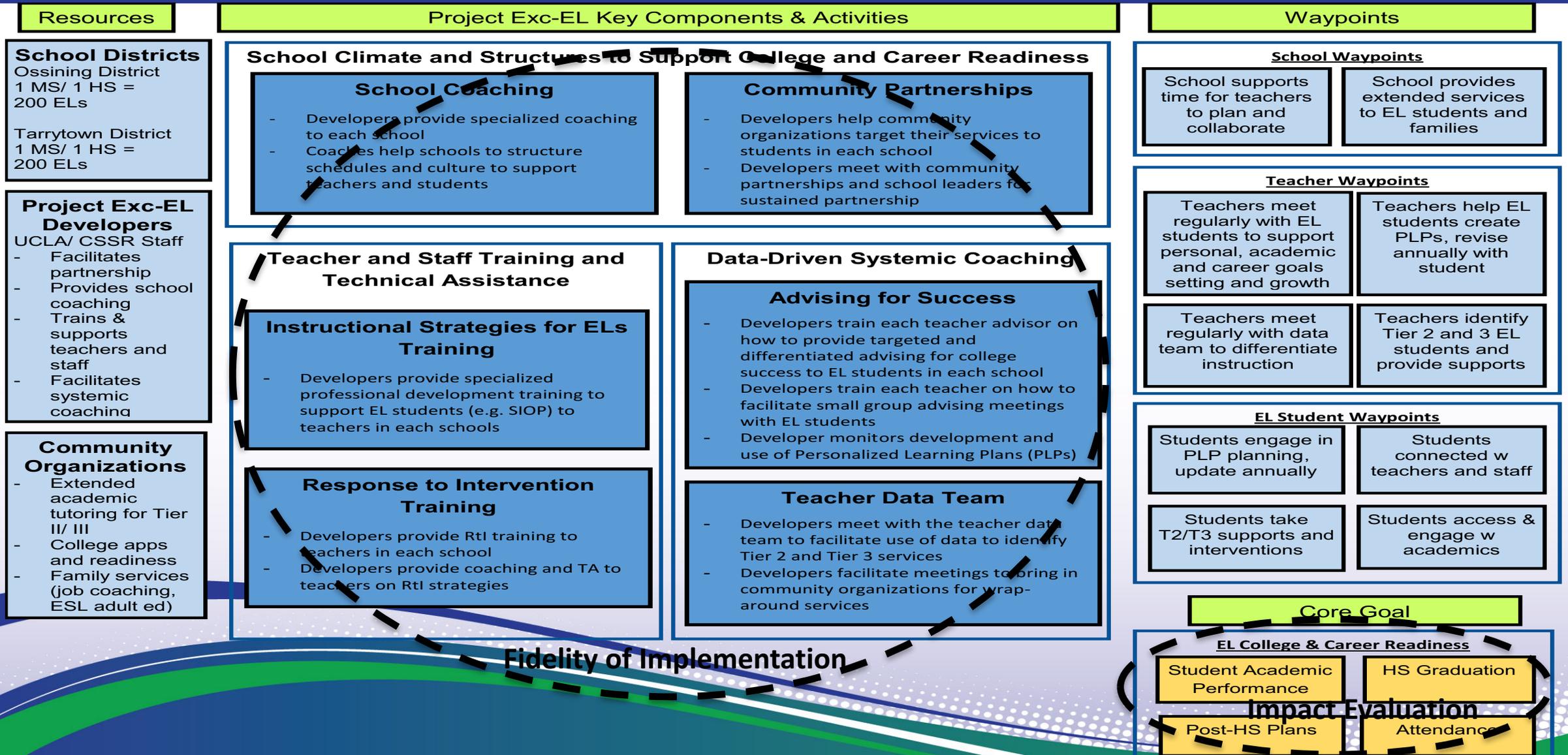
NOT a Logic Model for Evaluation



Step 4: What Did We Do (or Did Not Do)?

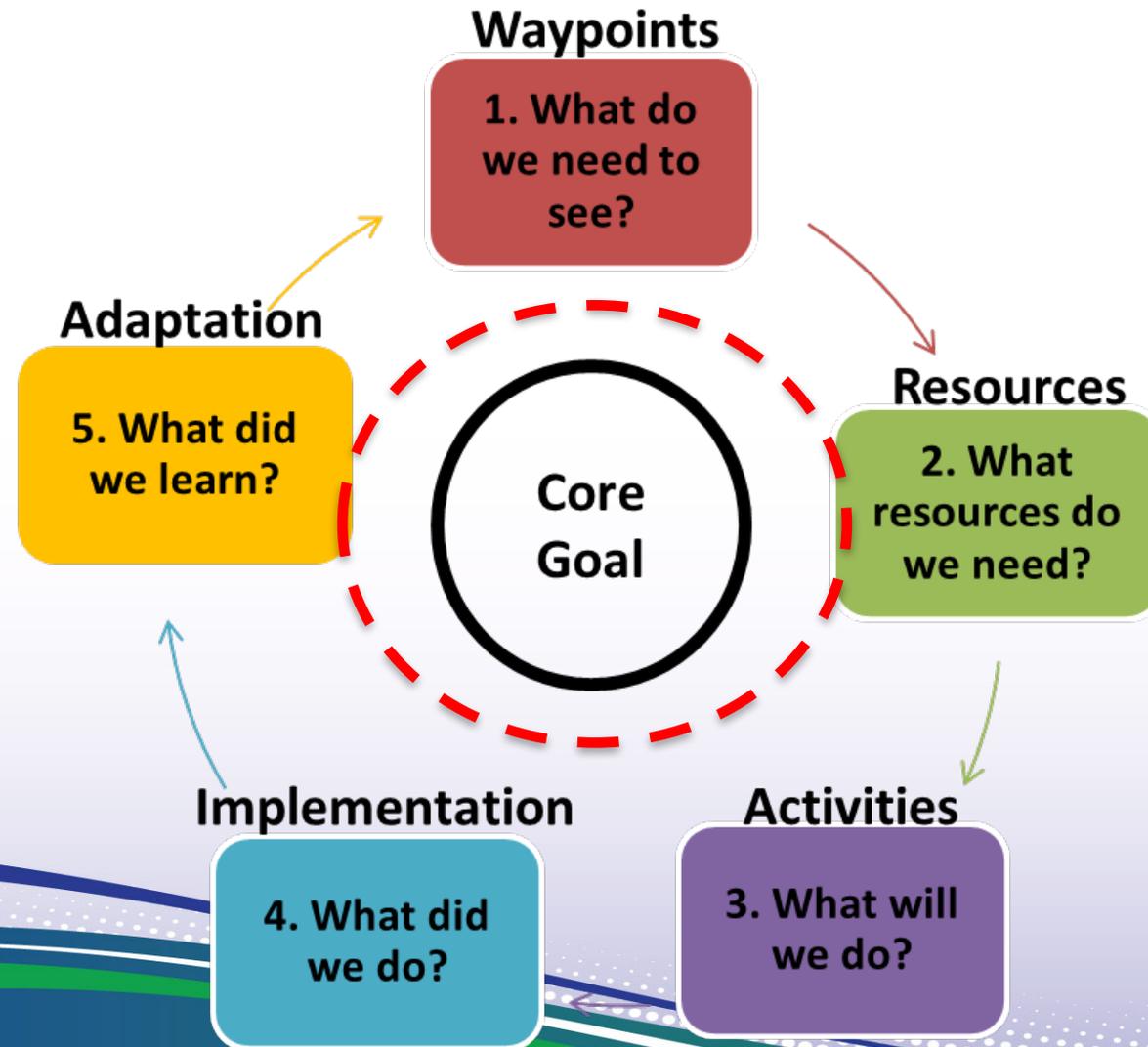


Implementation and Impact Evaluation



LET'S GIVE IT A TRY!

Core Goal



Small Group Activity: 5 Minutes

- Team up with your grantee and evaluation
 - Tip: I should see 16 small groups with grantee and evaluator sitting together.
- AI book for each grantee team – You can keep it!
- Flip chart: Write your project title on the top
 - Tip: Turn the flip chart paper horizontally for more room.
- Post-it Notes
 - Write your core goals and place them on right

Project Name

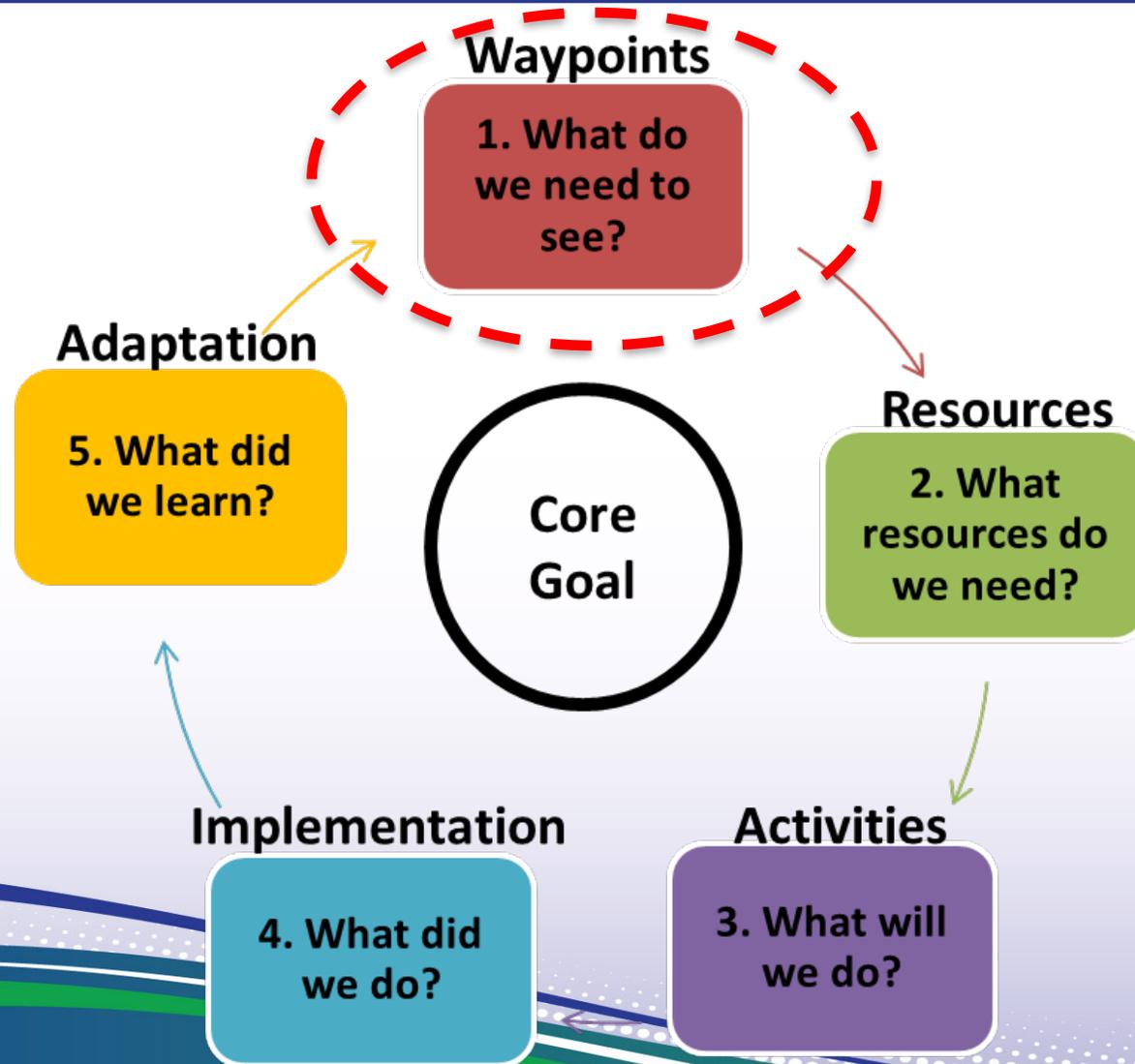
Write your core goal here

→

□ □

The diagram shows a rectangular flip chart template. At the top, it says 'Project Name'. Below that, it says 'Write your core goal here'. A large blue arrow points from the goal writing area towards the right. On the right side, there are two yellow squares representing post-it notes.

Step 1: What Do We Need To See?

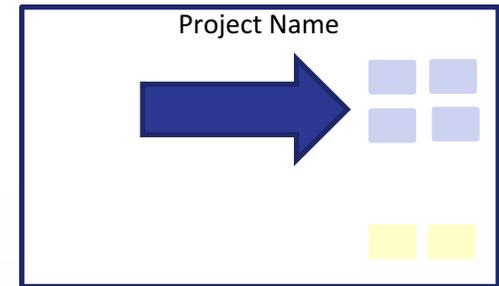


Small Group Activity: 10 Minutes

- Post-it Notes

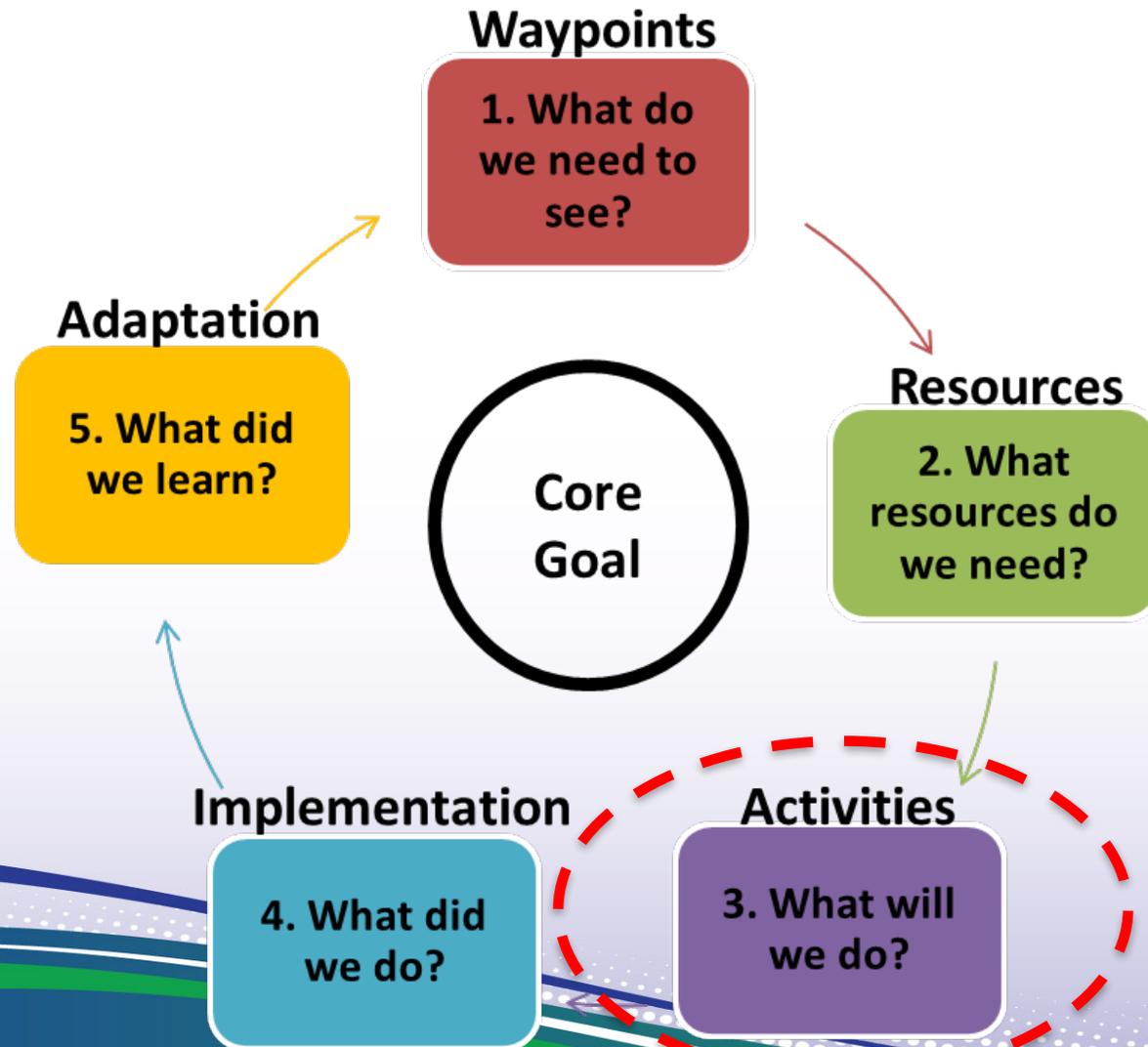
- Given your core goal, what **behaviors** should you see?
- Waypoints should be:
 - Important to you
 - Things you can do
 - Demands effort and new learning
 - Builds on evidence of student need
 - Built by the people doing the work

Place waypoints on right-side of flip-chart, above core goal.



More information: Go to p. 21 in AI book, or p. 88 in Appendix (Waypoint Assessment Tool).

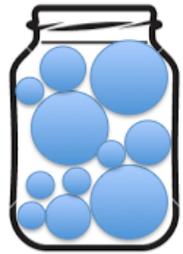
Step 3: What Will We Do?



Small Group Activity: 15 Minutes

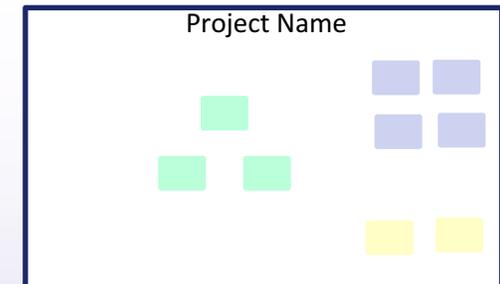
- Post-it Notes

- Write down one activity per note that makes up your program



- **Activity Description:** Very short description of key components (the “non-negotiables”) of your program with WHO, WHAT, and for WHOM
- **Large Marbles.** Focus on the large marbles... Don’t get caught up on documenting every minute detail of your program

More information: Go to p. 46 in AI book, or p. 93 in Appendix (Design and Action Plan Template).



Place activities that make up your program in the middle of flip-chart

Take A Step Back... Ponder

1. Does this make sense?

- Does it have a logic and flow to it?
- Is it cohesive? (Note: I did not say... “Comprehensive”)

2. Can we capture adaptations?

- Is there ways to collection information about “What Did We Do?” with what teachers did and what teachers did not do?

Taking This Home

- Design and Action Plans are great for:
 - Communicating
 - Project management and monitoring
 - Partnership development and collaboration
 - Collecting systematic data
 - Thinking through adaptations



Take-Aways

- Think about adaptations made in the field and how you can learn/ improve your model from them
- Create a core (AI) team... Partnerships are awesome!
- Keep iterating through...



Take-Aways

- Think about adaptations made in the field and how you can learn/ improve your model from them
- Create a core (AI) team
- Keep iterating through



THANK YOU!

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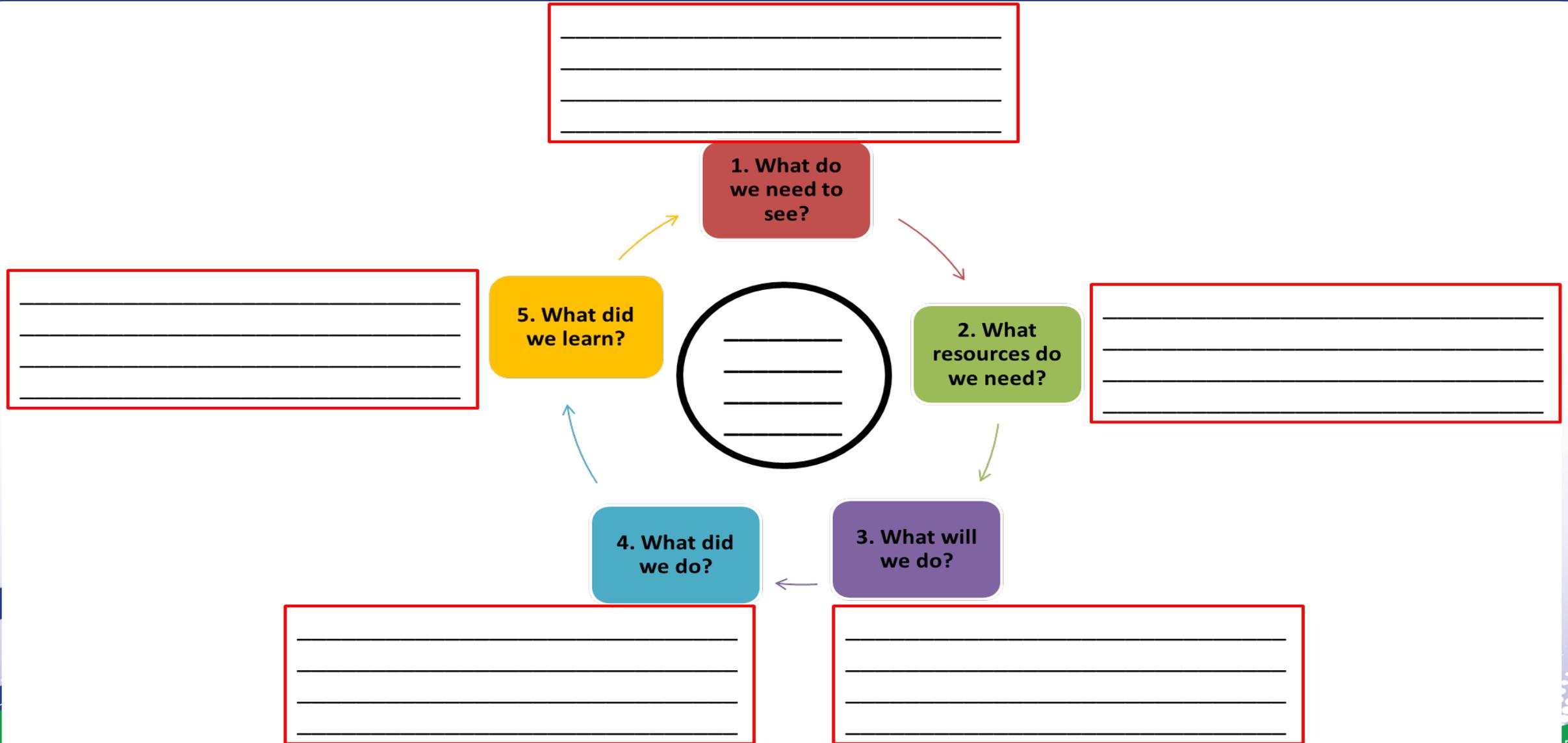
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TEMPLATES FOR ADAPTIVE IMPLEMENTATION

Appendix: Templates By Each Step

AI Steps	Description	Tools & Protocols
Core Goal	A core goal is a high-priority set by districts and schools for practitioners to implement.	
Step 1: What do we want to see?	Observable and measurable waypoints (outcomes) aligned with the core goal.	Waypoint Checklist Waypoint Assessment Tool
Step 2: What resources do we have?	Resources include money, people, materials, and technology.	AI Resource Management Tool
Step 3: What will we do?	A roadmap of activities that leads to the waypoint.	Pro Con Assessment (PCA) Design and Action Plan (DAI)
Step 4: What did we do?	An annotation of the roadmap of activities to describe what and how it was done.	Data Review Sheet
Step 5: What did we learn?	An honest assessment of what was done, what worked, what did not work, and what to do next.	Discussion Protocol Tool

Adaptive Implementation Process



Step 1: What Do We Need to See?

Waypoint: _____



It doesn't impact what I do every day, and I can't really affect it. No ownership. Wasting my time.



Meh! I'm a good sport and I'll play along.



This is why I went into education! And it affects what I do every day. It's going to make me better at my job.



Step 1: What Do We Need to See?

Five Characteristics of Strong Waypoints

- They focus on things that are important to you.
- They focus on things you can do.
- They demand effort and new learning.
- They are built on evidence of student need.
- They are built by the people doing the work.

Step 2: What Resources Do We Need?

Money

Carefully consider the type of money you're seeking to access or use. Examples include:

- Are you using grant money that can only be used for certain things?
- Are you following federal, state, and local audit guidelines in your proposed use of the money?
- Are there other funding sources that might cover the same things?
- Have you considered fundraising to create additional resources?

While money truly is just another tool to be used effectively and efficiently, it is a resource that requires conversations with fiscal/financial staff to ensure appropriate usage and effective tracking of expenditures.

What you have (Resources)	What you don't have (Constraints)	What you could have (Opportunities)

Step 2: What Resources Do We Need?

People

Carefully consider staffing needs over time.

- Unlike money, materials, or technology, staffing requires an extra measure of careful thought because it involves the well-being and security of people and their families.
- Whether you work in a union, right-to-work or other environment, you're entrusting people with important tasks that need to be matched with skills, commensurate pay and benefits, and a funding stream.
- While it may be the norm in education to slide individuals around as grant funds and special pots of money become accessible, thereby bridging staffing and funding, it is not an effective way to recruit and retain committed professionals.

Does the intended role of a new staff member require highly specialized skills, or would this present an opportunity for community engagement and volunteer opportunities? Is there a community partner who could provide similar expertise?

What you have (Resources)	What you don't have (Constraints)	What you could have (Opportunities)

Step 2: What Resources Do We Need?

Materials

Materials are often combined or conflated with money, but the need to split these two categories of resources is tantamount to understanding the nature of resources available to you.

- Materials may be included in the fees or funds expended when purchasing or obtaining models or packages of resources—don't be afraid to ask leaders and vendors what is included (is it digital? can you copy it?), when materials will be available, and what the cost of additional materials is. Get this in writing when feasible and appropriate.
- Materials may be available as donated goods or at a reduced price through local affiliates.
- Materials may have already been purchased or may be purchasable through extant purchasing agreements or existing programs. Don't duplicate efforts because you're afraid to ask.

Is there a community partner, state/federal office, or philanthropic organization tasked with providing resources in this area?

What you have (Resources)	What you don't have (Constraints)	What you could have (Opportunities)

Step 2: What Resources Do We Need?

Technology

While technology has traditionally been fetishized in educational circles and settings, it may help to plan for technology needs as if it is merely another type of material. However, given purchasing constraints and existing agreements, technology may need to be tracked separately based on your local context. Though used to frame technology here, the following questions can be used for the categories above as well:

- What critical need does the technology fill? Can this need be filled with extant resources?
- Is the technology worth it? It doesn't take many gimmicky do-dads to get to a full-time teacher's salary (especially when one adds in service contracts, extended warranties, etc.). Ensure that the technology adds real value.
- Again, is there another source that could fund this technology?

If the technology didn't exist, how would you do what you want to do without it? Is the answer more cumbersome than the purchasing process, the expenditure of funding, the training needed to effectively use the technology, and the need to maintain the technology?

What you have (Resources)	What you don't have (Constraints)	What you could have (Opportunities)

Step 4: What Did We Do?

Waypoint: _____

Activities and Key Components	Yes: All the time	No: Some of the time	No: Not at all	Notes
Activity: Describe _____ _____ _____ _____				
Activity: Describe _____ _____ _____ _____				
Activity: Describe _____ _____ _____ _____				
Activity: Describe _____ _____ _____ _____				

Step 5: What Did We Learn?



Questions for Review

1. What resources were used?
2. What did you plan to do?
3. What did you actually do?
4. What worked?
5. How do you know it worked?

Questions to Assess

1. Will we do this again?
2. What's our purpose?
(Improved outcomes,
scale down, scale up)
3. What will we do
differently?

Questions to Plan

1. What is the timeline?
2. Who is responsible for
each task?
3. When is the next meeting?