

Integrated Systems

Shaping the Behavior of States/Districts/Building Level Decisions to Link EBP in a Tiered Framework-

1. Identify need- what information do we need to write a problem precision statement?
2. How will EBP be aligned with current school improvement structure- existing framework? Existing State and Local Structures -link to overall Priorities/Goals List current Programs/Initiatives/Practices/Data Collection procedures/Data Base and Reports- Training Calendar
3. Who are the key stakeholders? Advisory Group (Deciders/ Money Managers)-> Management Group (core group who implement) What team(s) currently exist to use to implement state roll out?
 - a. Roles and Responsibilities clearly defined
 - b. Meeting Calendar secured
 - c. Action Plan (outcomes, assignment, resources, priority, dissemination)
4. How will team focus on implementation capacity ?
 - a. Generational logic- Generation 1 Practitioners become Generation 2 Trainers/coaches to Generation 3 Admin, directors, leaders to Generation 4 State and Federal Officials

Selection Criterion

- How many schools can the state/district support during implementation? Phasing Structure?
- What prerequisite criteria should schools have to participate?
- How should we measure criteria (e.g., SET, ODR, BOQ, etc.)?
- What commitments should schools make (e.g., admin, coordinator, resources)?

Training Model

- Who will be providing the training?
- What will the process look like (e.g., number of days, location, how disseminated)
- What materials and resources should be provided (e.g., CD, examples, paper, video)?
- How will training link to professional development days, course credit/certification requirements?

Technical Assistance

- What support will be needed after initial training?
- How should support be delivered (e.g., web, training, on-site, etc.)?
- What levels/types of technical assistance that should be available?

- How can we monitor fidelity of implementation?