PILOTING A PROGRAM: SUPPLEMENTAL MATERIALS

Prepared for the Connecticut State Department of Education

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EXECUTIVE SUMMARY

Introduction

The Connecticut State Department of Education (CSDE) partnered with Hanover Research (Hanover) to create a comprehensive guide aimed at effectively piloting curriculum models or programs and scaling them for district-wide implementation. This guide addressed key topics such as devising a plan for data collection and evaluation, conveying the pilot program to stakeholders, and expanding the program based on the data and feedback acquired during the pilot phase.

As a follow-up to this project, Hanover has developed the following supplementary tools and resources (e.g., checklists, templates, protocols) to enhance the guide and provide further support to school districts throughout the process of piloting a new curriculum model or program.

Audience

This toolkit is designed to support school districts to effectively pilot new curriculum models or programs.

How to Use This Toolkit

You can reference this toolkit to enhance your knowledge of how to effectively pilot new curriculum models or programs. Each section corresponds to the section of the same name in the *Guide to Piloting a New Curriculum Model or Program* created for CSDE by Hanover.

You will also notice the icon ▶ with a page number by the title of each tool. This represents the page in the *Guide to Piloting a New Curriculum Model or Program* where the corresponding content of the tool can be found.

How to Navigate This Toolkit

The different sections of this toolkit (and their respective sub-sections and tools as described above) can be accessed by clicking on in the **Table of Contents** beginning on the next page. You may click on the section's, sub-section's, or tool's name or page number to be taken to the corresponding content.

A listing of sources used to create this toolkit is also accessible through the Table of Contents.

📚 Table of Contents

SECTION I: DESIGN THE PILOT STUDY

Establish a Team

Directions: Answer these questions to help determine who should be part of the core working group.

----

1) What expertise is needed to conduct and evaluate the pilot?

2) Who has this expertise?

3) Do the people listed in #2 have availability during the pilot timeframe? If they do not all have the availability, list the ones who do.

4) Will the analysis of data be conducted by the team members? If so, do the people listed in #3 have the ability to conduct the appropriate research methodology and analyze the data? If not, who will be able to assist with this?

5) Are there resources to hire outside help, such as someone from the company the new curriculum model or program is from?

SECTION I: DESIGN THE PILOT STUDY

6) Who are the key influencers in the school/district who could support scaling decisions?

7) Final team list

First Name	Last Name	Email Address	Phone Number

Source: Regional Educational Laboratory Appalachia, U.S. Department of Education[1]

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Determine the Pilot's Goal and Scope

Directions: Answer the questions in this form to determine how much time will be needed to complete the pilot process.

SECTION I: DESIGN THE PILOT STUDY

1) **Check which of the following you are conducting:**

   ☐   Single Curriculum Unit or Module

   ☐   Multiple Units/Modules or Full Year

2) **What is the approval process? How long does it take?**

3) **How much time will it take to implement the curriculum unit(s)/module(s)? If there are multiple, say how long each will take.**

4) **When are all team members available? This will be used to set critical decision-making meetings.**

5) **Will data analysis occur in-house or is it contracted to a consultant? How long do they anticipate it will take to complete the analysis?**

Source: Instructional Partners and Regional Educational Laboratory Appalachia, U.S. Department of Education [2]

p.6 Plan the Evaluation Study

Directions: As a team, complete each step to create the evaluation plan for the pilot.

Step 1: Identify the goals of the pilot evaluation.

SECTION I: DESIGN THE PILOT STUDY

Directions: Identify the goals of this pilot evaluation. Depending on the scope of the pilot, you may not cover all of these goals.

Goal	Description	Question(s) needed?
Acceptability	Likelihood targeted individuals will accept the new curriculum model or program.	
Practicability	Availability of necessary resources.	
Implementation	How the curriculum model or program is being implemented.	
Integration	How the curriculum model or program may need to change to fit the current setting.	
Adaptation	The extent of changes needed to incorporate the curriculum model or program into existing procedures or infrastructure.	
Evaluation	Usefulness of data collection instruments and measurement procedures.	
Other	If your school or district has other goals for the implementation, use this space to create study questions for each.	

Source: Regional Educational Laboratory Appalachia, U.S. Department of Education[3]

Step 2: Create at least one question for each goal.

Directions: Answer the following questions to help guide the creation of evaluation questions that support the goals identified in Step 1. You will need to duplicate this document for each evaluation question you create.

SECTION I: DESIGN THE PILOT STUDY

1. **What goal is the team looking to evaluate?**

2. **What is the purpose of this evaluation?**

3. **What stakeholders will benefit from this evaluation?**

4. **What resources are available to assist in the evaluation?**

5. **What information should be included to ensure the evaluation can be acted upon?**

SECTION I: DESIGN THE PILOT STUDY

6. **When does the evaluation need to be completed by? Is this a feasible timeline?**

7. **Write a draft of the evaluation question in this space.**

8. **Check that your draft:**

    ☐ Reflects the purpose of the overall analysis

    ☐ Is important to program staff and other key stakeholders

    ☐ Is feasible to answer with available resources

    ☐ Provides information that can be acted upon

    ☐ Is clearly worded

    ☐ Avoids broad generalizations

9. **Write your final evaluation question in this space.**

Source: Institute of Education Sciences[4]

SECTION I: DESIGN THE PILOT STUDY

Step 3: Determine the data that will need to be collected to monitor each goal.

Directions: For each goal the team created, identify the indicator (data) that will allow you to monitor the progress towards the goal.

EVALUATION QUESTION	INDICATOR(S)	WHERE CAN DATA FOR THIS INDICATOR BE FOUND? (E.G., LEARNING MANAGEMENT SYSTEM, STAFF PORTFOLIOS)

Source: Strategy Management Group[5]

SECTION II: EXECUTE THE PILOT

Step 4: Determine the methodologies you will use to collect the data.

Directions: Review pp. 11-16, as needed, to learn more about different data types and how to evaluate them.

The tables on pp. 11-12 contain information on quantitative and qualitative data. This information intends to help you determine what data sources and types you will need to monitor your selected indicators.

Data Type	Qualitative
Definition	Data describing the attributes or properties that an object possesses.
Characteristics	• Looks to understand an occurrence rather than get precise measurements. • Is coded so themes can be identified. • Collection occurs over short or long periods of time, depending on what is being evaluated.
Data Source Types	• Interviews • Observations • Focus Groups • Case Studies • Ethnographies

Examples of Common Qualitative Education Data	
District and School Leaders: • Teacher Performance • Needs of Teachers • Concerns of Teachers • Needs of Parents • Concerns of Parents • Reasons for Attrition • Input on an Initiative • Input on a Change	**Teachers and School Staff:** • Student Performance • Student Mood • Student Behavior • Parent Input • Parent Concerns • Student Concerns • Student Learning Styles/Preferences • Effectiveness of a Lesson to Engage Students

SECTION II: EXECUTE THE PILOT

Data Type	Quantitative
Definition	Data expressing a certain quantity, amount, or range.
Characteristics	- Is collected through standardized instruments. - Collects the same information from each sample, in the same way. - Is turned into a numerical value. - Can usually be collected quickly.
Data Source Types	- Tests (e.g., IQ, personality, aptitude) - Questionnaires - Interviews with specific answers given as choices. - Observations looking for frequency of an activity.

Examples of Common Quantitative Education Data	
District and School Leaders:	**Teachers and School Staff:**
- Standardized Test Scores - Free and Reduced Lunch Numbers - Retention Rate - Turnover Rate - Competitor Salaries - Attendance Rates - Graduation Rates - Demographics - Special Education Rates	- Standardized Test Scores - Reading Levels - Pre-Test Scores - Post-Test Scores - Student Social Emotional Learning - Parent Communication Preferences - Student Growth - Program Usage - Number of Times a Behavior Occurred

Source: Multiple[6]

SECTION II: EXECUTE THE PILOT

This table provides explanations of common quantitative data types and their uses.

Name	Description
Count and Frequency	Count and Frequency refers to tallies (or counts) of the number of observations for a variable. Counts and frequencies enable researchers and data analysts to easily summarize key metrics contained in a dataset. Some of the primary uses of counts and frequencies are to: (1) Calculate the total number of entries for a variable and (2) Determine the number of entries for each specific group. For teachers, administrators, and school leaders, counts and frequencies have a wide variety of applications. Some basic applications of count and frequency are: (1) Find the total number of students in a school or district that have an IEP, (2) Calculate the total number of students of each race and gender per school, and (3) Determine the number of absences for each student.
Comparing Count and Frequency	Compare Count and Frequency to identify which group is larger and to find differences in size between different groups. The group with a higher count of observations is the larger group. The difference in size between the groups is calculated by subtracting frequency of the smaller group from the frequency of the larger group. Comparing count and frequency is valuable to (1) Calculate the size of two or more groups and (2) Determine the magnitude (size) of the difference between groups. Classrooms, schools, districts, and states can compare count and frequency to identify differences in quantitative metrics between groups. Some common examples are: (1) Finding the number of students with many absences, (2) Comparing how many students are proficient in a topic between classes, and (3) Determining the number of students joining the district each year.
Quantities	Quantities are information that can be measured in defined numbers. Quantities are measured in whole numbers, decimals, fractions, or in scientific notation. Quantities are frequently used to aggregate and summarize information about a variable. Education professionals use quantities to measure the size and magnitude of key metrics related to their classrooms, schools, and districts. Some examples include: (1) Evaluating how much funding goes to schools and departments, (2) Calculating the instructional hours a student receives, and (3) Tracking student growth over the course of time.
Comparing Quantities	Comparing Quantities refers to when two quantities (or values) are compared if they are in the same form. Same form means that all the values are either decimals, whole numbers, fractions, or in scientific notation. Typically, the easiest way to do this is to convert the values to decimals and determine which is larger. Comparing quantities allows researchers and data analysts to: (1) Evaluate and understand differences between two or more groups, and (2) Determine the frequency of different categories. Individuals working in education may use this technique to compare: (1) the number of students in different schools, (2) test scores of students in different classes and schools, (3) teacher evaluation scores for each instructional advisor.
Percentages	Percentages represent the parts of a whole as a numeric value. If one quantity is being compared to the total amount, the percentage is calculated using the following formula: $$Quantity\ as\ a\ percent\ of\ Total = \frac{Quantity}{Total}\ x\ 100\%$$ The numerator is the part, and the denominator is the whole. When the part is divided by the whole, it creates a number in decimal form then multiplied by 100 to calculate the percent. Percentages are usually written with either the word "percent" or a "%" symbol following the value.

SECTION II: EXECUTE THE PILOT

	Percentages are one of the most common methods to measure and quantify information. Some common uses of percentages are to: (1) Identify how frequently a phenomenon occurs and (2) tabulate and summarize information about many variables. Percentages are common in education from student to state level. They are frequently used to: (1) Describe student outcomes on an exam, (2) Summarize teacher retention and attrition rates, and (3) Calculate funding allocation to different departments.
Comparing Percentages	Comparing Percentages can identify differences between groups, particularly if the groups have different sizes. Since percentages are calculated as a part of the whole, percentages can be compared even if two or more groups have differences in count and frequency. Researchers and data analysts compare percentages to: (1) Compare rates across different groups and (2) Evaluate the likelihood of certain outcomes under varying conditions. Comparing percentages is common in education to: (1) Assess the effectiveness of various interventions, (2) Measure college and career readiness outcomes for students of varying demographics, and (3) Identify changes in resources allocation over time.
Comparing Means	Comparing Means is used to evaluate average values between different groups. Comparing means is valuable to identify the magnitude (size) of the difference between two or more groups. The difference between the means of the groups is calculated by subtracting average of the smaller group from the average of the larger group. Researchers and analysts compare means to quantify differences between groups based on a single variable. Education professionals often compare means to: (1) Assess the effectiveness of instruction, (2) Evaluate community engagement across multiple campuses, and (3) Measure changes in teacher observations.
Correlation	Correlation measures the relationship between two variables. For a correlation to exist, the association between the variables must be linear, which means that as the value of one variable increases, the value of the other variable must follow a pattern of either increasing or decreasing. Correlation is used in statistics to understand the relationships between variables. The correlation value can range from -1 to 1, where 1 means that the two variables are perfectly correlated with one another and -1 is a perfect negative correlation. A correlation of 0 means that there is no calculable relationship between the variables. While classroom teachers may use correlation less often than many of the previously discussed methods, all educators and leaders should be aware of correlation when interpreting data. Correlation is often used in education to: (1) Identify relationships between attendance and student performance and (2) Determine relationships between professional development opportunities and teacher performance.
Practical Significance	Practical Significance is a measure of whether the results of the analysis are large enough for there to be real implications for the world. This is not the same as the term "statistical significance." If the difference between two or more groups of data is large enough to reflect a real-world discrepancy, then there is practical significance to the analysis. Practical significance is used as a tool to determine whether the results are strong enough to warrant action on the results of an analysis. Education leaders use practical significance every day when evaluating and choosing their course of action. Some common examples include: (1) Performing program evaluations to determine impact and (2) Communicating findings to colleagues, teachers, and parents.

Source: Multiple[7]

SECTION II: EXECUTE THE PILOT

The resources listed on this page provide additional information related to analyzing quantitative and qualitative data. You may review these resources independently or with a group (e.g., professional learning community, grade-level team).

QUNTITATIVE DATA ANALYSIS RESOURCES BY TYPE

Resource Type	Resource Links
Reports and Information Sheets	- Common Sources of Data Errors and Error Checking Techniques - Data Quality Dimensions - Microsoft Excel Functions for Data Cleaning - Ordered Response Options for Rating Scales - Survey Methods for Educators: Analysis and Reporting of Survey Data
Forms and Templates	- Data Quality Checklist - Evaluation Design Selection Worksheet

QUALITATIVE DATA ANALYSIS RESOURCES BY TYPE

Resource Type	Resource Links
Reports and Information Sheets	- Guidelines for a Codebook - Guidelines for Interviews and Focus Groups - Guidelines for Observations - Qualitative Research Methods Overview
Forms and Templates	Data Collection Instrument
Interactive Learning Modules	- Interviews and Focus Groups - Observations

QUANTITATIVE AND QUALITATIVE DATA RESOURCES BY TYPE

Resource Type	Resource Links
Reports and Information Sheets	- An Educator's Guide to Questionnaire Development - Data Sources: Advantages and Disadvantages - Existing Observation and Survey Instruments - Interview, Focus Group, Observation, or Survey? - Summary of Sampling Types
Interactive Learning Modules	- Approaches to Data Preparation and Analysis - Data Analysis Examples - Data Quality Considerations - Data Types - From Results to Interpretation to Recommendations - Surveys

SECTION II: EXECUTE THE PILOT

p.9 ▶ ## Determine and Recruit the Pilot Participants

<u>Directions</u>: Answer the questions on this form to help determine the participants of the pilot.
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1) How many teachers do you want to participate in the pilot?

2) How will you select teachers to participate? Will teachers opt-in to the pilot or will they be chosen?

3) What are the expectations for participation?

4) How will you leverage teachers/leaders who hold informal authority within your system and can help influence others?

5) Will you be offering incentives? If so, what are they?

SECTION II: EXECUTE THE PILOT

6) Who will be responsible for communication with the participants? They need to be a trusted source.

7) What resources will you provide the participants? They need to be concise, clear, and visually engaging.

8) How will you disseminate information? Remember to include multiple modes.

9) Who will be responsible for follow-up communication?

Source: Instruction Partners[8]

p.10 Pilot Data Collection Plan

Directions: List the data elements that the team must collect to monitor each evaluation question. You will need to duplicate this document for each evaluation question.

Pilot Study Question:_____

DATA ELEMENT	WHO COLLECTS IT?	HOW WILL IT BE COLLECTED?	HOW OFTEN WILL IT BE COLLECTED?	START DATE OF COLLECTION	END DATE OF COLLECTION	HOW WILL THE DATA BE STORED?

Source: Regional Educational Laboratory Appalachia, U.S. Department of Education[9]

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Pilot Implementation Training

<u>Directions</u>: Use this checklist to ensure the training for the pilot fully supports the needs of the participants.

☐   The initial training is scheduled.

☐   The initial training contains:

- An overview of the design and architecture of the materials, including how units and lessons are structured and the scope of the year.

- The key instructional practices that may be employed within the curriculum.

☐   If piloting multiple sets of materials, there is planned training for teachers and leaders for each set of materials to ensure they implement the materials appropriately.

☐   Check-ins throughout the implementation process are scheduled.

☐   There is a plan in place for how participants can voice concerns and how they will be addressed.

☐   You know who to contact if there is an issue with the implementation that cannot be resolved by the team.

☐   There is a final meeting or survey planned in order to collect participants' thoughts on the curriculum model or program and its implementation.

☐   There is a plan in place for how to implement future training should the materials be selected or if you are planning a broader roll-out.

Source: Instruction Partners[10]

p.11 ▶ ## Pilot Training Planner

<u>Directions</u>: Answer the questions below to outline the essential components needed for your pilot trainings.

Content	**What topic/method/strategy is being covered?** **What do participants already know?** **What additional information do they need?**
Active Learning	**What activities are needed to support the participants' learning?** **What is needed to complete these activities?**
Collaboration	**In what ways will the participants collaborate?** **What needs to be created to foster this collaboration?**

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Modeling	**What aspects can you model for the teachers?** **How and when will you model these items?** **What will participants do after they see them modeled?**
Coaching	**How will you facilitate the participants in using the content in their regular activities?** **What supports will they need to be successful?**
Feedback and Reflection	**How will you obtain feedback from participants?** **What will you do with this feedback?** **How often will you have participants reflect on the work and what will you do with them?**

Source: Learning Policy Institute[11]

p.11 ▶ # Professional Learning Checklist

<u>Directions</u>: Once planning is complete, use this checklist to make sure you have all the necessary elements of quality professional learning.

CHECK MARK	We have…
	…drafted one or more objectives for participant learning that align with the school's and/or district's current strategic priorities and/or needs for improvement?
	…drafted one or more objectives for participant learning that align with student learning standards and/or professional performance standards?
	…created or identified one or more resources (e.g., user guides, worksheets) to support participants' implementation of the new program or curriculum model?
	…planned tasks that clearly outline the benefits of participants' learning about and applying the new curriculum model or program?
	…planned tasks that utilize different techniques that are effective for adult learners (e.g., explicit modeling of practices, problem-based learning)?
	…planned tasks that allow for multiple instances of individual practice with and application of target content and skills?
	…planned tasks that allow for multiple instances of collaborative practice with and application of target content and skills?
	…planned tasks that can be easily adjusted or revised based on participants' prior knowledge and in-progress learning during the session?
	…planned tasks with embedded choices for how participants display or articulate their learning?
	…planned tasks that support formal planning for how participants will apply their knowledge and skills from the new curriculum model or program in their future professional work?
	…planned tasks that help participants identify what student outcomes should be positively impacted by their application of target content and skills?
	…planned tasks that help participants develop progress monitoring processes to track target outcomes and their application of target content and skills?
	…established a communication plan with district and/or school leaders on how they will monitor the implementation of the new curriculum model or program?
	…communicated with district and/or school leaders about how to provide additional training and support based on progress monitoring?
	…thoroughly reviewed the plans and the associated materials before delivering the professional development?

Source: Multiple[12]

p.12 ## Communication Plan

<u>Directions</u>: This form can help the team plan for the types of communication for each stakeholder group. As a team decide on the type of media, the information being shared, the frequency of communication, and who is responsible for getting the information out. Some stakeholders may get communication through multiple media.

Stakeholder *Who needs to know about the pilot implementation?*	**Information** *What information about the pilot implementation does this individual/group need?*	**Dissemination/Communication Method** *How will the information be shared with this individual/group?*	**Responsible Party** *Who is responsible for communicating with this stakeholder/group?*	**Dissemination Date** *When will this information need to be disseminated by?*

Source: Massachusetts Department of Elementary and Secondary Education[13]

SECTION III: ENGAGE WITH EVALUATION RESULTS

p.15 ▸ ## Next Steps Discussion Guide

<u>Directions</u>: Use this worksheet to guide the discussions around the findings of the data analysis and begin to plan the next steps.

----

1. **What are the three most important findings from the analysis?**

| |
| |
| |

2. **Based on the findings, which is the best course of action for the curriculum model or program?**

    ☐ Adapt

    ☐ Adopt

    ☐ Abandon

    If adapt or adopt, answer the following questions.

3. **Articulate what it will look like to succeed in scaling the pilot.**

| |
| |

4. **What organizational shifts will need to occur in order to support the scaling of the pilot?**

| |
| |

Source: The Learning Accelerator[14]

p.16 Action Planning Steps

After identifying the necessary organizational shifts, the team will create a detailed implementation plan to support moving to action. The tables on this page contain information on the six steps of the action planning process. This information is intended to help plan the steps needed to scale the pilot.

Step 1: Decide what must be achieved

- This is the "what" – the result that the activities are expected to achieve. Once the what is clear, work out the steps to take to reach that goal/s.

Step 2: Decide what steps are involved

- Before steps can be detailed, reach an agreement about a strategy for arriving at the desired result.
- Once agreed upon, list out the steps the strategy requires.

Step 3: Decide when steps must occur

- Working out when each step needs to happen requires the team to:
  - 1. Identify a date by when the required result must have been achieved
  - 2. Establish a realistic starting date for carrying out the activities needed to achieve the result
  - 3. Calculate how much time each step needs
  - 4. Clarify what needs to happen before the activity can be carried out and how much time that is likely to take
  - 5. Clarify what needs to happen after the activity is carried out and how much time that is likely to take

Step 4: Decide who is responsible for each step

- Each step in the process needs to be specifically assigned to someone to carry out
- Assigning an step holds someone specifically accountable for its implementation, which will help ensure it is carried out

Step 5: Determine what resources are needed

- The resources or inputs that are normally needed for activities are:
  - Finances
  - People
  - Materials
  - Services
  - Transport

Source: Multiple[15]

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SMARTIE Goal Worksheet

<u>Directions</u>: As a team, answer the following questions and draft a SMARTIE goal that will drive the scaling of the pilot. You will need to duplicate this document for each SMARTIE goal you create.

SMARTIE Goals Framework

S { • Goals are **specific** to the desired outcome and **strategic** in that they reflect an important dimension of organizational priorities.

M { • Goals are **measurable,** using one or more applicable metric or assessment tool relative to an established threshold of success.

A { • Goals are **attainable** and **ambitious**. They are reachable given current performance but also challenging enough to signify progress.

R { • Goals are **relevant** to the needs of the broader population of students, as well as the needs of historically disadvantaged groups.

T { • Goals are **time-bound**, having clear checkpoints for stakeholders to track progress and a deadline for goal achievement.

I { • Goals are **inclusive** of all stakeholders—particularly those impacted by inequities—in decision-making processes and planned actions.

E { • Goals are **equitable** and have explicit language that addresses systemic injustice, inequity, bias, and oppression.

1. What should change about district or school operations and/or student, staff, and family outcomes to address the gap in current versus desired performance and/or the existing inequity in the priority area (as well as its root causes)?

_____

_____

_____

_____

_____

SECTION III: ENGAGE WITH EVALUATION RESULTS

2. What stakeholder groups will be directly or indirectly impacted by this change?

_____

_____

_____

_____

3. What is the expected magnitude of this change (e.g., percentage change)?

_____

_____

_____

_____

4. Do you believe the expected magnitude of this change is reasonable given the current state of your district or school?

_____

_____

_____

_____

5. When should this change occur by?

_____

_____

_____

_____

SECTION III: ENGAGE WITH EVALUATION RESULTS

6. How do you expect to track progress toward this change, and how do you expect to determine if the change has occurred within the established timeline?

_____

_____

_____

_____

7. Use this space to draft your SMARTIE goal statement.

_____

_____

_____

_____

8. Is the preceding goal statement…

	Yes	No		Yes	No
Specific and strategic?	☐	☐	**Time-bound?**	☐	☐
Measurable?	☐	☐	**Inclusive?**	☐	☐
Attainable and ambitious?	☐	☐	**Equitable?**	☐	☐
Relevant?	☐	☐			

Use this space for any overflow in your written responses to the preceding questions and prompts.

_____

_____

_____

_____

Source: The Management Center and Collaborative for Academic, Social, and Emotional Learning [16]

p.16 Scaling Data Collection Plan

Directions: List the data elements that the team must collect to monitor each scaling goal. You will need to duplicate this document for each goal.

Scaling Goal:_____

DATA ELEMENT	WHO COLLECTS IT?	HOW WILL IT BE COLLECTED?	HOW OFTEN WILL IT BE COLLECTED?	START DATE OF COLLECTION	END DATE OF COLLECTION	HOW WILL THE DATA BE STORED?

Source: Regional Educational Laboratory Appalachia, U.S. Department of Education[17]

Action Planning Template

<u>Directions</u>: This worksheet walks those responsible for the scaling of the pilot through the action planning process. You will need to make duplicates of this page for each change you are trying to implement.

Goal

What changes need to occur for the goal to be met?

What strategy/strategies will we use to achieve this goal?

SECTION III: ENGAGE WITH EVALUATION RESULTS

Goal

Step Description	Responsible Party	Start Date	End Date	Resources Required	Outcome

Source: Multiple[18]

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Dissemination Plan

<u>Directions</u>: This form can help plan for the types of communication for each stakeholder. As a team, decide on the type of media, the information being shared, the frequency of communication, and who is responsible for getting the information out. Some stakeholders may get communication through multiple media.

Stakeholder *Who needs to know about the scaling of the pilot?*	Information *What information about the scaling does this individual/group need?*	Dissemination/Communication Method *How will the information be shared with this individual/group?*	Responsible Party *Who is responsible for communicating with this stakeholder/group?*	Dissemination Date *When will this information need to be disseminated by?*

Source: Massachusetts Department of Elementary and Secondary Education[19]

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Scaling Checklist

<u>Directions</u>: Use this checklist to help keep track of the essential steps needed to deploy the curriculum model or program on a larger scale.

Informing Stakeholders

☐ Participants (groups and/or individuals) have been identified.

☐ The information each participant needs has been identified.

☐ Communication mediums for each group have been identified.

☐ Someone has been assigned to communicate with each group.

☐ Date(s) for dissemination of information have been set.

☐ Other:_____

☐ Other:_____

Deploying the Curriculum Model or Program

☐ A goal for dissemination has been set.

☐ Indictors to monitor the goals have been identified.

☐ A method for collecting data has been identified for each indicator.

☐ Strategies to achieve the goals have been identified.

☐ Steps for reaching the goal have been identified.

☐ Responsible parties have been identified for each step.

☐ Start dates for each step have been identified.

☐ End dates for each step have been identified.

☐ Resources needed for each step have been identified.

☐ Initial trainings have been scheduled.

☐ There is planned training for teachers and leaders for each set of materials to ensure they implement the materials appropriately.

☐ Check-ins throughout the implementation process are scheduled.

☐ There is a plan in place for how participants can voice concerns and how they will be addressed.

☐ You know who to contact if there is an issue with the implementation that cannot be resolved by the team.

☐ Other:_____

☐ Other:_____

SECTION III: ENGAGE WITH EVALUATION RESULTS

Sustaining Program Success

a) **Knowledge Capture**

- ☐ There is a plan for collecting participants' thoughts and concerns about the curriculum model or program.

- ☐ A way of sharing any issues identified by participants has been identified.

- ☐ A system for helping participants overcome the issues has been identified.

- ☐ Other:_____

- ☐ Other:_____

b) **Knowledge Sharing**

- ☐ A way of identifying successes has been identified.

- ☐ A way of celebrating success has been identified.

- ☐ A way of having participants observe success has been identified.

- ☐ Other:_____

- ☐ Other:_____

Source: Success at Scale[20]

ENDNOTES

[1] "Learning Before Going to Scale: An Introduction to Conducting Pilot Studies." Regional Educational Laboratory Appalachia, U.S. Department of Education, May 2021. p. 9. https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/Pilot-Study-Resource_acc.pdf

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[3] "Learning Before Going to Scale: An Introduction to Conducting Pilot Studies," Op cit., p. 3.

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