

5 Steps to Implement Your New Program 10X Better

Step 1: Set Crystal Clear Goals

There is nothing more damaging to your program implementation than lack of clarity about why you are doing it and what success clearly looks like. Stories are legend about districts who miss this first crucial step. Ask yourself: By this time next year, what does success look and sound like?

FOCUSED

Many initiatives begin with very fuzzy goals like to "help our students with reading." To be 10x more likely to succeed, write goals like SMART IEP goals. Be especially clear about how you will measure it.

FREQUENT

What dooms many initiatives is measure taken too infrequently. Think about how you could monitor progress like teachers progress monitor. For district initiatives, monthly is not too often to keep everybody's attention.

FUNCTIONAL

Make sure the measures you choose measure the change you want. For example, let's say you want fewer students in tier intervention. Teachers will make that number down. But, does that mean that students no longer need intervention, or do teachers just stop referring them?

To make sure your crystal clear goals will take you where you want to go, you need to discover the **success indicators** that make or break the implementation. A crystal clear goal could read something like this:

By the end of the school year, given 2 days of training and at least 3 documented mentoring sessions, teachers will use Dot It to write 10 compliant plans measured monthly by levels of use reports.

Step 2: Identify Defining Moments

Defining moments are critical times that determine the outcomes. Defining moments are also times when the stress meter is high. Examples are deadlines, meetings, observations, and assessments. In the implementation of any new program, the three critical moments are planning, practice, and progress.

PLANNING

During planning, critical decisions are made about goals, strategies, services and support and schedules. Bad decisions at the planning table lead to less than desired outcomes later.

PRACTICE

The decisions we make day day are also defining moments. What you choose to say and do makes an impression for better or worse on the culture. Culture is the collection of the things people say and do in practice every minute of every day and the spoken and unspoken rules that govern it. Want to change the culture? Change the practice, starting with your own.

PROGRESS

There are fewer more stressful moments than when we are evaluating progress. What people say and do at this time really matters. Is it a blame game? Or, are people rewarded for what they have learned? Is progress visible in the environment? People need to see it to believe it and telling a meaningful story matters.

What people feel, say, and do during the defining moments of planning, practice and progress determines your outcomes. So how can you avoid the default behavior so typical of defining moments and change to behaviors that will result in meeting your goals?

Step 3: Discover Success Indicators

A success indicator is a measurable value that represents progress towards a desired impact of a project or initiative. Creating success indicators has many benefits. Success indicators create a common language for you and your team. They help dispel confusion and conflict. Finally, they keep team members with different roles doing what they are supposed to be doing. When everybody understands the measure of success, everybody is moving in a consistent direction for a common goal.

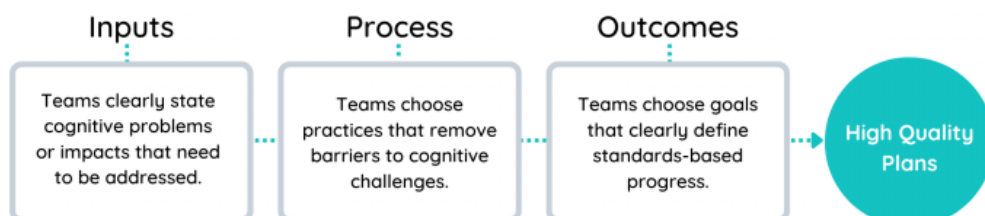
How to Create Success Indicators

1. Determine a desired expectation.
2. Study the best both externally and internally.
3. Break the critical components into steps.
4. Describe success at each step.

Here is an example of success indicators for teachers and teams with our example goal for writing high quality plans.

By the end of the school year, given 2 days of training and at least 3 documented mentoring sessions, teachers will use Dot It to write 10 compliant plans measured monthly by levels of use reports.

MTSS & Special Education Success Indicators For Teachers and Teams

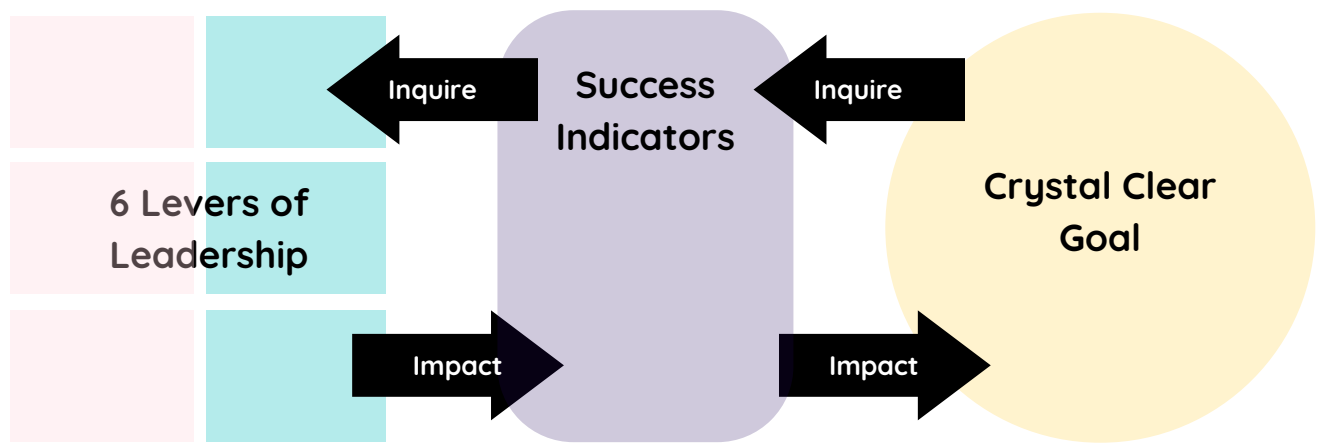




People will attempt to change their behavior if they believe it will be worth it, and they believe they can do what is required.

To change these views, most people rely on verbal persuasion. Think about how to use stories and create experiences instead.

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Crystal Clear Goal

What results do you want to achieve? Make sure it is a SMART goal (specific, measurable, attainable, relevant, and time-bound).

Example: By then of the school year, given 2 days of training and at least 3 coaching visits, 85% of our teachers will create at least 10 plans in Dot It.

What are the defining moments?

Examples: When the draft is due or in the IEP Meeting

What are the success indicators?

Examples: Understanding the impact, connecting the right strategies, using data for present levels.



**Practice the right actions, and you can
accomplish just about anything.**

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Step 4: Inquire about Concerns

The research is clear. To be 10X more successful at implementing anything, you need to pull at least 4 Leadership Levers at the same time. The Levers of Leadership answers two questions on three levels.



As a leader, your job is to help them answer these questions with a resounding "YES!" Or at least a "Yes, I will try." The way to get that YES is to use your 6 Leadership Levers to motivate them and give them the ability to make the desired change.

Start with an inquiry. Use the pink handout on the next page to find out what they are thinking. Listen openly. Do not provide solutions just yet. Just listen and take notes.



The ridicule and praise, acceptance and rejection, approval or disapproval of our fellow human beings can do more to assist or destroy our change efforts than almost any other source.

Open discussions, results, and relationships are far more important than deferring to authority.

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INQUIRE

Identify the motivational and ability barriers that might keep your people from implementing the new program.

	Motivation	Ability
Planning	<p>What might your teachers and teams find painful, scary, or uncomfortable about the the new program?</p>	<p>What challenges or gaps in knowledge and skills get in the way of using the new program?</p>
Practice	<p>What social influences are you up against? Who are friends? Who are accomplices?</p>	<p>How are you or others limiting or discouraging interactions or experiences?</p>
Progress	<p>Are there costs or penalties for progressing with the program? Are you rewarding the wrong behavior?</p>	<p>What conditions in the learning environment could hinder your progress? (Think about your space or competing resources and tools.)</p>

Step 5: Impact Simultaneously

The mark of an effective leader is her capacity to impact change in others for a worthy cause. Implementing your new program 10X better requires motivating and empowering people with different roles on three levels of your organization: teachers, coaches and support staff, and administrators. You have to motivate and empower teachers, coaches, and administrators to plan, practice and progress in the success indicators all at the same time.

This might sound daunting, but once you understand the Leadership Levers it's pretty easy. We created this guide to help you answer some key questions. The answers to these questions will help you make a strategy that is 10X more likely to succeed.

Once you have some input, begin thinking about how to remove the barriers for a positive impact. Use the green handout to brainstorm your strategy.



IMPACT

Now, create a proactive plan to overcome the barriers and set everyone up for success.

Motivation

Ability

Planning

1. Help them LOVE what they HATE.

How will you convince them that the change is worth it? What story will you tell? What experience can you create?

2. Help them DO what they CAN'T.

What can you give them in tools, time, and support that makes it doable?

Practice

3. Leverage friends & accomplices.

Who are your opinion leaders? How will you foster a positive message?

4. Build social strength.

How will you ensure productive communication? What interactions or experiences will get the group on board?

Progress

5. Reward Accountability

How will you reward vital behaviors and not only results? Are there competing commitments that need to be addressed?

6. Change the Environment

What can you leverage visually? Can you change what people say and hear to help them make progress?

Congratulations!

You now have a strategy that makes your implementation 10X more likely to succeed!



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software and professional learning motivates and empowers teachers, coaches, and administrators to generate the highest quality plans, the most effective practices and best evidence of progress for smarter MTSS and Special Education.

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