Coaching and Implementation

Implementation of any new practice or skill takes place across *phases or stages* (National Implementation Research Network). These implementation stages include (1) Exploration, (2) Installation, (3) Initial Implementation, and (4) Full Implementation. Table 1 details each implementation stage, along with key features. Additional information about the stages of implementation can be found in these state examples from Michigan.

Table 1. Implementation Stages

Implementation Stage	Defining Features
Exploration	Identifying a new initiative or practice and planning for implementation
Installation	Setting up infrastructure with educators or teams, data systems, and an implementation plan
Initial Implementation	Trying out the practices, learning, and improving
Full Implementation	Repeating the process with more partners, programs, and practices ■ Full implementation is reached when at least 50% of educators or team members are using an effective innovation with fidelity and positive outcomes.

Implementation Drivers can be used to help identify priority areas for coaching. The drivers (competency, organizational, and leadership) and implementation stages work in tandem, across educator and systems levels. Table 2 provides an example of how an LEA can look across the implementation drivers to guide professional development and coaching.

Table 2. Implementation Drivers

Implementation Driver	Coaching Focus	Defining Features
Competency	Educator level or systems level	Practitioners receive training and coaching on learning a new MTSS or DBI practice (i.e., using diagnostic assessment to guide intervention adaptations). Performance (fidelity) assessments are used to monitor the progress of teaching and learning.
Organization	Systems level	LEAs consider sustainability from the onset by developing systems, structures, and processes to establish a supportive environment for implementation of tiered supports.
Leadership	Systems level	LEAs resolve adaptive issues (e.g., deciding how to identify problems; measuring progress toward goals) and technical problems (e.g., setting goals; managing time) that arise during MTSS and DBI implementation.