Vision

Dedication + Effort + Commitment

= Inspirational VISION
Reality

Pace + Priorities + Demands

= REALITY
Research question: What are challenges and catalysts to moving an aim forward?

Research findings:

- Key meeting challenges revolved around a lack of concreteness.
- A precise process provided this concreteness.
- A set of tools put the process into action.
Implementation Science
Meeting Science

Implementation Science
Our Study
Meeting Science
Study Context

Context:
- Weekly school-based leadership meetings focused on implementing a school-wide initiative
- September 2020 through May 2021
- Participants: four school leaders, one project leader, one participant-observer

Methodology:
- Two ethnographers documented meetings
- Meeting notes were entered into qualitative software
- Coding schema created
- Inductive thematic analysis
You do not rise to the level of your goals. You fall to the level of your systems. Your goal is your desired outcome. Your system is the collection of daily habits that will get you there.
-- James Clear
### Main Findings

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear aim</td>
<td>Daily? Monthly? Far reaching notion of student-centered and focus on equity</td>
</tr>
<tr>
<td>Illusive implementer buy-in</td>
<td></td>
</tr>
<tr>
<td>Uncertain status of baseline</td>
<td>Anecdotal</td>
</tr>
<tr>
<td>Undefined scope</td>
<td>Curriculum mapping</td>
</tr>
<tr>
<td>Imprecise measures of progress</td>
<td>Not Individualized</td>
</tr>
<tr>
<td>Vague plans for creating change</td>
<td>Collection folder</td>
</tr>
</tbody>
</table>
Main Findings

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear aim</td>
<td>Graphic clarifies aim</td>
</tr>
<tr>
<td>Illusive implementer buy-in</td>
<td>Visual engages implementer</td>
</tr>
<tr>
<td>Uncertain status of baseline</td>
<td>Rubric captures baseline data</td>
</tr>
<tr>
<td>Undefined scope</td>
<td>Stages define scope</td>
</tr>
<tr>
<td>Imprecise measures of progress</td>
<td>Tracker measures progress</td>
</tr>
<tr>
<td>Vague plans for creating change</td>
<td>Chart maps the very next step for change</td>
</tr>
</tbody>
</table>
### Examples of Tools

#### Rubric

<table>
<thead>
<tr>
<th>Square</th>
<th>Oval</th>
<th>Circle</th>
<th>Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standard, success criteria, and CFU align. CFU goes beyond Recall/Remembering (DOK 1) as directed by the standard.</td>
<td>The standard, success criteria, and CFU align. CFU does not go beyond Recall/Remembering (DOK 1) as directed by the standard.</td>
<td>The standard, success criteria, and CFU do not align.</td>
<td>The standard, success criteria, and/or CFU are missing.</td>
</tr>
</tbody>
</table>

#### Tracker

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade Level</th>
<th>Date</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pablo Neruda</td>
<td>K5</td>
<td>11/04/20</td>
<td>Square</td>
</tr>
<tr>
<td>Mary Oliver</td>
<td>8</td>
<td>11/04/20</td>
<td>Oval</td>
</tr>
<tr>
<td>Charles Bukowski</td>
<td>6</td>
<td>11/11/20</td>
<td>Triangle</td>
</tr>
<tr>
<td>Mary Oliver</td>
<td>8</td>
<td>05/02/21</td>
<td>Oval</td>
</tr>
</tbody>
</table>
Replicable Process: Vision to Reality

1. **GRAPHIC**
   - Defines Aim

2. **VISUAL**
   - Engages Stakeholders

3. **RUBRIC**
   - Determines Baseline

4. **STAGES**
   - Create Scope

5. **TRACKER**
   - Measures Progress

6. **CHART**
   - Specifies Next Step

Flow: GRAPHIC → VISUAL → RUBRIC → STAGES → TRACKER → GRAPHIC
Conversación con CUPH

- ¿Dónde has visto esto surgir en tu trabajo?

Invitamos a considerar estas preguntas y a participar en un diálogo sobre este trabajo.

Para aquellos que desean ingresar sus respuestas, háganlo en este documento compartido Google:

https://docs.google.com/document/d/1W-uk7VJOXgFpSNM4SYv8baDvd6jbmGFxrukJ6QXibO4/edit?usp=sharing
Conversation with CUPH

We invite you to consider these questions and engage with us in a dialogue about this work.

• Where have you seen this come up in your work?
• What term could we use to describe/name what we want to do?
Conversation with CUPH

We invite you to consider these questions and engage with us in a dialogue about this work.

- Where have you seen this come up in your work?
- What term could we use to describe/name what we want to do?
- What tools and/or processes have you used to move an aim forward?
Conversation with CUPH

We invite you to consider these questions and engage with us in a dialogue about this work.

• Where have you seen this come up in your work?

• What term could we use to describe/name what we want to do?

• What tools and/or processes have you used to move an aim forward?

• How could we make this a real “thing”?

• What are some ways we could make this a thing at CUPH?
Next Steps
We wish to acknowledge John & Tashia Morgridge, the Milwaukee Partnership Project, and the research participants. Without their contributions, this work would not be possible.
Wisconsin’s Collaborative Approach to Increase Colorectal Cancer Screening.

November 19th
Noon- 1PM