Pennsylvania Bureau of Early Intervention Services and Family Supports

Preschool Service Delivery

Core Leadership Team Implementation Guide

Early Intervention Technical Assistance

October 15, 2026

This guide will be updated periodically. Confirm use of the most updated version by checking the *Preschool Service Delivery Core Leadership Team (CLT) Resources* page on the EITA Portal.

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Introduction to Early Intervention Preschool Service Delivery in Pennsylvania

This Implementation Guide provides Pennsylvania Early Intervention Core Leadership Teams (CLTs) ideas and resources to systemically implement *Embedded Instruction for Early Learning* across their programs. When Embedded Instruction is implemented with fidelity, or as intended, implementation matches what research indicates leads to improved outcomes. Using Implementation Science as a guiding framework, the CLT is engaged in an ongoing process of supporting the implementation of Embedded Instruction using data-based decision making to guide implementation efforts and to monitor outcomes. For definitions of terms and concepts related to Implementation Science, refer to the Glossary of Key Implementation Terms.

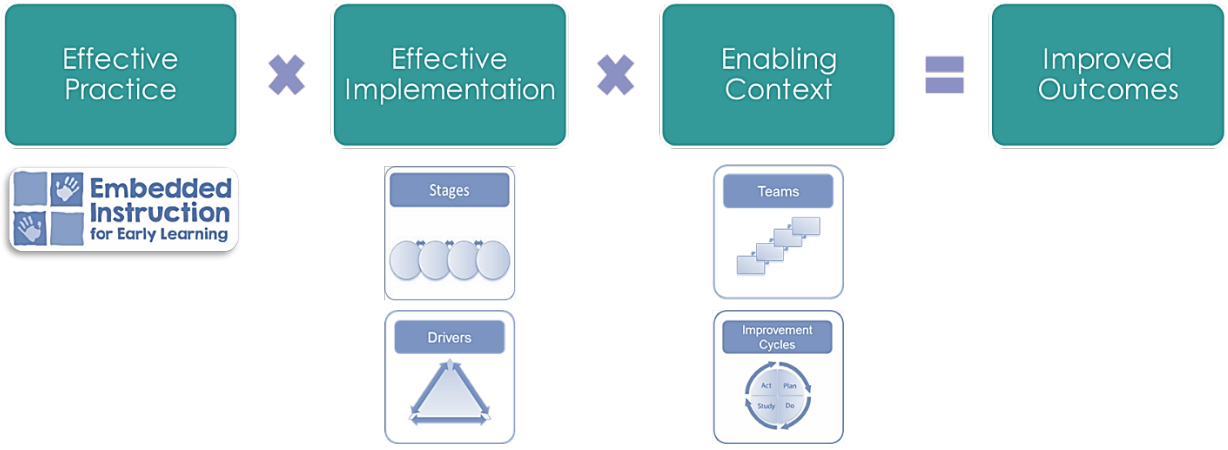
This guide uses the *Benchmarks of Quality for Early Intervention Service Delivery – Preschool* (BoQ), along with principles of Implementation Science, to guide the CLT through the "critical elements" of systems change. Each section of this guide provides information about the critical components of implementation and highlights sample forms that might be used by the team. The CLT can use this guide to direct the development of their initial *Preschool Service Delivery Action Plan*, as well as ongoing action plan updates.

Implementation Science for Early Intervention Service Delivery

Implementation Science is the systematic study of methods and strategies to facilitate the uptake and sustainability of evidence-based practices. Implementation Science supports CLTs in implementing Embedded Instruction by identifying the resources the program has and those they need and by examining how facilitators and barriers impact the CLT's ability to install, implement, and maintain the use of Embedded Instruction practices. The Implementation Science framework supports CLTs to know what to do, why it is important, when and how to do it, and how to measure success.

In 2005, the National Implementation Research Network[1] (NIRN) released a monograph synthesizing implementation research findings across a range of fields. Based on these findings, the evolving field of research, and their own practice evidence, NIRN developed five overarching frameworks referred to as the Active Implementation Frameworks:

- Usable Innovations (i.e., Embedded Instruction for Early Learning)
- Implementation Stages
- Implementation Drivers
- Implementation Teams
- Improvement Cycles



[1] Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

Effective Practice: *Usable Innovations*

A usable innovation is a practice, or set of practices, that leads to improved outcomes for children and families when implemented as intended within an effective implementation framework. The practices need to be teachable, learnable, doable, and readily assessed. In Pennsylvania, the usable innovation for preschool service delivery is Embedded Instruction for Early Learning. This set of practices and its research base has been explored by the Bureau of Early Intervention and Family Supports (BEISFS) and determined to meet the criteria of a usable innovation.

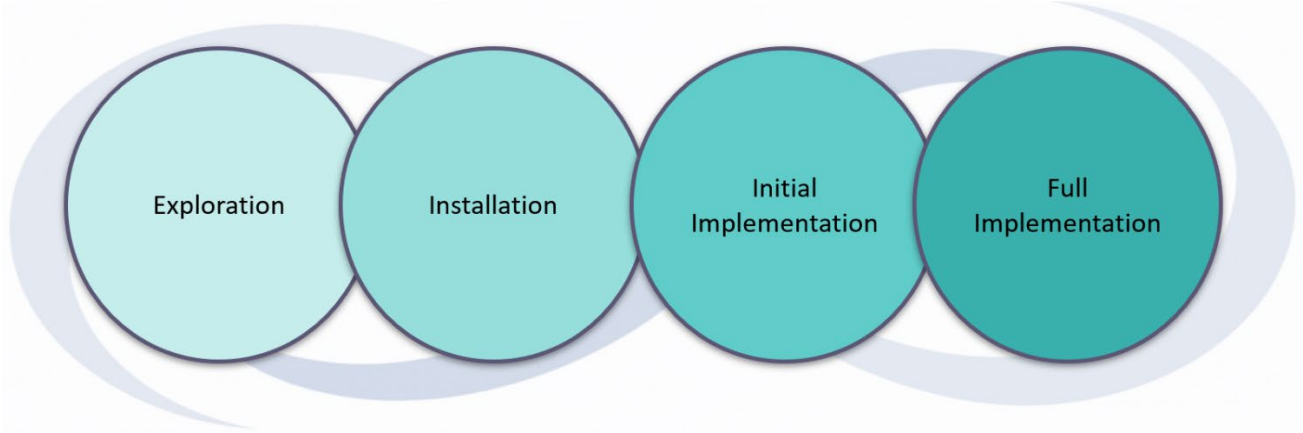
Effective Implementation:

Implementation Stages

Implementation is not an event, but rather a process consisting of a specified set of activities designed to scale up and sustain use of an effective practice. These activities occur over time in predictable stages: Exploration, Installation, Initial Implementation, and Full Implementation. These stages start when an organization begins to consider change and end when the change is fully in place and producing intended outcomes. There are tools the CLT can use within each stage to support their continued progress. These tools include, but are not limited to, the following:

- Exploration: Hexagon Tool, Benchmarks of Quality, Preschool Service Delivery Action Plan
- Installation: Embedded Instruction Practice Profiles, Communication Protocol, Selection Protocol
- Initial and Full Implementation: Implementation Check Information, Interview Questions, and Rating Tool

While predictable, it is important to note that each stage of implementation does not cleanly end when another begins. Often stages overlap, with activities related to one stage continuing to occur as activities related to the next stage are initiated. Likewise, stages may be revisited when circumstances change or data indicate revisions will be helpful. The ongoing use of data informs and improves implementation.



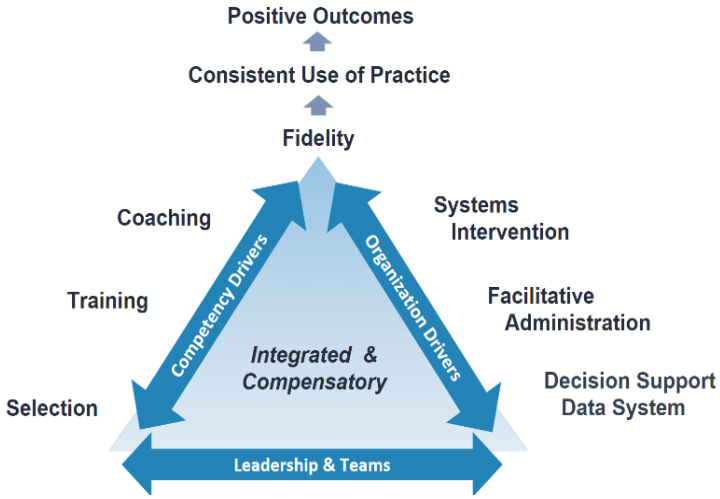
Implementation Drivers

Implementation Drivers are the components of infrastructure needed to make full and effective use of effective practices like Embedded Instruction. They are how a system develops, improves, and sustains the ability of staff members to implement a practice as intended, as well as create an enabling context.

There are three categories of drivers: Leadership Drivers, Organization Drivers, and Competency Drivers.

- Leadership Drivers focus on providing the right leadership strategies for different types of challenges. *Technical leadership* refers to the traditional aspects of management and involves expertise, knowledge, and skills needed to make decisions, provide guidance, and support organizational functioning. *Adaptive leadership*, on the other hand, is necessary for navigating uncertainty, change, and transformation.

Adaptive leadership involves creative problem solving and exploration of multiple perspectives when the CLT confronts a detour or potholes on their journey. Adaptive leadership is crucial for engaging partners, identifying solutions, and inspiring a culture of continuous learning.



- Organization Drivers take the lead in identifying and addressing barriers related to external variables, (e.g., policies, environments, systems, structures) and internal processes (e.g., scheduling, reporting processes, internal policies). Above all, there is a system for data collection and analysis to support decision making that is available and accessible for ongoing use.

- Competency Drivers are the activities used to develop, improve, and sustain the ability of personnel and leaders to put programs and innovations into practice that benefit children and families. It includes the hiring and selection of personnel, training for increasing buy-in and building knowledge, and coaching to apply the content with competence and confidence.

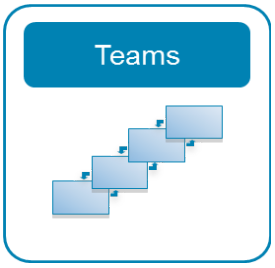
Finally, fidelity data are a direct reflection of how well the Competency, Organization, and Leadership Drivers are working together to support personnel in using the identified intervention or innovation as intended.

Enabling Context:

Implementation Teams

Effective practices, such as Embedded Instruction for Early Learning, and effective implementation are not sufficient to lead to improved outcomes. Enabling contexts are necessary to foster an environment conducive to the use of Embedded Instruction. An enabling context requires the arrangement, engagement, and collaboration of linked implementation teams at multiple levels of the system, including state and local teams. An infrastructure of linked implementation teams contributes to creating a coherent and aligned system.

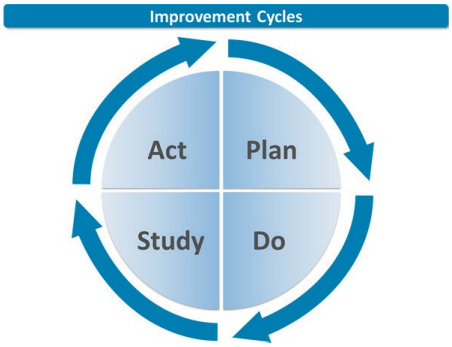
At the local level, the CLT is the group of individuals who oversee, attend to, and are accountable for the key functions of implementation. The key functions of the CLT are to:



- Ensure implementation (e.g., assess and establish buy-in and readiness, install and sustain implementation drivers, engage in action planning and problem solving, monitor implementation and outcomes)
- Engage the community (e.g., communicate with partners to gather input, make sound decisions, and monitor impact)
- Create hospitable environments (e.g., develop policy, allocate resources, and plan professional learning and supports)

To leverage statewide resources and ensure consistent implementation across the state, local CLTs are guided and supported by state-level teams, such as the Early Intervention Technical Assistance (EITA) Preschool Service Delivery Team and the BEISFS Early Intervention Leadership Executive Team.

Improvement Cycles



An essential function of the CLT is to use data to identify challenges, solve problems, improve practices, and create hospitable environments for new ways of work. Improvement cycles are critical to the systemic change process and are an essential part of Implementation Science. The "Plan Do Study Act" (PDSA) Cycle is a tool that allows implementation teams to think critically about a practice and plan for improvements that will lead to better outcomes. PDSA is used for making small incremental improvements, as well as more significant breakthroughs. CLTs use the PDSA cycle to ensure the uptake and sustained use of effective practices and to increase the likelihood that efforts are continuously improving.

Benchmarks of Quality for Early Intervention Service Delivery – Preschool

The *Benchmarks of Quality for Early Intervention Service Delivery – Preschool* (BoQ) is a self-assessment tool used by CLTs to assess progress and plan future actions. The BoQ is organized into seven "critical elements" needed for program-wide implementation of Embedded Instruction. Critical elements represent the core features and structures needed to implement Embedded Instruction as intended. Each critical element is associated with "benchmarks" describing the functions that must be performed to achieve the critical element. Working toward achieving each benchmark is required of CLTs, but strategies to get there may vary depending on local program needs. Each chapter of this guide aligns to one of the BoQ's seven critical elements. Necessary strategies for achieving the benchmarks associated with each critical element are provided, as are additional suggested strategies.

When completing the BoQ, the CLT examines each benchmark and rates its current implementation status as *not in place*, *partially in place*, or *fully in place*. When scoring, it is recommended to err on the side of *partially in place* or *not in place* if consensus is not reached among CLT members that a benchmark is *fully in place*. This will support effective planning to ensure full implementation. When scoring *partially in place* or *fully in place*, the CLT must provide data to support their score. Possible data sources are noted throughout this guide.

Information from the BoQ is used as a springboard for developing a local *Preschool Service Delivery Action Plan*, as well as for statewide training and technical assistance planning. To ensure timely and appropriate action steps, CLTs must complete the BoQ annually, at minimum, by June 30th and submit it via Qualtrics. Initially, teams may review the BoQ more often and then set up a schedule for review as teams move into implementation. When the BoQ is used in this manner, the team has the opportunity to examine their progress over time and review areas that require more strategic action planning.

Preschool Service Delivery Planning Documents and Sample Forms

Most resources discussed in this Implementation Guide are publicly available on the EITA Portal at www.eita-pa.org. Specifically, planning documents and sample forms can be found on the Preschool Service Delivery Core Leadership Team (CLT) Resources page under the following headings: CLT Member Documents, Data Management Resources, Implementing Embedded Instruction Resources, and Foundational Implementation Science Documents. Resources referred to within each chapter of this guide are highlighted in the Key Documents and Forms box at the start of each chapter. As resources are utilized and completed, they should be saved locally to a shared communication platform accessible to all members of the CLT.

Critical Element: Establish Core Leadership Team

Purpose of the Core Leadership Team

Key Documents and Forms

CLT Member Documents:

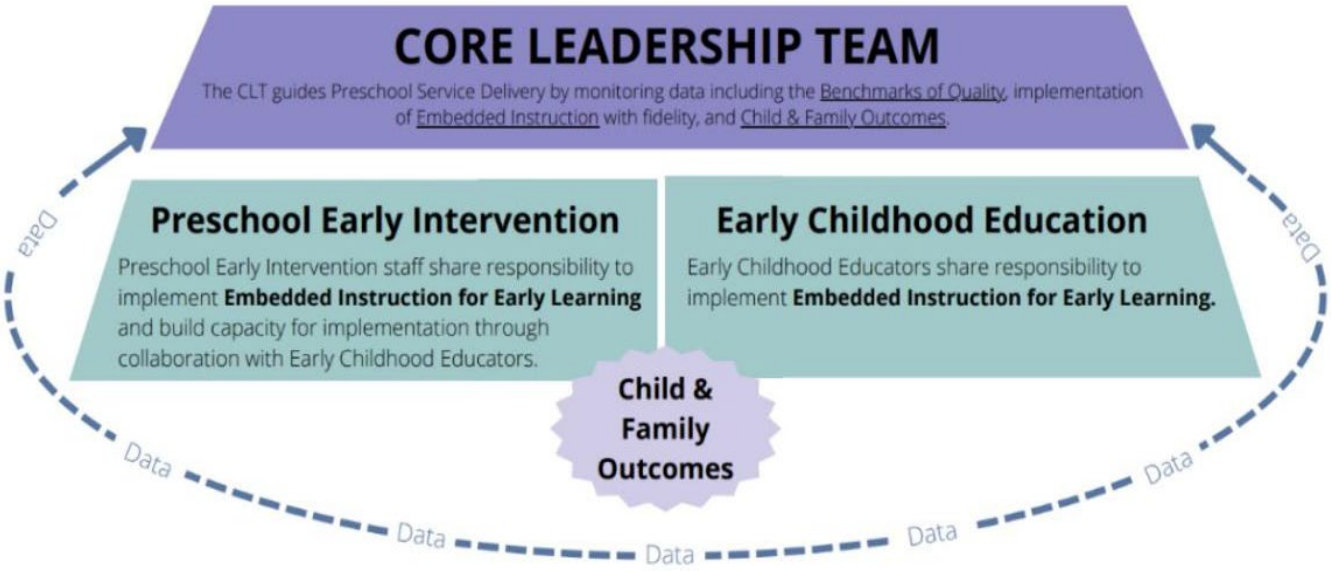
- Preschool Core Leadership Team Guidance
- Preschool CLT Members and Roles
- Preschool CLT Meeting Agenda and Notes

The Core Leadership Team (CLT) is the backbone of the implementation process. The CLT is the small, skilled group of individuals responsible for providing direction, oversight, and monitoring regarding the uptake and implementation of Embedded Instruction for Early Learning at the local program level. The CLT manages the change effort and provides guidance to staff members and community partners through all stages of implementation. For a comprehensive description of CLT membership, roles, and responsibilities, refer to *Preschool Core Leadership Team Guidance*.

Responsibilities of the CLT

The CLT leads systemic change and guides Early Intervention (EI) and Early Childhood Education (ECE) partners by:

- Developing operational guidance documents, processes, and local policies;
- Building cross-agency collaboration to foster bidirectional communication and to ensure all parties understand the preschool EI service delivery model;
- Conducting needs assessments and utilizing data to develop rolling action plans;
- Developing a communication plan, selection protocol, training/coaching plans, and data plan;
- Collecting, analyzing, and engaging leadership in using data to support implementation capacity, build staff competency, and monitor outcomes;
- Ensuring implementation checks are completed and that data related to implementation fidelity are used by program personnel to inform professional development and support needs; and
- Maintaining confidentiality to protect child and family data that may be shared during CLT meetings.



To move a program through the stages of implementation, the CLT must meet regularly to monitor data and engage in data-based decision making. Data sources include the BoQ, implementation fidelity data, and child and family outcomes. Members of the CLT include EI and ECE representatives who have a shared responsibility to ensure effective implementation of Embedded Instruction. EI representatives on the CLT are responsible for ensuring EI staff are given sufficient support to build capacity for implementation. ECE representatives on the CLT help promote shared understanding and accountability in implementing Embedded Instruction practices in ECE settings. All CLT members examine data on implementation and effectiveness, with the ultimate goal being to improve child and family outcomes.

Benchmark 1: CLT has broad representation that includes at a minimum a Preschool Early Intervention (EI) Administrator, Administrator Representative from an Early Childhood Education (ECE) Agency, Early Intervention Technical Assistance (EITA) Consultant, and a family member. Each team member has responsibility to carry information from the group they represent to the CLT and information from the CLT to the group they represent.

Benchmark 2: CLT has administrative support. Preschool EI Administrator attends meetings and trainings, is active in problem solving, provides clerical support as needed, and is visibly supportive of the implementation of Embedded Instruction. Administrator ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of Embedded Instruction, using materials and resources approved by the Bureau of Early Intervention Services and Family Supports (BEISFS).

The CLT should be limited to 6 to 8 key individuals in the roles listed below:

Required Members:

- Preschool EI Administrator: The EI Administrator attends all service delivery events (e.g., policy forums, webinars, CLT meetings) to guide local EI policies/procedures and to inform and allocate local resources.
- Administrator from a major ECE agency (e.g., Head Start, PreK Counts, large early care and education networks).
- Family representative: This individual will ideally have a strong connection to another family organization, such as the Local Interagency Coordinating Council (LICC) or Head Start Parent Group.
- EITA Consultant: The EITA Consultant is not counted in the 6-8 limit.

Other Possible Members:

- Preschool EI program representative (e.g., therapy supervisor, therapist representative, service coordinator representative, evaluation team representative)
- Representative from additional ECE centers and/or family child care
- Personnel implementing Embedded Instruction for Early Learning
- The BEISFS Advisor: Advisors should be invited to each meeting as a courtesy and may be able to attend periodically. If their expertise is needed for an agenda item, please explicitly request their attendance, adjusting the meeting time if needed.
- Additional family representatives

CLT members may fulfill various roles on the team. These roles include, but are not limited to:

- Team leader: The team leader is responsible for coordinating the team. This person does not have to be the preschool EI supervisor; it can be anyone on the team.
- Content expert: Each team will have a content expert who is knowledgeable of Embedded Instruction. This individual may join the team already having this knowledge or join with the intention of becoming knowledgeable and able to implement Embedded Instruction. The content expert may come and go as needed or be invited to select meetings based upon the agenda.
- Data guru: The data guru is organized and systematic when collecting and sharing data. They understand the importance of data and how data can be used to guide implementation efforts.
- Executive leader: The executive leader is an individual who is able to make executive decisions on behalf of the program. They do not need to leave the room to get an answer. This prevents work delays. This person is probably not doing the day-to-day work of implementation.
- Champion: The champion wholeheartedly believes in Embedded Instruction and will support it through and through. They will influence others to be part of the team and will keep the team going when the going gets tough. The champion will help to build a team of believers.

Roles can change, and members of the CLT may fill more than one role. An EITA Consultant will be supporting your team but should not be assigned one of these roles.

CLTs should use the form *Preschool CLT Members and Roles* to record each member's key role(s) and to identify any overlapping roles and/or potential gaps to discuss how these will be filled. The EITA Consultant's role is to advise the CLT on the Implementation Science process and provide statewide guidance, though CLT meeting agendas and implementation efforts should be primarily directed by local CLT members.

Sometimes the CLT may discuss a topic about which current CLT members do not have requisite knowledge or experience. As needed, CLTs may invite content or experience experts to address agenda items (e.g., classroom teacher or therapist, program director, or evaluation expert). The BEISFS Advisor serves as a resource to the CLT and should be explicitly invited for topics that require state-level guidance.

CLT Membership versus Implementation Partners

The CLT guides and monitors implementation of Embedded Instruction for Early Learning with input from all community partner groups. Partners include, but are not limited to, EI and ECE staff members, families, administrators and supervisors, union representatives, and policymakers. Involving partners early on and throughout the implementation process is an important component of the CLT's multi-directional communication plan and has several benefits (e.g., creates awareness; generates buy-in; identifies and acknowledges resistance; and helps to assess need, fit, feasibility, capacity, and readiness). Everyone impacted by this work does not have an active role on the CLT, but their input should be included in CLT decisions and considerations.

It is the responsibility of the CLT to consider the potential enabling factors and barriers each partner may contribute when identifying and planning who to invite to the CLT. It is also the responsibility of the CLT to ensure the development and use of a multi-directional communication plan to inform, consult, involve, and collaborate with all partners and programs, regardless of membership on the CLT. For more information on identifying and involving partners, view this Stakeholder Engagement Process planning tool. For an example communication protocol to align information for sharing between partner groups, view the Communication Protocol from NIRN.

Meeting Schedules and Agendas



Benchmark 3: CLT has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. Team establishes meeting ground rules and other logistics for effective team meetings.

The CLT commits to meeting at least once per month or more often as needed, such as to complete action items between meetings. CLT members must attend scheduled webinars and meetings consistently. Local CLT members should lead team meetings, with implementation guidance provided by the EITA Consultant. Additional supporting team members (e.g., BEISFS Advisor, content specialists) may be invited to meetings based on topics of discussion or the need for specific expertise. The following items are necessary to meet the expected benchmark or suggested as a means of organizing CLT meetings. There is also an optional *Preschool CLT Meeting Agenda and Notes* form that includes all the items.

Necessary Agenda Items:

- Date, time, and location
- Team members in attendance
- Updates from previous action items: Provide relevant updates that will be beneficial for discussion.
- Agenda Items: Review topics of discussion and ask team members for additional items.
    - Action items: Discuss current topics and progress, including follow-up actions, individual(s) responsible, and timelines for completion.

    - Data review: Discuss and document data used to make decisions about agenda items, as aligned with the decision support data system.
    - Communication plans: Discuss communication required to everyone impacted by this work (e.g., families, staff, community members) as aligned with the communication plan.
- Next meeting date, time, and location

Suggested Agenda Items:

- Ground Rules: Once established by the CLT, these can be added to the agenda as a reminder of shared meeting norms.
- Sharing Successes: Begin on a positive note by having team members share an accomplishment or success story from a family or staff member.
- Team Roles: Identify designated roles such as facilitator, recorder, and timekeeper.

Developing a Mission and Purpose



Benchmark 4: The CLT has established a clear mission/purpose related to high-fidelity implementation of Embedded Instruction. The CLT mission statement is written. CLT members are able to communicate clearly the purpose of the CLT.

At the state level, Pennsylvania has established a vision for EI Service Delivery:

> *Early Intervention (EI) provides coaching supports to infants/toddlers and preschool age children with disabilities and their caregivers so that they may help their children grow and develop.*

A mission is an agreed-upon brief statement that summarizes the CLT's overarching purpose and role in implementation of Embedded Instruction for Early Learning. Each local CLT develops a clear mission that is original, foundational, memorable, and connected to staff purpose. The mission of the local CLT is distinct from the state-level mission because it focuses on supporting EI professionals in their collaboration with ECE professionals and families to meet the unique needs of their local community.

Suggested Strategies:

- View this video resource: How to Write a Mission Statement.
- Gather staff input on mission statements using focus groups or targeted interviews.
- Create 3-4 versions of a mission statement for the CLT to consider.
- Ask CLT members to vote on and refine the selected mission statement.

CLT Sustainability



Benchmark 5: The CLT has developed written procedures for sustainability of the CLT and changes in membership or membership role (e.g., change in administrator, adding new members to CLT).

CLT membership and roles should be revisited each year. The CLT establishes a plan for team members' length of term, process for replacement, and changes in role(s). Given team members are encouraged to attend all CLT meetings, this may include a standard of attendance that must be maintained.

Suggested Strategies:

- Create a handbook for new CLT members to describe the roles and responsibilities of CLT membership. The handbook might include sections such as the CLT's mission, vision, and core values; meeting norms; member roles; membership expectations; and member replacement, rotation, and recruitment.
- Establish criteria for replacement of CLT members who do not regularly contribute to the work.
- Consider a plan for rotating ECE membership on the CLT to ensure diverse representation of community programs. Decisions related to ECE membership rotation will be based on the individual needs of the local CLT and their stage of implementation.

- Plan processes for consistent recruitment of new family CLT members as children age out of the preschool program.
- As new members are recruited to the CLT, provide them with the local CLT's Sustainability Plan as one resource for CLT onboarding.

Critical Element: Staff Readiness and Buy-In

Importance of Staff Readiness and Buy-In

It is important for the CLT to monitor and support staff buy-in on an ongoing basis. Successful implementation requires most staff understand the benefits of Embedded Instruction for children, families, and professionals and the expectations for implementing Embedded Instruction in their daily practice.

Key Documents and Forms

Implementing Embedded Instruction Resources:
- Practice Documents and Core Elements
- Embedded Instruction One-Pager for Professionals

Foundational Implementation Science Documents:
- Preschool Communication Plan



Benchmark 6: Early Intervention (EI) staff members are aware of the need for program-wide implementation of Embedded Instruction. All EI staff members understand the long-term personal responsibilities of implementing Embedded Instruction and the potential increase in positive outcomes for all children.



Benchmark 7: EI staff members are supportive of program-wide implementation of Embedded Instruction. A process is used to establish that staff have buy-in and agree with a focus on program-wide implementation (e.g., pre/mid/post year survey, staff interviews, focus groups).

Strategies for Building and Sustaining Buy-In

It is the responsibility of the CLT to actively engage staff members through all stages of implementation. The goal is for all staff to be able to describe Embedded Instruction for Early Learning and understand the value of embedding learning opportunities throughout children's daily routines and activities.

Necessary Strategies to Meet Benchmarks:

- Ensure all EI staff have access to the BEISFS Announcement (EI-20-03) Early Intervention Service Delivery: Coaching Across Settings.
- Ensure all EI staff have viewed Early Intervention Service Delivery: Coaching Across Settings.
- Ensure all ECE partner programs have access to the to the BEISFS Announcement (EI-20-03) Early Intervention Service Delivery: Coaching Across Settings and are aware of the course Early Intervention Service Delivery: Coaching Across Early Childhood Settings on the PA PD Registry.

Suggested Strategies:

- Encourage EI staff to review the *Practice Documents and Core Elements* handout that outlines resources from professional organizations supporting the core values underlying service delivery (e.g., coordination and collaboration, family-centered practice, and data-based intervention).
- Share the *Embedded Instruction One-Pager for Professionals* with ECE partners.
- Encourage EI and ECE staff to view the Collaborating for Early Childhood Inclusive Practices Series (e.g., Working Together, Focus on Attitudes and Beliefs, and Building Relationships to Support all Children) via the EITA Portal, Pennsylvania PD Registry, or live learning opportunities as they are offered.
- Invite EI and ECE staff to download the EITA Mobile App and review these learning objects:
  - PA Early Intervention Principles
  - PA Early Intervention Principles for ECE
  - PA Early Intervention Principles for Service Coordinators
  - PA Early Intervention Principles for Early Intervention Leaders
  - Embedded Instruction for Early Learning Cycle
  - Embedded Instruction: Learning Targets
- Check the Early Intervention Service Delivery page on the EITA Portal regularly for updated resources.
- Sign up for the Coaching Corner Newsletter located at the bottom of the EITA Portal homepage.
- Invite staff to participate in CLT meetings to share concerns and celebrations.
- Earn buy-in by meeting individually with staff and with larger groups.

- Conduct buy-in surveys to monitor the degree to which staff understand and are expecting to implement Embedded Instruction. Discuss results at CLT meetings to make necessary changes.
- Highlight stories of child, teacher, and family benefits in newsletters, announcements, or in meetings.
- Share acknowledgements of effort and achievement in implementation with tokens of recognition.
- Provide a resource and materials library in a central location. Suggested materials may include:
    - The Preschool Inclusion Toolbox
    - Making Preschool Inclusion Work: Strategies for Supporting Children, Teachers, and Programs
    - First Steps to Preschool Inclusion: How to Jumpstart Your Program-wide Plan
- Provide presentations on the program's effort, progress, and outcomes at local or regional meetings. Invite staff to present with CLT members.
- Offer structure for ongoing support for experienced staff as well as those learning the practices (e.g., Community of Practice).

Cultivating Implementation Champions

Implementation champions are needed to create lasting change within your organization. Because they know it makes a difference, champions are those people who believe in Embedded Instruction so wholeheartedly they influence others to adopt the practice and help drive implementation forward. Multiple champions are needed in both EI and ECE programs and across various job classifications (e.g., administrators, teachers, therapists), as multiple perspectives are required to create positive, lasting changes in practice. The Champion Identification Tool can assist your CLT in identifying your organization's champions. Another resource from NIRN to help champions build capacity is Implementation Champions as a Strategy to Build Capacity. Remember, your champions do not need to be members of your CLT, but they can be invited to your CLT meetings when their expertise is needed or to offer insight regarding engaging others impacted by this work.

Staff Input and Feedback



Benchmark 8: All EI and ECE staff provide input and feedback throughout the implementation process. The CLT provides updates on the process, data, and outcomes of the implementation to staff on a regular basis.

Research shows feedback loops are one of the best predictors of implementation sustainability. For the CLT to function effectively, it is necessary to develop processes to gather feedback from staff regularly.

Necessary Strategies to Meet Benchmark:

- Provide opportunities for staff to share input.
- Check in regularly with the *Preschool Communication Plan* to ensure staff input and feedback are occurring and being addressed effectively.
- Share data on implementation progress and outcomes on a regular basis.

Suggested Strategies:

- Hold meetings for staff to share their perspectives and ideas on a regular basis.
- Develop internal mechanisms to collect staff input (e.g., comment box, online survey).
- Include implementation content in all typical staff communication (e.g., newsletters, staff meetings).
- Encourage staff to recognize and celebrate each other's successes, formally and informally.
- Acknowledge when changes are made to implementation based on staff feedback.

Critical Element: Family Engagement

Introduction to Family Engagement

Strong family-professional partnerships are built when families and professionals use each other's knowledge and resources to support children's healthy growth and development. Research shows that when families and professionals work together as partners, everyone benefits (Anita Zucker Center, F is for Family-Professional Partnerships).

Key Documents and Forms

Foundational Implementation Science Documents:
- Preschool Action Plan
- Preschool Communication Plan

Implementing Embedded Instruction Resources:
- 3Rs of Early Learning
- Embedded Instruction One-Pager for Families

Pennsylvania values family engagement in education systems. Effective family engagement in the birth through college, career, community-ready educational system is intentional, meaningful, and impactful. Learning Communities value and support families in their role as a child's first teacher. It is essential to leverage the expertise, knowledge, and leadership of families and community partners to shape the educational environment at the program, school, state, and national level. These partnerships are strengths based, inclusive, culturally, and linguistically responsive, and rely on two-way communications. They focus on the shared goal of positive learning and developmental outcomes for children (PA Family Engagement Framework).

Strategies for Communicating with Families and Soliciting Family Input and Feedback



Benchmark 9: Family input is solicited as part of the planning process. Families are informed of the EI program-wide mission/purpose statement for using and sustaining Embedded Instruction. Families are asked to provide feedback on the process of implementation of Embedded Instruction.



Benchmark 10: There are multiple mechanisms for sharing the Preschool Service Delivery Action Plan with families including narrative documents, parent handbook, and parent meetings to ensure families are informed of the implementation of Embedded Instruction.

Necessary Strategies to Meet Benchmarks:

- Establish feedback loops with families to share and receive information about policies and procedures.
- The CLT checks in with the *Preschool Communication Plan* regularly to ensure family input is occurring and being addressed effectively.

Suggested Strategies:

- Cultivate a supportive environment for families to share their perspectives and experiences.
- Explicitly plan for family CLT member(s) to have their voices heard:
  - Specify who will support new family members.
  - Explicitly state that the team needs to hear family thoughts.
  - Help family members connect with other families to collect input and share information.
  - Plan processes for recruitment of new family CLT members as children age out of preschool.
- Develop a resource repository for families to learn more about Embedded Instruction:
  - *Embedded Instruction One-Pager for Families*
  - Short videos on Embedded Instruction, including family experience and perspective videos
  - E is for Everyday Learning Opportunities and *3Rs of Early Learning* from the Anita Zucker Center for Excellence in Early Childhood Studies
- Consider the strategies in the following resources:
  - The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework from Pennsylvania's Department of Education and Office of Child Development and Early Learning

    - Enhance Parents' Advocacy and Leadership Skills from the Head Start Early Childhood Learning and Knowledge Center
- Encourage families to participate in their LICC.
- Include the LICC in the communication plan for implementation updates and feedback loops.
- Acknowledge when changes are made to implementation based on family feedback.
- Host an open house for families to learn about Embedded Instruction.
- Develop multiple opportunities for families to share their messages and stories. Engage families in writing messages for other families to describe Embedded Instruction and the benefits for their child and family. This may also include presentations or recorded videos.

Family's Role in Implementation



Benchmark 11: Families are encouraged to discuss Embedded Instruction within their child's Individualized Education Program (IEP), including the development of strategies that may be used in the home, school, and community.

Suggested Strategies:

- Provide the Annotated IEP to promote family's confidence in participating meaningfully in meetings.
- Conduct family training opportunities to learn more about IEP development.
- Encourage families to visit the Families Page on the EITA Portal and explore upcoming opportunities to build their leadership and advocacy skills.
- Develop strategies for IEP teams to solicit family input in creating the Activity Matrix.
- Provide instructions for families about the use of an Activity Matrix for home, school, and community.
- Establish feedback loops to share information and receive feedback from families about how Embedded Instruction is working for their child, family, and team.

Maintaining Family Partnership



Benchmark 12: Strategies are identified for partnering with families when there are concerns. EI and ECE staff have strategies for initiating parent contact and partnering with the family based on approaches that are positive and sensitive to family values, culture, and home language in order to promote appropriate skill acquisition using evidence-based practices.

Necessary Strategies to Meet Benchmarks:

- Have a plan for communicating with families early and often.
- Provide multiple modes of communication for families to reach staff.
- Check in regularly with the *Preschool Communication Plan* to ensure family input and feedback are occurring and being addressed effectively.
- Include families in EI and ECE administrative conversations about how to promote and sustain family engagement at multiple levels (e.g., individual teams, CLT, LICC)

Suggested Strategies:

- Communicate with families frequently about positive implementation outcomes as well as concerns.
- Survey families about the best way to be contacted.
- Provide information in families' primary languages.

Additional Resources to Promote Family Engagement

- Local Interagency Coordinating Councils (LICC) meet regularly and consist of various partner groups (e.g., family members, infant/toddler EI, Head Start, Department of Health, among others) to coordinate EI services and mobilize local resources.

- Competence and Confidence Partners in Policymaking (C2P2 Early Intervention) is a family leadership and skill building opportunity. Family members are invited to participate and learn about local, state, and national issues affecting children with disabilities.
- Parents as Partners in Professional Development (P3D) builds connections among families of children receiving EI or Family Support Services. Experiences are shared to improve training and resources.
- Parent to Parent of Pennsylvania is a program that connects families of children and adults with a disability or special need to a Peer Supporter (mentor) for emotional support and information.
- Local family support and advisory groups may also be involved.

Critical Element: Preschool Service Delivery Action Plan

Development of Preschool Service Delivery Action Plan

Benchmark 13: A Preschool Service Delivery Action Plan is developed by the CLT to guide the implementation process. Data (e.g., Hexagon Tool, Benchmarks of Quality, inclusion data, staff survey results, family survey results) are used to guide the development of the action plan.

Benchmark 14: As part of developing the Preschool Service Delivery Action Plan, the CLT develops implementation goals that include all critical elements and updates their progress at each meeting.

The CLT will need to address all benchmarks on the BoQ through action steps on the CLT's *Preschool Service Delivery Action Plan*; however, benchmarks will not be addressed simultaneously. Benchmarks targeted in the action plan will change over time.

Key Documents and Forms

Foundational Implementation Science Documents:

- Preschool Action Plan
- Preschool Hexagon Tool
- Benchmarks of Quality – Preschool
- Plan-Do-Study-Act Planning Template

Necessary Strategies to Meet Benchmarks:

- All CLT members are responsible for discussing and addressing each benchmark on the BoQ. No CLT member may develop an action plan independently on behalf of the team.
- Be specific when writing action steps and include the responsible individual(s).
- Include due dates on all action steps, avoiding the use of "ongoing" for timing.
- The CLT member(s) assigned the "data guru" role is aware of available data pertaining to the benchmarks and can access, analyze, and interpret data related to action steps. This role may be shared among CLT members.

Sustainability of Implementation

Benchmark 15: Preschool Service Delivery Action Plan includes the development of procedures for sustainability of the CLT and turnover in membership.

Benchmark 16: Specific action steps are identified to ensure achievement and sustainability of the implementation goals.

Suggested Strategies:

- Create a guide or handbook for new CLT members that describes the roles and responsibilities of CLT membership, as well as resources and processes to orient new members to the ongoing work, implementation goals, and action plan of the CLT.
- Review the action plan regularly to ensure all action items are being sufficiently addressed.
- Review relevant data to determine if and how completion of action steps are impacting the achievement of implementation goals.
- Refer to the *Plan-Do-Study-Act (PDSA) Planning Template* to engage in the PDSA cycle at the program level to make ongoing improvements.

Critical Element: All Staff Demonstrate Implementation of Embedded Instruction

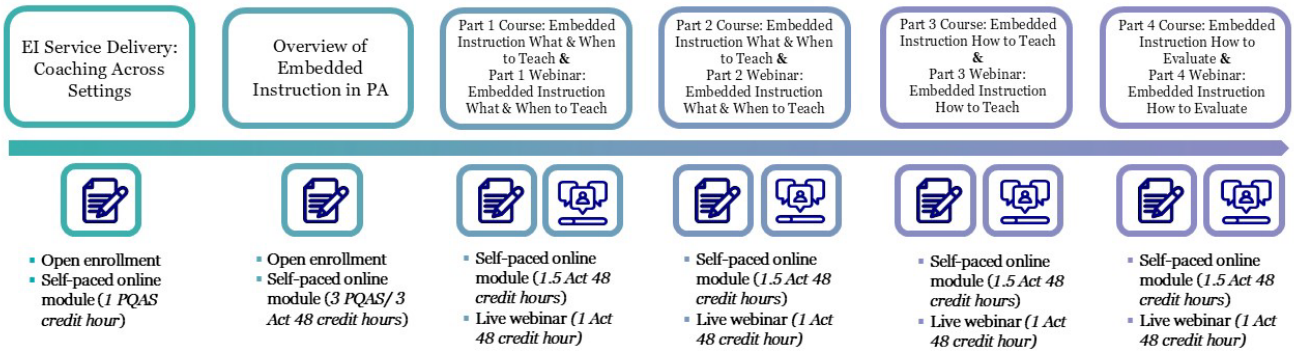
Introduction to Implementation

Key Documents and Forms

Implementing Embedded Instruction Resources:
- Preschool Service Delivery Learning Path Checklist
- Preschool Service Delivery Learning Path Timeline
- Essential Practices of Embedded Instruction Practice Profile
- Expanded Practices of Embedded Instruction Practice Profile
- Implementation Check Information

Foundational Implementation Science Documents:
- Benchmarks of Quality – Preschool
- Preschool Action Plan

As CLTs proceed toward initial implementation, they must develop plans for selecting and training EI staff members in the implementation of Embedded Instruction. The Preschool Service Delivery Learning Path is a sequence of professional development opportunities designed to provide an understanding of Embedded Instruction. The learning path provides EI professionals with the essential knowledge and skills to effectively implement the practices of Embedded Instruction with fidelity through a series of self-paced, online courses and instructor-led live webinars offered specific times during the year as indicated on the *Preschool Service Delivery Learning Path Timeline*. EI professionals enrolled on the learning path are encouraged to utilize the *Preschool Service Delivery Learning Path Checklist* to monitor their progress along the path.



Enrollment on the Learning Path

When selecting EI professionals to be enrolled in the learning path and the ECE programs with whom they will partner, CLTs need to ask themselves several questions to ensure these initial implementers will be successful. Items to consider as the CLT develops their selection protocol may include the following:

Team Considerations

What will drive the CLT's selection decisions?
- Which group of EI professionals will embark on the learning path first? For example, will we begin with itinerant teachers or all EI professionals who serve a particular ECE program?
- Are some staff members more well-suited to be initial implementers? For example, will the CLT choose initial implementers based on their dispositions; will they be champions for Embedded Instruction?

What do we know about our community?
- How does the size of the program influence the CLT's selection process?
- Where are ECE sites located (e.g., geographically concentrated or spread out)?
- How are EI professionals assigned to programs (e.g., by building, program, or geographic area)?
- Which ECE programs will be our most willing partners? For example, have some ECE programs already engaged in training around inclusion and/or routines-based interventions and are supportive of the Embedded Instruction service delivery model?

What about our families?
- Have families received information, resources, or training regarding Embedded Instruction?
- What strong parent groups exist? Are there LICCs or other networks that will support effective implementation of Embedded Instruction?

Data-related Questions

What existing data sources can be used to support program-wide implementation of Embedded Instruction?

- What do we already know that can help us in selecting initial implementers and ECE partners?
- What information and data do we collect about staff (e.g., credentials, training, and experience)?
- Do we have child-level data that may impact the CLT's selection of initial ECE partners (e.g., teacher-child ratios, rates of inclusion)?

How might staffing needs impact selection decisions?

- What positions consistently remain hard to fill and which are more stable?
- Will caseloads prohibit certain staff members' ability to make progress along the learning path?

Are there patterns in child attendance and progress data?

- Are children consistently making progress on IEP goals?
- Do patterns of attendance impact progress?
- Do patterns differ from one ECE site to another?

Is training readily available?

- Have staff availed themselves of any of the course sequences and resources on the EITA Portal?

Beyond the First Group of Implementers

How will you select the next group of implementers?

- After the first group of initial implementers embark on the learning path, will the process for selecting the next group of implementers change or remain the same?
- How can the Plan-Do-Study-Act cycle be used to make selection decisions?

What is your expectation for fidelity among early implementers?

- How will the CLT monitor staff progress on the learning path, as well as staff competence and confidence in implementing Embedded Instruction?

What is the EI program's capacity for supporting other ECE programs and staff?

- How strong are the EI program's partnerships with ECE partners?
- Which ECE partners appear ready and willing?

How can the CLT support staff buy-in, and how do we know when we have it?

- How will the CLT bring in additional staff to embark on the learning path?
- How does the size of the program impact staff selection over time?

How will you expand in your community, and how can your ECE partners support this process?

- Is it beneficial to identify and start within a geographic area and saturate ECE partners in that area so families and staff in the area have similar experiences, regardless of the setting?
- If ECE programs have multiple sites, is it optimal to initially expand to those locations?
- How will you partner with the ECE administrators of large programs?
- If there are no large programs in your area, how will you partner with multiple smaller programs?
- How will you strengthen connections between EI leaders and ECE directors to set expectations for service delivery and to foster collaborative partnerships between EI and ECE professionals?

Implementation Check Process

Implementation Checks help programs gather information about which Embedded Instruction practices EI professionals are using and plan for ongoing professional learning supports. An Implementation Check takes place when the EI professional finishes the learning path (i.e., the Part 4 webinar is complete) and when the EI professional is ready to share how they have collaborated with an ECE professional to use each part of the Embedded Instruction for Early Learning cycle (What and When to Teach, How to Teach, and How to Evaluate). The *Implementation Check Information* tool should be referenced when an EI professional is determining if they are ready for their Implementation Check. When ready, they should contact their CLT to schedule an interview with an EITA Consultant during which they will share artifacts that support their implementation.

Benchmark 17: CLT completes the Benchmarks of Quality and revises the Preschool Service Delivery Action Plan for implementing Embedded Instruction at least annually.

Benchmark 18: All EI program staff members are aware of and regularly review the implementation goals.

Necessary Strategies to Meet Benchmarks:

- Discuss the BoQ as a CLT on an as needed basis, but at least annually, and record data.
- Use the BoQ, along with other data, to develop and review implementation goals and action steps.
- Validate the degree of implementation through data collection and analysis.
    - The CLT can determine which data sources best meet their needs.
    - Data examples may include staff meeting agendas with implementation goals; EI staff implementation checks; staff evaluation surveys; and lists of staff who are implementing Embedded Instruction, as measured through their progress on the learning path.
    - Any item scored as *partially in place* or *fully in place* must also list the data used as evidence.

Suggested Strategies:

- Have an easily accessible place for staff to access implementation goals and resources for review.
- Complete a data inventory to identify potential existing data sources that inform implementation.
- Maximize use of existing data sources before collecting new data.

Benchmark 19: The CLT's effort to improve the implementation of Embedded Instruction is visible throughout the program within program materials and practice guidance (e.g., what-when fit, activity matrix, complete learning trials).

Necessary Strategy to Meet Benchmark:

- EI policies and procedures reflect implementation of Embedded Instruction for Early Learning.
- Introduce and utilize Embedded Instruction Practice Profiles with staff to ensure they understand the five essential Embedded Instruction practices. To support the implementation of Embedded Instruction with fidelity, staff need to be aware of what Embedded Instruction looks like in practice.
    - The *Essential Practices of Embedded Instruction Practice Profile* provides an introduction to the five essential practices of Embedded Instruction. This profile is useful for non-EI partners (e.g., ECE staff, other professionals, families).
    - The *Expanded Practices of Embedded Instruction Practice Profile* provides a more detailed description of the essential practices of Embedded Instruction. This expanded profile is intended for EI staff only, as they will be formally trained in Embedded Instruction.

Suggested Strategies:

- Hiring and onboarding processes include information about Embedded Instruction.
- EI staff schedules reflect time to coordinate with their ECE partners.
- Electronically stored materials and resources are accessible by all potential users.
- EI and ECE staff handbooks reflect Embedded Instruction.
- Parent and family handbooks reflect Embedded Instruction.

Critical Element: Staff Capacity-Building and Support

Staff Support

Benchmark 20: A process for internal problem solving with other EI staff, identified personnel who will provide coaching support (e.g., Identified Embedded Instruction Professional), or other professionals in the EI program around service delivery is developed and shared in written form.

Necessary Strategy to Meet Benchmark:

- EI programs develop a personnel structure for supporting staff's progress on the Preschool Service Delivery Learning Path and Embedded Instruction implementation.
- All staff know who their support personnel are for answering questions and addressing concerns.

Key Documents and Forms

Foundational Implementation Science Documents:
Preschool Communication Plan

Implementing Embedded Instruction Resources:
Embedded Instruction One-Pager for Professionals

Suggested Strategies:

- Informal processes (e.g., conversations with colleagues) and formal processes (e.g., professional learning plans) are included in the written process.
- The CLT reviews staff input on a regular basis and includes specific pathways for staff support in their *Preschool Communication Plan*.

Staff Training

Benchmark 21: A plan for providing ongoing coaching on the implementation of Embedded Instruction with fidelity is developed and implemented.

Benchmark 22: Staff responsible for facilitating coaching are identified and trained.

Necessary Strategies to Meet Benchmarks:

- The CLT strategically enrolls EI professionals on the learning path and supports their progress via internal coaching procedures.
- Implementation checks occur as EI professionals complete the learning path to monitor their implementation of Embedded Instruction with fidelity and to provide targeted professional development supports.
- The CLT continuously reviews data from implementation checks to monitor implementation and inform training plans based on staff needs.
- The Identified Embedded Instruction Professional role is clearly defined by the local EI program.
- Sustainability plans for the Identified Embedded Instruction Professional(s) role are established.

Suggested Strategies:

- Training plans for ECE staff should allow for continuation of Embedded Instruction skill building even if enrollment of children with IEPs in their classrooms varies.
- Coaching plans address appropriate support for all staff members' continuous growth and development in implementing Embedded Instruction. Staff members are provided opportunities to enhance positive skills and strategies to support areas of need.

Staff Acknowledgements and Incentives

The CLT plans for ways to acknowledge the efforts of EI and ECE staff as they work to implement Embedded Instruction. The implementation of Embedded Instruction with fidelity by all EI service delivery providers is an ambitious effort and takes time and commitment. It is important for the leadership team to incentivize, provide support for, and acknowledge staff as they continuously improve their implementation.

Suggested Strategies:

- The CLT recognizes EI professionals' progress through the learning path and celebrates successful implementation checks signaling that Embedded Instruction practices were implemented with fidelity.
- In the monthly program newsletter, a classroom team is highlighted along with how they are implementing Embedded Instruction.
- A program administrator creates a bulletin board for parent night that highlights Embedded Instruction practices that support all children in the classroom.
- Whenever a supervisor or coach visits a classroom, they leave a note on the teacher's desk that provides praise or gratitude related to teaching practices, the classroom, or children's engagement.
- Include a standing agenda item on Embedded Instruction during staff meetings. Invite staff members to share an activity or material that is being implemented in their classroom.
- Early Learning Resource Center (ELRC) includes success stories of highlighted programs in newsletters.
- The EI and ECE supervisors ask staff to send Embedded Instruction success stories at the end of the week if they have one to share. These might be an activity that went well, an interaction with a family that was notable, the use of skills by children, a child's progress, etc. The supervisor reviews what is sent and uses them in her Monday Morning Message email to all program staff. The supervisor also shares this acknowledgement with the CLT.

Supportive Coaching



Benchmark 23: The Identified Embedded Instruction Professional uses needs assessment data, implementation fidelity checklists, classroom observations, and interviews to collaboratively identify implementation goals with EI staff.

Necessary Strategy to Meet Benchmark:

- Data must be reviewed regularly by the Identified Embedded Instruction Professional(s), with support from the CLT, in order to provide coaching supports to EI professionals completing the learning path or in the initial phase of implementation.
- Coaching must be a safe space for staff to take risks and learn new skills. To that end, it is essential that data used in coaching toward fidelity be used in professional growth conversations and not teacher effectiveness decisions.

Suggested Strategies:

- The CLT reviews session notes or coaching logs to identify individual and program progress and/or challenges with implementation.
- The CLT ensures that the schedule of the Identified Embedded Instruction Professional(s) allows time for classroom visits and supports EI staff implementation.
- Establish processes for staff who are not in active coaching cycles to seek ongoing implementation support (e.g., Community of Practice).

Preparing Early Childhood Education Partners for Embedded Instruction



Benchmark 24: A process or processes are established for EI staff to collaborate with ECE colleagues in developing ideas for implementing service delivery within the classroom.

Necessary Strategies to Meet Benchmark:

- Ensure preparatory communication with ECE administrators about the need for and importance of ECE and EI staff to collaborate on preschool service delivery within the typical ECE schedule.
- Develop and review policies and procedures that may impact implementation (e.g., confidentiality policies, staff assignment strategies, staff scheduling).
- If video is being used, appropriate permissions for recording in the classroom are obtained.

Suggested Strategies:

- Share Embedded Instruction resources (e.g., *Embedded Instruction One-Pager for Professionals*, PA PD Registry resources such as the Embedded Instruction Overview Module).
- Reassure ECE partners that the collaborative nature of Embedded Instruction is intended to be supportive rather than evaluative of teaching practices or classroom management.
- Review classroom progress data to illustrate the benefits of Embedded Instruction in the ECE setting.

Staff Training Sustainability



Benchmark 25: A process for training new staff members is developed and implemented to ensure implementation fidelity and sustainability of Embedded Instruction.

Necessary Strategies to Meet Benchmark:

- Ensure onboarding and training plans for new staff reflect Embedded Instruction practices. Suggestions include the following:
    - Provide online learning paired with mentorship opportunities.
    - Provide opportunities for new staff to observe a colleague's implementation of Embedded Instruction with fidelity.
    - Include expectations regarding Embedded Instruction in the staff handbook.
    - Develop a needs assessment to identify coaching priorities and supports needed.
- Communicate the expectation that EI service delivery professionals will be working toward implementing Embedded Instruction with fidelity. Implementation checks will be conducted to guide professional development related to Embedded Instruction.

Suggested Strategies:

- Develop job descriptions that clearly describe the use of Embedded Instruction for Early Learning in service delivery in early childhood settings.
- Explore candidate knowledge of and perspectives on inclusion, coaching, and Embedded Instruction during the hiring process, including EI and ECE positions.
    - Resume review.
    - Explore candidate attitudes and beliefs about inclusion.
    - Include or revise question(s) about Embedded Instruction during candidate interviews.
    - Include or revise scenario-based questions about Embedded Instruction during interviews.

Critical Element: Monitoring Implementation and Outcomes

Introduction to Monitoring

Key Documents and Forms
Data Management Resources:
- Decision Support Data System (DSDS) Planning Prompts
- DSDS Tracking Sheet
- DSDS Handout from NIRN

Implementing Embedded Instruction Resources:
- Implementation Check Information

Foundational Implementation Science Documents:
- Plan-Do-Study-Act Planning Template

Without data you're just another person with an opinion. -W. Edwards Deming

Data-based decision making is a critical component of the implementation of Embedded Instruction. For effective decision making, CLTs must evaluate three types of data: programmatic (i.e., data relevant to program operations and administration), fidelity (i.e., the extent to which a practice is implemented as intended), and outcome (i.e., the impact of the practice). The CLT will gather and review data using tools provided by BEISFS. The CLT uses data to monitor progress towards implementation fidelity and changes and trends in outcomes. Data summaries will be used by the CLT for problem solving and to efficiently focus program improvement efforts.

Key Questions:
1. Are we implementing Embedded Instruction with fidelity?
2. If we are, is it making a positive difference for children, staff, and families?

Confidentiality

The CLT will be examining program data and making decisions regarding training, support, and implementation based on the data that are reviewed. It is critical for the CLT to discuss the importance of confidentiality in all decision-making activities. CLTs may address the importance of confidentiality as one of their ground rules.

Collecting and Preparing Data

Benchmark 26: Data are collected, summarized with visual displays, and reviewed by the CLT on a regular basis.

Necessary Strategies to Meet Benchmark:
- Identify an individual on the CLT to fulfill the "data guru" role who is responsible for data summary. This role may be shared among CLT members based on individual expertise with specific types of data.
- Ensure the data guru(s) has the training and support needed to analyze data and create visual displays.
- Identify a regular schedule for data review. For example, CLTs may elect to complete the BoQ review in June and December and review fidelity data bi-monthly.

Suggested Strategies:
- Ensure CLT agendas always include a data review item.
- EI and ECE programs may collect data that will inform the implementation of Embedded Instruction. CLTs should ensure appropriate data sharing agreements are in place to ensure confidentiality in data review and to minimize duplication of data collection efforts.
- Utilize the *Decision Support Data System (DSDS) Planning Prompts* handout and *DSDS Tracking Sheet* to monitor professional development and implementation.
- To review best practices on the developing and using a DSDS, refer to the *DSDS Handout from NIRN*.
- The DaSy Center Data Visualization Toolkit provides a broad overview of data visualization and ideas and examples for getting started.

Team Process for Decisions



Benchmark 27: The CLT monitors implementation fidelity of the components of Embedded Instruction and uses data for decision making about their implementation goals.



Benchmark 28: The EI program measures implementation fidelity of the use of Embedded Instruction and uses data on implementation fidelity to make decisions about professional development and coaching support.



Benchmark 29: The EI program monitors IEP goals/outcomes and uses progress monitoring data to make decisions about intervention and instructional support.

Necessary Strategies to Meet Benchmarks:

- The Identified Embedded Instruction Professional(s) uses available implementation check resources to monitor EI staff members' implementation of Embedded Instruction.
- Examine data for trends and meaningful associations. Look for successes and challenges by examining patterns across staff and child data.
- Consider further supports needed by EI and/or ECE staff when identifying challenges revealed by fidelity or outcome data.

Suggested Strategies:

- The Identified Embedded Instruction Professional(s) supports EI staff members in reflecting on their implementation of Embedded Instruction and readiness for an implementation check, such as by using the *Implementation Check Information* tool.
- Develop a process for comparing staff implementation fidelity data with IEP goal attainment. If progress is less than expected, consider whether the child has been receiving Embedded Instruction as intended (e.g., frequency of embedded learning opportunities)
- Refer to the *Plan-Do-Study-Act (PDSA) Planning Template* to engage in the PDSA cycle when making child-level instructional decisions.
- Consider policy or procedural changes when there are strong patterns in the data, if needed.
- Avoid making major implementation changes based on single outliers in the data.

Sharing Data with Others



Benchmark 30: Program-level data are summarized and shared with program EI and ECE staff and families on a regular basis.

Necessary Strategies to Meet Benchmark:

- Link implementation data with EI Quality Enhancement Plan (QEP) development, QEP progress, and strategies. Share implementation goals and progress during local program verification.
- Include data sharing routines on communication plans.
- Ensure feedback loops are available for partner groups to elicit their perspectives on shared data.

Suggested Strategies:

- Create data summaries that are easy to understand by the audiences for whom they are intended.
- Share classroom outcome data with ECE and EI leadership to determine Embedded Instruction impact on all children in the ECE setting.
- If there are enough children with IEPs being served in a single ECE setting to preserve anonymity, you may share de-identified data with families and other staff about implementation and/or outcomes.
- Include an Embedded Instruction data tidbit in regular newsletters.

Family Engagement in Data-Based Decisions

CLTs are strongly encouraged to consider how they can collect information regarding the following elements of family engagement during implementation of Embedded Instruction. Elicit family perspectives about:

- Supports received
- Benefits of the approach
- Ways families would like to be supported
- Cultural responsiveness of the program
- Quality of communication with the program
- Family participation in program decision making

The CLT should consider the use of a variety of mechanisms to gain family perspectives and input, keeping in mind that not all families will be comfortable with all approaches for collecting information. The information you gain from families, whether quantitative (e.g., a response to a survey) or qualitative (e.g., shared in a discussion), are all data the CLT can use to assess the progress of the program in effectively implementing EI service delivery.

Suggested Strategies:

- Design an online survey for families.
- Offer informal methods for families to provide input at any time (e.g., email, text, phone calls, suggestion box).
- Include a few questions professionals can pose during team meetings.
- Provide opportunities for families to share their perspectives when in a group with other families.
- Provide explicit support for family leaders on the CLT to ensure they have the confidence to provide input on data analysis and decision making.
- Consider strategies to get feedback on whether families (e.g., family CLT members, family advisory committee members, individual family members) feel their perspective is heard and valued.
- Consider whether any explicit strategies are needed to ensure family perspectives are included and valued in data-based decision making.

Implementation Stages Guidance

Grounded in Implementation Science, the BoQ supports CLTs in evaluating where they are in the process of implementing evidence-based practices such as Embedded Instruction. Within the Implementation Science framework, the implementation stages outline the necessary steps for scaling up and sustaining the use of evidence-based practices.

There are four stages of implementation: Exploration, Installation, Initial Implementation, and Full Implementation. Below are the anticipated outcomes of each stage as adapted from the Implementation Stages Planning Tool. Also included are activities for supporting progress within each stage, which will be continuously updated with associated tools and resources.

Exploration Outcomes

- Adopt Embedded Instruction for Early Learning as assigned by BEISFS to address EI Service Delivery.
- Form a CLT to guide the work.
- Assess fit and feasibility of implementing Embedded Instruction.
- Demonstrate acceptability and buy-in from CLT.
- Complete the BoQ.
- Create an initial Preschool Service Delivery Action Plan.

Exploration Activities

E1. Grow relationships with partners with a variety of diverse perspectives and inclusive of voices not traditionally prioritized.

E2. Develop a CLT representative of the staff, organization, and community that are the participants in and recipients of Embedded Instruction. **[Benchmark 1]**

E3. Cultivate champions that have the authority and cultural capital to promote change.

E4. Assess and create readiness for team, staff, and organization. **[Benchmarks 6 and 7]**

E5. Identify changes needed, existing assets, and potential root causes.

E6. Learn about Embedded Instruction to address the change needed. **[Benchmarks 17-25]**

E7. Assess fit and feasibility of options to address the change needed. Consider need, fit, evidence, usability, capacity, and supports.

E8. Start to develop communication processes and messages. **[Benchmarks 1, 10, 20, and 30]**

E9. Determine what actions will be needed to optimize readiness and develop staff capacity, as well as organization and systems changes needed for the identified option. **[Benchmarks 6, 7, and 13]**

Installation Outcomes

- CLT is consistently meeting and addressing implementation goals.
- Policies and procedures to support use of Embedded Instruction are in place and understood by practitioners, leaders, and community partners.
- Bi-directional communication is taking place among everyone impacted by this work, including community partners, individuals and families, practitioners, supervisors, and leaders.
- Fidelity measures and criteria are established for Embedded Instruction.
- Infrastructure is in place to support staff to effectively develop competencies required to use Embedded Instruction.
- Infrastructure is in place to collect, analyze, and use data to continuously improve use of Embedded Instruction.
- Staff have access to data infrastructure and are equipped to use it.
- Initial practitioners are trained in Embedded Instruction for Early Learning.

Installation Activities

IN1. Ensure the CLT has the appropriate knowledge, skills, functions, and authority to support infrastructure development and improvement of the program/practice.

IN2. Revisit CLT membership to ensure needed perspectives.

IN3. Convene CLT regularly to use data to critically examine and improve implementation.
[Benchmarks 3 and 26]

IN4. Develop plan for implementation.

IN5. Secure and develop infrastructure resources and supports needed for Embedded Instruction.
[Benchmarks 20-21 and 24-25]

IN6. Select practitioners for initial implementation of Embedded Instruction.

IN7. Provide initial training for practitioners.

IN8. Review and refine needed policies and procedures.

IN9. Develop and use feedback loops among practitioners, leadership, and community partners to ensure effective communication.

Initial Implementation Outcomes

- Identified Embedded Instruction Professionals are selected and trained.
- Initial practitioners are using Embedded Instruction for Early Learning.
- Data are used regularly to inform decision making and improve implementation of Embedded Instruction.
- Quality of implementation is improving across practitioners; however, variability in quality exists.
- Practitioners use coaching strategies to improve the quality of implementation.
- Practitioners are beginning to achieve fidelity in their use of Embedded Instruction for Early Learning.
- Evidence exists for feasibility of implementation, such as:
    - increase in use of Embedded Instruction with fidelity,
    - increase in staff confidence and skill in using Embedded Instruction,
    - increase in the confidence of leaders in supporting staff, and
    - meaningful engagement of community partners in Embedded Instruction.

Initial Implementation Activities

II1. Convene CLT regularly to use data (e.g., outcome, fidelity, process) to critically examine and improve implementation. **[Benchmarks 1-5 and 26-28]**
II2. Initial practitioners begin delivery/use of Embedded Instruction.
II3. Continue Embedded Instruction training and professional learning as needed. **[Benchmarks 17, 19, and 22]**
II4. Implement coaching supports.
II5. Gather data and feedback through multiple sources, including staff, practitioners, recipients, families, and community partners to monitor progress. **[Benchmarks 26-30]**
II6. Use Plan-Do-Study-Act to develop improvement strategies through analysis of data and feedback.
II7. Refine implementation infrastructure (e.g., training, coaching, data systems, leadership supports, and resources) based on data and feedback.
II8. Use feedback loops with leadership, practitioners, staff, recipients, and community partners to communicate about progress, improvement strategies and success.
II9. Use decision making criteria for expanding use of Embedded Instruction.

Full Implementation Outcomes

- Data are used regularly to inform decision making and improve implementation of Embedded Instruction.
- Sustained use of Embedded Instruction is evident, with all practitioners delivering with fidelity and ease.
- Data provide evidence that child outcomes are improving through use of Embedded Instruction.

Full Implementation Activities

F1. Convene CLT regularly to use data (e.g., fidelity, outcome, process) to critically examine and improve implementation. **[Benchmarks 1-5 and 26-28]**

F2. Monitor and improve implementation supports and resources as needed to sustain implementation. **[Benchmark 20]**

F3. Continue to collect and use data for improvement. **[Benchmarks 6-9, 15-16, 18, and 22-24]**

F4. Continue training and coaching supports to maintain skillful use of Embedded Instruction. **[Benchmarks 17, 19, 21, 22, and 25]**

F5. Continue to use feedback loops with leadership, practitioners, staff, recipients, families, and community partners to communicate about progress, improvement strategies, and success. **[Benchmarks 9-10 and 26-30]**

F6. Evaluate for expected outcomes. **[Benchmarks 13, 14, 19, 26, and 30]**

Glossary of Key Implementation Terms

Benchmarks of Quality: The Benchmarks of Quality are checklists used by leadership teams to assess where they are in the process of implementing evidence-based practices. This includes developing the necessary structures for guiding and supporting the implementation of evidence-based practices and planning the next steps in the process of full implementation, scale up, and sustainability. The benchmarks are designed to help teams move through the stages of implementation and build the systems and supports needed for high-fidelity use of the evidence-based practices. [Definition from https://ectacenter.org/sig/boq.asp]

Champion: A champion is an implementation-related role occupied by people who (1) are internal to an organization; (2) generally have an intrinsic interest and commitment to implementing a change; (3) work diligently and relentlessly to drive implementation forward, even if those efforts receive no formal recognition or compensation; (4) are enthusiastic, dynamic, energetic, personable, and persistent; and (5) have the strength of conviction. [Miech, 2018, as cited by https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Coaching: Coaching is defined as regular, job-embedded professional learning designed to help teachers and staff use an evidence-based practice or program as intended [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Communication Protocol: A written document outlining the frequency, type, format, and content parameters of communication between teams and with those impacted by this work [Definition adapted from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Core Leadership Team (CLT): The CLT is a group of interested parties that oversees, attends to, and is accountable for key functions of innovation selection, implementation, and improvement. More specifically, the CLT focuses its energy on developing and sustaining capacity to assure identified student, staff, and/or family outcomes are achieved. The CLT also engages in work that ensures relevant data are communicated up and across the system. To engage in this work effectively and efficiently, CLTs require members with specific knowledge, skills, and abilities, including a general belief in the work ahead. [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Decision Support Data System (DSDS): A system for identifying, collecting, and analyzing data that are useful to the teacher, school, district, region, and/or state for decision making to improve implementation of the evidence-based practice or program. Specifically, process, performance (fidelity), and outcome data are measured and used to inform decision making. [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Early Intervention (EI): Early intervention services and supports are provided to eligible young children with disabilities and their families to maximize the child's developmental potential. Service planning and delivery are founded on a partnership between families and early intervention personnel which is focused on meeting the unique needs of the child, addressing the concerns and priorities of each family, and building on family and community resources. [Refer to Act 212 for complete definition and details]

Early Childhood Education (ECE): Typical early care and education programs wherein Early Intervention services are provided to children with developmental delays or disabilities with non-eligible young children, such as Head Start, Pre-K Counts, child care, private academic preschools. [Definition from Annotated Notice of Recommended Educational Placement]

Early Intervention Technical Assistance (EITA): Early Intervention Technical Assistance (EITA) provides training and technical assistance to local Infant/Toddler and Preschool Early Intervention agencies providing support and services to children birth to school age with developmental disabilities and their families. EITA works on behalf of the Bureau of Early Intervention Services and Family Supports (BEISFS) under the Office of Child Development and Early Learning (OCDEL), and the Departments of Human Services and Education. EITA is part of the Pennsylvania Training and Technical Assistance Network (PaTTAN). EITA is administered through the Tuscarora Intermediate Unit. [Definition from www.pattan.net/Partners/Early-Intervention]

Embedded Instruction for Early Learning: Embedded Instruction for Early Learning is based on a recommended instructional practice for preschoolers with or at risk for learning challenges. In embedded instruction, teachers, families, and other caregivers learn how to provide developmentally appropriate, intentional instruction to advance children's engagement and learning as part of their everyday activities, routines, and transitions. [Definition from www.embeddedinstruction.net]

Exploration Stage: A set of activities, completed by a team, that includes, an assessment of assets and needs of the focus population, and a determination of the fit of a program or practice, as well as the feasibility of implementation based on the current infrastructure [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Feedback Loop: A specific pathway or channel for sending and receiving information and communication messages such as sharing of progress and success, reporting barriers, and seeking input on decisions [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Fidelity: Fidelity is defined as doing what is intended [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Full Implementation Stage: Occurs as staff uses the evidence-based program or practice successfully and population-level outcomes are achieved [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Implementation: A specified set of activities designed to put into use a practice or program [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Implementation Science: The "methods or techniques used to enhance the adoption, implementation, and sustainability" of a program or practice [Eccles & Mittman, 2006, as cited by https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Implementation Stages: The initial efforts of staff to use the evidence-based program or practice, with attention to using data for continuous improvement [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Infrastructure: The core mechanisms of an organization that are necessary to successfully support or use an evidence-based practice or program such as those necessary to build staff knowledge and skills (e.g., training, coaching) as well as organization processes (e.g., use of data for decision making, leadership practices) [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Initial Implementation Stage: The initial efforts of staff to use the evidence-based program or practice, with attention to using data for continuous improvement [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Installation Stage: A set of activities where states, districts, and schools build the infrastructure necessary to implement the evidence-based practice or program and build practitioner and organizational capacity [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Outcomes: The results of any implementation effort defined in relation to improvements in infrastructure, capacity, and impact on the population served by the evidence-based program or practice [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Scalable Practices: Practices that have sufficient social and scientific validation to warrant the large-scale investment needed to transform these practices into Standard Practice. Scalable practices have documentation that they are needed, effective, usable, and feasible [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]

Selection: Selection refers to the purposeful process of recruiting, interviewing, and hiring 'with the end in mind.' Selection through an active implementation lens includes identifying skills and abilities that are prerequisites and/or specific to the evidence-based practice or program, as well as attributes that are difficult to train and coach [Definition from https://nirn.fpg.unc.edu/glossary-terms-implementation-science]