

## Initiative Implementation Plan

Factors that Contribute to Buy-in	Support/Action Steps
Adequate training and resources	<ul style="list-style-type: none"> <li>• What kind of training will be provided so teachers can successfully implement in their classroom?</li> <li>• Will there be an opportunity for ongoing training?</li> <li>• Do teachers have the necessary resources to implement with fidelity?</li> </ul>
Support from school leaders	<ul style="list-style-type: none"> <li>• How will the school leadership team address teacher concerns related to implementation?</li> <li>• How will colleagues help each other when questions or challenges arise?</li> <li>• Will the staff meet periodically to discuss classroom issues and successes?</li> </ul>

<b>Administrator buy-in</b>	<ul style="list-style-type: none"> <li>• How will administrators demonstrate their commitment and enthusiasm for the initiative?</li> <li>• How will expectations be delivered?</li> <li>• What steps will be taken to follow-up with teachers throughout the year?</li> </ul>
<b>Teacher influence over classroom implementation</b>	<ul style="list-style-type: none"> <li>• Will teachers be provided with the opportunity to decide on changes that are needed and how those changes can be made?</li> <li>• How will teachers feel secure in that these practices are not meant to add to their workload but instead align with existing school improvement efforts and enhance the instruction already occurring?</li> <li>• Will there be flexibility in terms of scheduling, materials, and topics that align with the state standards?</li> </ul>

*Buy-in factors extracted from: Turnbull, B. (2002). Teachers' participation and buy-in: Implications for school reform initiatives. Learning Environments Research, 5, 235-252.*