

Leading implementation

# Staying on track: Monitoring implementation outcomes

September 2026



**Implementation outcomes help gauge how well an evidence-based teaching practice is embedding in a school. This practice guide supports school implementation teams to understand, monitor and make decisions based on 5 implementation outcomes.**

## About this practice guide

This practice guide is informed by key findings and guidance from implementation research. It also incorporates insights from the Australian Education Research Organisation (AERO)'s work with schools through the [Learning Partner project](#). This project operationalises key concepts and frameworks from implementation research to support schools in using a [deliberate and structured approach](#) to implementing evidence-based teaching practices.

This practice guide has 2 parts:

- **Part A** provides key information for understanding implementation outcomes.
- **Part B** outlines practical steps for monitoring, reflecting on and making decisions based on implementation outcome data.

## Using this practice guide

This practice guide is designed for staff leading an implementation effort in their school.

You don't need to enact all the steps discussed in this practice guide at once. Instead, complete the steps that are relevant to your current [stage of implementation](#) and return to later steps as your implementation effort progresses.

Since implementation outcomes rely on other components of a [deliberate and structured approach](#) to implementation, this practice guide refers to concepts and activities detailed in other resources. Before engaging with the process outlined in this practice guide, we therefore recommend you:

- ✓ build your understanding of a **deliberate and structured approach**
- ✓ form a **school implementation team**
- ✓ start your **implementation plan**
- ✓ identify the core elements of the **evidence-based teaching practice** your school is implementing.

### Tip: Getting started with implementation

- For an overview of a deliberate and structured approach to implementation, complete the 10-to-15-minute microcourse, [Achieving Lasting Change](#), or complete the module, [Implementation for Impact: A Deliberate and Structured Approach](#).
- To help establish an implementation team, complete the module, [Building an Effective Team and a Specific Implementation Goal](#), or read the [Building and Operating an Effective School Implementation Team](#) practice resource.
- To draft an implementation plan and identify core elements of a practice, read the practice guide, [Developing a School Implementation Plan](#).





## Key points

- Implementation outcomes are a key component of a deliberate and structured approach to implementation.
- Early in the implementation process, start planning how your team will monitor implementation outcomes, but don't feel you need to prepare everything at once.
- Using implementation outcomes involves choosing data sources, collecting data and reflecting on data to inform decision-making within your implementation team.
- Implementation outcomes include feasibility, acceptability, fidelity, reach and sustainability.
- Fidelity and reach are likely to involve the most effort in terms of collecting and reflecting on data.

# Part A:

## Understanding implementation outcomes

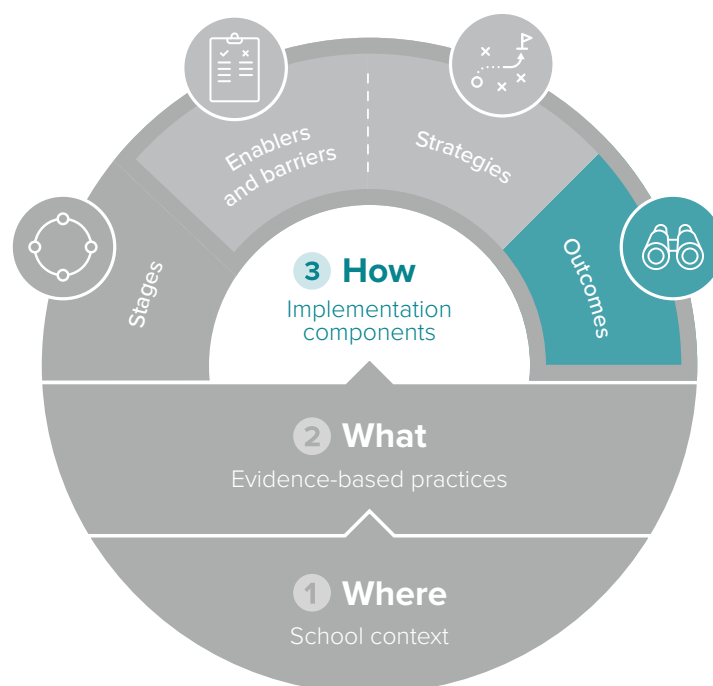
This section provides an overview of:

- how implementation outcomes fit within a deliberate and structured approach
- the importance of monitoring implementation outcomes
- which implementation outcomes to monitor
- when to monitor implementation outcomes
- how to monitor implementation outcomes.

### How implementation outcomes fit within a deliberate and structured approach

Implementation outcomes are one of the ‘how’ components of a deliberate and structured approach to implementation (Figure 1). These outcomes allow implementation teams to track how well implementation is going in real time, so they can make adjustments as needed and maximise the likelihood of success.

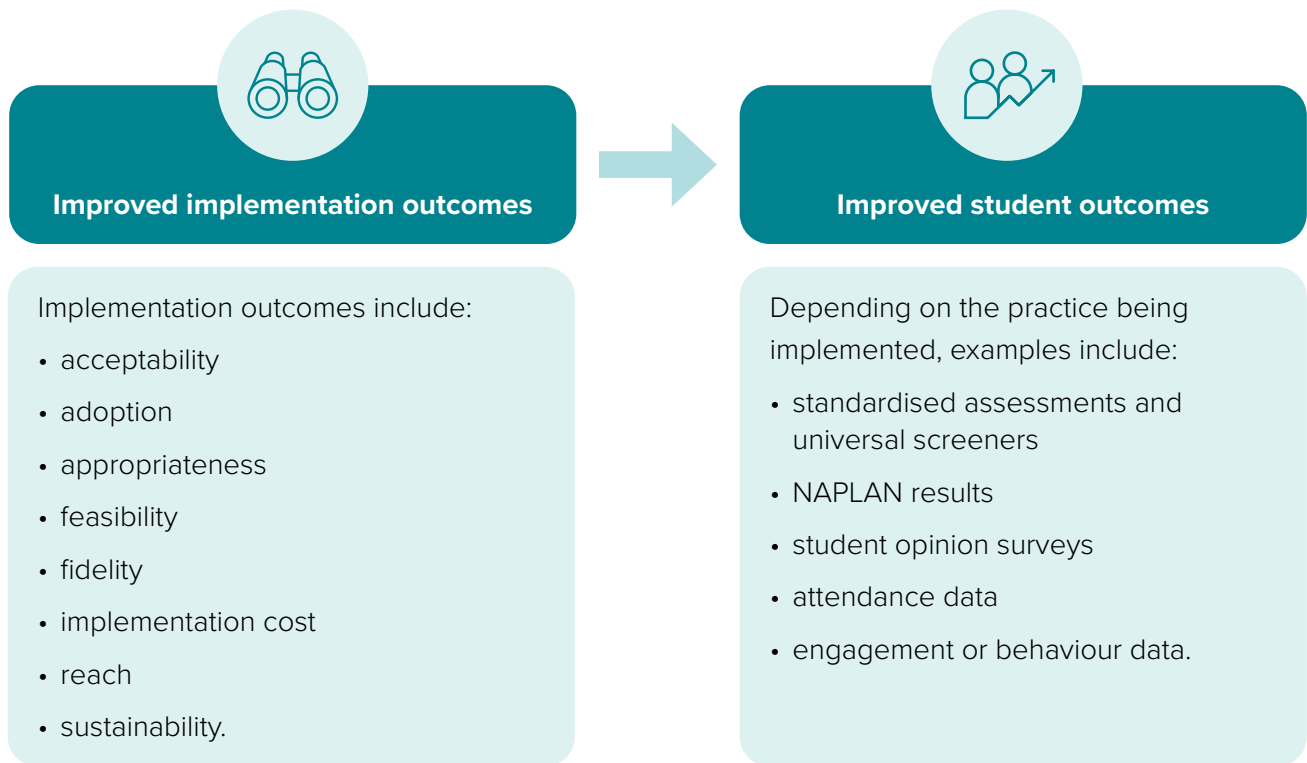
**Figure 1:** Where outcomes fit in a deliberate and structured approach to implementation



## The importance of monitoring implementation outcomes

Implementation outcomes are separate from student outcomes (Figure 2). When implementation outcomes are strong for an evidence-based teaching practice, student outcomes tend to improve.<sup>a,1</sup>

**Figure 2:** The relationship between implementation outcomes and student outcomes



Monitoring implementation outcomes can:

- provide an early indication of whether to start implementing a particular evidence-based teaching practice at a particular time
- inform implementation teams whether their school's implementation efforts are on track to improve student outcomes
- help leaders make more informed decisions about how to adjust implementation at every stage, maximising the impact of staff efforts.

## Which implementation outcomes to monitor

Implementation science research has identified 8 outcomes for monitoring implementation (Figure 2).<sup>2</sup> Each outcome provides a different perspective on how implementation is progressing. Initially, implementation outcomes help to check if leaders and teachers see value in the practice and think it's feasible to implement. When teachers begin using the practice in classrooms, implementation outcomes help show if the practice is being used as intended across a school and if the change is 'sticking' rather than fading over time.

<sup>a</sup> The one exception to this is for implementation cost – a lower, more affordable cost is preferable.

While it's useful to keep multiple implementation outcomes in mind when reflecting as an implementation team, not every outcome needs to be regularly tracked with data. To keep things manageable, **select just a few outcomes** to monitor over the course of implementation. We recommend tracking feasibility, acceptability, fidelity, reach and sustainability.

Table 1 describes what these outcomes may look like in practice and what can happen if they are not present.

**Table 1:** How acceptability, feasibility, fidelity, reach and sustainability appear in practice

| Implementation outcome | When this outcome is high                                                                                                                                                                         | When this outcome is low                                                                                |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Feasibility</b>     | Staff believe it's <b>practical</b> to effectively use the evidence-based teaching practice in their classroom and think now is a good time to be implementing something new across their school. | Staff believe the practice is <b>too difficult</b> to implement in their current context.               |
| <b>Acceptability</b>   | Staff see the <b>value</b> of the evidence-based teaching practice and believe it's a priority for their school.                                                                                  | Staff <b>reject</b> the practice and believe it's not a good fit for their students or their school.    |
| <b>Fidelity</b>        | Staff use the practice <b>as intended</b> , often enough and to a high standard.                                                                                                                  | Staff have changed their practice but not in the way that evidence indicates will be <b>effective</b> . |
| <b>Reach</b>           | <b>All</b> staff involved in an implementation effort use the practice in their classrooms.                                                                                                       | Use of the practice is <b>limited</b> to a small number of teachers.                                    |
| <b>Sustainability</b>  | Staff continue to use the practice and it becomes part of <b>everyday teaching</b> across the school.                                                                                             | Staff initially use the practice, but it <b>fades over time</b> .                                       |

## When to monitor implementation outcomes

Different implementation outcomes are important at different stages of implementation, so not all outcomes need to be monitored at once. In general, in the:

- **Explore and Prepare** stages, feasibility and acceptability show if staff see the value of an evidence-based teaching practice and believe it's practical to use
- **Deliver** stage, fidelity and reach indicate how many staff across your school are using the evidence-based teaching practice as intended
- **Sustain** stage, sustainability shows if the practice is becoming embedded in your school.<sup>b</sup>

<sup>b</sup> There are some exceptions to this timing – e.g., checking fidelity in the Explore stage can give you a starting point for later comparison, and data for feasibility and acceptability can still be collected in the Deliver stage.

For a visual summary of the practical steps staff can take at each stage of implementation, see [Appendix A: Implementation outcomes at different stages of implementation](#).

Implementation outcomes also **change over time**, sometimes in unexpected ways. For example, you may see an initial sudden increase in fidelity, followed by a gradual decline in fidelity as initial enthusiasm fades, competing priorities emerge or staff return to previous ways of working. For this reason, your team should monitor implementation outcomes at multiple time points. Timely data will support your team to reflect on how implementation is going in your school and make more informed decisions about next steps.

## How to monitor implementation outcomes

Your implementation team should collect data to monitor implementation outcomes. Select data sources that are practical to collect, but still accurately capture the outcome your team is aiming to measure.

Different types of data can be used to monitor implementation outcomes, and some will involve more preparation than others (Table 2). When considering which types of data to use:

- Try to include a mixture of data types while keeping the process manageable – for example, not all sources need to be specially collected or involve all staff.
- You don't need a separate data source for every implementation outcome, as a single data source can often be used to monitor multiple outcomes. For example, observing teaching practice in a classroom may provide information about fidelity, while also offering insights into feasibility.
- Avoid relying on too few data sources, which can mean you're relying on the experiences of a small group of staff or a single time point.

**Table 2:** Different types of data that can be collected for implementation outcomes

| Types of data                                                                                                                         |                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Newly collected</b><br>E.g., modelling and coaching checklist data                                                                 | <b>Existing</b><br>E.g., notes from a staff meeting discussion                      |
| <b>Collected from all staff</b><br>E.g., reflections from knowledge-building sessions with all staff                                  | <b>Collected from a sample of staff</b><br>E.g., themes from coaching conversations |
| <b>Formal</b><br>E.g., scheduled lesson observations                                                                                  | <b>Informal</b><br>E.g., chats with colleagues in the staffroom                     |
| <b>Structured</b><br>E.g., modelling and coaching checklist data                                                                      | <b>Unstructured</b><br>E.g., open-ended staff reflections                           |
| <b>Quantitative</b><br>E.g., the percentage of staff who agree the evidence-based teaching practice is simple to use in the classroom | <b>Qualitative</b><br>E.g., discussion notes from an enablers and barriers activity |

Further guidance on choosing specific data sources for each implementation outcome is provided in the following section ([Part B: Practical steps](#)).

## Part B:

### Practical steps

This section outlines the practical steps implementation teams can use to monitor implementation outcomes in each stage of implementation. These outcomes are grouped by whether they apply to earlier or later stages of implementation:



Each part includes which data sources to use, when to collect data and how you can use data to inform decision-making.

### 1. Monitor feasibility and acceptability



It's useful to collect data on feasibility and acceptability at the same time, and mostly during the **Explore** and **Prepare** stages. This is because both implementation outcomes often rely on leader and teacher perceptions, although each focuses on a different aspect of those perceptions. Feasibility asks how *possible* or *practical* it is to use the practice and engage in an implementation effort, whereas acceptability asks if staff *want to* use the practice.

## Example: Investigating feasibility and acceptability

Jen, Anita and Tim have formed an implementation team to lead the implementation of explicit instruction in their secondary school in Perth. Their school is currently in the Explore stage. The team recently ran an enablers and barriers activity with all staff to identify what might help or hinder a whole-school effort to strengthen explicit instruction. Some of these enablers and barriers relate to feasibility and acceptability.

Overall, the activity indicated the large majority of staff see explicit instruction as based on strong evidence and believe this practice is something their school needs to work on. Only a handful of staff indicated that explicit instruction shouldn't be a focus across their school. This suggests acceptability is already high.

A different picture emerged for feasibility. Priority barriers related to how responsibilities are arranged within teaching teams and how a lack of planning time could make it difficult to implement explicit instruction. Discussions during the session highlighted that, across a number of subjects, there's still work to be done to update unit and lesson plans in accordance with a new curriculum, and this work is often unevenly distributed within domains.

The implementation team reflects on the data they've gathered. Some of these responses are expected, while others challenge the team's previous assumptions. At their next implementation team meeting, the team discusses what high acceptability and low feasibility could mean for their implementation effort. They also talk about how curriculum updates could provide a good opportunity to incorporate more elements of explicit instruction within unit and lesson plans. The team will continue to monitor feasibility and acceptability and take steps to increase them if necessary.

## 1.1. Choose your data sources

You can use a range of data sources to monitor feasibility and acceptability (Table 3).

**Table 3:** Data sources for monitoring feasibility and acceptability

| Data source                                                 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How to use this data source effectively                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Informal measures of staff attitudes</b>                 | <p>Everyday observations of staff perceptions – for example, comments in meetings, engagement during professional learning cycles or day-to-day conversations.</p> <p>These could sound like:</p> <ul style="list-style-type: none"> <li>• ‘I like the idea of planning support – that’ll make it easier to use [insert practice].’ (high feasibility)</li> <li>• ‘I’ve already got far too much on my plate to be worried about [insert practice].’ (low feasibility)</li> <li>• ‘I can see [insert practice] working here.’ (high acceptability)</li> <li>• ‘[Insert practice] is completely different to previous initiatives – I don’t see the point of it.’ (low acceptability)</li> </ul> | <p>Use this data to build a general sense of staff perceptions rather than highlighting perceptions of individuals.</p> <p>Be cautious about drawing conclusions based on a small number of staff responses, the ‘loudest voices’ or what staff think you want to hear.</p>                                                                                                                                              |
| <b>Enablers and barriers responses and discussion notes</b> | <p>Staff views captured from small-group discussions or a structured whole-staff activity about what’s helping or hindering implementation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Treat this data as a snapshot of staff views and collect it at multiple time points.</p> <p><b>Tip:</b> For guidance on gathering staff views on enablers and barriers, read our <a href="#">Identifying and Addressing Implementation Enablers and Barriers</a> practice guide. For guidance on how specific enabler and barrier statements link to feasibility and acceptability, see Appendix C of that guide.</p> |
| <b>Knowledge-building session reflections</b>               | <p>Feedback and reflections collected through discussion notes or exit tickets at knowledge-building sessions. These sessions are used as part of <a href="#">professional learning cycles</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Look for patterns of responses that indicate challenges that need to be addressed at a whole-school or team level.</p>                                                                                                                                                                                                                                                                                                |
| <b>Audit of school resources</b><br>(feasibility only)      | <p>Audit your school resources (e.g., timetables, professional learning schedules, budgeting and physical resourcing) to assess the feasibility of implementing your selected evidence-based teaching practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>The physical resources teachers need will depend on the practice being implemented. For example, if you’re implementing check-for-understanding techniques, you may need to check access to mini whiteboards.</p>                                                                                                                                                                                                     |

### Action

Read the examples in [Table 3](#) and decide which sources your team will use to monitor feasibility and acceptability.

## 1.2. Collect data

Aim to closely monitor feasibility and acceptability:

- when selecting an evidence-based teaching practice to implement (during the Explore stage). This can help your team choose a practice that fits your school context and needs.
- when aiming to build initial staff buy-in for implementation (during the Prepare stage). This can help to ensure the implementation effort gains momentum and any priority barriers are addressed quickly.

### Action

With your implementation team, discuss the terms and weeks when your team will collect feasibility and acceptability data. Record which data sources you'll use and when you'll collect these in section 3 of your [implementation plan](#).

## 1.3. Reflect on data to inform decision-making

Collecting data is one step, but the key is to then use this data to support decision-making.<sup>3</sup> By reflecting on implementation outcomes data together, your implementation team can make better decisions throughout the implementation process.<sup>4</sup> This includes decisions about what to stop, start, continue or adapt in your implementation efforts.

To effectively reflect during implementation team meetings, it helps to:

- **protect time** for data reflection by having a standing agenda item in implementation team meetings about monitoring and reflecting on implementation outcomes
- emphasise that the focus of reflecting on data is **improvement** rather than evaluating the performance of individual staff
- check if implementation outcomes data is **consistent with other data sources** – for example, data you collected and analysed when setting your implementation goal.

If your reflections suggest that feasibility or acceptability require attention, your implementation team can take actions to improve these outcomes. [Table 4](#) outlines some suggestions.

**Table 4:** Possible responses to improve feasibility and acceptability<sup>5</sup>

| Implementation outcome                            | Possible actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Feasibility is low</b>                         | <ul style="list-style-type: none"> <li>• <b>Engage with staff</b> and give them the opportunity to share concerns and questions. Share how your implementation team will support staff to use the evidence-based teaching practice.</li> <li>• <b>Review whether this is the right time</b> to implement the selected practice, or whether further preliminary work is needed to make implementation more feasible.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Acceptability is low</b>                       | <ul style="list-style-type: none"> <li>• <b>Share the impact</b> the practice could have on student outcomes if implemented well. For example: <ul style="list-style-type: none"> <li>– Emphasise why your school is focusing on the practice, including what research underpins it and how it connects with evidence of <a href="#">how students learn best</a>.</li> <li>– Ask early adopters to share the positive impact the practice has had on students or how their own attitudes towards the practice have changed.</li> <li>– Ask staff from other schools using the practice to share success stories with your school.</li> </ul> </li> <li>• Even before running professional learning cycles, ask practice experts within your school to <b>model</b> the evidence-based teaching practice so staff can see what it looks like in a classroom.</li> </ul> |
| <b>Both feasibility and acceptability are low</b> | <ul style="list-style-type: none"> <li>• Consider <b>slowing down</b> or returning to an earlier stage of implementation, but avoid losing momentum.</li> <li>• Further investigate what's <b>causing</b> low feasibility and acceptability (e.g., are there misconceptions about what the practice involves?)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## 2. Monitor fidelity and reach



It's convenient to collect data on fidelity and reach at the same time during the **Deliver and Sustain** stages. Both implementation outcomes can be monitored through the same data sources, with fidelity measured at the individual teacher level and reach measured across teachers.

There are 3 dimensions of **fidelity**:

- the extent to which the evidence-based teaching practice is used **as intended** (adherence)
- **how often** the evidence-based practice is used (dosage)
- **how well** the evidence-based practice is used (quality).<sup>6</sup>

## Example: Different dimensions of fidelity

A primary school in Hobart is implementing explicit instruction. They're currently in the Deliver stage of implementation, working through their third professional learning cycle. All teachers have attended a knowledge-building session on teaching explicitly, which particularly focused on the use of worked examples. Teachers have also observed this practice being modelled and are using it in their classrooms.

Now, members of the school implementation team are observing lessons across the school. After several observations, the team comes together to reflect on what they have seen. They keep the 3 different dimensions of fidelity in mind.

Across the observations, team members notice that teachers are generally incorporating worked examples at appropriate points in lessons that introduce new content. In most cases, teachers work through an example sequentially, explaining each step and thinking aloud about the decisions they're making.

However, the team also identifies some opportunities for improvement. In several lessons, teachers move quickly from a single worked example to independent practice, even when students appear to need additional examples. Team members also notice that some worked examples include concepts that have not yet been explicitly taught, making them harder for students to follow. Some worked examples also seem rushed.

Based on these observations, the implementation team reflects that:

- adherence is generally high, as teachers are using worked examples at appropriate points and in ways that demonstrate how students should apply particular skills
- dosage could be improved, as students would often benefit from more worked examples before moving to independent practice
- quality could be improved through more careful pacing of explanations and closer alignment of worked examples to students' prior knowledge.

The implementation team uses these reflections to build a snapshot of fidelity. This helps the team make decisions about where additional support may be needed to strengthen the use of worked examples across the school.

**Reach** measures the extent to which an evidence-based teaching practice is used across a school (or across the teachers involved in an implementation effort). It's often monitored by observing how many teachers are using the practice.<sup>c</sup>

---

c Alternatively, you could measure reach by monitoring the number of students receiving the practice, or how many subject areas or year groups in your school are working to implement it.

## 2.1. Choose your data sources

There are 3 key data sources for monitoring fidelity and reach (Table 5).

**Table 5:** Data sources for monitoring fidelity and reach

| Data source                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How to use this data source effectively                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Classroom observations using modelling and coaching checklists</b> | <p>These observations and checklists can be used in a few ways:</p> <ul style="list-style-type: none"> <li>• by coaches and teachers as part of professional learning cycles, where they may include notes from observations and coaching conversations</li> <li>• by your implementation and/or coaching team at various times in an implementation effort, as part of brief, planned visits to classrooms that provide a quick snapshot of how consistently a practice is being used across your school</li> <li>• for teacher self-reporting.</li> </ul> | <ul style="list-style-type: none"> <li>• Agree in advance on what practice elements to look for during observations and use these consistently.</li> <li>• Tailor these 'look-fors' to reflect the specific practice and context of your school or subject area, while keeping the core elements of the practice intact.</li> <li>• Provide staff with guidance for how to use the checklists.</li> <li>• To gain a snapshot across classes, identify patterns across the school (rather than focusing on individuals).</li> </ul> <p><b>Tip:</b> For checklists of explicit instruction techniques that your implementation team can tailor and use with staff, see AERO's suite of <a href="#">modelling and coaching checklists</a>.</p> |
| <b>Unit and lesson plans</b>                                          | <ul style="list-style-type: none"> <li>• Depending on what evidence-based teaching practice is being implemented, it may be possible to see core elements of the practice in unit and lesson plans.</li> </ul>                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Review unit and lesson plan documents (e.g., during planning support sessions) for evidence that the agreed core elements of practice are present.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Student surveys</b>                                                | <ul style="list-style-type: none"> <li>• Depending on school context and what practice is being implemented, asking students (or a sample of students) about whether they experience certain practices can help to show how often and widely a practice is used.</li> </ul>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Focus on practice elements listed in the modelling and coaching checklists and describe these in ways that students will be able to recognise (e.g., include a picture of popsticks when asking younger students about random selection).</li> <li>• Avoid asking students to recall practices used over lengthy time periods or multiple subjects at once.</li> </ul>                                                                                                                                                                                                                                                                                                                             |

### Action

Read Table 5 and decide how you'll use these data sources to monitor fidelity and reach in your school.

**Tip: Independent observations are more useful than self-reports**

Fidelity can be monitored either through self-reports or independent observation.

Self-reports can be easier to organise and require less resourcing than classroom observations or reviews of unit and lesson plans. However, teachers may not always accurately assess their own practice,<sup>7</sup> and it can be difficult to continue self-monitoring over time.<sup>8</sup>

Self-reporting alone may therefore not be enough for measuring fidelity. Independent observation is more time intensive but can provide more accurate assessments of teaching practice.

**Tip: Focus on improvement not accountability**

It's important to communicate that measures of fidelity are being used to assess how well implementation is progressing, and **not to evaluate the performance** of individual teachers. For this purpose, explain to staff how and why fidelity data is being collected, who will collect the data, who will see the data and how data will be used.<sup>9</sup>

Fidelity data is also less helpful when it's turned into **arbitrary categories**, such as 'good' and 'bad'. Using categories like these, rather than specific and measurable observations of teaching techniques, makes it harder to compare fidelity data collected at different times and may overestimate fidelity.<sup>10</sup>



## 2.2. Set targets

Once your implementation team has chosen data sources for fidelity and reach, the next step is to set specific targets. Your team can refer to these targets to assess if fidelity is on track and if reach aligns with your school's implementation goal.

Targets for fidelity should be ambitious but also realistic. **Perfect** or near-perfect implementation is unlikely, and positive results have often been observed when fidelity and reach are around 60 to 80%.<sup>11</sup> Once this **threshold** is reached, further increases may not result in significantly better outcomes for students.

[Table 6](#) shows examples of targets for fidelity and reach, alongside their data sources.

**Table 6:** Examples of targets for fidelity and reach

| Data source                   | Example targets                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Classroom observations</b> | <p>In the lessons we've observed in this professional learning cycle, most of the core elements of teaching explicitly are being used:</p> <ul style="list-style-type: none"> <li>• as intended</li> <li>• at an appropriate dosage</li> <li>• with high quality</li> <li>• by at least 24 of the 30 teachers involved in the implementation effort.</li> </ul> |
| <b>Lesson plans</b>           | <p>Reviews of a sample of 20 lesson plans show at least 16 of these plans include clear, measurable learning objectives and success criteria written in student-friendly language.</p>                                                                                                                                                                          |

**Action**

With your implementation team, discuss and set fidelity and reach targets for each of the data sources you previously identified.

## 2.3. Collect data

Your implementation team should monitor fidelity and reach:

- if possible, when selecting an evidence-based teaching practice in the Explore stage, to gain a sense of current practice across your school and which elements of a practice commonly need strengthening
- during professional learning cycles (and particularly during coaching) in the Deliver stage, to see if fidelity and reach are improving
- on an ongoing but less frequent basis during the Sustain stage, to ensure the practice continues to be used over time.

It's helpful to establish systems to **store and present** fidelity and reach data. These systems can then inform data dashboards (for example, spreadsheets and charts) that illustrate patterns across your school and changes over time.

**Action**

With your implementation team, discuss the terms and weeks when your team will collect fidelity and reach data, checking this timing will align with your planned professional learning cycles. After you've chosen your data sources, set targets and plan when to collect data and how you'll store it. Record your decisions in section 3 of your [implementation plan](#).

## 2.4. Reflect on data to inform decision-making

As with feasibility and acceptability, your implementation team should reflect on fidelity and reach data. If your school has a coaching team, their input will also be important. Team members should reflect on what they observed in classrooms, making note of any trends, successes and areas of additional support that may be required for individual teachers or teaching teams.

If fidelity or reach is low, your team could:

- **revisit or repeat content** in a professional learning cycle
- provide additional guidance, resources and opportunities for teachers to **plan** how they'll incorporate the practice in their upcoming lessons
- provide additional **modelling and coaching**
- consider if low fidelity or reach may also be related to **low feasibility or acceptability** of the practice among teachers.

Your team can also use fidelity and reach data to determine which staff need additional support and what that support should look like.

## 2.5. Provide teams with feedback on progress

Fidelity and reach data should be shared with staff involved in the implementation effort, particularly those staff who are leading knowledge-building sessions or providing planning support, modelling or coaching. This data can support them to tailor their advice to teachers, further improving these implementation outcomes.<sup>12</sup>

Sharing fidelity and reach data with staff can also support acceptability and adoption of a practice. This is particularly true when staff may be sceptical of the possibility of change in their context. Data that shows success in your school, even when small-scale, may motivate more staff to participate in the implementation effort as they can see the impact in classrooms that are similar to their own.<sup>13</sup>

## 3. Monitor sustainability



An evidence-based teaching practice is sustainable when it's maintained and embedded in your school's ongoing operations. It's when an evidence-based teaching practice becomes 'the way we do things around here'.

### 3.1. Choose your data sources

In practice, sustainability is often assessed through a **checklist of resources, policies and processes** that are in place, rather than through surveys of staff perceptions or observations of practice (although using classroom walkthroughs from time to time to monitor fidelity and reach will still be useful).

Table 7 outlines 4 possible data sources for monitoring sustainability.

**Table 7:** Data sources for monitoring sustainability

| Resources, policies or processes         | Why                                                                                                                              | Check                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic planning documents</b>      | Embedding your school's commitment to implementing the evidence-based teaching practice ensures it remains a long-term priority. | Do Annual Improvement Plans and similar documents reference the practice as a long-term priority?                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Instructional playbooks</b>           | Playbooks can further support staff's understanding of how to use the practice in their classrooms.                              | Do these playbooks include, for example: <ul style="list-style-type: none"> <li>• step-by-step explanations</li> <li>• examples of routines</li> <li>• links to video examples of the practice?</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Relevant curriculum documentation</b> | Embedding the practice into unit and lesson plans supports teachers to use it with fidelity.                                     | Does your school have: <ul style="list-style-type: none"> <li>• well-developed scope and sequence documents that support teachers to use the practice</li> <li>• unit and lesson plans that are ready for teachers to use and consistent with the practice?</li> </ul>                                                                                                                                                                                                                                                |
| <b>Induction programs</b>                | Induction processes and materials can support new staff to become familiar with the practice and recognise it as important.      | Does your school have: <ul style="list-style-type: none"> <li>• recruitment processes (e.g., job advertisements) that feature a commitment to the practice</li> <li>• a handbook for new staff outlining a commitment to and strategies for the practice</li> <li>• a bank of resources for new staff to use</li> <li>• an approach to pairing new staff with a practice expert</li> <li>• alignment between performance and development goals for new staff and whole-school aims for using the practice?</li> </ul> |

### Action

Read the examples in [Table 6](#) and decide which resources, policies or processes you'll use to monitor sustainability in your school.

## 3.2. Collect data

Your implementation team should monitor sustainability after professional learning cycles have finished and at regular intervals to check that the evidence-based teaching practice is embedded in your school.

### Action

With your implementation team, discuss the terms and weeks when your team will collect sustainability data. Record which data sources you'll use and when you'll collect these in section 3 of your [implementation plan](#).

## 3.3. Reflect on data to inform decision-making

As with other implementation outcomes, reflect on sustainability data as an implementation team.

If sustainability is low, your team could:

- **review your implementation plan** to check it clearly outlines your school's goals and how you'll achieve them
- **reduce competing initiatives** to increase staff capacity and focus effort on using the evidence-based teaching practice
- further **resource** the implementation effort by reprioritising existing funding or leadership capacity
- return to the **Deliver** stage of implementation, focusing on aspects of professional learning cycles (e.g., refresher knowledge-building sessions or additional modelling and coaching)
- identify and prepare '**practice experts**' – that is, staff who are committed to supporting, promoting and driving implementation of the evidence-based teaching practice.

Additionally, your team may continue to monitor fidelity and reach from time to time. If these outcomes were previously high but fade over time, sustainability is at risk.

## 4. Continue to monitor implementation outcomes when scaling up



If your school has reached a point where your selected implementation outcomes are all strong, and you're starting to see improvements in student outcomes, you might conclude your implementation effort has been successful so far. Your implementation team could then consider either:

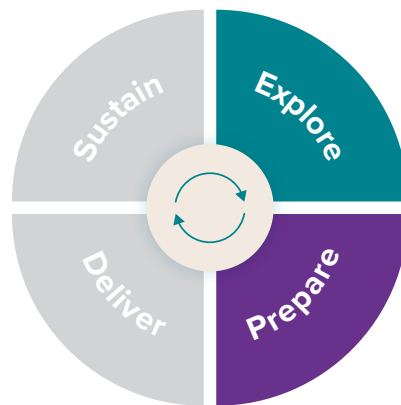
- expanding the evidence-based teaching practice to other year levels, subjects or teaching teams
- implementing another evidence-based teaching practice to address a different school challenge.

In either case, you should set a new implementation goal and begin the process of monitoring implementation outcomes again. Start by considering feasibility and acceptability in the Explore and Prepare stages, before monitoring fidelity, reach, and sustainability in the Deliver and Sustain stages. At each stage and for each outcome, select data sources, collect data and reflect on data to inform decision-making.

You can also continue to monitor the sustainability of your previous implementation effort to ensure it remains embedded in your school's ongoing operations.

## Appendix A: Implementation outcomes at different stages of implementation

Implementation takes places [across 4 stages](#) – Explore, Prepare, Deliver and Sustain. During the Explore and Prepare stages, implementation teams should collect data on feasibility and acceptability. During the Deliver and Sustain stages, implementation teams should monitor fidelity, reach and sustainability ([Figure A1](#)).

**Figure A1:** When to monitor implementation outcomes across the 4 stages of implementation

### Explore

#### School implementation team

- Develops their understanding of implementation outcomes
- When selecting an evidence-based teaching practice, considers whether the potential practice will likely be feasible and acceptable to implement
- Uses brief, planned classroom observations to gain a snapshot of existing practice (to help determine where efforts should focus)

#### Teaching teams

- Contribute to early thinking on feasibility and acceptability (e.g., through informal conversations)



### Prepare

#### School implementation team and/or coaching team

- Decides what implementation outcome data sources to collect and when to collect them (as part of developing an implementation plan)
- Collects and reflects on data on feasibility and acceptability (e.g., by running the enablers and barriers activity with staff)
- Starts taking actions to address low feasibility and/or acceptability (if relevant)
- Starts preparing modelling and coaching checklists (if intending to use these later to monitor fidelity)

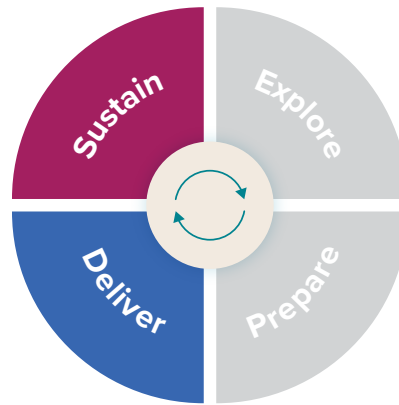
#### Teaching teams

- Contribute to thoughts on feasibility and acceptability (e.g., by participating in an enabler and barrier activity).

### Data sources

#### Feasibility and acceptability

- Informal measures of staff attitudes
- Enablers and barriers responses and discussion notes
- Knowledge-building session reflections
- Audit of school resources



## Deliver

### School implementation team and/or coaching team

- Makes any further preparations for collecting fidelity and reach data (e.g., developing student surveys)
- Sets up systems for storing feasibility and reach data
- Collects and reflects on fidelity and reach data (e.g., using data from modelling and coaching checklists)
- Shares high-level feedback on fidelity and reach with teaching teams
- Starts taking actions to address low fidelity and/or reach (if relevant)

### Teaching teams

- Participate in classroom observations, provide unit and lesson plans or help to carry out student surveys (as relevant)
- Raise any questions or concerns about using the practice with fidelity



## Sustain

### School implementation team and/or coaching team

- Reviews resources, policies and processes to monitor sustainability of the practice and takes action to address these where needed
- Periodically carries out some fidelity and reach checks

### Teaching teams

- Participate in classroom observations, provide unit and lesson plans or help to carry out student surveys (as relevant)
- Raise any questions or concerns about sustainability or using the practice with fidelity

## Data sources

### Fidelity and reach

- Classroom observations using modelling and coaching checklists
- Unit and lesson plans
- Student surveys

### Sustainability

- Strategic planning documents
- Instructional playbooks
- Relevant curriculum documentation
- Induction programs

Source: 'Figure 1' in [Putting Evidence to Work: A School's Guide to Implementation](#) by E4L (2019, p. 8), licensed under a [CC BY-NC-ND 4.0](#) licence. Adapted with permission, including recreating in AERO branding and simplifying content.

## Endnotes

- 1 Killerby, P., & Dunsmuir, S. (2018). Is implementation of evidence-based interventions in schools related to pupil outcomes? A systematic review. *Educational and Child Psychology*. <https://doi.org/10.53841/bpsecp.2018.35.2.108>
- 2 Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., Griffey, R., & Hensley, M. (2011). Outcomes for implementation research: Conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research*, 38(2), 65–76. <https://doi.org/10.1007/s10488-010-0319-7>
- 3 Charlton, C. T., Sabey, C. V., Young, E. L., & Moulton, S. E. (2020). Interpreting critical incidents in implementing a multi-tiered system of supports through an active implementation framework. *Exceptionality*, 28(3), 161–175. <https://doi.org/10.1080/09362835.2020.1727332>
- 4 Moore, D., Proctor, R., Benham-Clarke, S., Gains, H., Melendez-Torres, G. J., Axford, N.M., Rogers, M., Anderson, R., Hall, D., Hawkins, J., Berry, V., Forbes, C., & Lloyd, J. (2024). *Review of evidence on implementation in education*. Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education>
- 5 Adapted from ‘[A Refined Compilation of Implementation Strategies: Results from the Expert Recommendations for Implementing Change \(ERIC\) Project](#)’ by B. J. Powell, T. J. Waltz, M. J. Chinman, L. J. Damschroder, J. L. Smith, M. M. Matthieu, E. K. Proctor, & J. Kirchner, licensed under [CC BY 4.0](#); and ‘[Specifying and Reporting Implementation Strategies Used in a School Based Prevention Efficacy Trial](#)’ by S. A. Moore, K. T. Arnold, R. S. Beidas, & T. Mendelson, licensed under [CC BY-NC 4.0](#).
- 6 Proctor et al., 2011
- 7 Domitrovich, C. E., Gest, S. D., Jones, D., Gill, S., & DeRousie, R. M. S. (2010). Implementation quality: Lessons learned in the context of the Head Start REDI trial. *Early Childhood Research Quarterly*, 25(3), 284–298. <https://doi.org/10.1016/j.ecresq.2010.04.001>
- 8 Moore et al., 2024
- 9 Ryan Jackson, K., Fixsen, D., & Ward, C. (2018). *Four domains for rapid school improvement: An implementation framework*. National Implementation Research Network; Center on School Turnaround at WestEd. <https://nirn.fpg.unc.edu/resource/four-domains-for-rapid-school-improvement-an-implementation-framework/>
- 10 Killerby and Dunsmuir, 2018
- 11 Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3), 327–350. <https://doi.org/10.1007/s10464-008-9165-0>
- 12 Ryan Jackson et al., 2018
- 13 Lohrmann, S., Forman, S., Martin, S., & Palmieri, M. (2008). Understanding school personnel’s resistance to adopting schoolwide positive behavior support at a universal level of intervention. *Journal of Positive Behavior Interventions*, 10(4), 256–269. <https://doi.org/10.1177/1098300708318963>