

CharacterStrong Implementation Checklist #3 December - January



Purpose of this Checklist: This checklist is designed to support building leaders and implementation teams to continuously support the high-quality implementation of CharacterStrong curriculum going into and coming out of the Winter Break. This is a stretch of time where implementation can dip and drift, which is why it is important for the team to check in on and put in place support for the adults to maintain or improve implementation.

| DECEMBER - Going into Winter Break | | |
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| Outcome: Implementation Check-In to support efforts to continuously improve the high-quality implementation of CharacterStrong curriculum. | | |
| Implementation Win #1 | | |
| Timeline | Goal & Task | Complete |
| December | Goal: <u>Check in with your CS Coach</u> Task: <ul style="list-style-type: none"> <input type="checkbox"/> Schedule a check-in call with CS Coach <input type="checkbox"/> Attend the scheduled meeting with your CS Coach <input type="checkbox"/> Review what high-quality implementation looks like and reflect on how implementation is going | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Implementation Win #2 | | |
| Timeline | Goal & Task | Complete |
| Early December | Goal: <u>Provide prompts, cues, and supportive messages to your staff.</u> | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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| | Task: <ul style="list-style-type: none"> <input type="checkbox"/> Access the Booster Emails <ul style="list-style-type: none"> <input type="checkbox"/> Elementary Booster Emails <input type="checkbox"/> Secondary Booster Emails <input type="checkbox"/> School-wide communication that re-connects educators in the building to WHY your school is implementing CharacterStrong and the importance of going into and coming out of the Winter Break with strong implementation <input type="checkbox"/> Create a plan for sending the messages and engaging in the school-wide communication <input type="checkbox"/> Send at least 2 intentional reminders over the course of the month and one school-wide message about the WHY. | |
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Implementation Win #3

| Timeline | Goal & Task | Complete |
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| Early and Mid December | Goal: <u>Implementation Check-Ins with Educators</u> Task: <ul style="list-style-type: none"> <input type="checkbox"/> Use this tool to check-in on the 3 Parts of high-quality implementation. Do this with 6-10 educators who are implementing CharacterStrong. Important educators know why you are doing this (i.e., better support implementation) and that it is non-evaluative and nonjudgmental. <input type="checkbox"/> Use the check-in information to identify strengths and areas for improvement <input type="checkbox"/> Reconnect as a team mid-December to create a plan on how to support educators to incrementally improve towards high-quality implementation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Implementation Win #4

| Timeline | Goal & Task | Complete |
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| Mid December After the | Goal: <u>Recognize and reinforce educators so they feel seen, valued, and appreciated.</u> | <input type="checkbox"/> Yes |

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| implementation check-ins | Task: <ol style="list-style-type: none"> 1. Provide a meaningful acknowledgment to staff who started delivering sessions <ol style="list-style-type: none"> a. Ex: Find ideas in the 27 Ways to Show Appreciation and Boost Staff Morale 2. Share implementation success stories to provide social proof of how implementation is going right | <input type="checkbox"/> No |
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| JANUARY - Coming out of Winter Break | | |
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| Outcome: Reinvigorate and support implementation coming out of the Winter Break. | | |
| Implementation Win #1 | | |
| Timeline | Goal & Task | Complete |
| Early January coming out the break | <p>Goal: <u>Intentional communication immediately after the break about the importance of supporting student relationships and teaching knowledge, skills, and character strengths</u></p> <p>Task:</p> <ol style="list-style-type: none"> 1. Develop a skillful communication to educators immediately after the break that communicates the importance of establishing relationships and teaching the curriculum over the next stretch of the school year. 2. Review with educators in the building what high-quality implementation looks like: <ol style="list-style-type: none"> a. Adults who are motivated to deliver the curriculum with interest and enthusiasm to create a positive and engaging learning experience for students. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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| | <ul style="list-style-type: none"> b. Delivery of the core instructional sequence for each lesson as designed <ul style="list-style-type: none"> i. CharacterStrong MS/HS - <ul style="list-style-type: none"> 1. Welcome, Community, Content, Character/To Do, Closure ii. PurposeFull People <ul style="list-style-type: none"> 1. Start, Connect, Grow, Respond, Exit c. Supporting students to generalize knowledge, skills, and character strengths beyond the lessons themselves by infusing supports throughout the day. <ul style="list-style-type: none"> i. The 4Rs <ul style="list-style-type: none"> 1. Role model: Educators intentionally role modeling the knowledge and skill outside of the lessons 2. Reminders: Educators prompt and remind students to apply the knowledge, skills, and character strengths in the settings and times when they are needed. 3. Recognize and reinforce: Educators pay close attention to students to recognize and reinforce students when they put in effort to apply the knowledge, skills, and character strengths. | |
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4. **Review:** Educators protect time to debrief or provide feedback about situations where there were opportunities to apply the knowledge, skills, or character strengths to identify how it went and develop plans on how to capitalize on the opportunity next time.

Implementation Win #2

| Timeline | Goal & Task | Complete |
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| Mid-Late January | <p>Goal: <u>Problem-Solve Hurdles to Implementation.</u></p> <p>Task:</p> <ul style="list-style-type: none"> • Spend time asking educators what is making high-quality delivery of CharacterStrong challenging. • Identify the top 1-2 challenges and generate solutions to help educators overcome those specific challenges. • Create and enact a plan to help overcome hurdles to implementation | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Implementation Win #3

| Timeline | Goal & Task | Complete |
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| Late January | <p>Goal: <u>Keep the momentum going by supporting your educators.</u></p> <p>Task:</p> <ul style="list-style-type: none"> • Gather student voice and share it with staff regarding why relationships/belong are important and why learning skills and putting character into action are important | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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| | <p>for school and life.</p> <ul style="list-style-type: none">○ Record individual interviews with students and share with staff○ Organize a student panel○ Fishbowl with student focus group and allow educators to listen in○ Have student leadership meet with staff to discuss why they believe this work is important <ul style="list-style-type: none">● Support ongoing planning and problem-solving through protected pockets of time.<ul style="list-style-type: none">a. Elementary: The PfP Educator: Planning and Problem-Solving Templateb. Secondary: The SSEL Educator: Planning & Problem-Solving Template.<ul style="list-style-type: none">i. Have there been any hurdles to implementation? If so, what are they?ii. Let's work to develop a plan to overcome the hurdles.iii. What support do you need?iv. Set a short-term implementation goal to achieve prior to the next check-in. | |
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