

Change Management Plan

100% Compliance of EC Folders for CFCI
Cape Fear Center for Inquiry

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Introduction

Cape Fear Center of Inquiry (CFCI) is a charter school in Wilmington, N.C. which requires all children served through the Special Education or Exceptional Children (EC) program to be included in regular classroom settings at least eighty percent of the school day. Sixty-three EC students currently are enrolled in CFCI. Although a charter school, CFCI is required to follow all rules and regulations under the Individuals with Disabilities Education Act (IDEA). Special Education law requires 100% compliance of records, procedures, and processes however a recent audit of the records revealed that seventy-one percent were noncompliant. The high rate of noncompliance is unacceptable, putting students at risk for incorrect placement, and violating the law. Furthermore Federal funding could be pulled from the school for not meeting the mandates for compliance. A needs assessment was conducted by the TNA team to determine the causes of the lack of compliance of EC records and to recommend solutions.

Change Management Plan

This document contains the roadmap for solving the problem of non-compliance of EC records for the charter school Cape Fear Center for Inquiry (CFCI). According to the data generated and analyzed through the needs assessment process, CFCI must implement four changes throughout the organization to solve the problem of non-compliance and reach the goal of 100% compliance.

1. Institute uninterrupted time
2. Establish peer editing
3. Raise the EC Director's level of involvement to a more active role during IEP meetings
4. Support the implementation of the changes above by providing a thirty-minute training module for stakeholders.

Specific strategies relative to each of the four changes must be deployed. In order to successfully implement and manage the necessary changes to the system the strategies must be deployed within the designated timeline set forth in this document (See Appendix C).

Stakeholders

The stakeholders in this change management plan are the EC team, which includes three EC teachers, an Occupational Therapist, a Speech Learning Pathologist, and a Counselor, the school principal/EC Director, 21 regular classroom teachers, and four specialty teachers, including a music, art, physical education, and Spanish teacher.

The primary innovators of this organizational change are the members of the EC team. These individuals identified the problem at hand and initiated the needs assessment process to find a solution. Out of all the stakeholders, members of the EC team will most directly benefit from the successful implementation of the changes. In this Change Management plan, the EC team members will serve as Change Agents.

Within the population of regular classroom teachers, six middle grade teachers make up a contingency of transformers. These individuals work closely together as a cohesive

unit and tend to be early adopters who have proven their proficiency at follow-through with new innovation. It is safe to anticipate that these stakeholders will maintain a positive attitude toward the adoption of the changes in this plan and can be counted on to contribute to the successful diffusion of the innovations.

Within the population of K-5 teachers, innovators, mainstreamers, and unwilling laggards have been identified. Out of twelve K-5 teachers, two can be identified as the most progressive thinkers. Both of these individuals formerly taught middle grades, and both are among the youngest faculty members at CFCI. They are full of positive energy, and possess qualities that characterize innovators. Resistance from these teachers is highly unlikely and in fact, they are good candidates for helping to diffuse the innovations.

The majority of the K-5 teachers as well as the specialty teachers are the mainstreamers. They tend to “go with the flow.” The specialty teachers, due to the nature of their jobs, do not contend with interruptions to the degree experienced by other faculty members so the benefits they will gain from the successful implantation of the changes will be indirect and minimal. As a whole, this group is the most neutral of all the stakeholders.

Constraints

During the implementation of this change management plan, a great deal of attention must be paid to the two main opinion leaders of the school. These individuals are kindergarten/first grade teachers who are older and more seasoned than most of the faculty members. They have become complacent and fairly can be labeled unwilling laggards.

These two teachers could become a barrier to the successful implantation of the changes because they have a great deal of influence over one of the most important stakeholders, the Principal/EC Director, Dr. Lisa Smith. Moreover they are founders of the school and voting board members.

Members of the Board of Directors could be considered stakeholders however they mainly approve major decisions and have little to do with the day-to-day operations of the school. On the other hand if the opinion leaders/board members become determined to destroy the implementation of these changes, they could use their power as board members to drum up opposition and squash the innovation in its tracks.

The Principal/EC Director is influenced on many levels but most closely aligns herself with the opinion leaders/unwilling laggards. In an ideal world this organizational leader would be viewed as a change agent. However under the circumstances, this important stakeholder needs to be thought of as an unwilling laggard. Implementation of this change management plan must include provisions for a general lack of administrative support.

The overriding culture of CFCI should be considered a potential obstacle to the diffusion of innovation. The organization based on individualism values above all, decisions reached by consensus. Because consensus at CFCI requires the buy-in of 32 individuals, broad institutional changes are rarely achieved, and the reaction to any type of mandate is highly negative.

Constraints relative to each of the four solutions will vary in scope and impact. Fortunately, the change with the highest priority promises to evoke the least resistance of the four solutions. All of the stakeholders should find relative advantage to implementing an organization-wide acceptance of **uninterrupted time**. The key to successful diffusion

of this innovation lies in the method of implementation. If the change comes down as a mandate, the chances of success will be low. Predictably, the opinion leaders will fulfill their roles as unwilling laggards while at the same time, spreading negativity for the innovation. Two out of 32 individuals do have the power to create a totally uphill to near impossible battle for diffusion of this simple change. Therefore this innovation must be introduced in a free-spirited and festive manner as a newly afforded “right” for staff. Individual staff members may choose whether or not to exercise the “right” for themselves however all staff members will be expected to comply with and respect the rules of uninterrupted time.

Implementing the innovation of **peer editing** will have the most impact on EC teachers. The EC teachers are the primary innovators, already placing high value on this activity. Thus the constraints in this case are time and energy. The key to diffusing this innovation is perception. During the adoption of a peer editing system, EC teachers must feel that the reduced potential for having to deal with corrective action in the future along with increased peace of mind together outweigh the time and energy spent on reviewing the folders of colleagues. If the EC teachers do not personally experience the benefits of this additional task, it could fall by the wayside.

The third solution involves major obstacles in the way of obtaining the buy-in and commitment of the School Principal/EC Director with regard to **her increased involvement in IEP meetings**. On a daily basis Dr. Lisa Griffin contends with a highly demanding schedule therefore she will need to perceive inherent value and a substantial return on investment of her time before taking on any additional tasks. Added tasks must call upon her level of expertise to be successful. If the EC Director is tasked to perform work beneath her level of education and experience, she will feel resentment, lose interest, and potentially retract her commitment to all facets of the change management plan. In this case the diffusion of innovation will fail.

The fourth solution, **thirty-minute training** for all stakeholders, serves as a support for solutions 1-3. Everyone on the CFCI staff needs to be aware of the factors causing the dilemma that has authored these changes. A thorough understanding should support a smooth transition of change without staff speculation, and/or rumor. Conversely, if the changes are perceived to somehow favor the EC department, the perception will fuel existing jealousies to negatively impact the diffusion of the innovations.

Strategies

The establishment of a system for uninterrupted time and the institution of peer editing should occur simultaneously. Both solutions involve the primary innovators of the change management plan who would most directly benefit from its successful implementation. According to the survey during the needs assessment, the majority of faculty expressed a need for uninterrupted time. Question seven stated, “Extra duties (committees, meetings, etc.) that occur at CFCI hinder me from having the time I need to effectively complete housekeeping” things (paperwork, attendance, daily tasks that **have** to get done) On a Likert scale, from 1 - Strongly Disagree to 5-Strongly Agree, the mode was 4 (See Appendix A and B). Furthermore the successful implementation of two solutions will put a positive public face on the change management plan as a whole and build momentum for implementing the most challenging pieces of the plan.

The first move is for the entire EC Team to meet with Dr. Lisa Smith to ask for her blessing on the institution of **uninterrupted time** and **peer editing** however prior to the meeting, the EC team needs to perform two important steps to prepare.

1. As a team, come up with several novelty items that the faculty can use to communicate “Do Not Interrupt!” The items need to be clever and fun. Perhaps members of the team can research companies that produce small signs or novelty décor that can stick to glass or hang around a door knob. Perhaps members of the team are artistically talented to create something original or maybe the team should enlist the expertise of CFCI’s art teacher to help with design. In any case, the team should have a few samples to show Dr. Lisa Smith in the meeting.

The team needs to come up with specifics regarding the number of hours of uninterrupted time that faculty should be allotted each week, and the team needs to generate a one-week chart, listing all teachers. The purpose of the chart is for teachers to fill in the days and times when they will be taking their uninterrupted time. The schedule should remain consistent from week to week.

2. The team also needs to generate a plan for peer editing. Developing the plan will require several meetings attended by all EC team members who are impacted by peer editing. It is appropriate that meeting times be initiated by the EC coordinator, Trisha Torkildsen.

An-evaluation-before-trial is highly recommended. During the first meeting, team members should take on research assignments to examine peer editing practices at similar institutions. At the second meeting, members should report to the team about the information they gathered on the pros, cons, successes, and constraints of peer editing. The EC Team must draw up a written document, detailing how the peer editing plan will be carried out at CFCI. It is imperative that all peer editors are comfortable with the final draft of the plan.

The above 2 actions should take no more than three weeks to accomplish. One constraint to this timeline could be shipping. Try to stay within a three week period however if the “best” novelty item is discovered during the third week, you may add a little slack time for that item to delivered. If the team decides that it is more beneficial to stay on schedule, a picture of the item, in place of the actual item, may have to suffice. In the third week, schedule your meeting with Dr. Lisa Smith for the fourth week.

Meeting with the Principal/EC Director

Now the team is ready to meet with the Principal/EC Director. This meeting is critical to the entire innovation. The team must cultivate Dr. Lisa Griffin’s trust in their intentions as well as in the quality and feasibility of the innovation. The team should bear in mind with confidence that the innovations to be presented at the meeting, do meet the five critical characteristics of successful innovations therefore chances of adoption and diffusion are high.

Uninterrupted time has **relative advantage** for everyone, and the strategies for diffusing uninterrupted time fit well with CFCI’s organizational values. The innovation is simple, possessing no **complexity** whatsoever. **Trialability**, in this case, will have to come simultaneously with implementation however a teacher needs only to experience uninterrupted time successfully once or twice to be sold. This same success will make the results **observable** throughout the entire organization which should serve to hasten the diffusion. Uninterrupted time will come to be viewed by the majority of stakeholders, as a valuable change that should be adopted and institutionalized.

Peer editing has **relative advantage** however this case is tricky. The advantage of conducting peer edits today is to save potential corrective work for tomorrow, so the

benefits may not be readily felt. It will be important for the authors of the folders to be able to see where corrections have been made by their peer editors.

Observing how helpful this process is on a regular basis will reinforce the diffusion of the innovation. Peer editing is completely **compatible** with past experiences, present needs, and existing values of those involved. **Complexity** is not an issue because the work calls upon the expertise of the participants. **Trialability** also is a non-issue because everyone involved has engaged many times in peer editing.

Conducting the Meeting

Dr. Lisa Griffin already is aware of the problem of non-compliance of EC folders and the lack of uninterrupted time so during this step, the team needs to peak her interest in the solutions.

Begin by briefly recapping how a needs assessment was conducted to uncover the causes of non-compliance of EC records. Explain how a problem surfaced that is not only impacting EC Team members but is impacting a majority of staff members – the lack of uninterrupted time. Describe how the team has given a great deal of thought to solving this problem for *all* teachers then reveal the devices that signify “Uninterrupted time.” Display the novelty signs and door hangars on her desk or table. At this point take the smile test. Is Dr. Lisa Smith smiling? According to her expressions and body language, how do you think she is feeling about the items? Encourage her to pick up the objects and examine them. If she is leaning toward one of the objects, use that one to demonstrate how a teacher would simply affix it to her door to indicate that she is in the UTZ – “Uninterrupted Time Zone.”

Further explain that the concept should be introduced in a staff meeting as a new “benefit.” In the meeting all staff can mingle and examine the UTZ samples together. Dr. Griffin should announce that teachers are invited to submit their own UTZ samples, giving a deadline of two weeks. All sample submissions will be presented to staff who will vote, by secret ballot, for their favorite. The winning UTZ sample will serve as the universal device for indicating “uninterrupted time zone”

Of course, cost is a factor so all UTZ samples must be feasible to produce and/or obtain. Whatever the final UTZ sample turns out to be, at least 32 of them must be purchased or made. Also, the sample must be available to meet the needs of additional staff or lost or damaged UTZ samples in the future. The team and Dr. Griffin should determine the parameters of feasibility before the end of the meeting.

Dr. Griffin may at this point be asking questions about the logistics of implementing the change which is the team’s cue to reveal the **teacher chart**. Explain how teachers have the option of using the uninterrupted time zone or not. Show how the teachers who want to participate can schedule their uninterrupted time on the chart, which should remain the same from week to week so everyone can anticipate and plan around UTZ. Communicate to Dr. Griffin how the team came up with X number of hours as a fair amount and ask for her feedback. Come to consensus on the number of hours before the end of the meeting.

Strategy Highlights

Because the team is giving the teachers a choice, this change is not a mandate. The novelty of UTZ signs and door knob hangars fit into the creative culture of CFCI, and the value of individualism is upheld by an open invitation for UTZ sample submissions. The rules for utilizing this option are the same for everyone. The homogeneity of the

innovation should avoid fueling existing jealousies of the EC department by some regular classroom teachers.

Now that the team has produced a solution to the main problem of non-compliance, crafted to meet the needs of everyone in the organization, Dr. Griffin's trust in the team should be building. At this point in the agenda, segue to introducing the peer evaluation plan. One team member should be the spokesperson assigned to summarizing the plan. The objective of the summary is to shed the best light on the concept; to sell Dr. Griffin on the plan's merit. The team also will be selling Dr. Griffin on their dedication as professionals. After all, EC team members are representing their united willingness to take on extra work for the good of the students and the good of the school.

The final step in this strategy is set a meeting date and time at which Dr. Griffin and the EC team introduce the new benefit of UTZ to staff.

Interim Strategy

The EC team should develop a basic 5-7 minute power point training for faculty, to be shown at the "Introduction to UTZ staff meeting." The outcome of the power point should be for staff to understand the basic importance and challenges for meeting 100% compliance of EC records which prompted the needs assessment and led to the discovery that all staff needs the "uninterrupted time zone." The power point also should include slides of the sample UTZ items, as they would be displayed *in action* on the doors of faculty members.

Prior to the "Introduction to UTZ staff meeting," gain Dr. Griffin's permission to show the short power point at the meeting in order to liven up the presentation with visuals. Give Dr. Griffin a CD copy of the power point presentation to review. It is imperative that the power point training be innocuous and good humored. Later in the adoption process, the change management team can decide if a full, 30-minute training is still in order.

"Introduction of UTZ" meeting

This meeting needs to be held in the morning with a lovely spread of coffee, cream, juice, bottled water, bagels, several flavors of cream cheese, and an assortment of Danish pastries.

A table should be set displaying the UTZ samples, creating curiosity as faculty members enter the room. Staff will notice the UTZ samples with interest, and wonder what they are.

The meeting should begin with a welcome by Dr. Lisa Griffin. She will present a brief introduction to the events that brought the organization to this point. Her introduction should include an explanation of the needs assessment that was conducted to determine the causes of non-compliance of EC folders and the fact that some wonderful solutions came out of the study—solutions that will benefit everyone at CFCI. Now Dr. Griffin will turn the program over to the EC team.

At this juncture, an EC team member will emerge as Spokesperson 1 for this segment of the program, a 5-7 minute power point. The presentation should end on a slide suggesting that solutions are forthcoming.

EC team Spokesperson 2 for the peer editing solution should come forth and announce that the EC unit is going to implement a peer editing system to help solve the

problem of non-compliance of EC folders. This is the cue for one or two EC team members to distribute a copy or two of the peer editing plan to the staff audience. As Spokesperson 2 briefly summarizes how the solution came out of the needs assessment and how the plan will work, the staff audience will continue to peruse and circulate the written plan. At the conclusion of this portion of the presentation, Spokesperson 2 will ask if there are any questions. All members of the EC unit should work together to field questions as a synchronous unit. The staff audience should by now be impressed with the depth of thought, planning and willingness of the EC staff to take on more work in the best interest of the students and the school.

At this point Spokesperson 3 takes the stage. This Change Agent has the opportunity to quell the curiosity in a roomful of educators, regarding the UTZ artifacts. This Spokesperson will explain the concept and parameters of the “uninterrupted time zone.”

At the same time that Spokesperson 3 is talking about the UTZ concept and showing samples *in action* on the power point, other EC team members are handing out actual UTZ artifacts to the staff audience for tactile examination. If there is a buzz in the staff audience that is interfering with the speaker, not to worry, this is a good sign, however it is imperative that Spokesperson 3 is able to “go with the flow” of audience reaction.

Once the buzz subsides, Spokesperson 3 should go on to explain that CFCI needs just the right “mascot” for the “uninterrupted time zone” so we are inviting submissions from staff for the perfect door sign or door knob hanger. Describe how all staff members will have the chance to vote for their favorite UTZ mascot, and the top vote-getter will receive an all-expenses paid, weekend get-away to Bald Head Island, (or another highly desirable reward donated by a local business for good will and a tax deduction.)

Finally, the EC team will hand out flyers, explaining the particulars of the UTZ contest, and Dr. Lisa Griffin will close the meeting by thanking staff, thanking the EC team, and wishing everyone a good day.

UTZ Contest Entries

The deadline for submissions should be on a Friday so that over the weekend the EC team can create a display of the UTZ entries in a prominent place (It would be ideal to create a vignette. Borrow a door frame from the Habitat for Humanity store so the team can exhibit the UTZ samples *in action*.) In addition, the EC team should place a packet containing a ballot, a UTZ schedule form, and a letter in the mailbox of every faculty member. The letter should invite staff to take advantage of the “uninterrupted time zone” and include instructions about how to fill out the form, where to return the ballots and forms and the deadline for doing so.

UTZ Contest Winner

Once votes are tallied, the EC team should alter the vignette to display only the winning UTZ symbol. A sign of “Congratulations” and other festive décor should be added. Immediately, a sufficient number of the winning UTZ artifact should be ordered or commissioned to be made a.s.a.p.

Implementation

Implement UTZ

Once the EC team has generated a Master UTZ schedule and has the UTZ artifacts in hand, they will put all the materials together in an attractive package with an introductory letter inviting staff to begin using the new UTZ!

In this early adoption phase, it is imperative that EC team members, acting in the role of **Change Agents**, begin utilizing **UTZ** right away for **observability**. In addition EC team members continuously must monitor the activities of the Opinion Leaders and the rate of adoption by the Transformers and Mainstreamers in order to track the “Take-off” and “Saturation” of the innovation.

Implement Peer Editing

EC team members now have a plan for peer editing in place so they should implement the innovation accordingly. Team members need to decide upon the frequency for coming together to evaluate the innovation. This timeline can be flexible relative to the stages of adoption.

Implementing Final Changes

Fertile ground has to be cultivated before solutions three and four can be implemented. Successful implementation of solutions one and two are critical components of the change management strategy for building the trust necessary to implement the final changes in the overall solution.

Solution Three

“Raise the EC Director’s level of involvement to a more active role during IEP meetings”

The implementation of this solution is highly feasible but the proposal identifies specific constraints, relating to perception:

- Does the EC Director perceive inherent value and a substantial return on investment of her time?
- Do the added tasks call upon her level of expertise?
- Are the implementation of solutions one and two going well?

The EC team needs to come together and identify a specific role for Dr. Griffin to assume during IEP meetings. Once again the EC team will need to meet with Dr. Griffin and propose a well-defined solution.

Solution Four

“Support the implementation of the changes above by providing training for regular classroom teachers.”

EC Team should do their best job of boiling down the important information regarding the compliance of EC folders, problems and solutions in the Power Point to be presented

at the UTZ Introduction Meeting. However, further into the diffusion process, the EC team should evaluate whether or not additional training for staff is needed.

Risks Along the Road to Diffusion

A risk exists early on between the meeting with Dr. Lisa Griffin and the EC Team. If word leaks out or if Dr. Griffin shares the concept prematurely, the opinion leaders could start to criticize the idea and crush the innovation before it even has a chance. Furthermore, if some staff members abuse the system early on in the adoption phase, enthusiasm for the innovation could quickly sour.

Conclusion

The keys to solidifying the adoption of the innovations in this Change Management Plan, require practice, routinization, and inherent reward. The first two meetings with Dr. Lisa Griffin and the staff and the contest have been designed to create **awareness, interest** and to build **trust**. **Evaluation** and **trial** first come into play when staff members fill out the UTZ Schedule sheet. Staff will realize that much needed uninterrupted time indeed is becoming reality. After the contest, at the launch of the UTZ program, teachers will try out the system and if it works for them, they will **adopt**. As everyone begins using UTZ, faculty will start seeing the winning UTZ symbol displayed on doors, and faculty will become aware of checking the UTZ schedule for a teacher's availability thereby respecting the parameters of UTZ. If all these steps play out successfully, the innovation will become integrated into the system. Down the road however the innovation may need to be renewed so it doesn't become stale or taken for granted. One idea is to institutionalize an annual contest for a new symbol.

Regarding peer editing, the EC Team must follow the peer editing plan and schedule time at appropriate intervals to evaluate the innovation as it becomes adopted and integrated into the CFCI system.

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Appendix A: General Education Survey

Teachers,

In an effort to help ensure that we are providing the most effective services possible for our students we must look at all aspects of programming for special education students.

As an *inclusionary* school you all are involved in these processes a good deal. Please help us to determine how we can improve this process by completing the following survey.

We are looking at ways to improve the EC Program and your opinions are highly valued. Return it to Dr. Lisa Griffin's box by Friday March 3rd. Contact Dr. Griffin with any question about the survey.

All responses are confidential and you have complete anonymity

Thank you very much for you time,

Read the question and check the box with your response:

Question	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. Special Education and the implementation of IDEA are governed by federal/state mandates, procedures and processes that are beyond the LEA's control.					
2. The paperwork that the EC Teachers must complete is a valuable aspect of educational programming					
3. EC Teachers should take home their IEPs to work on them if they need to					
4. It is important for the EC Teachers to have an uninterrupted planning period to complete paperwork					
5. EC Teachers have more time in their day to work on paperwork than classroom teachers do					
6. I am knowledgeable enough in the IEP Processes to "assist" in completion of the paperwork					

7. Extra duties (committees, meetings, etc.) that occur at CFCI hinder me from having the time I need to effectively complete "housekeeping" things (paperwork, attendance, daily tasks that have to get one)					
8. Having a high % of special education students is beneficial to our school community					
9. I enjoy the process of collaboration with special educators					
10. It can take up to 2 hours to properly write an IEP					

What grade(s) do you teach?	K -1	2-3	4-5	6	7	8	Specialist
How many years have you been teaching? _____							

*****Please add any additional comments about survey subject on back of sheet*****

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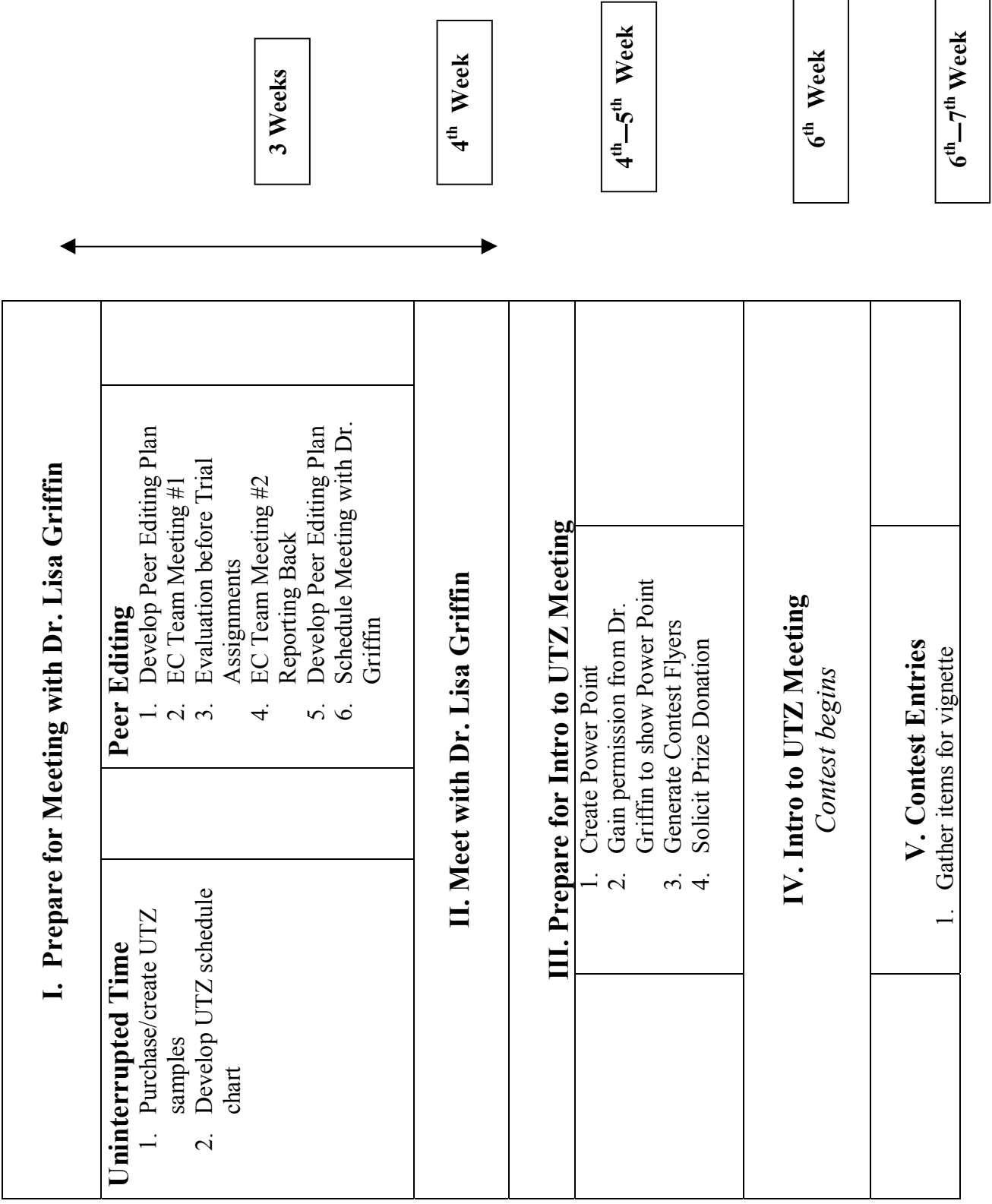
Appendix B: Survey Result Statistics

Frequencies

Statistics

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
N	20	21	21	21	21	21	21	19	21	21
Valid	1	0	0	0	0	0	0	2	0	0
Missing	4.3500	4.1429	2.9048	4.1429	2.8095	2.9524	3.2381	2.3158	4.4762	4.0000
Mean	4.5000	4.0000	3.0000	4.0000	3.0000	3.0000	3.0000	2.0000	4.0000	4.0000
Median	5.00	4.00	2.00	4.00	3.00	4.00	4.00	2.00	4.00	4.00
Mode	.74516	.85356	1.44585	.91026	.98077	1.24403	1.09109	.88523	.51177	.77460
Std. Deviation	.555	.729	2.090	.829	.962	1.548	1.190	.784	.262	.600
Variance	2.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	1.00	2.00
Range	3.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00	3.00
Minimum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
Maximum										

Appendix C: Timeline



	<ol style="list-style-type: none"> 2. Design Ballot 3. Write letter 4. UTZ Schedule Chart should have already been created 	
VI. Contest Ends		
	<p style="text-align: center;">VII. Voting</p> <ol style="list-style-type: none"> 1. Set up the vignette of entries 2. Place packet with ballot, UTZ schedule chart, and letter in faculties' mailbox 	
VIII. Voting Ends		
	<p style="text-align: center;">IX. UTZ Contest Winner</p> <ol style="list-style-type: none"> 1. Tally Votes 2. Order UTZ artifacts 3. Create the Master UTZ Schedule Chart 4. Revise the vignette 	
<p>X. Implement Uninterrupted Time For observability - EC Team must utilize UTZ right away and monitor this stage of take-off</p>	<p>X. Implement Peer Editing EC Team will determine timeline for coming back together to evaluate the innovation</p>	

**Friday
8th Week**

**Weekend
8th Week**

**Friday
9th Week**

**Weekend
9th Week**

**Monday
10th Week**

<p>XI. EC Team defines Dr. Griffin's role in the proposed solution</p> <ol style="list-style-type: none"> 1. Define the change in Dr. Griffin's role that the team would like to see during IEP meetings. The change will raise her level of involvement but should contribute to solving the problem of lack of compliance of EC records. Keep in mind the constraints of perception. 2. Schedule a meeting with her. 	<p>10th–12th Week</p>
<p>XII. Meet with Dr. Griffin and propose your solution</p>	<p>13th Week</p>
<p>XIII. EC Team evaluates whether or not implementation of Solution 4 still is in order. <i>If yes,</i></p>	<p>14th Week</p>
<p>XIV. Generate the training</p> <ol style="list-style-type: none"> 1. Gain approval from Dr. Griffin 2. Plan and Organize the delivery of the training 	<p>15th–19th Week</p>
<p>XV. Deliver the training</p>	<p>20th Week</p>

Continue to evaluate the Diffusion of the Innovation. Work to extend the adoption wider and deeper.