

# Handout 10

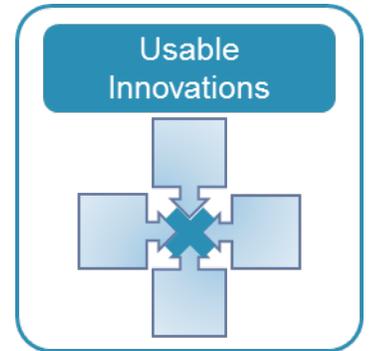
## *Usable Innovations*

Usable Innovations are effective and well-operationalized. Well-operationalized innovations can be taught and coached so educators can use them as intended (with fidelity). An innovation needs to be teachable, learnable, doable, and readily assessed in practice if it is to be used effectively to reach all students who could benefit.

## Key Takeaways

The following criteria need to be in place to ensure that your innovation is usable:

1. Clear description of the program
  - Philosophy, Values and Principles
  - Inclusion and exclusion criteria that define the population for which the program is intended
2. Clear essential functions that define the program
  - Core components that define the program
    - Improves efficiency and effectiveness of implementation
    - Allow for evaluations of the program's implementation
3. Operational definitions of essential functions
  - Clear indicators that core components are in place
  - Promote consistency across classrooms, schools and districts
  - Allow for ability to replicate and scale-up
4. Practical performance assessment
  - Grounded in the core components of the innovation
  - Practical, and can be repeatedly completed at each level of the system
  - Provides evidence that the innovation is effective when used as intended



## Related Resources

- [Module 6: Usable Innovations](#)  
After this module you will be able to describe the criteria that define a usable innovation and understand how Usable Innovations interact with Implementation Drivers. Applied emphasis is placed on using the criteria for implementation action planning.
- [Lesson 2: Usable Interventions](#)  
After this lesson you will be able to: identify four criteria that distinguish a usable intervention, identify the implementation stage at which the fit of intervention is assessed and select and employ appropriate tools and processes for assessing the fit of an intervention.
- [The Hexagon Tool](#)  
The Hexagon Tool can help states, districts, and schools appropriately select evidence-based instructional, behavioral, and social-emotional interventions and prevention approaches by reviewing six broad factors in relation to the program or practice under consideration.