DO ONE THING (D.O.T.)

Series 1 of ALLIED Hub DOT Campaign

Technical Manual

Make Implementation Visible

Publication Information

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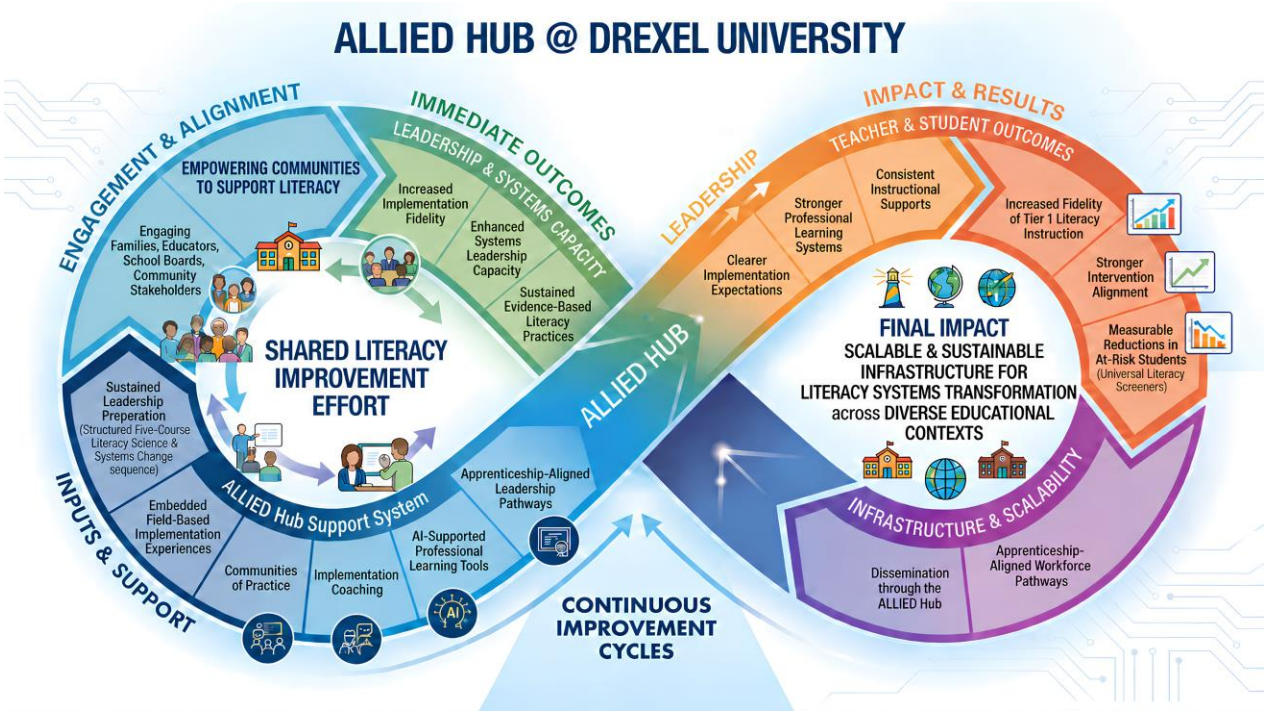

The Foundation

What is D.O.T.?

We know more than ever about effective practice. The challenge is making that knowledge work consistently in real settings.

Implementation science examines how evidence-informed practices are introduced, supported, used, sustained, and improved in real-world settings. Research across the field has shown that strong outcomes depend not only on what is implemented, but also on the people, supports, organizational conditions, leadership, data, and learning processes that surround the work (Fixsen et al., 2005; Proctor et al., 2011; Fixsen, Blase, Naoom, & Duda, 2013).

The **Do One Thing (D.O.T.) Campaign** makes this work visible through small, observable actions people can use in their own settings. Each D.O.T. asks people to look at real work, notice something concrete, and write it down. The goal is to leave with a small piece of evidence from the setting itself, not simply an opinion or reflection.

When people begin to see these pieces more clearly, they can identify what is already working, what may need attention, and how people, practices, supports, data, systems, and outcomes connect.

Look at the real work. Notice one thing. Write it down. Connect the dots.

Purpose of the DOT Campaign

The first **D.O.T.s** were designed to help people *make implementation visible* in the work already happening around them.

Across schools, districts, communities, and systems, people are already doing important work. Strong practices exist. Helpful routines and supports are in place. Leaders, coaches, educators, families, and partners are solving problems and creating conditions that help students succeed. Yet much of that work can remain difficult to see, disconnected from other efforts, or known only to the people closest to it.

The D.O.T.s are designed to make important implementation work more visible, reveal how the pieces connect, and create a clearer starting point for action.

They use accessible language and small, observable actions to focus attention on initiative load, role clarity, learning, coaching, observable practice, data, organizational support, external partners, leadership, and student outcomes. Together, these observations help people identify what is already working, where connections may be missing, and what might be worth protecting, sharing, strengthening, or learning from.

The goal is not simply to find gaps. It is to make the system more visible so that good work does not remain isolated and opportunities for connection are easier to recognize.

These observations also create a shared starting point for common language, deeper understanding, and improvement work.

Each D.O.T. was intentionally selected to help surface implementation patterns and build the foundation for routine practices grounded in implementation science best practices.

How the D.O.T. Campaign Works

The Learning Architecture for Series 1

D.O.T.s are designed for flexible use by individuals and teams. Participants can begin with the DOT that is most relevant to their current work, use one D.O.T. or several, and return to them as priorities, conditions, and questions evolve.

Each D.O.T. in Series One was intentionally selected to focus attention on implementation elements identified in the literature as important to the development of effective and sustainable systems. The intent is not completion for its own sake, but to generate small pieces of evidence that make implementation more visible and support more informed sense-making.

As observations accumulate, individuals and teams can begin to compare perspectives, identify strengths, recognize patterns, and see connections across people, practices, supports, data, systems, and student outcomes. These observations can then provide a foundation for shared language, deeper analysis, and decisions about what to protect, better understand, or strengthen.

The progression below illustrates how noticing can develop into increasingly intentional, connected, and measurable action over time.

SEE IT	Notice what is happening in the real work.
NAME IT	Introduce shared language for what people are beginning to notice.
UNDERSTAND IT	Explore how the pieces interact and why they matter.
IMPROVE IT	Use information, reflection, and small tests of change to strengthen implementation.

Connector DOTs

In addition to the core D.O.T.s, **Connector D.O.T.s** were conceptualized as a cross-cutting set that can appear across ALLIED learning lines. They are designed to make the people side of implementation more visible by drawing attention to strengths, relationships, recognition, trust, shared learning, and the conditions that help people do good work.

These experiences can influence whether implementation feels supported, connected, and sustainable, yet they are not always explicitly recognized. Connector D.O.T.s are intended to help make those contributions more visible and to reinforce a strengths-based approach to implementation.

Design principles

To support consistency and fidelity across D.O.T.s developed over time, each D.O.T. should adhere to a defined set of core design principles. These principles function as the essential features of the D.O.T. model and should remain stable across content areas and future adaptations, while allowing contextual flexibility in examples, presentation, and use.

- ✓ **Ask for one small, observable action.** Each D.O.T. should be achievable without requiring extensive preparation or prior expertise.
- ✓ **Focus on real work.** D.O.T.s should direct attention to actual practices, routines, decisions, supports, or conditions rather than hypothetical situations.
- ✓ **Produce something concrete.** Each D.O.T. should result in a small piece of evidence, such as an observation, count, example, connection, question, or documented strength.

- ✓ **Use accessible language while building shared implementation language.** Technical terminology should be introduced intentionally and in ways that strengthen common understanding.
- ✓ **Make implementation increasingly visible.** Each D.O.T. should help reveal something about how implementation is functioning across people, practices, supports, organizations, systems, or outcomes.
- ✓ **Maintain a strengths-based orientation.** D.O.T.s should help identify what is already working and worth protecting, repeating, sharing, or building upon, as well as opportunities for improvement.
- ✓ **Keep people and outcomes visible.** D.O.T.s should maintain attention to the people doing the work and, where appropriate, the outcomes the work is intended to support.
- ✓ **Invite curiosity rather than judgment.** D.O.T.s should encourage inquiry, learning, and reflection rather than evaluation for its own sake.
- ✓ **Support connection and action.** What is noticed through a D.O.T. should be capable of informing a conversation, connection, decision, or next small step.
- ✓ **Anchor each D.O.T. in an intentional foundation.** Every D.O.T. should be linked to a clearly identified implementation science concept, evidence-informed practice, or theoretical rationale. The technical guide should document why the action was selected, what construct or evidence base it reflects, and what the D.O.T. is intended to make visible.

SERIES 1: D.O.T. Content

01 **How Many Things Are We Doing?**	**Count the literacy programs, practices, projects, priorities, or initiatives currently asking people to do something differently.** *Write the number down. Then name one thing already working well enough that it should be protected.*
02 **Does the Job Match the Job?**	**Read a coach's job description (or your own).** **Compare it with the work that actually happens.** *Write down one strong match and one place where the role and the real work do not fully line up.*
03 **How Did They Learn That?**	***Pick one literacy practice from D.O.T. 01, or choose one of your own. Name one specific skill people are expected to use. How were they taught to do it?*** *Write down the skill and how they learned it.*

04

Are There Coaches in the House?

Identify one person who serves in a coaching role, whether or not "coach" is in their title. Observe, ask, or look at the routine.

Write down one coaching action you can actually see.

05

What Would I Actually See?

Pick one literacy practice. If it were happening well, what would you actually see or hear someone doing?

Find one observable example and write it down.

06

Where Did the Data Go?

Pick one piece of information that tells you whether the literacy work is happening as planned or what support people need. Who sees it, and what decision does it change or confirm?

Write down where the trail leads.

07

What Made This Easier to Do Well?

Find one routine, resource, schedule, decision, policy, or person inside the organization that is helping the literacy work happen well.

Write down what is making the work easier, clearer, or more doable.

08

Who Else Is Helping?

Literacy is a team effort. Identify one person, group, or organization outside your organization that helps support the work.

What do they help make possible? Write it down.

09

Is the Problem Clear?

Choose one challenge in the literacy work. How clear is the problem? Do people generally agree about what is happening and why, or are there different explanations for what is getting in the way?

Write down what seems clear and one thing you still need to understand.

10 **Did It Reach the Student?**	**Choose one action adults or the system took to help a literacy practice happen well. Trace it forward: what changed in adult practice, and what student outcome was that meant to support?** *Write down one connection you can actually see.*
01 **Connector D.O.T.** **Catch someone doing great work!**	Notice it. Name it. Tell them. **Write down what is worth protecting, repeating, or building on.**

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About the Author(s)

Dr. Michelle A. Duda is an implementation scientist, evaluator, and systems-change leader with more than 25 years of experience helping organizations translate evidence into sustainable practice. She is Founder and President of Implementation Scientists, LLC, and has led implementation and evaluation efforts across education, behavioral health, and human services at local, state, and national levels.

A developer of widely used implementation tools and frameworks, Dr. Duda specializes in building the leadership, implementation infrastructure, and data systems needed to move evidence-based practices from research into everyday practice. Her work with the ALLIED Hub focuses on bridging the Science of Reading and implementation science to help leaders build literacy systems that work, scale, and last.

About the ALLIED Hub

The ALLIED Hub at Drexel University unites research, practice, leadership, community engagement, and policy to support transformational literacy outcomes. Through advocacy, leadership, learning, implementation, education policy, and data, the Hub helps stakeholders make evidence-informed decisions and build effective, coherent, and sustainable literacy systems.