Agenda

Active Implementation Frameworks
• District Examples of Improved outcomes

Getting Started
• Implementation Team Framework
• Usable Innovation Framework
• Practice with the Hexagon Discussion and Analysis Tool

Getting Better:
• Take the next step
• Evaluation and Survey
EBPs to Improve Outcomes
Why aren’t all kids benefiting from the best ideas we have in education?

In 5 words or less share your anonymous thoughts

Go To: www.menti.com
Use Code: 354919
Implementation Research: A Synthesis of the Literature

http://nirn.fpg.unc.edu

The National Implementation Research Network’s Active Implementation Hub

https://implementation.fpg.unc.edu/
RESEARCH

ALIGN
IMPLEMENTATION
AND
IMPROVEMENT
SCIENCE

GAP

PRACTICE
Implementation and Improvement Infrastructure

Usable Innovation \xrightarrow{0} Effective Implementation & Improvement \xrightarrow{0} Enabling Context = Educationally Significant Outcomes

What We See \xrightarrow{0} How We Do It \xrightarrow{0} How Teams Use Data = Close Educational Disparities

Year 1 Year 2 Year 3
"We are beginning to get data… linking outcomes to use"
-Data Team Member

-Percent at Benchmark:
  - Fall 2017: 21.5%
  - Winter 2018: 38.5%
  - Spring 2018: 51.0%

Source: KY Data Dashboard
Reflect

What practices are closing disparities for your students?
How will you replicate their use?

Source: KY School Report Card
Reflect

What practices are closing your disparities?
How do you replicate their use?

Source: KY School Report Card
First, learn how to use one thing with a high degree of fidelity.

Then, scale the proven process again and again, each time more effectively and efficiently with good outcomes.
District’s Stage Based Approach

**Exploration**
- Diverse Teams Co-create
  - Define the innovation

**Installation**
- Diverse Teams Co-create
  - Training, coaching, data system and measures

**Initial Implementation**
- Teachers & School Staff
  - Support to use the innovation

**Full Implementation**
- 80% of District
  - Use innovation
  - Improve outcomes

Full Implementation – **2-4 Years** - Optimal Conditions

Non-Linear Stage-Based Process

NIRN
Initial Implementation

• Support to use the innovation effectively
• Support to measure implementation using PDSA-C TTSD (2009)

https://implementation.fpg.unc.edu/resources/video-vignette-23-case-example-effective-innovation
Let's Chat

How can use of an intentional Stage Based Process begin to strengthen use of one innovation:

1. **Explore**: Everyone can everyone see themselves in the Process *(Go or No Go)*
2. **Install**: Staff are prepared *(trained on use of clearly defined innovation)*
3. **Initial Implementation**: Staff are supported *(ongoing training and coaching, use of implementation data)*
Active Implementation Frameworks

Implementation Teams
• *Take responsibility for effective use of an innovation*

Usable Innovation
• *Define & operationalize the innovation so practice can be observed and measured in aggregate to improve the system*

Stages of Implementation
• *Use Stage-based activities, e.g., install support before use of innovation*

Implementation Drivers
• *Supports effective use of practice, e.g., training, coaching and data use*

Improvement Cycles
• *Use iterative Plan-Do-Study-Act Cycles to improve supports for continuous improvement of teacher practice*
## Implementation Team Research

<table>
<thead>
<tr>
<th>High Functioning Implementation Team</th>
<th>Low Functioning Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>14%</td>
</tr>
<tr>
<td>3.6 Years</td>
<td>17 Years</td>
</tr>
<tr>
<td>Making it Happen</td>
<td>Letting it Happen</td>
</tr>
<tr>
<td></td>
<td>Helping it Happen</td>
</tr>
</tbody>
</table>

Fixsen, Blase, Timbers, & Wolf (2001)
Linked Implementation Teams

Teacher
- Take responsibility for effective use of a practice with evidence,

School
- ensure staff are trained before they are expected to use a new practice,

District
- collect observation data and use the data to inform ongoing training and coaching,

Region
- solve barriers at the school, or

State
- lift barriers to the team with the resources and authority for rapid problem solving.

“Everyone can see they have a role to play”
- Family Advocate
you go first!

Change is
great…

...you go first!
Understanding Teams

Are you part of an
• implementation team
• school based team
• both
• neither

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Understanding Teams

Implementation Teams

• Ensure practice is defined and operationalized
  • so it can be measured
• Secures on-going training
  • Based on data and teacher feedback/need
• Collect fidelity data
  • Regularly for Action Planning
• Ensure follow-up coaching
  • Based on fidelity data and teacher feedback
• Use data in PDSA-Cycles monthly
  • training, fidelity, coaching, capacity

School Based Teams

• Curriculum Team
  • Assess and select curriculum
• Care Team
  • Discuss individual student need, develop follow-up plans
• IEP Team
  • Discuss and develop goals, achievement
• Department Head Team
  • Discuss student data, scope and sequence of curriculum, etc.
• PLCs
  • Share expertise to improve teaching and academic performance
Understanding Teams

Are you part of an
• implementation team
• school based team
• both
• neither

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Implementation Team Behaviors

Accountable for implementation supports and high quality instruction

1. Team purpose, roles, responsibilities are documented and agreed upon
2. Monthly meetings are scheduled with active participation
3. Executive leader is present at all meetings
4. Members are representative of diverse perspectives
5. Implementation data is used monthly
   • capacity, training, coaching, fidelity data

Responsibility roles up hill to the team with the authority and resources to remove barriers and sustain effective practice.
ACTIVITY

Create an Implementation Team

You have decided to explore the potential of having an Implementation Team.

• Ask, is there an existing team that could be repurposed?
• Do you need to develop a new team?

Use Activity 3.3 to Get Started

Activity 3.3
Create a Mock Implementation Team
## Behavior Support Plan Implementation Team

“Everyone can see they have a role to play”

<table>
<thead>
<tr>
<th>Name</th>
<th>Lilly</th>
<th>Sondra</th>
<th>Sloan, John, Keith</th>
<th>Frank</th>
<th>Sue</th>
<th>Ed &amp; Gail</th>
<th>Resource Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation</td>
<td>District Behavior Consult</td>
<td>School Admin.</td>
<td>Gen Ed Teacher</td>
<td>Sped Teacher</td>
<td>Student</td>
<td>Family</td>
<td>Community</td>
</tr>
<tr>
<td>Role</td>
<td>Support Use of BSP</td>
<td>Support Use &amp; Implement BSP</td>
<td>Implement BSP</td>
<td>Implement BSP</td>
<td>Self-Assess goals</td>
<td>Share family context, use BSP</td>
<td>Teach community social skills</td>
</tr>
<tr>
<td>Expertise</td>
<td>FBA, BSP Implementation</td>
<td>School Context, resources</td>
<td>Gen Ed, knows student</td>
<td>SpEd, knows student</td>
<td>Knows self</td>
<td>Knows student</td>
<td>Knows student</td>
</tr>
</tbody>
</table>
We Are Excited and Ready To Implement! But What Exactly are We Putting in to Practice?

• Few practices are operationalized (Cross et al., 2011; Naleppa & Cagle, 2010).
• Fidelity of the intervention is often low or not measured (Dane & Schneider; Durlak & DuPre, 2008)
• What does this mean? Your we might be thinking we are looking at the same dress but are actually seeing very different things!
GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!
Selecting a Practice with Evidence

Use data to identify **Needs** of target population

Analyze best **Evidence** to address need

Assess **Fit, Usability, Capacity, Supports**
Selecting a Practice with Evidence

Demonstrates a statistically significant effect on improving outcomes

Evidence Informed
• demonstrates a rationale based on high-quality research findings and it is likely to improve outcomes

Promising
• evidence from correlational study; or

Moderate
• evidence from quasi-experimental study; or

Strong
• evidence from experimental study; or

Abreviated from section 8101(21)(A) of the ESEA
Clear philosophy, values, and principles

Philosophy Values Beliefs

Inclusion and exclusion criteria

Practice Measure

How practice is measured so systems can improve

Usable Innovation

Operational Definitions

What is done in practice so it can be measured

Innovation

Essential Functions

What must be present (core components)
Usable Innovation

Planning Tool
White paper
Get Started with the Hexagon

**NEED**
- Target population

**EVIDENCE**
- Strength of evidence

**FIT**
- With current innovations

**USABILITY**
- Well defined practice

**CAPACITY**
- Knowledge, skills, ability to use the innovation

**SUPPORTS**
- Training, coaching, and data use system

The Hexagon
Why aren’t all kids benefiting from the best ideas we have in education?

In 5 words or less share your anonymous thoughts

Go To: www.menti.com
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What’s next

Co- Creating Training, Coaching and Data Use Systems

Measure Implementation

Training Measures

Coaching Measures

Data Use Measures

Plan

Do

Study

Act

Improve Practice

Fidelity

Improve Outcomes

What’s next
Learning More

- eNotes

Stay Connected

WISPR Mailing List

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Did we meet our objectives

Overview: Implementation Science
• District Examples of Improved outcomes

Getting Started
• Developing an Implementation Team
• Exploring a Usable Innovation
• Practice with the Hexagon Tool

Getting Better:
• Take the next step
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Western Implementation Society for Practice and Research (WISPR)


