



# SISEP

State Implementation and Scaling-up  
of Evidence-based Practices

February  
2021  
SISEP eNote

## Using Practice-Policy Communication Cycles: Supporting Virtual Mathematics Instruction During a Pandemic

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**We need feedback!**

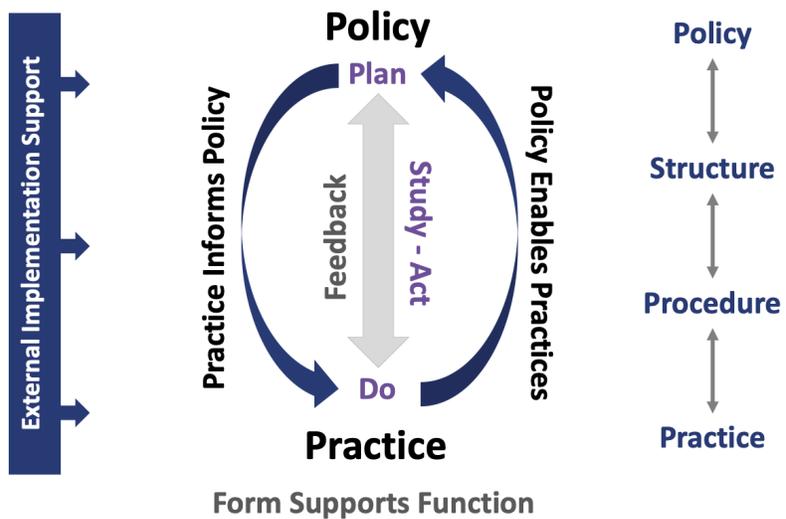
JCPS teachers

Jefferson County Public Schools (JCPS), a large urban school district in Kentucky, responded to explicit requests from their teachers for feedback during virtual mathematics instruction. With the implementation expertise of the regional Greater Louisville Educational Cooperative (GLEC), JCPS executive leaders and school staff heard the barrier expressed by teachers. They used the feedback from teachers at the practice level to allocate the resources and deploy trained observer-coaches to collect math walkthrough data virtually during the COVID pandemic. Then, expert linked implementation teams used the walkthrough data to determine, with teachers in Professional Learning Communities, the follow-up training and coaching required to continuously improve virtual mathematics instruction. [Click to Tweet](#)

### Practice-Policy Communication Cycles

Practice-Policy Communication Cycles provide organizational leaders and policy makers with information about implementation barriers and successes at the practice level so leaders can respond and ensure that policy, procedures, resources, etc. break down barriers and sustain the equitable supports required in schools and teachers' classrooms.

## Practice-Policy Communication Cycle



GLEC and JCPS believe with the right supports, teachers can provide equitable support to students of diverse backgrounds and needs – despite the COVID 19 pandemic. Since October of 2014, JCPS has worked to develop tremendous implementation capacity through their Systems at Work as a member of Kentucky’s Transformation Zone. They experienced many “fits and starts” yet they persisted through consistent change in leadership. Through it all, a core implementation team was unwavering – they understood that the use of their mathematics program with high fidelity by teachers would produce better outcomes for teachers and students (Fixsen, Blase, & Fixsen 2017).

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If my mind can conceive it,  
and my heart can believe it –  
then I can achieve it.

Muhammad Ali

JCPS, Central High School Graduate

## Practice-Policy Communication Cycles in Action

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For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.

Elmore, 2002

In this eNote we highlight JCPS and their [January 2021 bi-annual District Status Report](#). This report is an excellent example of how a district applies Practice-Policy Communication Cycles through the use of qualitative feedback from stakeholders, internal and external, and quantitative teacher and student data to demonstrate progress toward identified goals. Transforming systems and creating change requires leaders to act in new ways and breakdown the “policies lurking behind the struggles of people”

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JCPS continues to strengthen their implementation capacity as they replicate and scale this intentional process to new schools using a ‘trial and learning’ process of rapid improvement. Together, teachers and leaders are focused on removing the variance in Systems at Work that supports school staff and teachers who deliver equitable, high-quality mathematics instruction to each and every student. [Click to Tweet](#)

- When the variance in teacher practice is removed from school to school and teacher to teacher, then students receive equitable access to effective instruction to meet their diverse needs.
- In turn, the variance in student data is removed creating equitable systems of support and closing long standing disparities in student outcomes for JCPS diverse student body.

**For while we have our eyes on the future  
history has its eyes on us**

...

**We will not march back to what was  
but move to what shall be**

...

**But one thing is certain:  
if we merge mercy with might,  
and might with right,  
then love becomes our legacy  
and change our children's birthright**



Amanda Gorman

### *To Learn More:*

- [Accomplishing effective and durable change to support improved student outcomes](#)
- [Co-creation of Kentucky's Usable Innovation: A How-To-Guide](#)
- [AI Hub Module 5: Improvement Cycles - Topic 3: Practice Policy Feedback Loops](#)

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### *Other Resources:*

- Fixsen, D. L., Blase, K. A., & Fixsen, A. A. (2017). Scaling effective innovations. *Criminology & Public Policy*, 16(2), 487-499.

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### *References:*

- Elmore, R. (2002). *Bridging the gap between standards and*

*achievement: The imperative for professional development in education.*  
Albert Shanker Institute.

- Fixsen, D. L., Blase, K. A., & Fixsen, A. A. (2017). Scaling effective innovations. *Criminology & Public Policy*, 16(2), 487-499.
- Gorman, A. (2021, January 20). *The hill we climb*. <https://www.cnbc.com/2021/01/20/amanda-gormans-inaugural-poem-the-hill-we-climb-full-text.html>
- Kendi, I. X. (2019). *How to be an antiracist*. One World, Penguin Random House LLC.

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## *Other News from SISEP:*

- Check out a new resource from the state of Kentucky: [Co-creation of Kentucky's Usable Innovation: A How To Guide](#)
- Active States - Save the Date for SISEP Active States Forum, June 15-16. More information coming soon!



**FIND OUT MORE**

