Making It Happen

- **Letting it happen**
  - Recipients are accountable

- **Helping it happen**
  - Recipients are accountable

- **Making it happen**
  - Purposeful use of implementation practice and science
  - Implementation system is accountable

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004
To successfully implement and sustain evidence-based and evidence-informed interventions, we need to know:

- **The WHAT** - What is the intervention (e.g. effective instruction, effective assessment)
- **The HOW** - Effective implementation and sustainability frameworks (e.g. strategies to change and maintain behavior of adults)
- **The WHO** – Organized, expert implementation assistance
How: Effective Implementation

- Changing the behavior of educators and administrators
- Creating the setting conditions to facilitate these changes
- Creating the processes to maintain and improve these changes in both setting conditions and behavior of well-intentioned adults
- So that students benefit
Implementation Drivers

Help to develop, improve, and sustain educators’ competence and confidence to implement effective educational practices and supports.

Help ensure sustainability and improvement at the organization and systems level.

Help guide leaders to use the right leadership strategies for the situation.
IMPLEMENTATION DRIVERS

Common features of successful supports to help make full and effective use of a wide variety of innovations
Positive Outcomes for Students

Effective Educational Practices

Why:

What:

Staff capacity to support students with the selected practices

Institutional capacity to support teachers & staff in implementing practices with fidelity

How:

Core Implementation Components

Leadership

Capacity to provide direction and vision

© Fixsen & Blase, 2008
Performance Assessment (Fidelity)

Coaching

Training

Selection

Competency Drivers

© Fixsen & Blase, 2008
Competency Drivers

Build Competency and Confidence

- Develop, improve, and sustain competent & confident use of innovations
Performance Assessment

- Measure fidelity
- Ensure implementation
- Reinforce staff and build on strengths
- Feedback to agency on functioning of
  - Recruitment and Selection Practices
  - Training Programs (pre and in-service)
  - Supervision and Coaching Systems
  - Interpretation of Outcome Data
Selection

- Select for the “unteachables”
- Screen for pre-requisites
- Set expectations
- Allow for mutual selection
- Improve likelihood of retention after “investment”
- Improve likelihood that training, coaching, and supervision will result in implementation
Training

- Develop Training Plan
- Aspects requiring new knowledge
- Aspects requiring new skills
- Prioritize training topics
- Identify or develop fidelity measures
Coaching

- Develop Coaching Plan
- Ensures fidelity
- Ensures implementation
- Provides feedback to selection and training processes
- Grounded in “Best Practices”
## Training and Coaching

### OUTCOMES

% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>..+Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002
Organization Drivers

Change Organizations and Systems

- Create and sustain hospitable organizational and system environments for effective services
All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert
System Change

EXISTING SYSTEM

EFFECTIVE INNOVATIONS ARE CHANGED TO FIT THE SYSTEM

EXISTING SYSTEM IS CHANGED TO SUPPORT THE EFFECTIVENESS OF THE INNOVATION

EFFECTIVE INNOVATION
New innovations do not fare well in old organizational structures and systems

Develop new position descriptions and job functions in State Departments of Education and in Regional and District systems.

“Systems trump programs.”

Patrick McCarthy, Annie E. Casey Foundation
To improve student outcomes through data-based decisions

Provide information to assess effectiveness of intervention and prevention practices

Analyze the relationship of fidelity to outcomes

To guide further program development
  - Detect discrete issues as well as systemic issues

Engage in continuous quality improvement
  - Interaction with Core Implementation Components

Celebrate success

Be accountable to consumers and funders
Facilitative Administration

- Facilitates installation and implementation of the Drivers
- Aligns policies and procedures
- Takes the lead on Systems Interventions
- Looks for ways to make work of practitioners and supervisors more effective and less "burdensome"!!
Systems Intervention

- Identify barriers and facilitators for the new way of work
- Create an externally and internally “hospitable” environment for the new way of work
- Contribute to cumulative learning in multisite projects
Leadership Drivers

Identifying “wicked” problems and applying effective strategies to address those problems
Kinds of problems

- **Tame Problems**
  - Often complicated (e.g. safety of nuclear generators, air traffic control)

- **Wicked Problems**
  - They are messy, devious, and fight back when you try to “solve” them

Rittel & Webber, 1973
Wicked problems

- Each attempted solution *permanently alters* the nature of the problem.
  - Kaleidoscope
  - Attempted “solutions” often make the problem worse, not better
  - Legitimate But Competing Alternatives: “Solutions” as defined by one group are seen as “calamitous failures” by other groups
Leadership

- Different challenges call for different strategies
  - Technical Strategies
  - Adaptive Strategies
- According to Ron Heifetz and his colleagues at Harvard’s Kennedy School of Government, one of the biggest mistakes “leaders” make is to incorrectly identify the type of challenge they are facing
  - Using technical approaches for adaptive issues (and vice versa)
Technical Challenges

- Perspectives are aligned (views, values)
- Definition of the problem is clear
- Solution and implementation of the solution is relatively clear
- There can be a “primary” locus of responsibility for organizing the work
Technical Strategies

- Use established norms/goals
- Define problems
- Provide solutions
- Clarify roles and responsibilities
- Assign tasks
- Manage conflict
- Maintain order
Adaptive Challenges

- Legitimate, yet competing, perspectives emerge
- Definition of the problem is unclear
- There are different perspectives on the “issue” at hand
- Solution and implementation is unclear and requires learning
- Primary locus of responsibility is not a single entity or person
Adaptive Strategies

- Get on the Balcony
- Identify the Adaptive Challenge
- Regulate Distress
- Maintain Disciplined Attention
- Give the Work Back to the People
- Protect All Voices

Ron Heifetz, Leadership without Easy Answers, 1996
Improved educational outcomes

Consistent Use of Educational Innovations

Performance Assessment (Fidelity)

Interventions meet Implementation

Coaching

Systems Intervention

Organization Drivers

Facilitative Administration

Technical

Decision Support Data System

Integrated & Compensatory

Adaptive

Competency Drivers

Training

Leadership

Selection
Implementation Drivers Tool

- High level tool to get State, Districts, or Buildings thinking about
  - The functions
  - Who be accountable for them?
  - How can they be improved to better support implementation?

- More detailed tool on the SISEP web site for scoring best practices in place for each Driver.
This document can be used to guide state, district or building level teams through consideration of the functions of each Implementation Driver, identify who is accountable for each, and how they can be improved to better support implementation.
| COMPETENCY IMPLEMENTATION DRIVERS | Locus of Responsibility for the Driver  
What entity(ies) have/will have responsibility for this Driver?  
Do you have Formal authority in relation to the person or entity responsible for the Driver or Informal authority (influence)? | How will this Driver be used to support the implementation, sustainability, high fidelity of the innovation/practice/framework? | How will this Driver be developed, monitored for quality, and maintained over time? **How can we strengthen this driver, and at what cost? |
|-----------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Recruitment and Selection         | __Formal Authority  
__Influence                                                                                       |                                                                                                 |                                                                                                 |
| Training                          | __Formal Authority  
__Influence                                                                                       |                                                                                                 |                                                                                                 |
| Coaching                          | __Formal Authority  
__Influence                                                                                       |                                                                                                 |                                                                                                 |
| Staff Performance Evaluation      | __Formal Authority  
__Influence                                                                                       |                                                                                                 |                                                                                                 |
Reflection

Supporting New Ways of Work

Implementation Drivers

- How do we support the development of the infrastructure needed to implement well?
- How do we promote more hospitable organizational environments?
- How relevant are leadership issues? What’s our role?
Stay Connected!

www.scalingup.org

For more on Implementation Science
http://nirn.fpg.unc.edu
www.implementationconference.org