Making It Happen With Active Implementation Frameworks: Improvement Cycles

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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
“Making It Happen”

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)

AND

- **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
Improvement Cycles

• New Approaches Need New Ways of Work
• Transparent, protocol-driven feedback loops and processes
• Aligned policies, funding, guidance to support new ways of work
• There are no administrative decisions, they are all education quality decisions.
Changing on Purpose

- New practices do not fare well in existing organizational structures and systems
- Effective innovations are changed to fit the system, as opposed to existing systems changing to support effective innovations.
- People, organizations, and systems . . .
  - Cannot change everything at once (too big; too complex; too many of them and too few of us)
  - Cannot stop and re-tool (have to create the new in the midst of the existing)
  - Cannot know what to do at every step (we will know it when we get there)
  - Many outcomes are not predictable (who knew!?)
Types of Improvement Cycles

Plan-Do-Study-Act Cycles

- Rapid cycle problem solving (Shewhart; Deming)
- Transformation Zone
- Usability testing (Neilson; Rubin)
- Practice-policy communication loops
Rapid Cycle Problem Solving

Improvement Cycles

Act | Plan
---|---
Study | Do
Improvement Cycles

Usability Testing

Act
Plan
Study
Do

Act
Plan
Study
Do

Act
Plan
Study
Do
## Improvement Cycles

### Usability vs. Pilot Testing

<table>
<thead>
<tr>
<th><strong>Usability</strong></th>
<th><strong>Pilot</strong></th>
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<tbody>
<tr>
<td>• Clear description of the program</td>
<td>• Clear description of the program</td>
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<td>• Trial and learning approach</td>
<td>• Trial and assessment approach</td>
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<td>• Small number of participants (N = 3 - 5)</td>
<td>• Sufficient number of participants for statistical power (N= 20 – 50)</td>
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<td>• Multiple iterations to detect and correct problems as they arise</td>
<td>• Sufficient time to realize potential results</td>
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<td>• Learn HOW to do the work effectively</td>
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A “vertical slice” of the service system (from the classroom to the Capitol)

• The “slice” is small enough to be manageable

• The “slice” is large enough to include all aspects of the system

• The “slice” is large enough to “disturb the system” – a “ghost” system won’t work.
Practice-Policy Communication Cycle

Policy Enables Practices

Policy

Plan

Study - Act

Feedback

Do

Practice

External Implementation Support

Practice Informs Policy

Policy Enables Practices

Policy

Structure

Procedure

Practice

FORM SUPPORTS FUNCTION
System Alignment

State Management Team

System Change

Practice-Policy Communication Cycle

Effective Practice

Policy Supports

Implementation Team

Teachers Innovations Students

SISEP System Change Support
Improvement Cycles
Tools You Can Use

Improvement Cycles – Analysis Worksheet

Transformation Zone Functions and Structure
http://sisep.fpq.unc.edu/sites/sisep.fpq.unc.edu/files/resources/SISEP-TransformationZone-2010.pdf
Improvement Cycle Analysis Worksheet

Creating More Hospitable Environments for Improving Student Outcomes:

- VIEW FROM THE BALCONY: What are some of the barriers and facilitators in our current system that may be related to the implementation of evidence-based/best practices?
- Are there formal and regular methods for hearing from the ‘practice level’ or “next level” about what’s working and needs to change?
- What might be barriers and facilitators for developing Practice-Policy feedback cycles?
- What are the next right steps in creating a more hospitable policy and practice environment?
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<th>FACILITATIVE</th>
<th>Policy and System Level</th>
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