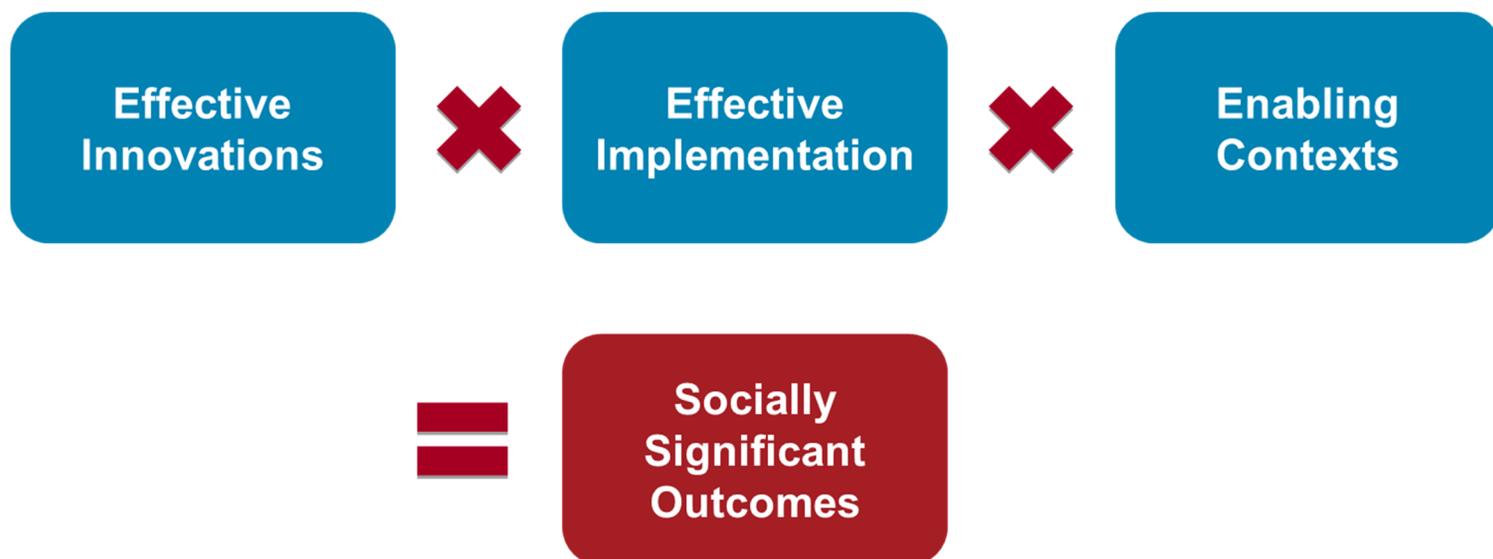


WHY focus on Implementation?

Education is the cornerstone of society. The "reformers" in the mid-1800s started the movement toward a free and appropriate public education. By the 1970s, education was mandated for all children regardless of race, gender, or ability. Research on education has produced a catalogue of best practices for curriculum, instruction, and behavior. This extensive evidence base now makes it possible to hope for a free, appropriate, and *effective* public education system.

It is now abundantly clear that the best education practices in the world are wasted unless educators use them when interacting with students. Too often, effective programs are not implemented as intended, not sustained, or not used on a sufficient scale to impact all students. **This is known as the implementation gap.**



In order for all students to benefit, we must support both **WHAT** interventions have been selected and the implementation strategies that ensure **HOW** to do it. Students cannot benefit from innovations they do not experience.

Not only do we need effective programs, we need **effective implementation strategies** to make sure **WHAT** we are trying to do is actually put into practice and used as intended.

SISEP Focuses on Implementation Capacity

The SISEP Center uses implementation strategies to do two important things:

1. *Build capacity in regions and districts to assure adequate implementation supports for school leaders, staff, and teachers. In this way, the building leaders, teachers, and staff can make full and effective uses of evidence-based approaches when interacting with students.*
 - a. Students cannot benefit from effective education practices they do not experience.
 - b. An effective practice is only part of the formula for success; effective implementation supports provided in enabling contexts are the other parts. None of the three factors is useful to student education without the others.
2. *Build capacity in State systems and regional organizations so they can develop the necessary district implementation supports.*
 - a. District staff cannot provide competent implementation supports to schools and teachers unless the district staff develop these new competencies themselves.
 - b. In effect, the State and Regional staff are using implementation strategies to develop implementation capacity in districts.