



Using the science and practice of implementation to strengthen equity in our education systems, support our educators, and improve outcomes for children, families, and communities.



SISEP eNotes

June 2024

Project Highlights

- Brief: [The Case for Implementation Support Practitioners in Education](#)
- [Active States Forum](#)
- Article: [Technical Assistance for Systemic Change](#)
- Micro-credentialing Update

AI Hub Updates

- [Assessing Assets & Needs Interactive Lesson](#)

NIRN Updates

- [Implementation Strategies for Systems Change](#)



Assessing Assets and Needs: A Powerful Practice on the Journey Toward Change

Angela Jack, Ph.D.
Wayne Regional Education Service Agency
Jason LaTurner, Ph.D.
Region 7 Comprehensive Center

Have you ever wondered how successful change occurs? It often starts with a question: What needs must we address, and what assets can we leverage for organizational growth? As you move into the last few months of the school year, it's natural to reflect on the progress of your change idea and strategize for a strong finish. Throughout the year, your

implementation team has likely dedicated significant effort to collaborating with your staff (the implementers) and gaining confidence in understanding what drives them to effectively carry out a change idea.

[Read the Blog Post](#)

Project Highlights



The Case for Implementation Support Practitioners in Education

Melissa Kahn, Scott Brown, Kelcey Schmitz, Sophia Farmer, Caryn Ward

Introduction

Excitement is brewing for radical change in education. In a time when many are bemoaning the difficulties we are facing, others are developing creative new ways to reimagine education and design transformational systemic changes to support teachers and ultimately realize our best outcomes for ALL children. Amid the COVID pandemic, Hugh Vasquez of the National Equity Project challenged a return to "business as usual" in educating our children (Vasquez, 2020). He asserts that the system as it was before COVID was clearly not working for many children - particularly those most marginalized - and the pandemic laid bare the system's flaws. His invitation is to use the opportunity to create a new education system based on what we know works.

This sort of system transformation is impossible without leveraging implementation science to actualize the change. Dr. Kurt Hatch, Professor of Practice and Faculty Director of the University of Washington Tacoma's Education Administration program reminds us that *"in education we are famous for almost implementing things."* As a former school principal, he realized that investing in effective implementation strategies and supports was the key to successful outcomes. Ineffective or partial implementation likely leads to poor results and potentially even creates or perpetuates harmful practices. Less than full implementation often calls into question the effectiveness of the practice, support, or intervention, even resulting in abandoning the effort and moving on - yet again - to something new. Many educators can relate to this lather-rinse-repeat cycle of innovations in education. To disrupt this cycle, the Active Implementation Frameworks (AIFs) ensure that systems and structures are in place and held accountable to support teachers' full and effective use of selected practices. Leading the use of the AIFs are implementation teams who take responsibility for change and ensure it sustains over time. The implementation support practitioner (ISP) guides, facilitates, supports, and assists those teams along the way.

sisep.fpg.unc.edu



FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

Brief: The Case for Implementation Support Practitioners in Education

Excitement is brewing for radical change in education. In a time when many are bemoaning the difficulties we are facing, others are developing creative new ways to reimagine education and design transformational systemic changes to support teachers and ultimately realize our best outcomes for ALL children. Amid the COVID pandemic, Hugh Vasquez of the National Equity Project challenged a return to "business as usual" in educating our children (Vasquez, 2020). He asserts that the system as it was before COVID was clearly not working for many children - particularly those most marginalized - and the pandemic laid bare the system's flaws. His invitation is to use the opportunity to create a new education system based on what we know works.

[Read the Brief](#)



2024 Active States Forum

Thank you to everyone who presented, facilitated, and participated in sessions at the 2024 Active States Forum, "Year of Usable Innovation."

A special shoutout to the teams from Colorado and Michigan for sharing your insights on the panel, "MTSS as a Usable Innovation."

Recordings, slide decks, and resources shared are available on the forum website.



Technical Assistance for Systemic Change: Lessons Learned From a National Technical Assistance Center

Caryn S. Ward, Ph.D., Sophia Farmer, Mel Livet, Ph.D.

Despite the millions of dollars awarded annually by the United States Department of Education to build implementation capacity through technical assistance (TA), data on TA effectiveness are severely lacking. Foundational to the operationalization and consistent research on TA effectiveness is the development and use of standardized TA core competencies, practices, and structures. Despite advances toward a consistent definition of TA, a gap still exists in understanding how these competencies are used within an operationalized set of TA practices to produce targeted outcomes at both individual and organizational levels to facilitate implementation of evidence-based practices. The current article describes key insights derived from the evaluation of an operationalized set of TA practices used by a nationally funded TA center, the State Implementation & Scaling Up of Evidence Based Practices (SISEP) Center.

[Read the Article](#)



Micro-Credentialing Update

Thank you to those who have participated in the micro-credentialing program thus far!

- 105 Enrolled
- 89 Active Participants
- 55 Level 1 Badges Earned
- 23 Level 2 Badges Earned

We are in the process of upgrading the program. New applicants will be accepted in the winter of 2025. To be notified when the application window opens, complete the interest survey below.



ACTIVE
IMPLEMENTATION
HUB

AI Hub - Updates

*New Lesson: Assessing Assets and Needs

After completing this lesson, you can assess system, organizational, and individual assets and needs.



Complete the Assessing Assets and Needs Interactive Lesson

NIRN Updates

Implementation for Systems Change: Insights and Lessons Learned

Mel Livet, Ph.D., Caryn S. Ward, Ph.D., and Alicia Reynolds, M.P.H.

The Effective Implementation Cohort (EIC) initiative, funded by the Bill and Melinda Gates Foundation, was designed to support effective implementation of a high quality middle school math curriculum in Local Education Agencies (LEAs) across 7 states. As a Learning Partner, the National Implementation Research Network (NIRN) supported the partnerships between providers and school districts in their implementation and measurement efforts. Critical to these efforts is understanding the use and impact of the implementation strategies deployed across system levels to build implementation capacity and increase curriculum uptake. INTRODUCTION 2 nirn.fpg.unc.edu NIRN sought to gain insights into the quality, effectiveness, impact, and key lessons learned related to these strategies using mixed data from a survey and focus groups. The survey was designed to assess the quality and effectiveness of 57 individual strategies across 7 ERIC-informed strategy clusters based on responses from the 19 district-provider dyads. The five focus groups, including two sessions with providers and three sessions with districts, aimed to obtain information on the types of strategies used, positive and negative experiences with these strategies, perceived impacts, and lessons learned. Focus group attendees represented 8 curriculum provider organizations and 12 school districts. This brief summarizes what was learned about the implementation strategies used to build implementation capacity for effective curriculum uptake as part of the EIC project.

STRATEGY CLUSTERS

	Implementation Supports Professional Learning, Coaching, Communities of Practice, Tools and Resources
	Program Integration Navigating politics and priorities, Communication, Adaptation
	Program Recipients Engagement
	Cultivating Relationships Leadership and champions, Teams, Partnering
	Implementation Infrastructure
	Data Data design/development, Data collection, Data analysis/use/reporting
	Financial Incentives

Read the Full Publication

To read previous eNotes, visit sisep.fpg.unc.edu/news

Subscribe Now!



SISEP Center | <https://sisep.fpg.unc.edu/>



SISEP Center | UNC Chapel Hill CB 8180 | Chapel Hill, NC 27599-8180 US

[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!