

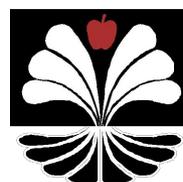
Building Capacity Through Implementation Science



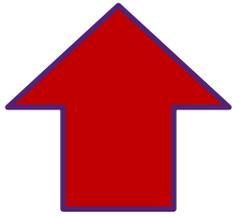
October 27,
2015

Jacque Jolly-Walton
Heidi Walter
WI Department of Public Instruction

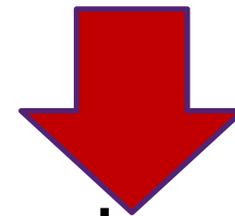
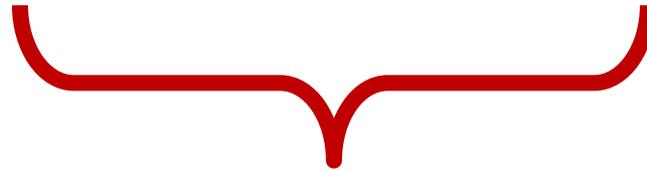
Barbara Sims
National SISEP Center



State Implementation
& Scaling-up
of Evidence-based Practices



EBPs



Students cannot benefit from innovations they do not receive.

Formula for Success

**Effective
Innovations**



**Effective
Implementation**



**Enabling
Contexts**



**Educationally
Significant
Outcomes**

Formula for Success

WHAT
Effective
Innovations



HOW & WHO
Effective
Implementation



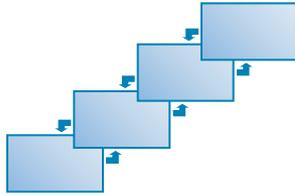
WHERE
Enabling
Contexts



WHY
Educationally
Significant
Outcomes

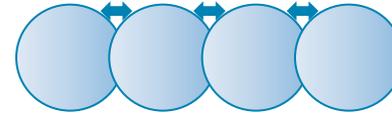
Active Implementation Frameworks

WHO



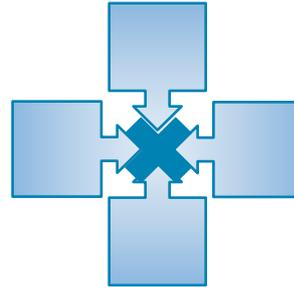
Teams

WHEN



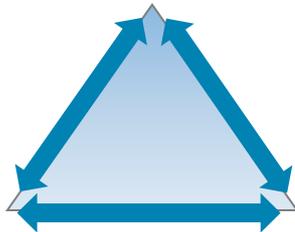
Stages

WHAT



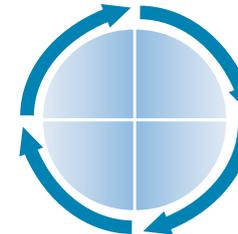
Usable
Innovations

HOW & WHERE



Drivers

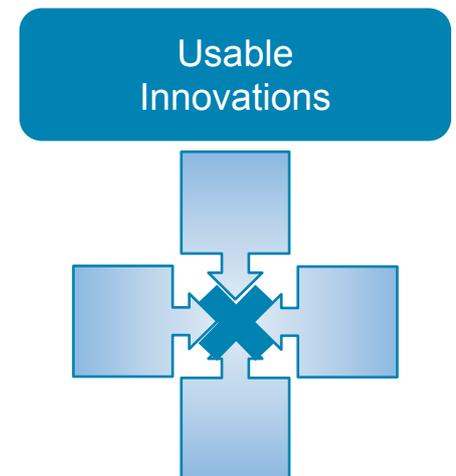
HOW



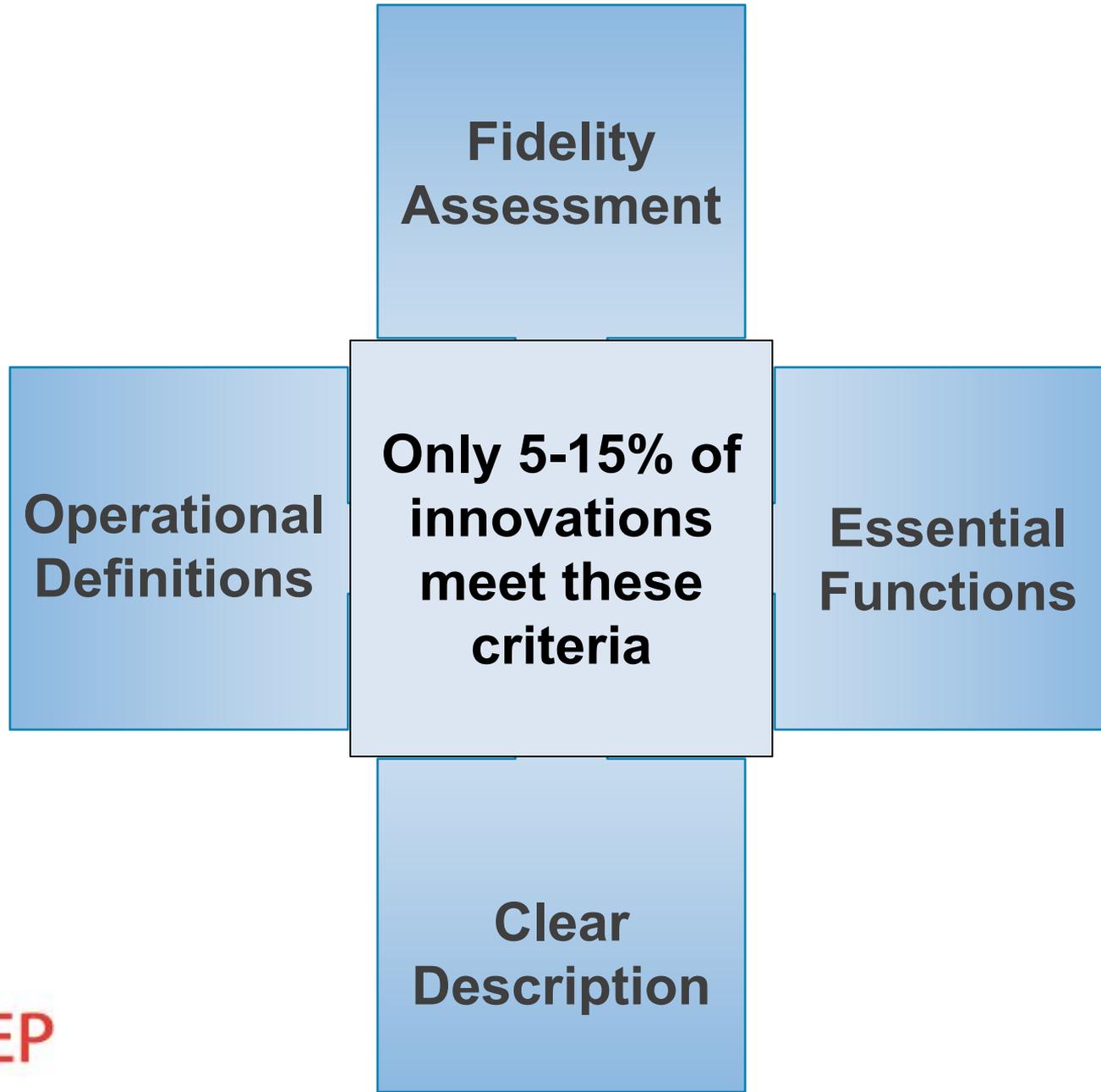
Cycles

USABLE INNOVATIONS

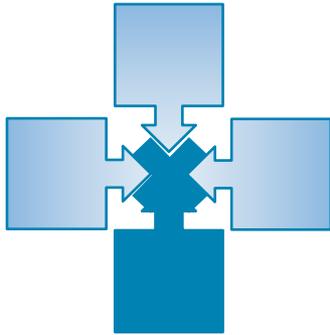
An innovation needs to be teachable, learnable, doable, and be readily assessed in practice.



Usable Innovations



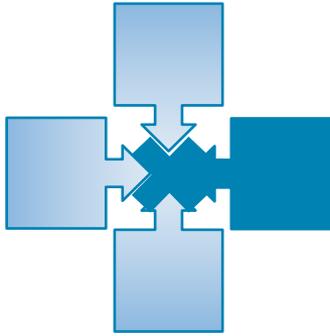
Usable Innovations



- **Philosophy, Values and Principles**
- **Inclusion and Exclusion Criteria**

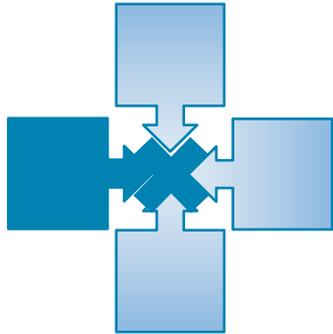
“Innovations are rarely neutral. They tend to advance or enhance the position of certain groups and disadvantage or damage the position of others.” – Ball, 1987, p. 32

Usable Innovations



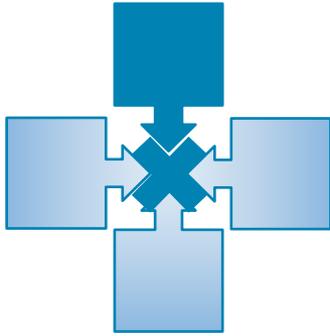
- **Clear description of the features that must be present to say that a program exists in a given location**
- **Core components**

Usable Innovations

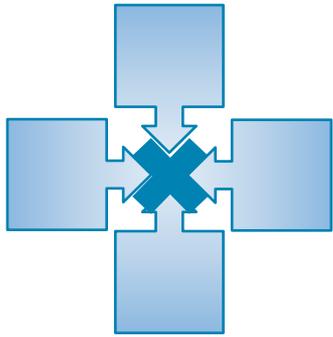


- **Describe each core component in terms that can be taught, learned, done in practice, and assessed in practice**
- **Practice Profiles**
 - Core Components
 - Teacher Behavior

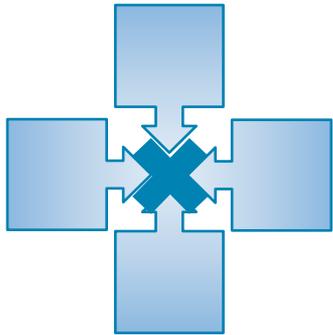
Usable Innovations



- **Provides evidence that the program is being used as intended and is resulting in the desired outcomes**
- **Fidelity**
- **Practical enough to repeat time and time again**



- **We tend to over-estimate how well defined “it” is**
 - We find out when we start to Install “it”
- **Help Schools and Districts choose wisely based on:**
 - Needs of students
 - Best evidence
 - Fit and Resources Required
 - Readiness and resources for replication

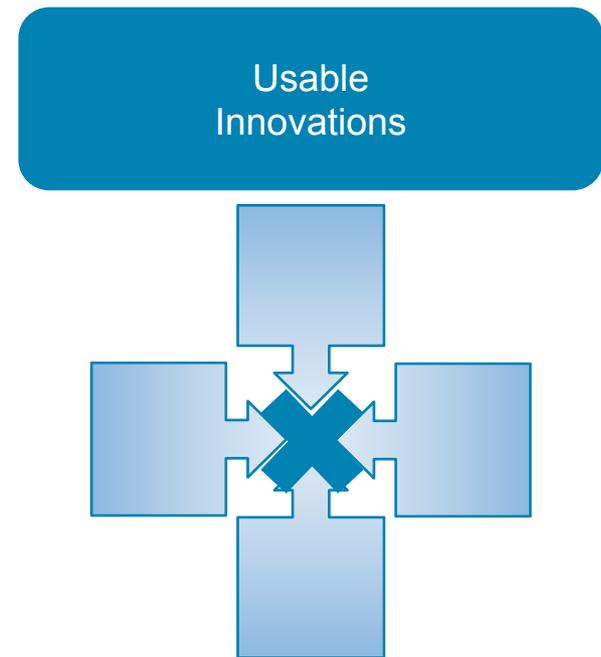


- **Help Schools and Districts “operationalize” the WHAT**
 - Practice Profiles
- **Help Schools and Districts “make space” for the new work**
 - Supportive policies and practices

Usable Innovations

Tools You Can Use

Practice Profiles



Practice Profile Tool

Clearly defined components and practices are a pre-requisite for sound implementation. This process will help you identify the core components or essential functions of your evidence based program.

Operationally define what the program would “look like” if you were to observe the instructional or behavioral practices being used as intended in the school or classroom. Identify each core component of the program, with some developmental variations of this core component, and finally identify any unacceptable variations of this component. Use a separate form for each core component.

Core Component	Contribution to the Outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Describe why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior

- Describe the essential functions that allow a model to be teachable, learnable, and doable in typical settings
- Promote consistency across teachers, buildings and districts
- Consist of measurable and/or observable, behaviorally-based indicators for each essential function

Metz, Bartley, Blase and Fixsen, 2011

For each Essential Function:

- Identifies “expected” activities
- Identifies “developmental” variation(s) in practice
- Identifies “unacceptable,” incompatible, or undesirable practices

- **Resources: What is needed?**
 - Rapid Reviews of Evidence
 - Examples
 - Support



- **Process: How to build consensus?**
 - Is the indicator a priority for this essential function?
 - If yes, is indicator measurable? If not, can we make it measurable?
 - Does the indicator belong somewhere else? Should it be removed?

Get Started

A set of quick start videos and guides developed to help you and your team get started with Active Implementation.

Implementation

- [Quick Start \(see more\)](#)
- [Video Introduction \(see more\)](#)

The AI Hub

- [Quick Start \(see more\)](#)
- [Video Introduction \(see more\)](#)

Learning

- [Quick Start \(see more\)](#)
- [Learning Plan \(see more\)](#)

Get Better

Learning materials, tools and work spaces designed to give you and your team deeper dives into Active Implementation.

Modules & Lessons

Self-paced content, activities and assessments designed to promote the knowledge and practice of implementation science and scaling-up.

[Go there >](#)

Resource Library

A searchable listing of evaluation & planning tools, handouts, activities and more.

[Go there >](#)

Workgroups

An area to help groups work together to learn, try and apply new active implementation skills.

[Go there >](#)