Minnesota Administrators for Special Education (MASE)
New Leaders Cohort

November 12, 2019

12:30 - 1:30 pm

Dr. Jean Duffy

Introductions - Reaction to this quote

“Behavior precedes belief - that is, most people must engage in a behavior before they accept that it is beneficial; then they see the results, and then they believe that it is the right thing to do.... implementation precedes buy-in; it does not follow it.”

— Douglas B. Reeves, Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results

Active Implementation
OR
Implementation Science

Objectives

Participants will have opportunity to:

*Develop familiarity with the process of Active Implementation in Continuous School Improvement

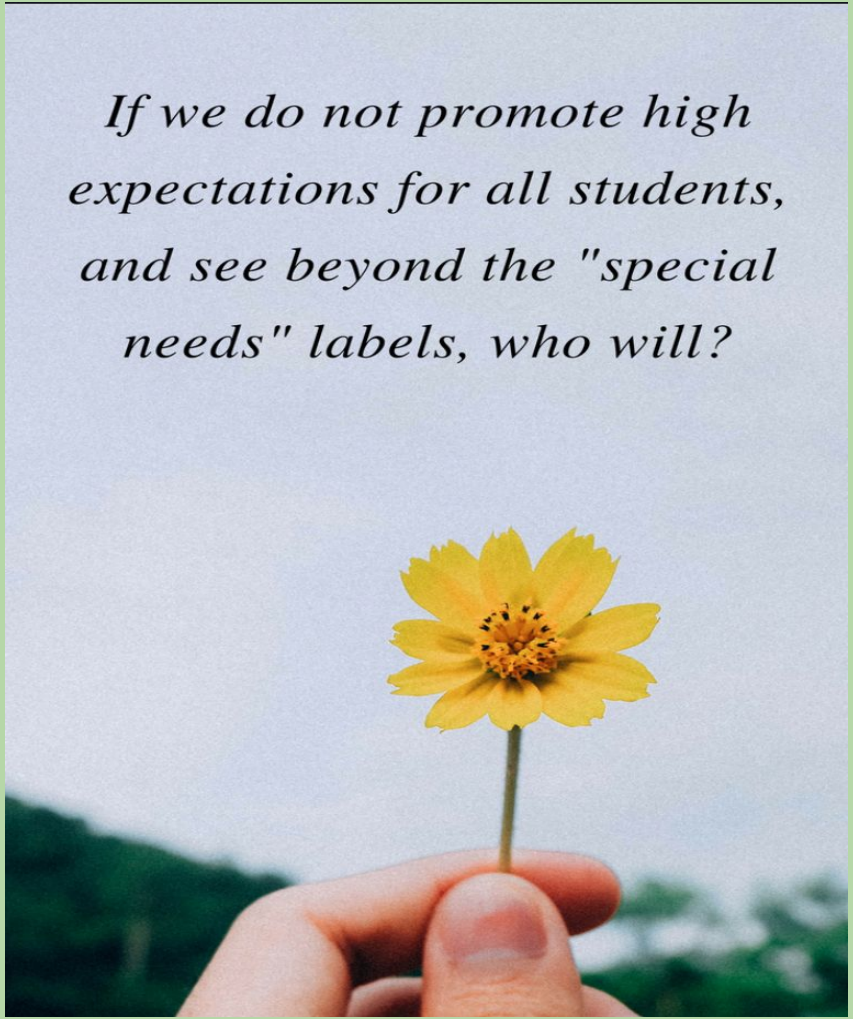
*Understand how to use an Active Implementation frameworks for effective implementation of a program, process, or innovation

Assumptions

Special education leaders are instructional leaders both as individual supervisors and as school or district leadership team member

As such, special education leaders need to continue to develop their own capacity for effective systemic leadership and advocate for their unique role in the system

Why?

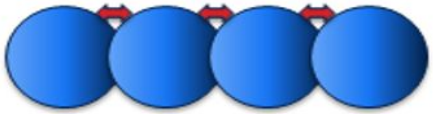

If we do not promote high expectations for all students, and see beyond the "special needs" labels, who will?

Consider…

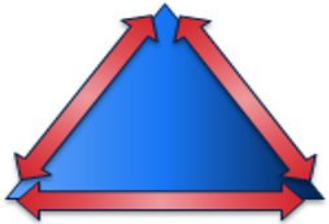
What is one program, practice, or innovation this school year that you have tried to advance but you feel is stuck?

Active Implementation Frameworks

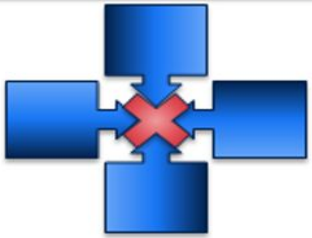
Stages



Drivers

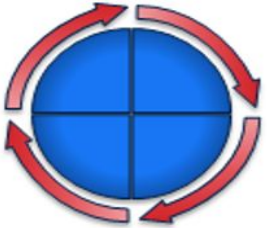


Interventions



Teams

Cycles



What is a Usable Innovation/Intervention

An **Evidence Based Practice** that is teachable, learnable, doable, and readily assessed

Hexagon Tool can help assess evidence, support, usability of a program **and** need, fit and capacity of implementation setting

The most usable innovations have…

- ❑ Clear description of the program
- ❑ Clear essential functions that define
- ❑ Operational definitions of essential functions
- ❑ Practical performance assessments

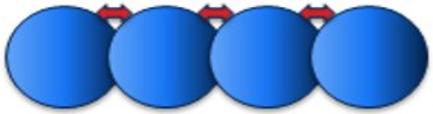
Initiative Fatigue: Grasping at No Handles

"So two solutions to the problem of initiative fatigue and resulting burnout are (1) focus more, so you're doing fewer innovations that are disconnected, and (2) make sure that–**with any innovation you're doing–you get a degree of clarity and specificity about what the main concepts behind that initiative actually mean**."

Michael Fullan

Active Implementation Frameworks

Stages



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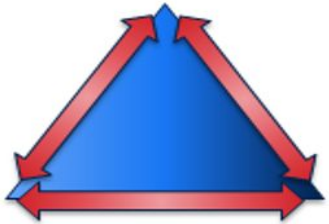

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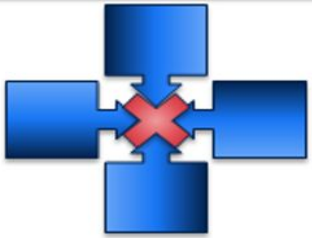

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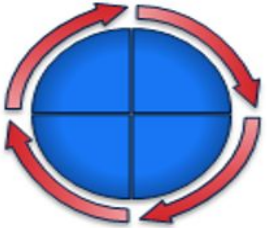
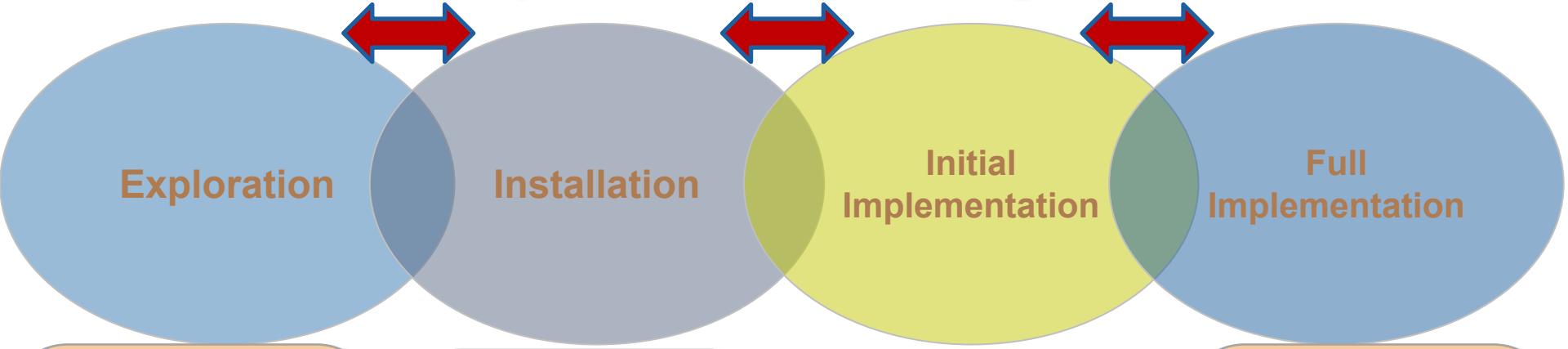


Implementation Stages



- Assess needs
- Assess Fit and Feasibility
- Identify Structural and Functional Changes
- Promote commitment

- Structural Changes Made
- Define and Initiate Training
- Develop Coaching Plans
- Evaluate Readiness of Data Systems

- Adjust Implementation Drivers
- Manage Change
- Deploy Data Systems
- Initiate Improvement Cycles

- Maintain and Improve Skills
- Policies Regularly Changed to Support Work
- Data Systems In Use, Reliable and Efficient

2-4 Years for School Based Implementation

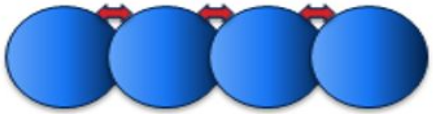
Implementation is not an event

It is a mission-oriented process involving multiple decisions, actions, and corrections designed to make full and effective use of effective innovations in education settings. Change at the classroom, school, district or state level does not occur all at once. Research suggests **it can take from two to four years to fully and successfully operationalize an evidence-based program, practice, or effective educational innovation.**

The timer starts when a district begins to consider change and ends when the change is fully in place and producing intended outcomes in all schools and classrooms in the district.

Active Implementation Frameworks

Stages



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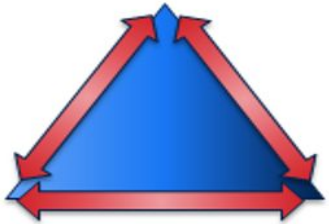

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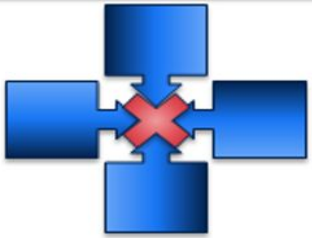

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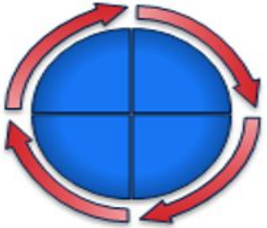

Improved Outcomes
Consistent use of a well-defined, innovation
FIDELITY
Coaching
Systems Intervention
Facilitative Administration
Decision Support Data System
Training
Selection
Competency Drivers
Organization Drivers
Integrated & Compensatory
Leadership
Technical
Adaptive

Leadership Drivers

Technical: Solve ***typical*** problems of practice - organization, focus, capacity-building, infrastructure development

Adaptive: Solve ***unique*** problems of practice - moral imperative, clarity of purpose, motivation and encouragement despite anxiety

Competency Drivers

Selection

Training

Coaching

Organizational Driver

Decision Support Data Systems:

Understand current reality

Measure fidelity

Measure impact

Organizational Driver

Facilitative Administration:

Establish the tone, ensure effective organization and clarity of purpose

Ensure resources and support to develop each driver

Align policy and procedure

Organizational Driver

Systems Intervention:

Work with systems external to the school to support a leadership team's work in overcoming barriers. For example, how can external systems as district-wide entities, parents & community, or region & state help a school move past barriers.

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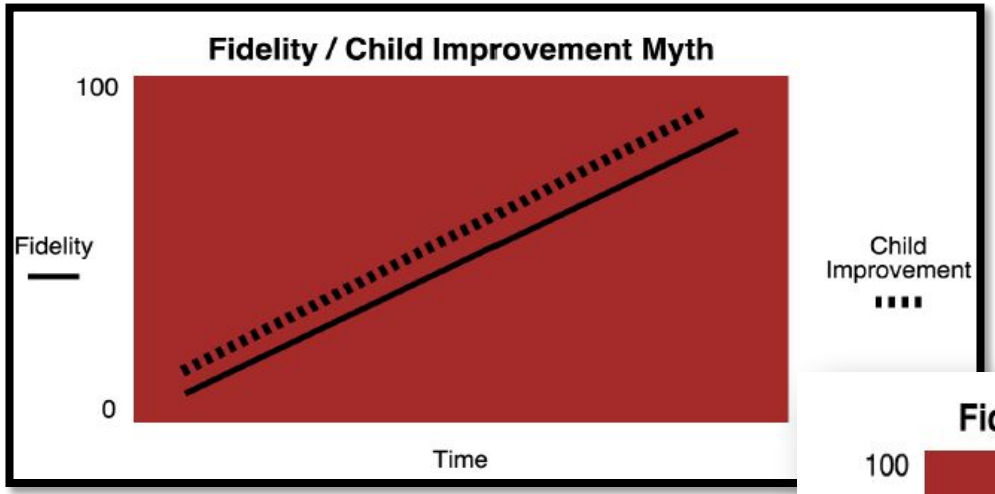
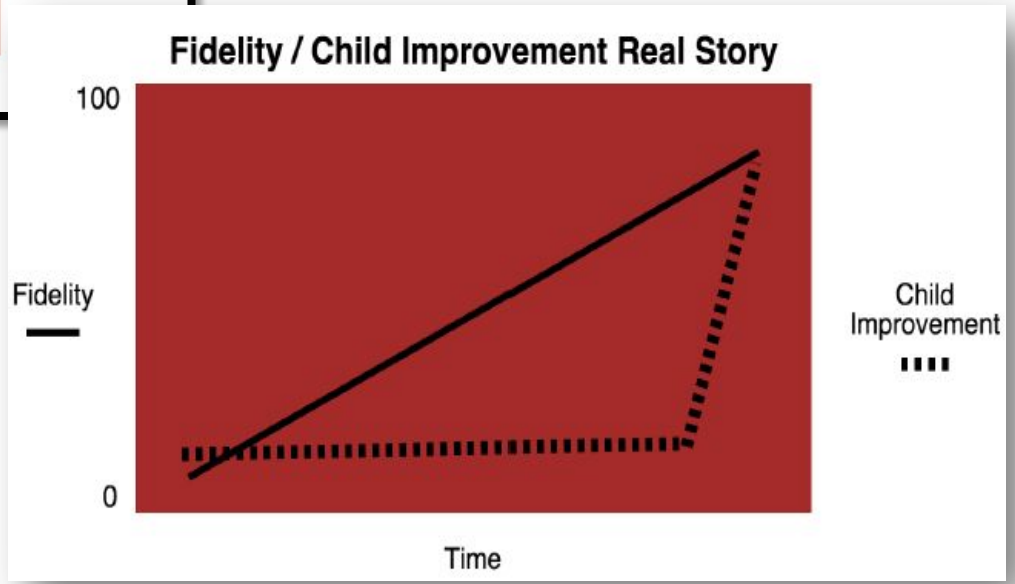
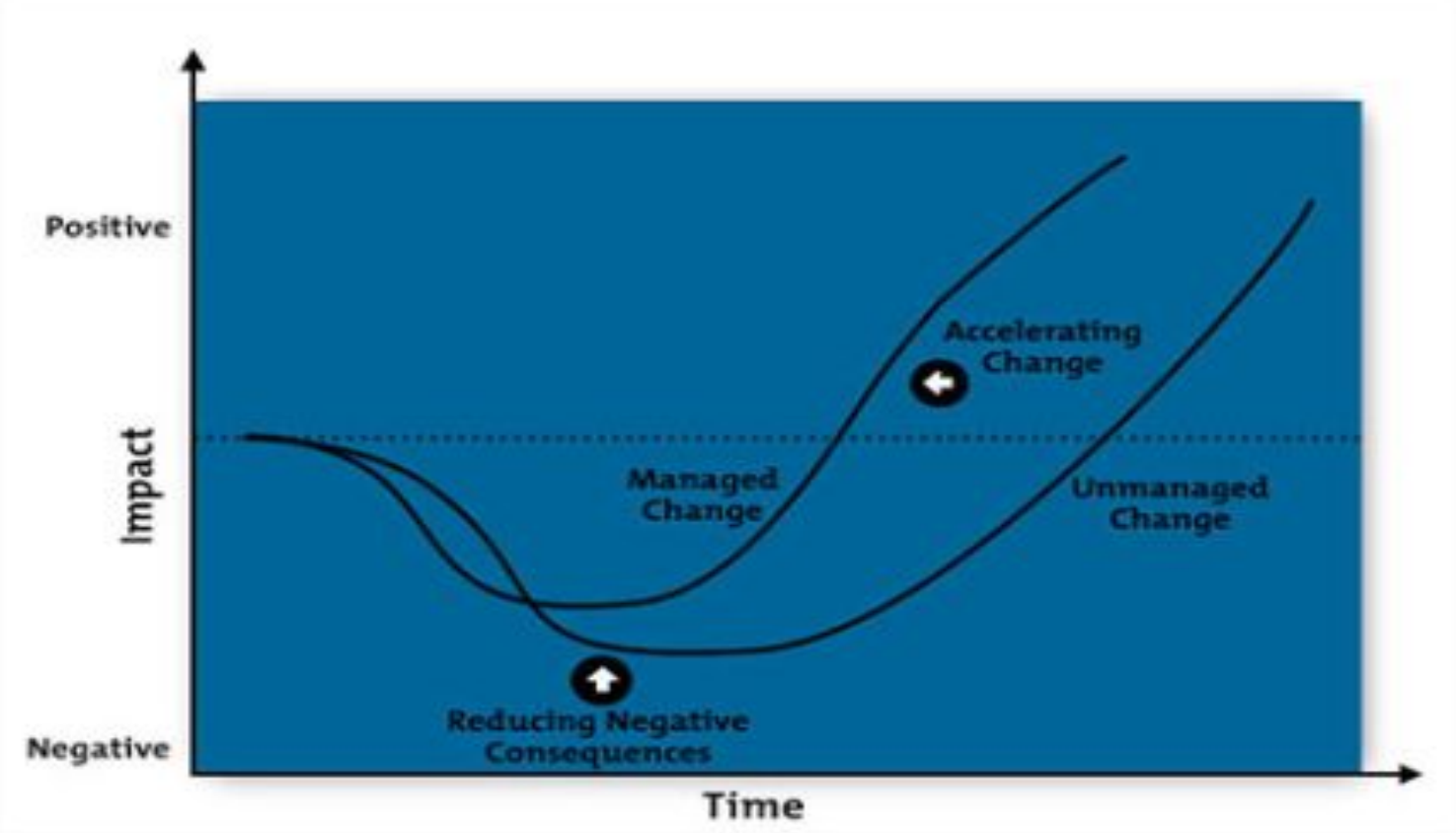
Why Fidelity?





Strain, 2016

Figure 2 – Using the Change Curve



Formula For Success

WHAT: Effective Interventions

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HOW, WHO, WHEN: Effective Implementation

×

WHERE: Enabling Contexts

Evidence Based Instructional Practices/ Strategies

=

WHY: Significant Outcomes

Remember that any number times 0 is 0!
Students cannot benefit from instructional practices or Interventions they do not receive

SISEP

Come back to…

One program, practice, or innovation this school year that you have tried to advance but you feel like is stuck?

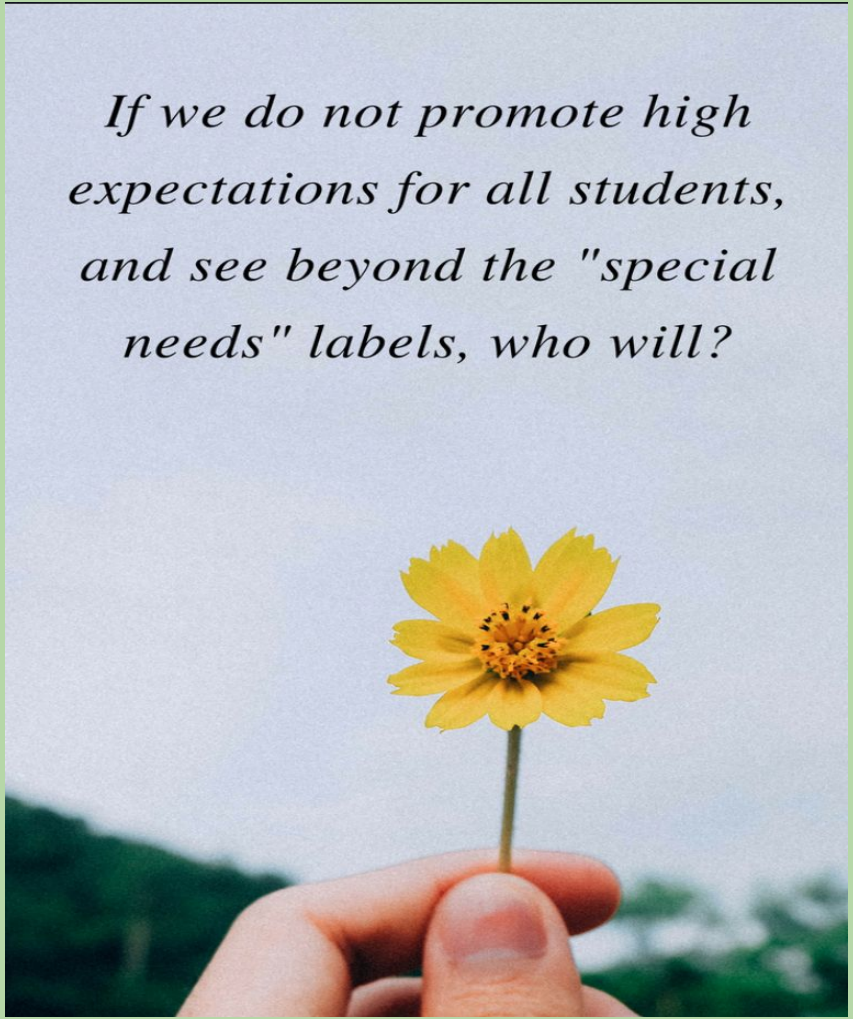
Use Locus of Responsibility Worksheet or EBP Drive Around Worksheet

Action Plan

Discussion

Questions

Hold on to the Why?



Be Empowered

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As such, special education leaders need to continue to develop their own capacity for effective systemic leadership and advocate for their unique role in the system

Resources

https://nirn.fpg.unc.edu/ai-hub