



Implementation Drivers: Team Review and Planning

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The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)

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Frank Porter Graham Child Development Institute



State Implementation
& Scaling-up
of Evidence-based Practices

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This document is based on the work of the National Implementation Research Network (NIRN). More in-depth information about Implementation Drivers can be found in Module 2 on the [Active Implementation Hub](#).

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email: sisep@unc.edu

web: <http://sisep.fpg.unc.edu>

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.



email: nirn@unc.edu

web: <http://nirn.fpg.unc.edu>

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.



This planning tool provides the opportunity for Implementation Teams to have in-depth discussions about each Driver in preparation for action planning. Completing this process is an important for moving from the Exploration Stage to the Installation Stage. The tool identifies a few best practices for each Driver to guide those discussions.

Background

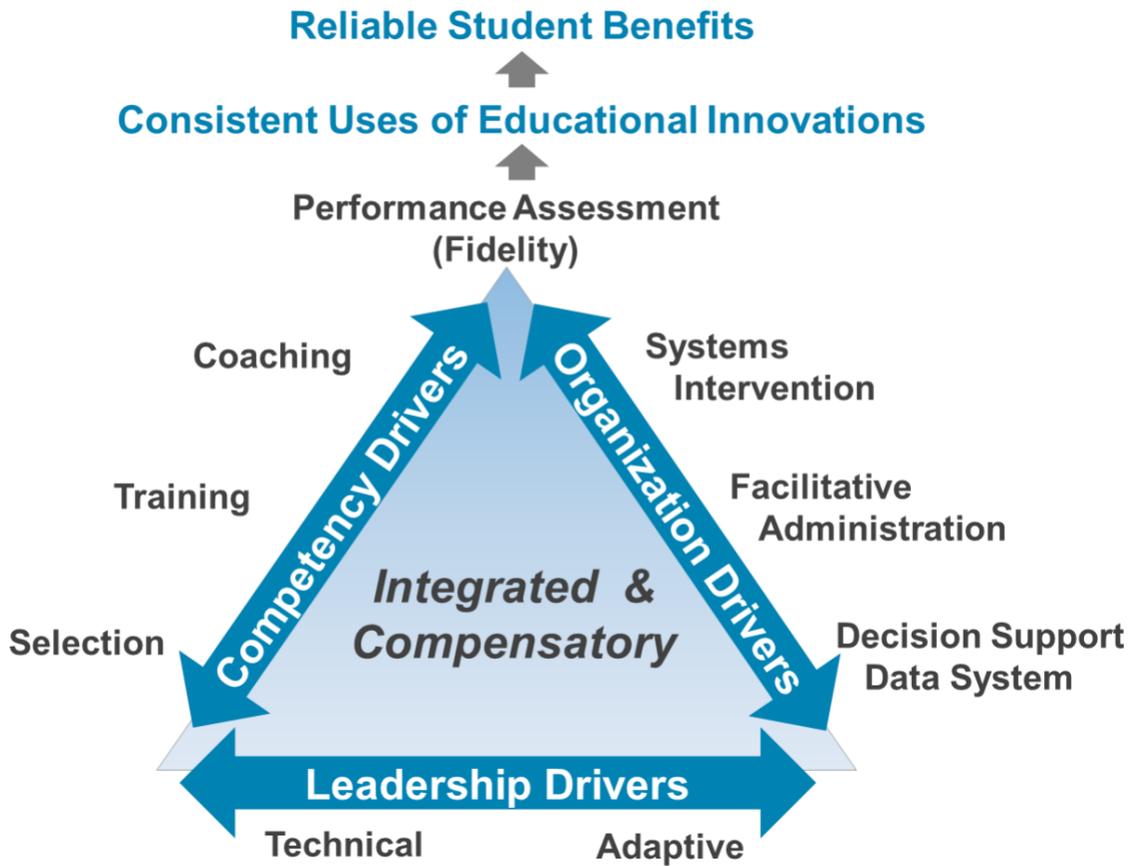
Implementation Drivers are the components of infrastructure needed to develop, improve and sustain teachers' and staff ability to implement an intervention as intended as well as create an enabling context for the new ways of work.

There are 3 categories of Implementation Drivers:

1. **Competency Drivers** – are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit students.
2. **Organization Drivers** – are mechanisms to create and sustain hospitable organizational and system environments for effective educational services – the “enabling context”.
3. **Leadership Drivers** – focus on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance and support organization funding.

This tool focuses on *Competency Drivers* and *Organization Drivers* for the purpose of action planning.

Implementation Drivers



Usable Intervention Criteria

Before implementing an intervention it's vital to have a clear understanding of the program and its suitability for your State, district or school. It's necessary to have sufficient detail about the intervention so that you can train staff and administrators to implement it with fidelity, so that the intervention can be replicated across all of your classrooms, schools and districts, and so that there is an assessment that allows you to measure the use of the intervention. The following criteria need to be in place to ensure that your intervention is usable. Your Implementation Team should answer the following questions in order to see if this tool will be useful to you at this stage of your work.

- Is there a **Clear Description** of the program/practice/strategy?
 - Philosophy, values, principles (guidance)
 - Inclusion – exclusion criteria (which students benefit)
- Are there clearly articulated **Essential Functions** that define the program and that specify what is required for effectiveness (core components; non-negotiables)?
- Do we have **Operational Definitions** of the essential functions (i.e. Clear description of what teachers and school staff are doing and saying when using the innovation well)?
- Do we have a **Practical Performance Assessment (fidelity)** that tells us if we are using the program/practices as intended? And can this assessment be done repeatedly in the context of typical educational settings?

If the answer to any of the first three questions is “no”, **stop here** and either

- a) Choose another intervention that is likely to be effective in meeting the students' needs and is well defined or
- b) Develop a Practice Profile (Innovation Configuration) that defines and operationalizes the practice elements and functions.

If the only missing component is a Practical Performance Assessment (fidelity) measurement tool and process, your Implementation Team will need to ensure that one is developed and tested. The next section of this tool will help guide this work.

COMPETENCY DRIVERS

Competency Driver: *Performance Assessment*

Description:

Staff “performance assessments” are designed to assess the competent use of the *skills* that are required for full and effective use of the effective educational approach. It should:

- Reflect the philosophy, values, and principles that guide the approach
- Tap into the essential functions/core components of the approach (non-negotiables)

Question:

Is there a currently available performance assessment (e.g. walk through, documentation, observation process, other process data) to provide us with feedback on whether or not we are doing what we said we would do?

If the answer is, “No” consider having the following conversation with your Implementation Team.

No Performance Assessment or Fidelity Process

----- Assess or Re-Assess? -----

- Does the absence of a performance assessment process influence our decision to go forward? Why? Why not?
- If there is no performance assessment how will we know how well we are implementing? How can we interpret our outcome data? How will we develop a functional action plan to improve?
- What are the barriers and facilitators to developing a performance assessment?

----- Get Started -----

- Which team members will be charged with creating the work plan to develop and then test the first performance assessment measures and process?
- What’s our timetable for a first test?
- How will the team members connect with the developers or qualified technical assistance providers to ensure that the measures and process reflect the core components?

Competency Driver: Performance Assessment (continued)

If a performance assessment process is available, then the following questions will help ensure it is in successfully put in place and used to support educators.

Questions:

Team Notes:

1. *Who will be responsible for assessing performance/fidelity?*
2. *How will your Implementation Team be able to support, resource, monitor, participate in, and/or improve the performance assessment process?*
3. *Who else plays a role? What other teams at which level (e.g. Building Leadership, Building Implementation Team, District, Regional, State)?*
4. *How important is the performance assessment process to supporting the coaching functions and achieving the desired outcomes?*
5. *What are the next right steps in activating the Performance Assessment? Who will take the lead? What is the timeline for completing the next right steps?*

Competency Driver: *Recruitment and Selection*

Description:

Selection of staff should align with the knowledge, skills, and abilities needed to deliver the effective practice with fidelity (e.g. performance assessment indicators are positive).

- Consider recruitment methods that will successfully identify the “well-suited” candidates
- Develop selection criteria that reflect the critical skills, abilities, attitudes necessary to deliver the program or practice as intended *that are either difficult to teach in training* (e.g. social skills, common sense, empathy, good judgment, professional ethics, knowledge of the field, willingness to learn) *or are pre-requisites that will not be addressed in training.*

Always include the opportunity in the interview process to assess the individuals’ willingness and ability to respond to feedback (coachability), and if applicable, interest and ability to use data for decision-making.

Questions:	Team Notes:
<ol style="list-style-type: none">1. <i>Who will be responsible for recruiting and selecting the educators, classrooms, or schools that will be involved?</i>2. <i>What are the responsibilities of your Implementation Team related to supporting the quality of the recruitment and selection process?</i>3. <i>Who else plays a role (e.g. Leadership)? What other teams at which level (e.g. Building Implementation Team, District, Regional, State)?</i>4. <i>How important is the recruitment and selection driver to achieving fidelity and the desired student outcomes for the selected innovation?</i>5. <i>What are the next right steps in activating the Selection Driver? Who will take the lead? What is the timeline for completing the next right steps?</i>	

Competency Driver: Training

Description:

Training sessions are efficient ways. . .

- To provide knowledge about the effective program or practice related to. . .
 - underlying theory of change
 - intervention or instructional components
 - rationales related to key practices
- To increase “buy-in” as teachers and staff gain more knowledge
- To provide opportunities to practice new skills to criterion before being asked to use them in the educational setting
- To provide opportunities to receive feedback in a ‘safe’ and supportive training environment

Questions:

Team Notes:

1. *Who is responsible for providing training experiences for the innovation?*
2. *What are the responsibilities of your Implementation Team related to supporting the timeliness, access to, and quality of the training process?*
3. *Who else plays a role? What other teams at which level (e.g. Building Implementation Team, District, Regional, State)?*
4. *How important is training to achieving fidelity and the desired outcomes for the selected innovation? To achieving fidelity?*
5. *What are the next right steps in activating the Training Driver? Who will take the lead? What is the timeline for completing the next right steps?*

Competency Driver: Coaching

Description:

Coaches have four main roles as they engage with schools and teachers:

- observation in context,
- assessment and feedback to improve competence and confidence,
- encouragement and support,
- identification and reporting of barriers to implementation as intended.

Coaches often provide more intensive support through the early stages of implementation until the new educational or behavioral practices are more skillfully embedded in the classroom or school setting.

Skilled coaches are able to provide the craft or practice knowledge that is needed to supplement the formal knowledge and basic skill development that is offered in training. This feedback enables teachers and staff to use what they have learned in their day-to-day work with students.

Questions:

1. *Who will be responsible for providing coaching? Internal to the school or District? External? Both? How well do they know the practice?*
2. *What will be your Implementation Team's responsibilities related to supporting the quality of the coaching process (e.g. support, guidance, oversight)?*
3. *Who else plays a role? What other teams at which level (e.g. Building Implementation Team, District, Regional, State)?*
4. *How important is coaching to achieving fidelity and the desired outcomes for the selected innovation? To achieving fidelity?*
5. *What are the next right steps in activating the Coaching Driver? Who will take the lead? What is the timeline for completing the next right steps?*

Team Notes:

ORGANIZATION DRIVERS

Organization Driver: *Decision Support Data System*

Description:

System and procedures to assess key aspects of the overall performance of the organization to help ensure continuing implementation and improved student outcomes. The system(s) collect and provide:

- Data or information that can be used to make decisions related to the level of support needed by staff and teachers. Are teachers and staff able to use the innovation with fidelity?
- Data or information to develop and improve the effective educational and behavioral approaches so that students' needs are met.

Questions:

Team Notes:

1. *Who will be responsible for collecting and analyzing performance assessment data? Student outcome data?*
2. *What will be your Leadership and your Implementation Team's responsibilities related to supporting the quality of the data collection, analysis, and report preparation processes (support, guidance, oversight)?*
3. *Who else plays a role? What other teams at which level (e.g. Building Implementation Team, District, Regional, State)?*
4. *How important are data collection, analysis, and report preparation to achieving the desired outcomes for the selected innovation? For reporting fidelity?*
5. *What are the next right steps in activating the Decision Support Data System? Who will take the lead? What is the timeline for completing the next right steps?*

Organization Implementation Driver: *Facilitative Administration*

Description:

Facilitative administrative practices purposefully develop and implement policies and practices

- To support the new ways of work of teachers and staff
- To reduce implementation barriers
- To create hospitable environments for teachers and staff to fully and effectively implement the effective program or practice

Questions:

Team Notes:

1. *Who is responsible for ensuring that guidelines, policies, and procedures support the implementation of the innovation and improved student outcomes?*
2. *What are your Implementation Team’s responsibilities related to ensuring that the necessary supports, guidelines, policies, and procedures support the implementation of the innovation and promote student outcomes?*
3. *Who else plays a role? What other teams at which level (e.g. Building Implementation Team, District, Regional, State)? What is your team’s role in communicating barriers and facilitators to others?*
4. *How important is a facilitative administrative environment to achieving the desired outcomes for the selected innovation? To achieving fidelity?*
5. *What are the next right steps for increasing the administrative support for the innovation? Who will take the lead? What is the timeline for completing the next right steps?*

Organization Driver: *Systems Intervention*

Description:

Systems Intervention addresses:

- Issues outside your team’s immediate influence or direct control
- Issues that impede teachers’ and staffs’ ability to deliver effective programs/practices/strategies to benefit students

Goal of Systems Intervention:

- To identify and eliminate or reduce such barriers or to enhance and sustain those policies and regulations that facilitate the work at hand

Purpose of Systems Intervention:

- To create an educational systems’ environment and a set of conditions that supports the new way of work

Questions:

1. *Who has the lead responsibility for ensuring that there are processes in place to identify barriers to implementation that are outside the immediate influence and control of your team?*
2. *What are your Implementation Team’s responsibilities related to ensuring that systems barriers are identified, solutions proposed, and/or issues raised at the appropriate level (e.g. school, District, Region, State)?*
3. *Who else plays a role? What other teams at which level (e.g. Building Implementation Team, District, Regional, State)? What needs to happen to encourage their participation in receiving information and resolving challenges?*

Team Notes:

Organization Driver: *Systems Intervention* (continued)

Questions:

Team Notes:

4. *How important is a systems intervention to achieving the desired outcomes for the selected innovation?*

5. *What are the next right steps for identifying and communicating systemic barriers that are outside the control or influence of your Leadership and Implementation Team?*