

Effective Implementation of Educational Practices

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**What does it
take to
implement
something
well?**

**WRITE A
DEFINITION
OF...**



**What does it
take to
implement
something
well?**

**DRAW A
PICTURE OF...**



**What does it
take to
implement
something
well?**

**TELL ME WHY
YOUR**

“

—” IS BEST...



**What does it
take to
implement
something
well?**

Consider these questions:

- 1. Have you ever been involved in a project that was unsuccessful?**
- 2. How much attention was paid to the critical features (differences that make this practice distinct) of the practice?**
- 3. How much attention was paid to supporting the implementation of the practice?**
- 4. Were the practices being implementing part of the School Improvement Plan?**



4 CRITICAL FEATURES OF EFFECTIVE IMPLEMENTATION

1. SELECTION
2. FLUENCY
3. CONTINUOUS
IMPROVEMENT
4. DRIVERS



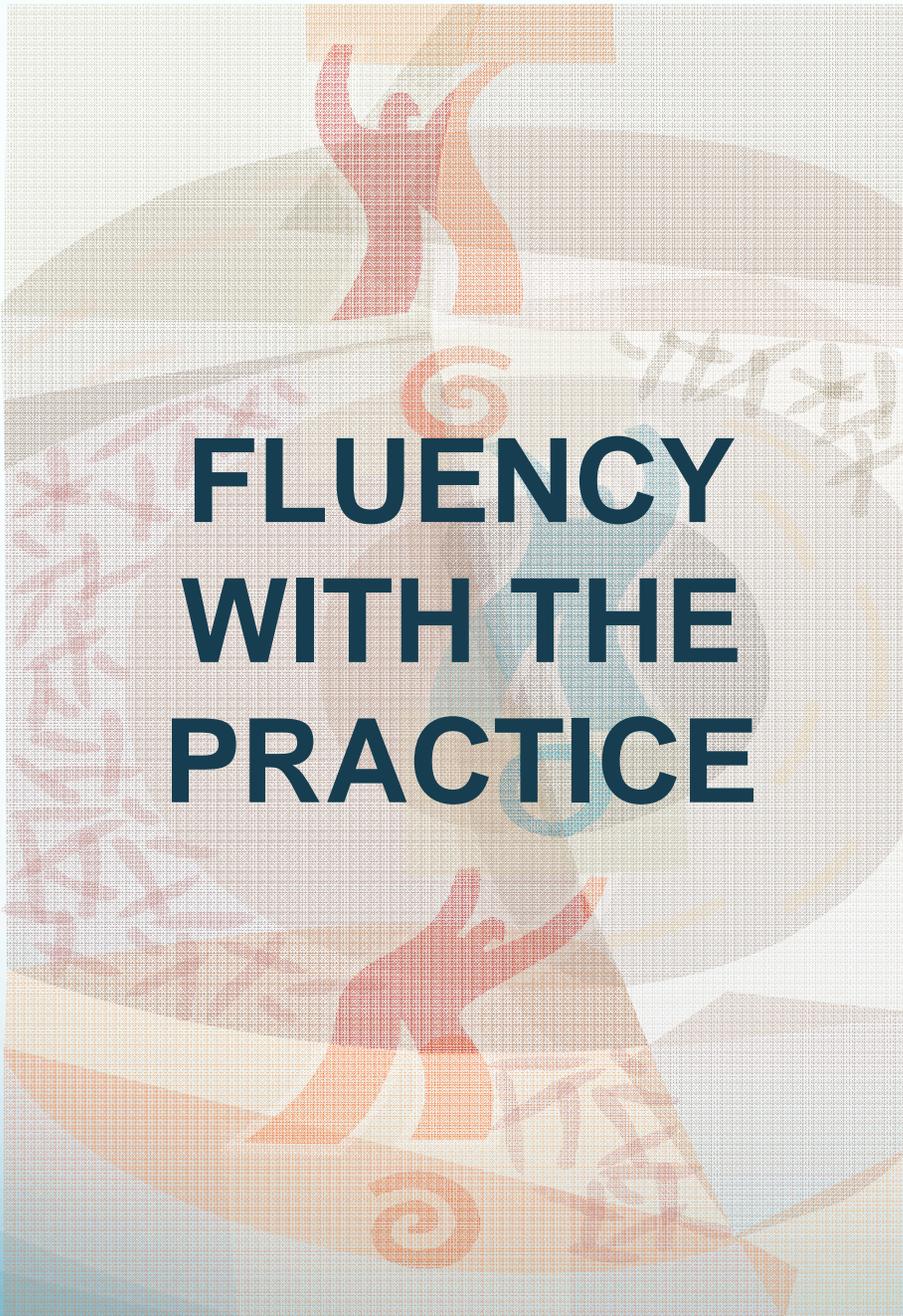
SELECTION OF THE PRACTICE

1. IS THIS THE RIGHT THING TO DO?

- a. What is our **NEED**?
- b. Will it **FIT**?
- c. Is there **EVIDENCE** it works?

2. CAN WE DO THIS THE RIGHT WAY?

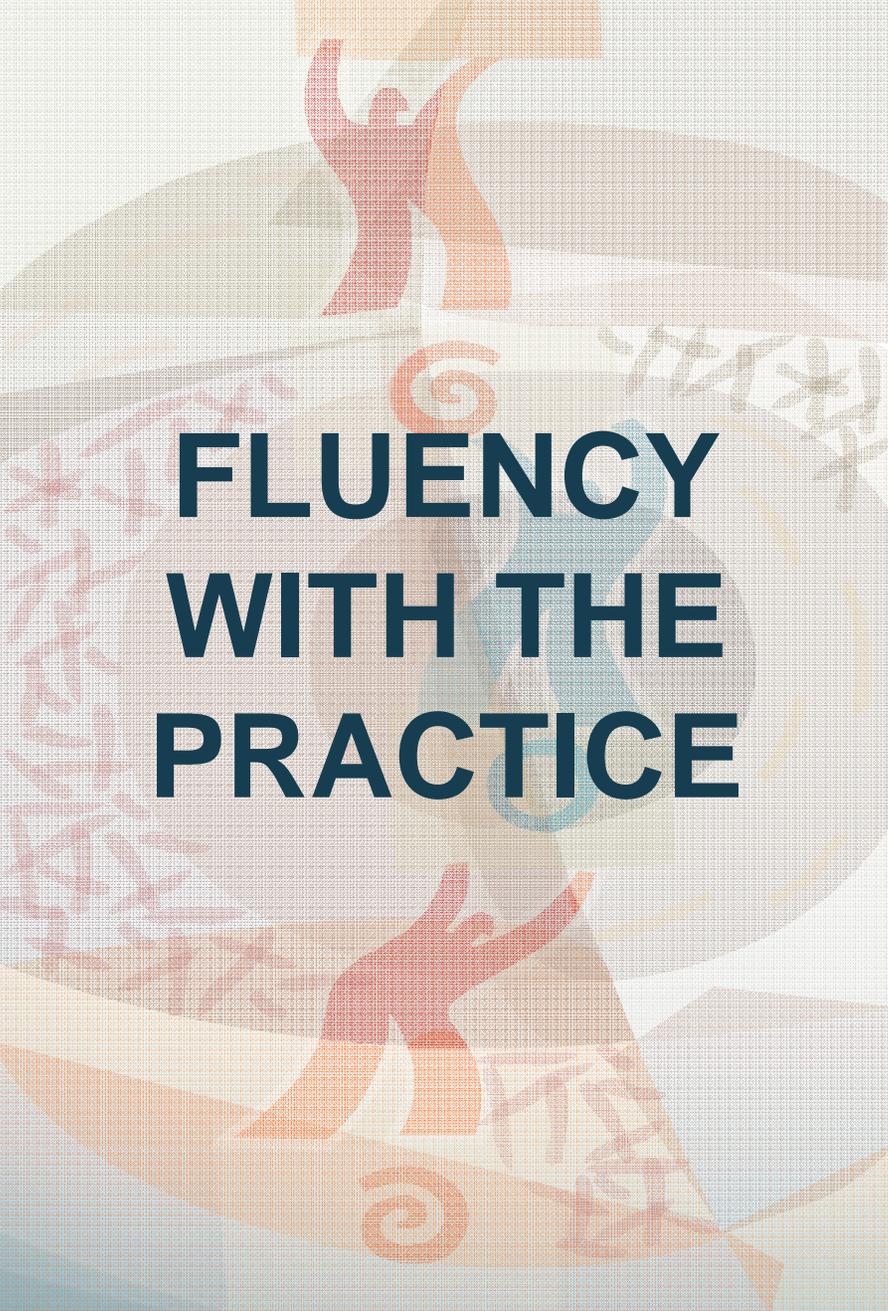
- a. Do we have the **RESOURCES**?
- b. Are we **READY**?
- c. Do we have the **CAPACITY**?



FLUENCY WITH THE PRACTICE

What are the **CRITICAL FEATURES** of the Practice

- These are the **NON-NEGOTIABLE** features of the practice.
- If these features are not present you are not “doing” the practice.
- These features can be “seen, experienced, examined etc.”
- Where are these features implemented?
- Who implements?



FLUENCY WITH THE PRACTICE

- How does each **CRITICAL FEATURE** contribute to the overall outcome of the practice?
- What is the **GOLD STANDARD** of each feature?
- What is an **ACCEPTABLE VARIATION** for each feature?
- What is an **UNACCEPTABLE VARIATION** for each feature?

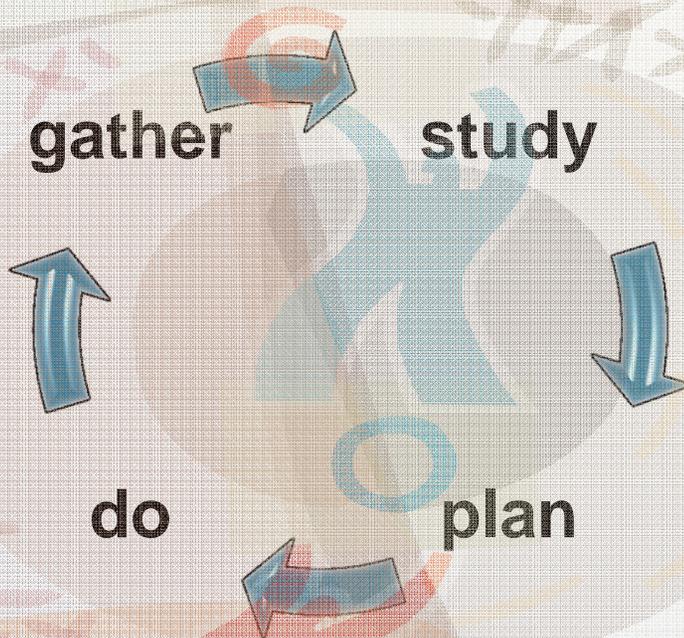
Implementation Guides

Focused Practice: _____

Clearly Defined Outcome/s for this Practice: _____

Critical Component (Non-negotiable)	How does the Critical Component contribute to the Practice Outcome/s?	Ideal "Gold Standard" of the Critical Component	Acceptable Variation of the Critical Component	Unacceptable Variation of the Critical Component

CONTINUOUS CYCLES



OF IMPROVEMENT

GATHER:

**A “Need” Uncovered Is Not A
“Need” Understood**

STUDY:

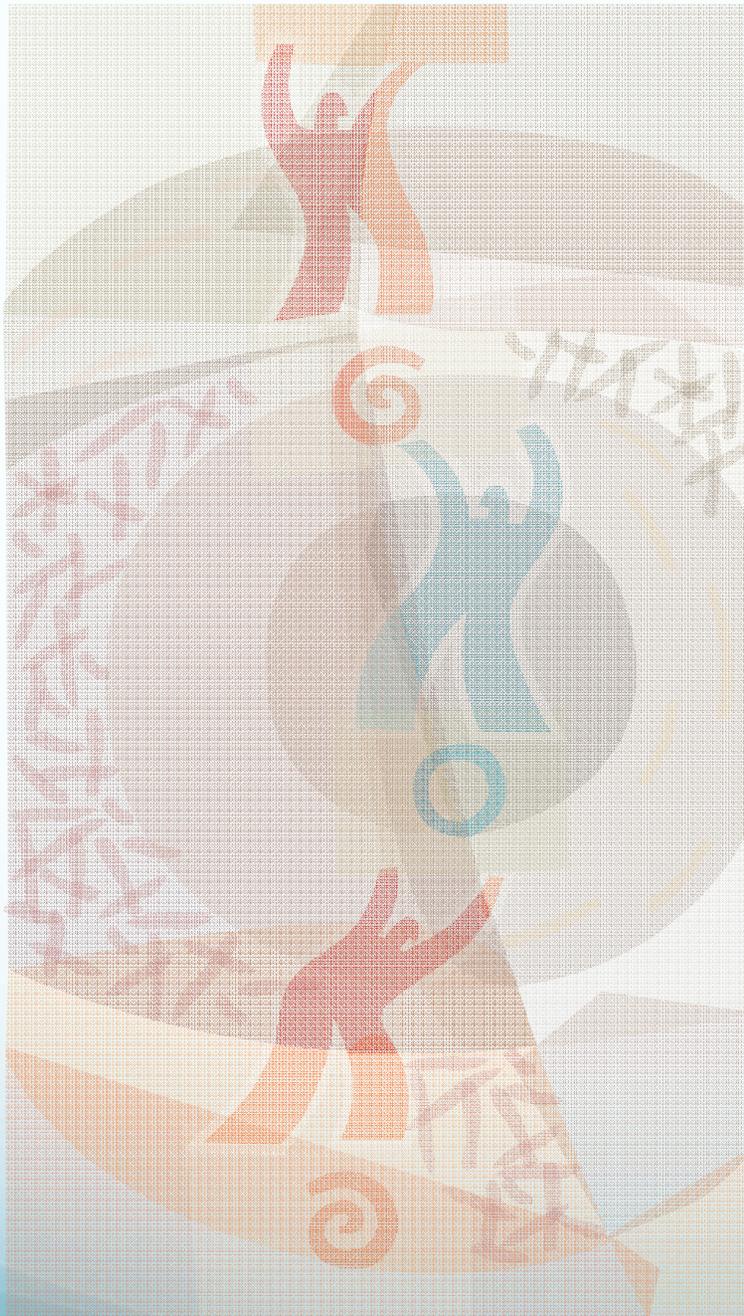
**A “Need” Considered Does Not
Design A Solution**

PLAN:

**A Solution Designed Does Not
Make It Happen**

DO:

**Making It Happen Means
Implementing With Intention &
Purpose**



Now consider these critical distinctions:

**DEVELOPING A SCHOOL IMPROVEMENT
PLAN IS ONE THING**

**EXECUTING THAT PLAN IS ANOTHER
THING**

**IMPLEMENTING THE EDUCATIONAL
PRACTICES WITHIN THAT PLAN IS YET
ANOTHER THING**

**EVALUATING THE EFFECTIVENESS OF
THE PRACTICES IS...ANOTHER THING!**



DRIVING THE PRACTICE TO SUCCESS

WHY:

What is the OUTCOME we are trying to achieve?

WHAT:

What is the PRACTICE we have chosen?

HOW:

What DRIVES (SUPPORTS) the practice to success?

Successful Student/Family Outcomes

Why:

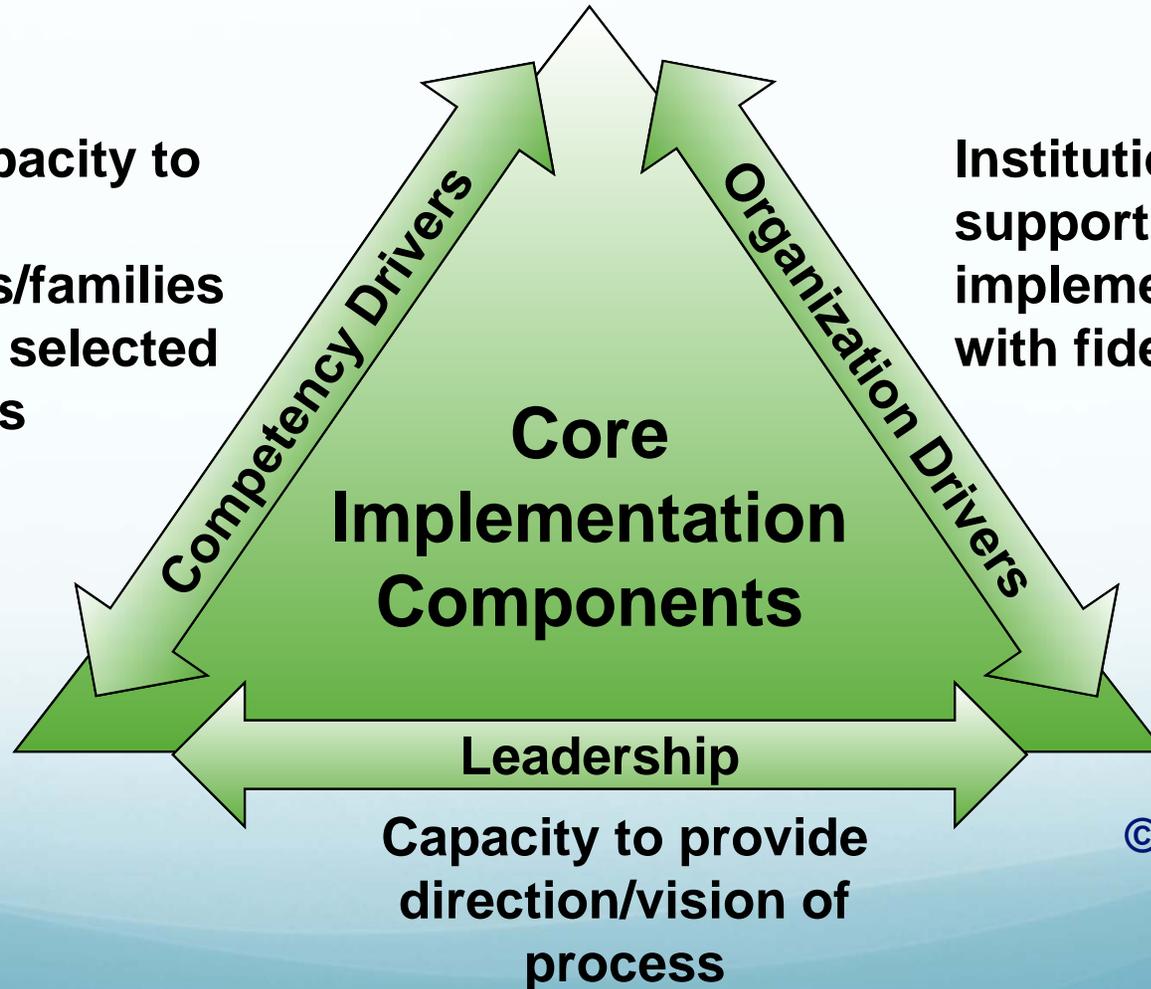
What:

How:

Program/Initiative (set of practices)

Staff capacity to support students/families with the selected practices

Institutional capacity to support staff in implementing practices with fidelity

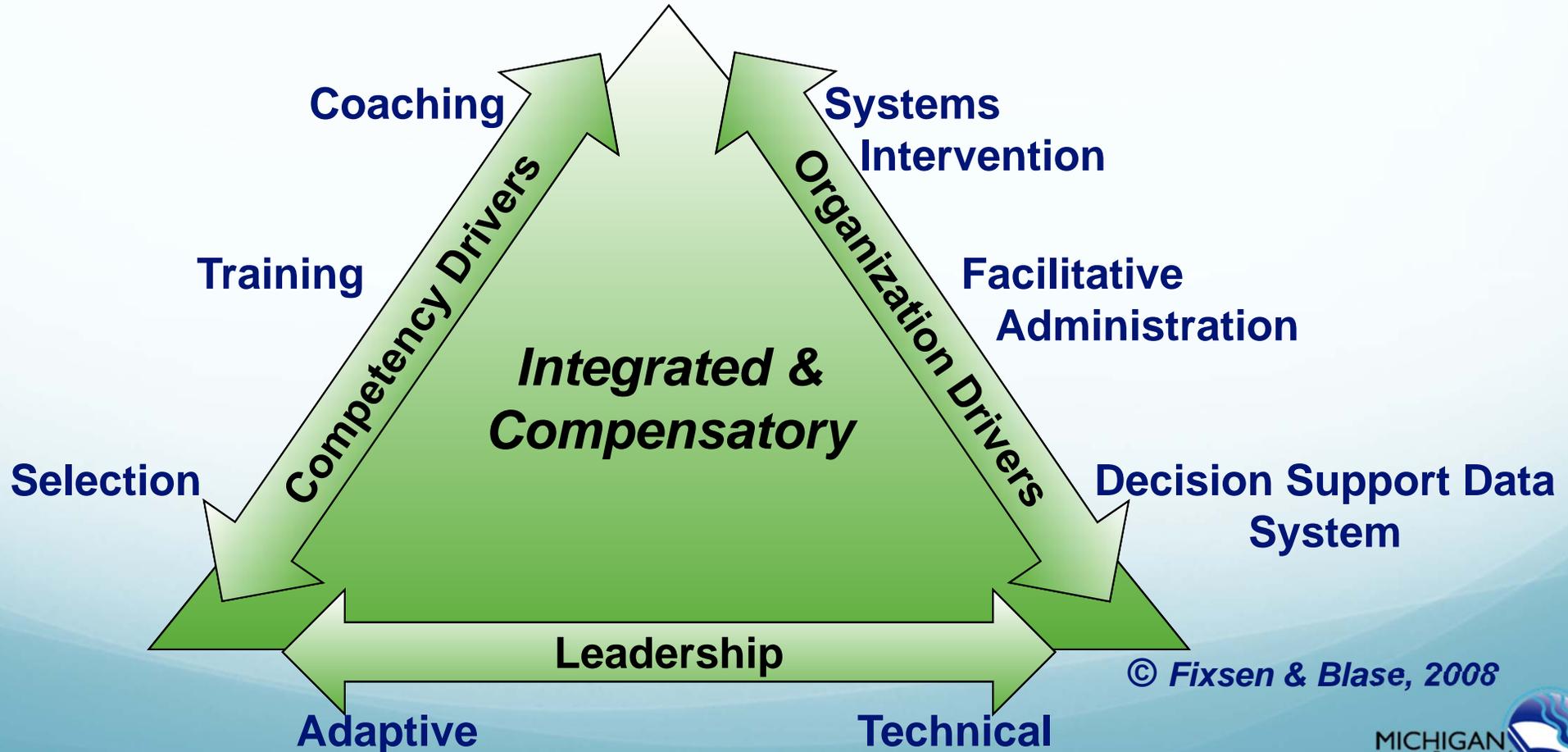


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Successful Student/Family Outcomes

Program/Initiative (set of practices)

Performance Assessment
(Fidelity)



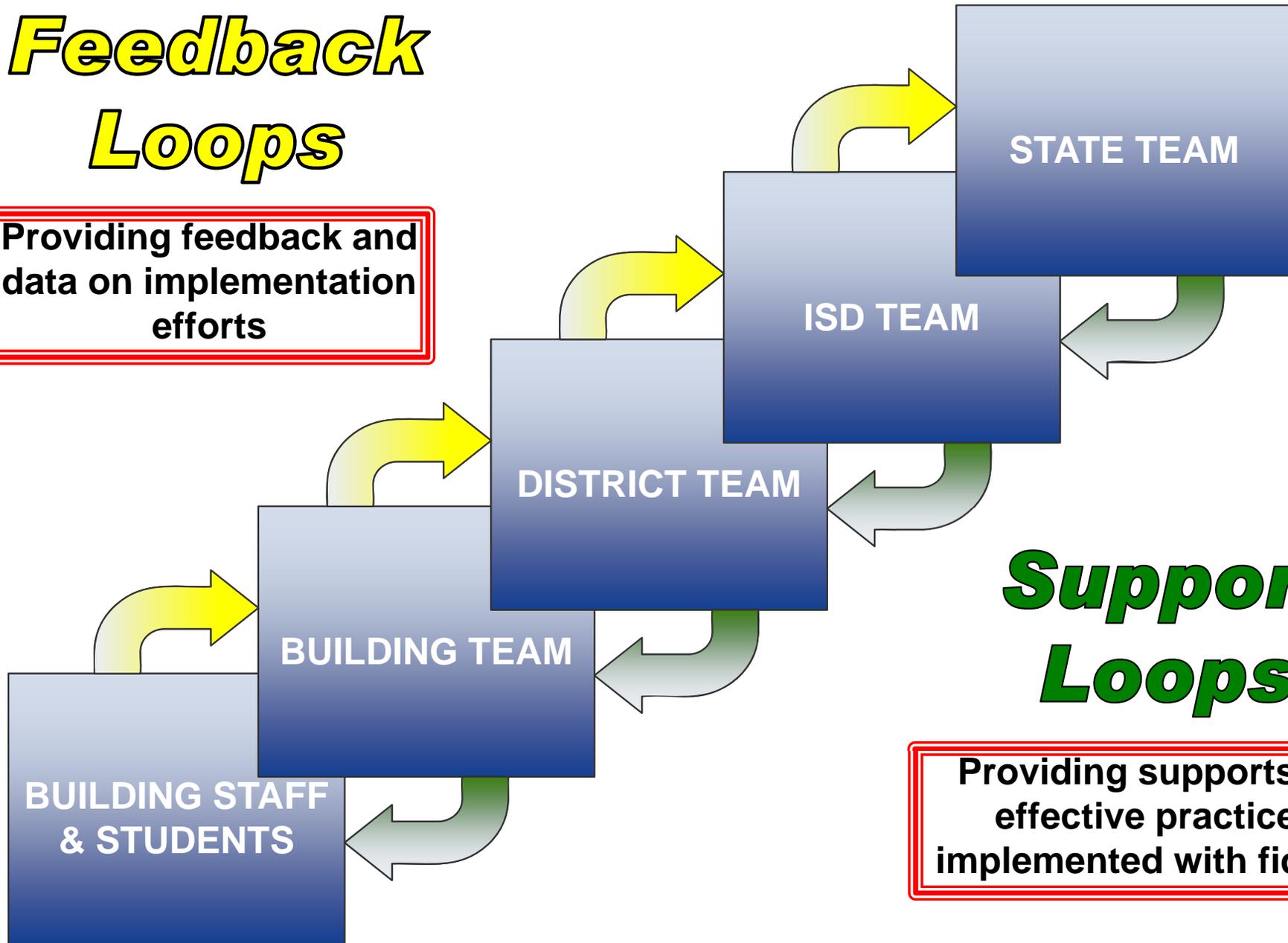
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What does it look like
when things are
implemented well?

EVIDENCE OF: ALIGNMENT, FEEDBACK & SUPPORT

Feedback Loops

Providing feedback and data on implementation efforts



Support Loops

Providing supports for effective practices implemented with fidelity

15 Ways to Improve Practices

1. Shared Vision and Purpose
2. Communication Plan
3. Process for Selection of Practice/s
4. Readiness: Adoption & Implementation
5. Critical Features of the Practice/s Identified
6. Complexity of the Practice is Understood
7. Demonstrations vs. Scaling
8. Leveraging: Context & Change
9. Capacity Building
10. Role and Function Changes
11. Measuring and Evaluating Progress
12. Feedback and Support Loops
13. Alignment and Integration
14. Braiding Initiatives
15. Leadership: Technical & Adaptive