



# 15 BIG IDEAS to Improve Initiatives

**CCSSO Spring Summit**

5/16-17/2013

**Beth A Steenwyk**  
**Project Design & Implementation**  
**Consultant**

[beth.a.steenwyk@mac.com](mailto:beth.a.steenwyk@mac.com)

MOBILE# 231-288-4001

HOME OFFICE# 231-972-1008

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

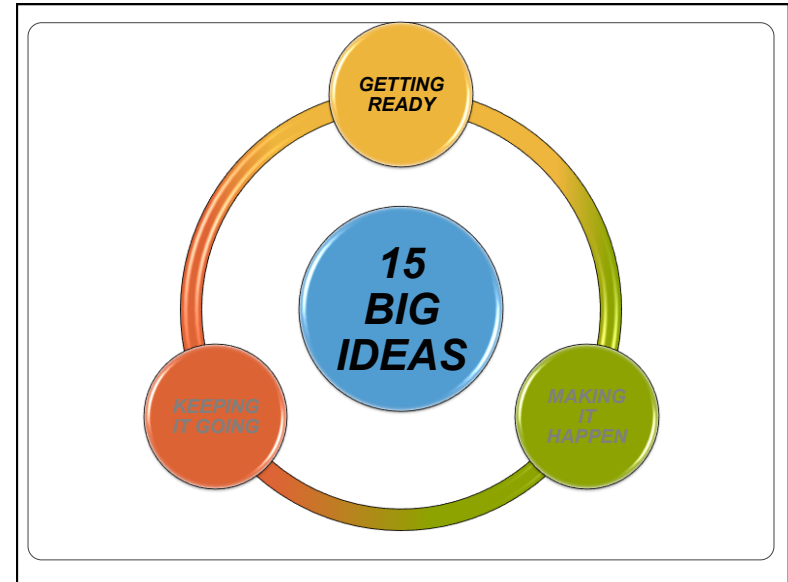
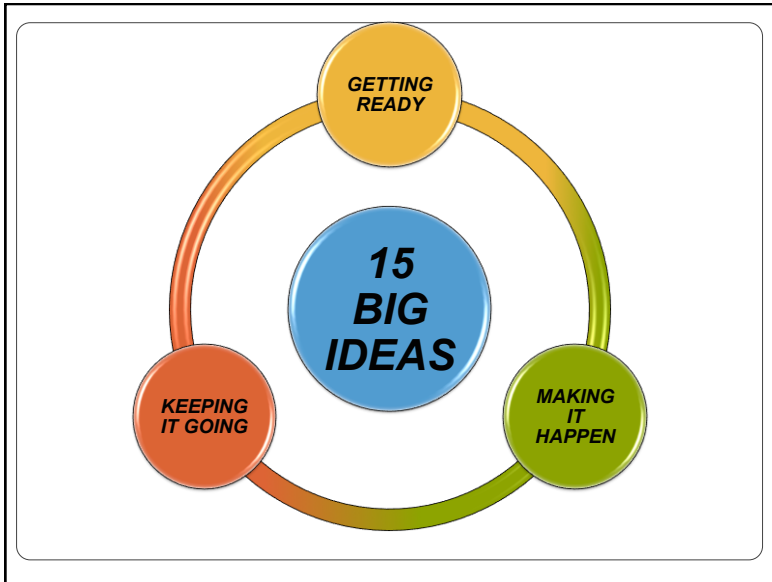
---


---

---

---


---



 1. Leadership

It takes **HARD** skills and **SOFT** skills to get it done.

4/29/13 4

 1. Leadership

- What are the necessary characteristics of leaders in an environment of change?
  - **Technical**
    - ▶ Specific expertise
    - ▶ Delegation of technical role to building/district experts
  - **Adaptive (Ron Heifetz)**
    - ▶ Dispute resolution/conflict management
    - ▶ Servant Leadership (Robert Greenleaf)
    - ▶ Collaboration
- How does the system **develop, support & activate** these characteristics?
  - Are leadership responsibilities distributive & shared?

5

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 2. Shared Vision & Purpose

You establish and revisit continuously.

4/29/13

6



## 2. Shared Vision & Purpose

- Often Overlooked
- No Assumptions!
- Are the vision & purpose **co-created**?
- Is there **consensus** built around vision & purpose?
- Is there a **structured process** to identify & articulate need?

7



## 3. Communication

Need to have an intentional plan.

4/29/13

8



## 3. Communication

- Is there an **intentional** focus on communicating about the initiative?
- Is the message about the initiative **consistent**?
- Who conveys the message? To whom?
- What **context** would amplify the message?
- What **timing** would amplify the message?

9

---

**NOTES**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 4. Selection Process

Need a structured process to  
select the practice that is  
connected to the need

4/29/13

10



## 4. Selection Process

- What process is used to select the project?
- Who participates in the selection process?
- What data can be used to determine the need?
- Who owns the need identified in the data?
- How can this need become a shared purpose?

11



## 5. Leveraging

Be aware of context & opportunity

4/29/13

12



## 5. Leveraging

### Reactions to Change:

- Manage or Control
- Neutralize
- Leverage

### Thoughts on Context:

- Key is to understand it
- Who are the players?
- What matters?
- What systems will get things done?

13

---

***NOTES:***

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

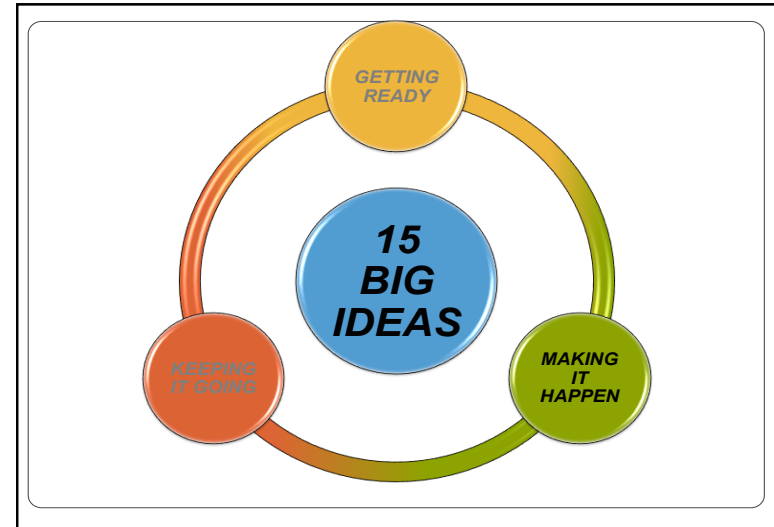
---

---



**"15 Ways" State Initiative Planning Template**

		Current Status:	Strategies to Consider:
<b>Getting Ready</b>	1. Leadership, Technical & Budgetary		
	2. Shared Vision and Purpose		
	3. Communication Plan		
	4. Selection of Priorities		
	5. Leveraging Current & Ongoing		



## 6. Readiness

There are two types of readiness

4/29/13 16

## 6. Readiness

- How would you define readiness for the initiative?
  - **Adoption Process**
    - ▶ Consensus
    - ▶ Shared Purpose
    - ▶ Stakeholder Ownership
  - **Implementation Process**
    - ▶ Competencies
    - ▶ Leadership
    - ▶ Systems

What processes will you use to develop the foundations for adoption & implementation?

17

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 7. Identify Critical Components

Identify the Critical Components  
What it IS & What it IS NOT

4/29/13

18



## 7. Identify Critical Components

- Have you witnessed the initiative in practice?
- Does the initiative have well defined elements/ components/features?
- Are these features negotiable or non-negotiable?
- Are you prepared to implement the non-negotiables?

19



## 8. Complexity of Initiative

If you can't explain it  
they can't do it

4/29/13

20



## 8. Complexity of Implementation

- How complex is this initiative to implement?
- How difficult is this initiative to explain to others?
- Are the outcomes of the initiative easily:
  - Identified?
  - Articulated?
  - Evidenced?
- Is there research/evidence available to broaden the understanding of the initiative in practice?

21

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 9. Demonstrations & Scaling

Know the difference

4/29/13

22



## 9. Demonstrations & Scaling

- **Demonstrating the Initiative:**

- Helps stabilize the initiative
- Smaller controlled environment
- Assess results – successful or unsuccessful?

- **Scaling the Initiative:**

Expansion will require elaboration of the model:

- How will the initiative change due to expansion?
- How will you support a scaled version of the initiative?
- What roles & functions need to change to scale the initiative?

23



## 10. Capacity Building

Continuously assess personnel growth to performance standards

4/29/13

24



## 10. Capacity Building

- Is Personnel Development (PD) **planned & coordinated** across District/ISD to insure non-competition among initiatives?
- Is the PD Plan **shared** among all education partners?
- Do the PD Sessions clearly define the training outcomes?
- Is a systematic coaching process aligned with training outcomes and initiative standards?
- Are there **standards of performance** related to the initiative and implementation fidelity embedded within the staff evaluation system?

25

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

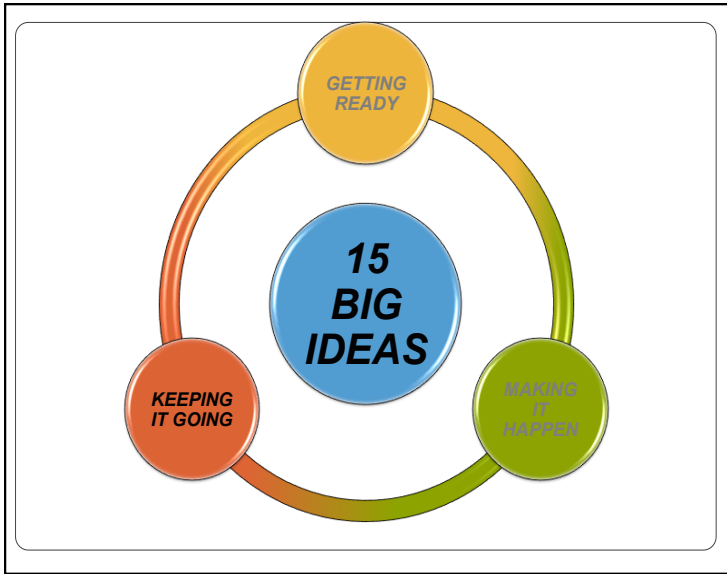
---

---

---

**"15 Ways" State Initiative Planning Template**

Current Status:		Strategies to Consider:
<b>Getting Ready</b>	1. Leadership: Technical & Adaptive	
	2. Shared Vision and Purpose	
	3. Communication Plan	
	4. Selection of Practitioner/s	
	5. Leveraging Content & Change	



## 11. Role & Function Change

This will happen, it can't be avoided

4/29/13 28

## 11. Role & Function Change

- Is the initiative understood well enough to anticipate the necessary role and function changes within the system?
  - Are **staff selection** processes aligned with the necessary competencies needed for **accuracy & fluency** of implementation of the initiative?
- Are **systems** aligned/ developed/changed to support the **accuracy & fluency** of the initiative?
  - Is there **leadership commitment** uniformly supporting the initiative?

29

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





## 12. Measurement & Progress

If you are not measuring progress  
you are not implementing

4/29/13

30



## 12. Measurement & Progress

- Does the initiative have **clearly defined indicators** of success?
- Are there systems in place to assure data driven improvement?
- At what level of the system are these indicators seen?
- Are there data systems in place to collect the needed data and generate reports to insure **implementation fidelity**?
- Do staff have the necessary competencies to effectively use the data to problem solve?

31



## 13. Feedback & Support

Can't improve or change without it

4/29/13

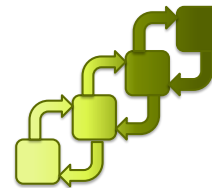
32



## 13. Feedback & Support

**Feedback and Support Loops should address the following:**

1. **Status/Stage** of initiative implementation
2. **Competencies** needed for initiative fidelity
3. **Leadership supports** necessary for initiative sustainability
4. **Systems necessary** to support initiative implementation
5. Consistent **cycles of improvement** to insure eliminate barriers and optimize system to improve implementation



33





## 14. Aligned & Integrated

Activities at one level can derail activities at another level

4/29/13

34



## 14. Aligned & Integrated

- Are the initiative outcomes aligned with building and district priorities and need?
- Are the activities of building & district leadership teams aligned to support the priority initiatives?
- Are other priority initiatives present in the building/district?
- Do these initiatives have common functions?
- Do these initiatives share common or aligned priorities?

35



## 15. Braiding Initiatives

Relationship between practices not competition

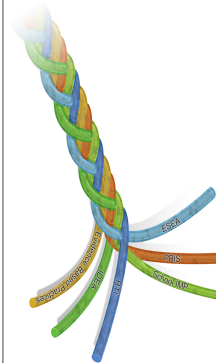
4/29/13

36



## 15. Braiding Initiatives

### Key Questions:



1. What is the relationship between and among the initiatives within the Building/District to the priority?
2. How could you reduce competition between initiatives?
3. What common functions could be leveraged to support implementation fidelity of multiple initiatives?
4. How do initiatives across grade levels support student capacity to insure coherence of curriculum, instruction & assessment?
5. How does school improvement support braiding & integration of initiatives?

37

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Current Status:		Strategies to Consider:
Keeping It Going	11. Role and Function Changes	
	12. Measuring and Evaluating Progress	
	13. Feedback and Support Loops	
	14. Alignment and Integration	
	15. Building Initiatives	



## NIRN


### Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

4/29/13 39




## Acknowledgements

- Dean L. Fixsen, Ph.D.,
- Karen A. Blase Ph.D.,
- Rob Horner Ph.D.,
- George Sugai Ph.D.,
- Sandra Naoom, MSPH,
- Melissa Van Dyke, LCSW,
- Allison Metz, Ph.D.
- Michelle Duda, Ph.D.

*The contents of this module was adapted from the work of members of National Implementation Research Network (NIRN) and State Implementation and Scale-up of Evidence-Based Practices (SISEP)*

4/29/13 40



## Consider this;

### A poorly implemented program can lead to failure as easily as a poorly designed one.”

- Mihalic, Irwin, Fagan, Ballard & Elliott, 2004

4/29/13 41

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 4 Key Features of Effective Implementation



## 1<sup>st</sup> Key Feature: Selection & Adoption of the Practice

The processes a team uses to study & understand the need and the development of a thoughtful approach to address the need.

- a. "Is this the right thing to do?"
- b. "Can we do this the right way?"

4/29/13

43

STATE ADOPTION TEMPLATE: IS IT THE RIGHT THING TO DO?		Considerations for our state Initiative	
Need	<ul style="list-style-type: none"> <li>What is the state level need?</li> <li>What data supports this need?</li> <li>What is the possible root cause of this need?</li> <li>Is there support for address identified need?</li> <li>Where does is this need b</li> </ul>		
Fit	<ul style="list-style-type: none"> <li>Are the other state level i must be considered when need?</li> <li>What state priorities must considered?</li> <li>Are there state policies or infrastructures that need i considered when determin</li> </ul>		
Evidence	<ul style="list-style-type: none"> <li>Do state personnel have t                             <ul style="list-style-type: none"> <li>Current research or so evidence?</li> <li>Relevant data related to state need?</li> </ul> </li> <li>What limitations of the re considered?</li> </ul>		
STATE ADOPTION TEMPLATE: CAN WE DO IT THE RIGHT WAY?			
	Considerations & Probe Questions	Considerations for our state Initiative	
Resources	<ul style="list-style-type: none"> <li>What resources will be needed?                             <ul style="list-style-type: none"> <li>Fiscal</li> <li>Personnel</li> <li>Technology</li> <li>Data and Information</li> <li>Training and coaching</li> </ul> </li> <li>What current expenditures require change, adjustment or elimination?</li> <li>What current practices require change, adjustment or elimination?</li> </ul>		
Readiness	<ul style="list-style-type: none"> <li>How will commitment to the initiative be measured?</li> <li>Are there benchmarks developed to assess and or determine readiness?</li> <li>What readiness standards are set to insure personnel are ready to implement?</li> <li>What system &amp; competency benchmarks are in place to insure readiness for implementation?</li> </ul>		
Capacity	<ul style="list-style-type: none"> <li>Are there certain personnel qualifications needed for state level implementation?</li> <li>Does this capacity currently exist?</li> <li>Are there current processes that will insure effective management of the initiative?</li> <li>Is there political will and commitment to build capacity to support and sustain the initiative?</li> <li>Would cost to build &amp; sustain the initiative escalate or de-escalate?</li> </ul>		

32

## 2<sup>nd</sup> Key Feature:

### Fluency with the Practice

The degree to which the team understands & knows the practice

- a. **Selection of the Practice-effective processes for choosing a practice supports fluency**
- b. **Key Features or Core Components-These are the NON-NEGOTIABLE features of the practice. If these features are not present you are not "doing" the practice.**

4/29/13

45

---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**STATE IMPLEMENTATION GUIDE**

State Initiative: \_\_\_\_\_  
 Supporting Research: \_\_\_\_\_  
 Desired Outcome/s for this State Initiative: \_\_\_\_\_

Critical Components How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing the Critical Components What will the state standard be for this critical feature?	Acceptable Variations for Implementing the Critical Components What adaptations are acceptable without losing the value of the critical feature?	Unacceptable Variation for Implementing the Critical Component Define the boundaries of unacceptable implementation of this critical feature.

## 3<sup>rd</sup> Key Feature: Improvement Cycles & Stages

The degree to which the team focuses and intentionally engages in continuous improvement

- a. **Micro-Rapid Cycles of Improvement**
  - **Progress Monitoring** (Student)
  - **Grade Level Groups** (Teacher)
  - **School Improvement** (Agency)
- b. **Macro-Slow Moving Cycles of Improvement**
  - **PEP-PIP** Policy Enabled Practice - Practice Informed Policy
- c. **Stages of Implementation**

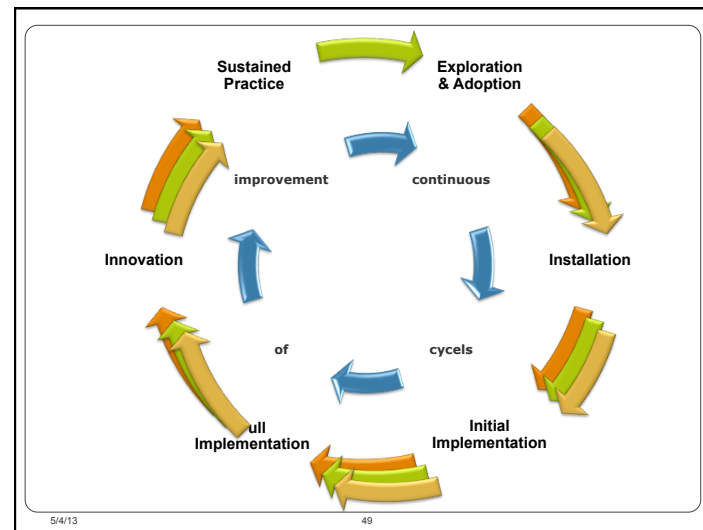
4/29/13 47

### Stages of Implementation

Focus	Stage	Description
Should we do it! 	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right! 	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better! 	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Innovation/Sustainability	Make it easier, more efficient. Embed within current practices.

} 2-4 years

4/29/13 48



---

**NOTES:**

---

---

---

---

---

---


---

---

---

---

---



## IMPROVEMENT CYCLES

### COMPARE/CONTRAST

CYCLE	UNIT OF IMPLEMENTATION	SCOPE OF IMPACT	USAGE	FOCUS
Rapid & frequent	Individually focused or <b>within</b> system	Micro	Problem-solving & Continuous Improvement	Implementing PRACTICES
Slow moving	Large scale focus or <b>across</b> systems	Macro	Removing barriers	Implementing SUPPORTS OF PRACTICES

4/29/13
50

#### STATE PROJECT MANAGEMENT TEMPLATE

State Initiative: \_\_\_\_\_  
 Implementation Team Members: \_\_\_\_\_

	GETTING READY	MAKING IT HAPPEN	KEEPING IT GOING
Objectives			
Timeline			
Communication			
Resources			
Data/Evaluation			
Other			

34

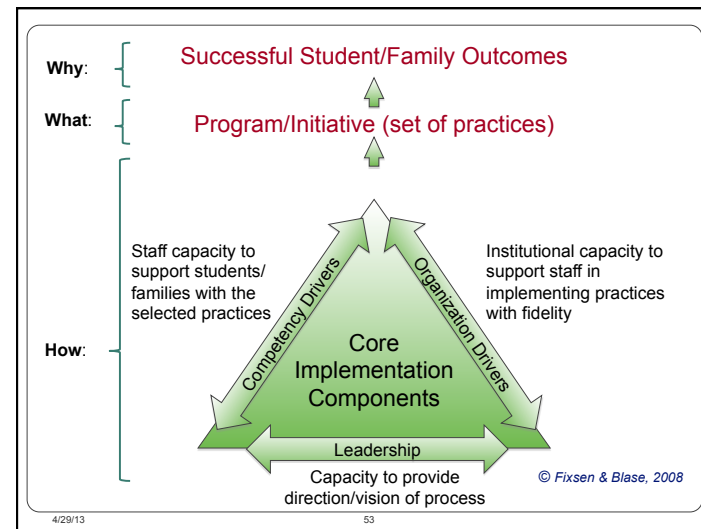
### 4<sup>th</sup> Key Feature:

## Drivers of Practices

The degree to which the team understands and pays attention to how the practice is implemented:

- a. **Intentionality, Focus & Change**
  - ✓ Role and Function Changes
- b. **What “drives” the practice forward**
  - ✓ Competencies
  - ✓ Systems
  - ✓ Leadership

4/29/13
52



---

***NOTES:***

---

---

---

---

---

---

---

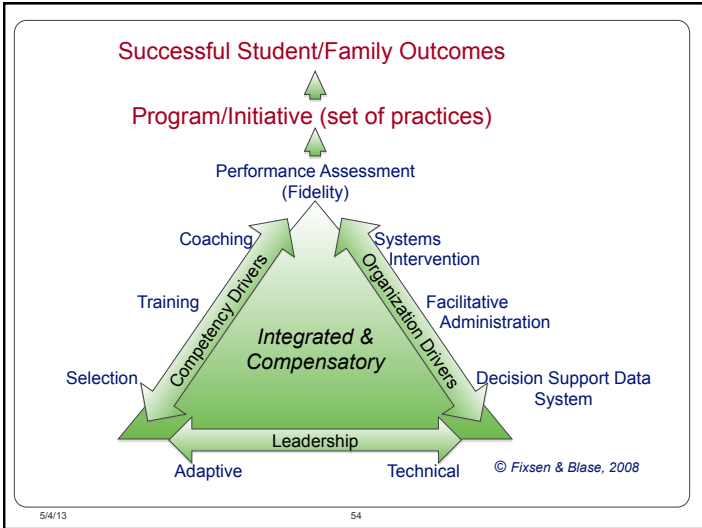
---

---

---

---

---

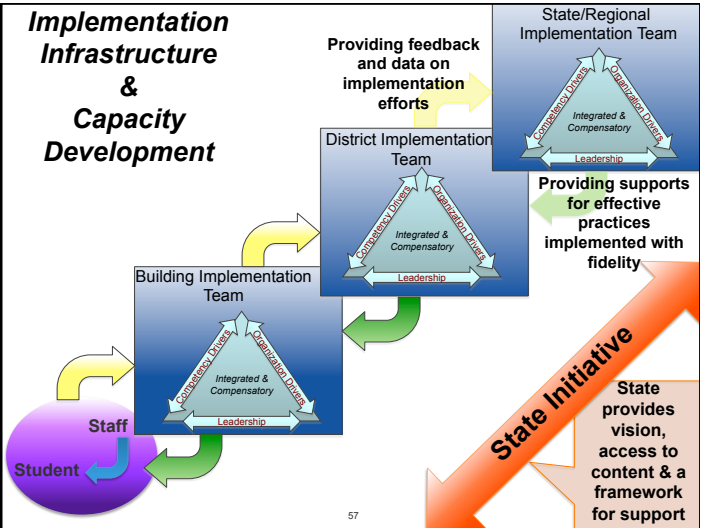
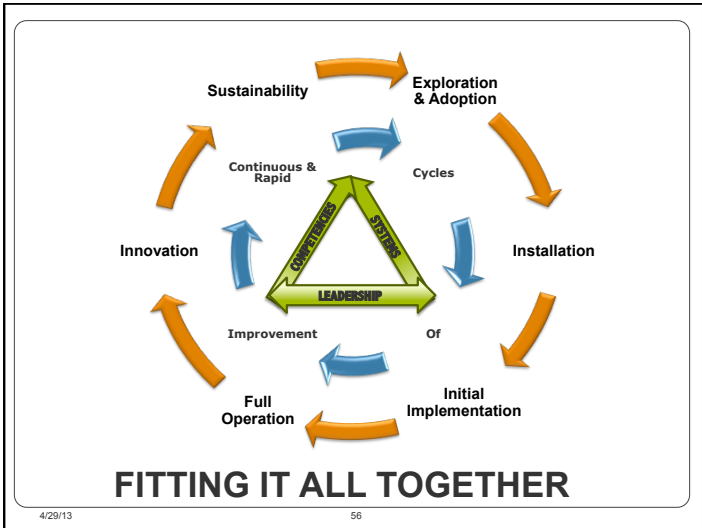


**STATE IMPLEMENTATION DRIVERS TEMPLATE**

State Initiative: \_\_\_\_\_

Implementation Team Members: \_\_\_\_\_

Implementation Drivers	1. What would each "driver look like" at a local level to ensure full implementation of selected practices? 2. What would be present within the state initiative to assure local level practices could achieve full implementation of selected practices? 3. What is the state's current status for each driver given these two questions?	Current Status			
		Not Present	Present		
Selection & Recruitment					
<b>STATE IMPLEMENTATION DRIVERS TEMPLATE (cont.)</b>					
COMPETENCY DRIVERS	Implementation Drivers	Answer questions 1-3 above:		Current Status	
	Decision Support Data Systems				
	Facilitative Administrative Supports				
SYSTEM & ORGANIZATIONAL DRIVERS	Systems Intervention Supports				
	Monitoring & Evaluation				
LEADERSHIP	Technical				
	Adaptive				



---

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

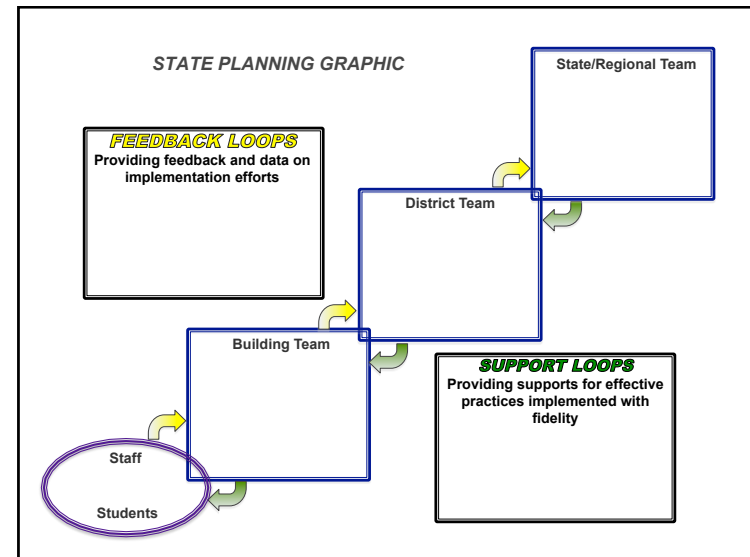
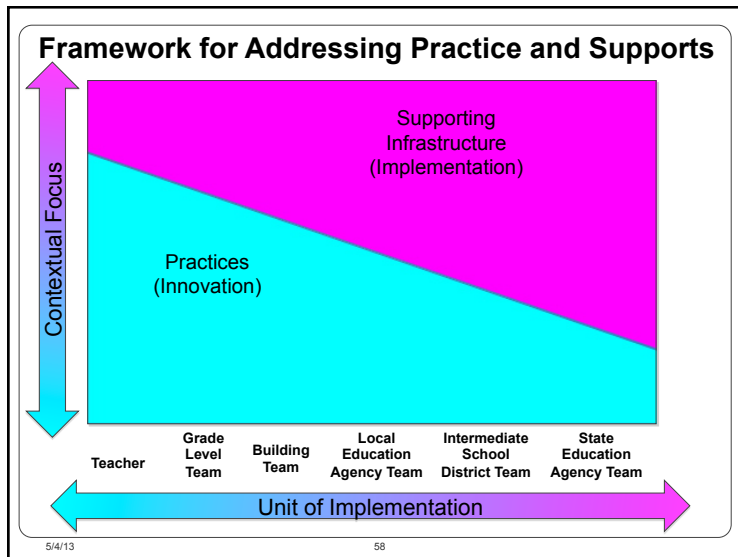
---

---

---

---

---



***“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation”***

***(R. Elmore, 2002)***

4/29/13 60

### Contact Information

**Beth A Steenwyk**  
 Project Design & Implementation Consultant  
 beth.a.steenwyk@mac.com  
 MOBILE: 231-288-4001  
 HOME OFFICE: 231-972-1008

4/29/13 61

# State Level Implementation Templates



## “15 Ways” State Initiative Planning Template

Current Status:		Strategies to Consider:
<b>Getting Ready</b>	1. Leadership: Technical & Adaptive	
	2. Shared Vision and Purpose	
	3. Communication Plan	
	4. Selection of Practice/s	
	5. Leveraging: Context & Change	

		Current Status:	Strategies to Consider:
<b>Making It Happen</b>	6. Readiness: Adoption & Implementation		
	7. Identify the Critical Components		
	8. Initiative Complexity		
	9. Demonstrations & Scaling		
	10. Capacity Building		

		Current Status:	Strategies to Consider:
<b>Keeping It Going</b>	11. Role and Function Changes		
	12. Measuring and Evaluating Progress		
	13. Feedback and Support Loops		
	14. Alignment and Integration		
	15. Braiding Initiatives		

**STATE ADOPTION TEMPLATE:  
IS IT THE RIGHT THING TO DO?**

<b>Considerations &amp; Probe Questions</b>		<b>Considerations for our state initiative</b>
<b>Need</b>	<ul style="list-style-type: none"> <li>➤ What is the state level need?</li> <li>➤ What data supports this need?</li> <li>➤ What is the possible root cause of this need?</li> <li>➤ Is there support for addressing this identified need?</li> <li>➤ Where does is this need best addressed?</li> </ul>	
<b>Fit</b>	<ul style="list-style-type: none"> <li>➤ Are the other state level initiatives that must be considered when addressing the need?</li> <li>➤ What state priorities must be considered?</li> <li>➤ Are there state policies or state infrastructures that need to be considered when determining fit?</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>➤ Do state personnel have the access to:               <ul style="list-style-type: none"> <li>○ Current research or scientific evidence?</li> <li>○ Relevant data related to the identified state need?</li> </ul> </li> <li>➤ What limitations of the research must be considered?</li> </ul>	

**STATE ADOPTION TEMPLATE:  
CAN WE DO IT THE RIGHT WAY?**

<b>Considerations &amp; Probe Questions</b>		<b>Considerations for our state initiative</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ What resources will be needed?               <ul style="list-style-type: none"> <li>○ Fiscal</li> <li>○ Personnel</li> <li>○ Technology</li> <li>○ Data and Information</li> <li>○ Training and coaching</li> </ul> </li> <li>➤ What current expenditures require change, adjustment or elimination?</li> <li>➤ What current practices require change, adjustment or elimination?</li> </ul>	
<b>Readiness</b>	<ul style="list-style-type: none"> <li>➤ How will commitment to the initiative be measured?</li> <li>➤ Are there benchmarks developed to assess and or determine readiness?</li> <li>➤ What readiness standards are set to insure personnel are ready to implement?</li> <li>➤ What system &amp; competency benchmarks are in place to insure readiness for implementation?</li> </ul>	
<b>Capacity</b>	<ul style="list-style-type: none"> <li>➤ Are there certain personnel qualifications needed for state level implementation?</li> <li>➤ Does this capacity currently exist?</li> <li>➤ Are there current processes that will insure effective management of the initiative?</li> <li>➤ Is there political will and commitment to build capacity to support and sustain the initiative?</li> <li>➤ Would cost to build &amp; sustain the initiative escalate or de-escalate?</li> </ul>	

## STATE IMPLEMENTATION GUIDE

**State Initiative:** \_\_\_\_\_

**Supporting Research:** \_\_\_\_\_

**Desired Outcome/s for this State Initiative:** \_\_\_\_\_

<b>Critical Components</b> How does this component contribute to the overall outcome of this practice?	<b>"Gold Standard" for Implementing the Critical Components</b> What will the state standard be for this critical feature?	<b>Acceptable Variations for Implementing the Critical Components</b> What adaptations are acceptable without losing the value of the critical feature?	<b>Unacceptable Variation for Implementing the Critical Component</b> Define the boundaries of unacceptable implementation of this critical feature

## STATE PROJECT MANAGEMENT TEMPLATE

State Initiative: \_\_\_\_\_

Implementation Team Members: \_\_\_\_\_

	GETTING READY	MAKING IT HAPPEN	KEEPING IT GOING
Objectives			
Timelines			
Communication			
Resources			
Data/Evaluation			
Other			

## STATE IMPLEMENTATION DRIVERS TEMPLATE

State Initiative: \_\_\_\_\_

Implementation Team Members: \_\_\_\_\_

COMPETENCY DRIVERS	Implementation Drivers	1. What would each "driver look like" at a local level to ensure full implementation of selected practices? 2. What would be present within the state initiative to assure local level practices could achieve full implementation of selected practices? 3. What is the state's current status for each driver given these two questions?	Current Status			
			Not In Place	Partially In Place	In Place (Evidence)	
	Selection & Recruitment					
	Training					
	Coaching					
Staff Performance Assessments						



**STATE IMPLEMENTATION DRIVERS TEMPLATE (cont.)**

	Implementation Drivers	Answer questions 1-3 above:	Current Status		
			Not In Place	Partially In Place	In Place (Evidence)
<b>SYSTEM &amp; ORGANIZATIONAL DRIVERS</b>	<b>Decision Support Data Systems</b>				
	<b>Facilitative Administrative Supports</b>				
	<b>Systems Intervention Supports</b>				
	<b>Monitoring &amp; Evaluation</b>				
<b>LEADERSHIP</b>	<b>Technical</b>				
	<b>Adaptive</b>				