IMPLEMENTATION SCIENCE BREAKOUT

ACTIVE IMPLEMENTATION FRAMEWORKS FROM THE LENSE OF STATE EARLY EDUCATION ADMINISTRATORS
OBJECTIVES RELATED TO IMPLEMENTATION SCIENCE ▪ Identify the components of Active Implementation ▪ Operationalize the role of the systems thinker in using effective implementation practices ▪ Assess current stage of implementation for respective identified practice/initiative
EXPECTED OUTCOMES - Participants will be able to: ▪ Identify key roles, structures, and functions of Active Implementation; ▪ Identify behaviors that support effective implementation; and ▪ Begin reflection on their current work.
BRIEF AGENDA ▪ 15mins – Overview of stage-based implementation ▪ 10mins – Discussion with state leaders/Maurice ▪ 15mins – Hands-on with the stage-based planning tools ▪ 30mins – Working with tools and resources for stage-based implementaton ▪ 5mins – Take-away question

Drivers Best Practices Assessment (DBPA) Jigsaw Activity

Materials Needed:

- DBPA Scoring Rubric

Directions:

- Count off at your respective table by 3's and create pairs/groups (all 1s, 2s, 3s) at your table

- For your assigned number (1 – Competency, 2 – Organization, and 3 – Leadership), review the corresponding DBPA subscales and their items using the Scoring Rubric.

Drivers Subscale	**DBPA Item Number:**
Competency	
Selection	1, 2, 3, 4, 5
Training	6, 7, 8,
Coaching	9, 10, 11, 12
Fidelity	13, 14, 15, 16, 17
Organization	
Decision Support Data System	18, 19, 20, 20, 21
Facilitative Administration	22, 23, 24, 25
Systems Intervention	26, 27
Leadership	
Leadership	28, 29, 30, 31, 32

- As a group for your assigned DBPA subscales, discuss the following questions and take notes of the discussion on the Jigsaw Chart for your group's corresponding subscale.
    - *What best practices for the respective implementation drivers are assessed?*
    - *Are any best practices for the respective drivers missing? If so, why do you think so?*
    - *From your work with district teams, which items would be difficult for them to attain a score of 2 on and why?*
    - *What support would you need to provide to assist them in obtaining a score of 2?*
- As a TABLE, share and discuss the responses to the questions above for each Scale. Add notes to your respective table from the group discussion. Each participant should have a complete table to capture the table's perspectives and discussion.
- Nominate a TABLE participant to share the group's thoughts for each subscale.

State Implementation & Scaling-up of Evidence-based Practices

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Jigsaw Chart

Drivers Best Practices Assessment (DBPA)

	1. Competency	2. Organization	3. Leadership
What best practices for the respective implementation drivers are assessed? ***Are any best practices for the respective drivers missing? If so, why do you think so?***			
From your work with teams, which items would be difficult for them to attain a score of 2 on and why? ***What support would you need to provide to assist them in obtaining a score of 2?***			

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Scoring Form

Today' Date: **Administrator:**

Individuals Participating in the Assessment:

Practice/program being assessed today:

Primary provider(s) of the practice/program:

Others involved in supporting the use of the practice/program:

Essential functions, core components, or active ingredients in this practice/program:

Hopes for improvements:

Directions: Individuals complete the Drivers Best Practices Assessment together by using the *Scoring Rubric* to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the *Scoring Rubric* and should be used to help achieve consensus on future administrations. Scores can recorded on this *Scoring Form* below; however, the Scoring Rubric should be used to guide discussion. Note Takers should record scores on the Discussion Capture and Note Taking Tool or within a Qualitrics link provided by the Administrator (if available).

Item	Score		
Selection			
1. There is someone accountable for the recruitment and selection of staff who will carry out the programs or practices	2	1	0
2. Job descriptions are in place for staff positions that will carry out the programs or practices	2	1	0
3. Individuals accountable for selection understand the skills and abilities needed for the specific staff position that will carry out the programs or practices	2	1	0
4. Selection protocols are in place to assess competencies for each staff position that will carry out the programs or practices	2	1	0
5. Selection processes are regularly reviewed	2	1	0
Training			
6. There is someone accountable for the training of staff who will carry out the programs or practices	2	1	0
7. Building Implementation Team (BIT) provides or secures skill-based training for staff	2	1	0
8. Building Implementation Team (BIT) uses training data to target competency development and improve training	2	1	0

Item	Score		
Coaching			
9. There is someone accountable for the coaching of staff who will carry out the programs or practices	2	1	0
10. Coaching is provided to improve the competency of staff who carry out the programs or practices	2	1	0
11. Building Implementation Team (BIT) uses a coaching service delivery plan	2	1	0
12. Building Implementation Team (BIT) regularly assesses coaching effectiveness	2	1	0
Fidelity			
13. There is someone accountable for the fidelity assessments of staff who will carry out the programs or practices.	2	1	0
14. Building Implementation Team (BIT) supports the use of a consistent fidelity assessment for the programs or practices	2	1	0
15. Fidelity assessment is demonstrated to be correlated with outcomes	2	1	0
16. Building Implementation Team (BIT) follows a protocol for fidelity assessments	2	1	0
17. Building Implementation Team (BIT) uses fidelity assessment data to improve the programs or practices outcomes and implementation supports	2	1	0
Decision-Support Data System			
18. There is someone accountable for the decision-support data system	2	1	0
19. Building Implementation Team (BIT) has access to relevant data for making decisions for the programs or practices improvement	2	1	0
20. Data are useful and usable	2	1	0
21. Building Implementation Team (BIT) has a process for using data for decision-making	2	1	0
Facilitative Administration			
22. School administrators actively facilitate the use of implementation supports for the programs or practices	2	1	0
23. School administrators use effective processes to engage staff carrying out and supporting the programs or practices	2	1	0
24. School administrators actively seek feedback from staff and recipients	2	1	0
25. School administrators regularly use feedback from staff, stakeholders, and beneficiaries	2	1	0
Systems Intervention			
26. School administrators engage with the larger service delivery and funding systems to create improved regulatory and funding environments	2	1	0

Item	Score		
27. School administrators engage key stakeholders and partners in supporting the programs or practices	2	1	0
Leadership			
28. School administrators assess contextual and "big picture" issues related to implementation of the programs or practices	2	1	0
29. School administrators identify adaptive challenges related to implementation (i.e., challenges that do not have a clear or agreed upon definition or a readily identifiable solution)	2	1	0
30. School administrators focus attention on implementation challenges	2	1	0
31. School administrators involve other BIT and/or stakeholders in solving challenge	2	1	0
32. School administrators ensure that difficult issues and challenges are raised and considered by staff and stakeholders	2	1	0

Scoring Rubric

Drivers Item	2 points	1 point	0 points	Data Source
Selection Driver: Staff selection is the starting point for building a competent workforce that has the knowledge, skills, and abilities to carry out evidence-based practices with benefits to consumers. Selection is all about having processes in place to successfully recruit a workforce that presents with specific desired abilities and qualities to use the evidence-based practice well. Implementation of effective programs on a useful scale requires: • Specification of required skills and abilities within the pool of candidates, • Methods for recruiting likely candidates that possess these skills and abilities, • Protocols for interviewing candidates, and • Criteria for selecting practitioners with those skills and abilities.				
Tell me about your selection process(es). *Record responses:*				
Is the school, district, regional education agency, or state education agency primarily responsible for this driver? *Record responses:*				
1. There is someone accountable for the recruitment and selection of staff who will carry out the programs or practices	A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for staff supporting the programs or practices -AND- This person is able to execute the responsibilities related to his/her role in the selection process	A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for staff supporting the programs or practices	There is **not** a specific person responsible for coordinating the quality and timeliness of recruitment and selection processes for staff supporting the programs or practices	Job description of person accountable for recruitment and selection
2. Job descriptions are in place for staff positions that will carry out the programs or practices	Job descriptions are clear about expectations for the position -AND- Job descriptions explicitly align with the practices and competencies required for the programs or practices to	Job descriptions are clear about expectations for the position	Job descriptions are **not** clear about expectations for the position	Job descriptions

Drivers Item	2 points	1 point	0 points	Data Source
	be used competently			
3. Individuals accountable for selection understand the skills and abilities needed for the specific staff position that will carry out the programs or practices	Individuals accountable for selection have knowledge, skills, and abilities related to the staff position -AND- Individuals accountable for selection accurately assess applicant knowledge, skills, and abilities	Individuals accountable for selection have knowledge, skills, and abilities related to the staff position	Individuals accountable for selection have little or no knowledge, skills, and abilities related to the staff position	
4. Selection protocols are in place to assess competencies for each staff position that will carry out the programs or practices	**Selection protocol** includes all of the following: • an assessment of core skills needed for position • specific procedures (e.g., vignette, role play) for assessing individual capacity to perform key skills • specific procedures for assessing capacity to use feedback provided during the interview to improve • specific procedures to assess capacity to receive feedback professionally • Review of adherence to the interview protocol is documented • Ratings of individual's responses are recorded	**Selection protocol** includes all of the following: • an assessment of core skills needed for position • review of adherence to the interview protocol is documented • ratings of individual's responses are recorded	Generic selection protocol (e.g., similar protocol for any position) exists	Selection protocol (including procedures used during the selection process); data showing the results of core skills assessments

Drivers Item	2 points	1 point	0 points	Data Source
5. Selection processes are regularly reviewed	Selection processes are annually reviewed and revised as needed to improve the selection process -AND- The annual review examines **at least three** of the following: • Selection results (e.g. protocol adherence; applicant responses) • Pre-post training data for successful individuals • Turnover data • Fidelity data • Exit interview results	Selection processes are annually reviewed and revised as needed to improve the selection process -AND- The annual review examines **at least one** of the following: • Interview results (e.g. protocol adherence; applicant responses) • Pre-post training data for successful applicants • Turnover data • Fidelity data • Exit interview results	Selection processes are not annually reviewed and revised -OR- Selection processes are reviewed and revised but not based on data	Selection process documentation Data on selection outcomes

Training

Staff training is important because evidence-based programs and other innovations represent new ways of providing treatment and support. Innovation-based training helps practitioners (and others) in an organization learn when, where, how, and with whom to use (and not to use) new approaches and new skills. Staff training is an efficient way to:

- Provide knowledge related to the history, theory, philosophy, and values of the program,
- Introduce the components and rationales of key practices, and
- Provide opportunities to practice new skills to criterion and receive feedback in a safe and supportive training environment.

Implementation best practices and science indicate that good training includes ample opportunities for demonstrations of evidence-based practice-related skills, behavior rehearsal to criterion, and pre/post-tests of knowledge and skill. The results of post-tests of training are “fed-forward” to the coach for each newly trained practitioner. In this way the coach will know areas of strength and areas that need improvement on which to focus early in the coaching relationship. Organizations make use of these data to continue to improve training methods.

Tell me about your training process(es). *Record responses:*

Is the school, district, regional education agency, or state education agency primarily responsible for this driver? *Record responses:*

Drivers Item	2 points	1 point	0 points	Data Source
6. There is someone accountable for the training of staff who will carry out the programs or practices	A specific person is responsible for coordinating the quality and timeliness of training processes for staff supporting the programs or practices - AND - This person is able to execute the responsibilities related to his/her role in the training process	A specific person is responsible for coordinating the quality and timeliness of training processes for staff supporting the programs or practices	There is **not** a specific person responsible for coordinating the quality and timeliness of training processes for staff supporting the programs or practices	Job description of person accountable for training
7. Building Implementation Team (BIT) provides or secures skill-based training for staff	Training is required and provided before staff begin to use the programs or practices -AND- Highly-competent individuals provide training (e.g., trainers who have deep content knowledge and effective presentation delivery skills) -AND- Training is skill-based and includes opportunities for practice/behavioral rehearsals for essential skills and includes both positive and constructive feedback to participants	Training is required and provided before staff begin to use the programs or practices -AND- Highly-competent individuals provide training (e.g., trainers who have deep content knowledge and effective presentation delivery skills)	Training is **not** required and/or is not provided before staff begin to use the programs or practices -OR- Highly-competent individuals do **not** provide training (e.g., trainers who have deep content knowledge and effective presentation delivery skills)	Professional learning schedule Training outlines or agendas Training evaluations Presenter qualifications Agendas for training presenters
8. Building Implementation Team (BIT) uses training data to target competency	Training assessment data (e.g., pre-post assessments of individual trainee knowledge and skill) are collected and provided to supervisors and coaches in a	Training assessment data (e.g., pre-post assessments of individual trainee knowledge and skill) are collected and used to improve **one** of the following:	Training assessment data are **not** collected	Training outcome data Evidence that data are used for improvements

Drivers Item	2 points	1 point	0 points	Data Source
development and improve training	timely manner to improve **all** of the following: • individual(s) competency • selection activities • future training activities (e.g. events, materials, and processes)	• individual(s) competency • selection activities • future training activities (e.g. events, materials, and processes)		
Coaching				
Staff Coaching is essential because most skills needed by successful practitioners can be assessed during selection and introduced in training but really are learned on the job with the help of a coach. An effective coach provides “craft” information along with advice, encouragement, and opportunities to practice and use skills specific to the innovation (e.g. engagement, treatment, clinical judgment). The full and effective use of human service innovations requires behavior change at the practitioner, supervisory, and administrative support levels. Training and coaching are the principal implementation methods in which behavior change is brought about for carefully selected staff in the beginning stages of implementation and throughout the life of evidence-based practices and programs and other innovations. Organizations make use of data to continue to improve coaching methods.				
Tell me about your coaching process(es). *Record responses:*				
Is the school, district, regional education agency, or state education agency primarily responsible for this driver? *Record responses:*				
9. There is someone accountable for the coaching of staff who will carry out the programs or practices	A specific person is responsible for coordinating the quality and timeliness of coaching processes for staff supporting the programs or practices AND - This person is able to execute the responsibilities related to his/her role in the coaching process	A specific person is responsible for coordinating the quality and timeliness of coaching processes for staff supporting the programs or practices	There is **not** a specific person responsible for coordinating the quality and timeliness of coaching processes for staff supporting the programs or practices	Job description of person accountable for coaching
10. Coaching is provided to improve the competency of	Coaching is provided at least **monthly** to the staff who carry out the programs or practices	Coaching is provided at least **monthly** to the staff who carry out the programs or practices -AND-	The staff who carry out the programs or practices do **no**t receive coaching at least **monthly**	Coaching schedules Samples of coaching feedback

Drivers Item	2 points	1 point	0 points	Data Source
staff who carry out the programs or practices	-AND- Coaches' feedback to staff is based on direct observation (e.g. face to face, audio or video recording) and at least **one** other data source such as: • Group or individual consultation • Product or document review • Interviews with key stakeholders	Coaches' feedback to staff is based on **one** of the following: • Group or individual consultation • Product or document review • Interviews with key stakeholders		
11. Building Implementation Team (BIT) uses a coaching service delivery plan	A written plan outlines the coaching supports provided to staff who carry out the programs or practices including **three** of the following: • requirements for coach competency • frequency of coaching • coaching methods • **communication protocols** for coach and supervisor -AND- Adherence to the plan is reviewed at least three times a year	A written plan outlines the coaching supports provided to staff who carry out the programs or practices including at least **one** of the following: • requirements for coach competency • frequency of coaching • coaching methods • **communication protocols** for coach and supervisor	A written coaching service delivery plan does **not** exist	Sample of coaching service delivery plans Content and concept lists used by coaches
12. Building Implementation Team (BIT) regularly assesses coaching effectiveness	BIT assess effectiveness of coaching quarterly through the use of **two or more** of the following data sources: • Practitioner fidelity • Coach fidelity • Staff satisfaction surveys	The effectiveness of coaching to improve the competency of staff who carry out the programs or practices is assessed at least **annually** through the use of **at least one** of the following data sources:	Coaching effectiveness is not assessed	Coaching Fidelity: • Observations of coaches conducting coaching activities • Coaching Logs

Drivers Item	2 points	1 point	0 points	Data Source
	from those being coached -AND- Coaching effectiveness data are used to inform improvements in selection, training, and other implementation supports	• Practitioner fidelity • Coach fidelity • Staff satisfaction surveys from those being coached		• Coaching Notes Satisfaction Surveys from those being coached Evidence the data are used to inform improvements in coaching methods
Fidelity				
Fidelity is designed to assess the use and outcomes of the skills that are reflected in the selection criteria, taught in training, and reinforced and expanded in coaching processes. Assessments of practitioner performance (sometimes called measures of fidelity) also provide feedback useful to key implementation staff (interviewers, trainers, coaches, administrators) regarding the progress of implementation efforts and the usefulness of selection, training, and coaching methods. For example, organizations consistently monitor current performance assessments in search of common strengths and areas that need improvement to make adjustments in how selection, training, and coaching are conducted to help strengthen skills related to that area. The organization remains accountable for assuring that current and future practitioners will achieve high levels of effective performance when working with children, families, and others. Organizations make use of data to continue to improve Fidelity Assessment methods. Fidelity assessment may include multiple measures to address context, content, and competency. Fidelity assessments may exist for different roles.				
Tell me about your fidelity process(es). *Record responses:*				
Is the school, district, regional education agency, or state education agency primarily responsible for this driver? *Record responses:*				
13. There is someone accountable for the fidelity assessments of staff who will carry out the programs or practices	A specific person is responsible for coordinating fidelity assessments processes for staff supporting the programs or practices - AND - This person is able to execute the responsibilities	A specific person is responsible for coordinating fidelity assessments processes for staff supporting the programs or practices	There is **not** a specific person responsible for coordinating fidelity assessments processes for staff supporting the programs or practices	Job description of person accountable for fidelity assessments

Drivers Item	2 points	1 point	0 points	Data Source
	related to his/her role in fidelity assessment process			
14. Building Implementation Team (BIT) supports the use of a consistent fidelity assessment for the programs or practices	The fidelity assessment measures: • Context - Measures the extent to which the prerequisites and conditions for the programs or practices to operate are met (e.g., staff-client ratio, location of delivery) • Content - Measures whether the practitioner is following the guidelines of the programs or practices (e.g., compliance to model standards such as frequency, duration, curriculum) • Competence - Measures the extent to which the practitioner demonstrates skill in the delivery of services	The fidelity assessment measures: • Context - Measures the extent to which the prerequisites and conditions for the programs or practices to operate are met • Content - Measures whether the practitioner is following the guidelines of the programs or practices (e.g., compliance to model standards such as frequency, duration, curriculum)	BIT does not support the use of a consistent fidelity assessment	Fidelity assessment may include multiple measures to address context, content, and competency
15. Fidelity assessment is demonstrated to be correlated with outcomes.	Research evidence demonstrates the fidelity measure to be correlated with outcomes	The fidelity measure Is currently in development (i.e., not yet correlated with outcomes or research validated)	There is no research evidence demonstrating a correlation between the fidelity measure and outcomes -OR- It is not known if the fidelity assessment is correlated with outcomes	Technical Manual Research documents Documentation of communication with fidelity measure developers

Drivers Item	2 points	1 point	0 points	Data Source
16. Building Implementation Team (BIT) follows a protocol for fidelity assessments	BIT follows a written protocol that includes **all** of the following: • Staff are oriented to how fidelity is assessed • Fidelity assessments use multiple sources of information (e.g., practitioners, supervisors, consumers) • Intended use of fidelity assessment data to improve supports • Communication protocol for sharing fidelity data	BIT follows a written protocol that includes the following: • Fidelity assessment data are used to improve supports for practitioners	BIT does not follow a written protocol for fidelity assessments	Performance assessment (fidelity) protocol Documentation of staff performance (fidelity) assessments
17. Building Implementation Team (BIT) uses fidelity assessment data to improve the programs or practices outcomes and implementation supports	BIT uses fidelity assessment data at least f**our** times per year -AND- BIT use fidelity assessment data to: • Assess and improve the effectiveness of selection, training and coaching processes for practitioners • Assess and improve the effectiveness of data systems and organizational supports	BIT use fidelity assessment data at least **annually** -AND- BIT use fidelity assessment data to: • Assess and improve the effectiveness of selection, training and coaching processes for practitioners	BIT do **not** use fidelity assessment data -OR- Fidelity assessment data are used to penalize staff (e.g., used as sole source of data for annual staff evaluations or salary recommendations)	Documentation of action plans for improvement of selection, training, or coaching processes. Documentation of feedback to coaches and/or trainers Documentation of feedback provided to practitioners

Drivers Item	2 points	1 point	0 points	Data Source
Decision-Support Data System				
Decision Support Data Systems are sources of information used to help staff members make good decisions internal to an organization. Organizations make use of a variety of measures to: • assess key aspects of the overall performance of the organization, • provide data to support decision making, and • assure continuing implementation of the evidence-based intervention and benefits to children and families over time. At a minimum, all modern organizations have a financial data collection and reporting system that regularly is monitored internally and externally (e.g. through employment of professional financial managers and clerks in the organization, careful attention from the governing board, and annual audits by external experts). Many organizations also have data collection and reporting systems for their treatment and management processes and outcomes. Decision support data systems are an important part of continuous quality improvement for interventions, implementation supports, and organization functioning (e.g. used as the "study" part of the never-ending plan-do-study-act cycle). Organizations establish and evolve their data systems so information is immediately accessible and useful to practitioners, trainers, coaches, and managers for short-term and long-term planning and improvement at clinical and organizational levels. If the feedback loops (staff performance evaluations and decision support data systems) indicate needed changes, then the organization adjusts aspects of the system to improve effectiveness and efficiency.				
Tell me about your decision-support data system process(es). *Record responses:*				
Is the school, district, regional education agency, or state education agency primarily responsible for this driver? *Record responses:*				
18. There is someone accountable for the decision-support data system	A specific person is responsible for coordinating the content, quality, and timeliness of the data system to support decisions regarding the use of the programs or practices and implementation supports available in the organization -AND- This person is able to execute the responsibilities related to his/her role in overseeing the decision support data system	A specific person is responsible for coordinating the content, quality, and timeliness of a data system to support decisions regarding the use of the programs or practices and implementation supports available in the organization	There is **no** person responsible for coordinating the content, quality, and timeliness of a data system to support decisions regarding the use of the programs or practices and implementation supports available in the organization	Job description of person accountable for decision-support data system

Drivers Item	2 points	1 point	0 points	Data Source
19. Building Implementation Team (BIT) has access to relevant data for making decisions for the programs or practices improvement	BIT have access to **all** of the following relevant data to analyze for the programs or practices improvement: • Fidelity data • Outcome data • Programmatic/ financial data	BIT have access to the following relevant data to analyze for the programs or practices improvement: • Programmatic/ financial data	BIT do not have access to relevant data	
20. Data are useful and usable	Data and information are collected systematically and prepared for use so they are: • Reliable (standardized protocols, trained data collectors) • Valid (useful indicators of the concepts or practices being assessed) • Reported in a timely manner (when/to whom the data are most useful) • Built into regular practice routines	Data and information are collected systematically and prepared for use so they are: • Reliable (standardized protocols, trained data collectors) • Valid (useful indicators of the concepts or practices being assessed)	Data and information are **not** collected systematically and prepared for use	

Drivers Item	2 points	1 point	0 points	Data Source
21. Building Implementation Team (BIT) has a process for using data for decision-making	BIT have a process for using data for decision-making that includes **all** of the following: • The data are analyzed and summarized at least quarterly • Data summaries are communicated clearly in written reports to BIT • Action plans are developed to improve implementation supports and outcomes • Data summaries and action plans are shared with key stakeholders (e.g., community, family members)	BIT have a process for using data for decision-making that includes **two** of the following: • The data are analyzed and summarized at least quarterly • Data summaries are communicated clearly in written reports to BIT • Action plans are developed to improve implementation supports and outcomes • Data summaries and action plans are shared with key stakeholders (e.g., community, family members)	BIT do **not** have a process for using data for decision-making	Documentation of processes used by agency to review data and make decisions Sample data reports Sample action plans
Facilitative Administration				
Facilitative administration provides leadership and makes use of a range of data inputs to inform decision-making, support the overall intervention and implementation processes, and keep staff organized and focused on the desired intervention outcomes. In an organization with facilitative administrators, careful attention is given to policies, procedures, structures, culture, and climate to assure alignment of these aspects of an organization with the needs of practitioners. Practitioners' interactions with children and families are the keys to any successful intervention. Facilitative administrators and others make full use of available resources to assure that practitioners have the time, skills, and supports they need to perform at a high level of effectiveness with every child and family even as practitioners, coaches, managers, and others come and go year after year. With implementation supports from training, coaching, and technical assistance, administrators continue to use available data and experience to find more and better ways to support practitioners.				
Tell me about your agency's/site's organizational structure (e.g., leadership, management) *Record responses:*				
22. School administrators actively facilitate the use of	School administrators accommodate and support the use of implementation best practices by:	School administrators accommodate and support the use of implementation best practices by doing	School administrators **do not** accommodate and support the use of implementation best practices	Leadership team meeting minutes Action plans

Drivers Item	2 points	1 point	0 points	Data Source
implementation supports for the programs or practices .	• Making changes in organization roles, functions, and structures • Making changes in organization policies and procedures • Making use of data to inform decisions and action planning	**at least one but not all** of the following: • Making changes in organization roles, functions, and structures • Making changes in organization policies and procedures • Making use of data to inform decisions and action planning		Reports from staff who carry out the programs or practices Reports from staff who carry out improvement initiatives focused on implementation best practices.
23. School administrators use effective processes to engage staff carrying out and supporting the programs or practices	School administrators use all of the following effective processes to engage staff (those delivering and those supporting): • meets in person at least monthly or more frequently depending on amount of work • documents roles and responsibilities consistently • uses processes to communicate regularly with staff (e.g., shared files, weekly communication briefs) • completes assignments and documents progress outlined on an action plan within designated timelines	School administrators use **at least two** of the following effective processes to engage staff: • meets in person at least monthly or more frequently depending on amount of work • meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor) • Process is in place for absent staff to receive updates shortly following the meeting • completes assignments and documents progress outlined on an action plan within designated timelines	School administrators do **no**t use effective processes to engage staff	Meeting schedule Meeting Agendas, Minutes, and Attendance Action Plan

Drivers Item	2 points	1 point	0 points	Data Source
24. School administrators actively seek feedback from staff and recipients	School administrators actively seek feedback from **all** of the following groups: • Staff who are using the programs or practices • staff who are providing implementation support • stakeholders (e.g. parents, teachers, caseworkers) • intended beneficiaries (e.g. children, families, students, community members)	School administrators actively seek feedback from **at least one** of the following groups: • Staff who are using the programs or practices • staff who are providing implementation support • stakeholders (e.g. parents, teachers, caseworkers) • intended beneficiaries (e.g. children, families, students, community members)	School administrators **do not** actively seek feedback from staff, stakeholders, and beneficiaries	Written plan for feedback loops to reduce administrative barriers Data reports Action plans
25. School administrators regularly use feedback from staff, stakeholders, and beneficiaries	School administrators regularly use the data collected from staff and stakeholders to reduce administrative (e.g. policies, procedures) barriers in the agency to using the programs or practices fully and effectively	School administrators inconsistently use the data collected from staff and stakeholders to reduce administrative barriers (e.g. policies, procedures) in the agency to using the programs or practices fully and effectively	School administrators **do not have or use** data collected from staff and stakeholders to reduce administrative barriers (e.g. policies, procedures) in the agency to using the programs or practices fully and effectively	
Systems Intervention				
Systems interventions are strategies for leaders and staff within an organization to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioners. Alignment of these external systems to specifically support the work of practitioners is an important aspect of systems interventions. System				

Drivers Item	2 points	1 point	0 points	Data Source
interventions take on issues that impact the ability to provide effective services within organizations. System interventions are designed to help create a generally supportive context in which effective services can be provided, maintained, and improved over the years.				
Tell me about your systems intervention process(es). *Record responses:*				
26. School administrators engage with the larger service delivery and funding systems to create improved regulatory and funding environments	School administrators in the organization attend regular meetings with funders, system managers and leaders, and other provider organizations -AND- Information is shared regarding systemic facilitators and barriers to quality of: • the programs or practices • implementation supports -AND- Systemic changes are proposed to the larger system to create a more supportive environment for the programs or practices	School administrators in the organization attend regular meetings with funders, system managers and leaders, and other provider organizations -AND- Information is shared regarding systemic facilitators and barriers to quality of: • the programs or practices • implementation supports	School administrators in the organization **do not** attend regular meetings with funders, system managers and leaders, and other provider organizations to discuss and resolve systemic issues	Meeting agendas Membership lists Data reports Action plans Guidance document outlining practice-policy communication
27. School administrators engage key stakeholders and partners in supporting the programs or practices	School administrators have a plan in place to communicate with key stakeholders **quarterly**	School administrators have a plan in place to communicate with key stakeholders **at least twice a year**	School administrators do **not** have a plan in place to communicate with stakeholders	Communication plan Stakeholder surveys Implementation team membership Team meeting minutes

Hexagon Tool Activity

Materials Needed:

- Hexagon Tool

Directions:

Part 1

- Individually review the Hexagon Tool introduction (page 3) and answer the following questions:
    - Which factor(s) does your SEA or LEAs give most consideration when selecting practices? Why?
    - What factor(s) does your SEA or LEA gives little consideration when selecting practices? Why?
    - What are the barriers or challenges to giving those factors consideration in the selection process?
- Discuss responses within your group.

Part 2

- Individually review the directions for use within the Hexagon tool and answer the following questions:
    - Describe your SEA's current process for selecting practices. How is the suggested process for use within the Hexagon tool similar? How is it different? How are stakeholders engaged in the selection process?
- Discuss responses within your group.

Part 3

- Based on the discussion thus far and your review of the tool, take a moment to answer the following questions:
    - Is there a current initiative you could practice application of the Hexagon Tool? If so, when would you include this tool in the selection process?
    - Who would you want to include in the selection process?
    - What resources would be needed to do so effectively?
    - What additional supports do you need to be able to do so?
- Discuss responses within your group.

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The Hexagon Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled ***Fit,*** you are reminded to consider:

- How the proposed intervention or framework 'fits' with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, district, or school?
- How does it fit with current state, district, or regional organizational structures?

- How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.
2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.
3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials[1]. This should lead to a team discussion of how ready you are to be the "first" to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.
4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting

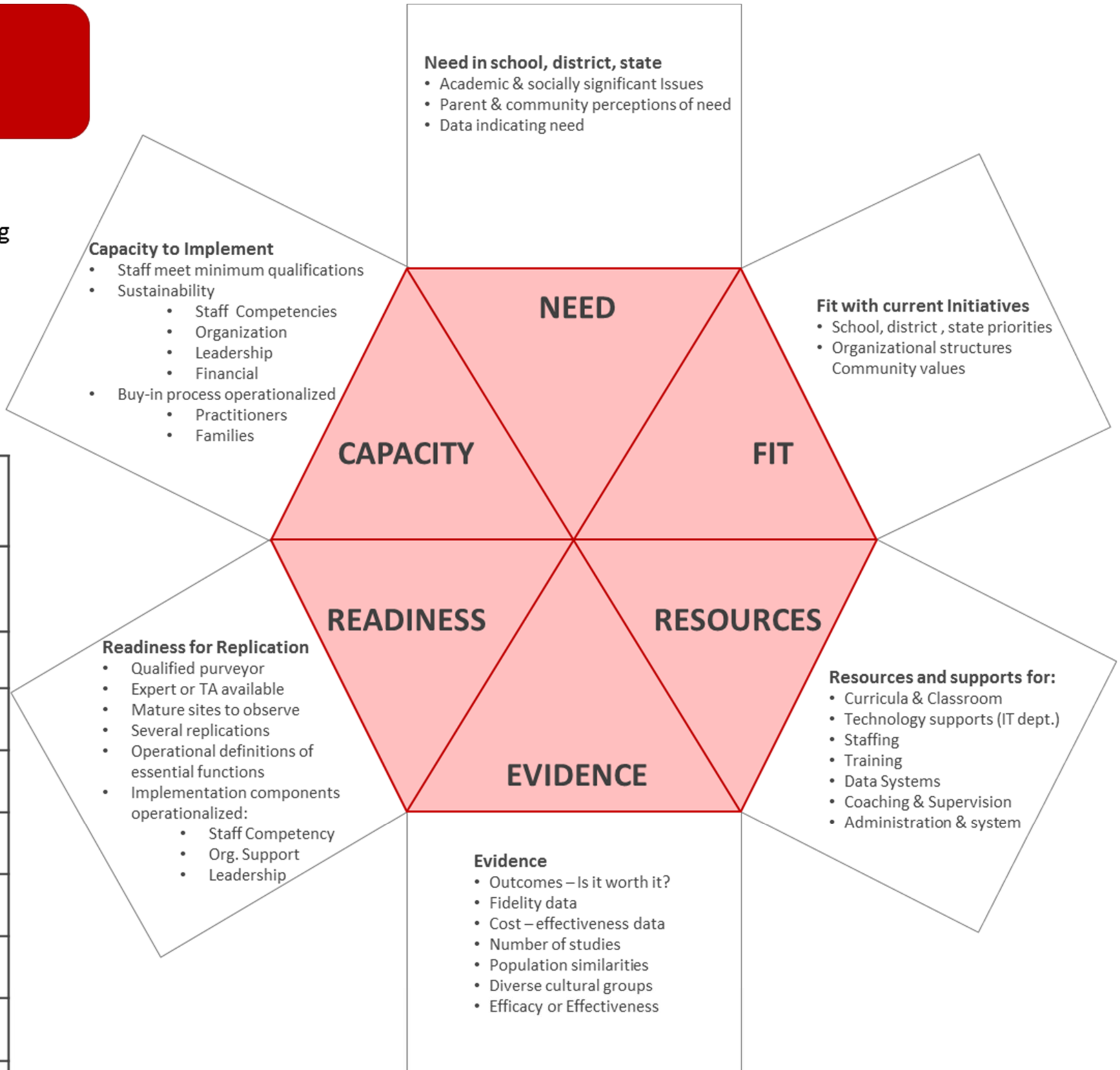
[1] Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	**Med**	**Low**
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



Case Study: PDSA Cycles

PDSA cycles are fundamental to the work of Implementation Teams with the intentional use of data for decision-making. Implementation Teams use PDSA Cycles to help them make meaningful changes, alleviate barriers, and achieve expected outcomes. We often start by getting clear about what we want to do; then we make a plan (PLAN), engage in behavior as planned (DO), evaluate (STUDY) how effective our behavior was, then we make more plans based on how well we did (ACT). In a team setting, these roles and functions may be performed by different team members.

Instructions

This case provides an example of an approach to developing the necessary implementation supports for a evidence based practice for socio-emotional functioning. Review the case example, then go through the discussion questions yourself and then with your group.

Case Example

A large school district in an urban area recently noted an increased rate over the past two years in student behavior challenges across its preschool and kindergarten classrooms. This concerned the district greatly. Staff, children and families are frustrated with the current process for supporting children with challenging behaviors and wanted to ensure effective strategies were put into place to keep all staff and children safe.

With support from their local TA provider, the district formed an Implementation Team to focus on this issue. The TA provider helped the center form their team by providing guidance about the function and role of the team, identifying who would be most important to be on the team, and assuring team members had the time and resources to meet. The TA Provider worked with the team to explore a number of comprehensive strategies to promote positive behavior and social-emotional health for children in order to promote safety and meet standards.

The Implementation Team decided to implement an evidence-based practice to support positive behaviors as part of the center's approach to discipline. The team selected the evidence-based practice based on a number of factors, including its evidence base and alignment with the needs of the center, children and families, readiness for replication, and available resources to support implementation. The practice has previously been used in other similar large districts, and there are affordable training and materials available from a local intermediary. However, the practice does not provide ongoing supervision, or data collection support; the team has also identified the need to revise some of its district policies in order to align with the practice and standard expectations.

The Implementation Team has now moved into thinking about how to install the necessary supports and align center policies with the new practice and standards. The implementation team identified selection criteria for 2-3 schools to participate in the first cohort. Selection criteria for the schools included diversity of need, variety in size and populations served. Based on selection criteria, the schools' leadership and staff were engaged in a series of meetings with the district's implementation team members to exchange information regarding the initiative to assess need, fit, and readiness for the work of adopting, implementing, and sustaining this initiative. As a result of these exploration activities, two schools were "mutually selected" for the work. The districts implementation team engaged in a debrief process after each exploration meeting with school's leadership to determine effectiveness of activities, identify changes and implications for future meetings with that school, as well as implications and changes with subsequent schools.

The implementation team then executed their training plan for the selected for the selected schools and began to collect fidelity data on a weekly basis. The team was still determining the necessary coaching supports and how to provide them. Following the training and after collection of 4 data points, the implementation team met and determined specific changes needed to training and scheduled a follow up training session. They also identified implications for the coaching supports in development.

Discussion Questions

1. Identify the components of the Plan-Do-Study- Act Cycles within the case study. How many intentional cycles were engaged in fully?
2. Identify and discuss the sources of information collected and utilized to inform improvements to training. What other data sources could be used in addition to those mentioned in the case study?
3. How would you plan for another PDSA cycle? If so, what would be your next steps for continued implementation of the practice?
4. How would you engage stakeholders in this PDSA cycle work?
5. What supports are needed for your agency to engage in this intentional PDSA cycle work at your SEA or for your LEAs?