



Explicit Instruction: Stage-Based Implementation Planning

Session 1



mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- Caryn Ward, Assistant Director, The National Implementation Research Network (NIRN)
- Anita Archer, Ph.D., Educational Consultant and Author

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Purpose

Prepare participants to carefully plan and oversee explicit instruction implementation across schools and within a district.

Intended Outcomes

- Define “Implementation Science”
- Label the variables in the formula for successful implementation
- Use the “Implementation Stages Planning Tool” to retrospectively assess the implementation of a previous initiative
- Discuss ways the “Implementation Stages Planning Tool” can be used to support current and future implementation efforts

Agenda

1.0 Defining Implementation Science

2.0 Stages of Implementation

3.0 Applying Implementation Science to Explicit Instruction

4.0 Wrap Up

1.0 Defining Implementation Science



Activity 1.1

In what ways do you hope these sessions support your Explicit Instruction work based on your learning with Dr. Archer?

Think – Write

Share in chat when prompted



Activity 1.2

If someone back at your district or ISD were to ask you why implementation is important, how would you respond? What would be your “Why”?

Think – Write

Share: Chat or Open Mic

Implementation Science

Implementation science includes **research** and **practice**

Implementation Research

- Seeks to understand the approaches that work best to translate research to the real world

Implementation Practice

- Seeks to apply and adapt these approaches in different contexts to achieve outcomes

Ramaswamy, et al., 2019

Science to Service Gap

**Research and
Evidence of Best
Practices**



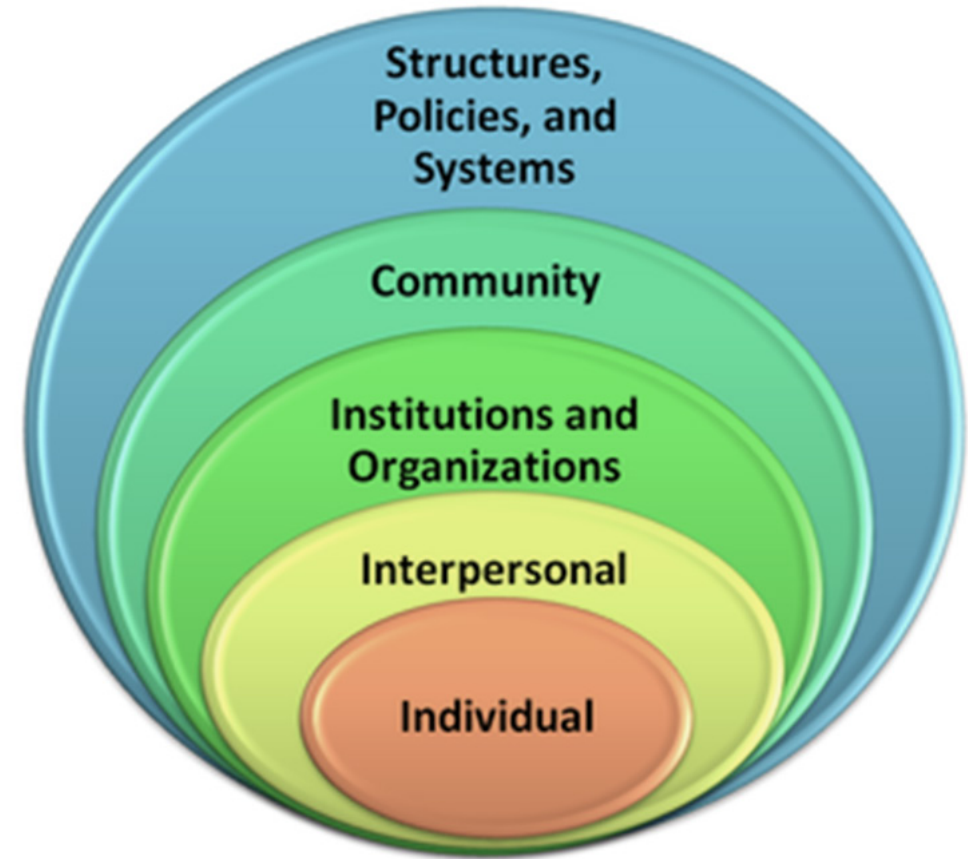
**Teaching and
Learning**

- 1. What is adopted is not used with fidelity**
- 2. What is used with fidelity is not sustained**
- 3. What is used with fidelity is not used to scale**

Why Does Implementation Matter?

Results from over 500 studies offered strong empirical support for the conclusion that the level of implementation affects the outcomes obtained in promotion and prevention programs.

(Durlak & Dupree, 2008)



Implementation Requires Coordinated Efforts

When used alone...

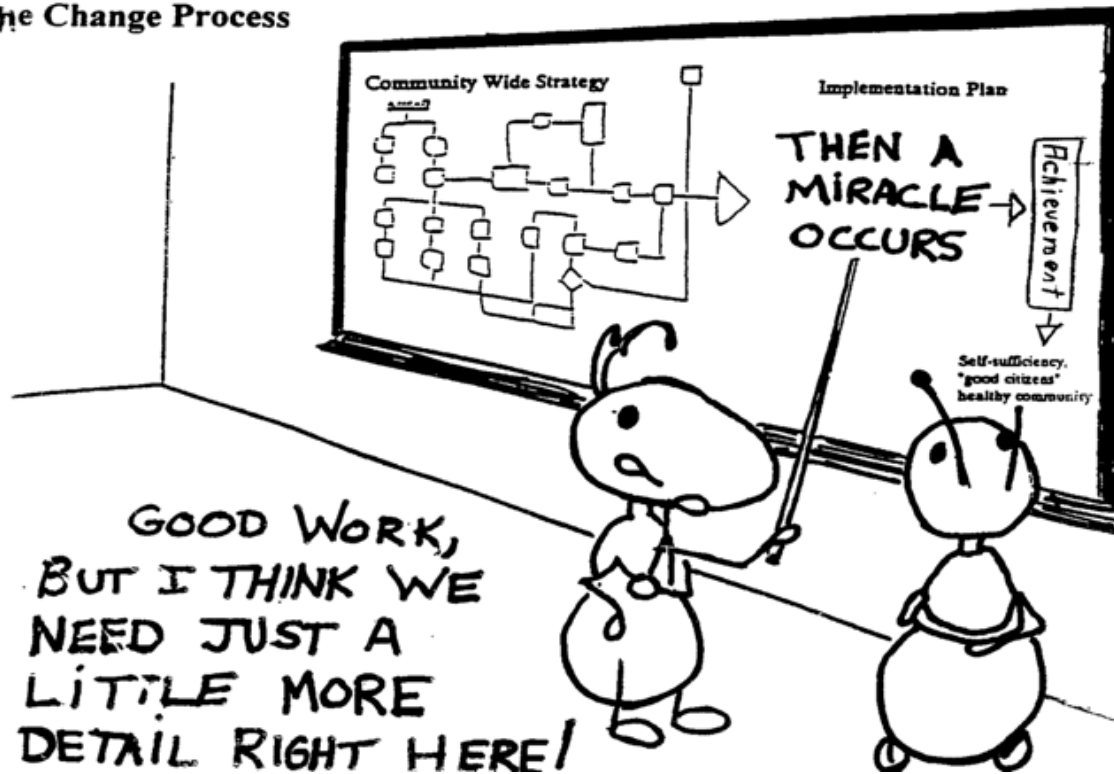
- Diffusion/Disseminating of information
- Training
- Passing laws/mandates/regulations
- Providing funding/incentives
- Organization change/reorganization

Do NOT result in use of practices/innovations as intended

Return on Investment is 5-15%

Implementation

The Change Process



Implementation science refers to the “methods or techniques used to enhance the adoption, implementation, and sustainability” of an intervention (Powell et al., 2015)

Implement = Use

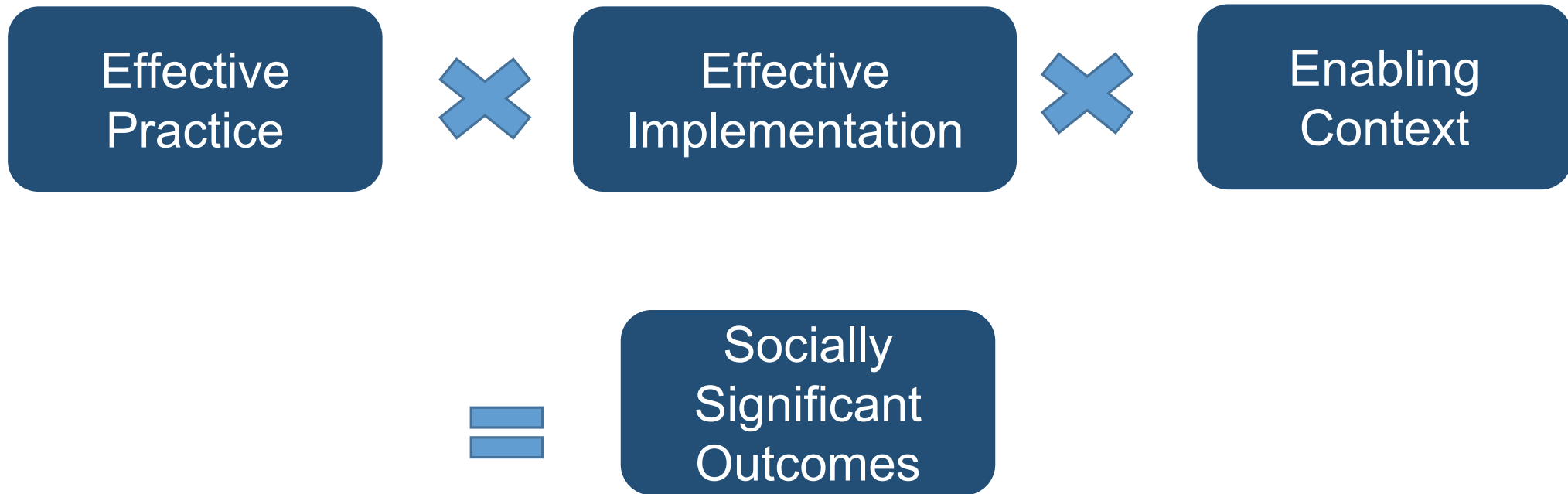
Equitable Implementation

Occurs when strong equity components (including explicit attention to the culture, history, values, assets and needs of the community) are integrated into the principles and tools of implementation science to facilitate quality implementation of effective programs for a specific community or group of communities.

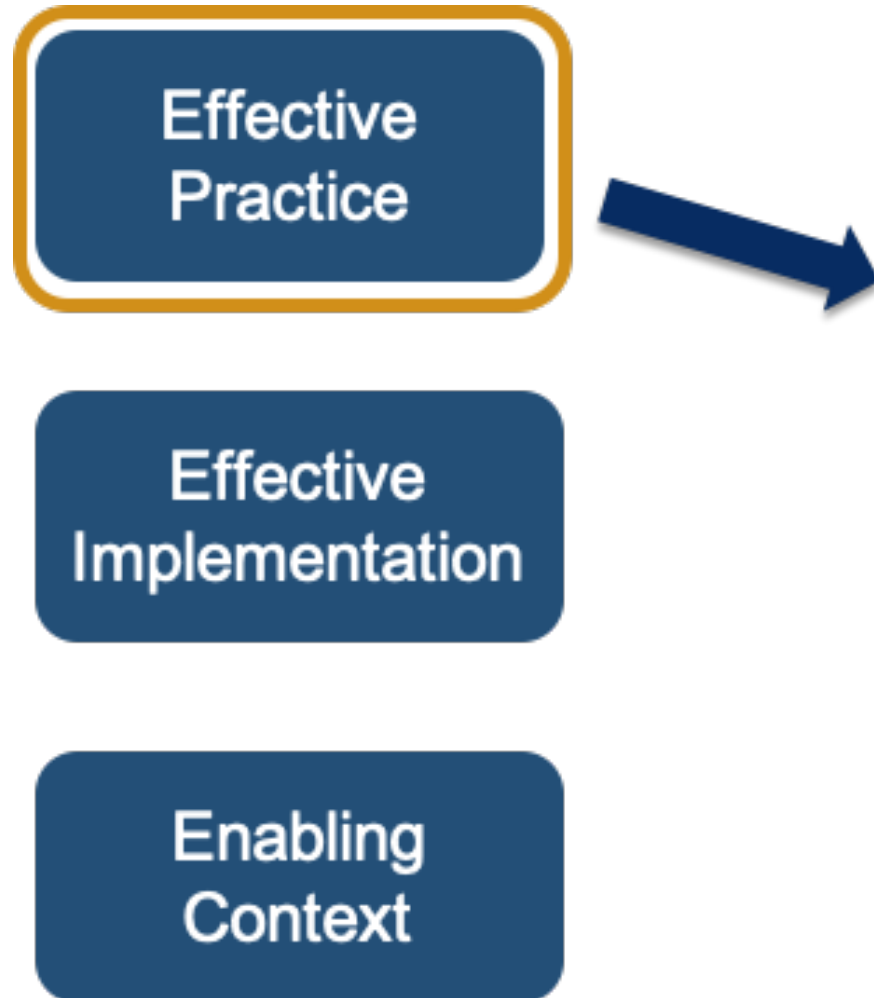
(DuMont, Metz, & Woo, 2019)



Active Implementation Formula

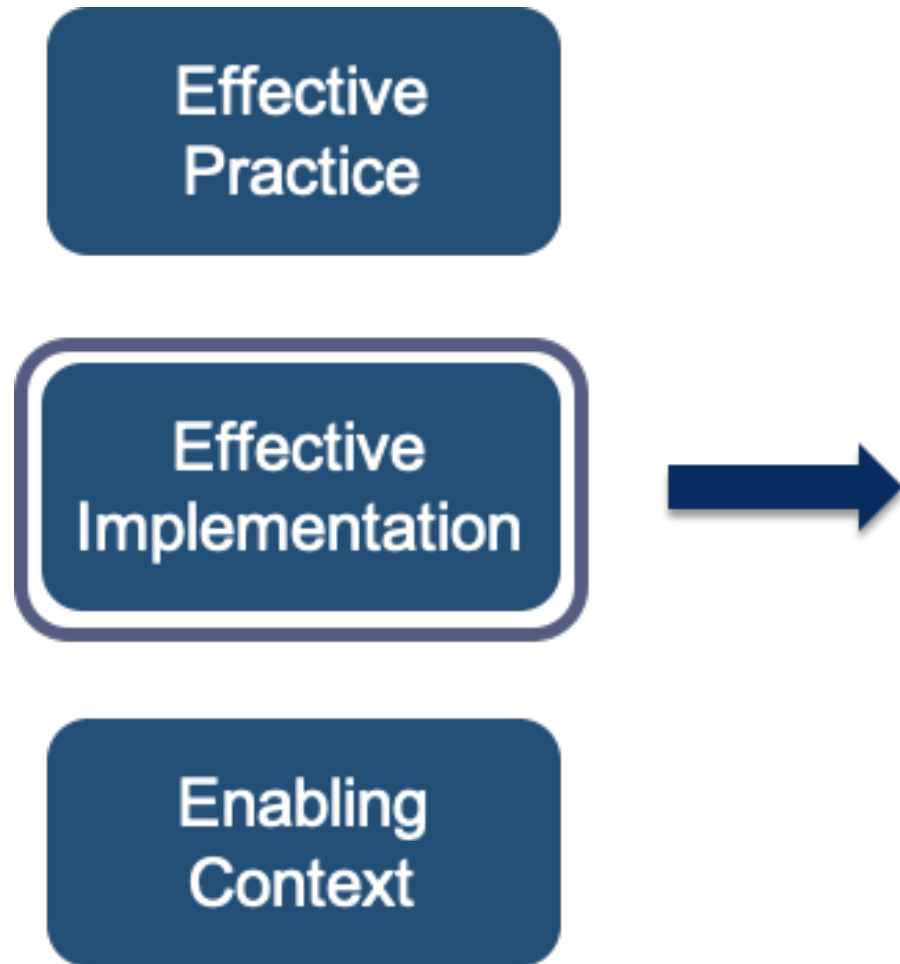


What is Effective Implementation?



- What is being implemented?
- What is the evidence for its effectiveness? For whom?
- How well operationalized is the practice?
- How can it be adapted to context?

What is Effective Implementation?



- How does implementation progress over time?
- How do we build sustainable infrastructure to support implementation and achieve fidelity?
- How do we use data to communicate about and improve our work?
- How do we transition supports – build capacity internally?

What is Effective Implementation?

Effective
Practice

Effective
Implementation

Enabling
Context

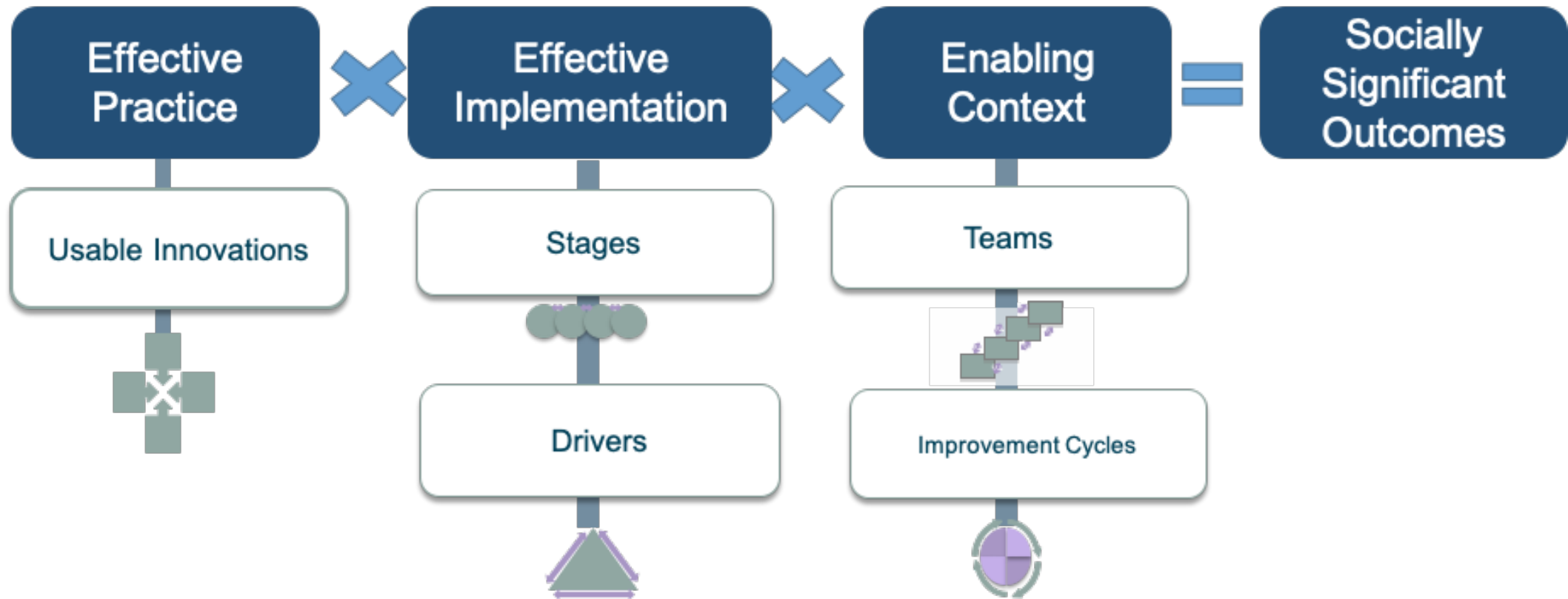


- How are stakeholders engaged in supporting implementation?
- How is data used for improvement and learning?



Change is
great...
...you go first!

Active Implementation Frameworks

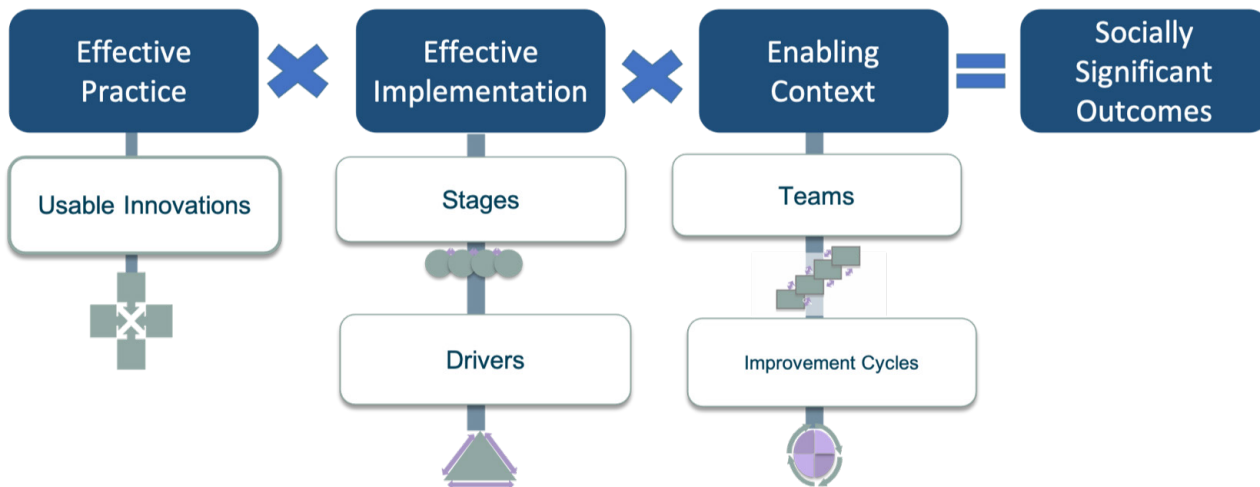


Activity 1.3

Take 1-2 minutes to reflect on current or past work related to improving outcomes for students

- Which key factor might have been missing?
- Which key factor(s) contributed to success?

Post one reflection in the chat box.

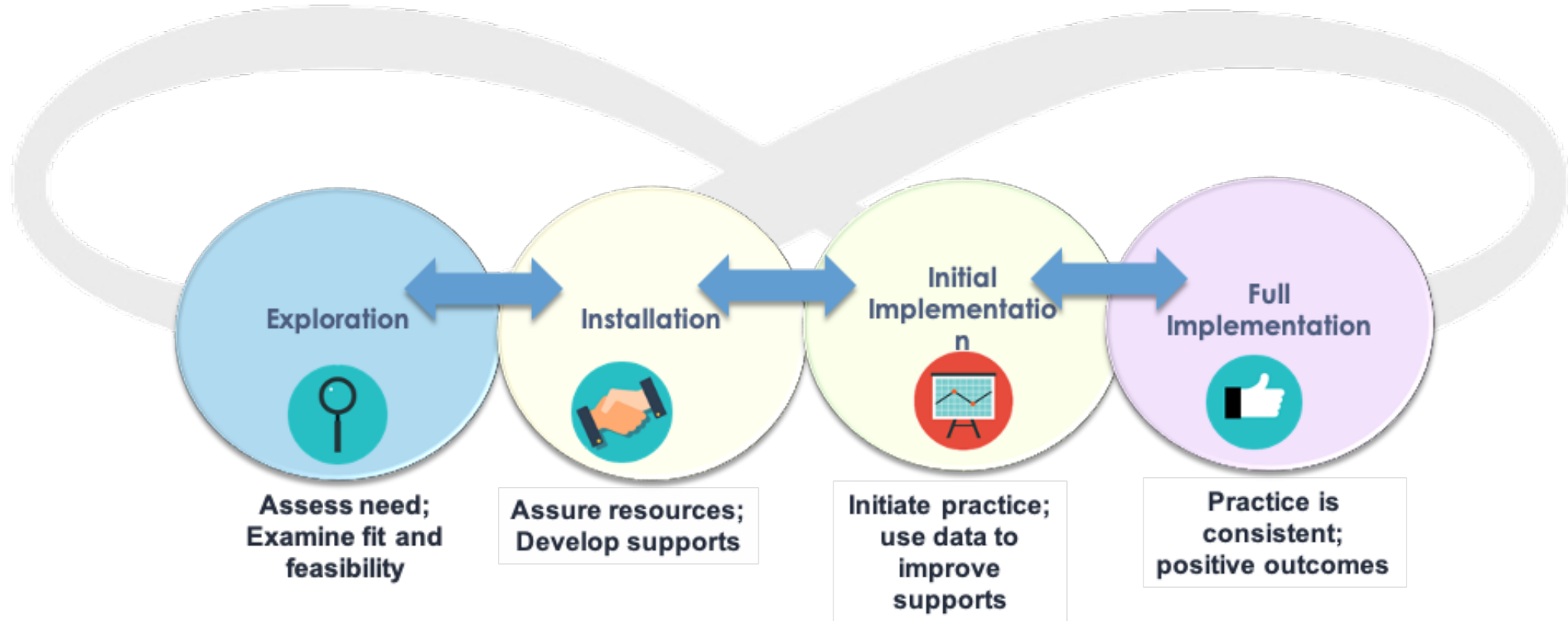


Time for a Break!



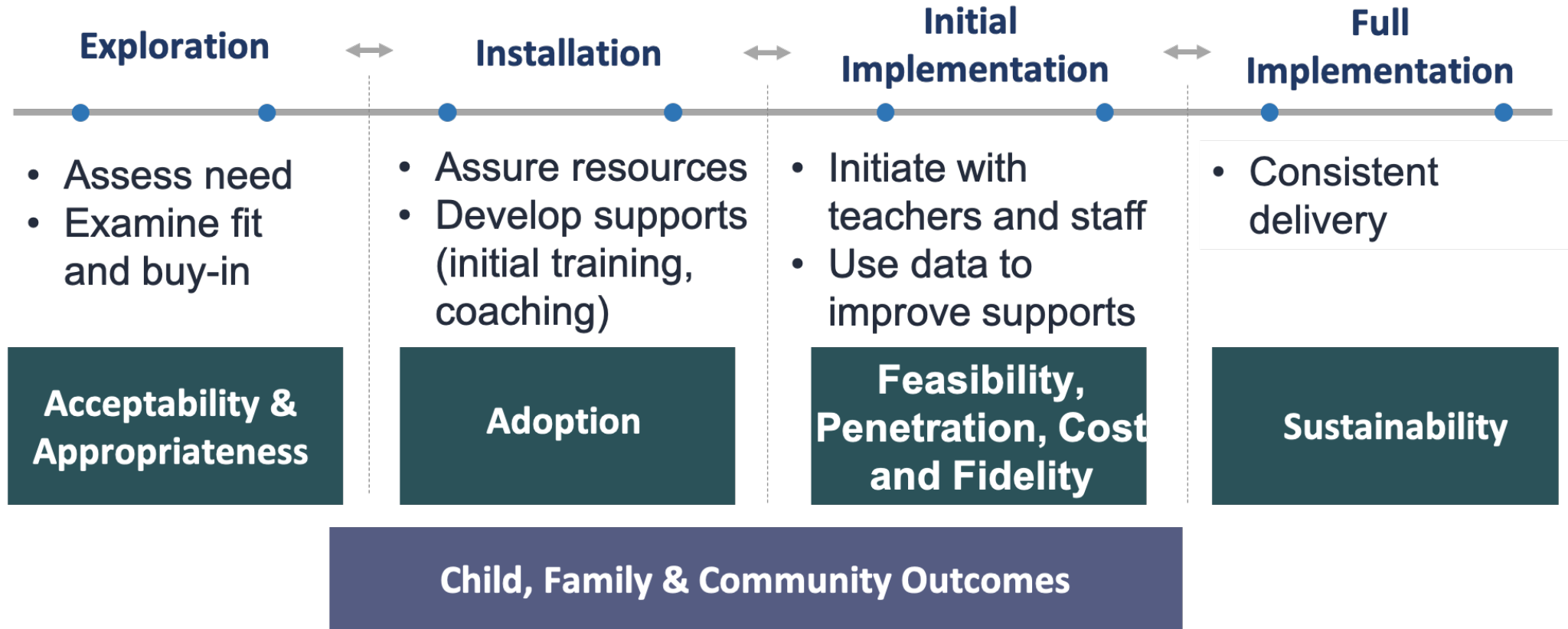
2.0 Stages of Implementation

Implementation Stages



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Implementation Stages and Outcomes



(Metz et al., 2015; Proctor et al., 2011)



Activity 2.1

POLL

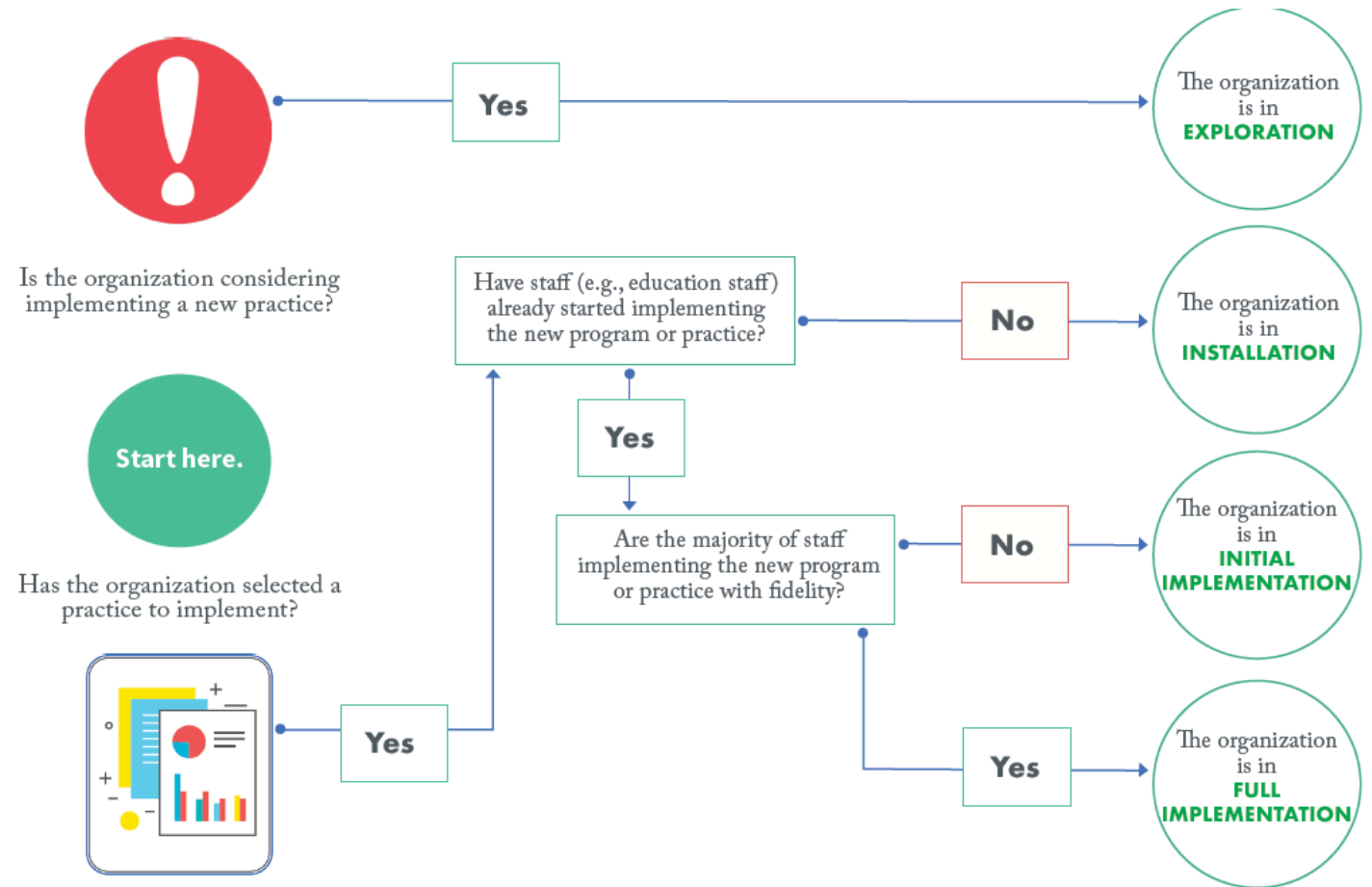
In Which Stage of Implementation does this take place?



Activity 2.2

- In your experience, which stage of implementation is most frequently slighted?
- What are the benefits of taking a stage-based approach to the implementation process?

Implementation Stages Planning Tool



3.0 Applying Implementation Science to Explicit Instruction



Activity 3.1

Our focus is explicit instruction to improve reading and writing outcomes.

- Individually, use the flow chart to identify your current stage of implementation
- For the stage you identify, review the activities and expected outcomes and complete the checklist
- Review **previous** and future stage activities and outcomes

Share key takeaways

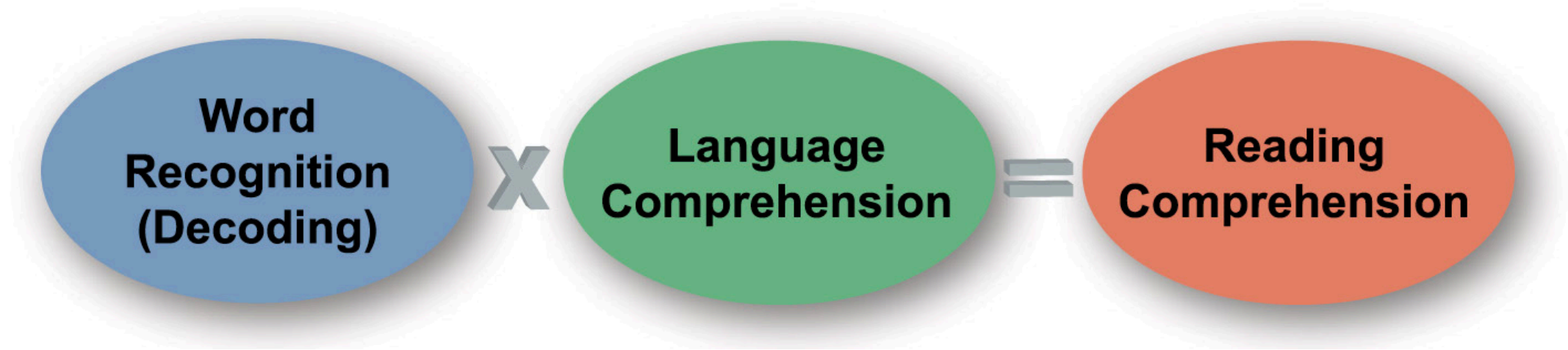
Explicit Instruction Learning

- Session 1: Explicit Instruction-Overview
 - Reading materials to begin to deepen peoples' knowledge in the foundational principles of explicit instruction
- Session 2: Delivery of Instruction: Opportunities to Respond
- Session 3: Delivery of Instruction: Monitoring, Feedback, Pace
- Session 4: Design of Instruction: Teaching Skills and Strategies
- Session 5: Design of Instruction: Teaching Vocabulary and Knowledge
- Session 6: Providing Judicious Practice

Focus - How

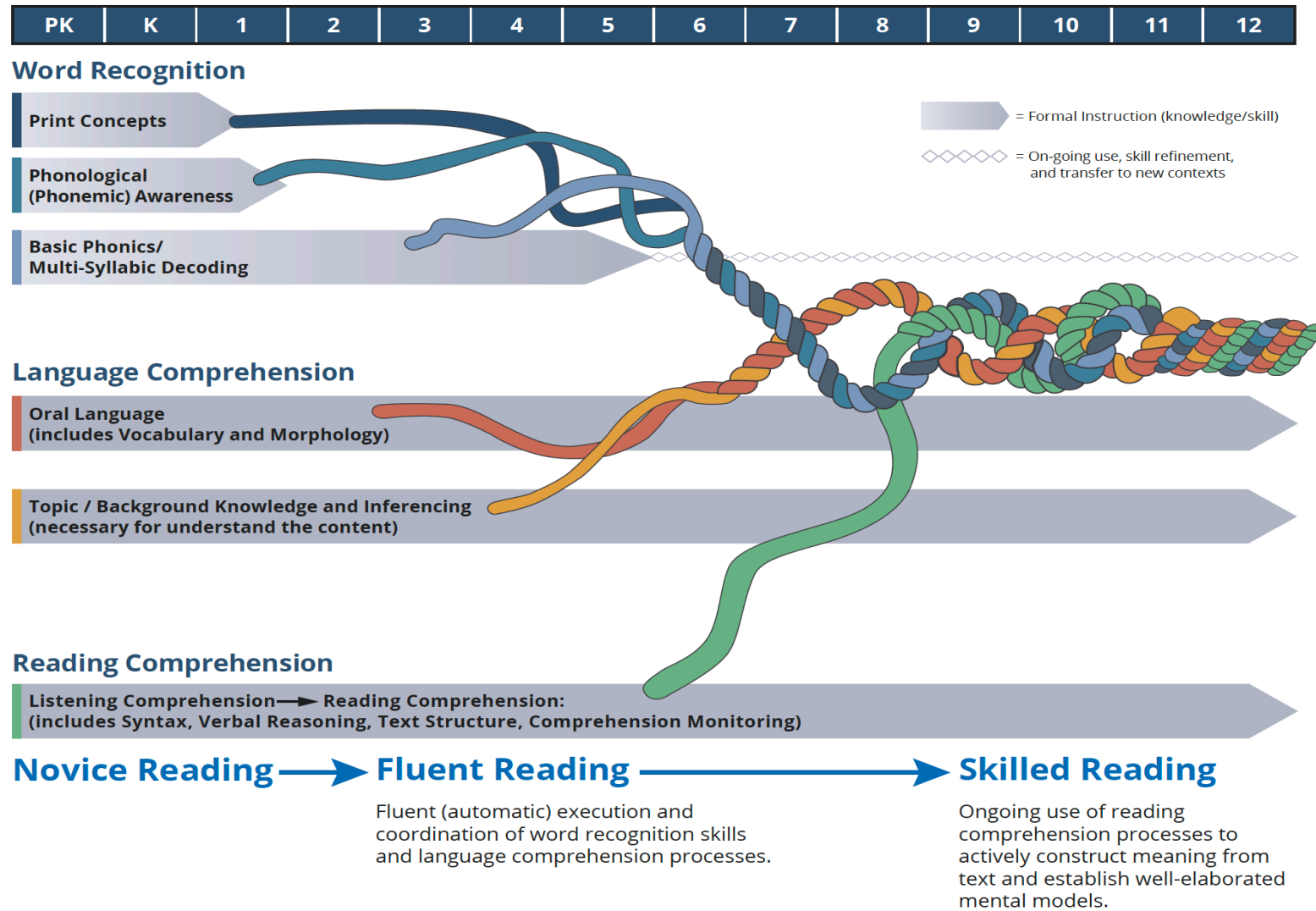
Reading and Writing

Simple view of Reading



(Gough and Tunmer, 1986)

Reading Learning Progression



Thinking About Your Implementation Plan

- I1 - Ensure the elements of explicit instruction are clearly defined
 - Sessions 1-3 are defining the elements of explicit instruction
 - Sessions 4-6 are going to focus on applying those elements to design and teach skills, strategies, factual information, passage reading, and vocabulary

WHAT IS THE MARKER OF BEING IN INSTALLATION?

A site is in installation once they have made a decision to move forward with a selected program or practice.

INSTALLATION STAGE ACTIVITIES	In Continuous Improvement			In Progress			Not Yet Initiated		
	(Choose one)								
I1. Ensure the practice/program is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I2. Revisit implementation team membership to ensure needed perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I3. Ensure the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program/practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I4. Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I5. Develop plan for implementation: <ul style="list-style-type: none"> • Develop selection protocols for practitioners. • Develop Training/Professional Learning Plans. • Develop coaching plans. • Develop data systems (what data, how data will collected, used, and shared). • Develop decision making criteria for success and scaling. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I6. Secure and develop infrastructure resources and supports needed for the program/ practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I7. Select practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I8. Provide initial training for practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I9. Review and refine needed policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I10. Develop and use feedback loops between practitioners, leadership, community partners, and stakeholders to ensure effective communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Thinking About Your Implementation Plan (cont.)

- I2-I4: Who is the team that will be responsible for supporting implementation?
- Suggestion: Building Leadership Team
- Ensure your existing team has individuals who:
 - Deepest knowledge in explicit instruction
 - Willingness to step out and apply the information presented by Dr. Archer
 - Communication skills to share successes, challenges, suggestions to avoid the challenges, and permanent products

4.0 Wrap Up

Preview for Session 2

Session 1 Agenda

- 1.0 Defining Implementation Science
- 2.0 Stages of Implementation
- 3.0 Applying Implementation Science to Explicit Instruction
- 4.0 Wrap Up

Session 2 Agenda

- 1.0 Brief Review of the Previous Session
- 2.0 Implementation Science: Part 2
- 3.0 Implementation Stages Planning
- 4.0 Implementation Plan Components

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