SPDG Evaluator’s Webinar: Evaluating the Implementation Drivers

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Competency Drivers
- Competency Drivers help to develop, improve, and sustain the intervention.
- Selection, Training, Coaching, and Performance Assessment are all Competency Drivers

Organization Drivers
- Organization Drivers create and sustain hospitable organizational and systems environments for effective educational services.
- Decision Support Data System, Facilitative Administration, and Systems Intervention are all Organization Drivers

Leadership
(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Features of Selection

- Job or role description provides clarity about accountability and expectations
- Sampling of skills and experience is related to “new practices” and expectations
- Interactive interview process
- Using data for integration and compensatory features

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating Selection

- Document review of job descriptions
- Assessment of interview process
- Post-hiring gap analysis of coach skills and abilities
- Document review of interview data shared with the district/school site
- Exit interview data to inform this driver
- School self-evaluation of readiness
Features of Training

- Theory grounded (adult learning)
- Skill-based
- Data-based (pre and post testing)
- Feedback to selection and feed forward to supervision

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating Training

- Satisfaction surveys (SOP)
- Application of knowledge & skill surveys/interviews
- Tie PD to improvements in child/student outcomes
- Assess the degree to which PD is sustainable
- Evaluate PD topics (research & evidence-based)
- Pre/post knowledge evaluation
Features of Coaching

- Design a Coaching Service Delivery Plan
- Develop accountability structures for Coaching – Coach the Coach!

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating Coaching

- Document review of Coaching Service Delivery Plan
- Collect satisfaction–with–the–coach data from the district/school administration
- Tie coaching with teacher satisfaction and skill acquisition
- Assess the degree to which coaching is provided with fidelity
- Identify ongoing professional development for coaches
Features of Performance Assessment

- Transparent processes – orientation
  - What, When, How, Why

- Use of multiple data sources
  - Context, Content, Competency

- Tied to positive recognition – not used ‘punitively’

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating Performance Assessment

- Tie action plan to budget
- Assess level of implementation at the local, regional, and state levels
- Assess teacher increases in knowledge & skill as well as application
- Utilize fidelity instruments to ensure teachers are following intervention protocols
- Tie teacher PD to student outcomes
- Outcome measures of PD provided, supervision & coaching
Questions and Comments
Includes intermediate and longer term outcome measures

Includes process measures (fidelity)

Measures are “socially important”

Useful data: reliable, reported frequently, at relevant levels, widely shared, practical to collect, useful for making decisions

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating a Decision Support Data System

- Assess degree to which intervention is being implemented with fidelity
- Ongoing evaluation/feedback of proximal and distal outcomes
- Review of data-based decision model and processes (reliable, reported frequently, at relevant levels, widely shared, practical to collect)
- Measure adequacy of infrastructure to support the intervention
Features of Facilitative Administration

- An Implementation Team (e.g., School, District Leadership team) is formed and functional
- Uses feedback to make changes in Implementation Drivers
- Revises policies and procedures to support the new way of work
- Solicits and uses feedback from teachers and staff
- Reduces administrative barriers

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating Facilitative Administration

- Assess level of collaboration & influence of teams at the local, regional & state levels
- Document review of changes in policies, procedures, practices or operations that support the intervention
- Survey/interview staff to determine administrative support
- Review data-based decision making protocols
- Utilize district/school implementation team assessment instruments
Features of Systems Intervention

- Match leadership level needed to intervene
- Engage and grow “champions” and “opinion leaders”
- Objectively document barriers
- Establishes formal PEP – PIP cycles
- Uses Transformation Zones
- Make constructive recommendations and assist in implementing and evaluating them (Plan–Do–Study–Act Cycle)

(Blase, VanDyke, Fixsen, Duda, Horner, & Sugai, 2009)
Evaluating Systems Intervention

- Survey/interview all stakeholders (including parents/community members) to assess barriers and facilitators
- Document barriers and strategies to make constructive recommendations across schools
- Review data-based decision-making protocols and their results
- Meta-evaluation of the formative evaluation (ongoing assessment of the drivers with feedback loops)
Questions and Comments
Features of Leadership

- **Technical Leadership**
  - Locus of responsibility rests with the formal leader (e.g., principal, superintendent)
  - Leadership in the form of providing direction, protecting people within the organization from outside threats, managing conflict, and shaping or maintaining norms.

- **Adaptive Leadership**
  - “Adaptive work is required when our deeply held beliefs are challenged, when the values that made us successful become less relevant, and when legitimate yet competing perspectives emerge” (Heifetz & Laurie, 1997, p. 124)
Features of Adaptive Leadership

1. Get on the Balcony
2. Identify the Adaptive Challenge
3. Regulate Distress
4. Maintain Disciplined Attention
5. Give the Work Back to People
6. Protect Voices of Leadership from Below

(Heifetz & Laurie, 1997)
## Technical vs. Adaptive Leadership

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Technical</th>
<th>Adaptive</th>
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<tbody>
<tr>
<td><strong>Direction</strong></td>
<td>Define problems and provide solutions</td>
<td>Identify the adaptive challenges and frame key questions and issues</td>
</tr>
<tr>
<td><strong>Protection</strong></td>
<td>Shield the organization from external threats</td>
<td>Let the organization feel external pressure within a range it can stand</td>
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<tr>
<td><strong>Orientation</strong></td>
<td>Clarify roles and responsibilities</td>
<td>Challenge current roles and resist pressure to define new roles quickly</td>
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<tr>
<td><strong>Managing Conflict</strong></td>
<td>Restore order</td>
<td>Expose conflict or let it emerge</td>
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<tr>
<td><strong>Shaping Norms</strong></td>
<td>Maintain norms</td>
<td>Challenge unproductive norms</td>
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(Heifetz & Laurie, 1997, p. 128)
Evaluating Leadership

- Conduct interview and focus groups with key stakeholders (e.g., administrators, teachers, parents)
- Document review of agendas and subsequent notes.
- Review data-based decision-making protocols and their results
- Synthesize evaluation findings on the Competency and Organization Drivers
Integrated & Compensatory!

Student Benefits

Performance Assessment (Fidelity)

Coaching

Systems Intervention

Facilitative Administration

Decision Support Data System

Integrated & Compensatory

Technical

Leadership

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Questions and Comments
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