

Implementation and Monitoring to Drive Continuous Improvement

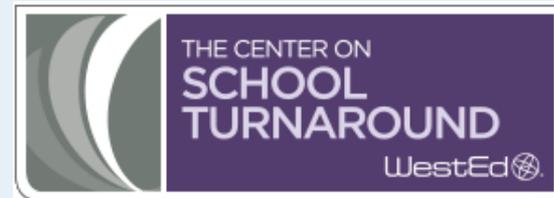
Dana Chambers | Center on Great Teachers & Leaders

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GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



Agenda

- Introduction (10 mins)
- Reflecting on Current Implementation Activity (15 mins)
- Leading and Lagging Indicators Activity (30 mins)
- Developing a Monitoring Plan Activity (30 mins)
- Closing Reflection (5 mins)

Session Objectives

- Consider current levels of implementation for your T4TLA strategy
- Build awareness of best practices in monitoring implementation of T4TLA strategies, including:
 - Identifying key leading and lagging indicators to monitor progress
 - Engaging in early monitoring plan development, including interim benchmarks
 - Considering appropriate monitoring and reflection questions

Introduction:

Why do we monitor progress?

Why Do We Monitor Progress?



Warm-Up Activity

- Think about the strategy(s) your team selected to focus on for their T4TLA Action Plan
- How will you know whether your strategy is on the right track?

Turn and share with your partner.

Equitable Access Implementation Playbook

Home » Learning Hub » [Equitable Access Supports](#)

IMPLEMENTATION PLAYBOOK



Implementation Playbook



Start the process of implementation with this step-by-step tool designed to support you wherever you are in the implementation process. Use this resource to assess community awareness about your equity plan, identify a project leader and team to implement your equity plan strategies, assess current levels of implementation, clarify leading indicators of success, create a project management plan, and act on the plan.

[Download Implementation Planning Tool >>](#)

IMPLEMENTATION PLAYBOOK

EQUITABLE
ACCESS TOOLKIT



Strategy Implementation

STEP 1.

Plan for community awareness.

STEP 2.

Identify a project leader and team.

STEP 3.

Assess current levels of implementation.

STEP 4.

Clarify leading indicators.

STEP 5.

Create a project management plan.

STEP 6.

Act on the plan and monitor progress.

Considering Current Levels of Implementation

Assessing Current Levels of Implementation



Exploration and Adoption: Initial phase of implementation—identify the need for an intervention, gather stakeholder support, and choose an intervention.



Program Installation: Prepare for installation without changing practices, including gathering resources and training.



Initial Implementation: Start to implement a new strategy, policy, or program and confront fears and uncertainty that occur with any change.



Full Operation: The new program is fully integrated into practice, gradually becoming accepted practice.



Innovation: Opportunities for refining the practice and additional customization occur during the innovation phase.



Sustainability: Ensure the practices that were implemented are continued through staffing and funding changes and continued community and political support.



Activity: Reflecting on Current Levels of Implementation

- Review the levels of implementation on page C2 of the Implementation Playbook. Where does your strategy fall on this continuum?
- Locate the section of Table C1 on pages C2-C4 that aligns with your selected level of implementation.
- Review and discuss some of the reflection questions in the relevant section of Table C1.

Note: *You do not need to record your thinking at this time – this is meant to be an informal discussion with your team.*

Identifying Leading and Lagging Indicators

Leading Indicators Versus Lagging Indicators

- **Lagging indicators are summative**—they are longer term outcomes that enable us to reflect on the impact of a strategy.
- **Leading indicators are formative**—they enable us to track progress along the way and make course corrections as needed.

Foley et al., n.d.

What Are Leading Indicators?

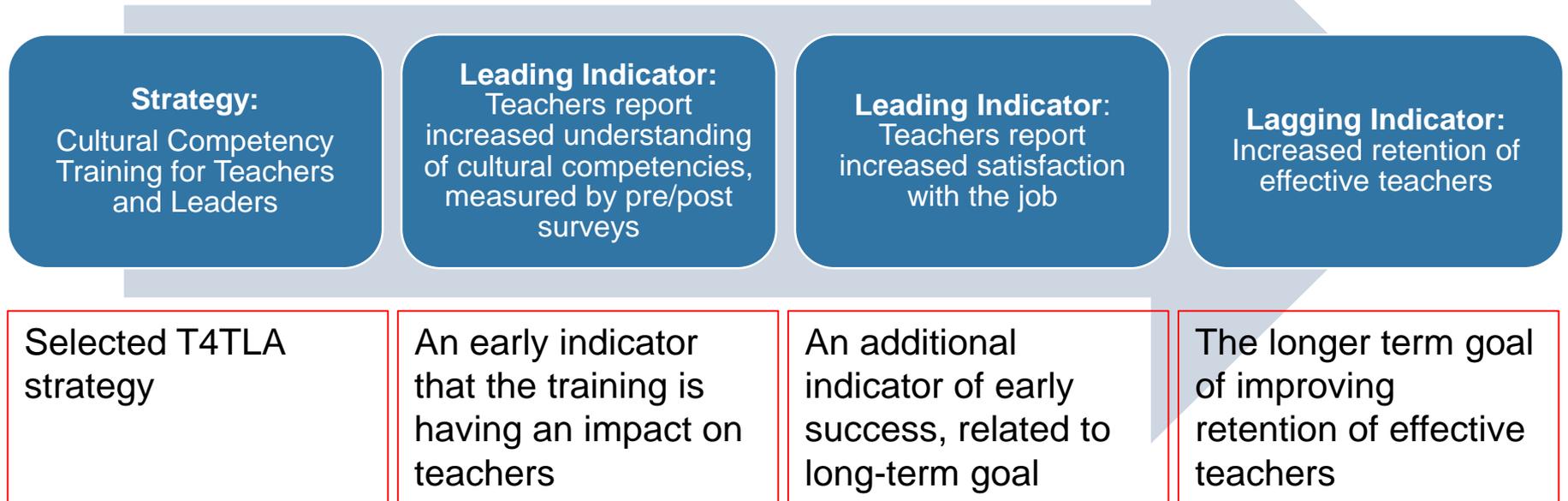
- Leading indicators are signals developed from the systematic collection and analysis of data that enable the state to better predict and even impact outcomes.
- Leading indicators are:
 - Timely and actionable
 - Benchmarked
 - Powerful

Leading and Lagging Indicators for Mr. Emily



Example of Leading and Lagging Indicators for a T4TLA Strategy

Challenge: Our highest need, lowest performing schools experience a very high teacher attrition rate, causing a large equity gap in our schools.



What Are Leading and Lagging Indicators for Your T4TLA Strategy?

<p>Strategy: _____ _____ _____</p>	<p>Leading Indicator: _____ _____ _____</p>	<p>Leading Indicator: _____ _____ _____</p>	<p>Lagging Indicator: _____ _____ _____</p>
<p>Selected T4TLA strategy</p>	<p>An initial indicator of early success</p>	<p>An additional indicator of early success, related to long-term goal</p>	<p>The longer term goal related to attracting, supporting, or retaining excellent educators</p>

Let's talk through an example together.

Strategy & Long-Term Talent Management Goal

(Lagging indicators that reflect our big-picture goal)

STRATEGY: Cultural Competency Training

GOAL: By the 2017–18 school year, our district will increase retention of effective teachers by 15% (from 60% up to 75%)

Leading Indicators

(Shorter term goals that help us know our strategies are working)

3 cultural competency trainings are scheduled during 2016–17 school year

75% of teachers in the district attend all 3 trainings

75% of teachers report (via pre/post surveys) improved understanding of cultural competencies after attending trainings

Action Steps and Measurable Responsibilities

(Action steps that are taken to reach our goals)

Contracts department solicits vendor applications for cultural competency trainings, hires vendor, and schedules trainings

Communications team develops recruitment plan for training and conducts outreach to teachers in district, incentivizing participation with PD credits

Research department conducts pre/post surveys of participants to understand the impact of the trainings on teacher learning



Strategy & Long-Term Talent Management Goal

(Lagging indicators that reflect our big-picture goal)

Strategy:
Long-term Goal:

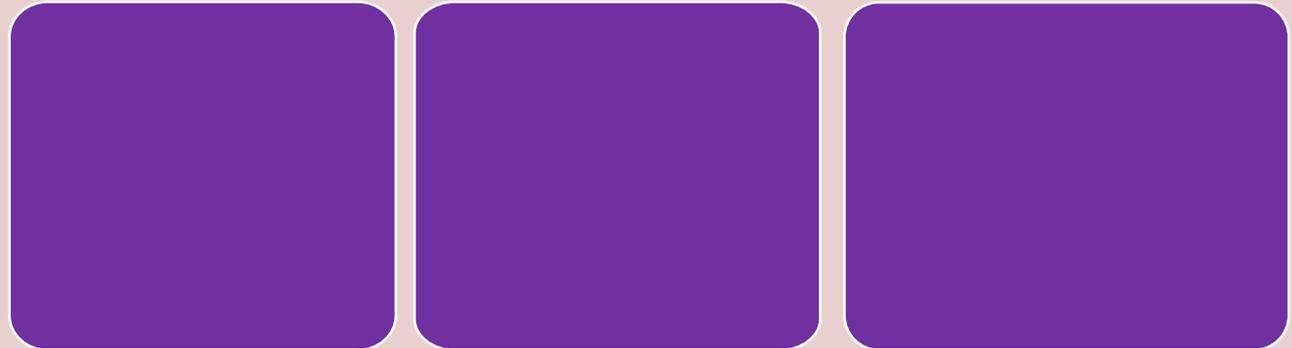
Leading Indicators

(Shorter term goals that help us know our strategies are working)



Strategies and Measurable Responsibilities

(Action steps that are taken to reach our goals)



See page 1 of the monitoring for implementation session handout to fill in a waterfall goals chart for one of your T4TLA strategies.

Using Leading and Lagging Indicators to Develop a Monitoring Plan

STEP 6. Act on the Plan and Monitor Progress



Monitoring Tools

Determine why some strategies worked and others did not and how to develop action steps to improve outcomes through a strong plan to monitor the implementation progress of your equity plan strategies.

Overview of the Monitoring Process

Step 1. Establish a monitoring plan to include long-term and shorter term goals.

Step 2. Monitor progress toward your goals.

Step 3. Reflect on successes and “course correct” as needed.

Step 1. Establish a Monitoring Plan

Strategy, Goal, and Leading Indicator(s)	Name of Strategy			
	Long-Term Goal of Strategy (Lagging Indicator)			
	Leading Indicator(s)	Indicator 1	Indicator 2	Indicator 3
Step 1. Establish a Monitoring Plan		How often will our team monitor progress toward each leading indicator?		
	What evidence will we collect of our progress toward each leading indicator?			
	How will we know we are on track toward meeting our long-term goal?			
	What are our interim benchmarks? <i>(Adjust time intervals as needed to match monitoring intervals.)</i>			
	<i>Summer 2017 Benchmark</i>			
	<i>Fall 2017 Benchmark</i>			
	<i>Winter 2017–18 Benchmark</i>			
	<i>Spring 2017 Benchmark</i>			
	What might we do to course correct if we are not on track to meet our long-term goal according to the benchmarks established?			
	Who will be responsible for monitoring progress for this indicator?			

See page 2 of the monitoring for implementation session handout

Step 2. Monitor Progress

Step 2. Monitor Progress and Identify Evidence	What is the monitoring interval (for example, three months, six months)?			
	Did our team do what was planned in our strategy?			
	How do we know? What is the evidence—meeting agendas, data collection, other artifacts or evidence?			
	How much progress have we made toward our goal?			
	Do we need to make any adjustments at this time? <i>(Indicate yes or no. If no, planning will take place in Step 3.)</i>			

See page 3 of the monitoring for implementation session handout

Step 3. Reflect and Course Correct

Step 3. Self-Correct and Course Correct as Needed	What went wrong? <i>(Use the self-reflection questions in this section to guide the answer.)</i>			
	Would the course corrections we noted in Step 1 help get our team back on track? <i>Revisit the possible course corrections from the monitoring plan (Step 1).</i>			
	What will we do to course correct?			
	What new benchmarks will we establish for monitoring progress as needed?			
	<i>Three-month benchmark</i>			
	<i>Six-month benchmark</i>			
	<i>One-year benchmark</i>			
	<i>Two-year benchmark</i>			

See page 4 of the monitoring for implementation session handout

If the Strategy Implementation Was Not Successful...

- Communication
- Strategy drift
- Lack of training and support
- Unintended consequences
- Wrong strategy

Unsuccessful Implementation for Mr. Emily's Weight Loss Plan



Monitoring Plan Example

Strategy, Goal, and Leading Indicator(s)	Name of Strategy	<i>Cultural Competency Training Series</i>		
	Long-Term Goal of Strategy (Lagging Indicator)	<i>By the 2017–18 school year, our district will increase retention of effective teachers by 15% (from 60% up to 75%)</i>		
	Leading Indicator(s)	Indicator 1	Indicator 2	Indicator 3
		<i>3 cultural competency trainings are scheduled during 2016–17 school year</i>	<i>75% of teachers attend all 3 trainings</i>	<i>75% of teachers report (via pre/post surveys) improved understanding of cultural competencies after attending all 3 trainings</i>
Step 1. Establish a Monitoring Plan	How often will our team monitor progress toward each leading indicator?	<i>Weekly team check-ins to oversee RFP and selection process</i>	<i>Weekly registration monitoring</i>	<i>Before and after each training (3 trainings per year)</i>
	What evidence will we collect of our progress toward each leading indicator?	<ul style="list-style-type: none"> <i>Contracts team puts out RFP for PD vendors</i> <i>Proposals reviewed</i> <i>Vendor selected and contract executed statement of work/training plan</i> 	<i>Recruitment messaging drafted</i> <i>Contact list compiled</i> <i>Outreach conducted</i> <i>Regular oversight of registration list</i> <i>Follow-up recruitment as needed</i>	<i>Develop quick 3–5 minute pre/post surveys (electronic or paper?)</i> <i>Consider unique identifiers for each respondent to track individual progress</i> <i>Administer surveys at the start and finish of each of the 3 sessions</i> <i>Track responses and report data</i>
	How will we know we are on track toward meeting our long-term goal?	<i>Above steps completed on planned timeline—see benchmarks below—3 trainings scheduled for 2016–17</i>	<i>Above steps completed on planned timeline—see benchmarks below—a high participation rate will be key to increasing learning by teachers</i>	<i>We should see some improvement in learning after each session, with more growth over time. We should ask same questions each time so that we can see growth.</i>
	What are our interim benchmarks? (Adjust time intervals as needed to match monitoring intervals.)			
	<i>Summer 2017 Benchmark</i>	<i>RFP issued</i> <i>Proposals reviewed</i>	<i>Draft recruitment message</i> <i>Compile contact list</i>	<i>Survey(s) developed</i>
	<i>Fall 2017 Benchmark</i>	<i>Vendor selected/contract</i> <i>Statement of work /training plan agreed to</i>	<i>Conduct first round of outreach</i> <i>Monitor registration list</i> <i>Target 90% registration</i>	<i>Administer Survey 1</i> <i>Report results</i> <i>Target 50% of respondents indicating learning “some” or “a great deal”</i>

Activity: Begin Step 1 – Developing Your Team’s Monitoring Plan

- How often will our team monitor progress toward each leading indicator?
- What evidence will we collect of our progress toward each leading indicator?
- How will we know we are on track toward meeting our long-term goal?
- What are our interim benchmarks?
- What might we do to course correct if we are not on track to meet our long-term goal according to the benchmarks established?

See pages 2+ of the monitoring for implementation session handout to fill in Step 1 of the monitoring plan for one of your T4TLA strategies.

Closing: Reflection

- What did you learn that was new during this session?
- How will you apply this learning to your T4TLA action plan?
- What questions do you still have?

Use the T4TLA Reflection Template to record your reflection on this session.

References

- 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 Southern Florida. Retrieved from <http://ctndisseminationslibrary.org/PDF/nirnmonograph.pdf>
- Foley, E., Mishook, J., Thompson, J., Kubiak, M., Supovitz, J. & Rhude-Faust, M. K. (n.d.). *Beyond test scores: Leading indicators for education*. Providence, RI: Annenberg Institute for School Reform at Brown University. Retrieved from <http://annenberginstitute.org/sites/default/files/product/206/files/LeadingIndicators.pdf>

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