

Building Capacity for Scaling Effective Schools

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VANDERBILT



Peabody College



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

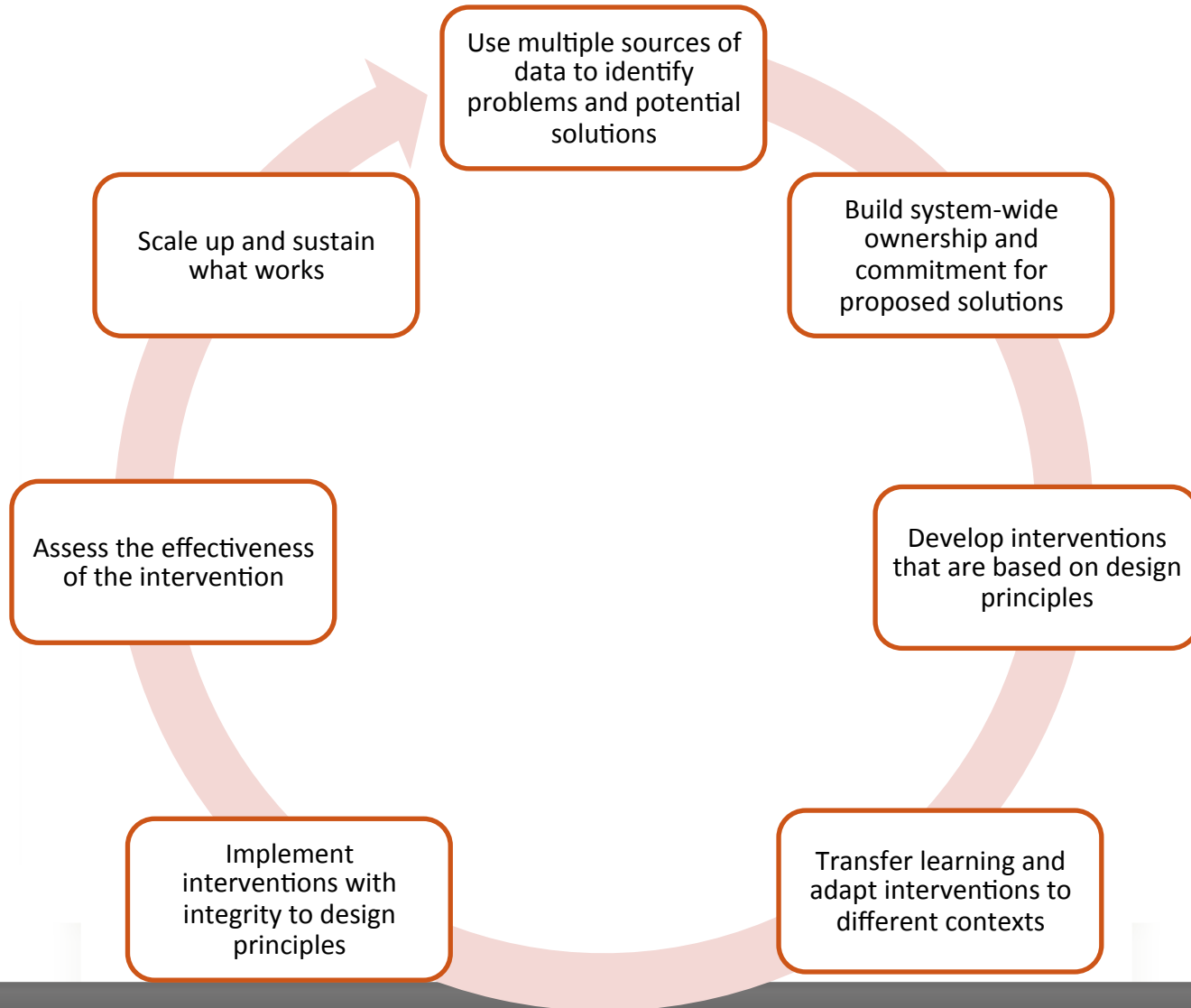
UNIVERSITY OF CALIFORNIA
UC RIVERSIDE Graduate School
of Education

EDC Learning
transforms
lives.

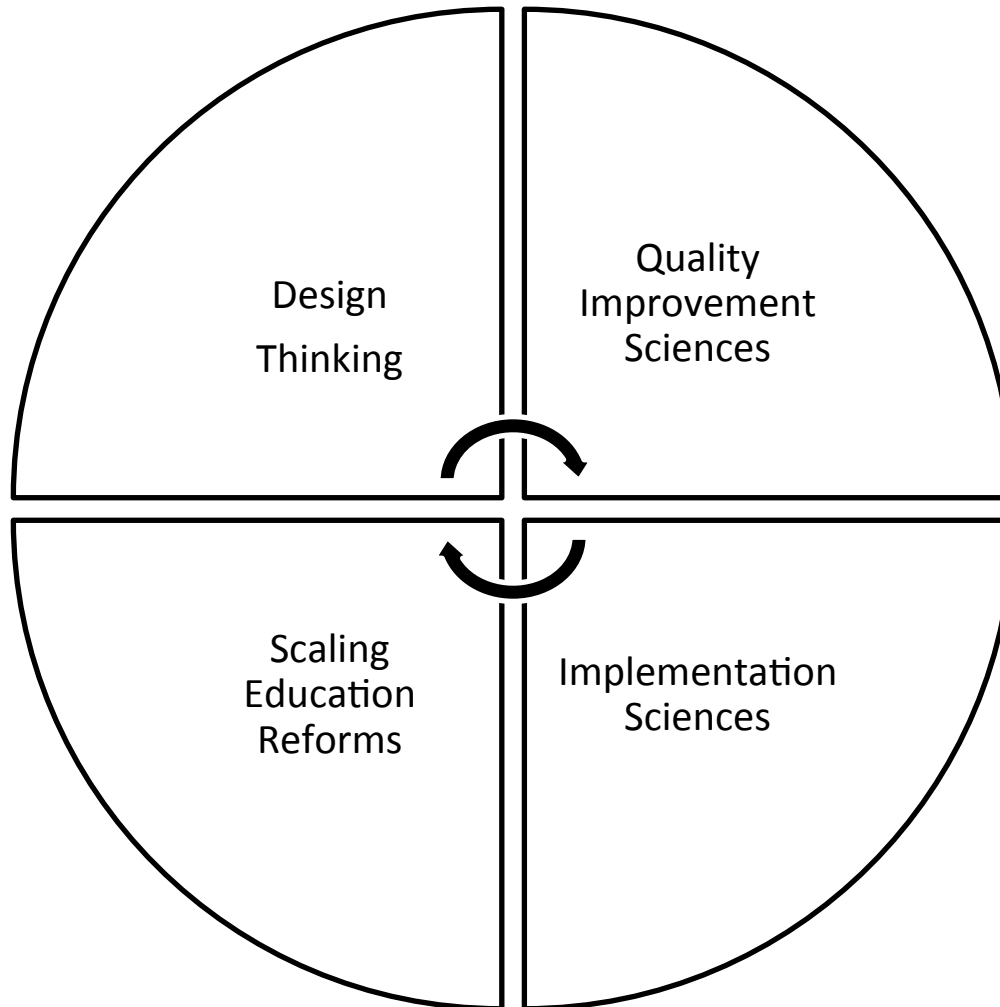

Georgia State
University


THE UNIVERSITY
of WISCONSIN
MADISON

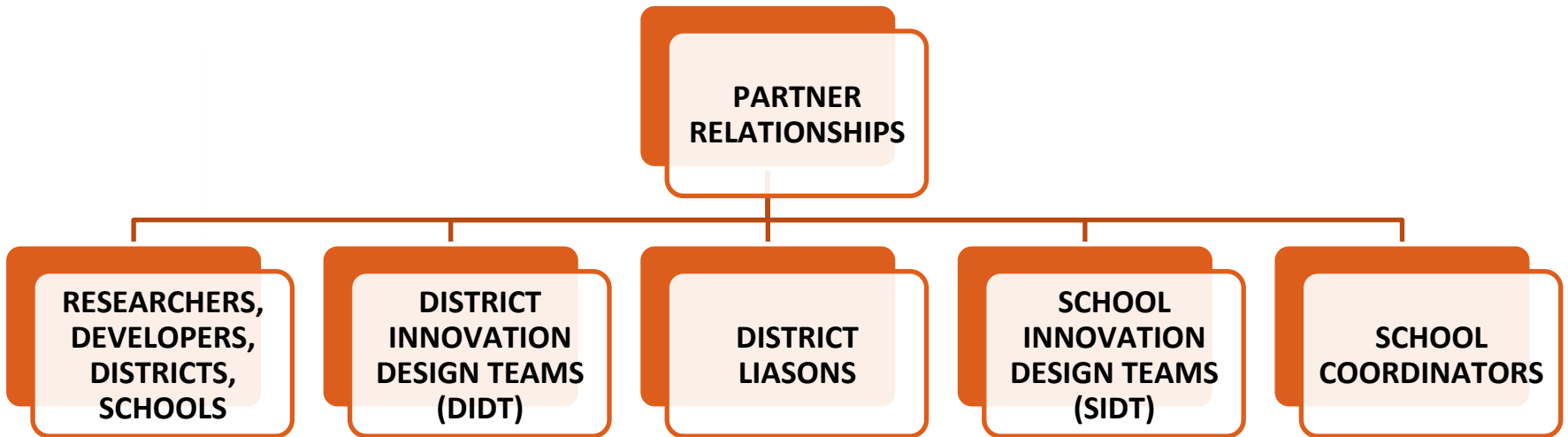
Theory of Change



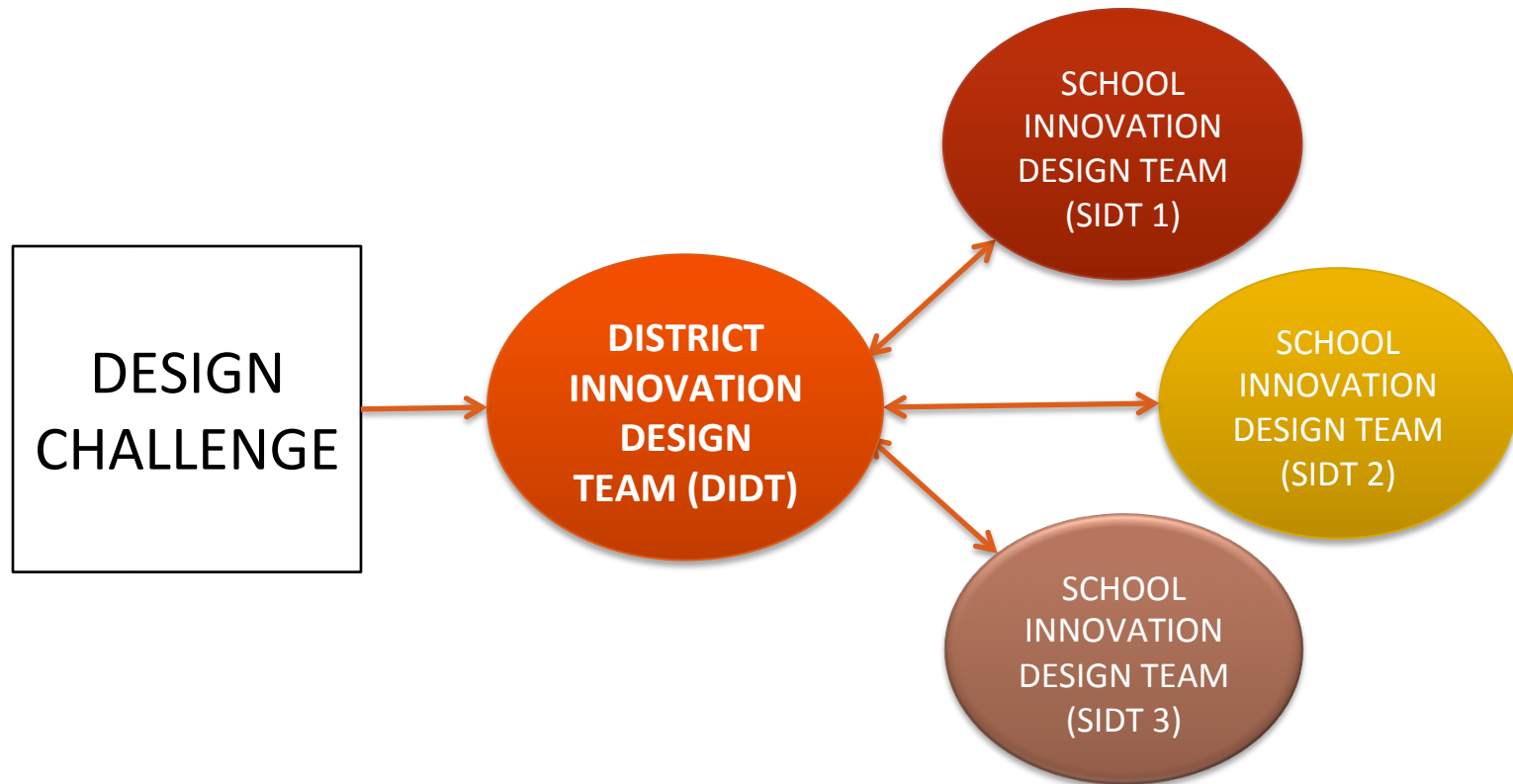
Theoretical Underpinnings



NCSU Project Infrastructure for Scaling Effective Schools



Innovation Design Teams



TWO LEARNING AGENDAS	
1. Build team capacity for innovation design, transfer, implementation, and scale-up	2. Deepen teams understanding of the differentiating practices of effective high schools
Scaling Up Content/Process	Innovation Content/Process
<ul style="list-style-type: none"> • Effective Use of Data • Innovation Design • Managing Change • Shared Leadership • Implementation & Transfer • Accountability & Evaluation 	<ul style="list-style-type: none"> • Components of Effective High Schools • Differentiating practices • Evidence base from the literature • Evidence from the local setting • Key components of the innovation • Supporting and/or hindering contextual factors

Infrastructures of Support

1. Scaling Up Capacity Self-Assessment

- Agreed upon criteria for scale
- Aligned to multi-components of scale
- Graduated assessment continuum of school and district stakeholders as a system

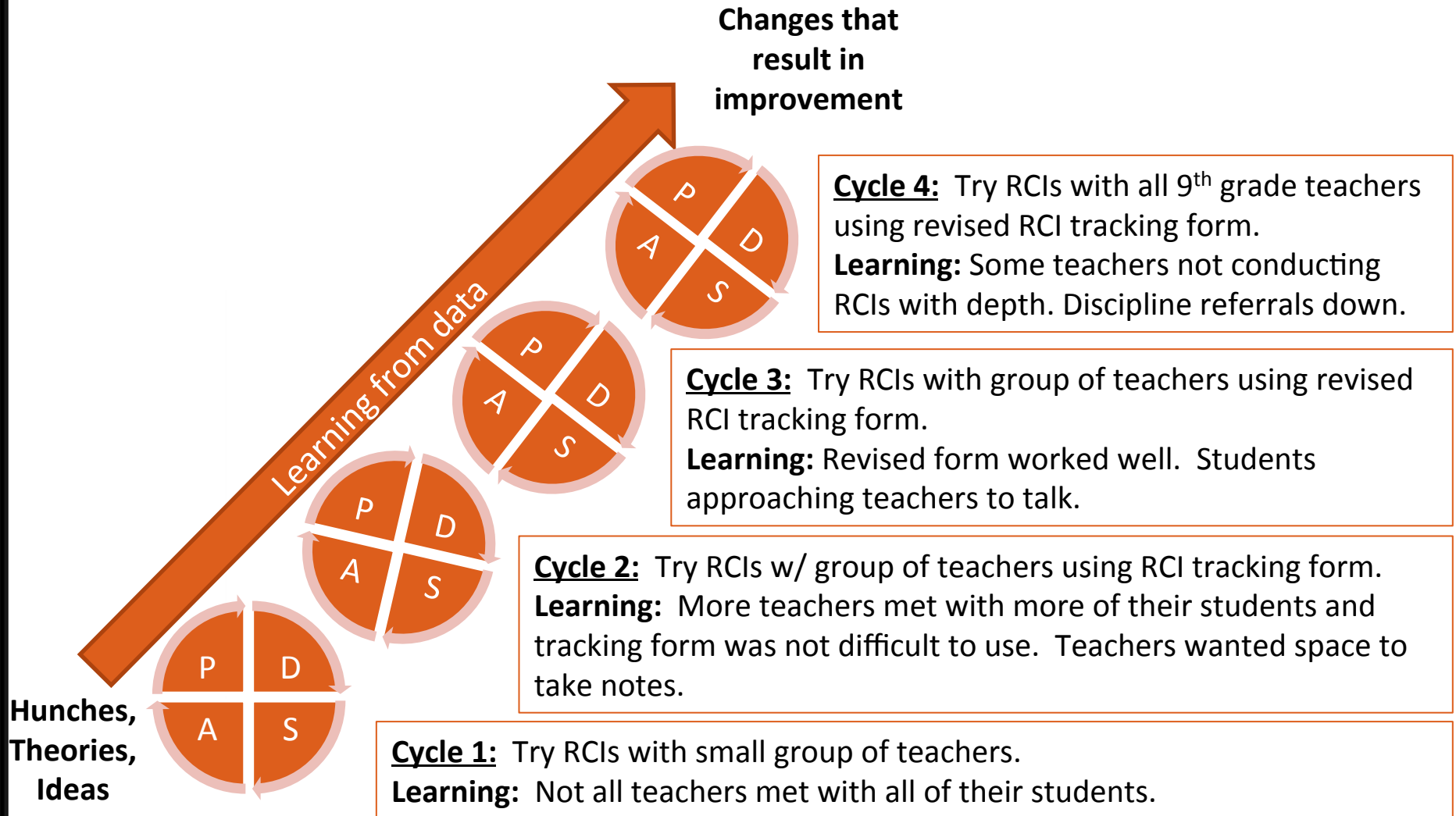
2. Tools

- Planning Templates to establish Implementation roles, responsibilities, timelines and resources
- Guides for integrity with adaptations to context
- Frameworks to establish structures for collaboration and coordination

3. Scale and Sustainability Structures

- Communication structures and strategies
- Continuous improvement process (PDSA)

Using PDSA Process for Scale



Adapted from Carnegie Foundation Workshop materials, 2013

Cycle #: _____

Test Title: _____

Tester: _____

What change is being tested? _____

What is the AIM of the test? _____

What:	Who:	When:
<h1>PLAN</h1>		

Describe the specifics of what happened

DO

Questions: <i>What do you want to know about the change being implemented?</i>	Expected Results: <i>What do you think will happen as a result of what you do?</i>	Data Plan: <i>Describe your plan for collecting this data. What data will you need to collect in order to achieve your expectations?</i>	
<h1>DATA PLAN</h1>	Data Collection and Analysis Details:		Date:

What were the results of the test relative to what you expected?

STUDY

Based on these test results, what actions will be taken during the next cycle?

ACT

What else did you learn from the test results?



What change is being tested?

What is the aim of the test?

What? Who? When?

- **Questions:** *What do you want to know about the change being implemented?*
- **Expected Results:** *What do you think will happen as a result of what you will do?*
- **Data Plan:** *Describe your need for collecting data. What data will you need to collect in order to achieve your expectations?*
- **Data Collection & Analysis**

DO

STUDY

ACT

STUDY

AIM

PLAN

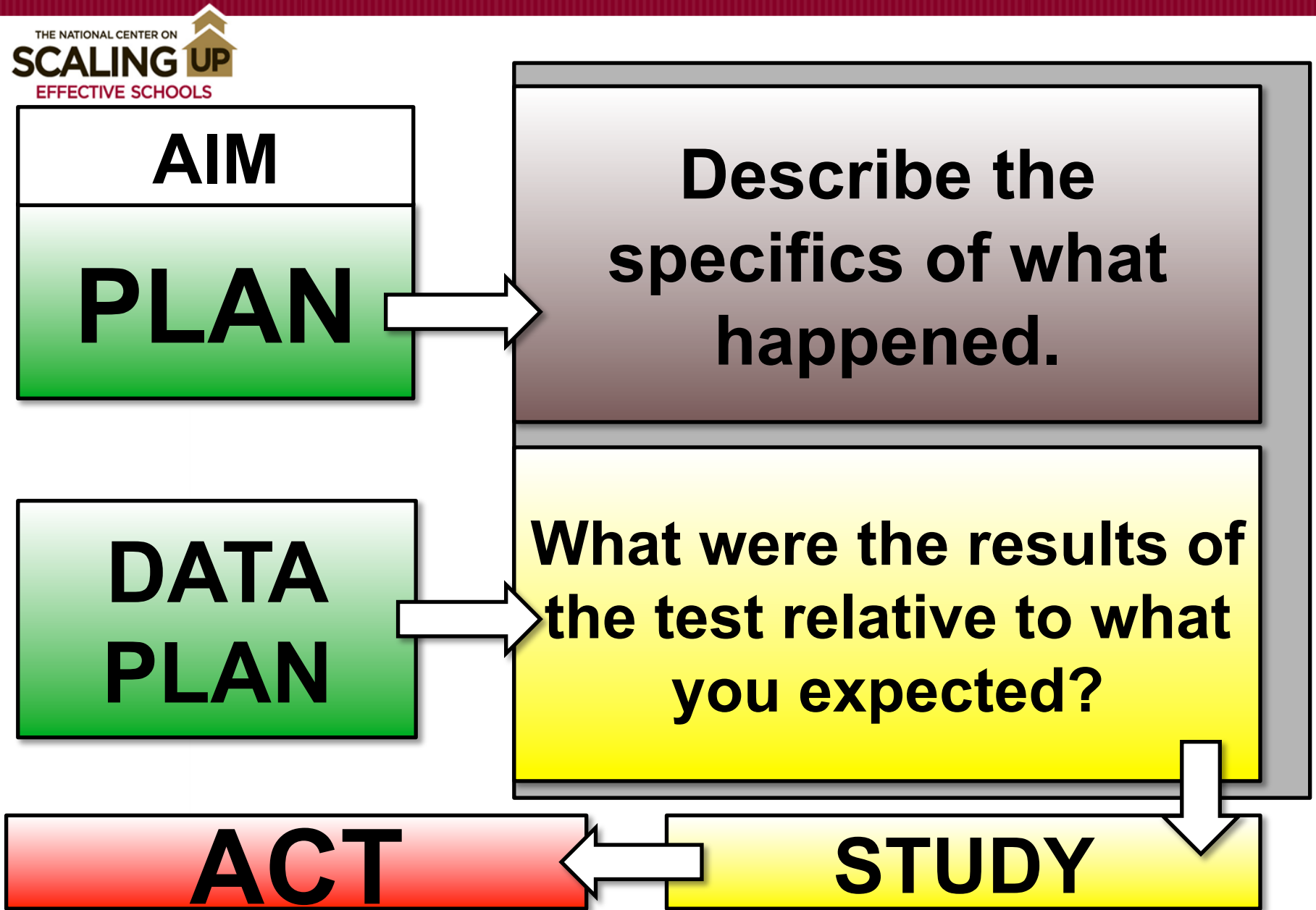
Describe the specifics of what happened.

DATA PLAN

What were the results of the test relative to what you expected?

ACT

STUDY



AIM

PLAN

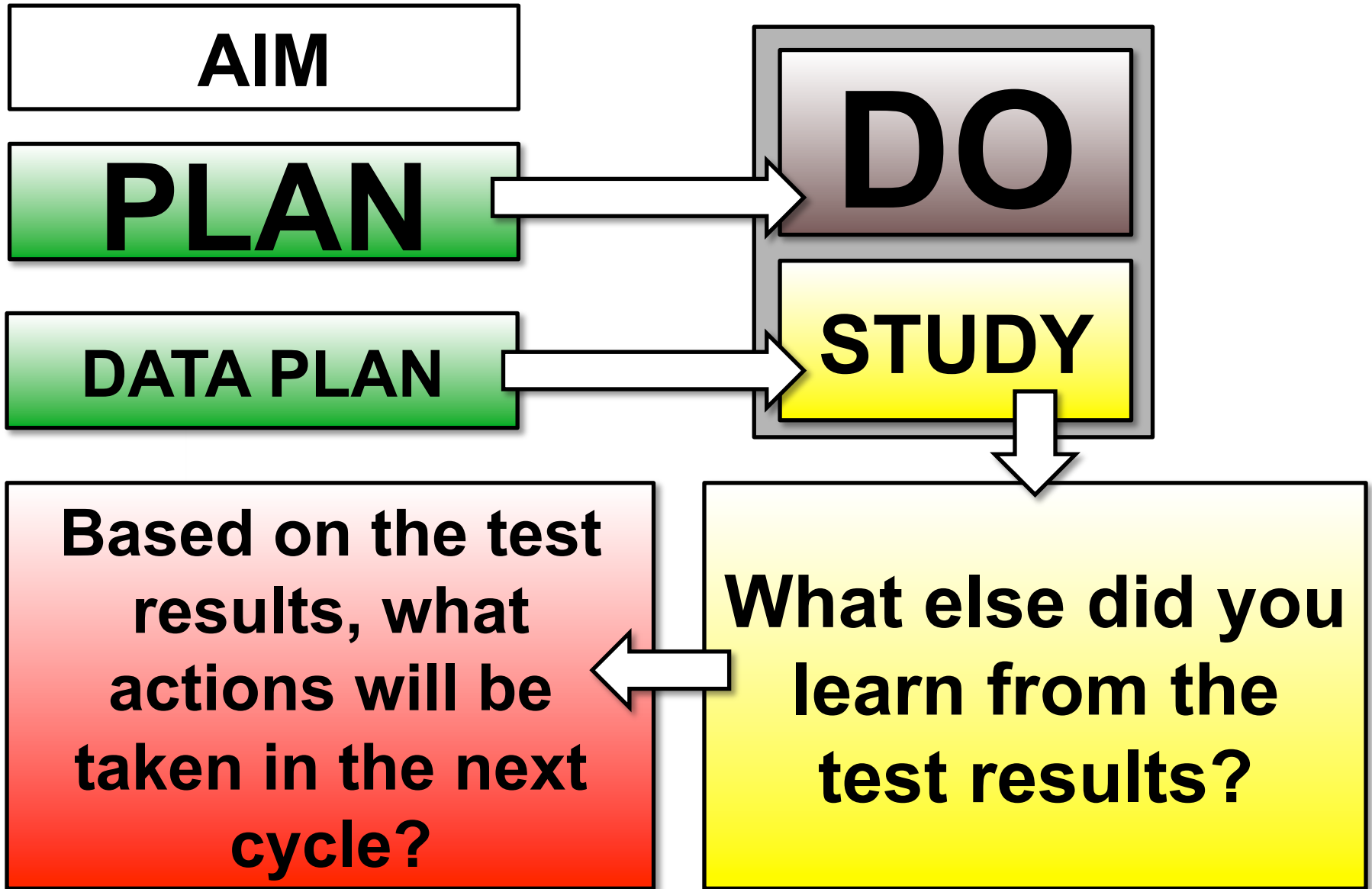
DATA PLAN

DO

STUDY

Based on the test results, what actions will be taken in the next cycle?

What else did you learn from the test results?



Lessons Learned from Capacity Building for Scale

- Deeper understanding comes when using data that is relevant to the implementers' context
- Design principles and structures facilitated
 - Keeping in mind those most impacted by the change ideas
 - Building system wide ownership and commitment
- Learning from and adapting interventions to context builds buy-in and facilitates shift in ownership
- Assessing the effectiveness of the intervention turns passive implementers into active researchers and builds capacity for teacher leadership

Building Capacity for Design, Implementation and Scale Up

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