Building Capacity for Scaling Effective Schools

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Theory of Change

- **Use multiple sources of data to identify problems and potential solutions**
- **Build system-wide ownership and commitment for proposed solutions**
- **Develop interventions that are based on design principles**
- **Transfer learning and adapt interventions to different contexts**
- **Implement interventions with integrity to design principles**
- **Assess the effectiveness of the intervention**
- **Scale up and sustain what works**
Theoretical Underpinnings

- Design Thinking
- Quality Improvement Sciences
- Scaling Education Reforms
- Implementation Sciences
NCSU Project Infrastructure for Scaling Effective Schools

PARTNER RELATIONSHIPS

- RESEARCHERS, DEVELOPERS, DISTRICTS, SCHOOLS
- DISTRICT INNOVATION DESIGN TEAMS (DIDT)
- DISTRICT LIASONs
- SCHOOL INNOVATION DESIGN TEAMS (SIDT)
- SCHOOL COORDINATORS
Innovation Design Teams

DESIGN CHALLENGE

DISTRICT INNOVATION DESIGN TEAM (DIDT)

SCHOOL INNOVATION DESIGN TEAM (SIDT 1)

SCHOOL INNOVATION DESIGN TEAM (SIDT 2)

SCHOOL INNOVATION DESIGN TEAM (SIDT 3)
# Two Learning Agendas

<table>
<thead>
<tr>
<th>1. Build team capacity for innovation design, transfer, implementation, and scale-up</th>
<th>2. Deepen teams understanding of the differentiating practices of effective high schools</th>
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<tbody>
<tr>
<td><strong>Scaling Up Content/Process</strong></td>
<td><strong>Innovation Content/Process</strong></td>
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<tr>
<td>• Effective Use of Data</td>
<td>• Components of Effective High Schools</td>
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<tr>
<td>• Innovation Design</td>
<td>• Differentiating practices</td>
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<tr>
<td>• Managing Change</td>
<td>• Evidence base from the literature</td>
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<td>• Shared Leadership</td>
<td>• Evidence from the local setting</td>
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<tr>
<td>• Implementation &amp; Transfer</td>
<td>• Key components of the innovation</td>
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<tr>
<td>• Accountability &amp; Evaluation</td>
<td>• Supporting and/or hindering contextual factors</td>
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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

Changes that result in improvement

Cycle 1: Try RCIs with small group of teachers.
Learning: Not all teachers met with all of their students.

Cycle 2: Try RCIs w/ group of teachers using RCI tracking form.
Learning: More teachers met with more of their students and tracking form was not difficult to use. Teachers wanted space to take notes.

Cycle 3: Try RCIs with group of teachers using revised RCI tracking form.
Learning: Revised form worked well. Students approaching teachers to talk.

Cycle 4: Try RCIs with all 9th grade teachers using revised RCI tracking form.
Learning: Some teachers not conducting RCIs with depth. Discipline referrals down.

Hunches, Theories, Ideas

Adapted from Carnegie Foundation Workshop materials, 2013
| **Test Title:** |  |
| **Tester:** |  |
| **What change is being tested?** |  |
| **What is the AIM of the test?** |  |

<table>
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<tr>
<th><strong>What:</strong></th>
<th><strong>Who:</strong></th>
<th><strong>When:</strong></th>
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| **Questions:** |  | **Expected Results:** |  | **Data Plan:** |  |
| (What do you want to know about the change being implemented?) |  | (What do you think will happen as a result of what you do?) |  | (Describe your plan for collecting this data. What data will you need to collect in order to achieve your expectations?) |  |
| **Data Collection and Analysis Details:** | **Date:** |  |  |  |
|  |  |  |  |  |

| **Describe the specifics of what happened** |  |
| **What were the results of the test relative to what you expected?** |  |

| **Based on these test results, what actions will be taken during the next cycle?** |  |
| **What else did you learn from the test results?** |  |
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**
AIM
PLAN

Describe the specifics of what happened.

DATA
PLAN

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

ACT

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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