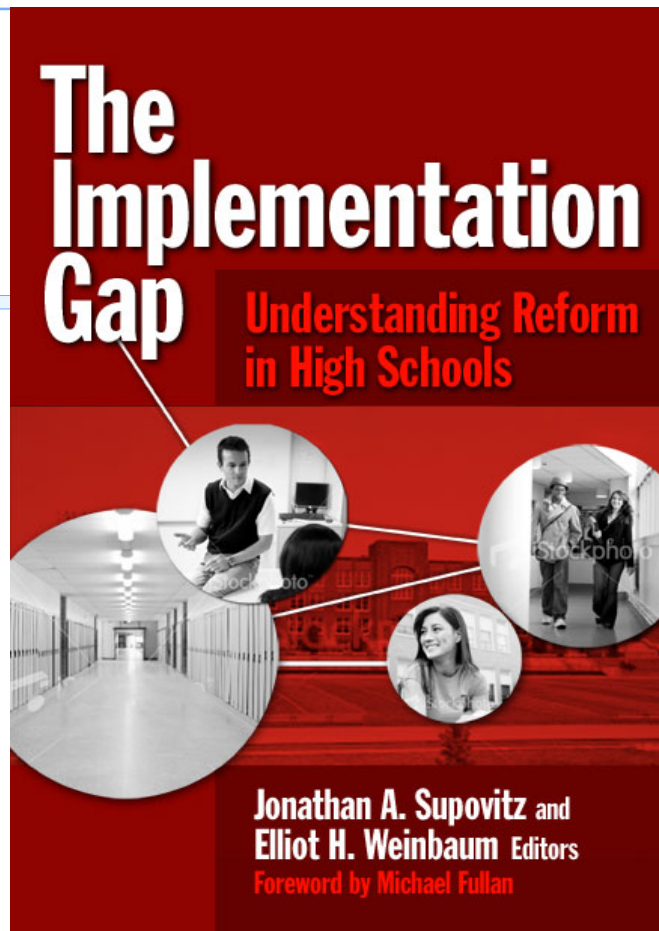


With the Design in Mind:
***High School Reform Model Features that
Matter in Implementation***

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Related publications available at www.cpre.org

CPRE Study Background

- Significant investments in school improvement efforts
- Many implementation challenges to realizing program goals
- Consortium for Policy Research in Education (CPRE) received support from IES Grant R308A96003 to study high school instructional improvement efforts from 2004-2007
- Study examined how externally-created school reform programs are introduced, interpreted, and implemented
- CPRE research team focused on four key areas:
 - ****Program Design** School Leadership
 - School Social Networks District Office

Study Design

- 5 providers representing common reform efforts in high schools
 - Whole school reforms ([First Things First, High Schools That Work](#))
 - Literacy initiatives ([Penn Literacy Network, Ramp-Up to Literacy](#))
 - Data-use strategies ([SchoolNet](#))
- National sample of 15 high schools
 - Each provider identified 3 promising high schools
 - Focus on early implementation
- Data sources
 - Interviews (493 teacher, administrator, and district staff; 25 provider staff)
 - Surveys of teaching staff
 - Provider documents and materials

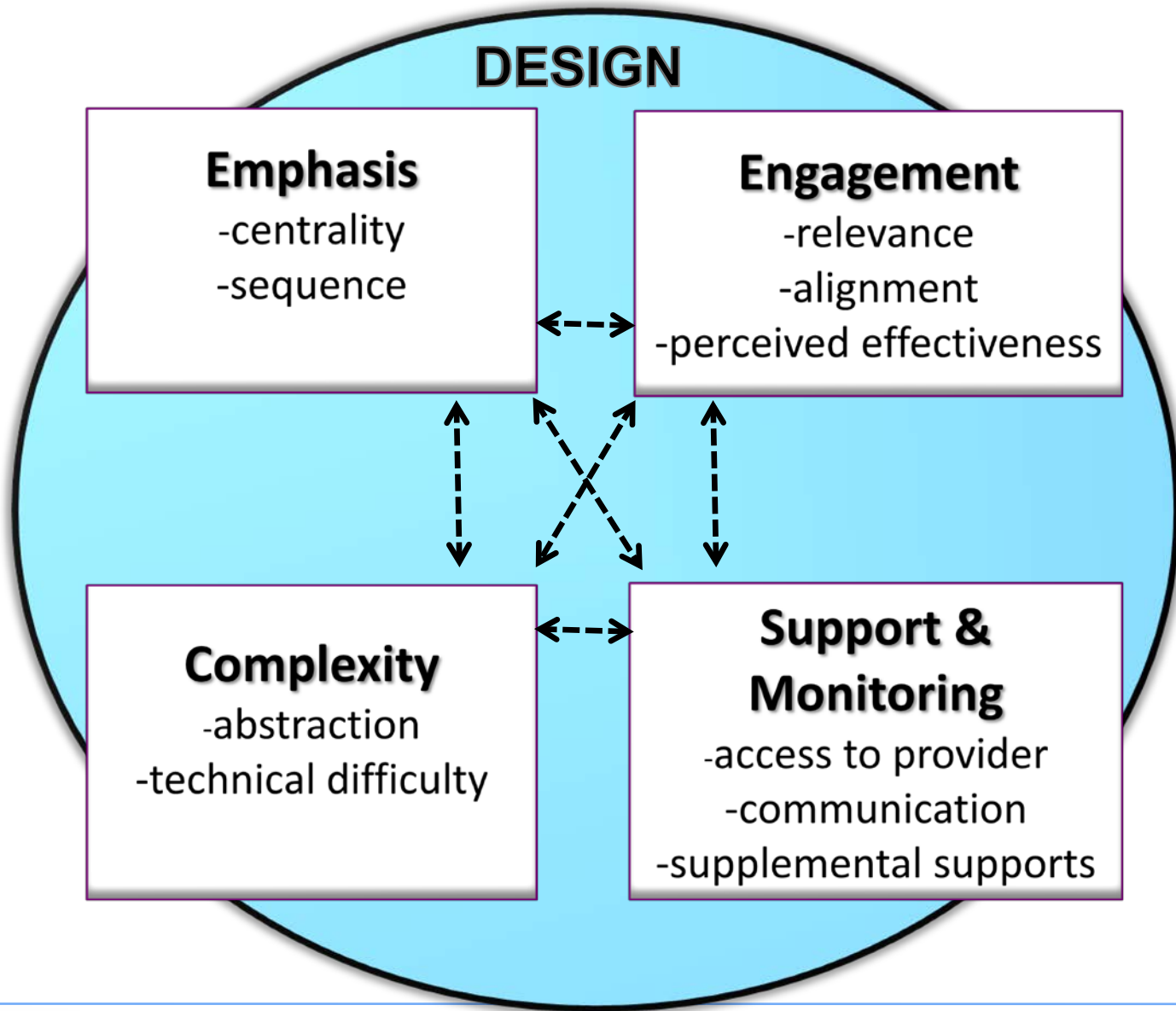
CPRE Study Findings

- Variation in implementation and use of program components reported across and within designs
- Modification of program ideas and strategies in schools and by individuals

CPRE Findings: Program Design

- Components emphasized first and most central to reform were more likely to be implemented
- Potential for modification increased with complexity posed
- Engagement increased understanding and implementation of reform ideas and strategies
- Implementation supports commensurate with needs deepened understanding and use

Design Factors Framework



DESIGN

Emphasis

- centrality
- sequence

Engagement

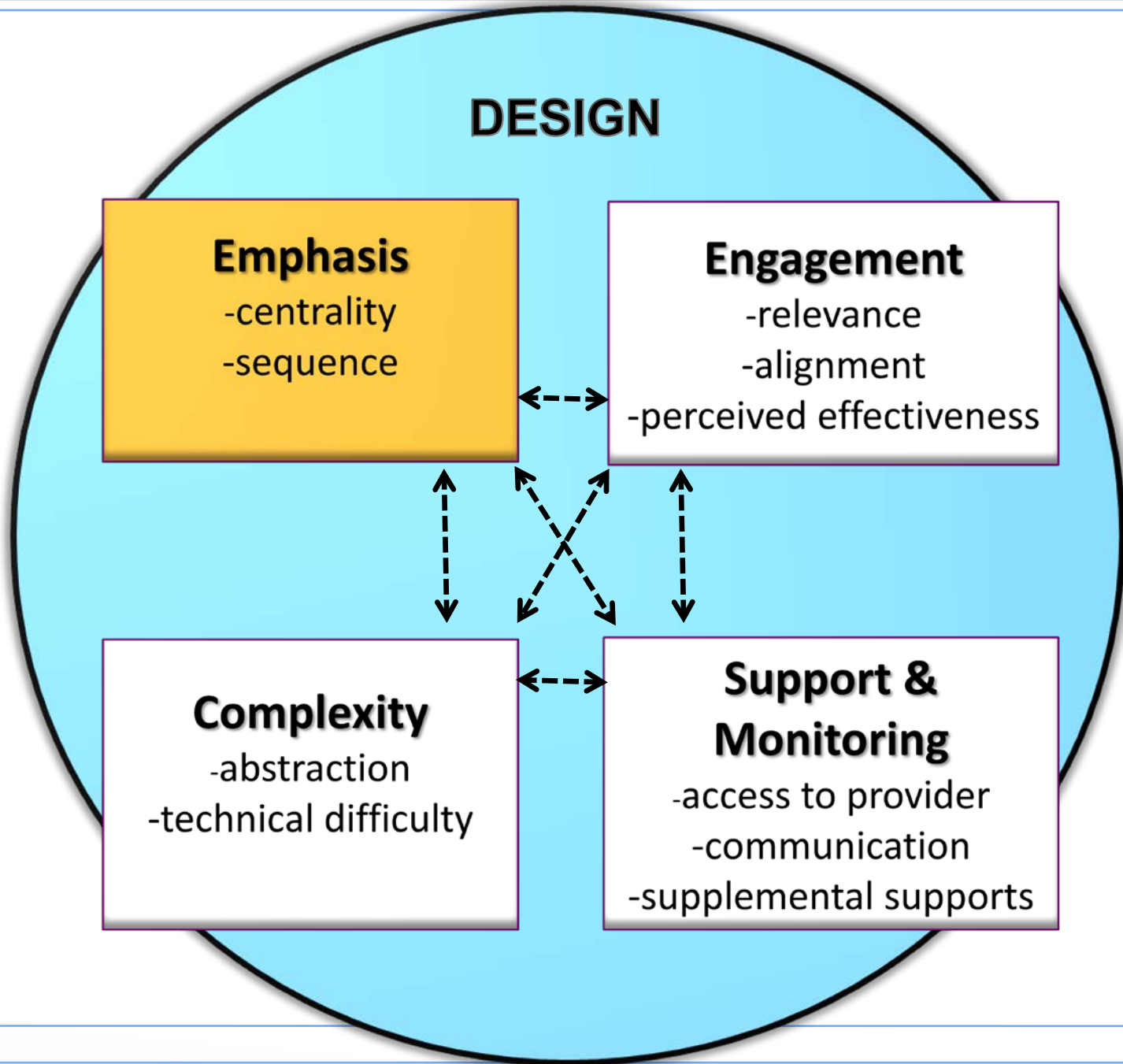
- relevance
- alignment
- perceived effectiveness

Complexity

- abstraction
- technical difficulty

Support & Monitoring

- access to provider
- communication
- supplemental supports



Emphasis

- **Centrality**

Central components are more likely to be implemented

- **Sequence**

Components emphasized *first* are more likely to be implemented

DESIGN

Emphasis

- centrality
- sequence

Engagement

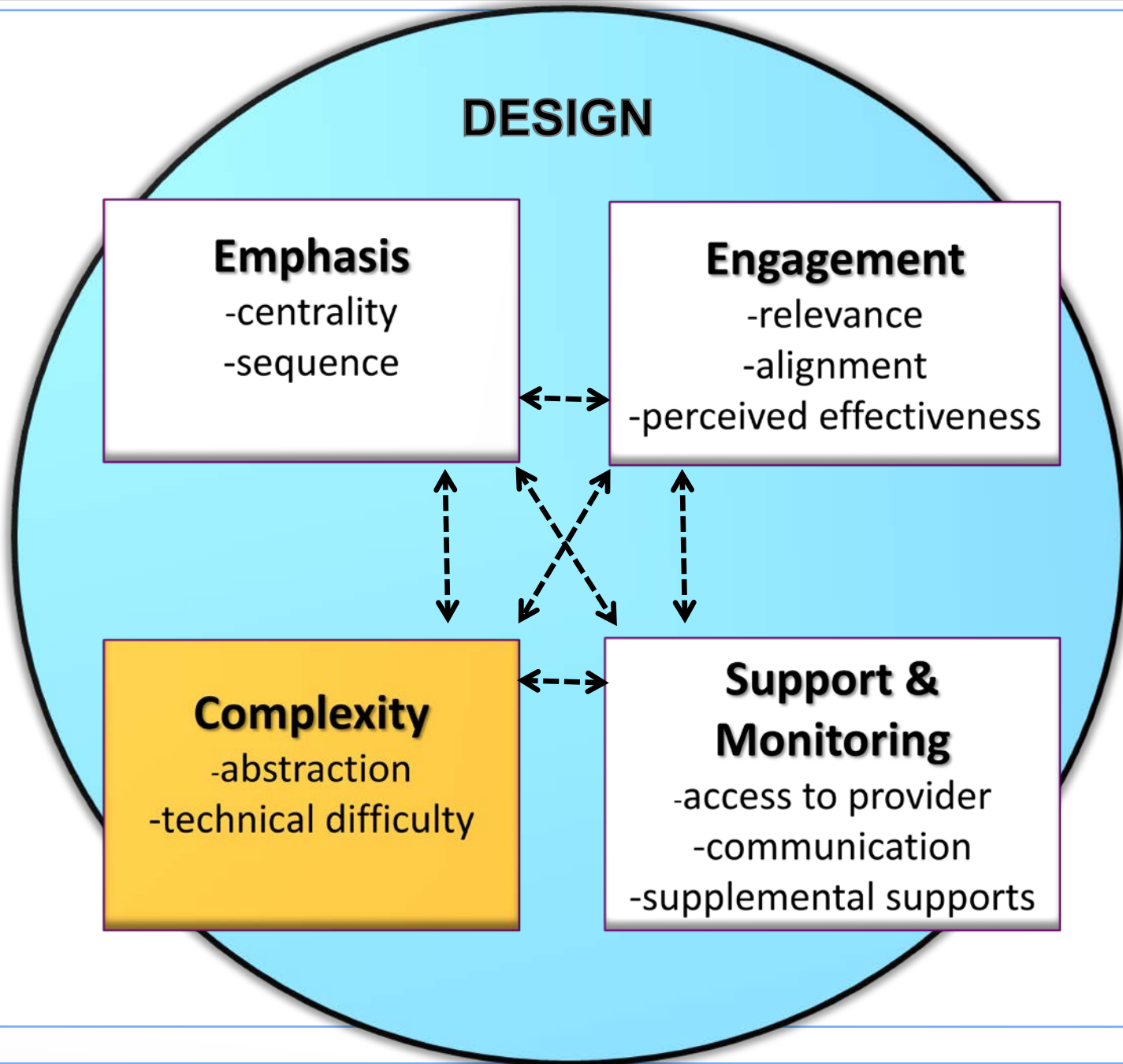
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Complexity

- **Abstraction**

Level of difficulty translating concepts into practice

Examples: high expectations, professional community

- **Technical**

Level of technical difficulty implementing and sustaining program components

Examples: data management system, block schedule

DESIGN

Emphasis

- centrality
- sequence

Engagement

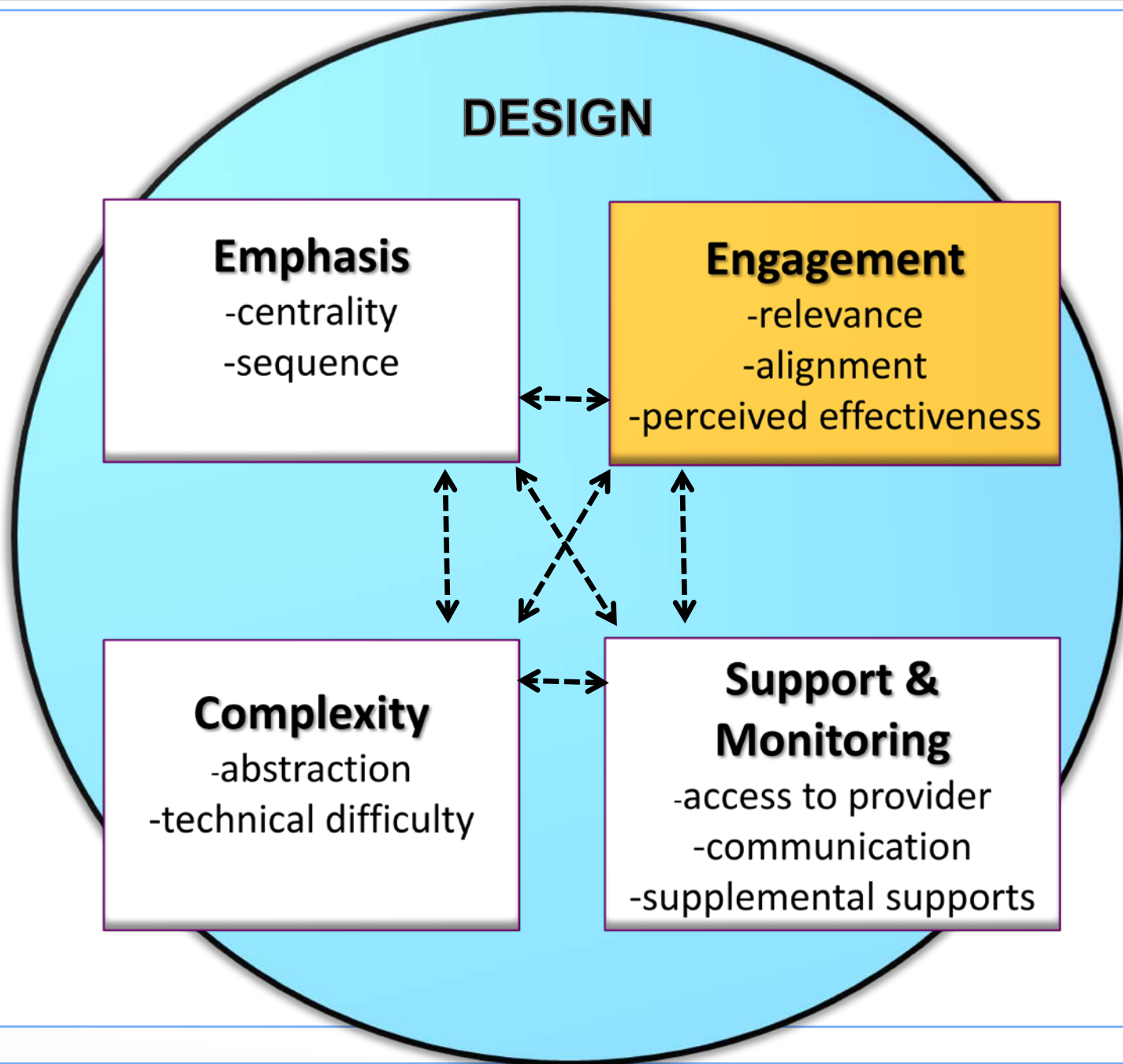
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Engagement

- **Relevance to Educator Work**

Engagement occurs when design directly impacts educator work

- **Alignment**

Shared understanding of problems and solutions by providers and educators builds engagement

- **Perceived Effectiveness**

Observed evidence of success deepens engagement

DESIGN

Emphasis

- centrality
- sequence

Engagement

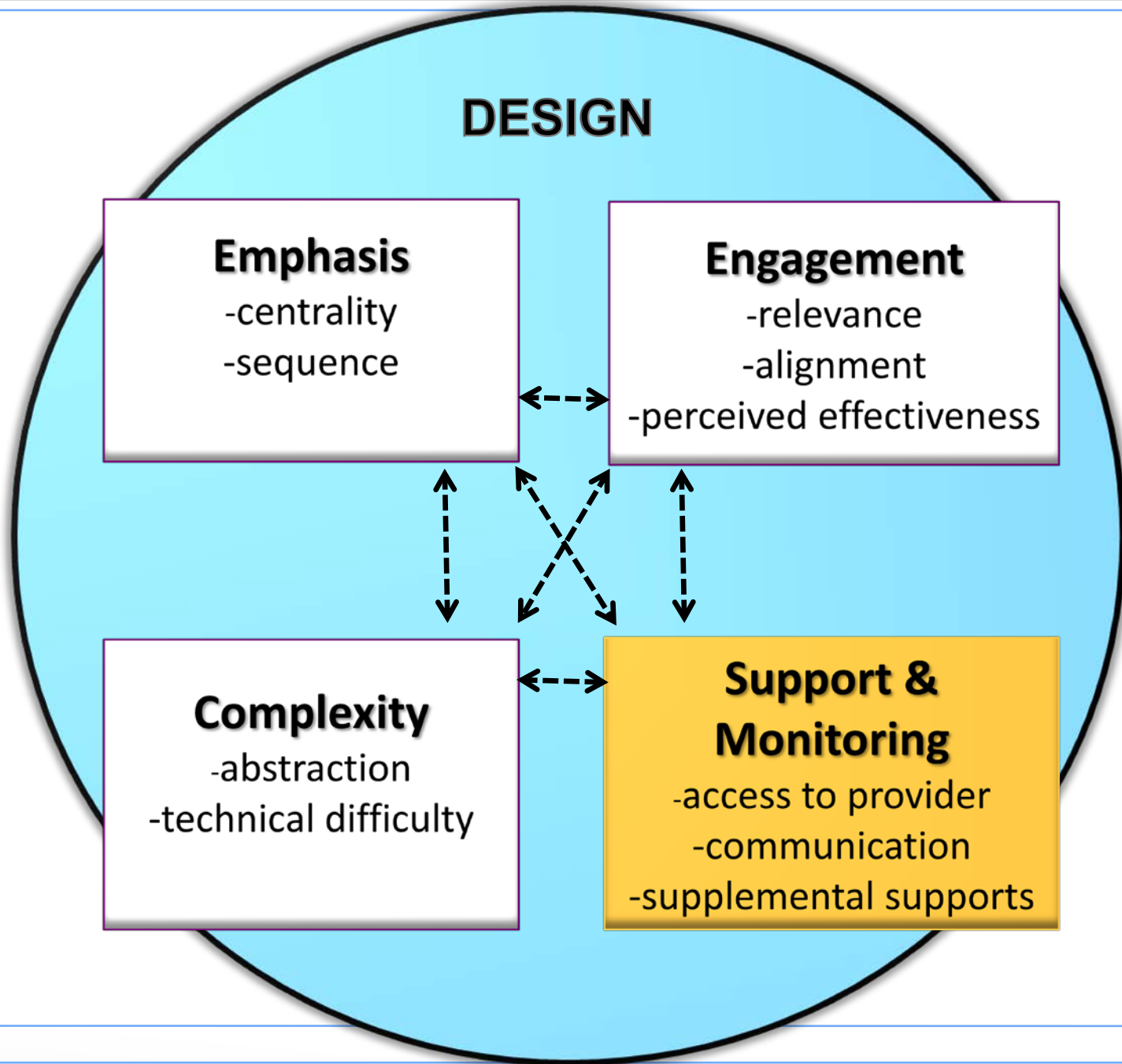
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Support & Monitoring

- **Access to Provider Resources**

Access to provider resources to implement and monitor use of the program deepens understanding and use

- **Communication**

Ongoing contact with provider staff clarifies design, troubleshoots, and deepens understanding and use

- **Supplemental Supports**

Availability of additional supports at time needed strengthens implementation

DESIGN

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- sequence

Engagement

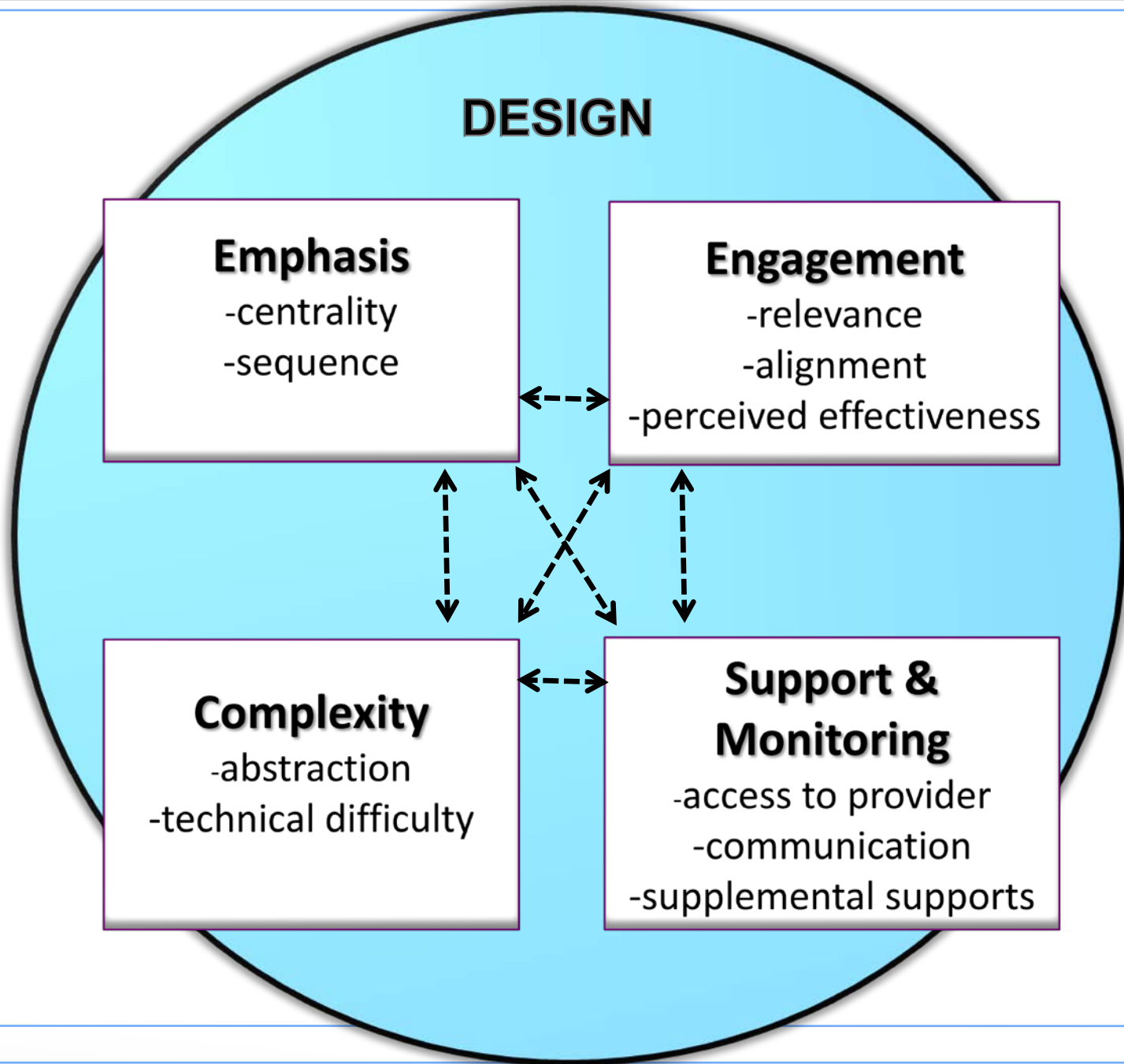
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Cross-Cutting Themes

- Relationship between design specificity and local program modifications
- Interaction among design components

Framework Implications

- Generate questions about program designs that
 - Guide program selection decisions
 - Guide implementation planning and collaboration
- Generate research to test explanatory and predictive value of the framework