The Practice and the Process: Scaling In and Scaling Out

Marisa Cannata
Stacey Rutledge
## Chris Redding
Tuan Nguyen

Scale Up: Scaling In and Scaling Out
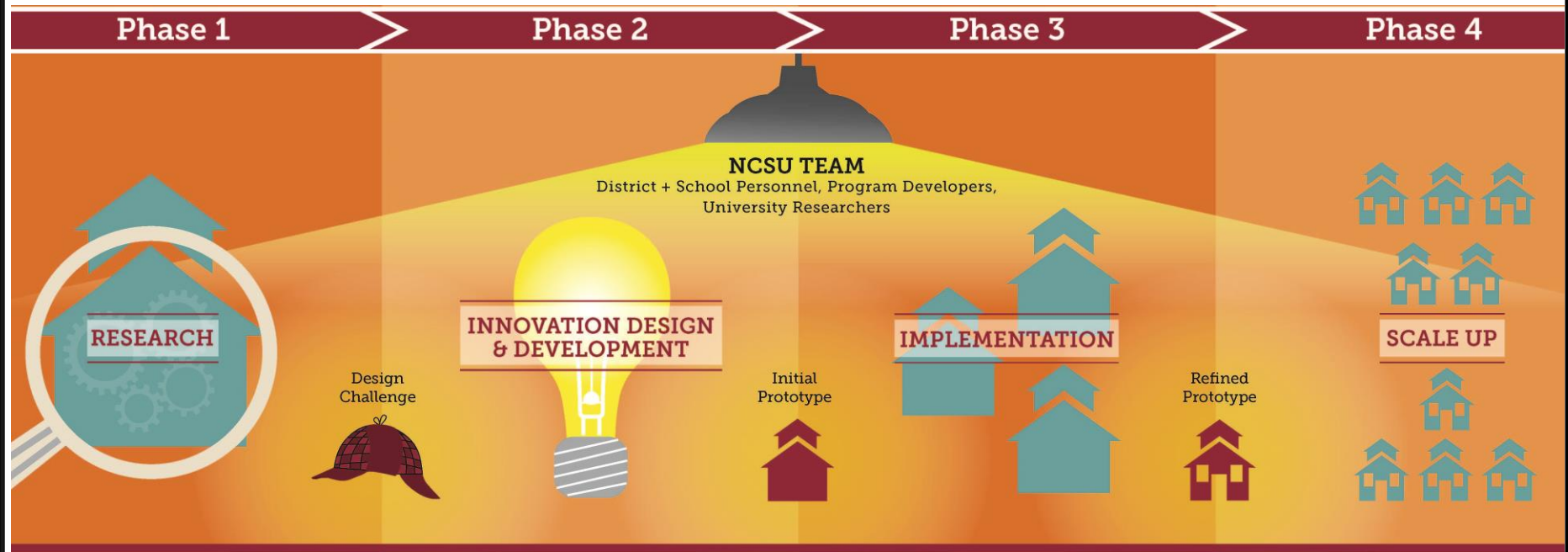
Two Learning Agendas

The Practice

Deepen understanding of core elements of design challenge

Build capacity for innovation design, implementation, and scale-up

The Process
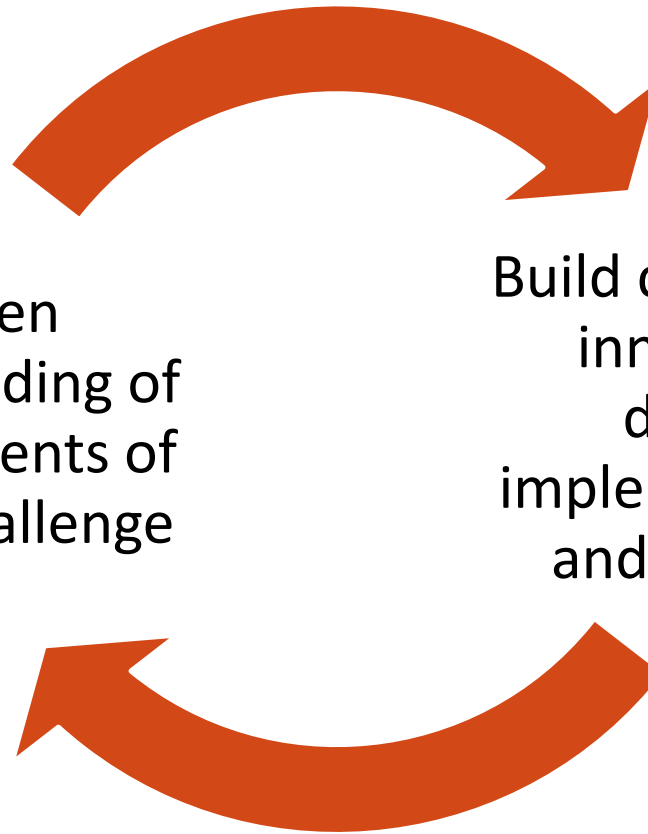
Research Questions

- How has the process for continuous improvement shaped the scaling of the innovation?

- To what extent was the innovation taken to scale?

Defining Scale

- Scaling Up = Scaling In and Scaling Out

- Coburn's conception of scale
  - Depth
  - Spread
  - Shift in ownership
  - Sustainability

A Framework for Scale

Facilitating Conditions
- Beliefs (Depth)
- Will (Ownership)
- Capacity (Sustainability)
- Alignment (Sustainability)

Implementation Supports
- Implementation team (Sustainability)
- Implementation plan (Ownership)
- Allocation of resources (Sustainability)
- Ongoing technical support (Sustainability)
- Continuous improvement process (Ownership)

Implementation Quality
- Integrity (Depth)
- Frequency (Spread)
- Program reach (Spread)
- Participant responsiveness (Depth)

Where we are now

- Second year of full implementation (scale in just beginning)
- Scale out just beginning

What can we say about scale up now?

- How are the core principles of our improvement process setting the stage for scale in (depth, spread, sustainability, shift in ownership)?
  - Built on locally effective practices
  - Rapid-cycle testing
  - Research-practice partnership
- What is the initial evidence for scale out?

Data

- Draw from both school-based fieldwork data in 6 innovation schools, and

- Data on the process of improvement with DIDT and SIDTs

Depth

- Building on locally effective practices
  - Co-construction process with DIDT and SIDTs struggled to achieve necessary specificity while maintaining consensus and transparency
  - SIDT members demonstrated depth of understanding around practices, but teachers less so
  - SIDT engaged in difference minimizing to build ownership, yet also resulted in fewer changes to teacher practice
- Rapid-cycle testing
  - PDSA helped each school develop deeper understanding of the innovation (but it was unique to the school)
  - In both districts, schools valued a "loose" PDSA as a mechanism for structuring refinement in practices and structural supports
  - Yet schools varied in how much they actually enacted changes as a result of PDSA
  - It took substantial time for SIDTs to have capacity to use PDSA to achieve depth of change

Spread

- Building on locally effective practices
  - Discussions of including new schools raised questions of how much they are implementing what the innovation schools have done, or starting the development process over?
  - Given the variation in practices in innovation schools, what practices do scale out schools begin with?
- Rapid-cycle testing
  - As PDSA facilitated school-based adaptations and necessary specificity, there was reduced commonality between schools
  - With different specific practices in schools, there was less interest in cross-school learning
    - SIDTs became more reception to cross-school learning the deeper they went into implementation
- Partnership
  - 4 or 5 schools in each district have now begun
  - District leadership varied in recruiting scale out schools

Sustainability

- Rapid-cycle testing
  - Concerns around whether PDSA will continue as part of the process of improvement without strong facilitation by NCSU
  - Language matters!
    - "Continuous improvement" consistent with district priorities, "testing practices" raised concerns about making effective practices available to all

- Partnership
  - SIDTs demonstrated strong knowledge of local context to facilitate implementation
  - Most SIDTs were perceived to have sufficient capacity to lead implementation
  - SIDTs and principals in innovation schools committed to sustaining, but concerns around district support as external support from NCSU faded

Shift in Ownership

- Build on locally effective practices
  - Co-construction process built strong ownership by SIDT members
- Rapid-cycle testing
  - PDSA facilitated the co-construction process in schools
  - Schools resisted PDSA or engaged for compliance
  - Yet, most SIDTs were committed to gathering stakeholder feedback as a way to build buy-in among faculty

Conclusion

- **Process matters**
  - Co-construction and rapid-cycle testing facilitated ownership and precursors to sustainability
  - At best, PDSA helped deepen change in beliefs and behaviors in schools, even as pre-existing conditions in schools shaped the PDSA process
- **But the practice matters too!**
  - Co-construction around local practices struggled to achieve specificity to guide behavioral change
  - Emphasis on alignment to local practices minimized differences to existing practices

Scaling Out – Next Steps

- Continue gradual transfer of leadership of activities from NCSU to district
- Study the scaling in and scaling out
  - Sustaining implementation in original innovation schools
  - Initial implementation in scale out schools
  - District processes to achieve depth, spread, ownership, and sustainability