

Implementation Drivers

As described by Fixsen and Blasé (2011) of the National Implementation Research Network there are eight elements that should drive the development of a sound implementation plan. Their research makes clear that attention to how a system is implemented is as imperative as the elements of the system itself. With strong commitment to the implementation science research, a new system can be initiated and scaled up in a period of three years, whereas a system that is rolled out without sound implementation science can take up to 17 years to achieve. The six main categories for the Nevada Educator Performance Framework Implementation Plan include:

- Communication
- Data Systems
- Materials Development
- Professional Development
- System Administration
- Validation

For each of these categories, consideration must be given to each of the implementation drivers, to determine if there is a need for action in any given category. The following content describes the ways in which the implementation drivers relate to each of the categories of the implementation plan for rolling out and scaling up the Nevada Educator Performance Framework.

Recruitment and Selection

The purpose of recruitment and selection is to choose the right people for the right positions to accomplish desired outcomes. This requires thinking about expectations and necessary pre-requisites, including allowing for mutual selection. If done well, selection improves the likelihood of retention after “investment”. Good selection improves the likelihood that training, coaching, and supervision will result in implementation. Consideration should be given to who is best qualified to carry out the practices due to the needed skill set as well the desired characteristics for the role the person will serve (e.g., commitment to shared goals, willingness to learn, etc.)

Training

The purpose of Training is to support “buy-in”, knowledge acquisition, and skill development. Training must be timely (e.g., training occurs before the person attempts to or is required to use the new program or practice), is grounded in theory of adult learning, and skill-based. Pre and post data as well as outcome data should be collected and analyzed. Trainers should be trained and coached, and fidelity measures collected and analyzed (e.g. schedule, content, processes, qualification of trainers).

Supervision and Coaching

Coaching is designed to ensure fidelity in the implementation of a given initiative or assignment. Coaching helps to develop and sustain clinical and practice judgment. Coaching provides feedback to selection and training processes, and uses multiple sources of information for feedback.

Performance Assessment

Performance Assessment is intended to measure fidelity and to ensure implementation. It reinforces staff and builds on strengths. It gives feedback to the organization on the functioning of recruitment and selection practices, training programs (pre and in-service), supervision and coaching systems, and interpretation of outcome data. It is the formative assessment of the system.

Decision support data systems

Decision support data systems are the organization's processes for systematically collecting and using both process data, such as fidelity measures over time and across practitioners, as well as outcome data. Data also can be collected and used regarding the quality of the drivers. The purpose of the data system is not as a repository of information but as a source of information for decision-making and continuous quality improvement. The purposes are to make a difference for students, to provide information to assess effectiveness of educational practices, to analyze the relationship of fidelity to outcomes, to guide further program development and support continuous quality improvement, as well as celebrate successes.

Facilitative administration

Facilitative administration refers to support services and leadership that proactively looks for ways to make high quality work by practitioners feasible and routine. The organization provides leadership and makes use of a range of data inputs to inform decision making, support the overall processes, and keep staff organized and focused on the desired clinical and program outcomes. The purpose of administration that is facilitative is to ensure that all the Implementation Drivers are installed, available, integrated and of the highest quality with timely service provision to practitioners. Administration also aligns policies and procedures to facilitate the new way of work internally, and provides leadership in addressing changes needed in external systems.

Systems Interventions

Systems interventions are strategies to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioners. Such systems alignment and intervention is critical since even the best program or practice will not survive if the funding, regulatory, and policy climate is not hospitable. Systems can and do regularly trump programs. The goal of systems intervention is to identify and eliminate or reduce barriers or to enhance and sustain those policies and regulations that facilitate the work at hand. The purpose is to create an environment and a set of conditions that supports the new way of work. Also, agencies and communities within a state who are all implementing the same intervention should be pooling their knowledge and recommendations and developing collaborative approaches to identifying and addressing barriers and should be sharing facilitative practices.

Leadership

Designated leaders have the adaptive skills and the technical skills to support the work that must be done. Leaders identify, develop, and support the policies that must be changed or created to achieve the desired outcomes. Leaders have the necessary degree of technical knowledge about the program or practice to support it (i.e., they understand it). Leaders are also adaptive in responding to the changing dynamics of the environment around them while keeping a focus and commitment to sustaining the program or practice. Administration aligns policies and procedures to facilitate the new way of work internally, and provides leadership in addressing changes needed in external systems.