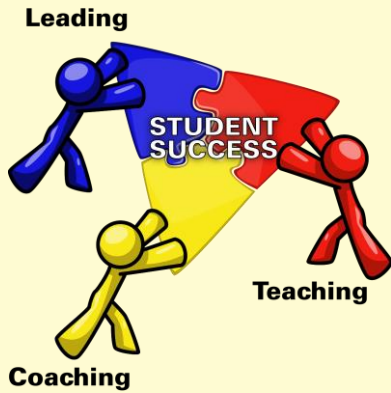


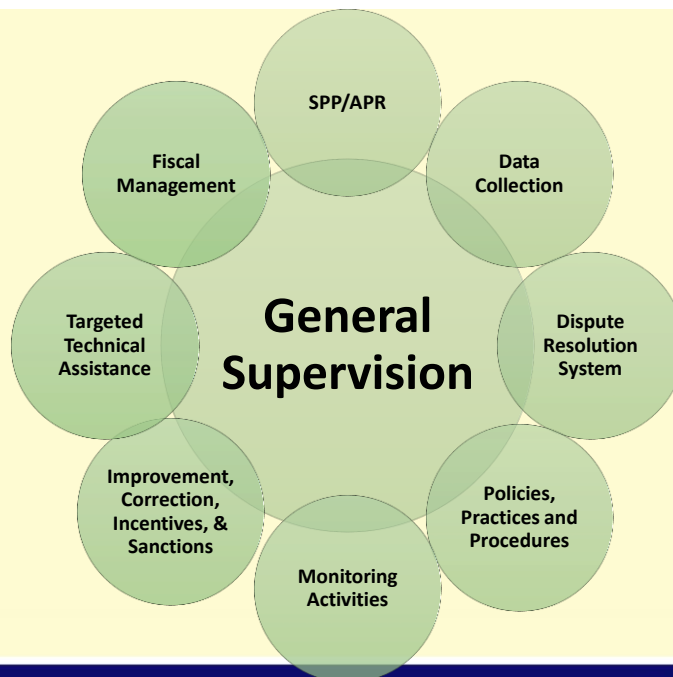
# School Improvement for Student Success Conference



## Evidence-based Practices in Reading and Math

Bridget Bilbro, Northeast Region Literacy Consultant  
Rick Powers, IDEA Outreach Consultant  
Exceptional Children Division, NC DPI

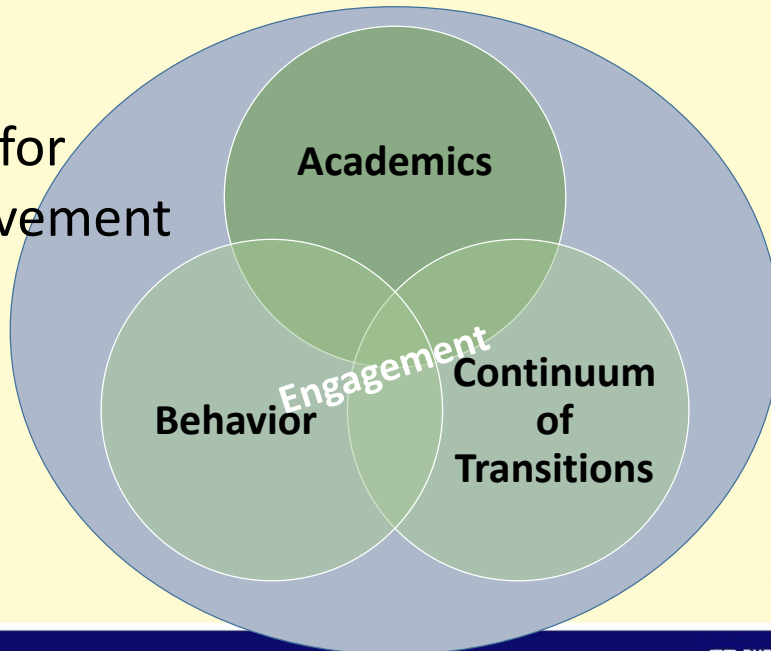
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SSIP:  
Focus for  
Improvement



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## This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

Engagement

### Academics

- Active implementation of evidence-based instruction, preK through secondary
- Local capacity building
- Technical and adaptive leadership
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

### Behavior

- Active implementation of evidence-based behavioral programming, preK through secondary
- Local capacity building
- Culturally responsive instruction
- Positive school/class climate
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

### Continuum of Transitions

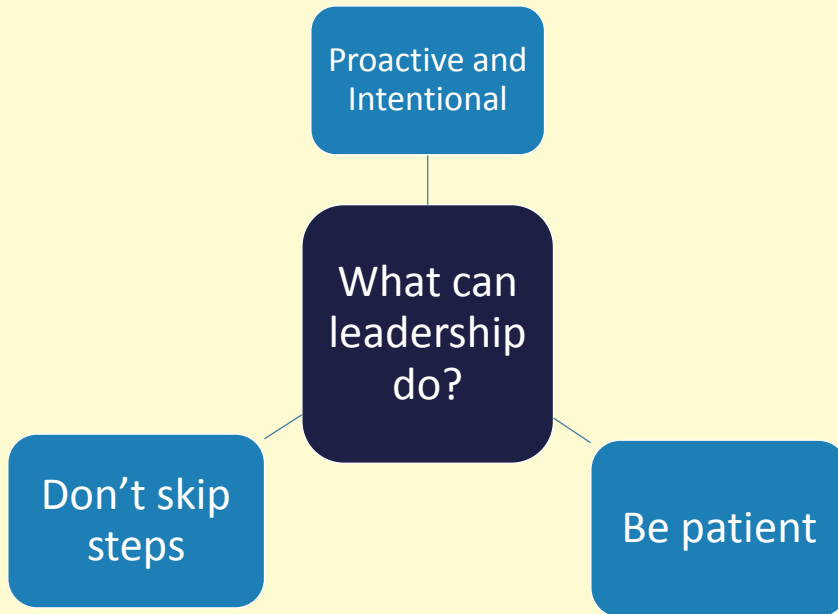
- Active implementation of evidence-based transition practices, preK to post-secondary
- Local capacity building
- Systemic and coordinated supports (including wraparound), preK to post-secondary
- Consistent attendance
- Extracurricular and/or employment opportunities
- Student, Family, Staff, and Community Engagement



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## This Work Takes Time

### School Culture

2-4 years

- Change...
- Practices
- Beliefs
- Behaviors
- System Structures

### Outcome Data

4-7 years

- Change...
- Standardized test
- Implementation dips



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## Change? Why?

### Fixed Mindset

What will I do with this information?

Will this change my current way of doing things?

### Growth Mindset

How does this information guide me in my current practice?

How do I transfer this into my existing practice?



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## Supporting a Growth Mindset

Are we on target with identifying your greatest needs?

What student data sources are being used to determine needs?

What level of support do you feel would be needed to achieve your identified goals?

Within your identified goals, what areas of strength exist that future change will be built from?

Development of a Communication Plan is critical...



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## Communication Plan

Ensures that communication is reaching the practice level and feedback is reaching the decision making level.

Focus is on how we are preparing stakeholders to do the new way of work.

Provides a consistent method for hearing from the practice level to determine what's working and what's not.

Provides us with a systematic method to determining next steps if a shift is needed.



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## Implementation Gap

Implementation is defined as *a specified set of activities* designed to put into practice an activity or program of **known dimensions**.



### Why Focus on Implementation?

“Students cannot benefit from interventions they do not experience.”

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Retrieved from: 2008 Performance Assessment (Fidelity) Coaching Training Selection Systems  
Intervention Facilitative Administration Decision Support Data System

## The Challenge

- Even when we adopt good science to help students

### ↗ Implementation Gap

#### ↗ Fidelity

#### ↗ Sustainability

#### ↗ System-Wide Capacity

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14% success in 7 years.

versus

80% success in 3 years.



## Implementation Teams: No Lone Ranger Here

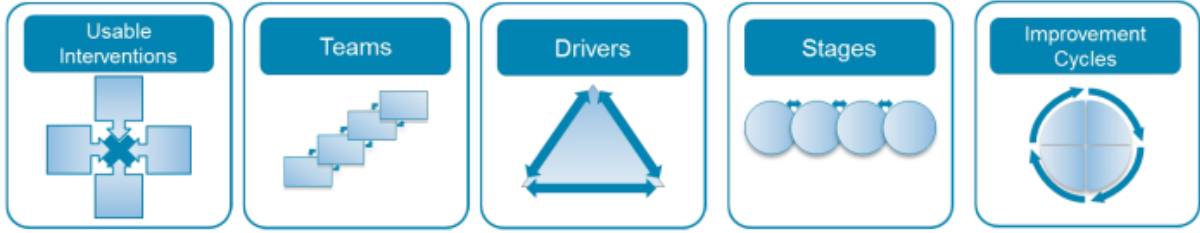
### Leading by Convening: A Blueprint for Authentic Engagement

- The influences on the decision-making process when stakeholders are *engaged in the planning* process.
- The Partnership Way of Leadership: "...requires that leaders...accept the value of bringing groups with authority and groups with influence together in a shared leadership strategy. This sty supports authentic engagement."

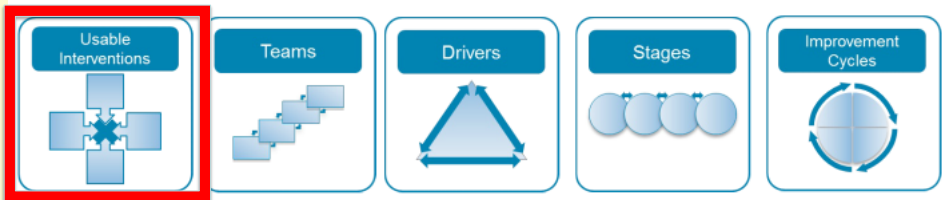


(The IDEA Partnership National Association of State Directors of Special Education, Inc., 2014)

# Active Implementation Frameworks



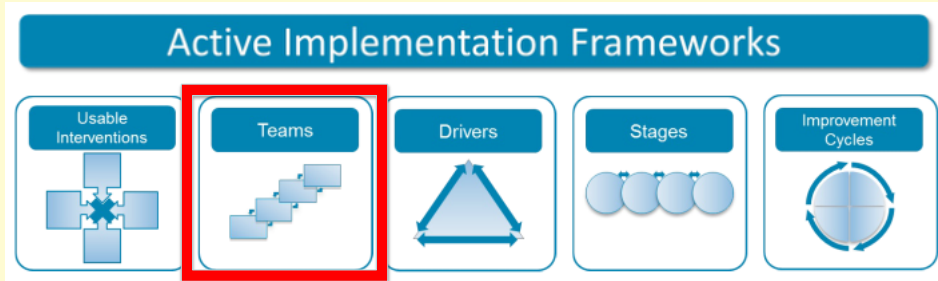
# Active Implementation Frameworks



Knowable, Usable, Doable







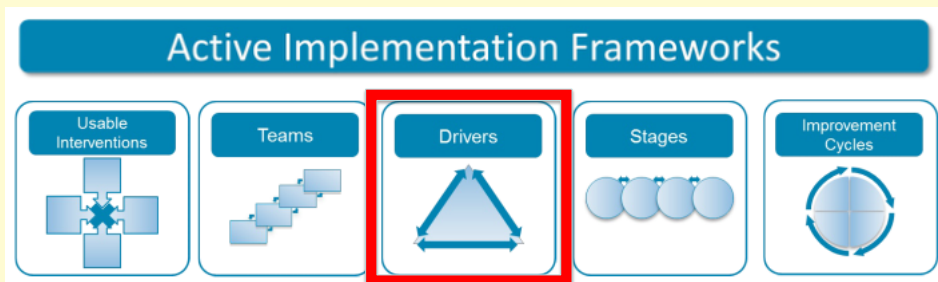
Knowable Usable Doable

Support full effective and sustained use of the intervention



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Knowable, Usable, Doable

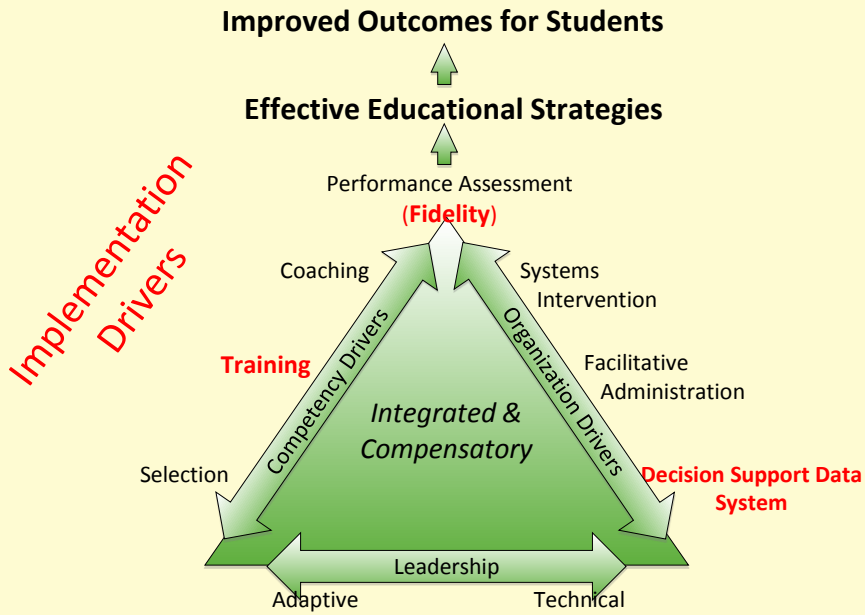
Support full effective and sustained use of the intervention

Key components of capacity that enable the success of the intervention

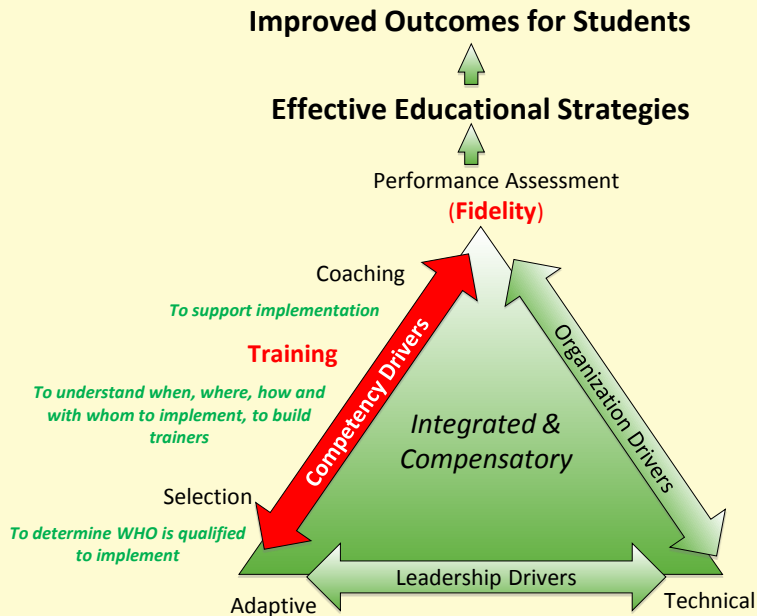


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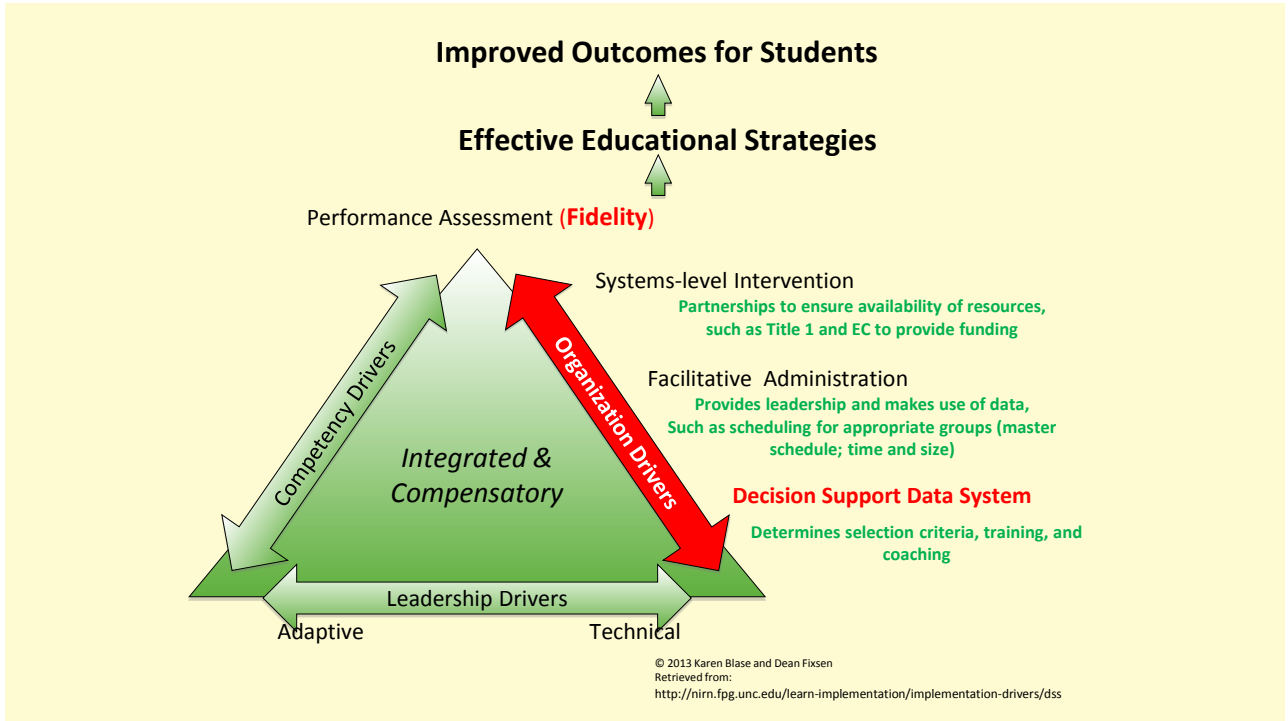
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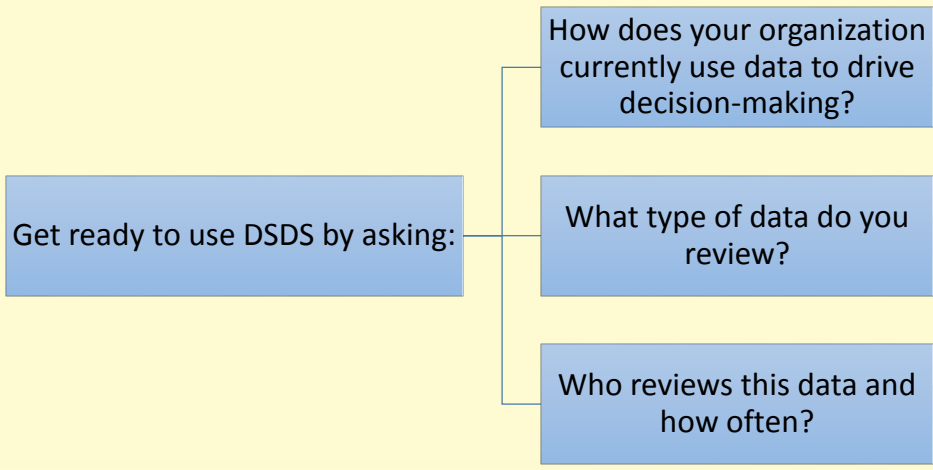
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<http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/dss>

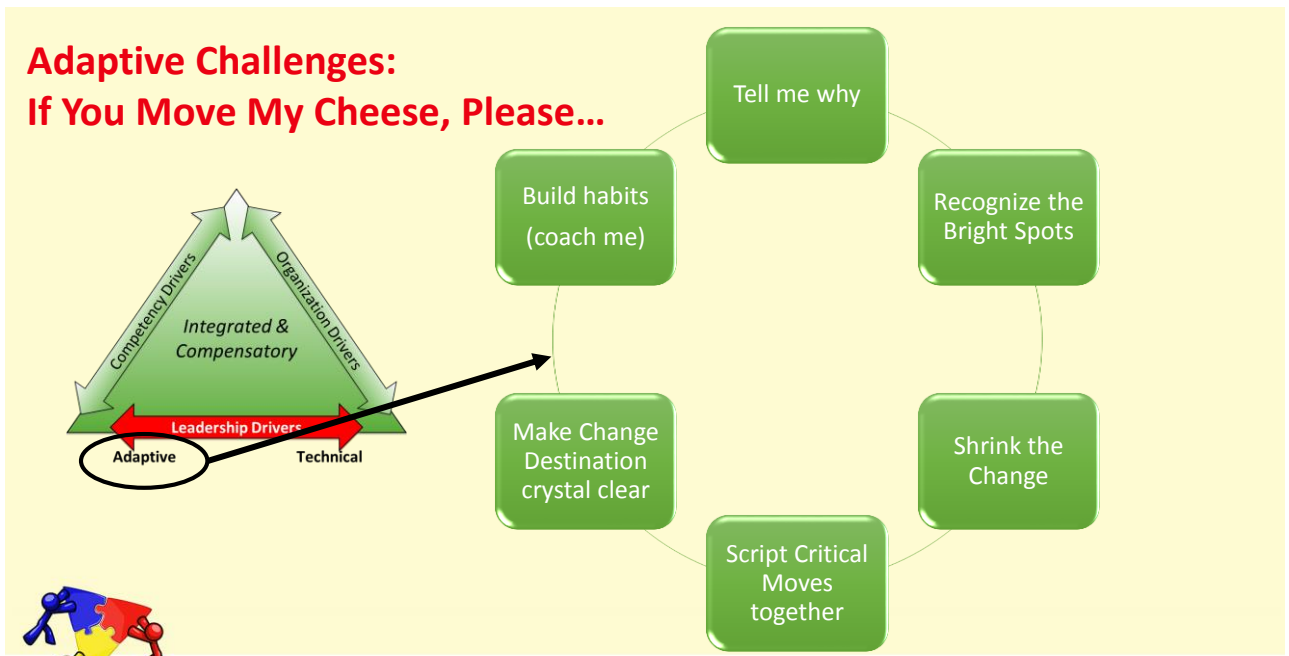
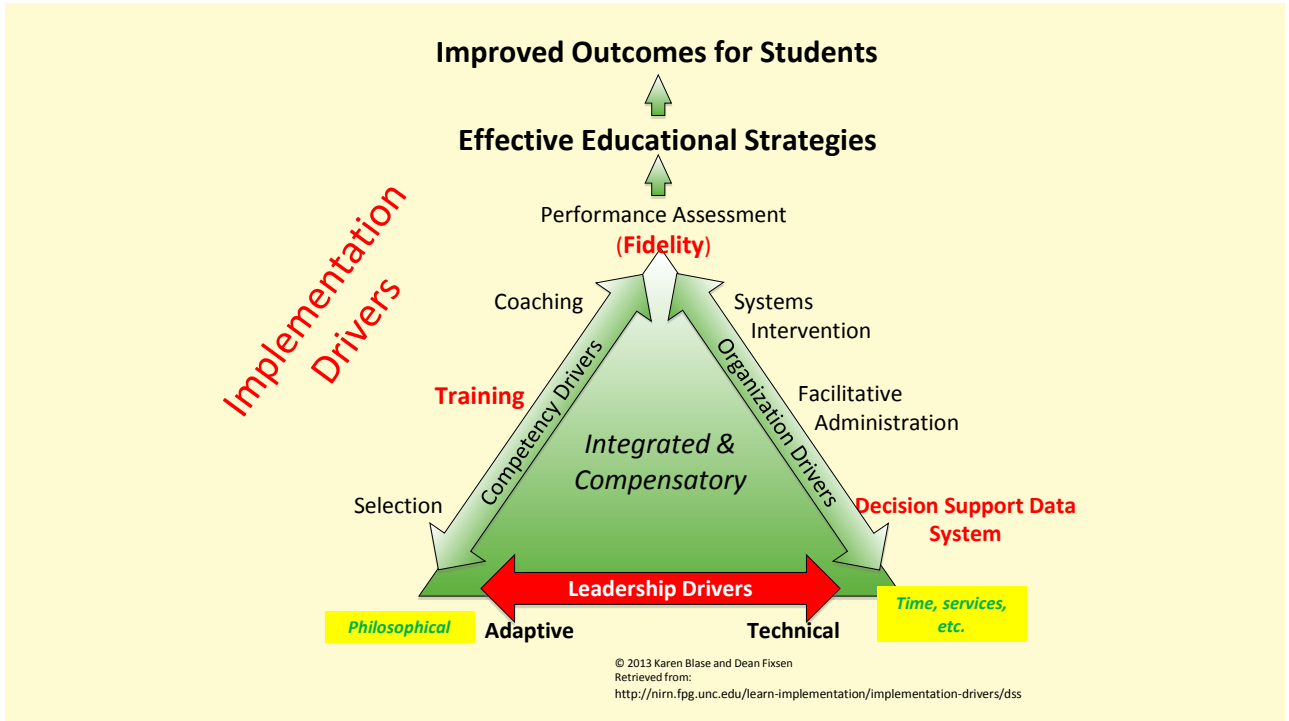


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<http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/dss>



## School Improvement Team EBP planning...





## How Great Leaders Inspire Action

### The Golden Circle



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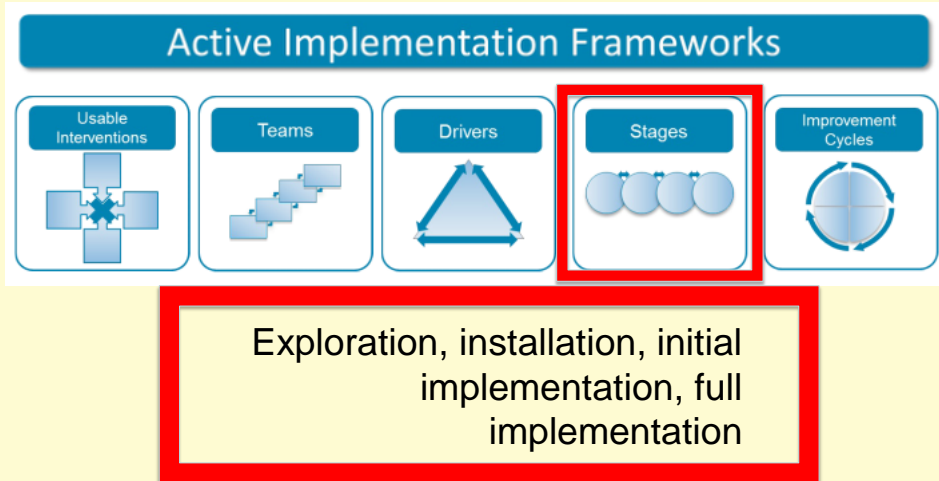
## Team Activity

1. Consider 1 Evidence-Based Practice that you are implementing within your building.
2. Discuss:
  - a. “How is it going?”
  - b. “How long have you been implementing?”
3. Based on the principles of the “Golden Circle,” identify what would be a logical next step, involving all stakeholder groups.

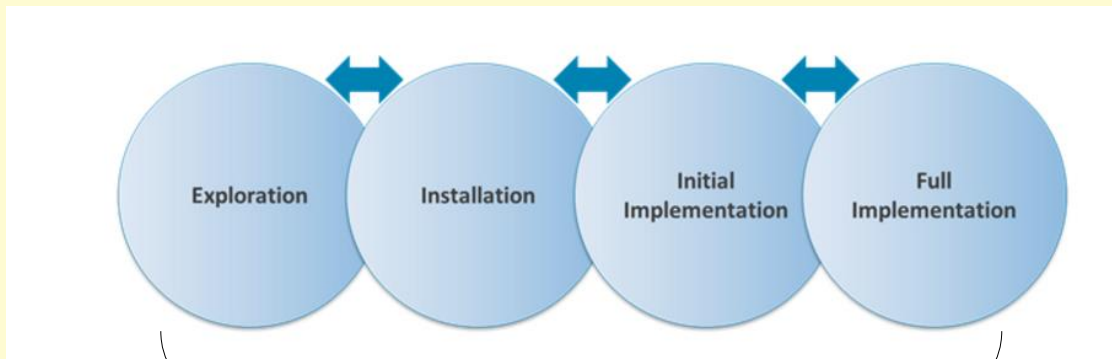


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## Implementation Stages



School Level Implementation takes 2-4 years

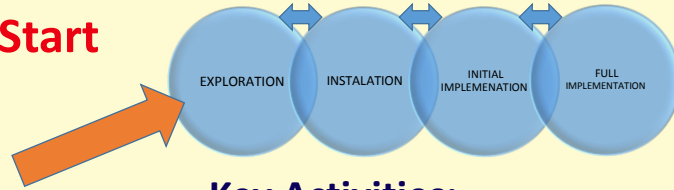


## A Great Place to Start

### Exploration stage:

Involves:

- Assessing the needs of students
- Identifying possible programs and practices to meet those needs
- Assessing the fit and feasibility of implementing and sustaining the identified programs



### Key Activities:

- Getting key stakeholders involved
- Forming an implementation team
- Identifying potential programs
- Core intervention components are identified and well operationalized
  - Core: existing evidence-based and evidence-informed practices.



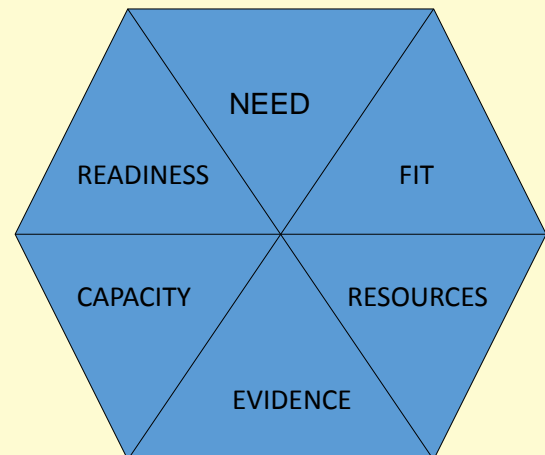
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## The Hexagon Tool

The Hexagon Tool surveys the following areas:

- **Need** of school
- **Fit** with current initiatives
- **Resources** and supports
- **Evidence**
- **Readiness** for Replication
- **Capacity** to Implement



<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-TheHexagonDiscussionCaptureTool.pdf>



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Blase, K., Kiser, L., & Fung (2012).  
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## Building Readiness For Implementation

### You Can Do It!

- How are you preparing your stakeholders to do the new way of work?
- Does the change require the development of new habits?

### Supports

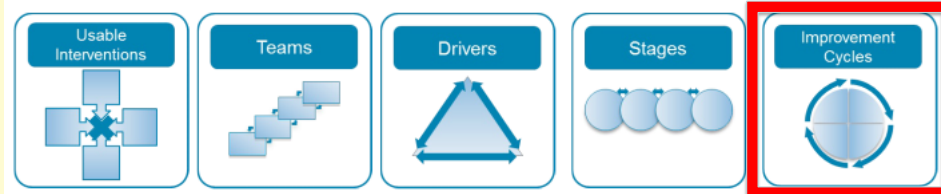
- ID existing habits that are working well (Bright Spots)
- Shrink the Change (start small/replicate)
- Develop Selection Criteria (staff and initiatives)



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### Active Implementation Frameworks



Exploration, installation, initial  
implementation, full  
implementation

Plan, do, study, act



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## 2014-2015 Proficiency Scores

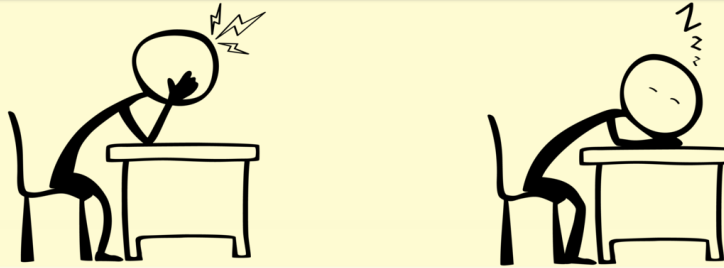
### Reading

- All NC SWD = 13.5% proficient
- **NC SIP SWD = 19.5% proficient**
  - **6% higher**

### Math

- All NC SWD = 13.0% proficient
- **NC SIP SWD = 18.3% proficient**
  - **5.3% higher**

“Students can’t benefit from interventions that they don’t experience.”



## How to Stuff: Evidence / Data-based Practice

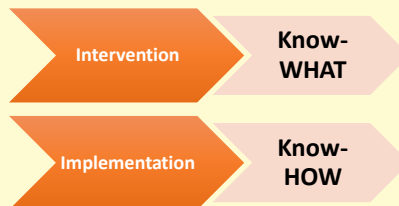


- Using interventions based on scientific proof of effectiveness
- Matching proven interventions to unique student needs
- Using data from student response to intervention to determine:
  - appropriateness of intervention
  - magnitude/rate of growth

(CEC Standards for Evidence-Based Practices in Special Education, 2014)



# “The Serum and the Syringe”

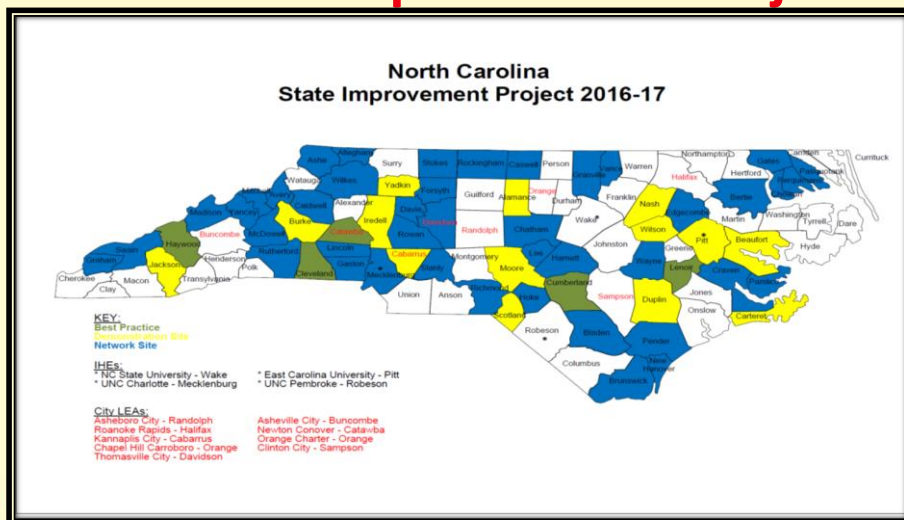


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Presented by Dr. Jean Fixsen Retrieved from: <http://www.nirn.org/>

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# NC State Improvement Project



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## Essential Goals Evidence-based Professional Development offered through NC SIP:

### Foundations of Math

- Increase understanding of the scientific research-based instructional principles
- Increase knowledge and skills for implementation of research-proven teaching strategies for students with **persistent Mathematical problems.**

### Reading Research to Classroom Practice

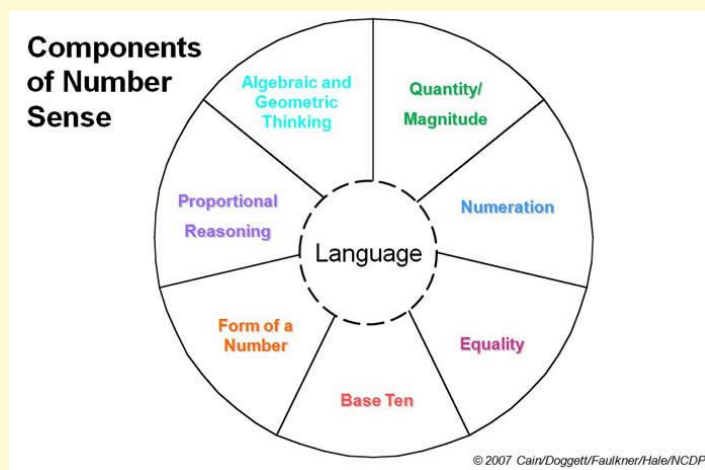
- To develop and enhance the instructional competencies of educators to effectively teach students with **persistent reading difficulties** through collection and analysis of **data**, selection and **implementation** of comprehensive research based instructional reading **practices** and interventions to improve student **outcomes.**



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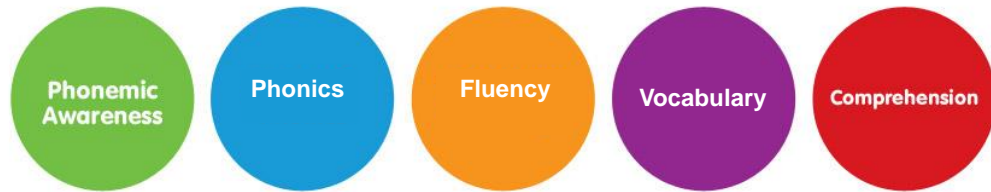
## Foundations of Math



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## What to Stuff.....The Big Five



Understand the nature of the reading difficulty



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### The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

#### LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURES**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

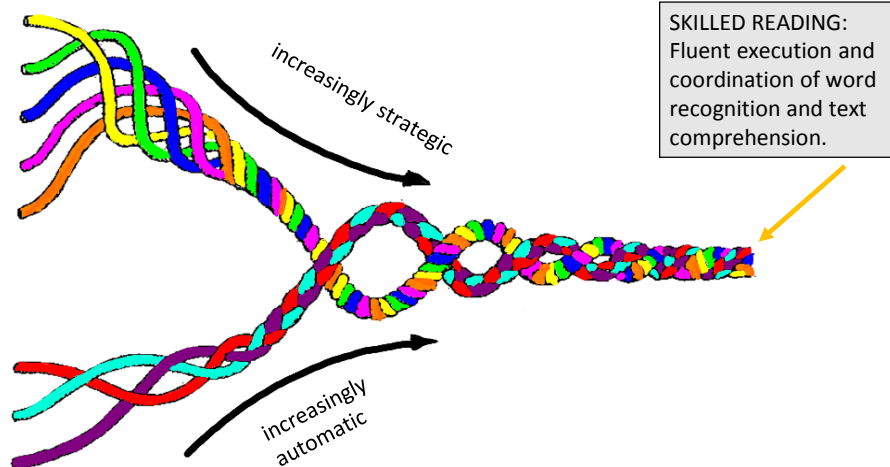
**LITERACY KNOWLEDGE**  
(print concepts, etc.)

#### WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING** (alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



## References

- Dobson, L., & Cook, T. (1980). Avoiding Type III error in program evaluation: results from a field experiment. *Evaluation and Program Planning*, 3, 269 - 276.
- <http://nirn.fpg.unc.edu/learn-implementation/implementation-defined>
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- <http://www.readingrockets.org/article/findings-national-reading-panel>
- Heath, C., & Heath, D. (2010). *Switch: How to Change Things When Change is Hard*. New York: Broadway Books.

