

Common Principles of Effective Practice (CPEP) and Implementation:
A Framework for Integrating Initiatives and Sustaining Evidence-based Practices

Core Implementation Components

What are core implementation components?

Core implementation components are strategies for improving and ensuring *competence* and *confidence* of individuals (e.g., teachers, coaches, administrators) and for aligning and improving *organizational and systems support* (e.g., school, district, state policies, regulations, funding). They are also known as *implementation drivers*. There are seven core implementation components which are grouped into four competency drivers and three organization drivers.

The *competency drivers* systematically attend to professional development to build competence and confidence and include:

- *Staff selection*
- *Training*
- *Consultation and coaching*
- *Evaluation of staff related to implementation* of the practice (to ensure fidelity)

The organization drivers promote hospitable environments for evidence-based educational programs and innovations and include:

- *Data-based decision-making* which includes collecting and using reliable and valid process data (fidelity) and outcome data (student academic and behavioral outcomes) to make decisions.
- *Facilitative administration* to create policies and procedures at the school and district level that promote high-fidelity implementation.
- *Systems intervention processes* to create a hospitable state education system (e.g. policies, procedures, and funding streams) designed to support, improve and sustain the new educational programs and practices.

Why are the core implementation components important?

Students cannot benefit from evidence-based programs and practices that they do not receive! While this seems obvious, the challenges of actually changing and sustaining new instructional practices, schools, districts and the state to support new ways of work can be daunting. Teachers and principals must receive the training, consultation, coaching and data they need to inform their instructional and behavioral practices. Schools, districts and the state will need to create new policies, procedures, positions, funding streams and data systems to support teachers and ensure that alignment. Purposeful attention to each of the seven core

implementation components can help improve the success of educational innovations and ensure that students receive the instructional processes and behavioral supports they need.

What are key elements of the core implementation components?

Each of the seven core implementation components has key elements that make it effective in helping professionals improve their practices and in helping systems support effective education initiatives. Many of the core implementation components (e.g., selection, training, coaching) sound familiar to educators and administrators. What may be different is that they are each viewed through an implementation lens. That is, how is each core implementation component used to improve confidence, competence, and the organizational and systems environment? Below are some examples for each component as viewed through an “implementation lens.”

<p><i>Staff Selection (e.g., of first cadre of teachers)</i></p>	<ul style="list-style-type: none"> • <i>Behavioral vignettes and behavior rehearsals are employed (vs. role playing).</i> • <i>Assessment of ability to change one’s own behavior based on feedback.</i>
<p><i>Training</i></p>	<ul style="list-style-type: none"> • <i>Qualified rehearsal leaders are used who are both content and process experts.</i> • <i>There is a pre-post test to evaluate the effectiveness of the training event.</i>
<p><i>Consultation and Coaching</i></p>	<ul style="list-style-type: none"> • <i>There is a written coaching/ consultation service delivery plan.</i> • <i>Coaches are held accountable for meeting plan specifications.</i> • <i>Coaches use multiple sources of information to provide feedback and promote reflection.</i>
<p><i>Evaluation of Staff (Fidelity)</i></p>	<ul style="list-style-type: none"> • <i>Fidelity measures correlated with positive outcomes are available and used to monitor and improve implementation quality.</i>
<p><i>Data-Based Decision-Making</i></p>	<ul style="list-style-type: none"> • <i>Reliable, standardized protocols for collecting student and teacher data.</i> • <i>Data collection is built into teaching and school routines.</i>
<p><i>Facilitative Administrative Practices</i></p>	<ul style="list-style-type: none"> • <i>Each school has an integrated leadership and implementation team.</i> • <i>Each district has a leadership and implementation team.</i> • <i>Teams revise policies and procedures to support the new way of work.</i>
<p><i>Systems Intervention</i></p>	<ul style="list-style-type: none"> • <i>Leadership and implementation team members engage and nurture multiple “champions” and “opinion leaders.”</i> • <i>Barriers are objectively documented and “barrier busting pilots” are proposed and evaluated.</i>

What are some key systems change requirements with respect to core implementation components?

Each core implementation component will require teams at various levels (e.g., schools, districts, state) to think through how the key elements and functions of the core implementation components will be funded, who will be accountable for quality, and how integration will be achieved. Often, this means ensuring that the functions are built into current job descriptions or that new positions are funded (e.g., coaching, mentoring, data collection). In addition, there will need to be feedback loops established to identify and communicate systemic barriers that need to be addressed at multiple levels. Rating scales or checklists can be developed and used to evaluate the extent to which each component is used to support implementation and sustainability.

How are the core implementation components woven together?

Selection, training, coaching and fidelity and outcome data are not “siloes” activities and are most effective when they operate in an integrated manner. The overall purpose of the core implementation components or drivers is to focus attention on the effective implementation of the educational practice or innovation. For example, the first cadre of teachers to use a new reading approach is trained on the approach, then receive coaching from individuals who are both fluent in the new approach and in coaching processes. The fidelity data is then viewed as the outcome data for coaching and also provides information about the quality of the selection and training processes. In addition, data from each component can be used to inform the next.

For example, the pre-post test results from training can be “fed forward” to coaches and mentors to help them understand the current knowledge and skill base of each person they are coaching or mentoring. The fidelity data can be fed back to trainers and coaches to point out areas that need more attention and those that benefited from the quality of the training and coaching. The components can also be used to compensate for one another. Weaknesses in the quality of training or outcomes from training for a given individual can be compensated for by coaching and the use of fidelity data to further improve performance.

References

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