

How to Take a Dynamic Approach to Sustainability

Caryn S. Ward

Sophia Farmer

State Implementation & Scaling Up Center of Evidence Based Practices



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





2023 OSEP Leadership and Project Directors' Conference



DISCLAIMER:

The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. 1221e-3 and 3474)

Sustainability

When you hear the word sustainability,
what comes to mind?



Comprehensive Definition

Five key constructs that describe individual and organizational sustainability.

- (1) after a defined period of time,
- (2) the program, practice, strategy and/or implementation strategies continue to be delivered and/or
- (3) individual behavior change (i.e., teacher, student) is maintained;
- (4) the program/practice/strategy and individual behavior change may evolve or adapt while
- (5) continuing to produce benefits for individuals/systems.



Perspectives to Consider

- **Linear Perspective:** sustainability is considered more of an outcome or reaching a final stage

*What is the risk of considering sustainability
as an outcome or final stage?*



Risk of Linear Perspective

Linear Perspective: When sustainability is considered an outcome or a final stage, we risk...

- Strategy not being the best fit it can be
- Strategy doesn't account for context
- Strategy becomes hard to implement



Another Perspective: Dynamic

- **Dynamic Perspective:** views sustainability as a process that considers adaptations or modifications in the implementation process, as well as the context and system interventions. It supports building adaptive capacity for the implementing bodies to make changes based on need.

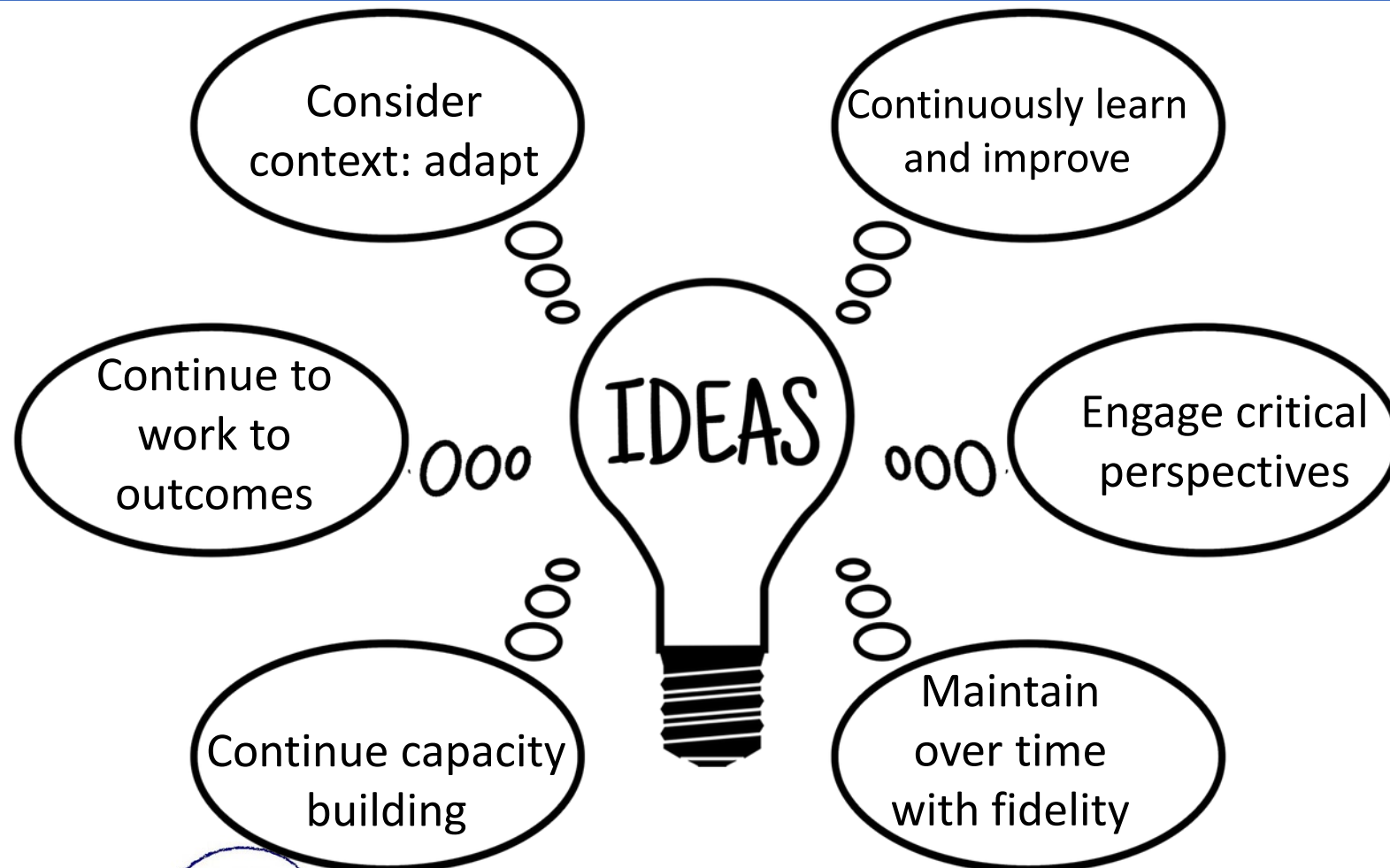


Benefits of Dynamic Approach

- Ongoing process
- Responding to need
- Intentional adaptations
- Considers context
- System intervention
- “Adaptive capacity”
- Challenges as a process



Key Takeaways – Ideas



Reflection

Think (2 min):

- What constitutes sustainability?
- What are some key considerations for sustainability?

Pair: (10 min.)

- What are some strategies you are using to get your teams to sustainability as defined?

Share: (5 min)



Sustainability: Implementation Planning

Within our implementation planning, monitoring and adjusting are critical for sustainability:

Monitor / Evaluate

- How is our implementation going?
 - What went well?
 - What could be improved?
- Are we seeing results?
 - How did the data compare to predictions?
 - What did you learn?
 - What surprised you?

Adjust plan

- Do the results so far warrant adjustments?
 - Do the results so far warrant adjustments to the plan? Why or why not?
 - What changes need to be made?
 - What adaptations are needed?
 - Are you confident that you should expand the size/scope of test?



Types of Data

- Fidelity/Integrity: Extent to which a program or practice has been implemented as intended
 - Examples: *Observation, Self-Report, Product Reviews, Interviews*
- Impact: Impact of a practice or program
 - Examples: *Achievement, behavior or skill use, teacher retention, knowledge, beliefs or perception*
- Process/Effort: Administration of a program or practice
 - Examples: *Enrollment, reach, scale, cost, staffing, training effectiveness*



Connecting Implementation Data & Street Data

Examples of Street Data

(Safir & Dugan, 2021)

<i>Artifacts</i>	<i>Stories/Narratives</i>	<i>Observations</i>
Student work	Empathy Interviews	Equity participation tracker
Video of performance	Focal student case study	Nonverbal observation transcript
Audio recording of discussion	Staff meeting comment cards	Meeting observation notes
PL Agenda	Listening campaign quotes	Instructional coaching transcript



Sustainability: Implementation Planning

How will we use the data you are reviewing in “monitor and adjust” (including street data) to:

- Maintain use of the strategy over time
- Make sure the strategy can keep being implemented
- Maintain changes in the implementer’s action to use the strategy
- Evolve or adapt the strategy as necessary
- Continue to produce outcomes



Let's Practice!

After completing a year of implementation, the Happy Valley School district engaged in facilitated conversation with a MI Improvement Facilitator to review their Implementation Plan, with fidelity and outcome data.

The HVS district's goal is to implement high quality teacher practices in Grades 6-8 in the near future.

They are reviewing data to determine what needs to be improved and plan for sustainability and spreading.

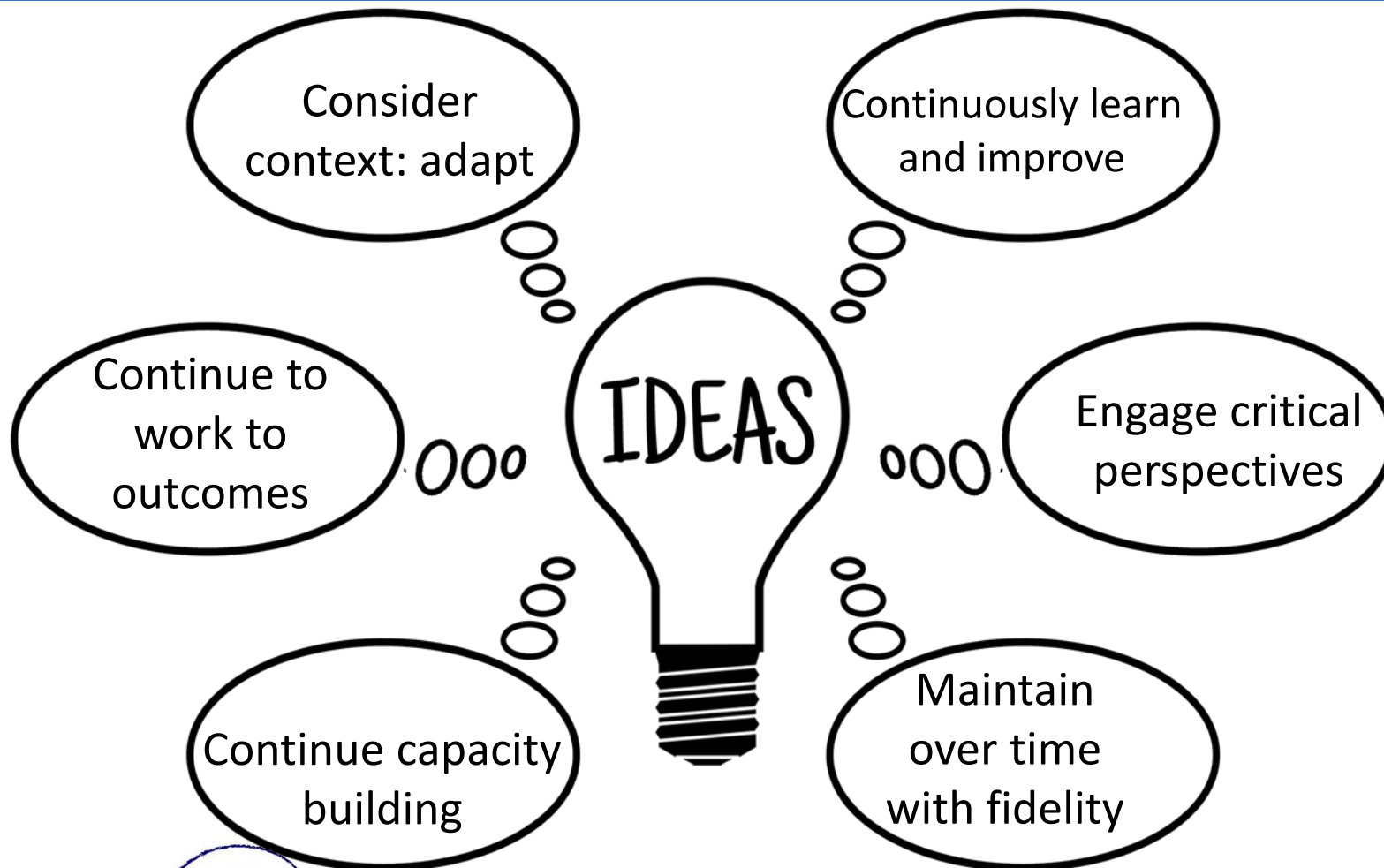


Let's Practice!

- District Teams are tasked with reviewing the implementation data on the handout.
- You are charged with facilitating the district team to begin planning for year 2 of implementation.
 - Revise K-5 implementation
 - Begin Readiness planning for 6-8
- What **QUESTIONS** would you ask to see if the team can identify who is sustaining the practices (or not)?
- What **QUESTIONS** would you ask the team to see if the district is *ready to spread*?
- How could the knowledge of **TEAMS** at all levels be leveraged?
- What **DATA** would you prompt the team to examine?
- How could effective **FEEDBACK LOOPS** be established to support sustainability and spread?



How did your thoughts align with the key ideas?



Resource Spotlight

- SISEP TA Center:
 - <https://sisep.fpg.unc.edu>
 - <https://implementation.fpg.unc.edu>
- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>





2023 OSEP Leadership and Project Directors' Conference



DISCLAIMER:

The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. 1221e-3 and 3474)