



**SIG Cohort 3**

# Sustainability and Implementation Science





## Learner Objective

- Apply understanding of implementation science and sustainability practices to SIG planning and implementation





# Why Sustainability?

A charismatic principal ***turns around*** an underperforming school – then sees all her work ***unravel within months*** of her subsequent promotion to the central office.





# Why Sustainability?

The principal of a magnet school boosts his institution's reputation by attracting top students from across the city; meanwhile, the neighborhood school's ***test scores plummet*** as the magnet school steals its best students.





# Why Sustainability?

Teachers in a high school watch *four principals* pass through their school in six years and conclude that they can easily *wait out* all future principals and their *change agendas*.





# What is Implementation Science?



<http://vimeo.com/21174237>





# Exploring the Research

## 3-Part Structure

- Independent Study of the Research
- Team Discussion
- Whole Group Share-out





# Research Materials – Independent Study

- 1. Read Primary Text:** *Emerging and Sustaining Practices for School Turnaround (pgs. 1-12)*
- 2. Explore Secondary Resources:** *State Implementation & Scaling-up of Evidence-based Practices Center and NIRN (link)*
- 3. Peruse Second-Phase Resource:** *MTSS Project Leadership Rubric (I/C Map)*
- 4. Make connections with the note-taking tool**





# Make Connections

## Connections to the Research

- What connections do you make between the practices discussed in the **Emerging and Sustaining Practices for School Turnaround Article** and your team’s SIG implementation?
- Based on the combined research, what are critical components for sustainability?
- How does implementation science support sustainability?

*Key Word / Question / Interesting Citation from the Research*

*My Thoughts / Why this resonated with me / The connection I made between this and the guiding questions*

**Example A**

Sustained turnaround in A.G. schools – a tiered approach to improving teachers’ instruction – identify specific need –guidance & feedback

**Example A**

What do we have in place to do this? Do we have a process for this? Are we using the process? What systems beyond universal professional development?





# Make Connections

## Connections to the 5 Essentials & the Rubric

- What connections do you notice between the combined research and the practices you know to be within the 5 Essentials?
- Which indicators on the rubric are most relevant to your team’s SIG implementation?
- Within those relevant indicators, where on the rubric would you rank your team regarding your SIG implementation?

*Key Word / Question /  
Interesting Citation from the  
Research*

**Example B**

Schools that have not developed a positive school climate, are not having success

- New routines
- Shared expectations

*Why this resonated with me /  
the connection I made between this and the guiding questions*

**Example B**

Makes me think... What is a positive school climate? Do all adults as well as students at our school perceive a safe and supportive environment? How do we know? What can we do?





# Research Materials – Independent Study

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# Team Discussion

**Share your findings with your teammates.**

- What are the **implications** for your work in **SIG**?
- What are your **big *take-aways***?





# Team Discussion

## Consider:

Based on the combined research, what are **critical components** for **sustainability**?

How does **implementation science** support sustainability?

What **connections** do you make between the **practices** in “Emerging and Sustaining Practices for School Turnaround” and your **SIG**?





# Team Discussion

## Consider:

Which indicators on the *rubric* are most relevant to your team's *SIG implementation*?

Where do you feel these resources, your *SIG plan*, and the *5 Essentials* intersect?





# Steal Game

- A spokesperson from “Team Awesome” stands and *shares a take-away*.
- If you like a take-away, raise your hand and *shout “Steal!”*
- The spokesperson *cites the source* of take-away.
- *Repeat* process with all teams.



# Reflection

