# Introductions

**Manuelito Biag**
Managing Director
Center for Postsecondary
Innovation

**LaRena Heath**
Director
Professional Education
Offerings

# Icebreaker Activity (3 min)

1. Find a friend. Introduce yourself: Name? Where are you from? Why are you here?

2. Share your answer to this prompt →

Why don't all good ideas get taken up?

What might be some obstacles?

3

# Session Objectives

1. Distinguish between implementation, spread, and scale

2. Locate where the concepts of implementation, spread, and scale apply in the arc of an improvement journey

3. Understand how the distinction between spread and scale have implications for practice

4. Identify common obstacles to spreading and scaling changes

5. Identify influential levers to use to accomplish spread or scale

# Some Community Agreements

- Stay curious

- Make space, take space for questions

- Embrace non-closure

- Make new friends

**"Educational equity** means that each child receives what they need to develop to their full academic and social potential."

(National Equity Project)

Carnegie Foundation
for the Advancement of Teaching

# Our current systems perpetuate inequities by design

Carnegie Foundation
for the Advancement of Teaching

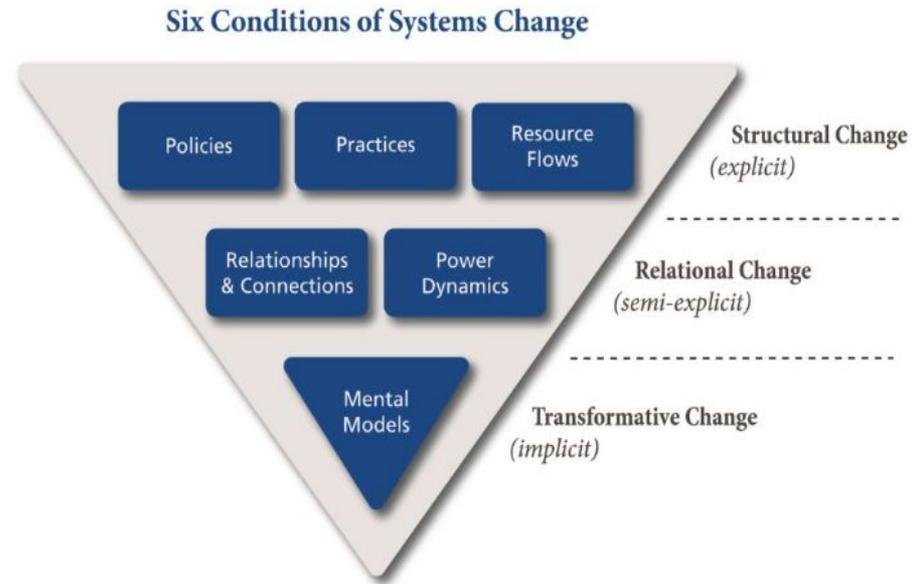"Every system is perfectly designed to get the results it gets."

-Paul Batalden

**Carnegie Foundation**
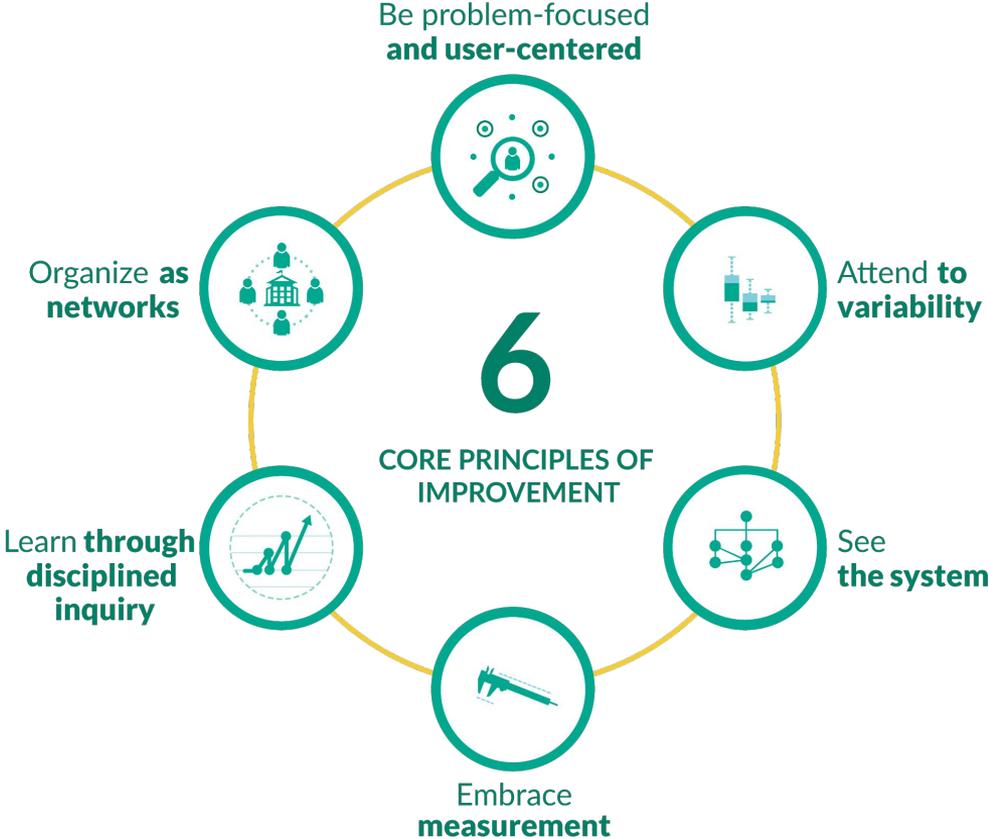for the Advancement of Teaching

# The "Water of Systems" - What are the Key Levels and Elements?

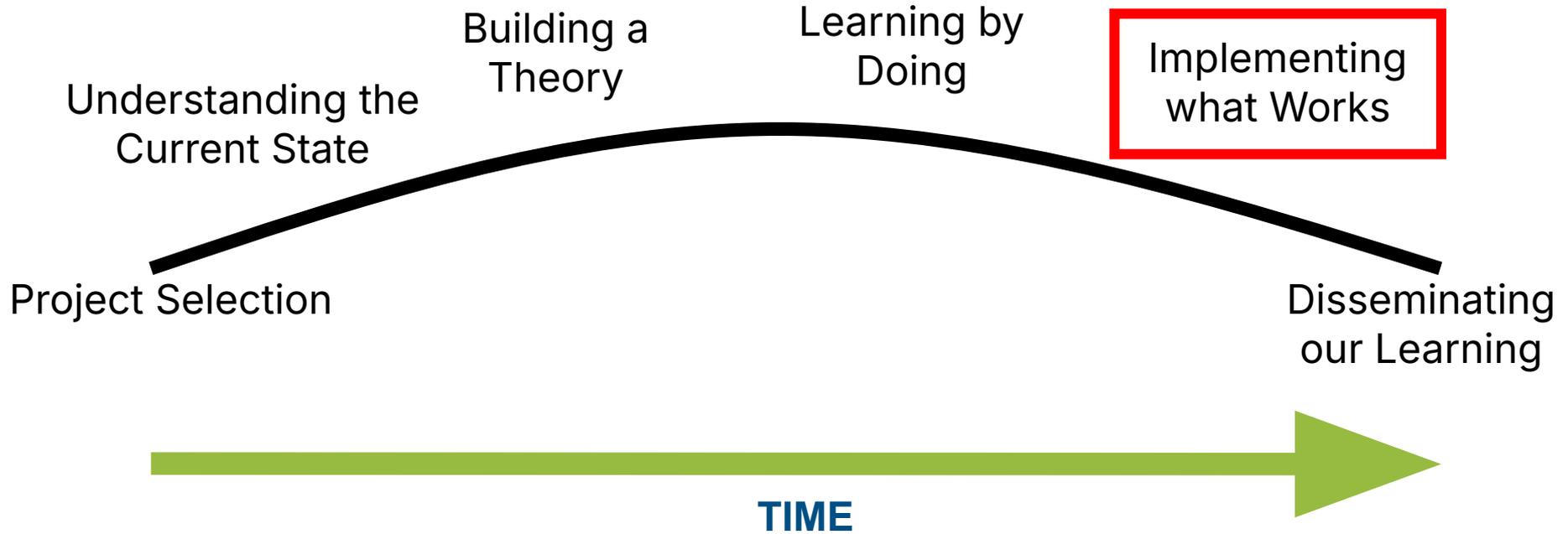To change the design of the system, what needs to change?

- **Structural changes** (explicit changes):
  - Policies, practices, resource flows

- **Relational changes** (semi-explicit):
  - Relationships & connections, power dynamics

- **Transformative** (implicit):
  - Mental models



Six Conditions of Systems Change

Policies · Practices · Resource Flows

Structural Change (explicit)

Relationships & Connections · Power Dynamics

Relational Change (semi-explicit)

Mental Models

Transformative Change (implicit)

# Improvement Principles are Useful When Redesigning a System



Be problem-focused **and user-centered**

Attend **to variability**

See **the system**

Embrace **measurement**

Learn **through disciplined inquiry**

Organize **as networks**

**6**

**CORE PRINCIPLES OF IMPROVEMENT**

# Changing Systems: An Improvement Journey



Understanding the Current State

Building a Theory

Learning by Doing

Implementing what Works

Project Selection

Disseminating our Learning

**TIME**

# When are you ready to implement "what works"?

# Staff Readiness to Make Change

| Current Situation | | Resistant | Indifferent | Ready |
|---|---|---|---|---|
| Low Confidence that change idea will lead to Improvement | Cost of failure large | Very Small Scale Test | Very Small Scale Test | Very Small Scale Test |
| | Cost of failure small | Very Small Scale Test | Very Small Scale Test | Small Scale Test |
| High Confidence that change idea will lead to Improvement | Cost of failure large | Very Small Scale Test | Small Scale Test | Large Scale Test |
| | Cost of failure small | Small Scale Test | Large Scale Test | Implement |

*We have high confidence that the change will lead to improvement*

*The cost of failure is small*

*And our staff is ready to make the change!*

*Let's implement!*

Langley et al. (2009)

# Are We Ready to Implement?

On your journey, you have reached the point where you...

1. Have high confidence that the change will lead to improvement because you've tested and collective evidence in your system

2. Estimate that the cost of failure is small

3. Perceive the staff is ready to make the change

Now, you are **ready to implement**. So, you are...

**Ready to spread?**

**Ready to scale?**

**Wait, what's the difference?**

# Is It SPREAD or SCALE?

- Commonly, these are terms that are used interchangeably, and in practice they can often blur

- In the quality improvement literature, SPREAD and SCALE have technically-different definitions

- Recognizing how these concepts are distinct can help us be more intentional in how we implement change

# Defining SPREAD & SCALE

| SPREAD |
| --- |

Focus is on <u>replication of practice</u>

*The dissemination of new ideas that have been successfully implemented locally across a broader range of contexts*

You might be facing a SPREAD problem if:
- ❏ New practice or intervention is proven to be effective
- ❏ New practice or intervention is readily available
- ❏ Individuals seem hesitant to take up the idea

# Defining SPREAD & SCALE

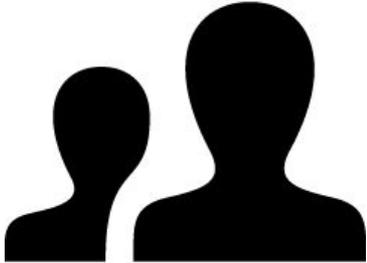| SPREAD | SCALE OR SCALE-UP |
|---|---|
| Focus is on <u>replication of practice</u><br><br>*The dissemination of new ideas that have been successfully implemented locally across a broader range of contexts*<br><br>You might be facing a SPREAD problem if:<br>❏ New practice or intervention is proven to be effective<br>❏ New practice or intervention is readily available<br>❏ Individuals seem hesitant to take up the idea | Focus is on <u>overcoming systems constraints</u><br><br>*Overcoming the institutional inertia and infrastructure issues that arise as new ideas spread to impact outcomes at the larger system level*<br><br>You might be facing a SCALE problem if:<br>❏ There is a constraint in the system that will make it difficult for people to enact change reliably<br>❏ Additional resources are needed to enact intervention<br>❏ Implementation requires new tools, knowledge, and/or behavior changes<br>❏ Systemwide policies, practices, and/or beliefs are impacting take up |

# BRIEF SMALL GROUP ACTIVITY

**Carnegie Foundation**
for the Advancement of Teaching

# Is it SPREAD or SCALE?

1. Find 2-3 partners nearby

2. Read through the scenarios

3. Decide whether the scenario describes a project dealing mostly with scale or spread

# Is it SPREAD or SCALE?

Two-thirds of fourth graders in the U.S. are not proficient in reading. Given this, a state passes a new policy requiring that evidence-based early reading interventions, which include phonics and decoding instruction, be used in all schools.

Two years after passing this policy, a report finds that evidence-based reading interventions are still not widely used across the state.

One contributing factor is the scarcity of educators equipped with the requisite skills and knowledge in the science of reading and direct instruction.

# Is it SPREAD or SCALE?

A school district implements a new phonics-based reading program in one elementary school and sees significant improvements in the reading skills of its students.

Impressed by the results, the district decides to implement the same program in all elementary schools within the district, which involves training teachers in effective reading strategies and providing updated classroom materials aligned with cognitive research.
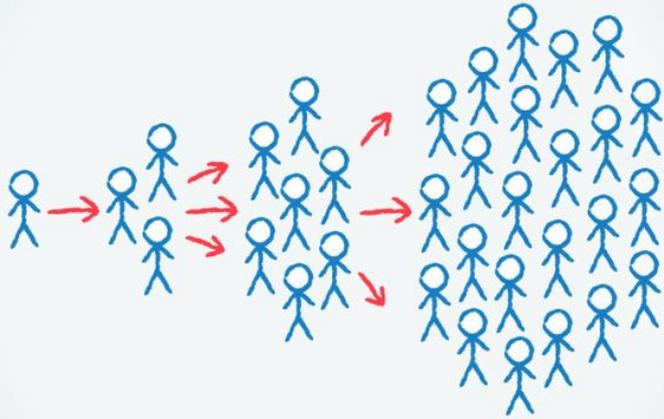
However, teachers seem reluctant to change their approach to reading instruction and implement this new program.

# CHALLENGES & INFLUENTIAL LEVERS

Carnegie Foundation
for the Advancement of Teaching

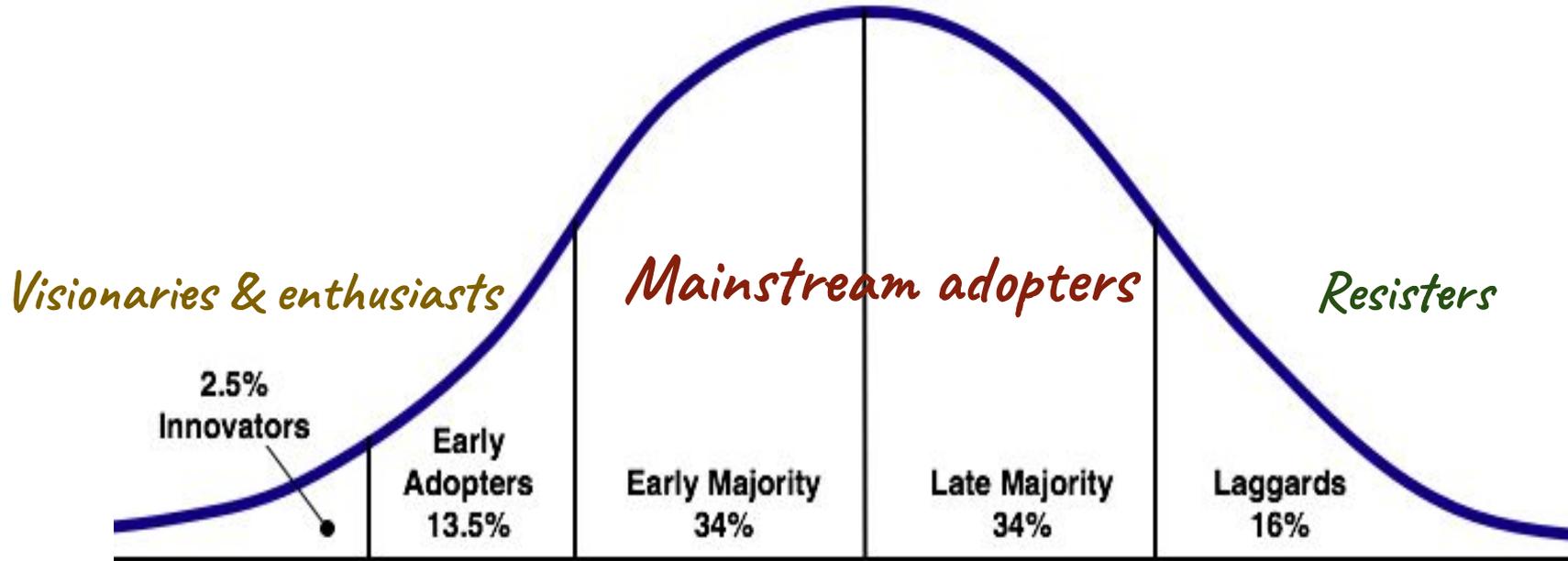# Why is it so difficult to **SPREAD** evidence-based interventions?

Spread requires changes in _practice_, not just ideas.

Practice includes:
- Behaviors
- Habits or routines
- Dispositions

# Diffusion of Innovation



Visionaries & enthusiasts          Mainstream adopters          Resisters

2.5% Innovators

Early Adopters 13.5%

Early Majority 34%

Late Majority 34%

Laggards 16%

Rogers (1995)

# People React to Change in Different Ways

- **Resistance:** an emotional or behavioral response to real or imagined threats to the work routine

- **Apathy:** feeling or showing little or no interest

- **Compliance:** publicly acting in accord with social pressure while privately disagreeing

- **Conformance:** a change in behavior or belief as a result of real or imagined group pressure

- **Commitment:** the state of being bound emotionally or intellectually to a course of action

Langley et al. (2009)

# Communicate, Communicate, Communicate

- Create the will
  - Push factors: Dissatisfaction with old way
  - Pull factors:  The new way is so much better

- Communicate why change is needed

- Communicate how the change will take place

- Get consensus on the resources needed

- Publicize well in advance to give people time to understand

Langley et al. (2009)

# Changing Practice is Changing Humans

- **Models**
  - Seeing is believing
- **Mindsets**
  - Perfectionism prevents trying new things
- **Motivation**
  - Prevention vs. Promotion Frames
  - Relevance is key for learning
- **Make room**
  - Failure to exnovate when we try to innovate
  - Scarcity/Zero Sum Thinking *(If I do x, then I have no time for y)*
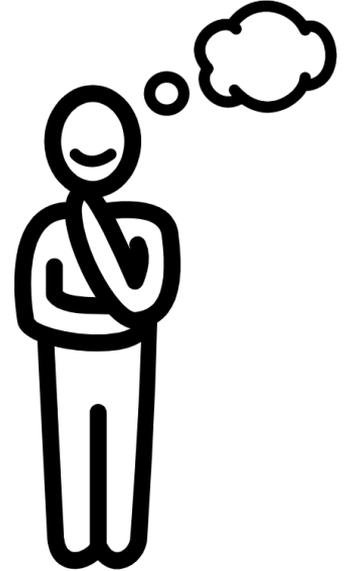
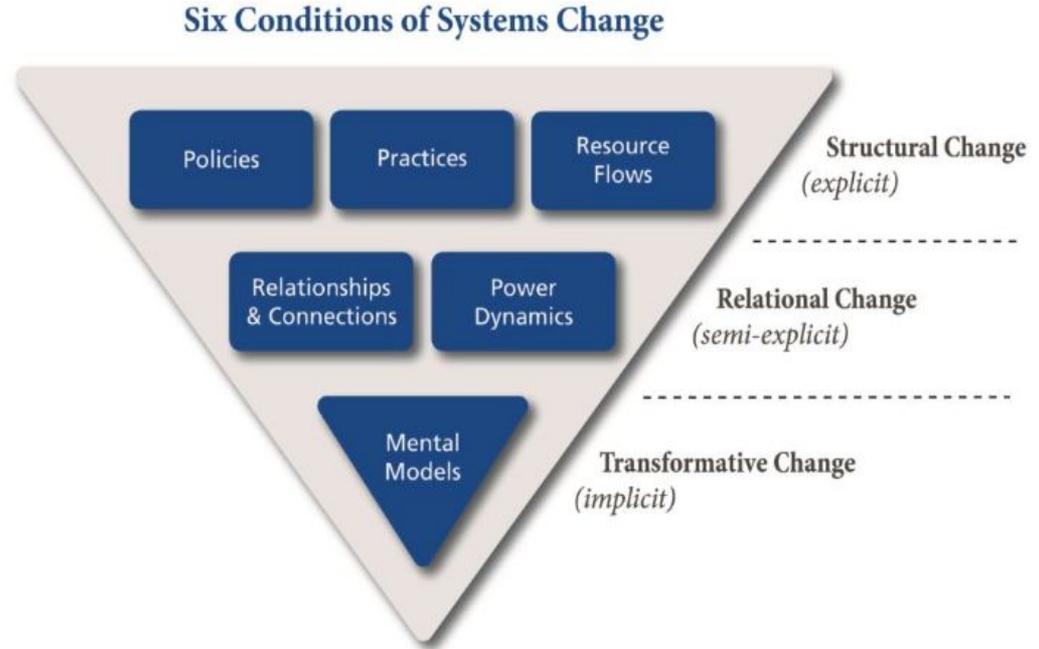# Why is **SCALE** so difficult?

# We Work in Highly Complex Systems



- New ideas encounter an existing complex system which maintains the status quo by the nature of its design
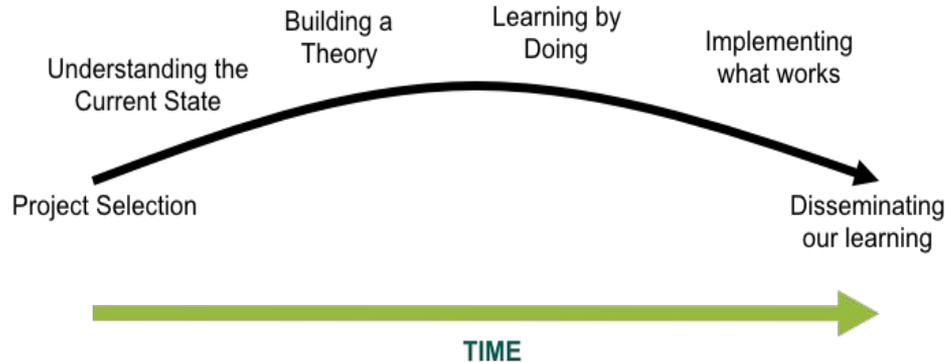
- Have to deal with system constraints

# Attend to the Complexity: See the System

Identify constraints and connected changes that may be...

- Structural
- Relational
- Transformative

**Six Conditions of Systems Change**

Policies | Practices | Resource Flows

**Structural Change** *(explicit)*

Relationships & Connections | Power Dynamics

**Relational Change** *(semi-explicit)*

Mental Models

**Transformative Change** *(implicit)*

# Attend to the Complexity: See the System



Understanding the Current State

Building a Theory

Learning by Doing

Implementing what works

Project Selection

Disseminating our learning

TIME

Teams adopting a change may need to move through their own arc of improvement (hopefully, faster) to understand and address **integration** associated with their current design in their specific context

Langley et al. (2009)

# Attend to the Complexity: See the System

- Understand **interdependencies** and attend to integrating changes

- Develop **standard work**

- Attend to common considerations for **theory of scaling**:
  - Professional learning
  - Connected measurement system
  - Documentation

- Recognize this is **long-term work**

**Remember: Changing practice is changing humans**

Langley et al. (2009)

# SMALL GROUP ACTIVITY

## STRATEGIES TO SUPPORT SPREAD & SCALE IN YOUR CONTEXT

Carnegie Foundation
for the Advancement of Teaching

## Part A: Defining the Challenge

| SPREAD | SCALE OR SCALE-UP |
|---|---|
| Focus is on **replication of practice** | Focus is on **overcoming systems constraints** |
| *The dissemination of new ideas, that have been successfully implemented, across a broader range of contexts* | *Overcoming the institutional inertia and infrastructure issues that arise as new ideas spread to impact outcomes at the larger system level* |
| You might be facing a SPREAD problem if: <br> ❏ New practice or intervention is proven to be effective <br> ❏ New practice or intervention is readily available <br> ❏ Individuals seem hesitant to take up the idea | You might be facing a SCALE problem if: <br> ❏ There is a constraint in the system that will make it difficult for people to enact change reliably <br> ❏ Additional resources are needed to enact intervention <br> ❏ Implementation requires new tools, knowledge or behavior changes <br> ❏ Systemwide policies, practices, or beliefs are impacting take up |

*Describe the challenge you are facing disseminating learning or implementing a new idea or practice.*

**IS IT SCALE OR SPREAD?**
(circle one)

**SPREAD**
*Complete Part B*

**SCALE**
*Complete Part C*

## Part B: Considering **SPREAD**

Spreading new ideas requires people to accept and adopt new ways of being and acting in their systems. People react to change in different ways – resistance, apathy, compliance, conformance, and commitment.

**Make a Plan: How might we encourage commitment to change?**
(Brainstorm ideas below.)

**Create the will for change in individuals and groups**
*How will you motivate people?*

**Communicate WHY the change is occurring**
*Why this change? Why now?*

**Provide information on HOW the change will take place**
*What kind of models will be helpful?*

**Get consensus on the resources and support that will be needed for the change**
*What might need to be removed?*

**Publicize the change in advance and let people have time to understand what is coming**
*What mindsets might you encourage?*
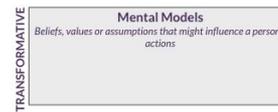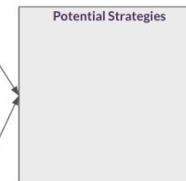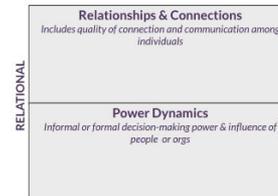
## Part C: Considering **SCALE**

Scaling can be difficult because new ideas encounter an existing complex system which maintains the status quo by the nature of its design. Overcoming the complexity of an existent system requires us to consider the structural, relational, and transformational changes that may be needed to get a new idea to work reliably with quality.

**Make a Plan: How might we attend to the complexity of the system?**

*Step 1: Assess System Conditions. What elements of the current system might impact implementing the change?*

*Step 2: Identify Strategies. What strategies can help address these constraints? Who needs to be involved?*

**STRUCTURAL**

**Policies**
*Rules, regulations and priorities*

**Practices**
*Key organizational and practitioner activities*

**Resource Flows**
*How money, people, knowledge, and information are distributed*

**Potential Strategies**

**RELATIONAL**

**Relationships & Connections**
*Includes quality of connection and communication among individuals*

**Power Dynamics**
*Informal or formal decision-making power & influence of people or orgs*

**Potential Strategies**

**TRANSFORMATIVE**

**Mental Models**
*Beliefs, values or assumptions that might influence a person's actions*

**Potential Strategies**

Adapted from The Water of Systems Change: Action Learning Exercise

# Implementing Literacy Training Across North Carolina Schools

**Background/Context**: NC enacted the Excellent Public Schools Act in 2021, which grounds literacy instruction in the science of reading. Legislators also allocated money to train educators in the "why" and "how" of the science of reading.

> ## INTERVENTION:
>
> Train NC Pre-K instructors, elementary teachers, instructional coaches, and administrators in **Language Essentials for Teachers of Reading and Spelling (LETRS)**.
>
> *\*LETRS involves 160 hours of study across eight units and takes two years to complete.*

Additional resources regarding implementation of LETRS training and evidence of impact: District plans impact how teachers feel about the LETRS training (EdNC); The 'Transformation is Real' as Science of Reading Takes Hold in N.C. Schools (The 74); Science of Reading Professional Development: A Quantitative Study in Two Rural First Grades

# Implementing Literacy Training Across North Carolina Schools

**One-Year Anniversary Reflections**

LETRS®

https://youtu.be/a6ItI0xIy_g

Describe the challenge you are facing disseminating learning or implementing a new idea or practice.

*We want to implement the LETRS training at our school to support teachers in utilizing strategies aligned to the science of reading. However, many teachers have set beliefs about students' capabilities and how to teach reading. The school also lacks the instructional materials to support new practices.*

**IS IT SPREAD OR SCALE?**
(circle one)

**SPREAD**

*Complete Part B*

**SCALE**

*Complete Part C*

# Considering Scale

**Make a Plan: How might we attend to the complexity of the system?**

**Six Conditions of Systems Change**



- Policies
- Practices
- Resource Flows

**Structural Change** *(explicit)*

- Relationships & Connections
- Power Dynamics

**Relational Change** *(semi-explicit)*

- Mental Models

**Transformative Change** *(implicit)*
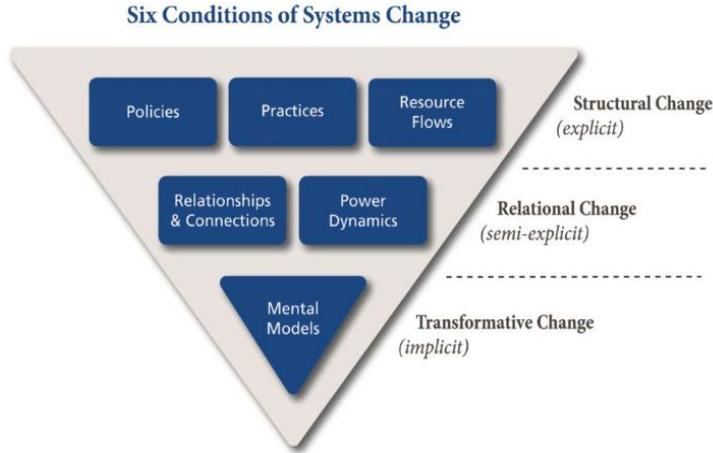
**Step 1: Assess System Conditions.** *What elements of the current system might impact implementing the change? (Consider how both the **organization's actions and your personal actions** have contributed to the conditions holding the problem in place.)*

**Step 2: Identify Strategies.** *What strategies can help address these constraints? Who needs to be involved?*

## STRUCTURAL

**Practices**
*Key organizational and practitioner activities*

PLC meetings

**Resource Flows**
*How money, people, knowledge, and information are distributed*

Current texts don't align to new instructional strategies

**Potential Strategies**

Leverage PLC meetings to provide rationale and support for new practices; purchase decodable texts for K-3 classes

## TRANSFORMATIVE

**Mental Models**
*Beliefs, values or assumptions that might influence a person's actions*

Teachers are used to current approach to teaching reading and think it's best; some teachers believe that some students are not "readers"

**Potential Strategies**

Invite teachers from nearby district to share about impact of LETRS training and impact on student outcomes; explicitly surface issues of equity during training

SYSTEMS FOR INSTRUCTIONAL IMPROVEMENT

Creating Coherence from the Classroom to the District Office

Paul Cobb, Kara Jackson, Erin Henrick, Thomas M. Smith, and the MIST Team

"She found that teachers who developed sophisticated visions and were provided with ongoing support to develop an ambitious and equitable vision of instruction did not develop the intended forms of practice unless they viewed their students from historically marginalized populations as capable of engaging in rigorous problem-solving. In other words, without productive views of students' mathematical capabilities, teachers were unlikely to develop ambitious and equitable instructional practices."

Cobb et. al (2018), p. 58

# Individual Reflection

*Consider a new, proven practice that you'd like to implement more broadly in your system.*

**Part A: Define the Challenge –** Would this be a spread or scale challenge in your context? What might you need to attend to first?

**Part B or Part C: Brainstorm Potential Strategies** – How might you encourage commitment to change or attend to system conditions?

# Triad Discussion

1.  **WHIP-AROUND:** Share the intervention or practice you identified and whether you saw it as more of a SCALE or SPREAD challenge.

2.  **DISCUSS:**

    a.  How did considering an implementation challenge from either a spread or scale perspective help you as you identified strategies?

    b.  As you reflect on this activity and consider strategies for spreading or scaling a new practice in your context, how might you attend to educational equity?

# Whole-Group Share Out

What intervention or practice did you identify? Did you see it as more of a spread or scale challenge in your context?

How might you attend to educational equity as you implement this practice?

# Some Key Takeaways

## Implementation checklist

❑ Learning by doing – Ensure you've undergone the necessary learning process through practical experience

❑ Readiness assessment – Assess your readiness before proceeding with implementation

❑ Confidence in change – Have high confidence that the proposed change will lead to desired improvements

❑ Cost of failure – Consider the potential costs of failure, both material and human

❑ Staff readiness – Evaluate the readiness and capacity of staff members to embrace and sustain the change

## Understanding Spread vs Scale

❑ Be intentional in your implementation strategy by discerning whether the challenge is mostly a spread or scale problem

❑ Identify key levers to facilitate reliable scaling of desired practices

❑ Guard against unrealistic expectations and "magical thinking" by grounding implementation efforts in practical considerations

# Session Objectives

1. Distinguish between implementation, spread, and scale

2. Locate where the concepts of implementation, spread, and scale apply in the arc of an improvement journey

3. Understand how the distinction between spread and scale have implications for equity

4. Identify common obstacles to spreading and scaling changes

5. Identify influential levers to use to accomplish spread or scale

# Keep In Touch

**Manuelito Biag**
mbiag@carnegiefoundation.org

**LaRena Heath**
lheath@carnegiefoundation.org

# Thank you for attending!

## Instructions for completing the session feedback survey:

Click on the **Survey Button** at the bottom of the session page *or* **access your profile page** and click on 'Surveys' to find the survey for this session

_____

## IMPROVEMENT IN EDUCATION
# CARNEGIE SUMMIT 24