Usable Innovation Overview
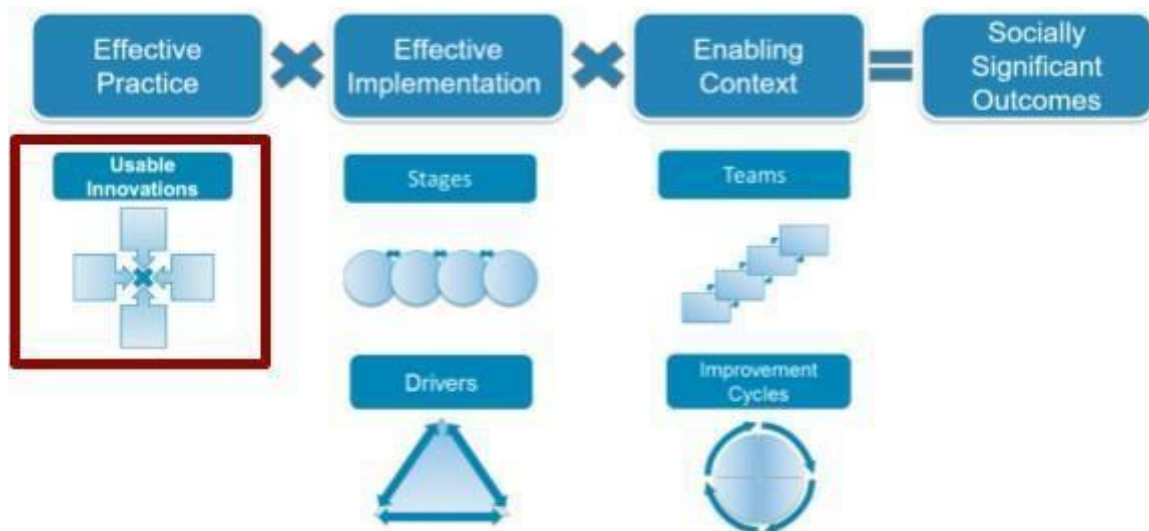
Table of Contents

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> Right-Click on the Hyperlink:
> - Hover your cursor over the hyperlink.
> - Right-click (or secondary click) on the hyperlink.
>
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> - Click on that option.
>
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Introduction

Usable Innovations – "WHAT" are we trying to do?

To provide education and leadership effectively, we have to know WHAT we are doing to be effective. Then we can do that on purpose in each classroom and school to reach all students.

Key Takeaways:

- Define the four criteria that define a Usable Innovation and the rationales for each criterion
- Relate how Usable Innovations interact with Implementation Drivers
- Apply the Usable Innovations criteria for implementation action planning
- Engage the four criteria to inform the development and use of the Implementation Driver

Terminology

- **EBP** – Evidence Based Program (or Practice)
- **SEA** - State Educational Agency
- **LEA** - Local Educational Agency
- **PDSA** - Plan, Do, Study, Act Cycle
- **BIT** - Building Implementation Team
- **DIT** – District Implementation Team
- **RIT** – Regional Implementation Team
- **SIT** – State Implementation Team

WHAT is it?

- Education of students occurs in classrooms and schools. Given the increasing numbers of students and the shortage of funds, there is a premium on effective instruction. WHAT is effective instruction?
- Multi-tiered systems of supports and multi-component intervention packages call for individualizing instruction based on data. WHAT is data-based decision making?
- Leadership is an essential part of effective education for students. WHAT is engaged and effective leadership in support of instruction?

Let's look at Usable Innovations in the context of the Active Implementation Formula (see above), starting with the end in mind. Socially Significant Outcomes for students represent the "why" in the equation. We want to improve instructional practices and behavioral supports to improve student outcomes. Looking at the components of the equation, Effective Practice represents the "what." We need to know WHAT it is we're going to be implementing so that we can ensure Effective Implementation, the "how" in the equation. With Effective Implementation, we create the infrastructure to ensure the practice or program is in place, being used as intended, and producing outcomes. The "who" in the equation are Implementation Teams, a part of the Enabling Context who are linked across the system, responsible for developing capacity using data to support implementation. The components of the equation work together to facilitate Improved Outcomes.

Usable Innovations, WHAT we do for effective instruction, school and district supports, and leadership are important. When it works, we want to be able to do it again and again. To improve student outcomes on a useful scale, WHAT we are trying to do needs to be teachable, learnable, doable, and assessable in typical education settings. Usable Innovation criteria define WHAT we are trying to do. Usable Innovations provide the content that is the focus of selection, training, coaching, and fidelity assessments. Usable Innovations provide the reasons for changing roles, functions, and structures in schools and districts to more efficiently, effectively, and persistently produce intended outcomes.

Topic 1: Defining Usable Innovations

The lack of adequately defined practices is an impediment to use of an evidence-based program (EBP) with good outcomes (Vernez and colleagues, 2006). Education researchers have developed standards for assessing the rigor with which EBPs have been tested (e.g. What Works Clearinghouse). However, educators are often more interested in the program themselves (not standards for experimental rigor). To address this issue, the following criteria have been developed for Usable Innovations, that is, programs that are teachable, learnable, doable, and can be assessed in classrooms and schools to produce good outcomes for students (Fixsen, Blase, Metz, & Van Dyke, 2013). The Usable Innovation criteria used to determine what to support in districts are listed below.
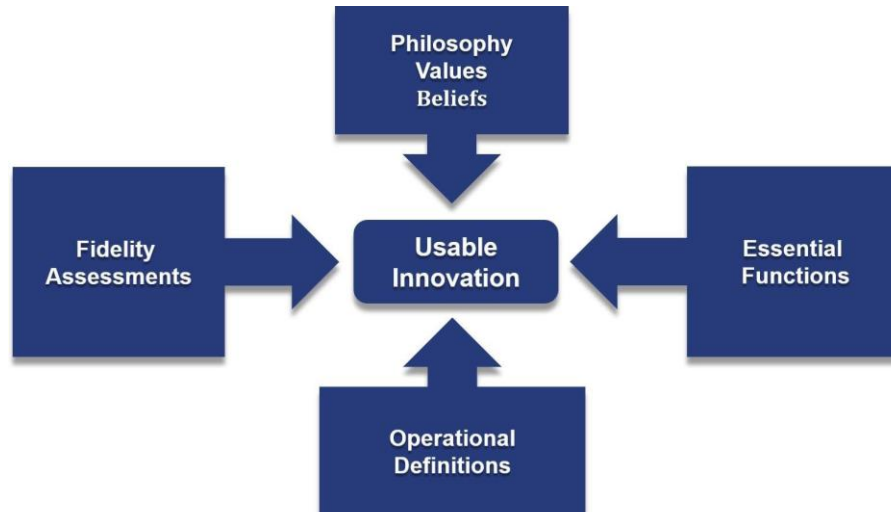
1. Clear description of the program

A clear description of a program include:

Clear Philosophy, Values and Beliefs: The philosophy, values and beliefs that underlie the program provide the guidance for all educational and program decisions and evaluations, and are used to promote consistency, integrity and sustainable effort across classrooms, schools, and districts.

Clear inclusion and exclusion criteria that define the population for which the program is intended. The criteria define which students are most likely to benefit when the program is used as intended.

Not every education program is a good fit with the values and philosophy of a district or school. In addition, many EBPs were developed with particular populations of students. Applications of the EBPs with different populations of students may not be equally effective. Thus, having a good description of an education program and its foundations is required so that leaders and others can make informed choices about what to use.

2. Clear essential functions that define the program

Once an evidence-based program or practice (EBP) has a clear description, it is important to identify essential functions by considering the key components that must be present to say that an EBP is being used.

Essential functions sometimes are called core program components, active ingredients, or practice elements. These are often thought of as the big rocks or key ingredients that make up an evidence-based practice.

The speed and effectiveness of implementation may depend upon knowing exactly what has to be in place to achieve the desired results for students, families, and communities. Knowing the essential functions also lead to confident decisions about what can be adapted to suit your school or district and facilitate measurement of effectiveness.

3. Operational definitions of essential functions (Practice Profiles)

Knowing the essential functions is a good start. The next step is to express each program component in terms that can be taught, learned, done in practice, and assessed in practice. Engagement, for example, is fundamental to interactive practices. What does this mean for teachers? What should they say and do to ensure the engagement of all students? What should be done to promote equitable benefits of the program or practice being implemented?

Practice Profiles describe the core program components that allow an EBP to be teachable, learnable, and doable in practice, and promote consistency across educators at the classroom, building, and district levels.

4. Evidence of effectiveness: Practical Fidelity Assessment

How well are educators saying and doing those things that are in keeping with the program components and with the intentions behind the program? Are the intended outcomes being realized? An effective [Fidelity Assessment](#) provides evidence that the program is being used as intended and is resulting in the desired outcomes.

Look for these features in your Fidelity Assessment:

- The Fidelity Assessment relates to the program philosophy, values, beliefs and program components specified in the [Practice Profile](#)
- The Fidelity Assessment is practical and can be done repeatedly in the context of typical educational systems
- There is evidence that the program is effective when used as intended
- The Fidelity Assessment is highly correlated (e.g., 0.50 or better) with intended outcomes for students

If Fidelity Assessments do not exist, this becomes a developmental task for a skilled [Implementation Team](#). Note that the criterion for Fidelity Assessment includes the specification that a performance assessment should be highly predictive of intended outcomes. If educators use a program as intended then students will benefit as intended.

Usable Innovations in context

Where evidence-based programs and practices (EBPs) can be or need to be used in education has been a vexing problem. This is especially true in educational agencies at the state (SEAs) and local (LEAs) where races, cultures, languages, economic conditions, current system services and functioning, and every other aspect related to human societies vary widely within and across communities and neighborhoods. From a public education point of view this is especially daunting – is a different form of an education program needed to accommodate the uniqueness of each education setting and system?

From an applied implementation perspective, the process of adjusting education programs, organizations, and systems to fit and function together is expected and a part of good implementation practice. This is what [Implementation Teams](#) do. This is like a physician being overwhelmed with the infinite variation among individual human beings,

each with his or her own unique DNA, physical characteristics, strengths, and weaknesses. Yet, for the application of many pharmaceuticals, the variation is accounted for by a simple dosage calculation of so many milligrams per kilogram of body weight. By stepping back a bit, implementation tools and methods have been established to sense contextual variations that matter and accommodate those infinite variations in the implementation process.

Usable Innovations are critical to education success, but they are not enough. As noted in the formula for success, Effective Implementation supports and Enabling Contexts within the system and organization also are essential to moving the indicators for all students in education. Nevertheless, the process of improving education begins with selecting/creating effective EBPs. SEAs, LEAs, and educators can select and support the implementation of EBPs that meet the Usable Innovation criteria outlined above.

The effectiveness of WHAT we do in everyday practice is important – why waste resources on doing what does not work? The measure of effectiveness of programs must be tied to the presence and strength of the program in practice to produce intended outcomes for students, as noted in criterion 4 defining Usable Innovations.

Educators are cautioned that assertions by program developers and researchers about the essential components of a program or practice are no substitute for data linking those reported essential components to outcomes. Without adequate descriptions of programs, presumptive essential functions cannot be ruled in and alternative explanations cannot be ruled out. Thus, educators must define "programs" so they meet the Usable Innovation criteria and can be taught, used in practice, and assessed for fidelity and outcomes.

Topic 2: Research and Rationales: Usable Innovations

In education there are standard practices and there are innovative practices. Standard practices are what teachers, staff, administrators, and leaders do every day in education settings. Innovations are, by definition, practices that are new to teachers, staff, and others (Carrizales-Engelmann et al., 2011). Some standard practices are effective, and others are not. The same is true for innovations. New does not necessarily equal better.

Standard practices and innovations have two things in common:

1. Typically they are poorly defined and, therefore, difficult to repeat from one educator to the next and from one cohort of students to the next.	*Lack of consistency is a major problem in education and a major impediment to producing progress on purpose.*
2. Without evidence to support their effectiveness, using resources (intelligence, time, money) to continue standard practices or encourage the use of an innovation may or may not produce good outcomes.	*Lack of evidence wastes resources that are invested in practices and innovations that add little value to education and reinforce the notion that nothing works, so why try.*

The lack of definition of practices and programs occurs in human services generally, not just in education. Dane & Schneider (1998) and Durlak & DuPre (2008) summarized reviews of over 1,200 outcome studies. They found that investigators assessed the presence or strength (fidelity) of the independent variable (the innovation) in about 20% of the studies. In addition, only about 5% of the studies used those assessments in analyses of the outcome data. Without information about the presence and strength of the practices being studied, it is difficult to know what the program is and it is difficult to know what produced the outcomes in a study (Dobson & Cook, 1980). For outcome studies showing positive results, the lack of definition of WHAT was done means success is not repeatable.

Crosse and colleagues (2011) surveyed a national representative sample of 2,500 public school districts and 5,847 public schools. In response to the survey, principals reported using an average of 9 programs per school. Crosse and colleagues investigated the programs attempted in the sample of schools and found that fewer than 8% of the programs had evidence to support their effectiveness. They further found that only 3.5% of those programs met minimum standards for fidelity (adult use of program as intended) in schools.

To improve student outcomes, educators need to know WHAT to do, know WHAT evidence supports doing it, and know WHAT to measure so that they can use it as intended in practice to support all students. To be a Usable Innovation, a program or practice must be defined with sufficient enough detail to be implemented with fidelity, measured in use, and replicated across multiple settings.

Topic 3: Usability Testing

"Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the 'specific set of activities' related to implementation. In addition, the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength. When thinking about implementation the observer must be aware of two sets of activities (innovation-level activity and implementation-level activity) and two sets of outcomes (innovation outcomes and implementation outcomes)"
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 5).

Usable Innovation criteria assure that "the program or practice implemented is described in sufficient detail."

For example, to be useful to students and functional across thousands of educators and schools operating in locations across states, Implementation Teams need to know what to train, what to coach, and what performance to assess to make full and effective use of an evidence-based program or practice (EBP). Implementation Teams need to know WHAT is intended to be done (program components) so they efficiently and effectively can assure proper use of the EBP now and over time.

The PDSA Cycle

To establish Usable Innovations, Implementation Teams make intentional use of the Plan, Do, Study, Act (PDSA) Cycle. As an Improvement Cycle in the Active Implementation Frameworks, the PDSA trial-and-learning approach allows Implementation Teams to identify the essential components of the program itself. For example, in highly interactive education settings, the PDSA approach can help Implementation Teams evaluate the benefits of components, retain effective components, and discard non-essential components of a program or practice.

Plan Identify barriers or challenges, using data whenever possible, and specify the plan to move programs or practice forward as well as the outcomes that will be monitored.	*The "plan" is the program as practitioners (educators) intend it to be used in practice.*
Do Carry out the strategies or plan as specified to address the challenges.	*The "plan" needs to be operationalized (what we will do and say to enact the plan) so it is doable in practice. This compels attention to program components within each essential function and provides an opportunity to begin to develop a training and coaching process (e.g., here is how to do the plan) and to create a measure of fidelity (e.g., did we "do" the plan as intended).*
Study Use the measures identified during the planning phase to assess and track progress.	*As a few newly trained practitioners begin working with children and families, the budding fidelity measure can be used to interpret the outcomes in the "study" part of the PDSA Cycle (e.g., did we do what we intended; did doing what we intended result in desired outcomes).*
Act Make changes to the next iteration of the plan to improve implementation.	*The Implementation Team uses the experience to help develop a new plan where the program components are better defined and operationalized. In addition, the Fidelity Assessment is adjusted to reflect more accurately the essential components and the items are modified to make the assessment more practical to conduct in the education setting.*
Cycle	*The PDSA process is repeated until the program is specified well enough to meet the Usable Innovation criteria. At that point, the program is ready to be used by multiple educators, the Fidelity Assessment is deemed practical, and the correlation between the program components and intended outcomes is high.*

Implementation Teams may employ the PDSA Cycle many times over to arrive at a functional version of an EBP that is effective in practice and can be implemented with fidelity on a useful scale (Fixsen, Blase, Timbers, & Wolf, 2001; Wolf et al., 1995). Once the components of a program have been identified, functional analyses can be done to determine empirically the extent to which key components contribute to significant outcomes. As noted previously, the vast majority of standard practices and innovations do not meet the Usable Innovation criteria. Implementation Teams will need to make use of PDSA Improvement Cycle to establish program components and implementation supports before they can proceed with broader scale implementation.

Topic 4: Practice-Policy Feedback Loops

Implementation is in service to effective use of evidence-based programs or practices (EBPs). Implementation Drivers are designed to improve the skill levels of teachers, principals, and staff so that greater benefits to students can be achieved. Implementation Drivers drive successful use of EBPs. In this section we note the importance of Usable Innovations when developing Fidelity Assessments, doing coaching, providing training, and conducting staff selection processes.

Usable Innovations and Practical Fidelity Assessment

Fidelity Assessments are not yet a standard part of the education system. In addition, many programs developed by researchers and experts for use in classrooms do not include Fidelity Assessments that schools and districts can use. From an implementation point of view, any program (evidence-based or otherwise) is incomplete without a good measure of fidelity to detect the presence and strength of the program in practice, as noted in Usable Innovation criterion 4.

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The Usable Innovation components are the basis for items included in a Fidelity Assessment. In particular, the essential functions and the Practice Profiles that operationalize those functions provide information to guide the development of Fidelity Assessment items. Usable innovations are doable and assessable in practice.

To maximize benefits to students, fidelity data collection is:

1. Frequent: More frequent Fidelity Assessments mean more opportunities for improving. Instruction, program and implementation supports, and school, district, and state supports for the program benefit from frequent feedback. The mantra for Fidelity Assessments in education is, "Every teacher every month."
2. Relevant: Fidelity data are most informative when each item on the assessment is relevant to important supports for student learning. That is, the Fidelity Assessment items are tied directly to the Practice Profile.

3. Actionable: Fidelity data are most useful when each item on the assessment can be included in a coaching service delivery plan and can be improved in the education setting. After each assessment, the teacher and coach develop goals for improving instruction. In addition, Implementation Teams work with leadership to ensure that teachers have access to the intensity of coaching supports needed for educators to be successful.

An important lesson of attending to implementation is that accountability moves from the individual practitioner to the organization and leadership. Accountability is predicated on Fidelity Assessment. The focus of Fidelity Assessment is on teacher instruction since that is "where education happens." However, the accountability for teacher instruction remains with the Implementation Team and district and school leadership.

- If student outcomes are improving, and the teachers are using the program with fidelity, the teachers should be congratulated for their impact on students.
- If teacher instruction is improving rapidly, the Implementation Team should be congratulated for assuring effective supports for teachers.
- If teacher instruction is poor, the Implementation Team is accountable for providing more effective supports for teachers.
- If the Implementation Team is struggling, state and district leaders are accountable for improving the functions, supports, and effectiveness of the Implementation Team.

For leaders in education, fidelity is not just of academic importance. The use of a fidelity measure helps leaders and others discriminate implementation problems from intervention problems and helps guide problem solving to improve outcomes. As shown below, information about fidelity and outcomes can be linked to possible solutions to improve intended outcomes (Blase, Fixsen, & Phillips, 1984; Fixsen, Blase, Metz, & Naoom, 2014).

	High Fidelity	Low Fidelity
Good Outcomes	Celebrate and duplicate!	Re-examine the program and Modify the Fidelity Assessment
Poor Outcomes	Modify the program	Start over

As shown in the table, the desired combination is high fidelity use of a program that produces good outcomes.

- When high fidelity is linked consistently with good outcomes it is time to celebrate and continue to use the program strategies and implementation support strategies with confidence.
- The second best quadrant is where high fidelity is achieved, but outcomes are poor. This clearly points to a program or practice that is being done as intended, but is ineffective. In this case, the program or practice needs to be modified or discarded.
- The least desirable quadrants are those in the low fidelity column where corrective actions are less clear. Low fidelity in combination with good outcomes points to either a poorly described program or practice or a poor measure of fidelity (or both). In either case, it is not clear what is producing the good outcomes.
- Low fidelity associated with poor outcomes leaves users in a quandary. It may be a good time to start again — to develop or find an effective EBP and develop effective implementation supports.

Usable Innovations and Coaching

For educators to make full, effective, and consistent uses of a program or practice, Coaching begins immediately after training. Coaches are part of an Implementation Team, provide parts of training, and conduct Fidelity Assessments for teachers and staff in nearby schools (the integrated part of the Implementation Drivers). Thus, building level coaches are well versed in the Usable Innovation and have expertise coaching at the individual level.

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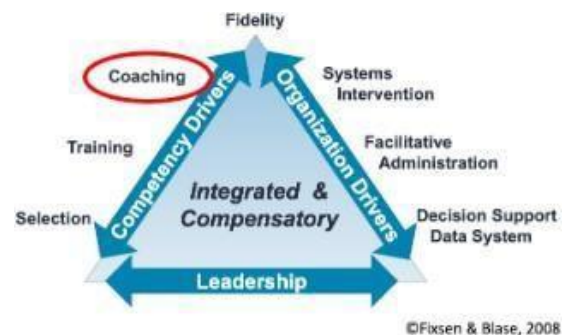
The focus of Coaching is to help educators make full and effective use of the Usable Innovation. Thus, the Usable Innovation criteria inform the content of Coaching. As part of the coaching supports for educators, building level coaches directly observe educators in action, review records, and interview those associated with the educator to see how the educator is doing in his or her work with students and others. In essence, the coach is doing mini-Fidelity Assessments frequently and the educator becomes

accustomed to being observed and acclimated to receiving positive, constructive, and helpful feedback to improve outcomes for students and others.

Coaching starts immediately after Training and never ends (although the schedule and content of coaching may change as educators master all aspects of the EBP). This adjustment to Coaching needs may occur through the use of Coaching Service Delivery Plans and align with the effectiveness data that come from the trainers. Thus, coaching is an important key to achieving high fidelity amongst educators and desired outcomes for students.

Usable Innovation Criteria

1. Clear description of the program
2. Clear description of the essential functions that define the program
3. Operational definitions of the essential functions
4. A practical assessment of the performance of practitioners who are using the program

Usable Innovation and Training

Best practices for Training include providing information about history, theory, philosophy, and rationales for program components. This information is conveyed through pre-reading, lecture and discussion formats geared to knowledge acquisition and understanding. Skills and abilities related to carrying out the program components and practices are demonstrated (live or on tape) then followed by behavior rehearsal to practice the skills and receive feedback on the practice (Blase, Fixsen, & Phillips, 1984; Joyce & Showers, 2002; Kealey et al., 2000).

The content of Training is based on the Usable Innovation criteria. Programs that meet those criteria are described in sufficient detail to provide the content for the training best practices.

New educators continuously enter the system, providing many opportunities to improve the effectiveness and efficiency of staff training. Effective Training that is focused on the program components for each essential function is a key step toward the full and effective (high fidelity) use of an EBP.

Usable Innovations and Staff Selection

Best practices for Selection of staff were identified in a meta-analysis of research on selection (McDaniel et al, 1994). The authors found that structured interviews that include inquiries about education and background, exchanges of information related to the work to be done, and role play/behavior vignettes (job samples) were effective interview techniques that related to later work outcomes for employees.

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The content for staff Selection is based on the Usable Innovation criteria. It is especially important to ask questions to explore the candidate's philosophy, values, and beliefs and how well these fit with those embedded in the Usable Innovation. Philosophy, values, and beliefs are viewed as "unteachable" within the limits of training and coaching. Therefore, it is important to select for philosophy, values, and beliefs that match those of the Usable Innovation.

In current work in a variety of states, the best practices for Selection of staff often are rated as "not in place." The same schools describe the difficulties they face with educators who already are employed and who are only mildly (if at all) interested in making use of EBP. This is not a teacher problem; this is an implementation problem. Implementation of programs with fidelity begins with staff selection and mutually informed consent to engage in practices consistent with the EBP. In addition, the interviewers should describe the Training, Coaching, and Fidelity Assessment practices and encourage questions and discussion to secure informed agreement to participate.

Usable Innovations, Staff Selection, and Creating Readiness for Change

With existing staff groups, an interview process can be used to select educators who will be the first to be prepared to use an evidence-based practice. According to Prochaska, Prochaska, and Levesque (2001), about 20% of the current staff might be ready for change, 60% might be willing to think about it and prepare for change, and 20% may not be ready for change anytime soon.

Selection of staff is seen as critical to success in any field (Macan, 2009). A leader who insists on change when educators are not prepared for change will annoy the educators and frustrate those who are trying to support the use of an EBP in the provider agency.

Usable Innovations and other Implementation Drivers

Leaders and facilitative administrators support Selection, Training, and Coaching as outlined above. Active implementation supports routinely help to produce the educator behavior required to deliver a Usable Innovation as intended. Fidelity Assessment, as a measure of the Usable Innovation's presence and strength in practice, is used to inform Coaching for educator improvement. Fidelity Assessment also helps inform Leadership and helps schools continue to change to improve supports for educators' full and effective use of Usable Innovations. Usable Innovations and Implementation Teams provide school, district, and state leaders the foundations for working together to achieve greatly improved outcomes for students (are we doing what we intend, is it producing desired outcomes).

Summary

What we have outlined in this Module is the Active Implementation Formula.

- Teachers and staff employ Usable Innovations when they interact with students.
- Teachers are supported by Implementation Teams that make skilled use of Implementation Drivers and Improvement Cycles in their daily work.
- Education leaders and Implementation Team members use information about fidelity and information about outcomes to improve the program or practice and improve the implementation supports for teachers.
- Action plans based on monthly and quarterly summaries of fidelity data and student outcome data create the foundation for a virtuous circle that feeds on itself.

Key Takeaways

Usable Innovations are teachable, learnable, doable, and can be assessed in classrooms and schools to produce good outcomes for students.

The Usable Innovation criteria used to determine what to support in districts are:

- Clear description of the program
- Clear essential functions that define the program
- Operational definitions of essential functions (Practice Profiles)
- Evidence of effectiveness: Practical Fidelity Assessment

Resources

Read

- Brief: Development of the Michigan Department of Education Multi-Tiered System of Supports Practice Profile
  This Brief highlights how the Michigan Department of Education (MDE) engaged systematically and purposefully in the practice profile development process to clearly define Multi-Tiered System of Supports (MTSS).

- Co-creation of Kentucky's Usable Innovation: A How-To-Guide
  This publication serves as a technical paper or How-To-Guide through a detailed

description of the intentional step-by-step process Kentucky's executive leaders, educators, and stakeholders used to co-create a Mathematics Usable Innovation.

- **Handout: Practice Profile Examples**
  Practice profiles enable a program to be teachable, learnable, and doable in typical human service settings. This document can help to guide your team's creation of Practice Profiles for your program.

- **Handout: Usable Innovations One-pager**
  A Usable Innovation needs to be teachable, learnable, doable, and readily assessed in practice if it is to be used effectively to reach all students who could benefit.

Watch

- **Lesson: Usable Innovations**
  After this lesson you will be able to identify criteria that distinguish a usable innovation as well as select and employ appropriate tools and processes for assessing the fit of an innovation.

- **Lesson: Initiative Inventory**
  This brief lesson supports your learning about how to collect and analyze data for the Initiative Inventory and use the results to inform selection, de-selection, and alignment decisions for practices or programs.

- **Lesson: Practice Profiles**
  Practice profiles enable a program to be teachable, learnable, and doable in typical human service settings.

- **Voices from the Field Video Series (Evidence-Based Practices)**
  Voices from the Field Video Series: Evidence-based Practices

Listen

- **Podcast: Implementation Specialist for Educators (Usable Innovations)**
  Dr. Chimaobi Amutah from the New Jersey Department of Education is the department's Data Visualization Expert and State Transformation Specialist. He shares his experiences, advice, and approach to utilizing research to address fit when supporting districts in selecting an evidence-base practice.

Reflect

- **Activity: Is my Practice or Program Usable?**
  In order for a program or practice to be usable, it must be defined with sufficient detail to be implemented with fidelity, measured in use, and replicated across multiple settings.

- **Activity: Exploring with the Initiative Inventory**
  Before starting something new, reviewing what already exists and how your district uses existing resources is important. This activity can help delineate how much is already being asked of staff and determine if the new will fit the existing.

- **Activity: Reflecting on Rationales**
  Think about a time you were trying to use a new education skill or program. As an individual or with your team, reflect on these questions.

- **Activity: Usable Innovations and PDSA Case Example**
  This case provides an example of an approach to establishing usable innovations. Review the case example, then go through the discussion questions yourself, or with your team.

Apply

- **Tool: Initiative Inventory**
  These tools can be used to plan and guide your team's review of past and current programs to get a clear picture of successful strategies and challenges, along with existing mandates and resource commitments.

- **Tool: Practice Profile Planning Template**
  This planning tool will help you identify the core components (essential functions) of your evidence based program, as well as expected, developmental and unacceptable practice variations.

- **Tool: The Hexagon – An Exploration Process**
  The Hexagon Tool can be used by communities and organizations to better understand how a new or existing program or practice fits into an implementing site's existing work and context.

For additional resources, visit: https://implementation.fpg.unc.edu/resources/

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