

How to be an evidence champion

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In the next 45 minutes

Things that don't work when using evidence

A process for using evidence

Signposting to resources and tools

Why are you interested in using evidence?

What does it mean to use evidence to you?

What does evidence use mean to your colleagues?

Ultimately, it doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.

FOUNDATIONS FOR GOOD IMPLEMENTATION



- 1** Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

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- 2** Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

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EXPLORE

- 3** Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

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PREPARE

- 4** Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
 - a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
 - b. Develop a targeted, yet multi-stranded, package of implementation strategies.
 - c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - b. Introduce new skills, knowledge, and strategies with explicit up-front training.
 - c. Prepare the implementation infrastructure.

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DELIVER

- 5** Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

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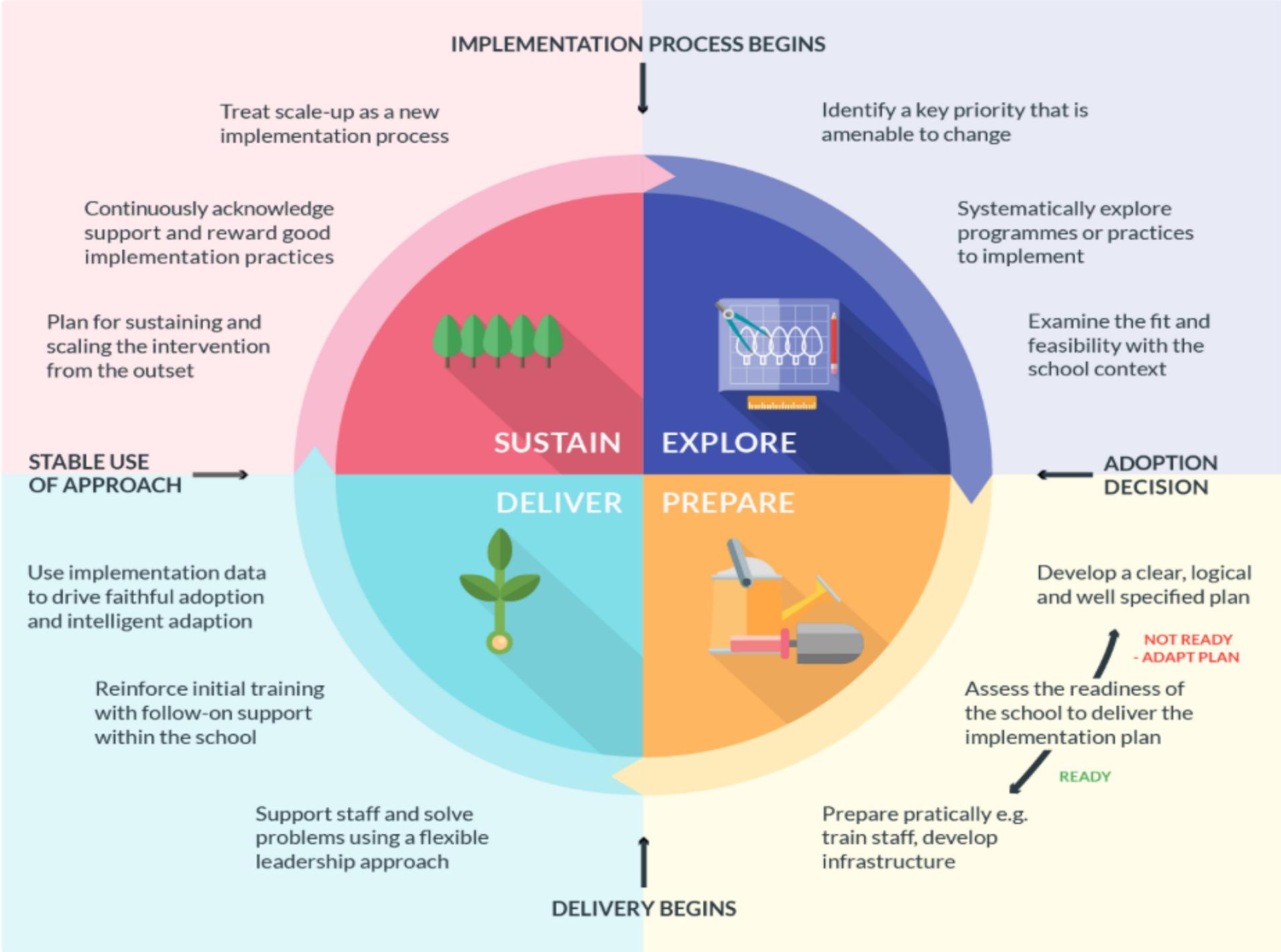


SUSTAIN

- 6** Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

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1

FOUNDATIONS FOR GOOD IMPLEMENTATION

Treat implementation as a process, not an event; plan and execute it in stages



- Allow enough time, particularly in the preparation stage; prioritise appropriately.
- Do fewer things better – stop approaches that aren't working.

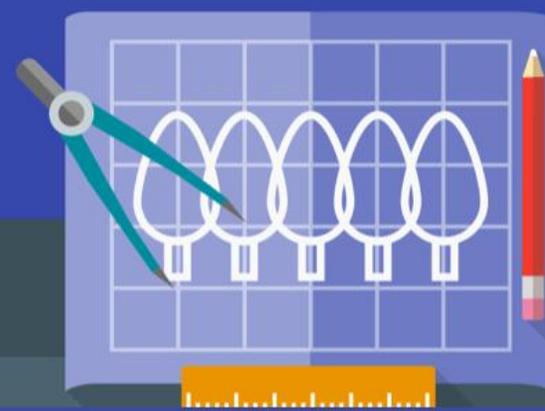
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FOUNDATIONS FOR GOOD IMPLEMENTATION

Create a leadership environment and school climate that is conducive to good implementation



- Set the stage for implementation through day-to-day routines and practices. e.g. enthusiasm, trust, and openness to change.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.



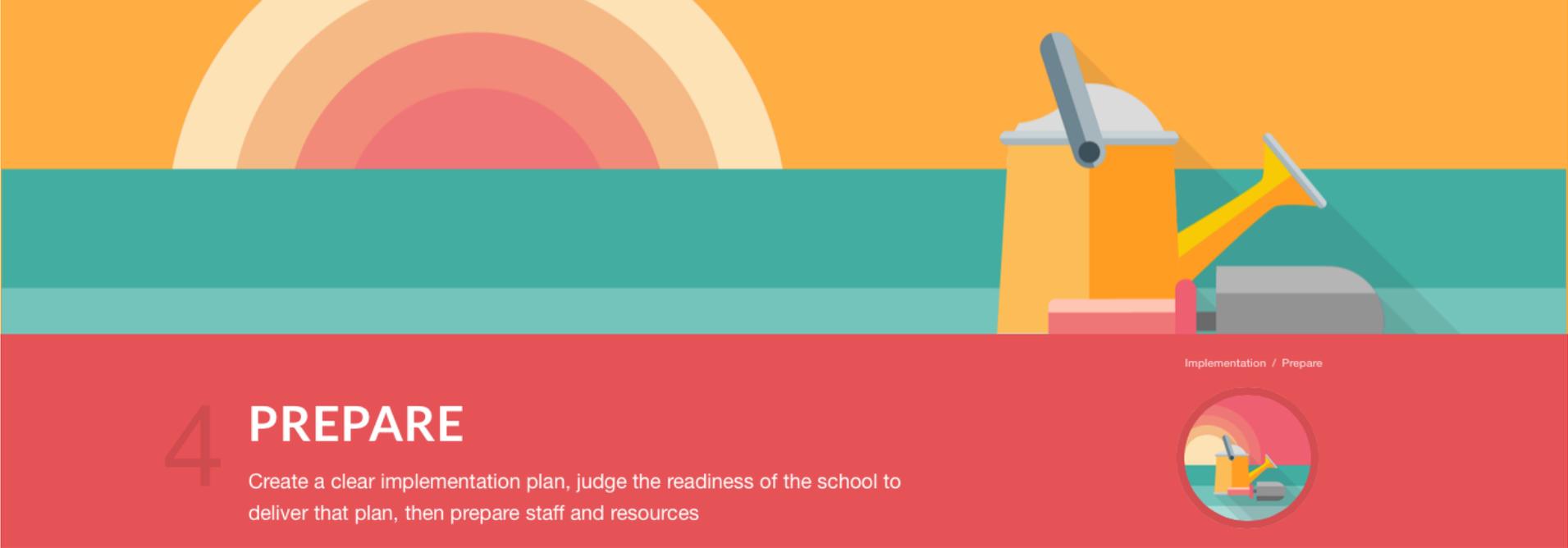
Implementation / Explore

3 EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement



- Specify a tight area of focus for improvement
 - Be specific
 - Pupil-level information, data on staffing, resources, stakeholder perceptions
 - Don't start with a solution looking for a problem!
- Identify possible approaches to implement. What has worked in similar contexts?
 - Guidance Reports, Teaching and Learning Toolkit, Evidence for Impact
- Examine fit and feasibility. Will it work for us?



Implementation / Prepare

4 PREPARE

Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources



- a. Create a clear, logical, and well-specified plan. Describe:
 - the issue you want to address;
 - the approach you want to implement – **active ingredients of the intervention**;
 - the changes you hope to see – **implementation outcomes** (e.g. fidelity, reach)
 - who will be affected by these changes and how;
 - the **implementation activities** planned to contribute toward this change - multiple
 - the resources required; and
 - any external factors that could influence results.

PROBLEM	INTERVENTION DESCRIPTION (What are the active ingredients?)	IMPLEMENTATION ACTIVITIES	IMPLEMENTATION OUTCOMES	PUPIL OUTCOMES
<p><u>Teachers</u></p> <ul style="list-style-type: none"> Teachers spend too much time on ineffective feedback. Staff workload. <p><u>Learner behaviours</u></p> <ul style="list-style-type: none"> Ineffective self/peer assessment. Feedback not developing student metacognition. Lack of student engagement with feedback. Feedback demotivating for some students. <p><u>Attainment</u></p> <ul style="list-style-type: none"> Less than expected progress at KS4 English. 	<p><u>Active ingredient 1 (No grades)</u></p> <p>Remove grades from day-to-day feedback.</p> <p><u>Active ingredient 2 (Codes within lessons)</u></p> <p>Provide feedback using codes that are skill specific, known as Flash Marking (FM).</p> <ul style="list-style-type: none"> FM codes given as success criteria. FM codes used to analyse model answers. <p><u>Active ingredient 3 (Personalisation & planning)</u></p> <ul style="list-style-type: none"> Feedback is personalised and used to identify individual areas for development. FM codes are used to inform future planning/intervention. <p><u>Active ingredient 4 (Metacognition)</u></p> <ul style="list-style-type: none"> Targets for improvement are addressed in future work that focus on a similar skill, identified by a FM code. Students justify where they have met their previous targets by highlighting their work. Skill areas are interleaved throughout the year to allow students to develop their metacognitive skills. 	<p><u>Training</u></p> <p>Three training sessions over two years, attended by two staff (including Head of Eng.) Training is cascaded to other members of department.</p> <ul style="list-style-type: none"> Session 1 - Introduction to the theory and principles. How to embed the codes into existing practice. Session 2 - Moderation of work. Demonstration videos. Using FM to develop metacognitive skills and inform curriculum planning. Session 3 - Refresher for any new members of staff. Sharing good practice. <p><u>Educational materials</u></p> <ul style="list-style-type: none"> Online portal access available to share training resources and demonstration videos. Webinars. <p><u>Monitoring</u></p> <ul style="list-style-type: none"> Periodic moderation of work via the web portal to ensure fidelity. <p><u>Coaching</u></p> <ul style="list-style-type: none"> In-school support - visits, coaching, observational support, team teaching and planning. 	<p><u>Short term</u></p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Staff demonstrate understanding of FM theory and principles. Removal of grades in day-to-day feedback. All feedback uses FM codes. Success criteria & model answers use FM codes. Some staff able to adapt future planning to address improvements. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff using FM codes in Year 10 lessons. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Majority of staff experience a reduction in time spent on marking. <p><u>Medium term</u></p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> FM codes used to ensure previous targets are acted upon. Tracking sheets are used to inform future planning. Areas for skills development interleaved into future curriculum planning. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> All staff experience a reduction in time spent on marking and reallocate some of this time to curriculum planning. <p><u>Long term</u></p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Responsive and adaptive curriculum planning. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> All staff have embedded FM into all aspects of classroom practice. 	<p><u>Short term</u></p> <ul style="list-style-type: none"> Increased student engagement with feedback. Students engage with codes and are more focussed on skill sets than attainment grades. <p><u>Medium term</u></p> <ul style="list-style-type: none"> Improved student motivation and metacognition. More purposeful self and peer assessment. Greater awareness of required skills. <p><u>Long term</u></p> <ul style="list-style-type: none"> Increased levels of progress at KS4 English and English Lit. Increased levels of progress at KS4 English and English Lit. for disadvantaged pupils.

4 PREPARE

Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources



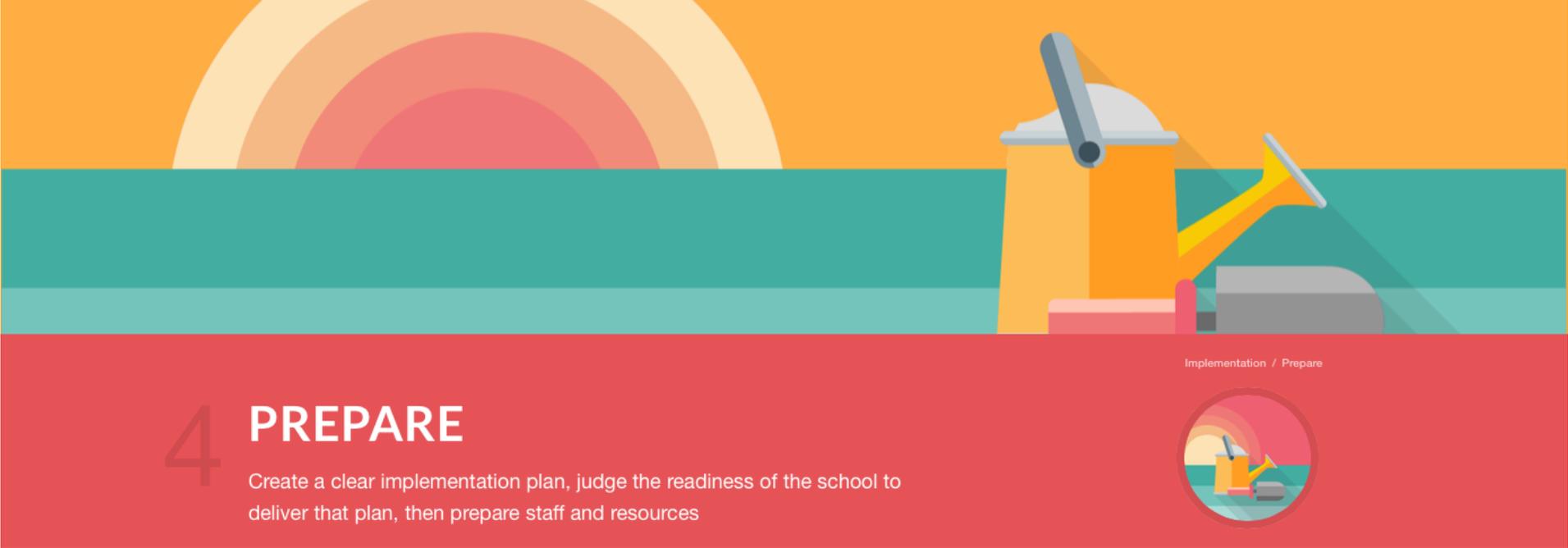
b. Thoroughly assess the degree to which the school is ready to implement

**Implementation readiness = motivation + general capacity +
innovation-specific capacity**

- Who needs to be involved in the implementation process?
- Are these staff sufficiently skilled? If not, does our plan contain the right blend of professional development activities?
- How motivated are staff to engage in this change process?
- Are we able to make the necessary changes to existing processes and structures, such as timetables or team meetings?
- Do we have administrative and technical support?

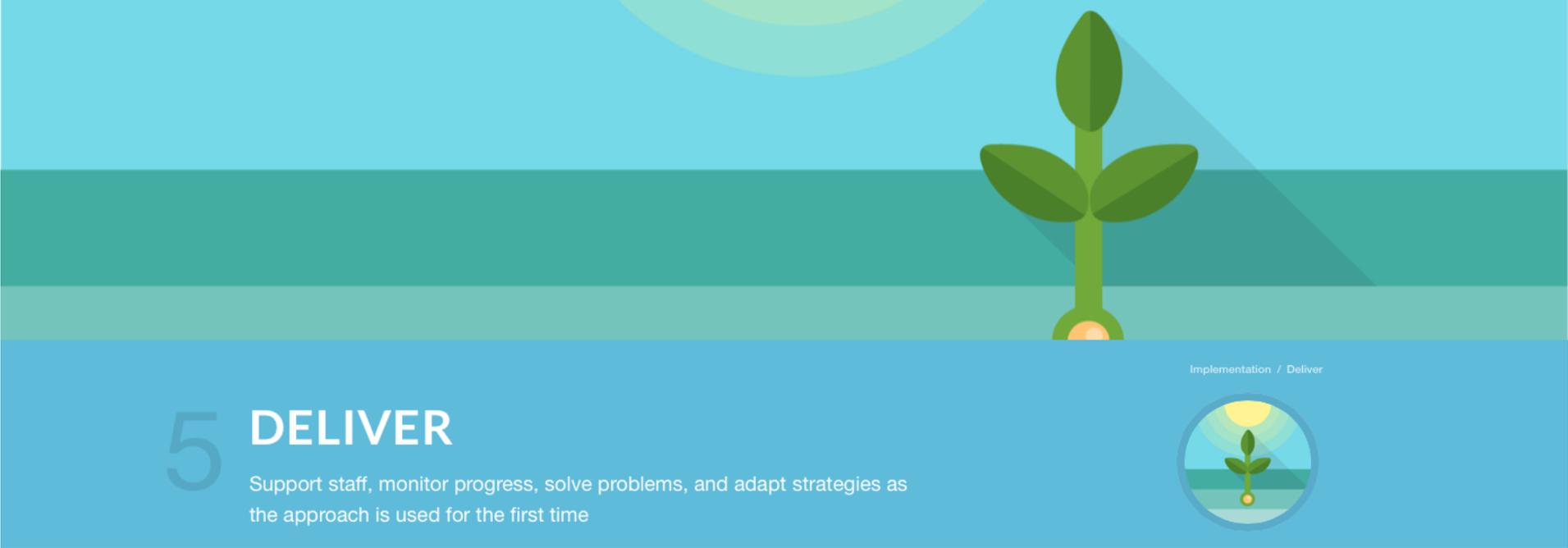
And crucially...

- What can we stop doing to create the space, time, and effort for the new implementation effort?



c. Practically prepare for delivering the approach

- Create a shared understanding of the implementation process
- Introduce new skills, knowledge, and strategies with explicit up-front training.
 - Understand the theory and rationale behind a new approach;
 - Introduce skills, knowledge, and strategies
- Prepare the infrastructure – governance, equipment, administrative support (all notable by their absence).

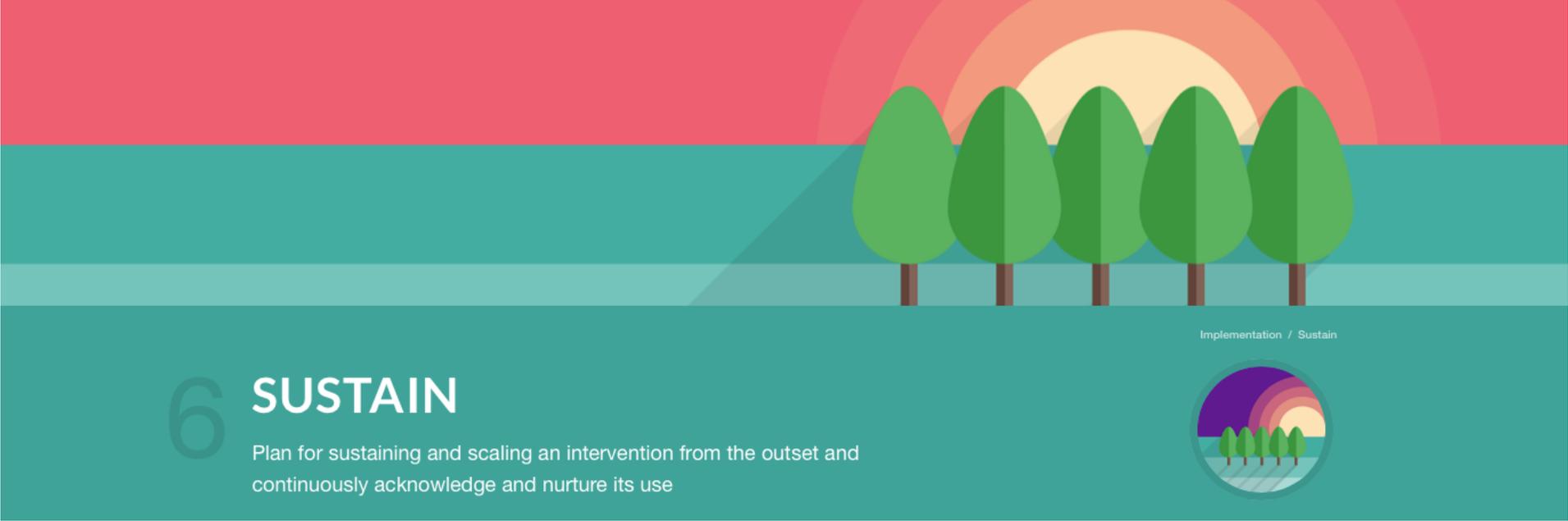


5 DELIVER

Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time



- Support staff and solve problems using a flexible leadership approach
 - Expect push-back - manage expectations and encourage 'buy-in'
- Reinforce initial training with follow-on support within the school
 - Coaches/mentors - observation, feedback, modelling, encouragement
 - Conceptual understanding → classroom practice
- Use implementation data to drive faithful adoption and intelligent adaption
 - People like the latter more than the former!



6 SUSTAIN

Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use



- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Continuously acknowledge, support, and reward good implementation practices.

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