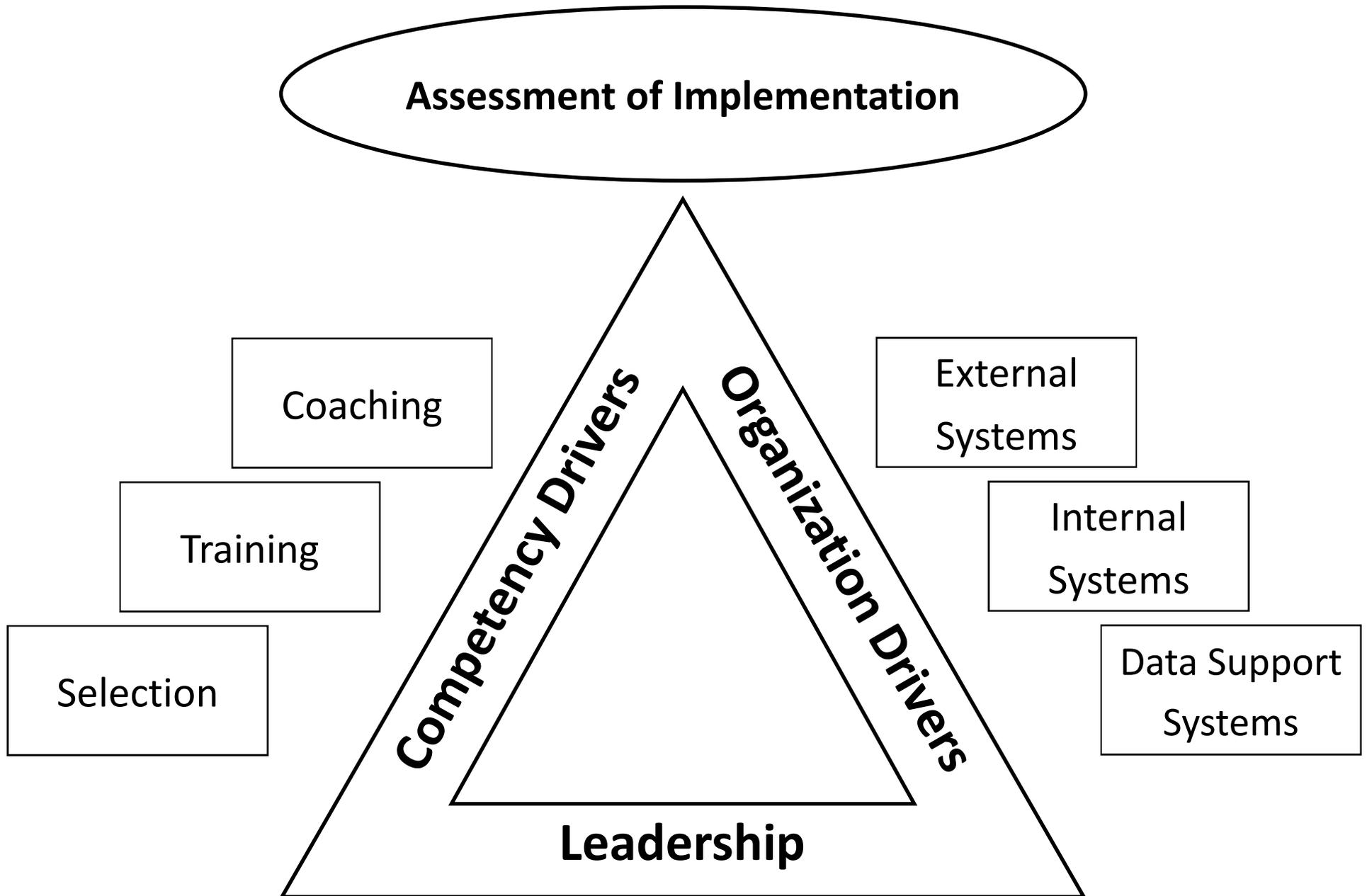


# Active Implementation Drivers



## Implementation Drivers Summary

### Implementation Drivers

- Are the core supports for growth and evaluation models at school and district levels
- Represent a way to think about, plan for, and continually refine implementation
- Are utilized to improve fidelity of well-defined practices so that positive outcomes are more likely to occur.

Assessment of Implementation is the assessment of the *effective implementation and use of* growth and evaluation models. Assessment includes measures of both effort and fidelity (quality) of implementation. Assessment should be positively correlated with student outcomes and enhanced teacher practices, and results should inform changes to drivers.

### ***Competency Drivers: Developing and Maintaining Staff Capacity and Confidence***

Selection refers to the thoughtful and deliberate selection of staff to carry out the core parts of growth and evaluation processes.

Training includes providing knowledge of background information, theory, key parts of the processes, and rationales. A goal of training is to impact staff behavior and create readiness for ongoing coaching.

Coaching includes supporting and developing staff by teaching, reflection, providing consultation, and reinforcing evidence-based skill development and adaptations of skills. Coaching can be defined as the ongoing preparation and support of staff to effectively implement growth and evaluation models.

### ***Organization Drivers: Building Organizational Competence, and Creating and Maintaining a Hospitable Environment***

External Systems include strategies to work with external influences to ensure the availability of resources required to support implementation. A critical component is establishing and maintaining alignment of external influences with the needs of the work—during implementation and during the longer-term sustainability stage. Examples may include attending to multilevel influences including federal and state laws, funding priorities, departmental policies, state testing requirements, state data systems, etc. This is accomplished through the use of teaming and establishing communication feedback loops.

Internal Systems are often controlled by the district and include district policies and procedures, strategic planning processes, and team structures that support implementation. Good internal systems support staff who are eager to find new ways to engage in growth and evaluation work, reduce barriers, provide more resources, and help other staff make maximum use of practices to benefit teachers and students. This is characterized by collective leadership that uses multiple sources of data to inform decision making, that supports processes, and that keeps staff organized and focused on desired outcomes.

Data Support Systems should support data-based decision making at multiple levels. The data system regularly assesses both implementation fidelity and results of growth and evaluation processes over time. The data system supports using the data to plan professional development that supports teachers and to make decisions that improve educational outcomes for students.

### ***Leadership: Identifying Types of Leadership Challenges and Matching Strategies to Challenges***

Leadership is developed at all levels and is collective across and among staff. Leadership understands which challenges are adaptive (e.g., changing hearts and minds) and which are technical (e.g., selecting and executing the right solution). A key role for leadership is to identify and differentially address adaptive and technical challenges especially when addressing educational changes.