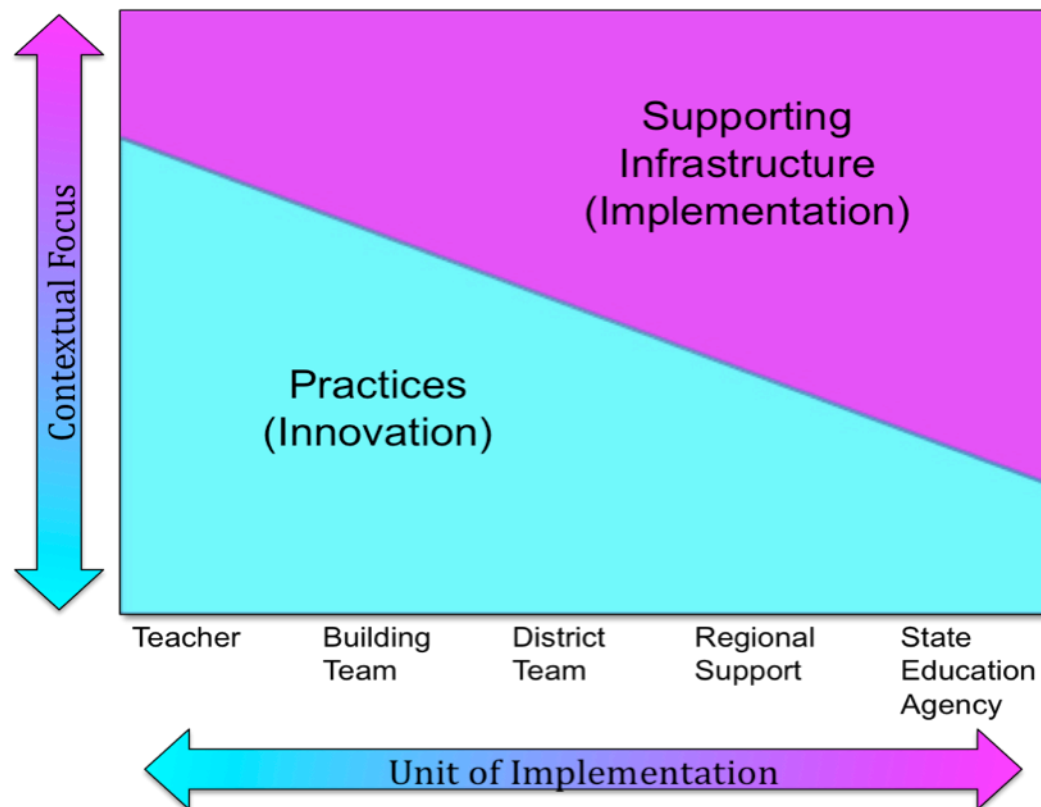


Starting with the "end" in mind

The fundamental goal for any educational practice (and supporting system) is the development of students who are competent in academics and social skills. It is the interaction that takes place between teacher and students within the classroom that should be the main focus on implementation structures at levels from school, district, and state. Ultimately, does it make a difference for students over time and across settings?

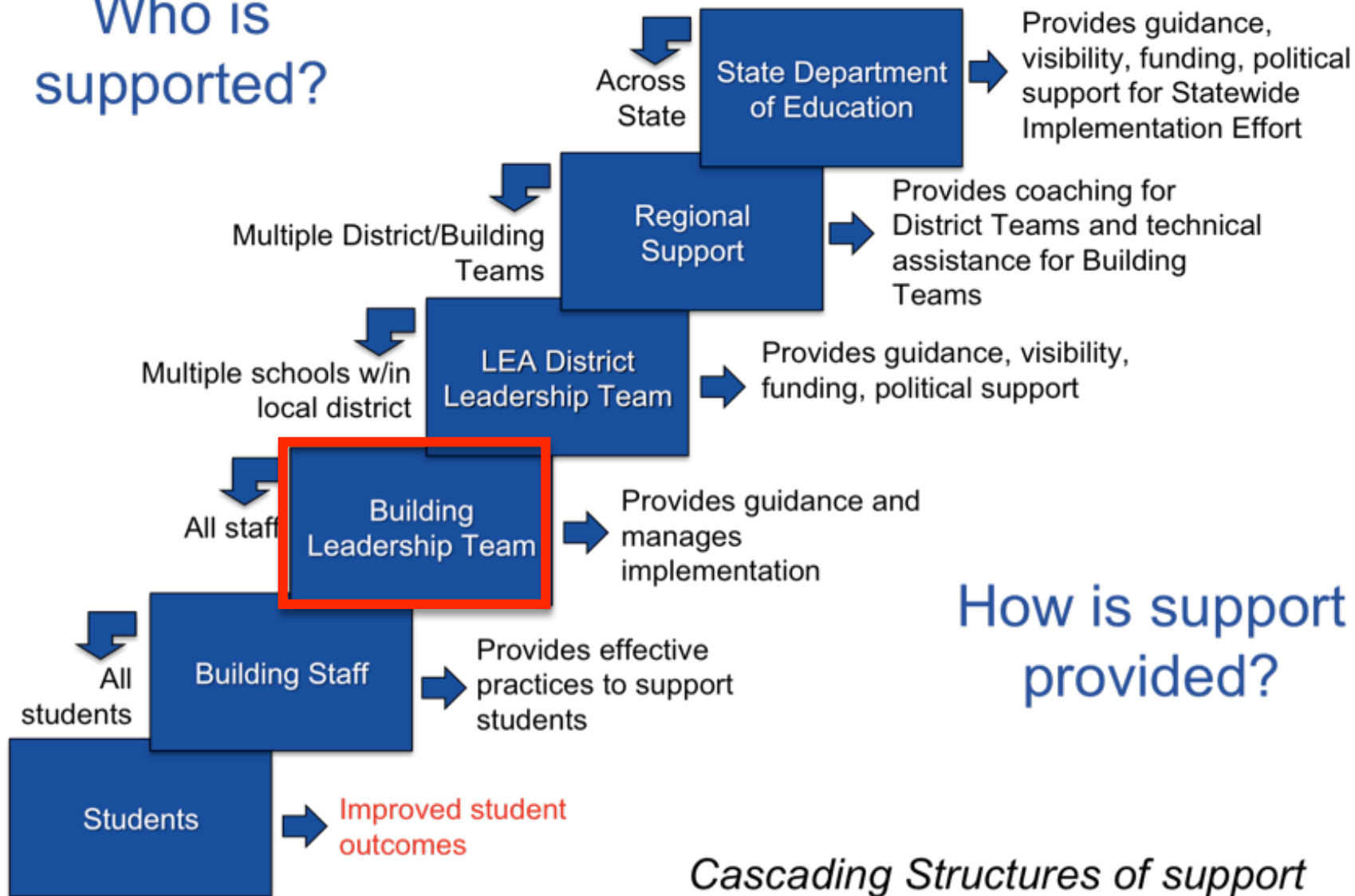
The figure below displays the importance placed on practices and supporting structures. As the structures move further away from direct student instruction, less emphasis is placed on the idiosyncratic aspects of the educational practice and more emphasis is placed on the infrastructure to support the implementation of the practice. The implementation drivers are integrated into the supporting infrastructure to ensure fidelity of implementation that is sustainable.

Framework for Addressing Practice and Supports



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Competency Implementation Drivers Analysis and Discussion Template

Location/Unit/PD Entity: <i>Building Initiative-Integrated Behavior and Reading Initiative</i>							
Select Staff Cohort (e.g. Teachers, Staff, Coaches, Leadership Teams, Building Administrators, District Team): <i>Building Leadership Team</i>							
Competency Implementation Drivers	Does Driver exist in relation to this cohort of staff? (yes/no)	Responsibility for Driver? (who, what dept/entity)	How does the Driver currently support implementation?	How well integrated is the Driver with the other Drivers?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	What are next steps for improving Driver quality and integration? Who's responsible?
Staff Selection	<ul style="list-style-type: none"> • Yes • Schools are selected for participation in the initiative based on readiness criteria (e.g., 80% commitment, district support) • Building leadership team is identified • Critical staff competencies are identified to drive implementation fidelity 	<ul style="list-style-type: none"> • District applying to project is responsible to documenting readiness • Leadership team is identified through the school application process • Building Administration assures staff selection processes include necessary competencies 	<ul style="list-style-type: none"> • An appropriate district leadership team provides guidance and manages implementation efforts • Implementation momentum is gained by having schools demonstrate "readiness" • Hiring of new staff considers experience/ expertise with behavior and reading supports 	<ul style="list-style-type: none"> • Selection of schools ready to participate and the selection of a representative and empowered building leadership team reduces the effort and resources required for coaching and training. • Staff selection processes inform other competency and organizational drivers of needed changes to support, adapt & compensate for gaps in system and personnel capacity (e.g. training, coaching and systems interventions) 	<ul style="list-style-type: none"> • Does building leadership team confirm implementation commitment for the team? • Is the building team representative of school? • Does building leadership team attend training? • Are staff competencies and capacity to implement regularly evaluated and necessary supports and compensative actions taken to increase personnel and system capacities? 	<ul style="list-style-type: none"> • Documentation of responsibilities of leadership team • Development of procedures and resources for developing readiness for participation • Staff competencies are articulated and measured. • Staff are supported to improve through regular training, coaching and building level teaming 	<ul style="list-style-type: none"> • Create documented procedures to evaluate adequacy of selection for participation and selection of building leadership team • Create documents clearly articulating roles, functions, expectations and measures for staff selection and capacity development
Staff Training							
Staff Coaching							
Staff Performance Evaluation (Fidelity)							

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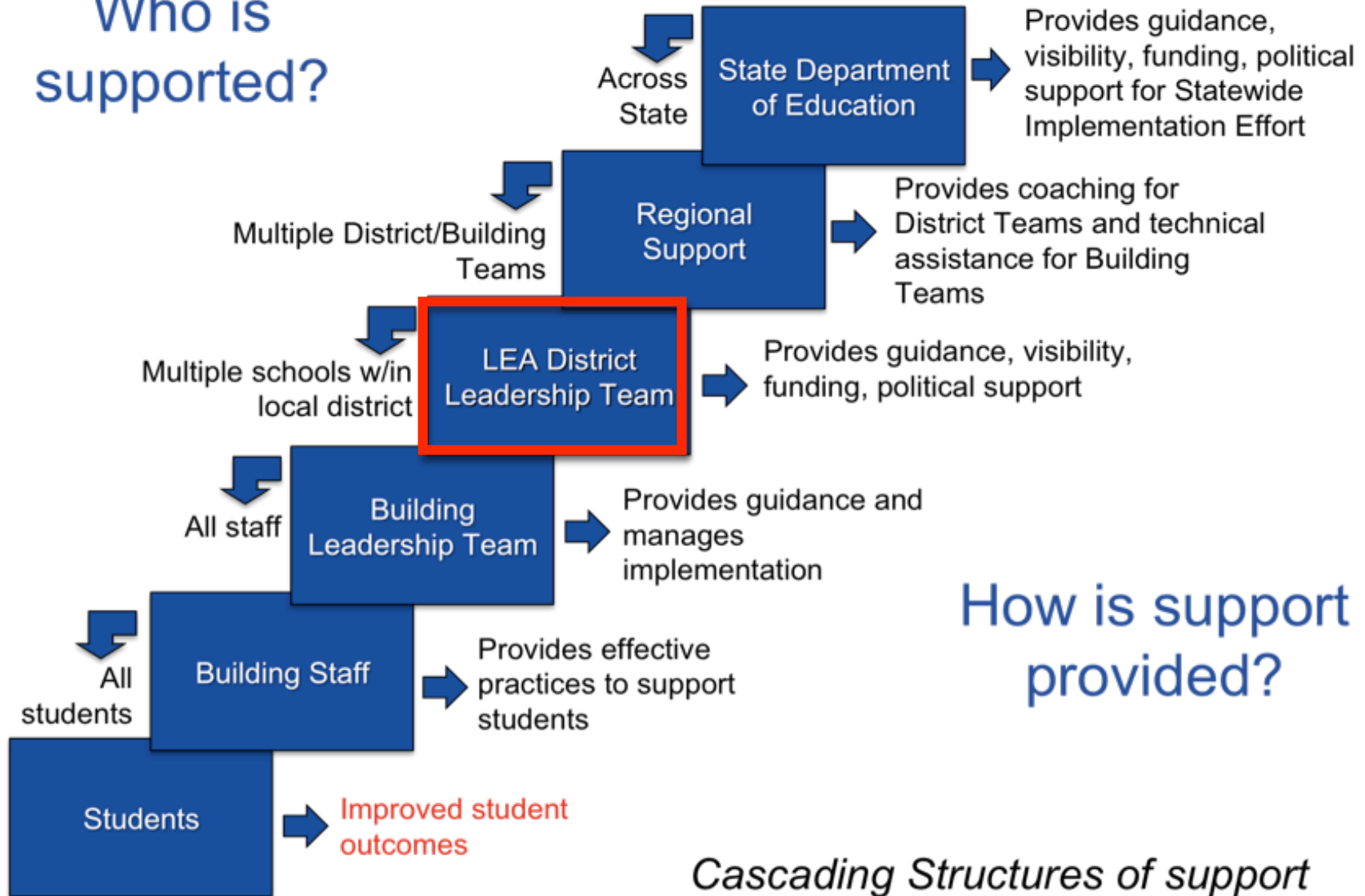
Organizational Implementation Drivers Analysis and Discussion Template

Building/Unit/PD Entity: : <i>Building Initiative-Integrated behavior and Reading Initiative</i>							
Unit Focus of Organizational Driver (e.g. School, Pre-School, Collaborative PD Group, Leadership Team, State Team): <i>Building Leadership Team</i>							
Organizational Implementation Drivers	Does Driver exist in relation to this unit of focus? (yes/no)	Responsibility for Driver? (who, what dept/entity)	How does the Driver currently support implementation?	How well integrated is the Driver with the other Drivers?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	What are next steps for improving Driver quality and integration? Who's responsible?
Facilitative Administration							
Systems Interventions							
Decision-Support Data Systems	<ul style="list-style-type: none"> • Yes • Data collected on at two levels: Student Outcomes and Fidelity of implementation. • Building teams review data three times per year 	<ul style="list-style-type: none"> • Building Leadership Team (which is a function of the School Improvement Team) 	<ul style="list-style-type: none"> • Use of student outcomes and fidelity of implementation guides school improvement efforts • Building team acts outcome and fidelity data for continuous improvement 	<ul style="list-style-type: none"> • Schools use this information within school improvement process (e.g. Systems Intervention). • Data collected is used in both formative and summative evaluate and provides direction for planning around other drivers (e.g., selection, coaching, and training) 	<ul style="list-style-type: none"> • Effectiveness of the driver is assessed through student outcomes and fidelity results meeting criteria. Also, Is there continuous improvement during and across academic years? 	<ul style="list-style-type: none"> • Process/ procedures for collecting an acting of data along with materials and tools should be document in school manual and school improvement plan. • Specified dates/times dedicated to summarizing and acting on data for improvement. 	<ul style="list-style-type: none"> • Summary of student outcome and fidelity of implementation results should be part of annual and quarterly reports provided to school community, district, and state.

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Competency Implementation Drivers Analysis and Discussion Template

Location/Unit/PD Entity : <u><i>District Initiative-Integrated Behavior and Reading Initiative</i></u>							
Select Staff Cohort (e.g. Teachers, Staff, Coaches, Leadership Teams, Building Administrators, District Team): <u><i>District Leadership Team</i></u>							
Competency Implementation Drivers	Does Driver exist in relation to this cohort of staff? (yes/no)	Responsibility for Driver? (who, what dept/entity)	How does the Driver currently support implementation?	How well integrated is the Driver with the other Drivers?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	What are next steps for improving Driver quality and integration? Who's responsible?
Staff Selection	<ul style="list-style-type: none"> • Yes • District leadership team identified based on ability and empowerment to make leadership decisions around support for building implementation efforts • This Driver may not exist at district level if intervention is just begun at a building level and has not articulated to district level implementation 	<ul style="list-style-type: none"> • District participating within project responsible for identifying district leadership team • District Administration/ Human Resources Department. 	<ul style="list-style-type: none"> • An appropriate district leadership team provides guidance, visibility, funding and political support for building implementation efforts • District Administration are informed of critical staff competencies and hiring practices are informed by this information 	<ul style="list-style-type: none"> • The selection of a representative and empowered district leadership team is more effective at allocating resources required for effective coaching and training. • Hiring practices include supportive structures (e.g. team interviews, selection criteria based on identified competencies and areas of need) • District staff evaluations reflect need for implementation capacity. 	<ul style="list-style-type: none"> • Does district leadership team confirm implementation commitment for the team? • Does the district team represent all current initiatives for the district? • Does district leadership team meet regularly? • Staff Evaluations • Does the district leadership team regularly review staff selection processes, staff competencies and staffing needs? 	<ul style="list-style-type: none"> • Documentation of responsibilities of a district leadership team • Development of procedures and resources for developing effective district leadership teams • Development of District Level protocols related to staff selection (staffing needs review, staff competency needs-training/coaching etc.) 	<ul style="list-style-type: none"> • Create documented procedures to evaluate adequacy of selection for participation and selection of district leadership team • Create documented processes, procedures and practices to evaluate District-wide assurance of staff competency across entire system.
Staff Training							
Staff Coaching							
Staff Performance Evaluation (Fidelity)							

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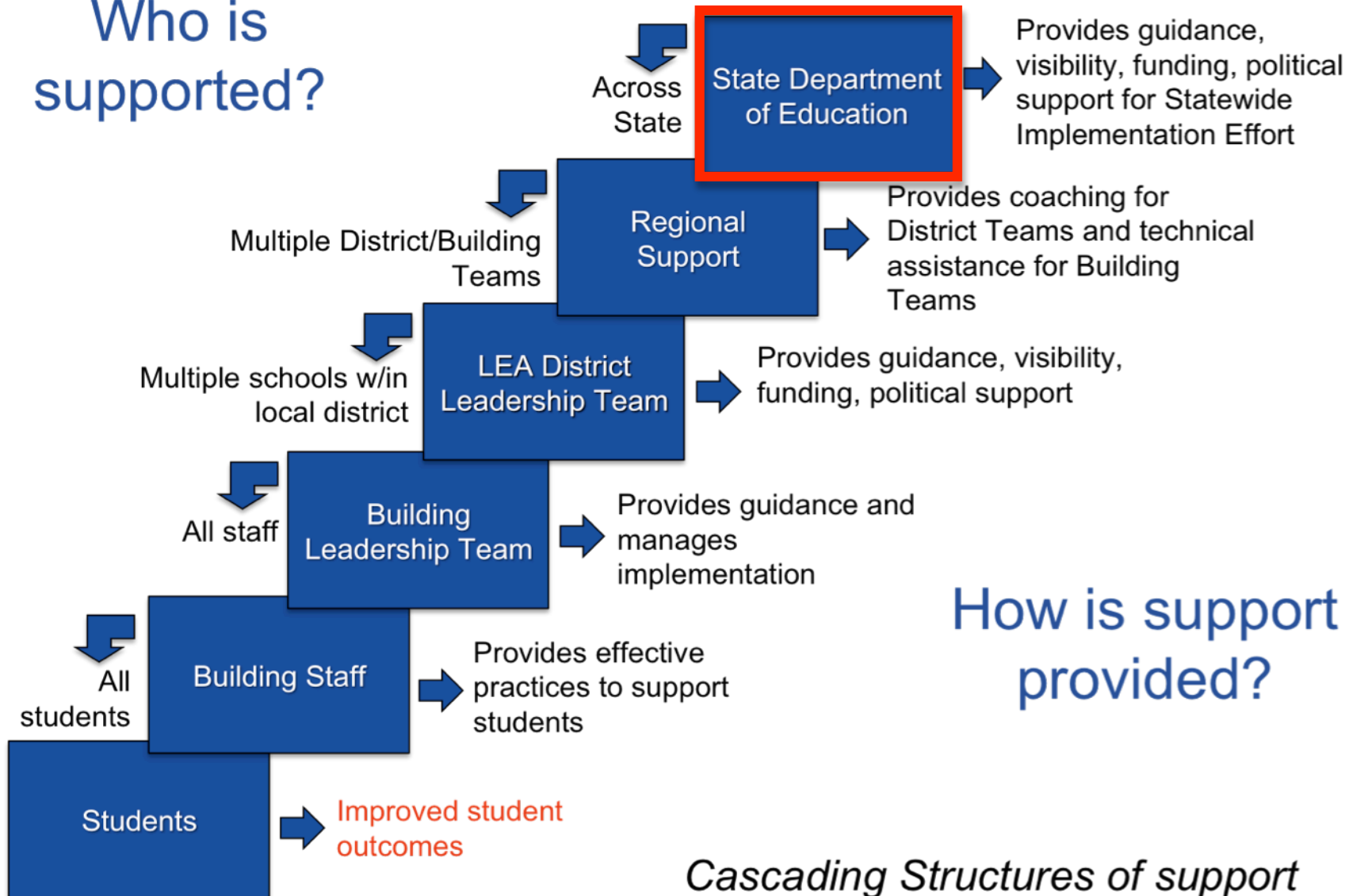
Organizational Implementation Drivers Analysis and Discussion Template

Building/Unit/PD Entity : <u><i>District Initiative-Integrated Behavior and Reading Initiative</i></u>							
Unit Focus of Organizational Driver (e.g. School, Pre-School, Collaborative PD Group, Leadership Team, State Team): <u><i>District Leadership Team</i></u>							
Organizational Implementation Drivers	Does Driver exist in relation to this unit of focus? (yes/no)	Responsibility for Driver? (who, what dept/entity)	How does the Driver currently support implementation?	How well integrated is the Driver with the other Drivers?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	What are next steps for improving Driver quality and integration? Who's responsible?
Facilitative Administration							
Systems Interventions							
Decision-Support Data Systems	<ul style="list-style-type: none"> • Yes • Data collected at building level on two levels: Student Outcomes and Fidelity of implementation summarized for district by grade level and by building level • District teams review data quarterly and act on data 	<ul style="list-style-type: none"> • District Leadership Team (which is a function of the School Improvement Team) 	<ul style="list-style-type: none"> • Use of student outcomes and fidelity of implementation guides school improvement efforts at district level • District team acts outcome and fidelity data for continuous improvement to coordinate coaching, training, etc. 	<ul style="list-style-type: none"> • District uses this information within school improvement process • Data collected is used in both formative and summative evaluate and provides direction for planning around other drivers (e.g., selection, coaching, and training) 	<ul style="list-style-type: none"> • Effectiveness of the driver is assessed through student outcomes and fidelity results meeting criteria. • Is there continuous improvement during and across academic years? 	<ul style="list-style-type: none"> • Process/ procedures for collecting and acting on district data along with materials and tools should be documented in district plan • Specified dates/times dedicated to summarizing and acting on data for district team 	<ul style="list-style-type: none"> • Summary of district wide implementation efforts, student outcome and fidelity of implementation results should be part of annual and quarterly reports provided to school community and state

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Competency Implementation Drivers Analysis and Discussion Template

Location/Unit/PD Entity: <u>State Initiative-Integrated Behavior and Reading Initiative</u>							
Select Staff Cohort (e.g. Teachers, Staff, Coaches, Leadership Teams, Building Administrators, District Team): <u>State Management Team</u>							
Competency Implementation Drivers	Does Driver exist in relation to this cohort of staff? (yes/no)	Responsibility for Driver? (who, what dept/entity)	How does the Driver currently support implementation?	How well integrated is the Driver with the other Drivers?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	What are next steps for improving Driver quality and integration? Who's responsible?
Staff Selection	<ul style="list-style-type: none"> • Yes @ Building or district level where the initiative is being implemented • Possibly not at state level if staff credentialing requirements or rule driven endorsement processes have not yet caught up with a need for a change related to implementation of a system initiative 	<ul style="list-style-type: none"> • Building and District Administration (Human Resource Dept) • State influence will be associated with staff credentialing and rule requirements 	<ul style="list-style-type: none"> • Core features for implementation fidelity would be identified by state initiative and inform a new hire process, over time these may influence new state staff credentialing or rule requirements 	<ul style="list-style-type: none"> • State initiative supports Building or District Admin to integrate drivers by assuring the following are identified: <ul style="list-style-type: none"> ✓ Core Features for Implementation Fidelity ✓ Necessary changes to staff credentials or rule driven endorsements are identified and/or implemented ✓ System requirements (e.g. fiscal policy, rule promulgation etc) clearly identify organizational changes that will be required. 	<ul style="list-style-type: none"> • Needed policy and/or credentialing requirements are identified, addressed and/or implemented • Monitoring systems identify compliance to requirements for staff selection. • System, personnel and/or student performance indicators (e.g. highly qualified, SpEd eligibility, LRE data etc) 	<ul style="list-style-type: none"> • State level intervention and/or activity around this driver could/would insure that the appropriate staff qualifications needed to implement a large scale change (e.g. Rtl) would exist within the system allowing implementation fidelity, organizational efficiency, rapid improvement cycles and sustainable practice to occur. 	<ul style="list-style-type: none"> • State level intervention related to this driver theoretically would not occur until there was a replicable model in place and it was proven that the model yielded the outcomes desired. • State level activity would be initiated after a series of PEP-PIP cycles would inform and identify needed changes to system requirements.
Staff Training							
Staff Coaching							
Staff Performance Evaluation (Fidelity)							

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Organizational Implementation Drivers Analysis and Discussion Template

Building/Unit/PD Entity: <u>State Initiative-Integrated Behavior and Reading Initiative</u>							
Unit Focus of Organizational Driver (e.g. School, Pre-School, Collaborative PD Group, Leadership Team, State Team): <u>State Management Team</u>							
Organizational Implementation Drivers	Does Driver exist in relation to this unit of focus? (yes/no)	Responsibility for Driver? (who, what dept/entity)	How does the Driver currently support implementation?	How well integrated is the Driver with the other Drivers?	Is there a measure of Driver effectiveness? How might you know the Driver is effective?	How can the Driver be used more purposefully to support fidelity, outcomes, and/or sustainability?	What are next steps for improving Driver quality and integration? Who's responsible?
Facilitative Administration							
Systems Interventions							
Decision-Support Data Systems	<ul style="list-style-type: none"> State Level activity on this driver would address aggregate data related to fidelity and performance State level review would be related to informing state data systems of necessary changes 	<ul style="list-style-type: none"> State Management Team for purposes of identifying critical areas of improvement for state data collection. 	<ul style="list-style-type: none"> Use of student outcomes and fidelity of implementation guides school improvement efforts at district level and at state level informs school improvement framework of critical and facilitative improvements. State Management Team adjusts School Improvement processes State makes necessary policy, and/or procedural changes. 	<ul style="list-style-type: none"> Data collected is used in both formative and summative evaluation and provides direction for planning around other drivers (e.g., selection, coaching, and training) State uses information gathered from District and Regional Teams to inform other components of the system of where changes and/or adjustments need to be made. 	<ul style="list-style-type: none"> Effectiveness of the driver is assessed through aggregate student outcomes and fidelity results meeting criteria. Is there continuous improvement during and across academic years? The above measures are part of PEP-PIP cycle and necessary communication loops are developed to support ongoing flow of information. 	<ul style="list-style-type: none"> School Improvement processes include these data measures as part of school improvement planning tools State data and accountability systems have articulated measures to key data measures within the intervention (e.g. SWIS data as indicator of student engagement, DIBELS benchmarks articulated to State curricular requirements etc) 	<ul style="list-style-type: none"> Summary of district wide implementation efforts, student outcome and fidelity of implementation results should be part of annual and quarterly reports provided to school community and state State Board of Education is informed of critical measures of student and system performance in an annual reporting process that includes aggregate measures of system and student performance.

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