



**School/ District:**

**Priority:**

**Practice:**

### Laying The Foundation: Stage-Based Outcomes

1. We know what options (practices) exist for this priority.
  - We are able to identify practices that would be associated with our priority.
  - We know what options exist to address our priority.
2. We agree on which practice we want to implement.
  - We have a clear (enough) description of what this practice will look like in our school/district.
  - We are clear on who will be involved in selecting the practice we want to implement.
  - We are clear (enough) on WHO will be doing WHAT, WHERE, and the CONDITIONS (when/how).
  - Key leaders agree with the rationale for and descriptions of the practice.
  - Key stakeholders agree with the rationale for and descriptions of the practice.

### Installing: Stage-Based Outcomes

3. We have people and systems prepared to implement this practice.
  - We have described where and with whom we will be implementing.
  - We have identified structural or functional changes needed to implement the practice (e.g., staffing, scheduling, responsibilities).
  - We have brainstormed possible barriers, or things that might limit the success of our implementation, to inform our planning.
  - People know where to go with questions about implementation.
  - People know how to document challenges and successes with implementation and know how that information will be used.
  - If we are doing a pilot, our School/District Leadership Teams know when implementation starts and ends.
  - School/District Leadership Teams know how they will:
    - Promote positive messages about implementation to stakeholders
    - Evaluate implementation (fidelity, satisfaction, outcomes)
  - Leaders know how the results will inform decisions to revise, continue, expand, or discontinue implementation.
4. We have well-trained people who will be trying-out this practice.
  - We have allocated the training resources and planned out the training logistics.
  - Those who will be implementing are well trained.
  - We have evidence showing that those who will be implementing the practice have the basic knowledge and skills they need.
  - We have coaching and support available for people who are implementing the practice.
  - We have a clear and common understanding of what implementation of this practice looks like.



## Implementing: Stage-Based Outcomes

**5.** We have tried-out this practice. We are trying out this practice.

- We are capturing the essential information about how implementation is going, including facilitators and barriers.
- Our leadership teams are promoting this practice.
- We know whether or not we are doing this practice the way it was intended.
- Those trying out the practice are well coached. They feel competent using the practice.
- We are getting (some of) the desired outcomes.
- We are communicating with all stakeholders about implementing this practice.

**6.** We have reflected on initial implementation efforts and recommended improvements to support the practice and systems.

- We have examined all the essential aspects of the system relative to this practice (Drivers Best Practices).

**Based on what we are learning:**

- We are enhancing the competency of our people.
- We are enhancing our organizational capacity to use this practice.
- We are enhancing how we capture desired outcomes for students and the system.
- We are enhancing how we lead the use of this practice.
- The school and district administrative policies and practices sufficiently support this practice.

## Sustaining Schoolwide Implentation: Stage-Based Outcomes

**7.** We have student and system outcomes that show this practice is working.

- We can demonstrate the student outcomes directly related to using this practice.
- We can demonstrate the system outcomes directly related to using this practice.

**8.** We have a competent, organized, well led system for this practice.

- Our leadership teams are using outcome, fidelity, and satisfaction data to make decisions about this practice.
- Our feedback processes are in place and functional (within and across all arenas: school, district, community).
- We can demonstrate a competent, organized, and well-led system for this practice (e.g., we have essential components IN PLACE as documented by the Drivers Best Practices tool).
- We are continuously improving and aligning this practice within our system.