

Transformation in Action Practices



SWIFT's Transformation in Action (TA) Practices offer research-based strategies for making and sustaining change in your school. These practices do not have a particular order and can be entered into at different points, depending on what makes the most sense for you and your team.



Design

Design is a strengths-based practice that generates a collective agreement about an ideal future education system for all students in a community. Creating a shared design provides coordination and focus to your actions. It also provides an incentive for all involved to collectively work to achieve the design.



Teaming

Teaming defines the roles and communication strategies involved in carrying out whole education system transformation and the supportive TA practices. Teaming helps build capacity to reach more than just one teacher or school. Enlisting teams at the school, district, and state increases the success of implementation and sustainability of the transformation process.



Coaching

Coaching develops organizational and personnel capacity through use of partnership principles: equality, choice, dialogue, reflection, and reciprocity. Coaching may be accompanied by facilitation, which involves direct and intentional involvement with the TA practices in a way that supports acquisition and application of transformative efforts so they can be sustained. Coaching provides a model for developing capacity over time that is durable and sustainable.



Data

The Data practice is a process that draws together multiple sources of data to inform decisions. These data sources include student outcome data, measures of the extent to which current practices are implemented, and

measures of capacity for sustaining the practices. The process used to analyze data involves prompting shared observations about the data, identifying strengths, and generating opportunities that could leverage strengths in meaningful ways. These data snapshots prompt meaningful conversations about the current state of the system that lead to decisions about priorities for change.



Priorities

The Priorities practice focuses teams on their current stage of implementation for a given educational practice and then identifies steps needed to achieve sustainable use of the practice. This process develops stronger system capacity and enables staff to be comprehensive and intentional in their planning and implementation. This way of planning allows the outcomes of evidence-based practices to be fully realized.



Resources

The Resources practice is a mapping and matching process that provides a structure to efficiently identify and allocate resources to support implementation efforts. Over time, this process develops stronger system capacity to align and allocate resources for full realization of evidence-based educational practices.