

Six Practices for Implementing Initiatives				
Practices	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing	Not Meeting Standards
<p>1. Develop, articulate, and communicate a shared vision of the intended change</p>	<p><i>In addition to proficient practices:</i></p> <ul style="list-style-type: none"> • Shares throughout the organization and with other organizations the knowledge and skills being learned from efforts to help staff visualize successfully implemented practices associated with the innovation. 	<ul style="list-style-type: none"> • Uses multiple opportunities to describe and share with staff mental images of what the change innovation practices look like when implemented to high levels. • Has clearly defined the elements of the innovation, which enables staff to move toward high-quality implementation. • Has used a variety of ways to remind staff of the vision of change and where the organization is in relationship to realizing it. • Vigorously works at meaning-making; helps staff see how this vision connects with other initiatives. 	<ul style="list-style-type: none"> • Occasionally talks with staff about the innovation's processes but is not clear about what the change is supposed to look like. Consequently, staff receives vague descriptions. • Has only partially defined the components of the innovation. As a result, the undefined parts contribute to staff confusion. • Infrequently talks with staff about the intended change and where the organization is in relationship to that change. • Addresses staff questions about how this initiative connects to prior initiatives when they ask, but does not have a plan for meaning-making. 	<ul style="list-style-type: none"> • Does not spend any energy creating mental images for staff of what the vision of change looks like when fully implemented. Consequently, staff is left to develop their own idiosyncratic descriptions of what the innovation's practices are or are not. • Rarely, if ever, talks with staff as to where they are in relationship to the intended change. • Indiscriminately takes on every innovation that comes along. Consequently, staff may feel overwhelmed with multiple unconnected solutions.

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<p>2. Establish a plan of action and provide resources</p>	<p><i>In addition to proficient practices:</i></p> <ul style="list-style-type: none"> • Uses the implementation plan as a teaching device, helping others in the organization to understand the interrelationship of milestones. • Uses the implementation plan to build systems thinking throughout the organization. • Makes sure that implementation plan is visible in heavily trafficked areas so that accomplishments are publicly celebrated and implementation challenges are open for input from a wide variety of sources. 	<ul style="list-style-type: none"> • Has developed an implementation plan including specific and measurable adult practices, along with corresponding improvements in student achievement, deadlines, and persons responsible. • Uses the implementation plan to build systems thinking throughout the school. • Has infused the implementation plan with adequate resources (time, ongoing training, on-site coaching) to sustain implementation efforts. • Sees to it that the implementation plan is frequently revised and updated as milestones are achieved or deadlines are changed. • Has developed specific facilitator interventions to assist with monitoring implementation efforts. 	<ul style="list-style-type: none"> • Has developed an implementation plan; however, the plan may look like a task analysis of steps that are not measurable nor are they directly connected to anticipated increases in student achievement results. • The implementation plan and its processes may not necessarily be related to other school activities (curriculum, instruction, assessment). • Infrequently updates implementation plans and rarely documents the impact of changes. • Makes limited use of implementation interventions to assist with monitoring practices. 	<ul style="list-style-type: none"> • Has not developed an implementation plan. • Tends to allocate resources based on the pressures of the moment without regard to long-term implementation needs. • Has little to no awareness of the impact the intended change in practice has on student achievement. • Makes no use of implementation interventions to assist with monitoring practices.

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3. Invest in professional learning	<p><i>In addition to proficient practices:</i></p> <ul style="list-style-type: none"> • Chooses one or two focus areas for professional learning, with extensive time in faculty, grade-level, department meetings all focused on intensive implementation of a few areas of learning. • Shares throughout the organization and with other departments, schools, and districts the knowledge and skills being learned from efforts to build professional knowledge. 	<ul style="list-style-type: none"> • Affords staff formal, ongoing training and other forms of staff and personal development relative to the vision of change. The leader participates fully and is active in providing feedback and facilitating participation. • Schedules training and development sessions across time as members of the staff move from novice toward expert in their levels of use of the innovation <ul style="list-style-type: none"> – Providing information about the change; – Teaching the skills required of the innovation; – Developing positive attitudes about the use of the innovation; – Modeling and demonstrating innovation use; – Clarifying misconceptions; – Providing embedded classroom practice with opportunities for questions and collaboration. 	<ul style="list-style-type: none"> • Has provided training workshops but only at the beginning of the change process. • The leader attends professional development for colleagues, but may not fully engage in it and set an example of active participation. 	<ul style="list-style-type: none"> • Expects the staff to implement the innovation; however, the leader assumes individual staff will secure their own training in order to implement the change. The leader is not personally involved in facilitating the intended change.

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<p>4. Monitor progress</p>	<p><i>In addition to proficient practices:</i></p> <ul style="list-style-type: none"> • Can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis of the intended change. • Uses a variety of data sources, including qualitative and quantitative measures. • Inferences from data collected are shared widely outside of the school community in order to share the analysis and replicate their personal and collective success and failures. 	<ul style="list-style-type: none"> • Is continuously (at least monthly) assessing and monitoring the change process relative to improvement in student achievement. • Routinely checks the progress of each staff member (gathering and charting data about the staff needs; collecting information about the knowledge and skills of the staff; collecting and providing feedback; talking informally with users about their progress and their level of use of the innovation). • Uses multiple intervention strategies and works to understand staff concerns associated with their attempted use of the innovation. 	<ul style="list-style-type: none"> • Monitors the change process fewer than nine but more than three times during the school year. • Does not compare how adult practices are impacting student achievement. • May or may not know the importance of checking on the progress of each staff member as they implement the innovation's processes. Checks the progress of some staff but not all. Data that is collected is mainly anecdotal and rarely shared with staff. • Utilizes mostly informal, casual conversation as their means of understanding staff issues related to implementation efforts. 	<ul style="list-style-type: none"> • Rarely (three or fewer times per year) or never checks the change process. • Does not collect data on adult practices or how they are impacting student achievement.

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5. Provide continuous assistance	<p><i>In addition to proficient practices:</i></p> <ul style="list-style-type: none"> • Creates specific adaptations to staff needs relative to their levels of use of the innovation. • Shares knowledge and skills throughout the organization and with other departments, schools, and districts. 	<ul style="list-style-type: none"> • Systematically identifies staff needs and/or problems and responds (supplying additional materials; providing formal or informal learning activities; demonstrating refinement of practice; coaching; assisting single staff in problem solving; celebrating success and failures both large and small) in order to support their implementation efforts. 	<ul style="list-style-type: none"> • Responds to staff needs and/or problems when they arise but relies upon external resources to provide additional training or support to meet those needs or solve problems. 	<ul style="list-style-type: none"> • Is out of touch with the needs of the staff relative to their implementation of the innovation. Consequently, staff is left to their own devices to problem solve and figure out the innovation's unique processes.

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6. Create a context supportive of change	<p><i>In addition to proficient practices:</i></p> <ul style="list-style-type: none"> Hires new staff that have strong values that support the vision of change. Identifies and supports the acquisition of additional skills and models that focus on resolving conflict, using data for decision making, using criteria for making selection of new practices, and using criteria for selecting research results to be used by the group in improving its practice. 	<ul style="list-style-type: none"> Supports the implementation of the innovation by routinely addressing any physical (nonorganic) aspects (schedules, policies, building facilities) that may be perceived as barriers to implementing the vision of change to high levels. Supports the implementation of the innovation by routinely addressing the people aspects (the beliefs and values held by the members; norms that guide their behavior, relationships, and attitudes) that could be negatively impacting successful implementation of the intended change. 	<ul style="list-style-type: none"> Supports the implementation of the innovation by addressing the physical (nonorganic) aspects of the school (schedules, policies, building facilities) that may be perceived as barriers to implementing the desired change; however, only occasionally addresses the people aspects of the school that could be negatively impacting successful implementation. 	<ul style="list-style-type: none"> Supports the implementation of the innovation by occasionally addressing the physical (nonorganic) aspects of the school (schedules, policies, building facilities) that may be perceived as barriers to implementing the vision of change.

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