IMPLEMENTING STRATEGIES AND INITIATIVES

Consider the following rubric as a guide for implementing strategies and initiatives.

SIX PRACTICES FOR IMPLEMENTING STRATEGIES & INITIATIVES				
Practices	**1. Not Meeting Standards**	**2. Progressing**	**3. Proficient**	**4. Exemplary**
1. DEVELOP, ARTICULATE, AND COMMUNICATE A SHARED VISION OF THE INTENDED CHANGE	• 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 initiative'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 initiative that comes along. Consequently, staff may feel overwhelmed with multiple unconnected solutions.	• Occasionally talks with staff about the initiative'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 initiative. 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.	• Uses multiple opportunities to describe and share with staff the mental images of what the initiative looks like when implemented to high levels. • Has clearly defined the elements of the initiative, 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.	*In addition to proficient practices:* • Shares throughout the organization and with other organizations the organization's vision for the initiative as well as the knowledge and skills being learned from efforts to help staff visualize success from fully implemented practices associated with the initiative.

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Practices	1. Not Meeting Standards	2. Progressing	3. Proficient	4. Exemplary
2. ESTABLISH A PLAN OF ACTION AND PROVIDE RESOURCES	• 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	• 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 implementations plan and its processes may not necessarily be related to other organizational 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.	• Has developed an implementation plan including specific and measurable adult practices, along with deadlines, persons responsible, and corresponding improvements in student achievement. • Uses the implementation plan to build systems thinking throughout the organization. • 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.	*In addition to proficient practices:* • Uses the implementation plan as a teaching device, helping others in the organization to under-stand the interrelation-ship 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.

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3. INVEST IN PROFESSIONAL LEARNING	• Expects the staff to implement the initiative; 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.	• 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.	• 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 differing levels of use of the initiative: o Providing information about the change; o Teaching the skills required of the initiative; o Developing positive attitudes about the use of the initiative; o Modeling and demonstrating initiative use; o Clarifying misconceptions; o Providing embedded classroom practice with opportunities for questions and collaboration.	*In addition to proficient practices:* • Chooses one or two focus areas for professional learning, with extensive time in small group collaborative meetings all focused on intensive implementation of a few areas of learning. • Shares throughout the organization and with other organizations, departments, and districts the knowledge and skills being learned from efforts to build professional knowledge.

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4. MONITOR PROGRESS	• 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.
		• 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 initiative'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 under- standing staff issues related to implementation efforts.
			• Is continuously (at least monthly) assessing and monitoring the change process relative to improvement in student achievement.
			
			• Routinely checks the progress of staff members:
			  o Gathering and charting data about the staff needs;
			  o Collecting information about the knowledge and skills of the staff;
			  o Collecting and providing feedback;
			  o Talking informally with users about their progress and their level of use of the initiative.
			
			• Uses multiple intervention strategies and works to understand staff concerns associated with their attempted use of the initiative.
				In addition to proficient practices:
				
				• 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 organization in order to share the analysis and replicate their personal and collective success and failures.

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5. PROVIDE CONTINUOUS ASSISTANCE	• Is out of touch with the needs of the staff relative to their implementation of the initiative. Consequently, staff is left to their own devices to problem solve and figure out the initiative's unique processes.	• 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.	• Systematically identifies staff needs and/or problems and responds in order to support their implementation efforts:
			  ○ 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 addition to proficient practices:
				
				• Creates specific adaptations to staff needs relative to their levels of use of the initiative.
				
				• Shares knowledge and skills throughout the organization and with other organizations, departments, and districts.

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6. CREATE A CONTEXT SUPPORTIVE OF CHANGE	• Supports the implementation of the initiative by occasionally addressing the physical aspects of the organization (schedules, policies, building facilities, etc.) that may be perceived as barriers to implementing the vision of change but does not address the human aspects of the organization.	• Supports the implementation of the initiative by addressing the physical aspects of the organization (schedules, policies, building facilities, etc.) that may be perceived as barriers to implementing the vision of change; however, only occasionally addresses the human aspects of the organization that could be negatively impacting successful implementation.	• Supports the implementation of the initiative by routinely addressing any physical aspects (schedules, policies, building facilities, etc.) that may be perceived as barriers to implementing the vision of change to high levels.
			
			• Supports the implementation of the initiative by routinely addressing the human aspects that could be negatively impacting successful implementation of the intended change.
			   ○ The beliefs and values held by the members;
			   ○ The norms that guide their behavior, relationships, and attitudes.
				In addition to proficient practices:
				
				• Brings on staff members 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,
				   ○ Using criteria for selecting research results to be used by the group in improving its practice

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