Introduction

The implementation of any improvement effort like the State Systemic Improvement Plan (SSIP) is a long-term, complex process that often requires individuals and groups at all levels of the system to make significant changes over time to their daily work. To ensure the achievement of desired outcomes of the SSIP, key components of this change process include building the capacity and infrastructure that influences both the technical and adaptive side of change. The National Implementation Research Network (NIRN) implementation drivers\* reflect the core components needed to develop, improve, and sustain a system change process over time which applies to the SSIP implementation.

Measuring this change, especially adaptive change which often reflects changes in attitudes and behaviors rather than quantifiable outcomes, is difficult yet integral to effectively using the Plan, Do, Study, Act cycle so that state teams can reflect on what is working, what is not, and what to do about it. For the SSIP to achieve sustainability, it is vitally important that states continually monitor the progress they are making in infrastructure and capacity over time.

Purpose

The purpose of this SSIP Infrastructure Development Rubric and SSIP Infrastructure Development Planning Tool is to allow those involved at the state level in the implementation of the SSIP to reflect on the infrastructure work they have accomplished in relation to each of the implementation drivers and each Implementation Stage through Phases I and II of the SSIP and determine where they are now in Phase III. Using this tool to measure the changes reflected in Competency, Organization, and Leadership Drivers will help states create a focus for improvement planning to continue to make improvements to infrastructure and build the sustainability of the SSIP. States can also use the data from this tool to report changes to infrastructure growth and development over time in their subsequent SSIP submissions to OSEP.

The SSIP Infrastructure Development Rubric is built to crosswalk the implementation drivers and the Implementation Stages\* necessary for effective sustainable implementation of the SSIP. On Step 1 of this process, for each of rubric elements, teams are prompted to consider which implementation stage has been completed for each of the implementation driver areas. Teams will then go to Step 2, where they take these responses and transfer them to a scoring sheet on the SSIP Infrastructure Development Planning Tool. On Step 3, teams use the average of the scores in each competency driver to identify areas for action and improvement. On Step 4, teams use the Guiding Questions related to the priority driver areas to inform action planning in order to plan next steps for Phase III implementation and beyond.

National Center for Systemic Improvement: Silvia DeRuvo, Cesar D’Agord (2019)

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Step 1: SSIP Infrastructure Development Rubric

Together with your stakeholders, review and measure your state’s SSIP infrastructure activities based on which implementation stage has been completed for each of the implementation driver areas.

Step 2: Scoring Sheet

Apply the rubric results to a scoring sheet and obtain a baseline (or progress measures) for the stage of implementation of your state’s SSIP infrastructure activities based on each implementation driver.

**Performance Assessment
(fidelity)**

**Coaching**

**Training**

**Selection**

**Systems Intervention**

**Facilitative
Administration**

**Decision** **Support**
**Data** **System**

**Adaptive**

**Technical**

**Competency** **Drivers**

**Organization** **Drivers**

**Leadership Drivers**

**Implementation Drivers**

Stages of Implementation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pre-Exploration | Exploration | Installation | Initial Implementation | Full Implementation |

Step 3: Identify Areas for Action and Improvement

Based on your scores, what are the strengths and challenges in your state’s SSIP infrastructure development and implementation? What implementation drivers need to be prioritized?

Step 4: Action Planning

Based on your state’s identified areas for action and improvement, use the guiding questions to draft your action plan for Phase III Year 3 and beyond, including baseline and/or progress measures as appropriate.

Step 1: SSIP Infrastructure Development Rubric

With your state team, read through the description of each implementation driver related to the stages of implementation, reflecting on the current status of your SSIP. Circle the statement that most closely describes where you are regarding your SSIP implementation. You can choose to circle the space between two stages if that more accurately reflects your current status.

Competency Drivers

| **Stages of Implementation and Point Assignment** | **Descriptor** | **Competency Drivers** |
| --- | --- | --- |
| **Selection** | **Training** | **Coaching** |
| **Full Implementation**Stage 5 | Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA’s typical functioning  | Results of interviews and fidelity data are used for analysis on staff performance; changes in methods are based on data analysis  | Results of pre-post-tests of knowledge and skill are used to analyze data on trainer and staff performance and to improve specific sections of training  | At least annually, practitioners rate their satisfaction with the helpfulness and quality of coaching they received; data on coaching frequency, duration, and helpfulness are used to analyze data on staff performance and to improve coaching  |
| **Initial Implementation** Stage 4 | Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice | Interviews are conducted by individual with expertise in the SSIP evidence-based practice (EBP), using the practice, specific protocols, and hiring criteria  | Training is conducted by individual with expertise in the evidence-based practice, using strategy-specific content; checks to ensure fidelity  | Coaching occurs at least once a week for each practitioner; staff development plan is established for each practitioner; coaching time is divided between direct observation, fidelity checks, and data reviews |
| **Installation** Stage 3 | Preparing for the implementation of the SSIP evidence-based practice | Developing new interview protocols with hiring criteria skills specific to the evidence-based practice | Developing specific content for the implementation of the evidence-based practice; preparing and scheduling professional development | Experts have been hired; acceptable coach practitioner ratios have been established; a coaching schedule is established  |
| **Exploration** Stage 2 | Actively considering how to implement the SSIP evidence-based practice  | Developing new job descriptions for SSIP evidence-based practice supports | Developing/locating content specific to the core components of the SSIP evidence-based practice | Actively recruiting persons with expertise in the evidence-based practice; new job descriptions developed  |
| **Pre-Exploration** Stage 1 | Becoming aware of SSIP requirements | Human resource department begins to recruit and hire staff  | Staff hired with particular skill and expertise in the evidence-based practice  | Staff are identified and appointed to supervise practitioners  |

Organizational Drivers

| **Stages of Implementation and Point Assignment** | **Descriptor** | **Organizational Drivers** |
| --- | --- | --- |
| **Decision Support Data Systems** | **Facilitative Administration** | **Systems Intervention** |
| **Full Implementation** Stage 5 | Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA’s typical functioning  | Quarterly and annual reports display the results of the processes and outcomes of the SSIP evidence-based practice. At least annually, staff members rate their satisfaction with the helpfulness and promptness of the reporting of organizational assessments; staff routinely make decisions based on the reported findings | SEA administrators make use of SSIP evaluation data to ensure fidelity and the integration of the selection, training, coaching, and assessment functions associated with the implementation of the SSIP evidence-based practice; SEA staff at all levels look for ways to improve practitioner skill levels and fidelity of implementation | SEA administrators make use of the SSIP evaluation to continue to educate leaders across the agency to influence those systems to more fully support the SSIP implementation within the larger context of SEA initiatives |
| **Initial Implementation** Stage 4 | Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice | The evaluation measures with respect to the evidence-based practice are routinely measured and the results are reported monthly to practitioners, coaches, and administrators | Organizational structures and functions, staff roles and functions, and financial allocations are modified to fully support the implementation of the evidence-based practice | Organized effort is put into working with leaders across the agency to align their structures and functions to fully support the SSIP evidence-based practice |
| **Installation** Stage 3 | Preparing for the implementation of the SSIP evidence-based practice | Active work is done to develop/locate appropriate measures for the development of the SSIP evaluation plan; staffing is arranged | Specific plan is made to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the implementation of the evidence-based practice | Specific plans to meet with officials across the agency to more fully align systems to support the implementation of the SSIP evidence-based practice  |
| **Exploration** Stage 2 | Actively considering how to implement the SSIP evidence-based practice  | Logic model is developed to identify relevant strategies necessary to implement the evidence-based practice and to develop evaluation processes and outcomes  | SEA administrators are examining and identifying changes needed to fully support the evidence-based practice  | SEA administrators examine the fit between the evidence-based practice and initiatives in other divisions within the agency  |
| **Pre-Exploration** Stage 1 | Becoming aware of SSIP requirements | Information is collected regarding funding and issues related to regulations, compliance, and the implementation of the evidence-based practice | Organizational structures and functions are focused on ensuring ongoing compliance and costs for the implementation of the evidence-based practice | Meetings are held with officials outside the special education division for purposes of communicating the SSIP and its reporting requirements |

Performance Assessment

| **Stages of Implementation and Point Assignment** | **Descriptor** | **Performance Assessment** |
| --- | --- | --- |
|
| **Full Implementation** Stage 5 | Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA’s typical functioning  | At least annually, practitioners rate their satisfaction with the helpfulness and promptness of data reflecting their performance assessment; training and coaching are used to improve performance and assessment methods; process data are correlated with outcome data  |
| **Initial Implementation** Stage 4 | Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice | The performance of each practitioner is assessed at least quarterly until performance criteria/fidelity is reached on a consistent basis; assessment methods include direct observation (live and recorded), data reviews, and surveys |
| **Installation** Stage 3 | Preparing for the implementation of the SSIP evidence-based practice | Careful review is conducted to align content/criteria used in selection, interviews, and preservice training with areas to be assessed in practice  |
| **Exploration** Stage 2 | Actively considering how to implement the SSIP evidence-based practice  | Core components of the evidence-based practice are reviewed to see how they can be assessed in practice  |
| **Pre-Exploration** Stage 1 | Becoming aware of SSIP requirements | Supervisors provide their opinions regarding the skills necessary for practitioner performance  |

Leadership Drivers

| **Stages of Implementation and Point Assignment** | **Descriptors** | **Leadership Drivers (Technical and Adaptive)** |
| --- | --- | --- |
| **Ensuring Relevant Participation—SSIP Infrastructure for Partnerships (Leading by Convening ~)** |
| **Full Implementation** Stage 5 | **Transforming SSIP Teams—*Stakeholders share responsibility and accountability roles on SSIP activities. The SSIP includes an infrastructure which:*** | * Supports for participation are a natural way of working together. All in the group take

responsibility for inviting and orienting new members of the group.* The group considers and utilizes, as appropriate, multiple methods for engagement (online, face-to-face, conference calls, etc.). Methods are utilized and modified as needed. Flexibility in method use is demonstrated**.**
* Stakeholders demonstrate disagreement is a way to reach agreement. A common vocabulary is used. The question of who else needs to be involved continues to be addressed.
* Shared responsibility and accountability for all roles and activities is evident. Roles are flexible and different people assume them at different times as needed.
 |
| **Initial Implementation** Stage 4 | **Collaborating SSIP Teams—*SSIP infrastructure system for engagement is being developed so that shared leadership is emerging. The system:*** | * A process of welcoming and orienting is in place for new members. Inclusion and participation supports are in place.
* The group develops guidance on when to convene. Stakeholders consider suggested communication methods that meet the needs of the members and match methods with purposes and/or types of engagement activities.
* Stakeholders contribute to and create a shared vocabulary. They reach across systems to review, critique, and revise/confirm the issue to be addressed.
* Group members work together and assume roles and responsibilities appropriate to their knowledge, skills, and interests. Shared leadership is emerging.
 |
| **Installation** Stage 3 | **Networking SSIP Teams—*SSIP infrastructure system for engagement is being developed so that flexible leadership is emerging. The system*:** | * Stakeholders from diverse roles exchange ideas about who else might be important to this issue (relevant stakeholders). Outreach to others with a specific focus on roles not yet involved continues. Ideas about method preferences, accessibility, and

responsibilities are exchanged.* Stakeholders share preferences for on-site and virtual methods of communication.
* Stakeholders from diverse roles exchange information and share work that has been done previously. An environmental scan is conducted and others with expertise, materials, and resources are invited into the group.
* Stakeholders discuss roles and responsibilities and determine who is interested in assuming specific

roles for distinct periods of time or in relation to a particular sub-issue or activity. Flexible leadership is emerging. |
| **Exploration** Stage 2 | **Informing SSIP Teams—*SSIP team is evolving, disseminates information, core group roles and functions are evolving*:** | * A core group of interested stakeholders disseminates information to potentially interested stakeholders, across roles, to inform them about issues and invite them into the discussion**.**
* A core group of interested stakeholders invites others to participate in various ways (on- or off-site).
* A core group initiates an environmental scan to determine who else has resources to contribute

to the work.* Core group members identify and share a variety of different roles and functions that can occur within the group as it evolves.
 |
| **Pre-Exploration** Stage 1 | **Ad hoc SSIP Teams*—State’s SSIP team is convened on an as-needed basis. Stakeholders are invited, but engagement, roles, and functions are not clearly defined.*** | * Stakeholders are invited to meetings; however, they are rarely informed about any changes or decisions that came about because of their input. There is no intentional effort to share the learning through stakeholder networks.
 |

~ Cashman, J., Linehan,P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement.* Alexandria, VA: National Association of State Directors of Special Education.

**Brief descriptors of each Driver**

|  |
| --- |
| **Implementation Drivers** |
| **Competency Drivers** | **Organization Drivers** | **Leadership Drivers** |
| SelectionSelection refers to the purposeful process of recruiting, interviewing, and hiring ‘with the end in mind.’ Includes identifying skills and abilities that are prerequisites.  | Decision Support Data SystemsSystem for identifying, collecting, and analyzing data over time and across organizational levels. Data used to make decisions and improve planning.  | Leadership Technical Challenges Challenges are those characterized by mostly clear agreement on a definition of the dimensions of the problem, with clear pathways to solutions.  |
| TrainingInformed processes designed to support staff in acquiring the skills and information needed to implement the evidence-based practice.  | Facilitative AdministrationInternal processes, policies, regulations, and structures over which the organization has some control in order to create the environment and supports necessary to do the work.  | Leadership Adaptive ChallengesAdaptive challenges involve legitimate, yet competing, perspectives—different views of the problem and different perspectives on what might constitute a viable solution.  |
| CoachingRegular, embedded professional development designed to support staff in implementing the evidence-based practice with fidelity.  | Systems InterventionThe goal of systems intervention is to identify and eliminate or reduce external barriers, or to enhance and sustain those policies, procedures, and regulations that facilitate the work of the SSIP. | Performance Assessment Measuring the degree to which staff are using the evidence-based practice as intended.  |

Step 2: Scoring Sheet

Using the rubric, identify with a number an implementation score for each of the drivers related to the implementation of your SSIP. Average the results by competency drivers and organizational drivers and enter them on the average score row. Enter the score of the performance assessment on the average score row as well.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Implementation Stages** | **Competency Drivers** | **Performance Assessment****(Fidelity)** | **Organizational Drivers** | **Leadership Drivers** |
| **Selection** | **Training** | **Coaching** | **Decision Support****Data System** | **Facilitative Administration** | **Systems Intervention** | **Technical & Adaptive** |
| **5) Full Implementation**  |  |  |  |  |  |  |  |  |
| **4) Initial Implementation**  |  |  |  |  |  |  |  |  |
| **3) Installation Stage**  |  |  |  |  |  |  |  |  |
| **2) Exploration Stage** |  |  |  |  |  |  |  |  |
| **1) Pre-Exploration**  |  |  |  |  |  |  |  |  |
| **Average Score** |  |  |  |  |

*Note: You can use these scores to establish baselines and targets to measure progress on the implementation of the state’s SSIP infrastructure.*

Step 3: Identify Areas for Action and Improvement

Refer to the rubric to identify areas of need that influenced your score. Reflect on results of the scoring rubric and the leadership driver challenges that you face. Based on your scores, what are your strengths and challenges? Which areas need the most attention to move your SSIP forward?

Identify priorities: What have you identified numerically in the scoring sheet above as your top priorities for implementation next steps? Identify those driver areas with low scores and briefly describe the need(s).

|  |  |
| --- | --- |
| **Driver Area** | **Description** |
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Use the guiding questions below **ONLY in the areas you have identified in your priorities** to guide your action planning for your SSIP Phase III Year 3 and beyond. Using the strategies and next steps identified in the priority chart above, think through each driver area’s strategies and reflect on the guiding questions to enhance your thinking. As you make action step decisions, reflect on the technical or adaptive leadership strategies identified in the rubric to thoughtfully inform your action planning. Once each driver area for your priorities are addressed, create a single action plan to communicate with your staff and other stakeholders on priorities for your implementation plan for the SSIP Phase III Year 3.

Step 4: Action Planning Guiding Questions:

Performance Assessment

* + Does your performance assessment give you feedback on whether the evidence-based strategies of the SSIP are being implemented with fidelity?
	+ Who is responsible for assessing performance/fidelity? Who else plays a role? What teams at what level?
	+ How will leadership and implementation teams support, resource, monitor, participate in, and improve the performance assessment/fidelity process?
	+ What are the next steps to assess and report performance/fidelity?
	+ Who will take the lead and what is the timeline for completing the next right steps?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Performance Assessment** |  |  |  |  |

Competency Drivers

Recruitment and Selection

* + Have selection criteria been established that reflect the knowledge, skills, and abilities to implement and monitor the evidence-based practice?
	+ Who is responsible for recruiting and selecting scale-up SSIP schools/districts? Who else plays a role? What teams at what level?
	+ What are the responsibilities of your leadership and implementation teams related to supporting the selection process?
	+ What are the next steps for moving forward with selection for scale-up?
	+ Who will take the lead, and what is the timeline for completing the next right steps?

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| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Competency Drivers** | **Recruitment and Selection** |  |  |  |  |

Training

* + Are trainings developed to provide knowledge about effective implementation related to underlying theories of change, evidence-based practices, and rationales related to the practices? Who else plays a role? What teams at what level?
	+ Who is responsible for providing training necessary to implement and monitor the SSIP?
	+ What are the responsibilities of the leadership and implementation team related to supporting the timeliness, access to, and quality of the training process?
	+ What are the next steps for training necessary to implement the SSIP with fidelity?
	+ Who will take the lead, and what is the timeline for completing the next right steps?

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| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Competency Drivers** | **Training** |  |  |  |  |

Coaching

* + Do your coaches engage with schools and teachers to observe in context, use assessment and feedback to improve competence and confidence, encourage and support, and identify and report barriers to implementation of the SSIP?
	+ Who is responsible for providing coaching? What are their practices and strategies? Who else plays a role? What other teams at what level?
	+ What will be your leadership and implementation team’s responsibility related to supporting the quality of coaching? What guidance, oversight, or support are you providing?
	+ What are the next steps to support the coaching necessary to implement the SSIP with fidelity?
	+ Who will take the lead, and what is the timeline for completing the next right steps?

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| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Competency Drivers** | **Coaching** |  |  |  |  |

Action Planning—Organizational Drivers

Decision Support Data System

* + Are there systems and procedures in place to assess key aspects of the overall performance of the SEA to ensure and measure the implementation of the SSIP?
	+ Do those systems provide data and information that can be used to made decisions related to the level of support needed by SSIP schools/districts and others involved in implementation?
	+ Do systems provide data and information on the implementation of the SSIP evidence-based strategies with fidelity?
	+ Does the data inform efforts to improve the implementation of the SSIP evidence-based strategies?
	+ Who is responsible for collecting and analyzing that data? Who else plays a role? What other teams at what level?
	+ What is the leadership and implementation team’s responsibility related to supporting the quality of the data collection, analysis, and reporting of the data?
	+ What are the next steps to support the systems and procedures necessary to implement the SSIP with fidelity?
	+ Who will take the lead and what is the timeline for completing the next right steps?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Organizational Driver** | **Decision Support Data System** |  |  |  |  |

Facilitative Administration

* + Have policies and practices been implemented to support the implementation of the SSIP in order to reduce implementation barriers and create environments to effectively implement the evidence-based practices of the SSIP?
	+ Who is responsible for ensuring that guidelines, policies, and procedures are supporting the implementation of the SSIP? Who else plays a role? What other teams at what level?
	+ What are your leadership and implementation team’s responsibilities related to ensuring that the necessary supports, guidelines, policies, and procedures support the implementation of the SSIP?
	+ What are the next steps to ensure adequate administrative support necessary to implement the SSIP with fidelity?
	+ Who will take the lead, and what is the timeline for completing the next right steps?

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| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Organizational Driver** | **Facilitative Administration** |  |  |  |  |

Systems Intervention

* + Are systems interventions in place to address issues outside the team’s immediate influence or direct control that impedes the implementation of the SSIP?
	+ Who has the lead responsibility for ensuring that there are processes in place to address barriers to implementation that are outside the immediate influence and control of the team? Who else plays a role? What other teams at what level?
	+ What are your leadership and implementation team’s responsibilities related to ensuring that systems barriers are identified, solutions proposed, and/or issues raised to the appropriate level related to the implementation of the SSIP?
	+ What are the next steps to identifying and communicating systemic barriers outside of the influence of the team related to the SSIP? What steps can be taken to address them?
	+ Who will take the lead and what is the timeline for completing the next right steps?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Organizational Driver** | **System Intervention** |  |  |  |  |

Leadership Drivers

Technical and Adaptive

* + Does the state have an infrastructure that supports the participation as a natural way of working together?
	+ Do all in the group take responsibility for inviting and orienting new members of the group?
	+ Does the group consider and utilize, as appropriate, multiple methods for engagement (online, face-to-face, conference calls, etc.)?
	+ Does the question of who else needs to be involved continue to be addressed?
	+ Is there a shared responsibility and accountability for all roles and activities evident?
	+ What are the next steps to support relevant participation?
	+ Who will take the lead and what is the timeline to complete the next steps?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Drivers****(Star \* Priorities)** | **Description** | **Who** | **Next Right Steps** | **Due Date** |
| **Ensuring Relevant Stakeholder Participation—SSIP Infrastructure for Partnerships** |  |  |  |  |

What Supports Do You Need to Implement Your Action Plan?

Based on your action plan steps, what supports do you need from NCSI? What supports do you need from other TA providers?

|  |  |
| --- | --- |
| **NCSI Supports** | **Other TA Center Supports** |
|  |  |

NCSI Tools and Resources:

**NCSI Resource Library:** [**https://ncsi-library.wested.org/resources?t\_id=all**](https://ncsi-library.wested.org/resources?t_id=all)

Implementation Barriers and Solutions

[Wins and Hiccups: A Collaborative Implementation Problem-Solving Guide for Part C State Systemic Improvement Plan Teams](https://ncsi-library.wested.org/resources/197)

The purpose of this guide is to support Part C state teams in implementing the State Systemic Improvement Plan (SSIP) to consider both their successes and challenges to inform continuous improvement. The implementation of any improvement effort, such as the SSIP, is a long-term, complex process. It requires individuals and groups at all levels of the early intervention system to make significant changes to their daily work. To ensure the achievement of desired outcomes of the SSIP, it is important for states to continually monitor their implementation progress.

[Implementation Strategies and Resource Grid: A Companion Tool to Wins and Hiccups](https://ncsi-library.wested.org/resources/212)

This tool summarizes common implementation barriers (referred to as “hiccups”) and suggests strategies and resources that may be used to offset hiccups.

Stakeholder Engagement—Adaptive Leadership

[Stakeholder Management and Stakeholder Engagement](https://ncsi-library.wested.org/resources/203)

This infographic shows a continuum of leadership behaviors that describe stakeholder management and stakeholder engagement. It was developed in collaboration with the National Association of State Directors of Special Education (NASDSE) and Council of Administrators following a keynote presentation by the NCSI Community of Partners in 2016. It can be used to differentiate leadership styles and stimulate dialogue around a number of questions related to stakeholder engagement (e.g., *Why do people engage?* and *Who can lead change?*). State SSIP teams can also use it to assess engagement efforts along the continuum.

[Module 1: Authentic Engagement](https://ncsi-library.wested.org/resources/207)

This module provides an overview of the IDEA Partnership blueprint on Leading by Convening. It outlines the essential habits that leaders need to cultivate to build allied relationships across groups. The tools and learning activities help groups identify their values and shared interests, and work together to improve practice.

[Leading by Convening (LbC): Rubrics to Assess and Shape Practice: Creating Active Engagement](https://ncsi-library.wested.org/resources/186)

Engagement differs meaningfully from participation. Increasing participation builds the working relationships necessary for change and sustainability. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results-Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically centered around creating active engagement.

[Leading by Convening (LbC): Rubrics to Assess and Shape Practice: Stakeholder Engagement in Evaluation](https://ncsi-library.wested.org/resources/185)

Stakeholders can be valuable allies in creating evaluations that tap into local practices and use the expertise of implementers and stakeholders to inform midcourse decisions and impact lasting change. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results-Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically centered around engaging stakeholders in evaluations.

[Leading by Convening (LbC): Rubrics to Assess and Shape Practice: Coalescing Around Evidence-Based Practices](https://ncsi-library.wested.org/resources/184)

Training individuals on an evidence-based practice is not the same as coalescing individuals around that practice. Coalescing demands an exploration of the issue from the perspective of the implementers and stakeholders. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results-Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically centered around evidence-based practice.

[Leading by Convening (LbC): Rubrics to Assess and Shape Practice: Building Support Through Data](https://ncsi-library.wested.org/resources/183)

Sharing data is not the same as building support through data. Building support requires dialogue, exchange, shared meaning, and the commitment to joint messaging. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results-Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically centered around data use.

Coaching and Performance Assessment

[Effective Practices for Coaches](https://ncsi-library.wested.org/resources/206)

This module is the first in a series on coaching, a form of professional development for teachers who work in the kindergarten–12th grade setting. Module 1 addresses the four practices coaches can use to improve teaching and student learning. These practices include observation, modeling, providing performance feedback, and using alliance-building strategies. Module 2 addresses how to measure the fidelity of coaching practice to increase the impact it has on teaching and learning. We strongly recommend watching both modules to fully enhance the coaching of teachers.

[Effective Coaching of Teachers: Completed Sample of the Fidelity Tool Worksheet](https://ncsi-library.wested.org/resources/189)

Fidelity in coaching should rely continuously upon the effective practices of observation, modeling, delivery of performance feedback, and use of alliance-building strategies. Further, coaching should occur with sufficient frequency, ensure that teachers are engaged with the coaching session, and be of adequate duration and high quality. This tool serves as an example of how an observer can complete the Fidelity Tool Worksheet. It is intended to be used in conjunction with four other tools: Effective Coaching of Teachers: Fidelity Tool Rubric and Fidelity Tool Worksheet, Effective Coaching: Improving Teacher Practice and Outcomes for All Learners, and Implementation Guide for Effective Teacher Coaching.

[Effective Coaching Practices Infographic](https://ncsi-library.wested.org/resources/188)

Research on professional development shows that teachers need long-term support in order to improve their practice. Coaching can be one method for providing that support (Joyce & Showers, 2002; Kretlow & Bartholomew, 2010). However, not every form of coaching is effective. In fact, just four specific coaching practices are linked to improvements in teacher practice and learner outcomes. These practices include ongoing cycles of observation, modeling, providing performance feedback, and using alliance building strategies (Neuman & Cunningham, 2009; Wehby, Maggin, Partin, & Robertson, 2012). They are the recommended practices that should be central to the everyday routine of coaches.

[Coaching in the State Systemic Improvement Plan: State and Local Educational Agency Considerations](https://ncsi-library.wested.org/resources/165)

This PowerPoint presentation, delivered by Sarah Arden and Jennifer Pierce of the National Center for Systemic Improvement (NCSI), addresses definitions of coaching, improvements to infrastructure to promote effective coaching, and approaches to measure fidelity of coaching implementation.

[NCSI Implementation Guide for Effective Teacher Coaching](https://ncsi-library.wested.org/resources/60)

The purpose of this guide is to help practitioners systematically implement effective coaching practices. If coaching is designed to improve teaching practice and learning outcomes, it is important to examine how the innovation is implemented. This tool is intended to be used in conjunction with three other tools: Effective Coaching Brief; Effective Coaching of Teachers: Fidelity Tool Worksheet; and Effective Coaching of Teachers: Fidelity Tool Rubric.

[NCSI Effective Coaching: Fidelity Tool Rubric](https://ncsi-library.wested.org/resources/59)

This rubric offers information and guidelines for how to score coaches on the companion Fidelity Tool Worksheet. This tool is intended to be used in conjunction with three other tools: Effective Coaching Brief; Effective Coaching of Teachers: Fidelity Tool Worksheet; and Implementation Guide for Effective Teacher Coaching.

[NCSI Effective Coaching: Fidelity Tool Worksheet](https://ncsi-library.wested.org/resources/58)

This worksheet can be used to collect information about the fidelity of coaching so that this information can be used by coaches and other educators to continuously improve upon how coaching occurs. This tool is intended to be used in conjunction with three other tools: Effective Coaching Brief; Effective Coaching of Teachers: Fidelity Tool Rubric; and Implementation Guide for Effective Teacher Coaching.

[NCSI Effective Coaching Brief](https://ncsi-library.wested.org/resources/57)

This brief synthesizes research on coaching and offers a framework of effective coaching practices that should be central to the everyday work of coaches. This tool is intended to be used in conjunction with three other tools: Effective Coaching of Teachers: Fidelity Tool Worksheet; Effective Coaching of Teachers: Fidelity Tool Rubric; and Implementation Guide for Effective Teacher Coaching.

Decision Support Data System

[Refining Your Evaluation: Data Pathway - From Source to Use](https://ncsi-library.wested.org/resources/187)

This tool supports states in their ongoing planning and data collection efforts to evaluate implementation of their State Systemic Improvement Plan (SSIP). Included in the resource is a series of steps and guiding questions critical for collecting high-quality data needed to evaluate SSIP implementation activities and progress toward achieving outcomes.

[Support Models: Matrix and Discussion Guide for K–12th Grade Systems](https://ncsi-library.wested.org/resources/205)

The purpose of this resource is to help teams ensure that the implemented model of support (e.g., teacher coaching, systems coaching, training) leads to the desired outcomes (e.g., improved teacher practice, improved knowledge of teams on systems change). Teams working at the local or state level may find this tool helpful in supporting decision-making on which model(s) to select to meet intended outcomes when first implementing the support model or after the model has been in place to examine the impact and support the refining of implementation activities. This tool may also be useful when teams are in the process of selecting a specific support model for use.

Recruitment, Selection, Training

[Evidence-Based Teaching Practices: Moving Beyond Identification Toward Implementation With Fidelity](https://ncsi-library.wested.org/resources/161)

This PowerPoint presentation was delivered by Lynn Holdheide and Jill Pentimonti of the National Center for Systemic Improvement (NCSI) at the Fall 2016 NCSI Part B Cross-State Collaborative Convening. It focuses on the value and features of high-quality, practice-based opportunities in strengthening educator capacity as well as strategies to integrate practice-based opportunities into educator professional learning.

Performance Assessment

[Implementation Evaluation Matrix](https://ncsi-library.wested.org/resources/55)

This resource was designed by the National Center for Systemic Improvement (NCSI) to provide states with a sample approach and tool to plan and track measures of State Systemic Improvement Plan (SSIP) implementation. This resource will assist states in addressing the SSIP requirements laid out in the State Performance Plan/Annual Performance Report (SPP/APR) Part B and Part C Indicator Measurement Tables and the SSIP Phase II OSEP Guidance and Review Tool, which call for the evaluation of implementation as well as outcomes.

[An Overview of Discussions and Resources from NCSI’s Thought Leader Forum on Building and Measuring Capacity](https://ncsi-library.wested.org/resources/10)

This national webinar provided an overview of discussions and resources from the National Center for Systemic Improvement’s (NCSI) recent Thought Leader Forum on Building and Measuring Capacity. This webinar featured staff from NCSI, Barbara Sims from the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center, and Noelle Converse, Director of Special Education, Granite School District (UT). Webinar presenters:

* provided an overview of three tools that resulted from the work of the forum;
* offered perspectives on the event; and
* offered insight as to how the tools can be used by either Part B/Part C staff or by TA Center staff.