

Priority and Practice Planning Quick Guide



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 IMPLEMENTATION: 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.

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