



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.

SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H326Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: SWIFT Center. (2016). *SWIFT Priorities Quick Guide*. Lawrence, KS: Author.