

## SUPPORTING IMPLEMENTATION



Supporting Implementation through the Ohio Improvement Process (OIP) lays the foundation for sustainable change. Supporting implementation consists of setting up the collaborative teams and processes districts and schools need to identify, research, plan, implement and monitor, and examine their improvement efforts. It also includes the communication and engagement, decision-making and resource management that thread through the process.

Supporting implementation of each **OIP** step consists of:

- Establishing and aligning core beliefs of the district and school(s);
- Setting up collaborative implementation teams; and
- Identifying members and responsibilities of the district leadership team, building leadership team(s) and teacher-based teams, which include:
  - Shared leadership;
  - Communication and engagement; and
  - Purposeful decision-making.

Successful outcomes occur when leaders ensure there is effective innovation, full implementation and a supportive climate. Without these, successful outcomes are unlikely.

## Mission, Vision and Core Beliefs

Statements of mission, vision and core beliefs are not optional. They should be clear and concise and convey the purpose, direction and driving forces of the education system. They communicate to students, parents, staff and community members what drives the organization.

Districts must develop and implement continuous improvement processes aligned with the vision, mission and core beliefs of the district and its schools.

## Collaborative Implementation Teams

Collaborative teams are essential for shared leadership and effective communication. District, building and teacher-based teams share responsibility for improving student achievement as part of a system-wide improvement focus. Collaborative teams include:

- **DLT** (District Leadership Implementation Team);
- **BLT** (Building Leadership Implementation Team); and
- **TBTs** (Teacher-Based Teams).

To ensure every student's success, effective teams review, analyze and use data to assess improvement and identify implementation issues and academic successes and gaps.

*District leadership team (DLT) draws from all levels of the organization and may include:*

- Superintendent;
- Treasurer;
- School board representatives;
- School administrators;
- Teachers;
- Central office administrators;
- Family and community members;
- Union representatives;
- School counselors; and
- Community partners.

*Building leadership team (BLT) also draws from all levels of the organization and may include:*

- Principal and school administrators;
- Teachers serving across specialties and grade levels, such as academic coaches, general education teachers and intervention specialists;
- Noncertified staff;
- Counseling and support service providers;
- Family and community members; and
- Central office administrator.

*Teacher-based teams (TBTs) include only building-level staff grouped by grades or content areas and may include:*

- General education subject area teachers;
- Intervention specialists;
- Related services specialists;
- Related arts teachers;
- Instructional coaches; and
- Paraprofessionals.

## Roles and Responsibilities

### Shared Leadership

Effective leaders believe teams should share decision-making, empowering all staff to contribute to purposeful choices and resource management. Continuous improvement is everyone's responsibility. Different situations call for different leadership skills.

### Communication and Engagement

Effective teams require actively engaged members who communicate consistently with all staff and stakeholders.

These teams must engage in two-way communication to collect and share the information and data they need to implement evidence-based strategies. This feedback loop helps teams communicate their support needs, barriers to implementation and successes.

### Purposeful Decision-Making

Informed decision-making and resource management calls for analyzing adult and student data. Teams at all levels collect, monitor and analyze the data through this continuous process to monitor their improvement goals.

### Resource Management

Teams direct resources to support district and school goals. These resources include people, program materials, time and funds. All teams should evaluate and align resources to district and building level plans to provide professional learning, including coaching, selecting and onboarding staff.