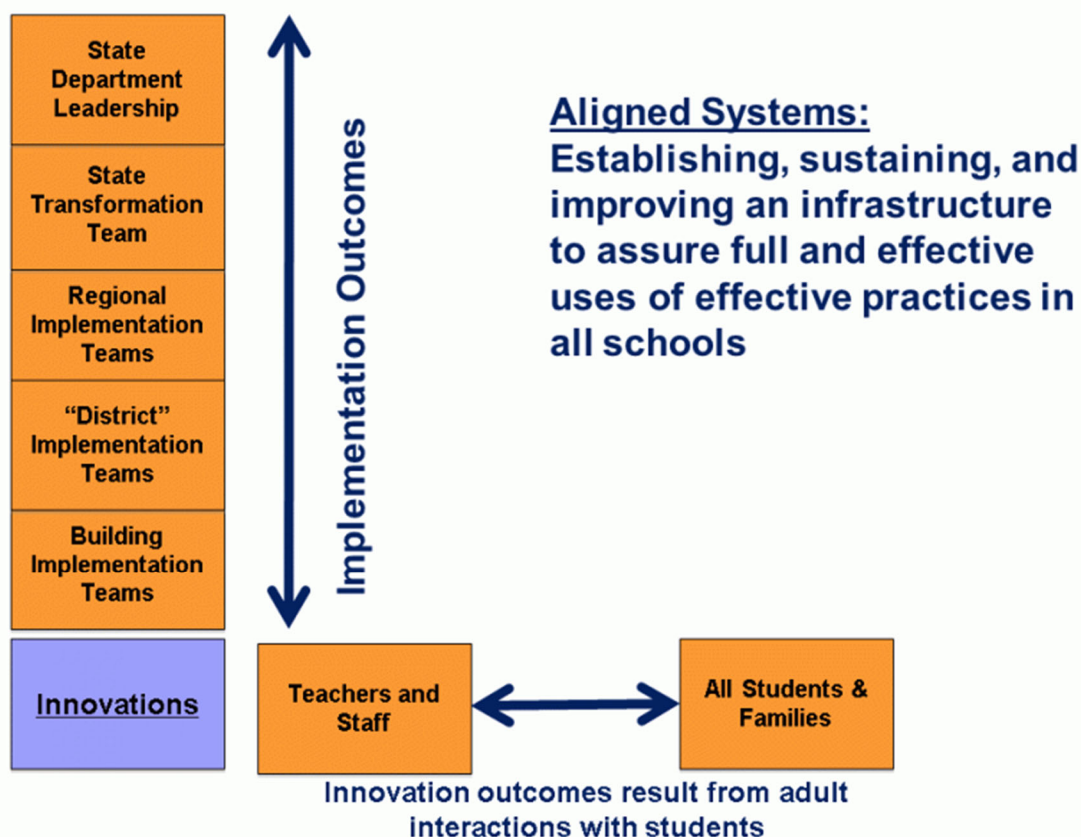


Aligning Systems

Scaling consists of developing a teaming structure within state education systems. The graphic below depicts an implementation infrastructure to support the full and effective uses of evidence-based approaches to education for all students.

As shown, benefits for students are derived from their interactions with the adults in the education system -- the teachers and staff with whom they interact each school day. Implementation capacity is necessary to assure that each teacher and staff person is ready, willing, and able to provide effective education practices every day for every student. If teachers do not use effective practices, students cannot benefit from them. Thus, implementation capacity is essential to quality education.



The processes shown in the graphic are complex and require continual monitoring and improvement. Two primary improvement cycle processes are described to make changes, manage change to minimize risk, and seek solutions to the difficult issues facing education. (Read more on the improvement cycles in the "Implementation Frameworks" section.)

1. **PDSA (plan, do, study, act)** cycles involves a "trial-and-learning" approach in which the PDSA steps are conducted over iterative cycles designed to discover and solve problems, which eventually leads to exponential improvements.
2. **Practice-policy feedback loops** build on the basic idea of the PDSA cycle except, here, the goal is to create an education system that works well. PDSA might be focused on a practice while the practice-policy feedback loop might be focused on a particular set of policies.