

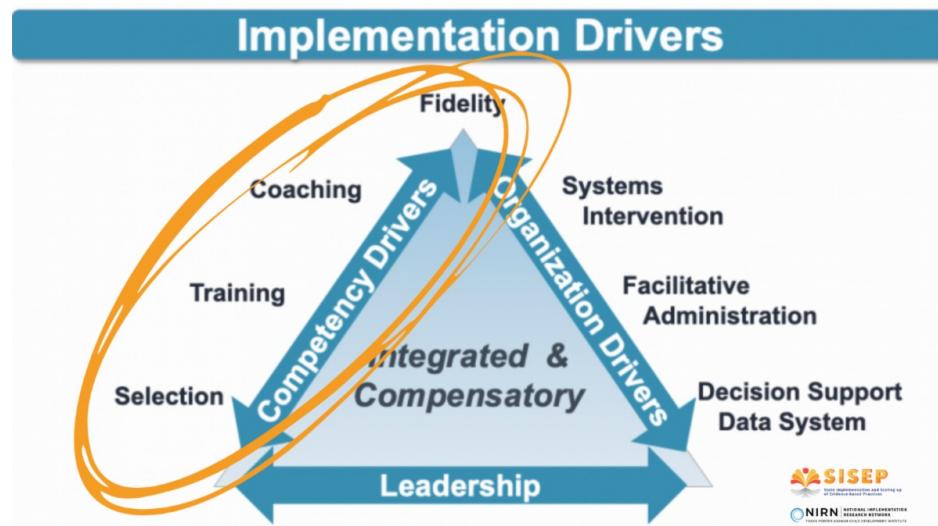


## Competency Drivers

As the year ends and administrators and educators plan for a new school year, there always seems to be a frenzy of hiring and planning for professional learning. Thoughtfully aligning the selection, professional learning, coaching, and fidelity assessments in implementation can make or break a successful implementation plan. With **Elementary and Secondary School Emergency Relief (ESSER) funds** available to districts, and a *limited time to spend them*, it is important to be intentional about how professional learning and educator supports are planned and executed.

### What are Competency Drivers?

Competency drivers are activities to develop, improve, and sustain practitioners', administrators', and support staff's ability to put programs and practices into action to benefit students. Sustainability is optimized by selecting staff members with expertise, providing training or professional learning, and developing a coaching system to ensure that the practice or program is implemented with fidelity. [Click to Tweet](#)



While professional learning efforts alone can be effective at increasing teacher skill and knowledge, significant sustained change is more likely if districts and schools build structures to integrate hiring, professional learning, and

coaching. Implementation teams should review data from observations, fidelity assessments, work samples, and other sources to inform what competencies are looked for in hiring, what information needs to be introduced or revisited in professional learning, and areas of additional support needed through coaching. In doing so, professional learning and coaching plans are differentiated based on strengths and needs. [Click to Tweet](#)

## Competency Drivers in Action

Let's look at two different school districts working through their plans for the 2021-22 school year. Pleasantville School District has a leadership team that meets a few times a year to make decisions, while Sunshine Public Schools utilizes implementation science through district and school implementation teams. Both districts are planning to use their additional funding this spring to purchase a new literacy program (and the professional learning supports that come along with it).

Competency Driver: <i>Selection</i>	Pleasantville School District	Sunshine Public Schools
	• The district needs to hire four teachers. • The principal receives the job descriptions from HR, updates the year in the descriptions, and posts the positions. • Now they are looking for the interview questions they have used over the past few years.	• The district needs to hire three teachers. • Knowing these positions will be using the new program, the School Implementation Team meets to update the job description to include various skills matched to program needs. • They also modify interview questions and include a performance assessment.
Competency Driver: <i>Training/Professional Learning</i>	Pleasantville School District • Knowing the program is new to staff, the Curriculum Director schedules training with the curriculum developer for the first two days teachers report back and informs the principals of their decision.	Sunshine Public Schools • The Implementation Team works with the company to plan a series of professional learning opportunities throughout the year. • The plan is for the learning to occur in 3-hour sessions at different times to ensure all staff can access the information.
Competency Driver: <i>Coaching</i>	Pleasantville School District • District Literacy Coaches attend the same professional	Sunshine Public Schools • District Literacy Coaches are working together and receiving additional training

	<p>learning as the district staff and are not included in the planning for the rollout.</p> <ul style="list-style-type: none"> <li>Literacy Coaches are told to help the teachers throughout the year by the Curriculum Director.</li> </ul>	<p>from the company.</p> <ul style="list-style-type: none"> <li>The plan is to provide coaching cycles between the professional learning opportunities, focused on one program component or practice at a time.</li> <li>Literacy Coaches review their <a href="#">Coaching Systems</a> &amp; utilize the <a href="#">Coaching Service Plan</a> to guide their conversation.</li> </ul>
<b>Competency Driver:</b> <i>Fidelity</i>	<b>Pleasantville School District</b>  <ul style="list-style-type: none"> <li>District decides to solely use the teacher evaluation tool to ensure teachers are using the program.</li> </ul>	<b>Sunshine Public Schools</b>  <ul style="list-style-type: none"> <li>District implementation team works with the curriculum developer to develop a fidelity tool that can be used by literacy coaches, school implementation teams, and principals.</li> <li>Training on fidelity tool is provided.</li> </ul>
<b>Results</b>	<b>Pleasantville School District</b>  <ul style="list-style-type: none"> <li>After year one of implementation, the school team meets to discuss their data.</li> <li>The team is concerned about the lack of improvement in their reading scores.</li> <li>The team begins to question whether or not the program they purchased was any good.</li> </ul>	<b>Sunshine Public Schools</b>  <ul style="list-style-type: none"> <li>Throughout the school year, the school implementation teams meet to complete PDSA cycles on each of the program's components.</li> <li>Each time the team notices a gap they would like to address.</li> <li>By the end of the school year, the team sees some positive results in student outcomes and makes a plan for the 2022-23 school year.</li> </ul>

**There's always an area where you can be better. Everyone's got strengths and everyone's got needs. So when you look at improving your practice, you need training, you need coaching and you're going to need, even beyond that training and coaching, to make sure you go to the right person for the job.**



## Watch Jennifer's overviews of the Competency Drivers

While everyone feels the time crunch during this time of year, take a few extra moments to **plan with intention** to support creating sustainability and ensure that the program is implemented effectively. Providing professional learning and hoping practitioners implement as intended will likely not be as successful in achieving positive student outcomes as utilizing district implementation teams to integrate support for teachers and coaches. Having these conversations up front before implementation will pay significant dividends to practitioners and students alike.

---

### *To Learn More:*

- [Handout 12: Implementation Drivers Overview](#)
  - [Module 2: Implementation Drivers](#)
  - [Interactive Lessons:](#)
    - Interactive Coaching Series
    - Drivers Ed Series
    - Lesson 4: Creating a Training Plan
    - Lesson 5: Coaching System Development Worksheet
    - Lesson 8: Coaching Service Delivery Plan
- 

### *New From SISEP:*



Have you heard SISEP's podcast -[Implementation Science for Educators](#)? Listen each week for a quick Implementation Science tip.



**FIND OUT MORE**



