



Certified School Improvement Specialist™ (CSIS™) Evidence-Based



Applications for the Certified School Improvement Specialist (CSIS™) designation are processed throughout the year.

August 2021

The Institute for Performance Improvement

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Requirements for Applying

The eligibility requirements to apply for certification include a detailed description of work performed demonstrating the use of each of the ten CSIS™ Standards. The project must be attested to by supervisors. Trained readers will review all the documentation received from the candidate and will determine if all requirements have been met.

Certification Requirements	
Eligibility	
Experience	Minimum 3 years of experience
Code of Ethics	Sign the Code of Ethics
Orientation	Attend either the online or the in-person orientation to the CSIS™ Standards.
Fee	\$300 per person online, or as a one-day session by contracted group rate
Assessment Requirements	
Performance Data	The individual candidate will submit documentation describing a minimum of 3 years of school performance data demonstrating how his or her work meets the CSIS™ Standards.
Attestation	Submit attestations by your supervisor or client that the work described was satisfactorily done and the documentation is accurate.
Review	Documentation is reviewed by trained readers to confirm each standard was satisfied.
Fees	\$695

CSIS™ Code of Ethics

The Code of Ethics and the CSIS™ Standards are intended to promote ethical practices in the profession of facilitation of improved performance of students, teachers, school leaders, regional leaders, and state leaders. By signing the Code of Ethics, you indicate that you agree to abide by them.

1. Add Value

I agree to conduct myself and my work in ways that add value to students, educators, families of students, the community, and the global environment.

2. Validated Practice

I agree to follow validated practices in school improvement strategies in keeping with the Standards of the Certified School Improvement Specialist.

3. Collaborate

I agree to work collaboratively with those I guide and serve, colleagues, supervisors, and stakeholders functioning as a trustworthy strategic partner.

4. Continuous Improvement

I agree to engage in activities designed to continuously improve my proficiency in the field of school improvement.

5. Integrity

I agree to be honest and forthright in my representations to those I guide and serve, supervisors, colleagues, stakeholders with whom I may come in contact while practicing school improvement, and I assure that no performance data including test results has been tampered with or misrepresented.

6. Confidentiality

I agree to maintain student and personnel confidentiality.

7. Conflict of Interest

I agree to avoid any actual or semblance of conflict of interest from which I will or may derive benefits not equitably offered others.

Printed Name of Candidate

Signature

Date

Declaration and Release

Please read and acknowledge that you agree to the following statements by signing the Declaration and Release.

- I understand the information gathered in the certification process may be used by The Institute for Performance Improvement (TIFPI) for statistical purposes for the evaluation of the certification program or for other research or study.
- I understand that application fees must be paid before the application will be reviewed by readers.
- I understand that TIFPI staff and CSIS™ Reviewers will follow security procedures to keep the information in their possession confidential.
- I agree to inform TIFPI immediately of any changed circumstances that may affect this application and the information that has been provided by me or that may affect my continuing eligibility.
- I authorize TIFPI to include my name and contact information in any publicly available lists or directories in which the names of Certified School Improvement Specialists are published, and hereby waive any rights of objections to such listings.
- I understand and agree that TIFPI owns all right, title, and interest in and to all names, trademarks, logos, copyrights, applications, and other printed and electronic materials related to the Certified School Improvement Specialist™ Program. I agree that I shall only use such intellectual property in accordance with policies promulgated by TIFPI and agree to cease using such intellectual property upon the expiration, suspension, or termination of my certification.
- I understand and agree that TIFPI makes no claims, warranties, guarantees, or promises regarding the content or performance of any applicant, and I agree not to misrepresent my certification status and its meaning.
- I do hereby attest to the accuracy and validity of, and assume full responsibility for, the content of the application and all materials and information used by me in support of the application, and all use thereof by third parties.
- In consideration of my application to and participation in the Certified School Improvement Specialist Program™, I do hereby:
 - Release, discharge, and hold harmless, individually and collectively, TIFPI and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any decision, action, or omission relating to this application, the failure to grant Certification or Recertification, the revocation of certification, or the certification standards;
 - Indemnify, save, and hold harmless, individually, and collectively, TIFPI and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any acts or omissions of mine. The foregoing release and waiver of liability, and the foregoing indemnification, shall be binding on me and my heirs, executors, administrators, successors, and assigns.

- I also understand and agree that in considering this application, TIfPI may make inquiry of such persons or entities, inspect such records, and make and retain copies of such materials as they deem appropriate.
- Without limiting the generality of the foregoing, I hereby authorize to make such inquiries regarding my fitness for certification and authorize any persons or entities contacted to respond to such inquiries and provide copies of any relevant and non-confidential information to the requesting organization.
- I further authorize TIfPI to provide a copy of this Declaration and Release to those entities contacted in connection with this application.

Printed Name of Candidate

Signature

Date

Application Agreement

I am applying for the Certified School Improvement Specialist (CSIS™) designation and affirm that I have met the minimum requirements of three or more years' experience in improving the performance of students, teachers, school leaders, and school systems. I also agree to pay the required fees when my application is submitted

If awarded the CSIS™ designation, I understand that I:

- Agree to allow TIFPI to use my name and any school or system affiliation in announcements regarding the Certified School Improvement Specialist™ designation,
- Agree to use the designation only as approved by TIFPI,
- Understand that misuse or misrepresentation of the designation may result in forfeiture of the designation.

I attest that the work described in this application was done within the last ten (10) years and was performed by me. If any of the work that I have cited were done by a team, I attest that my contributions to the effort were significant enough for me to demonstrate proficiency in the CSIS™ Standard.

I agree in my practice to conduct myself in ways that are in keeping with the Code of Ethics and agree to a set of rules related to accurately representing the credential to employers and customers.

I understand that obtaining the Certified School Improvement Specialist™ designation is an indication that I have met the CSIS™ Standards as evidenced by my past work and is neither an endorsement of me for future work nor a guarantee of future performance.

I further understand that:

- The CSIS™ Standards and process for achieving and maintaining the CSIS™ designation may be revised from time to time. (Note: Be certain that the application you are completing is a current one).
- An incomplete application will be returned to the applicant.
- I email the application to be considered to Dr. Jean Quigg, National CSIS™ Director, at Jean@TIFPI.org.
- Applications that contain erroneous or misleading information may result in denial of the application, revocation of certification, and forfeiture of the application fee.
- TIFPI will not be responsible for lost or damaged application materials.
- This application and all accompanying and subsequently submitted materials will become the property of TIFPI upon submission.
- Certification may be revoked for the following reasons, among others:
 - Any misrepresentation in the application, whether intentional or unintentional;
 - An individual no longer meets one or more of the CSIS™ Standards for certification; or
 - Non-payment of applicable fees.

If my application is not accepted, I understand that I will be notified as to which CSIS™ Standards have not been met. I will have an opportunity to meet those specific CSIS™ Standards within the next 24 months without additional charge beyond the balance of the original submission fee. After the original submission and one resubmit, I may be charged a re-review fee of up to \$300, depending on the amount of work needed.

I also understand that, if I am not selected for the Certified School Improvement Specialist™ designation, I will be advised as to the CSIS™ Standards that I have not met. I have the right to

appeal this decision to TIfPI within 60 days of receipt. Should I appeal the decision, another impartial reviewer will evaluate my application.

I attest that I have read and agree to the Application Agreement, and I hereby authorize TIfPI to contact the individuals who will attest to the quality of the work I described in this application.

Printed Name of Candidate

Signature

Date

CSIS™ Application Information Form

Candidate

First Name: _____ Middle Name or Initial: _____

Last Name: _____

Organization: _____

Job Title: _____

Street Address: (Where certificate can be sent- No P.O. Boxes): _____

City/State/County/ZIP or Postal Code: _____

Phone: _____ Fax _____

Email _____

Name as you would like it to appear on certificate: _____

Note: You are required to have at least three years' experience working on improving school systems. Please check here that you meet this requirement: _____

Name of State Coordinator: Deb Page

Date Completed the CSIS™ Orientation: _____

Employer Notification

(Provide this information only if you want TIfPI to send your supervisor a letter letting him or her know that you have been certified.)

Supervisor's Name: _____

Job Title: _____

Organization: _____

Address: _____

City/State/Country/Zip or Postal Code: _____

Email: _____

Experience

Describe your work experience in the past three to five years. Include:

- a.** Job role/title
- b.** School system(s)
- c.** Duration
- d.** Roles & responsibilities

Repeat above as necessary to demonstrate you have at least three years of experience in improving school systems.

Attesters Summary Form

Candidate

Provide the following information identifying the supervisor or client who will attest to your performance in meeting the CSIS™ Standards for the project you are submitting. TifPI may contact this individual about your work as stated in the Application Agreement. You may have more than one attester if you choose to submit more than one project.

Project 1: _____

Name of Attester: _____

Relationship: Client Supervisor

Organization: _____

Title: _____

Address: _____

City/State/County/ZIP or Postal Code: _____

Phone: _____ Fax _____

Email: _____

Project 2: (Optional) _____

Name of Attester: _____

Relationship: Client Supervisor

Organization: _____

Title: _____

Address: _____

City/State/County/ZIP or Postal Code: _____

Phone: _____ Fax _____

Email: _____

Note: a second project is optional and is meant only if you believe your main project does not fully reflect your capabilities in all ten CSIS™ standards. For the second project, you may choose only to address some of the standards.

Sample Letter from Candidate to Attester

Date

Attester's Name

Address

City/State/ZIP

Dear _____:

I am applying to receive the designation of Certified School Improvement Specialist (CSIS™) from the Institute for Performance Improvement (TifPI). There is a total of ten professional Standards I must demonstrate that I have successfully performed in my work.

As part of the application process, I need you as my supervisor (or you as my client) to attest to the work I have done for you. I have enclosed the necessary forms describing the work I performed, along with supporting documentation, and the related CSIS™ Standards. Please review and sign the form attesting to the fact that I completed the work as described and the data reflects the improvement made. There is also a place for any comments you would like to make. Please return the completed forms to me as soon as possible so I can include them in my application package.

Thank you for your assistance in reviewing my performance considering these professional Standards. This certification is an important part of my professional development because it recognizes the work that I have done in the past and evaluates that work against the Standards for my profession.

Very truly yours,

Attestation Form

Candidate: Provide the following information on the project you are submitting, identifying the client or supervisor who will attest to your performance in meeting the CSIS™ Standards.

Candidate Name

Project name(s):

Role the applicant played: Educator Leader Consultant Other

Client or Supervisor: Please sign the form below attesting to the following statement:

I have read the CSIS™ Standards and Work Descriptions submitted to me by the candidate for designation as a Certified School Improvement Specialist (CSIS™). I have sufficient knowledge of the project and can judge the quality of the work performed and attest that:

- The work described was done by the candidate.
- The work description is accurate.
- If the candidate was a member of a team, his or her contributions were significant enough to demonstrate the CSIS™ Standard.
- Throughout the process the candidate conducted himself or herself ethically. He or she was:
 - Honest in how he or she presented information.
 - Honest in how he or she represented his or her capabilities.

Printed Name of Attester

Signature

Date

Project and Standard Identification Form

Give a brief description of the project that you have done in the last five years that demonstrate proficiency in CSIS™ Standards 1 to 10. Fill out the Name of Project field. Next describe the scope of this project.

Name of Project: _____ Year work completed: _____

What was your role in this project? Educator Leader? _____ Consultant? _____ Other: _____

Describe the situation when you first took on the responsibility of improving performance. What was the situation at the end of three years? What are the highlights of what you did? The following pages will give you an opportunity to describe your work in greater detail. Note Standard 9 (page 23) will ask you to attach actual performance data.

Name of Project 2: **(Optional)** _____ Year work completed: _____

What was your role in this project? Educator Leader? _____ Consultant? _____ Other: _____

Describe the situation when you first took on the responsibility of improving performance. What was the situation at the end of three years? What are the highlights of what you did? The following pages will give you an opportunity to describe your work in greater detail.

Work Description Form

1. Analyze and Apply Critical Judgment

1. Analyze and Apply Critical Judgment
1.1 Facilitate the collection, analysis, validation, corroboration, and interpretation of quantitative and qualitative data regarding the multiple factors impacting student, teacher, leader, and school performance.
1.2 Demonstrate deep knowledge of the work of school improvement and transformation and the underlying research and best practices, particularly in improving curriculum, instruction, assessment, and facilitating solutions and breakthroughs.
1.3 Present evidence so that conclusions and solutions are supported, and others have a clear model to follow.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. What data did you collect? What information did you gather to initially understand the factors affecting the school's performance?
2. Why did you focus on that data?
3. What were the key initial findings of the current state of performance?
4. What was your plan to corroborate or validate your findings?

2. Facilitate Deriving Meaning and Engagement

2. Facilitate Deriving Meaning and Engagement
2.1 Help others create meaning from findings, research, and inquiry.
2.2 Help others comprehend the implications of their actions, recognize patterns, and accept new responsibilities.
2.3 Build supportive relationships among stakeholders by initiating and sustaining dialogue between individuals and groups.
2.4 Develop commitment so that people act in new ways, feel engaged, and believe change is possible.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. What did you determine you needed to do to help others understand the gap between current performance and higher levels of performance and want to work with you to close it?
2. How did you help others create meaning?
3. How did you help others comprehend the implications of their actions, recognize patterns, and accept new responsibilities?
4. How did you use dialogue to build supportive relationships among stakeholders – both individuals and groups?
5. How did you help develop commitments from others to act in new ways, engage and believe change is possible?

3. Focus on Systemic Factors

3. Focus on Systemic Factors
3.1 Focus on the systemic and interdependent factors in the school context that impact student learning, and school improvement and transformation efforts.
3.2 Demonstrate use and alignment of a portfolio of improvement options and approaches.
3.3 Ensure improvement and transformation efforts result in school teams and students demonstrating higher order thinking skills, collaboration, effective use of technology, and other skills that create value.

Name of Project: _____

Describe your work in meeting this Standard by answering the following questions:

1. Based on your data, describe the systemic factors that contributed to the school's need for improvement.
2. What did you do and what did you facilitate being done to help the school recognize and mitigate these factors?
3. Describe the set of solutions you helped the school select and why each was chosen.
4. How did you ensure that improvement efforts identified and modeled the skills the school team and students' need to be successful in the future?

4. Plan and Record

4. Plan and Record
4.1 Recommend methods, resources, high leverage and high impact practices and information about what works to address the factors impacting performance.
4.2 Facilitate development and recording of sound improvement and transformation plans with related action or project plans and progress measures.
4.3 Facilitate the planning, recording, and communicating of the work ahead, and individual and team performance expectations so that people's efforts are aligned and focused on meaningful activities that are more likely to lead to the desired outcomes in support of student learning and school improvement and transformation.
4.4 Document the practices and progress so that best practices can be replicated with fidelity, taught, and disseminated to others.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. What recommendations did you make, or actions did you take to help others change their behaviors, adopt improved practices, or accomplish specific performance goals or project tasks?
2. Describe the processes you used to facilitate development or revision of the school improvement plan(s)?
3. How did you use action plans, project plans or other short- cycle plans to help those you guided to carry through and implement with fidelity?
4. Who had input into the improvement and action plans? (Include roles, positions, not names)
5. At what points or milestones did you assess and report progress (leading indicators), and how were these data used?
6. How did you ensure the planned efforts were aligned, and ensure people knew what was expected of them and were spending their time and effort doing the right work?

5. Organize and Manage Efforts and Resources

5. Organize and Manage Efforts and Resources
5.1 Organize work tasks by breaking them down into feasible steps.
5.2 Effectively distribute work, responsibility and accountability, authority, and leadership so that people are empowered and feel that their time is respected.
5.3 Coordinate efforts, schedules, and human and financial resources in ways that lead to important, agreed-to outcomes with effective stewardship of resources, including time.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. Describe how you helped those you were facilitating to break the work down into steps so that it could be accomplished effectively.
2. On what basis did you assign specific tasks, responsibilities, and authority?
3. What did you do to assure the school had the resources (human, financial, and time) to do the work required to improve? Include processes and actions taken through local school governance teams, consolidation of funding, state waivers, grants and other external funding sources, and other innovations, as applicable.
4. What did you do to get others to assume responsibility and accountability for the improvement work?
5. What did you do to demonstrate the relationship between the work to be done and the targeted short- and long-term outcomes?
6. What did you do to make best use of people’s time and money?

6. Guide and Focus Collaborative Improvement

6. Guide and Focus Collaborative Improvement
6.1 Influence the behaviors and decisions of stakeholders within a personal circle of influence.
6.2 Leverage the cooperation and support of others to influence a wider circle of stakeholders.
6.3 Facilitate the collaborative alignment of the mission, vision, purpose, values, goals, and performance targets.
6.4 Provide relevant information and advice to support improvement, transformation, and sustainability.
6.5 Model the behaviors of continuous improvement and 21st century school transformation.
6.6 Facilitate or influence tough decisions needed to achieve needed changes and breakthroughs.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. Whose behavior did you need to influence? Why?
2. What did you do to influence those within your personal circle of influence? Those outside your circle of influence?
3. What was the process you used to achieve shared agreements (mission, vision, values, goals, and performance targets) for the organization or initiatives?
4. What evidence proves you were successful at getting a critical mass of people to behave differently and support the decisions necessary to carry out the improvement plan?
5. What did you do to sustain the new behaviors?
6. How did you model the behaviors that helped adults approach school improvement as a continuous and transformative process to meet students' needs for future success in learning, career, and life rather than compliance with requirements?
7. What evidence exists of your facilitation of tough decisions to make needed changes?

7. Build Capacity

7. Build Capacity
7.1 Use effective adult learning and performance interventions aligned to the desired outcomes and results.
7.2 Coach and provide feedback against clear criteria.
7.3 Ask questions that cause reflection so that others surface new possibilities and recognize self-imposed barriers.
7.4 Facilitate study, inquiry, and informed action that addresses complex challenges while working effectively with colleagues.
7.5 Facilitate sharing of learning that leads to improved practices, innovation, and positive change.
7.6 Facilitate adoption of defined and aligned practices in hiring, selection, assignment, development, and formative and summative performance evaluation that support improved performance of teachers, administrators, and staff.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. Which key stakeholders needed greater capability to improve and sustain performance?
2. What specific capabilities did they need to develop or enhance?
3. What did you do to either build others' capability or assure they had access to the required resources to meet the performance targets and continue this work without your direct involvement?
4. What behaviors or information did you track to confirm key stakeholders were building capability? If required, what corrective action was recommended?
5. How did you use reflection as a tool for improvement?
6. How did you facilitate sharing of learning and improved practices?
7. Describe how you supported improved practices in hiring, selection, assignment, development, and formative and summative performance evaluation?

8. Demonstrate Organizational Sensitivity

8. Demonstrate Organizational Sensitivity
8.1 Establish professional credibility, gain respect, and build trust.
8.2 Follow accepted rules of etiquette, precedence, or conventions appropriate to the context.
8.3 Demonstrate a high level of professionalism through appropriate dress, speech, written communication, and behavior.
8.4 Interact in ways that make people feel their roles, positions, and views are valued.
8.5 Behave in ways that increase the likelihood that people stay engaged and honor their commitments.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. What did you do to establish and maintain your personal and professional credibility?
2. What did you do to confirm your suggestions and guidance would be received as credible and compelling?
3. How did you build trust and mutual respect?
4. How did you help people to feel their roles, positions and views were valued?
5. What indicators did you pay attention to so you could more accurately judge the degree to which key people remained engaged in the project?

9. Monitor Accountability and Adoption

9. Monitor Accountability and Adoption
9.1 Check purposely (keep an eye on) performance, conditions, and results by observing people’s behavior and interim results.
9.2 Apply corrective action or refocus efforts when needed to reach the targeted performance and results.
9.3 Address underperformance or lack of progress toward goals and performance targets using data and evidence.
9.4 Recognize and communicate effort, improvement, and achievements.
9.5 Ensure school improvement and transformation is aligned between schools and with the district office or management entity so that schools’ efforts support system-wide improvement without undesirable impact on other schools.

Project Name: _____

Describe your work in meeting this Standard by answering the following questions:

1. How did you track implementation, adoption of improved practices, progress, and results?
2. What were the metrics (you must have student achievement metrics and metrics of two other types for data triangulation) used to measure improvement? Attach or copy and insert here the actual baseline data, the leading indicators tracked to measure adoption, and the final performance data.

Examples: (NOTE: This is not an all -inclusive list.)

I. Student Academic Achievement data such as:

A. Formative data

1. Non-standardized Constructed Response
 - a. Open-ended assessments- essays, science projects, short answer exams
2. Non-standardized Selected Response
 - a. Multiple Choice, True/False Unit Assessments
 - b. School or system benchmark assessments
 - c. Self-assessments
 - d. State practice test banks

B. Summative data

1. Standardized Constructed Response
 - a. State or national writing assessments
 - b. SAT 2
 - c. SAT Writing Test
 - d. ACT Writing Exam
 - e. Advanced Placement Exams
 - f. College Admission Portfolios
 - g. New Standards Reference Test (more open –ended questions)
2. Standardized Selected Response
 - a. Multiple Choice Criterion Referenced Tests
 - b. National Standardized Achievement Tests
 - c. SAT Critical Reading, English, Math Exams

- d. ACT Critical Reading, English, Math, Social Studies, Science
- 3. Non-Standardized Constructed or Selected Response
 - a. Course Final Exams

II. Systemic school data such as:

- A. Dropout rate
- B. Absenteeism/Attendance rates
- C. Graduation rates
- D. Discipline referrals
- E. Gang-related incidents
- F. Student transiency
- G. College completion
- H. School partnerships
- I. Class size
- J. Others

III. Organizational effectiveness data such as:

- A. Evidence of best practice instructional strategies
- B. Student Intervention strategy data
- C. Teacher retention data
- D. Percentage of highly qualified teachers
- E. Teacher attendance in professional learning
- F. Teacher participation in teams
- G. Use of time
- H. Alternative education options
- I. Collaborative instruction planning meetings
- J. Effective bell-to-bell instruction
- K. Students opting to eat school lunch
- L. Extra-curricular opportunities
- M. Community Service requirements/participation
- N. Use of technology to support instruction
- O. On time bus delivery
- P. Transportation supporting additional instruction
- Q. Others

IV. Student and stakeholder engagement such as:

- A. Measures of student engagement (Clubs, service projects, etc.)
- B. Measures of parental engagement
- C. Measures of teacher student
- D. Measures of community engagement and support
- E. Measures of communication effectiveness
- F. Measures of perceptions (students, teachers, parents, community)
- G. Others

V. Team growth and performance improvement such as:

- A. Participation in self-directed groups
- B. Participant in peer observations
- C. Frequency of involvement or coaching
- D. Professional growth plans
- E. Quality and frequency of feedback
- F. Changes in individual teacher, staff, administrator, and group performance data
- G. Other

VI. Financial and budget data such as:

- A. Measures of expenditures vs. performance
- B. Performance against budget
- C. Savings
- D. Efficient and effective use of federal funds
- E. Grant money pursued for supplemental funding
- F. Voter-approved state or local optional funding
- G. Others

VII. Demographic data such as:

- A. Student demographics
- B. Changes in community demographics
- C. Changes in free and reduced lunch rates
- D. Team and staff match to student demographics
- E. Others

VII. Other data factors

- A. Response To Intervention services
- B. Access to student and family counseling
- C. Access to mental health services
- D. Access to food banks
- E. Access to clothes closets
- F. Access to and use of public library services
- G. Number of books checked out in school media center
- H. Services for homeless families
- I. Others

3. How did you help those you were guiding to redirect their efforts or refocus to achieve the targeted performance and results?
4. How did you help to address underperformance or lack of progress?
5. How did you recognize and communicate effort, improvement, and achievements?
6. How did you support alignment among feeder schools, district office, management entity, colleges, technical schools, employers, or other external organizations so that the organizations worked together to support student success?

10. Implement for Sustainability

10. Implement for Sustainability
10.1 Ensure continuity of interventions, fidelity of execution of plans, and sustainability of gains and improvements.
10.2 Manage the stages and drivers of implementation and change.
10.3 Establish accountability and responsibility for oversight, support, processes, and resources needed for fidelity of implementation and sustainability.
10.4 Track and manage leading indicators of behavior change and achievement, including adoption of improved practices.
10.5 Allow time and gain support for long-term, sustainable improvement and transformation.

Project name: _____

Describe your work in meeting this Standard by answering the following questions:

1. What efforts did you take to ensure that the planned work was implemented as effectively, was able to be sustained and achieved its intended results?
2. What did you do to ensure that the drivers of implementation (conditions, actions, resources) were in place, and that each of the steps along the way, were well managed?
3. How did you assure continued, long-term ownership and accountability for improvement with continuity of efforts and sustainability of results?
4. What was done to ensure that the time and support for change and improvement was provided and needed behaviors were sustained over time?
5. How did you assure stakeholders continued to use appropriate interim and summative data to monitor use of best practices, implement with fidelity, and make continuous improvement?
6. What did you do to solicit feedback about your performance and how did that impact your future development plans?

Note: you may repeat any or all of pages 15 through 26 as required to describe a second project if you believe this different information better reflects your capabilities.