



7. Using Driver Diagrams to Map Primary and Secondary Drivers

Note: This micro-credential is the seventh of eight in the Community Schools stack. The micro-credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Competency

Stakeholder teams create Driver Diagrams with specific measurable goals to prioritize change ideas.

Key Method

The stakeholder teams (using their fishbone diagram) create a Driver Diagram based on an identified high-leverage item by creating an Aim Statement and determining drivers of change, followed by identifying change ideas to guide PDSA (Plan-Do-Study-Act) cycles.

Method Components

Pre-Work

An identified high-leverage item (as determined in the preceding micro-credential) should be selected to complete a Driver Diagram.

A Driver Diagram is a visual display of a team's theory of what "drives," or contributes to, the achievement of a project aim. This clear picture of a team's shared view is a useful tool for communicating to a range of stakeholders the ways in which a team is testing and working. - Institute for Healthcare Improvement. (Refer to resources for an example).



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Create an Aim Statement

An Aim Statement is a goal for an effort to improve a situation that answers the question, "What are we trying to accomplish?"

An Aim Statement needs to follow the SMART (Specific- Measurable- Attainable - Relevant -Timely) criteria

Clearly state what you are trying to accomplish for what or whom.

Include a "Stretch Goal" – a measurable target that is challenging but achievable.

Example: *By May 2019, attendance (on-time and all day) will increase for all students at Risley Middle School from 80% to 95%.*

Determining Primary and Secondary Drivers (Drivers of Change)

A "driver" is an action or statement proposing an improvement and should include words such as increase/decrease; improve; start/stop, etc.

Example of a Primary Driver: *Increase the number of after-school extracurricular activities*

Example of a Secondary Driver: *Increase the number of students who have undergone physicals*

Identify Change Ideas

A change idea is a modification to a system, process, or practice that will be tested and studied to examine its effectiveness in relation to improvement toward an aim.

Stakeholder groups should brainstorm change ideas for each secondary driver.

Example of a Change Idea: *Make physicals free and available at school.*

Next Steps: Moving Toward PDSA Cycles (the next micro-credential)

Assess each change idea to determine which you will test/implement first via a PDSA cycle:

Will it be easy or hard to implement?

What will it cost?

How long will it take?

How many people have to be trained?

Will it have a significant or insignificant impact on the aim statement?

Is it within your sphere of influence?



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Supporting Rationale and Research

Chun, R. (2015). 6 Lessons academic research tells us about making data visualizations. Poynter.org. Retrieved May 2018 from <https://www.poynter.org/news/6-lessons-academic-research-tells-us-about-making-data-visualizations>

Few, S. (2014): Data Visualization for Human Perception. In Soegaard, Mads and Dam, Rikke Friis (eds.), *The Encyclopedia of Human-Computer Interaction*, 2nd Ed., Aarhus, Denmark: The Interaction Design Foundation. Retrieved May 2018 from https://www.interaction-design.org/encyclopedia/data_visualization_for_human_perception.html

Krauss, J. (2012). Infographics: More than words can say. *Learning & Leading with Technology*, 39(5), 10-14. <https://eric.ed.gov/?id=EJ982831>

National Center for Education Statistics (2016). Forum guide to data visualization: A resource for education agencies. Washington DC: Author. Retrieved from <https://nces.ed.gov/pubs2017/NFES2017016.pdf>

Resources

[5 Whys - Problem-Solving Skills From MindTools.com](#)

[Affinity Mapping – School Reform Initiative](#)

Protocols & Templates

[Carnegie Foundation for the Advancement of Teaching. Network Improved Communities – Why? What? How? Explorers' Workshop Slides](#), Jan 2017

[Driver Diagram Template](#)

 ELA Driver Diagram

 Example Community Schools Driver Diagram

Planning Tools

[Community Schools | NEA](#)

Effective Presentations

[How to Display Data the Right Way in Presentations](#)

[5 Top Tips for Presenting Data More Effectively](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive proficiency for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(200-250 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. What is your Aim Statement?
2. What are your primary and secondary drivers and why were they selected as a focus for action or improvement?
3. What are your change ideas (possible solutions or interventions for each secondary driver)?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential please submit the following **two artifacts** as evidence of your learning into one document. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Evidence of Group Participation

Submit annotated evidence of active group participation in the three key phases of the process and clearly label each part of the following process.

Identify your high priority need(s).

Define your problem or problems

Analyze, group, and categorize the root causes you have identified.

This evidence could be in the form of:

A photo essay with annotations that tell the reviewer about the process.

Charts or graphic organizers outlining your decision-making process.

Agendas or meeting notes.

Artifact 2: Driver Diagram

Complete and submit a Driver Diagram template linked in the resource section.



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Community Schools

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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1-Evidence of Group Participation	<p>Evidence submitted is annotated and clearly shows evidence of the group decision-making process</p> <p>Each part of the process is labeled with an identified high priority need defining the problem and suggesting root causes</p>	<p>Evidence submitted may not be annotated and/or may not clearly show evidence of the group decision-making process</p> <p>Each part of the process may or may not be labeled with an identified high priority need defining the problem and suggesting root causes</p>	<p>Evidence submitted is not annotated nor does it clearly outline the group decision-making process</p> <p>The process is not labeled with an identified high priority need defining the problem and suggesting root causes</p>
Artifact 2: Driver Diagram	<p>Driver Diagram has all sections completed</p> <p>The Aim Statement has ALL of the following:</p> <ul style="list-style-type: none"> -The use of SMART (Specific-Measurable-Attainable - Relevant -Timely) criteria -A clear statement of what you are trying to accomplish for what or whom 	<p>Driver Diagram has some sections completed</p> <p>The Aim Statement has SOME of the following:</p> <ul style="list-style-type: none"> -The use of SMART (Specific-Measurable-Attainable - Relevant -Timely) criteria -A clear statement of what you are trying to accomplish for what or whom -A “Stretch Goal” – a measurable target 	<p>Driver Diagram is mostly incomplete</p> <p>The Aim Statement is missing most of the following:</p> <ul style="list-style-type: none"> -The use of SMART (Specific-Measurable-Attainable - Relevant -Timely) criteria -A clear statement of what you are trying to accomplish for what or whom -A “Stretch Goal” – a measurable target that is challenging but achievable



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	<p>-A "Stretch Goal" – a measurable target that is challenging but achievable</p> <p>The primary and secondary drivers are actionable and include words such as increase/decrease; improve; start/stop, etc.</p> <p>The Change Ideas directly relate to the Aim Statement and drivers AND are testable</p>	<p>that is challenging but achievable</p> <p>The primary and secondary drivers may or may not be actionable and may or may not include words such as increase/decrease; improve; start/stop, etc.</p> <p>The Change Ideas may or may not directly relate to the Aim Statement and drivers AND may or may not be testable</p>	<p>The primary and secondary drivers are not actionable and do not include words such as increase/decrease; improve; start/stop, etc.</p> <p>The Change Ideas do not directly relate to the aim statement and drivers AND are not testable</p>
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Part 3 Reflection

(300-500 word limit)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. Compare this process to past problem-solving sessions you have participated in to identify solutions or interventions.
2. What impact do you believe your prioritized change idea will have on students?
3. Which change idea do you intend to move forward with to perform a PDSA cycle on and why did you prioritize this one?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how the new learning will be integrated into future practices.



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