Leading by Convening (LbC):
Rubrics to Assess and Shape Practice

Coalescing Around Evidence-Based Practices (EBP)

Training individuals on an evidence-based practice is not the same as coalescing individuals around that practice. Coalescing demands an exploration of the issue from the perspective of the implementers and stakeholders.
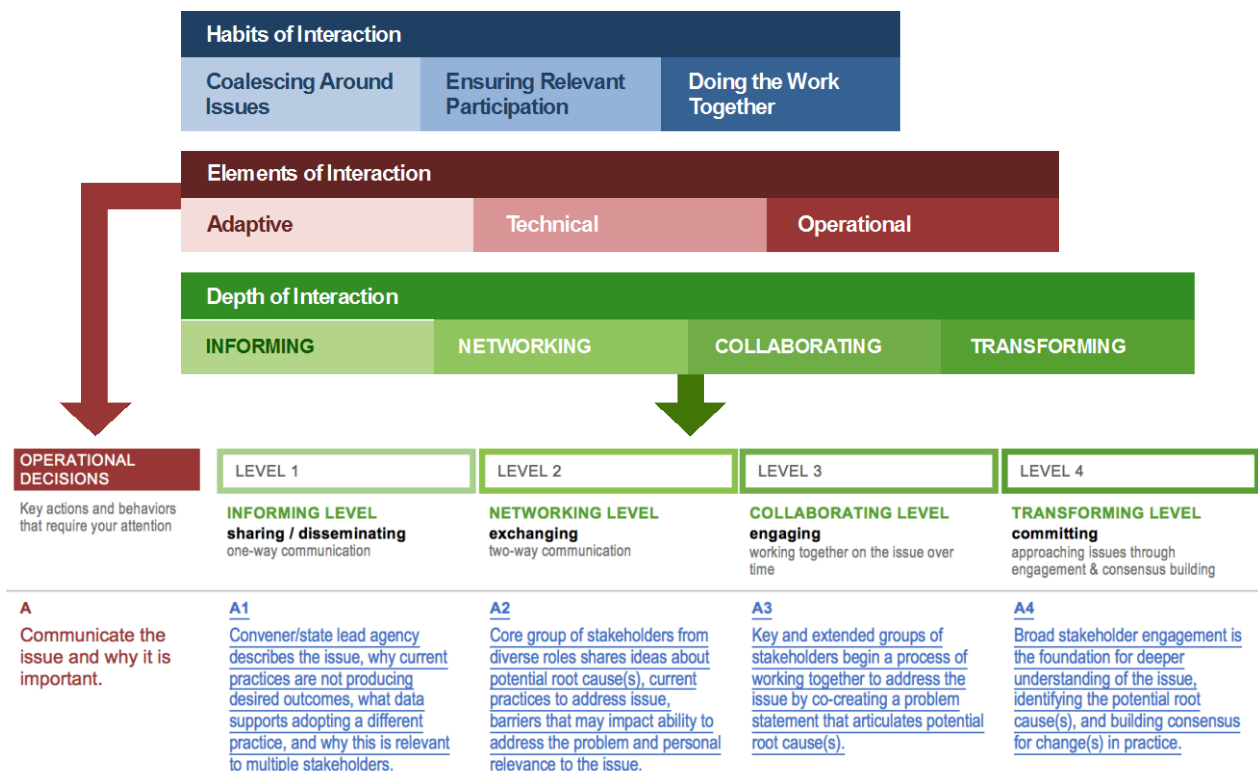
About the LbC Rubrics

Each LbC rubric describes a set of observable behaviors focused on a change in the practice of authentic stakeholder engagement. The rubrics can be used by teams to:

- discuss authentic engagement from the viewpoint of the stakeholders;
- assess current levels of interaction;
- guide future interaction;
- routinely assess changes in perception and practice; and
- chronicle changes in outcomes as engagement deepens.

Using the LbC Rubrics

The image below displays a graphic representation of the LbC framework and a rubric that is derived from it. LbC is based on three habits of interaction (Coalescing Around Issues, Ensuring Relevant Participation and Doing Work Together). These habits unpack into three elements of interaction (Adaptive, Technical, and Operational) that further unpack into four depths of interaction (Informing, Networking, Collaborating and Transforming).

The LbC rubrics use the operational elements and depths of interaction to help leaders and teams engage their stakeholders more actively. Rubrics typically list a criteria or behavior in the left column and describe levels of performance in columns moving to the right. This arrangement creates cells that describe the performance at each level for each criterion. In the LbC rubric below, the criterion column is called an "operational decision." Operational decisions result when a team examines both the technical and adaptive elements of the change it envisions and defines several important aspects of interaction that they will attend to over time.

Habits of Interaction

| Coalescing Around Issues | Ensuring Relevant Participation | Doing the Work Together |

Elements of Interaction

| Adaptive | Technical | Operational |

Depth of Interaction

| INFORMING | NETWORKING | COLLABORATING | TRANSFORMING |

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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Each rubric is interactive. Follow the image below to see how you can interact with the rubrics as you move towards greater depths of interaction.

A1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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> The header helps to know where you are and where you are working towards.

Links to useful tools in LbC

- **Four Simple Questions**: Permits the convener and the stakeholders to communicate connections a[...] knowledge from the standpoint of others.
- Download the book, *Leading by Convening*.
  http://www.ideapartnership.org/documents/NovUploads/Leading by Convening 508.pdf

> Tools from LbC to help you move towards the next level are hyperlinked for quick access.

Resources beyond LbC

Research the array of federal investments on the EBP under consideration.
Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

> Resources beyond LbC — such as slides, templates, toolkits and videos — are identified and hyperlinked.

Tips from implementers and stakeholders

- Use multiple means of representing information (*e.g.,* audio narration, slides, graphics, Venn diagram[...]
- Widely share resources and continuing education opportunities that are specific to the practice.

> Tips are given for each section.

RUBRIC
Coalescing Around Evidence-Based Practices (EBP)

Each operational decision has a progression of four corresponding levels. Click on each item to see additional resources.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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B Identify and select an evidence-based practice that will make a difference.	**B1** Convener/state lead agency provides information on evidence-based, evidence-informed, and promising practices, and how they will address identified issue(s).	**B2** Core group of stakeholders from diverse roles shares their knowledge of effective practices, including levels of evidence, the context for implementation, and potential barriers.	**B3** Stakeholders from diverse roles collectively analyze practices based on the problem statement, available data, contextual variables, and structural challenges. They identify a new practice to address need.	**B4** Stakeholders from diverse roles regularly work together to review and analyze practices and come to consensus on adoption and implementation of identified evidence-based practice.
C Build capacity to implement the practice with fidelity.	**C1** Leadership develops and disseminates an implementation plan and the methods for monitoring whether the practice is implemented with fidelity.	**C2** Stakeholders, including policymakers, discuss potential barriers to implementation as well as supports, processes, politics, procedures and resources needed to implement and sustain practices that need to be addressed in the implementation plan and fidelity monitoring process.	**C3** Extended group of stakeholders co-creates an implementation plan (and manual) that includes mapping of resources, policies, and practices. The group addresses concerns, barriers, communications strategies, and evaluating the success of implementation.	**C4** Broad stakeholder networks understand and commit to implementation, continuous improvement, and sustainability.
D Identify and address the issues that challenge fidelity.	**D1** Convener/state lead agency's communications describe the importance of full implementation with fidelity and the potential challenges that context brings to implementation.	**D2** Core group of stakeholders has opportunities to exchange ideas, ask questions, clarify expectations, and express concerns about implementation of the practice and areas that might affect the fidelity of implementation.	**D3** Extended group of stakeholders works together to problem-solve implementation challenges (e.g., leadership changes, funding challenges), monitors fidelity of implementation, and plans for the sustainability and scale-up of the evidence-based practices (EBP).	**D4** Broad stakeholder networks are knowledgeable or have opportunities for professional development to learn about responsibilities, alignment of policies, and strategies for continuous improvement. They continuously review policies, processes, and protocols to address staff/leadership and funding changes. They have a role in assessing fidelity and progress of implementation.

BACK TO FULL RUBRIC

A1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

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Links to useful tools in LbC

- **Four Simple Questions**: Permits the convener and the stakeholders to communicate connections and gain knowledge from the standpoint of others.
- **Defining Our Core:** Demonstrates a strong example of clearly and concisely stating goals and statements to be disseminated to groups in the field.
- **How People Are**: Helps to consider the human element with regard to employing evidence-based practices (EBP) and understanding perspectives.
- **Seeds of Trust** (Lessons Learned 1 and 2): Strategies for extending invitations to stakeholders to join in the work.
- **What's in it for Me**: As part of an invitation, start the engagement of stakeholders by being attentive to their work as it relates to the use of EBPs in a way that encourages interaction and an exchange of views that are mutually beneficial.
- **Engaging Everybody**: Shows how people can be involved even if not in-person by creating multiple ways to be engaged.
- **Learn the Language Make the Connection**: Learn how partners describe the issue, what related programs are in place, and funding sources that help identify connections that support the use of EBPs.
- **Give Value First**: Creating partnerships from the outset in the selection, implementation, and evaluation of EBPs.
- **Download the book, Leading by Convening.**

Resources beyond LbC

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

- Writing about Research in Everyday Language

A grounding strategy of the National Council on Dialogue and Deliberation is to convene people to consider important topics together.

- The Resource Guide
- The Public Conversations Project
- This resource describes the essential elements of a community of practice.

Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Describe what will happen if practices continue without change.
- Review current outcomes data associated with this topic – e.g., what does it tell us about the need?
- Share impact anecdotes and 'big picture' data.
- Refer to other national, state, and local resources from various agencies and organizations that have explored this topic.
- Identify strengths and specific activities that reflect EBP in operational terms (e.g., story banks, data collection forms, parent handbooks, discussion groups, meetings, etc.).
- Create invitations so that stakeholders see the opportunity to review and/or share a resource that they value to advance EBP.

A2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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Links to useful tools in LbC

- **Dialogue Guides**: Help to facilitate discussion of information from various perspectives to understand how others in the field understand the issue.

- **Grounding Assumptions**: Create broad statements of shared values and knowledge that can unify the shareholders.

- **Four Simple Questions** (Use questions 1 and 2): Deepen understanding of different perspectives and the potential for shared and more in-depth work.

- **Learn the Language Make the Connection**: Extends and facilitates progress by asking questions specific to an evidence based practice (EBP) and associated data collection.

- **Seeds of Trust**: (Lessons Learned #3): Uses questions to explore EBPs - e.g., What is the reaction? What are the results? Would you do this?

- **Engaging Everybody**: Provides opportunities for the stakeholders to discuss and decide how they will engage.

- **Learn the Language Make the Connection**: Makes connections explicit among partners in a way that values their work in the implementation of EBPs

- **Download the book, Leading by Convening.**

Resources beyond LbC

The National Center on Child Poverty offers simple steps and worksheets on stakeholder engagement for teams to use.

- [Engaging External Stakeholders](#)

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

- [Writing about Research in Everyday Language](#)

The National Council on Dialogue and Deliberation offers a collection of tools for promoting engagement.

- [A Collection of Tools for Engagement](#)
- [The Public Conversations Project](#)

Future 500 offers ideas on stakeholder engagement that can be applied to help bridge networks or groups.

- [Why You Must Open Your Doors To All Stakeholders](#)

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Survey diverse stakeholders about their opinions on this topic. Where do they see gaps? Have they ever discussed this issue together?
- Share impact from multiple stakeholder perspectives (anecdotes, big picture data), evidence that EBPs lead to improved outcomes for students.

A3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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Links to useful tools in LbC

- **Four Simple Questions**: Who cares about this issue and why? What work is already underway? What shared work could unite us? How can we deepen our connections?
- **Meet the Stakeholders:** Include partners representing individuals with authority in the environments where practice will be implemented, as well as organizations with influence on practitioners and consumers who care about the issues.
- **Seeds of Trust**: Create invitations, keep reaching out, and make participation safer. Don't be defensive about "resistors," but address what's at risk for stakeholders.
- **What's in it for Me**: Create professional and personal value. Identify strategies to support engagement, and describe the value of that strategy in moving people from being participants to partners.
- **Building Engagement**: Generate learning activities for stakeholder engagement around a topic. Maximize engagement by linking two or more activities. Develop a planning and delivery schedule.
- **Co-Creating Tools**: Offer a sample agenda for meetings that bring stakeholders together to create useful tools.
- **Download the book, Leading by Convening.**

Resources beyond LbC

The Regional Education Laboratory offers a webinar explaining root cause analysis.

- [Root Cause Analysis Webinar](#)

The National Center on Child Poverty (NCCP) offers simple steps and worksheets on stakeholder engagement for teams to use.

- [Engaging External Stakeholders](#)

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps the user communicate clearly to a wide audience.

- [Writing about Research in Everyday Language](#)

Engagement is promoted as a grounding strategy for all issues by the National Council on Dialogue and Deliberation (NCDD).

- [Resource Guide on Public Engagement](#)
- [The Public Conversations Project](#)

Collective Impact is applied to the technical and the adaptive challenges to change.

- [The Collective Impact Framework](#)

Future 500 is a private nonprofit that works to bridge the corporate and nonprofit worlds. The site offers ideas for stakeholder engagement.

- [Partnering with NGOs: The 4 Keys to Success](#)

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Identify common ground issues and their impact on school success.
- Identify how the issue impacts students, groups of children, and the whole school or program.
- Determine how this issue impacts both academic achievement and social participation.
- Use activities like "Fishbone" or "5 Whys" to facilitate root cause analysis.
- Analyze potential root causes of limits in evidence-based practices (EBPs) and complete a needs assessment to answer the questions: "What's missing?" "Who is missing?" "What is the context?"
- Identify common areas for collaboration, consolidation, cooperation, and coordination in order to advance EBPs together as a group.
- Create common definitions or understanding each other's definitions on an EBP.
- Create an issue statement (Note: Consider using the customized "Your Brand" tool.).

Leading by Convening (LbC): Rubrics to Assess and Shape Practice — Coalescing Around Evidence-Based Practices (EBP)

BACK TO FULL RUBRIC

A4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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Links to useful tools in LbC

- Re-visit **Four Simple Questions (#4):** How can we deepen our connections to deepen relationships and renew the work?
- **Download the book, Leading by Convening.**

Resources beyond LbC

Plan for deeper and more consistent interaction by exploring communities of practice.

Engagement is promoted as a grounding strategy for all issues by the National Council on Dialogue and Deliberation (NCDD).

- Resource Guide on Public Engagement
- The Public Conversations Project

Prominent leadership theorists, Kouzes and Posner, have developed a framework for adaptive approaches to leadership.

- Leadership Challenge

Appreciative inquiry is an approach to change that was first introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University.

- Appreciative Inquiry (AI)

Collective Impact is applied to the technical and the adaptive challenges to change.

- The Collective Impact Framework

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Develop a presentation that shares common definitions from all stakeholders, and enable and encourage stakeholders to deliver the message to their networks and in their meetings.
- Determine to what extent a broad array of stakeholders are collaborating on this topic and determine who is missing from this action.
- Move outcome-driven ideas into actions. Keep re-engaging: use 'check and connect' to reduce barriers when implementing the evidence-based practices (EBP). Review the data to see if stakeholders use the new idea.
- Create a feedback loop across settings and with the many stakeholders involved. Continually loop back, sharing, adding, and revising as new information is available and changes occur.
- Routinely scan the environment to maintain present engagement and to sense new initiatives and new developments. Look for satellite efforts that can be connected.
- Support a culture that makes employment of EBPs a valued and regularly occurring activity.
- Create communications that can help newly engaged members enter the process.
- Mentor newcomers and build peer support to advance EBP.

BACK TO FULL RUBRIC

B1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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Links to useful tools in LbC

- **Four Simple Questions**: Permits the convener and the stakeholders to communicate connections and gain knowledge from the standpoint of others.
- **How People Are:** Sheds light on leadership roles and how to communicate to consumers.
- **Learn the Language Make the Connection**: Creates common understanding to consider evidence-based practices (EBP). This tool can be used each time a new group is engaged or a new practice connection is explored.
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- The Comprehensive Center Network
- The Regional Education Laboratories

- [The What Works Clearinghouse](#)
- [The IRIS Center – Evidence-Based Practices](#)

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

- [Writing about Research in Everyday Language](#)

Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Provide all stakeholders with an analysis of initiatives underway and how EBP will address needs in the larger context, such as in Elementary and Secondary Success Act (ESSA) implementation and Results Driven Accountability (RDA).
- Ask each stakeholder to explore EBP resources developed by their organization (e.g., national, regional, state affiliate).
- Offer scenarios of needs along with examples of how improvement strategies addressed those needs.

B2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

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Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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Links to useful tools in LbC

- **Four Simple Questions:** Validate the accomplishments to date. Use question #2 to ask "What is already underway in terms of evidence-based practices (EBP)?"
- **Building Engagement**: Provides ideas, invites participation in defining EBPs that could address the issue.
- **Learn the Language Make the Connection:** Builds a common understanding to consider the EBPs known and supported by various groups and agencies.
- **Download the book, Leading by Convening.**

Resources beyond LbC

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- Graphic Version
- Word Version

Be sure to explore:

- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse

- The IRIS Center – Evidence-Based Practices

Slide Share helps you to learn about any topic quickly from individuals who freely share their content and presentations. Users can quickly scan an array of sources on a topic.

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

- Writing about Research in Everyday Language

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Ask stakeholders to identify organizational and/or joint statements that have been developed on this issue. Look for commonality in messages.
- Have a conversation with stakeholders regarding key definitions and terms related to the EBPs to clarify and build common understanding.
- Access resources from state and/or regional affiliates of national organizations that may provide information on the relevant EBPs from the stakeholder perspective.
- Review resources for common language and for inconsistencies in language across stakeholder groups.
- Make comparisons and connections between the EBP and the areas of influence and specific activities of stakeholder groups.

B3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
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Links to useful tools in LbC

- **Four Simple Questions**: Permits the convener and the stakeholders to communicate connections and gain knowledge from the standpoint of others.
- **Building Engagement**: Creates a list of potential activities to build engagement. Identifies and prioritizes important and/or new evidence-based practices (EBP) to develop actionable engagement strategies. Revisit periodically.
- **Meet the Stakeholders:** After EBPs are selected and when new EBPs are introduced, this tool provides a structure to identify who needs to be invited and engaged.
- **Engaging Everybody**: Periodic review using this tool is important to identify kinds of engagement that are needed and at what level they are being offered to support EBP success.
- **Learn the Language Make the Connection**: Consistently used, this tool identifies issues where connections have, or can be, made across partners to implement EBPs.
- **Seeds of Trust**: Supports interaction between the convener and the partners to operationalize their processes.
- **Needs of the Field**: Articulates knowledge from the field on the implementation of EBPs.
- **Problems Come Bundled**: Makes the adaptive side of implementation explicit.
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse
- The IRIS Center – Evidence-Based Practices

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps the user communicate clearly to a wide audience.

- Writing about Research in Everyday Language

Future 500 is a private nonprofit that works to bridge the corporate and nonprofit worlds. The site offers ideas for stakeholder engagement.

- Partnering with NGOs: The 4 Keys to Success

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Co-create tools to monitor quality and sustainability.
- Consider developing a handbook of resources.
- Assess whether preparation, recruitment and retention of personnel support and use EBPs.

BACK TO FULL RUBRIC

B4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
B Identify and select an evidence-based practice that will make a difference.	**B1** Convener/state lead agency provides information on evidence-based, evidence-informed, and promising practices and how they will address identified issue(s).	**B2** Core group of stakeholders from diverse roles shares their knowledge of effective practices, including levels of evidence, the context for implementation, and potential barriers.	**B3** Stakeholders from diverse roles collectively analyze practices based on the problem statement, available data, contextual variables, and structural challenges. They identify a new practice to address need.	**B4** Stakeholders from diverse roles regularly work together to review and analyze practices, and come to consensus on adoption and implementation of identified evidence-based practice.

Links to useful tools in LbC

- **Measuring Progress:** Regularly use the rubrics in this tool, or other rubrics related to specific situations and issues, to stay aware of stakeholder perceptions.
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse
- The IRIS Center – Evidence-Based Practices

This brief introduction to [communities of practice](#) by Etienne Wenger can be consulted often to gain insights about ways to sustain support for issues and relationships.

Engagement is promoted as a grounding strategy for all issues by the National Council on Dialogue and Deliberation (NCDD).

- [Resource Guide on Public Engagement](#)
- [The Public Conversations Project](#)

Collective Impact is applied to the technical and the adaptive challenges to change.

- [The Collective Impact Framework](#)

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Create a Venn diagram that shows intersection of evidence-based practices (EBP) stories and concepts to see points of common need and activity.

C1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
C Build capacity to implement the practice with fidelity	**C1** Leadership develops and disseminates an implementation plan and the methods for monitoring whether the practice is implemented with fidelity	**C2** Stakeholders, including policymakers, discuss potential barriers to implementation as well as supports, processes, policies, procedures, and resources needed to implement and sustain practices that need to be addressed in the implementation plan and fidelity monitoring process.	**C3** Extended group of stakeholders co-creates an implementation plan (and manual) that includes mapping of resources, policies, and practices. They address concerns, barriers, communication strategies, and evaluating the success of implementation.	**C4** Broad stakeholder networks understand and commit to implementation, continuous improvement, and sustainability.

Links to useful tools in LbC

- **Four Simple Questions:** (Question #1): The question - Who Cares About this Issue and Why? - helps conveners/lead state agency to anticipate positions and questions and convey openness to partnership.
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the evidence-based practice (EBP) under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse

- [The IRIS Center – Evidence-Based Practices](#)

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

- [Writing about Research in Everyday Language](#)

Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Widely share resources and continuing education opportunities that are specific to the practice.
- Make sure that communications include language that is accessible and relevant.
- Make sure that communications are frequent and regular during the introduction, adoption, and implementation process.
- Connect and assess to ensure all personnel involved in implementing EBPs deliver consistent messages regarding EBPs. Communication strategies might include a Wiki, website, and/or social media.
- Develop professional development opportunities specific to implementing the EBPs.

C2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
C Build capacity to implement the practice with fidelity.	**C1** Leadership develops and disseminates an implementation plan and the methods for monitoring whether the practice is implemented with fidelity.	**C2** Stakeholders, including policymakers, discuss potential barriers to implementation as well as supports, processes, policies, procedures, and resources needed to implement and sustain practices that need to be addressed in the implementation plan and fidelity monitoring process.	**C3** Extended group of stakeholders co-creates an implementation plan (and manual) that includes mapping of resources, policies, and practices. They address concerns, barriers, communication strategies, and evaluating the success of implementation,	**C4** Broad stakeholder networks understand and commit to implementation, continuous improvement, and sustainability.

Links to useful tools in LbC

- **Meet the Stakeholders**: Teach leaders to work through challenges by collaborating with potential partners to develop a support system.

- **Four Simple Questions:** (Question #2): The question - What is already underway in terms of evidence-based practice (EBP)? - validates noteworthy accomplishments.

- **Problems Come Bundled**: Ensure the selected EBPs address not only the technical but also the adaptive aspects of addressing the issue.

- **Meet the Stakeholders**: After EBPs are selected, use this tool to identify who needs to be invited as partners in the work.

- Reflect on **What's in it for Me?:** Encourage continued engagement.

- **Web of Connection PowerPoint:** Make connections between the work of the stakeholders and the EBPs.

- **Building Engagement**: Support development of a repository of resources for the EBPs.

- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse
- The IRIS Center – Evidence-Based Practices

The National Center on Child Poverty offers simple steps and worksheets on stakeholder engagement for teams to use.

- Engaging External Stakeholders

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

- Writing about Research in Everyday Language

The National Council on Dialogue and Deliberation (NCDD) offers a collection of tools for promoting engagement.

- A Collection of Tools for Engagement

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Share interdisciplinary professional development, continuing education, and training.
- Create opportunities to share testimonials from students, families, staff, and administrators.
- Have stakeholders provide input on roles/responsibilities, professional development needs, best format for professional development structure, and perceived barriers to implementation.
- Reflection and evaluation from professional development is used to take next steps specific to implementing the EBPs.

C3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
C Build capacity to implement the practice with fidelity.	**C1** Leadership develops and disseminates an implementation plan and the methods for monitoring whether the practice is implemented with fidelity.	**C2** Stakeholders, including policymakers, discuss potential barriers to implementation as well as supports, processes, policies, procedures, and resources needed to implement and sustain practices that need to be addressed in the implementation plan and fidelity monitoring process.	**C3** Extended group of stakeholders co-creates an implementation plan (and manual) that includes mapping of resources, policies, and practices. They address concerns, barriers, communication strategies, and evaluating the success of implementation.	**C4** Broad stakeholder networks understand and commit to implementation, continuous improvement, and sustainability.

Links to useful tools in LbC

- **Four Simple Questions**: Permits the convener and the stakeholders to communicate connections and gain knowledge from the standpoint of others.
- **Four Simple Questions:** Address questions of how to communicate, strengthen connections, and gain knowledge from others' point of view.
- **Building Engagement:** Revisit the list to identify and prioritize new evidence-based practices (EBP) to develop action items.
- **Meet the Stakeholders:** Periodically revisit after EBPs are selected and when new EBPs are introduced to identify who needs to be invited now.
- **Engaging Everybody:** Periodically review to identify areas of need for engagement and at what level they are needed to support EBP success.
- **Learn the Language Make the Connection**: Begin the active engagement work where connections have been made across partners, maintaining and recognizing the value of their work as you implement EBPs.
- **Seeds of Trust:** —You Try It— Support groups as they manualize the process. Explore with your networks for continued feasibility. Look at the continuum to scale-up and follow-up and rate the successes.
- **Needs of the Field:** A tool to establish, support, assess, and address practice change using EBPs.
- **Problems Come Bundled:** Address how to approach and adapt to problems during implementation.
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the evidence based practice under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse
- The IRIS Center – Evidence-Based Practices

Appreciative inquiry is an approach to change that was first introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University.

- Appreciative Inquiry (AI)

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Develop tools for quality measurement and sustainability.
- Consider developing a handbook of resources.
- Evaluate information to address recruitment and retention of personnel as support and use of EBPs comes with roles.

C4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
C Build capacity to implement the practice with fidelity.	**C1** Leadership develops and disseminates an implementation plan and the methods for monitoring whether the practice is implemented with fidelity.	**C2** Stakeholders, including policymakers, discuss potential barriers to implementation as well as supports, processes, policies, procedures, and resources needed to implement and sustain practices that need to be addressed in the implementation plan and fidelity monitoring process.	**C3** Extended group of stakeholders co-creates an implementation plan (and manual) that includes mapping of resources, policies, and practices. They address concerns, barriers, communication strategies, and evaluating the success of implementation.	**C4** Broad stakeholder networks understand and commit to implementation, continuous improvement, and sustainability.

Links to useful tools in LbC

- **A Quick Chronology of Engagement:** Provides a motivating activity to reflect, unify, regroup and determine next steps to implement evidence-based practice (EBP) with fidelity.

- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the evidence based practice under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse

- [The IRIS Center – Evidence-Based Practices](#)

Plan for deeper and more consistent interaction by exploring [communities of practice](#).

The National Center on Education Evaluation and Regional Assistance produced an informative document that helps the user communicate clearly to a wide audience.

- [Writing about Research in Everyday Language](#)

Engagement is promoted as a grounding strategy for all issues by the National Council on Dialogue and Deliberation(NCDD).

- [Resource Guide on Public Engagement](#)
- [The Public Conversations Project](#)

Prominent leadership theorists, Kouzes and Posner, have developed a framework for adaptive approaches to leadership.

- [Leadership Challenge](#)

Collective Impact is applied to the technical and the adaptive challenges to change.

- [The Collective Impact Framework](#)

Future 500 is a private nonprofit that works to bridge the corporate and nonprofit worlds. The site offers ideas for stakeholder engagement.

- [Partnering with NGOs: The 4 Keys to Success](#)

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Continuously review the practices of other service providers to ensure alignment with EBPs.
- Make sure that the sustainability plan addresses commitments to funding and provision of resources by partners.

D1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
D Identify and address the issues that challenge fidelity.	**D1** Convener/state lead agency's communications describe the importance of full implementation with fidelity and the potential challenges that context brings to implementation.	**D2** Core group of stakeholders has opportunities to exchange ideas, ask questions, clarify expectations, and express concerns about implementation and of the practice and areas that might affect the fidelity of implementation.	**D3** Extended group of stakeholders works together to problem-solve implementation challenges (e.g., leadership changes, funding challenges), monitors fidelity of implementation, and plans for the sustainability and scale-up of the evidence-based practices (EBP).	**D4** Broad stakeholder networks are knowledgeable or have opportunities for professional development to learn about responsibilities, alignment of policies, and strategies for continuous improvement. They continuously review policies, processes, and protocols to address staff/leadership and funding changes. They have a role in assessing fidelity and progress of implementation.

Links to useful tools in LbC

- **Problems Come Bundled:** Identify challenges in terms of technical and adaptive problems and check for common understanding among partners.

- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network

- [The Regional Education Laboratories](#)
- [The What Works Clearinghouse](#)
- [Reform Support Network](#)
- [The IRIS Center – Evidence-Based Practices](#)

A grounding strategy of the National Council on Dialogue and Deliberation (NCDD) is to convene people to consider important topics together.

- [The Resource Guide](#)

Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Conduct a brainstorming session to raise issues and perspectives.
- Review existing resources and manuals.
- Define engagement within the framework of Implementation Science.

BACK TO FULL RUBRIC

D2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
D Identify and address the issues that challenge fidelity.	**D1** Convener/state lead agency's communications describe the importance of full implementation with fidelity and the potential challenges that context brings to implementation).	**D2** Core group of stakeholders has opportunities to exchange ideas, ask questions, clarify expectations, and express concerns about implementation and of the practice and areas that might affect the fidelity of implementation.	**D3** Extended group of stakeholders works together to problem-solve implementation challenges (e.g., leadership changes, funding challenges), monitors fidelity of implementation, and plans for the sustainability and scale-up of the evidence-based practices (EBP).	**D4** Broad stakeholder networks are knowledgeable or have opportunities for professional development to learn about responsibilities, alignment of policies, and strategies for continuous improvement. They continuously review policies, processes, and protocols to address staff/leadership and funding changes. They have a role in assessing fidelity and progress of implementation.

Links to useful tools in LbC

- **Problems Come Bundled**: Identify challenges in terms of technical and adaptive problems. Partners can exchange ideas on how to address issues
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the evidence based practice under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network

- [The Regional Education Laboratories](#)
- [The What Works Clearinghouse](#)
- [The IRIS Center – Evidence-Based Practices](#)

Future 500 offers ideas on stakeholder engagement that can be applied to help bridge networks or groups.

- [Why You Must Open Your Doors To All Stakeholders](#)

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Determine ways to invite more stakeholders. Consider stakeholders who share common challenges and who are working in or served by other initiatives.
- Consider the role of stakeholders within the framework of Implementation Science.
- Facilitate a conversation that surfaces fidelity challenges and issues that have been experienced by the stakeholders.

D3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS Key actions and behaviors that require your attention	LEVEL 1 INFORMING LEVEL **sharing / disseminating** one-way communication	LEVEL 2 NETWORKING LEVEL **exchanging** two-way communication	LEVEL 3 COLLABORATING LEVEL **engaging** working together on the issue over time	LEVEL 4 TRANSFORMING LEVEL **committing** approaching issues through engagement & consensus building
D Identify and address the issues that challenge fidelity	**D1** Convener/state lead agency's communications describe the importance of full implementation with fidelity and the potential challenges that context brings to implementation).	**D2** Core group of stakeholders has opportunities to exchange ideas, ask questions, clarify expectations, and express concerns about implementation and of the practice and areas that might affect the fidelity of implementation.	**D3** Extended group of stakeholders works together to problem-solve implementation challenges (e.g., leadership changes, funding challenges), monitors fidelity of implementation, and plans for the sustainability and scale-up of the evidence-based practices (EBP)..	**D4** Broad stakeholder networks are knowledgeable or have opportunities for professional development to learn about responsibilities, alignment of policies, and strategies for continuous improvement. They continuously review policies, processes, and protocols to address staff/leadership and funding changes. They have a role in assessing fidelity and progress of implementation.

Links to useful tools in LbC

- **Give Value First:** Provide a chance to reflect on relationships within an organization and define expectations and commitments.
- **Problems Come Bundled**: Help group to reflect on the technical, but also the adaptive, aspects of change, especially when barriers are experienced. Then, solve new or persistent issues together.
- **A Quick Chronology of Engagement**: Help groups to identify and address issues that challenge fidelity.
- **Download the book, Leading by Convening.**

Resources beyond LbC

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- Graphic Version
- Word Version

Be sure to explore:

- Active Implementation Hub
- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse
- The IRIS Center – Evidence-Based Practices

Engagement is promoted as a grounding strategy for all issues by the National Council on Dialogue and Deliberation (NCDD).

- Resource Guide on Public Engagement
- A Collection of Tools for Engagement

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Continuously survey participants to see who is missing from the dialogue and activities and how the procedures/measures can be clarified and specified objectively. Consider how the data will be synthesized and shared.
- Develop consensus among stakeholders regarding key definitions and terms related to the EBPs.
- Develop repository of resources related to the EBPs to support ongoing implementation with fidelity.

D4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
D Identify and address the issues that challenge fidelity.	**D1** Convener/state lead agency's communications describe the importance of full implementation with fidelity and the potential challenges that context brings to implementation).	**D2** Core group of stakeholders has opportunities to exchange ideas, ask questions, clarify expectations, and express concerns about implementation and of the practice and areas that might affect the fidelity of implementation.	**D3** Extended group of stakeholders works together to problem-solve implementation challenges (e.g., leadership changes, funding challenges), monitors fidelity of implementation, and plans for the sustainability and scale-up of the evidence-based practices (EBP).	**D4** Broad stakeholder networks are knowledgeable or have opportunities for professional development to learn about responsibilities, alignment of policies, and strategies for continuous improvement. They continuously review policies, processes, and protocols to address staff/leadership and funding changes. They have a role in assessing fidelity and progress of implementation.

Links to useful tools in LbC

- **One-Way, Two-Way Learning**: Provide concrete examples of a state's efforts to undertake new ways of engagement over time.
- **Seeds of Trust**: Revisit to use the recommendations in the tool for feedback. See if EBPs 'stick' and then revise/reform as needed.
- **Four Simple Questions**: Continually revisit, especially question #4: How can we deepen our connections?
- **Problems Come Bundled**: Undertake or revisit collaborative work to analyze and ensure the EBP strategy is addressing the technical and adaptive aspects of the implementation challenges.
- **A Quick Chronology of Engagement**: Use this tool with an emphasis on item #9 and the "Big Lessons from Chronology" to address issues that challenge fidelity as a way of continually reviewing successes and direction.
- **Measuring Progress**: Regularly use this tool to understand the initiative from the stakeholder perspective.
- **Download the book, Leading by Convening.**

Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- Graphic Version
- Word Version

Be sure to explore:

- The Comprehensive Center Network
- The Regional Education Laboratories
- The What Works Clearinghouse
- Active Implementation Hub
- IRIS Center: Implementing program or practice with fidelity

Prominent leadership theorists, Kouzes and Posner, have developed a framework for adaptive approaches to leadership.

- Leadership Challenge

Tips from implementers and stakeholders

- Use multiple means of engaging stakeholders (e.g., think-pair-share) and representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- With the stakeholder partners, determine how your successes or challenges will influence next steps. Reflect on the impact of EPB success on other initiatives (e.g., health, safety, academics, transition, and other major initiatives and goals).
- Convene stakeholder partners at regular intervals to review data and exchange ideas on related issues and practices.
- Ask stakeholder partners to bring their networks into the work in active ways.