# Handout: Implementation Drivers
State Design Team (SDT)

ROLE

The State Design Team (SDT) is comprised of individuals from major initiatives and departments across the State Education Agency (SEA). The team members commit to using active implementation approaches to create coherence and enhance the effectiveness of the SEA's major initiatives. State Transformation Specialists (STSs) facilitate the SDT that reports progress to the State Management Team (SMT) and guides the work of the State Implementation Team.
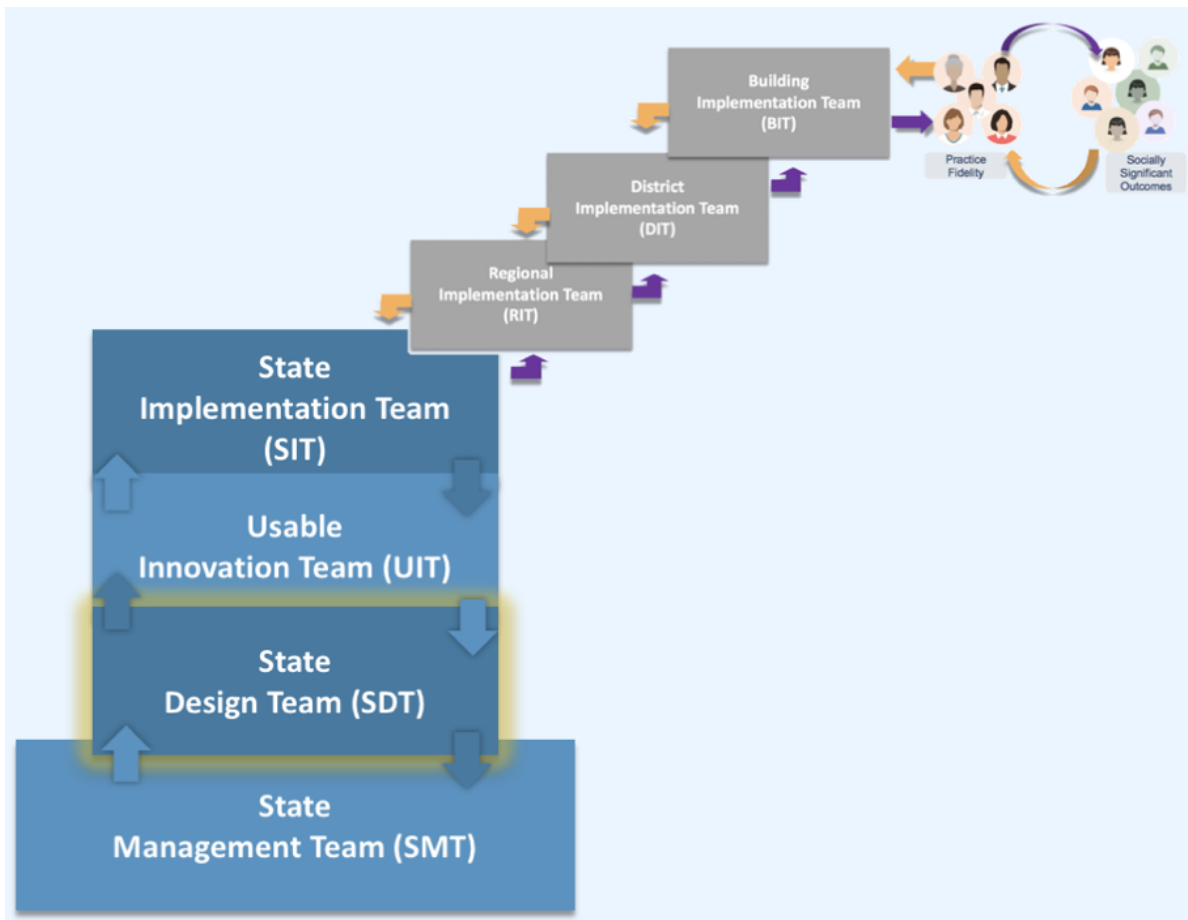
FUNCTION

The primary purpose of the State Design Team (SDT) is to bring together leaders of the state's major departments (e.g., directors) and other stakeholders to develop a shared approach to implementation that aligns system functioning with SEA goals and outcomes. The alignment of units within the SEA system makes it possible for departments and funded initiatives to be more effective and efficient amid dwindling resources to sustain efforts, and ultimately improve student outcomes. To accomplish this goal, the SDT:

- Engages in readiness activities with internal SEA staff regarding the new ways of work for implementation and scaling;
- Commits to developing knowledge and skills to use the Active Implementation Frameworks (AIFs) for common application of processes across departments.
- Communicates their learning, progress, and rationales for using best practices of implementation science;
- Supports development of internal implementation capacity (e.g. coaching) for SEA staff to use new ways of work;
- Develops and refines internal procedures, processes, and protocols based on the Active Implementation Frameworks (AIF);
- Studies the use of stage-based activities in the Transformation Zone to operationalize and scale-up processes in additional regional and local education agencies;
- Develops capacity to select effective innovations and operationalize them as Usable Innovations;
- Identifies gaps in infrastructure and identifies systems level approaches to close gaps (e.g. link teacher expectations in classrooms with teacher preparation programs and certification); and
- Operationalizes practice policy communication cycles at the state and regional level.