



People to People: the Human Side of Implementation Key Terms and Acronyms

Adaptive Side of Implementation

There is a host of problems of implementation which cannot be solved by someone else. They require experimentation, discovery, and adjustment to past practice. In general, they are more difficult to identify and obtain “buy in” to the solution. Human elements are involved including values and beliefs, relationships, lack of a comfort zone, and resistance to change

Barrier

Something that obstructs or impedes

Change Process

The sequence of steps or activities that a change team or project leader would follow to effect change

Collaboration

Collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student/young adult learning

Data-driven

Instructional decisions based on student performance data

Dialogue Guides

Models for conducting interactive discussions across stakeholders

Evaluation

Systematic measurement of value or worth in relation to a set of criteria or a specific standard/expectation

Evidence-based

Educational practices/instructional strategies supported by relevant scientific research studies

Facilitator

A neutral party at a meeting who helps keeps members of a group focused while addressing conflicts and disagreements that may arise during the meeting. The facilitator will use communication skills that create an environment in which the members can listen to each member’s point of view and work together

Human Capital

The skills, knowledge, and experience possessed by an individual or population, viewed in terms of their value or cost to an organization or group

Human Side of Implementation

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Implementation

Is the carrying out, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen

Performance-based learning

Performance-based learning puts students at the center of the learning process by enabling demonstration of mastery based on clear and commonly-shared expectations

Personalizing learning

Involves a data-driven framework designed to set goals, assess progress, and ensure students receive needed academic and developmental supports

Social Capital

The network of social connections that exist between people, and their shared values and norms of behavior, which enable and encourage mutually advantageous social cooperation

Sustainability

Capable of being continued

Target

A goal to be achieved

Technical Side of Implementation

Problems of implementation for which we have the necessary know-how and procedures which are generally easy to identify and determine a solution

Transformational Leadership

Style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group

Universal Design for Learning (UDL)

Process of designing instruction that is accessible by all; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

This document was generated within the IDEA Partnership by cross-stakeholders representing teachers, administrators, related service personnel, family members and youth, state education agencies, higher education, technical assistance providers, and assessment consortia.