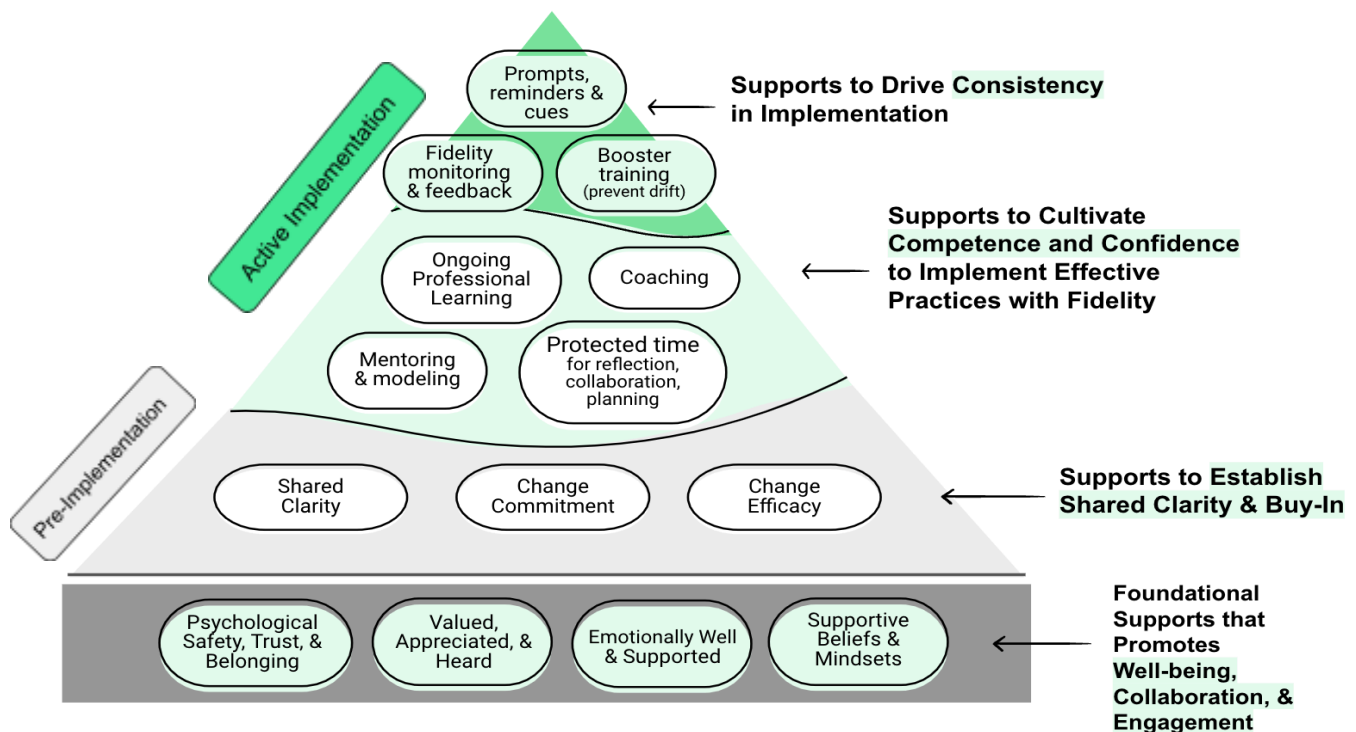


4Cs Model: preConditions, Clarity, Competence, and Consistency

Systems that Support Adult Well-being, Behavior Change, and Implementation

The 4Cs Model is a simplification of implementation science into a common language that educators can use to inform decisions and specific implementation practices that support successful implementation. Because implementation boils down to adult behavior change, it is critical to understand where educators are at in the implementation process in order to best put in place systems that more precisely map onto what educators need. This model depicts the implementation process including both pre-implementation and active implementation phases as well as the support needed at each phase to support educators along the pathway towards consistent, sustained implementation of effective practices that lead to better outcomes for students. Foundational preConditions are indicators of a healthy culture and climate for the adults that impact the degree to which educators in a school system are likely to engage in a behavior change and continuous improvement process related to an implementation effort. Building upon these preconditions, there is a need for educators to have shared clarity and commitment, which are essential to establish readiness for change. Once educators are ready and prepared for active implementation, they need support that promotes competence and confidence to integrate and deliver the practices with fidelity in the context of other things competing for their time and energy. Last, competence and confidence alone does not ensure consistent, sustained implementation. Educators need specific support to consistently follow through with delivering the practices with fidelity so students receive prolonged exposure to higher-quality experiences, which leads to better outcomes.



Terminology and Definitions:

- A '**system**' is a coordinated process that reflects a set of actions that are undertaken to achieve a particular outcome or goal. In the case of 4Cs Model of Systems that Support, the systems reflect an intentional process of putting in place supports for the adults to ultimately drive successful implementation of core usable and effective practices that lead to better outcomes for students. This model depicts the tiered, hierarchical nature of the systems that support take into account the interconnected nature between educator well-being and mindsets, behavior change, and implementation.
- **Pre-Implementation:** In this stage of implementation, systems work to define the need, select usable and effective practices to meet the need, prepare the people and the system to take on the initiative and develop an implementation plan to bring the initiative to life in the system.
- **Active Implementation:** Active implementation is about putting in place system that support the adults to adopt and continuously improve over time to achieve high fidelity sustained implementation of core usable and effective practices.
- **Foundational preConditions:** The systems begin with foundational supports at the bottom that are essential to promoting educators' well-being, engagement, and collaboration, which shape their responsiveness to other systems of support that are put in place to promote clarity, competence, and consistency among educators with regard to the adoption and delivery of effective practices.
- **Clarity & Commitment:** Systems that support establishing shared clarity, commitment, and a sense of efficacy are essential to ensure educators are in the same boat and ready to row in the same direction to achieve student outcomes of interest through the implementation of core usable and effective practices.
 - Shared Clarity - the why, the what (outcomes and core low-burden, high-impact practices that lead to those outcomes, the how (the implementation plan regarding the supports that will be put in place over time to help build competence and confidence)
 - Shared Commitment - Educators see the need or problem that warrants doing IT, they understand the value and beneficial outcomes associated with doing IT, they see and hear that other trusted and respected people like them are doing IT, they feel confident in their ability to do IT given other competing demands for time.
- **Competence & Confidence:** Once clarity among educators has been established, it is critical to put in place systems that cultivate competency and confidence in delivering core usable and effective practices with fidelity. Systems that build competence and confidence to integrate and deliver core usable and effective practices with fidelity include ongoing professional learning, coaching, fidelity monitoring and feedback, and protected time for reflection, collaboration, and planning
- **Consistency:** At the top of this model are systems that support consistency of implementation to drive daily & weekly follow-through of the effective practices to ensure students receive prolonged exposure to the effective practices over time, which increases the probability of achieving beneficial outcomes for students. Systems of support that drive consistency include prompts and reminders, booster training to prevent implementation drift, and fidelity monitoring and feedback.

