Driver Diagram

A Working Theory of Improvement describes the structures and processes that the team believes need to be changed to meet an improvement goal, as well as, specific actions to create these changes (Provost & Bennett, 2015).

The Driver Diagram is a method for organizing your Theory of Improvement and can be completed using the information collected during the comprehensive needs assessment process. It becomes a record of learning and a roadmap for intervention. Theories can change as your team tests each change idea and learns from the experiences.
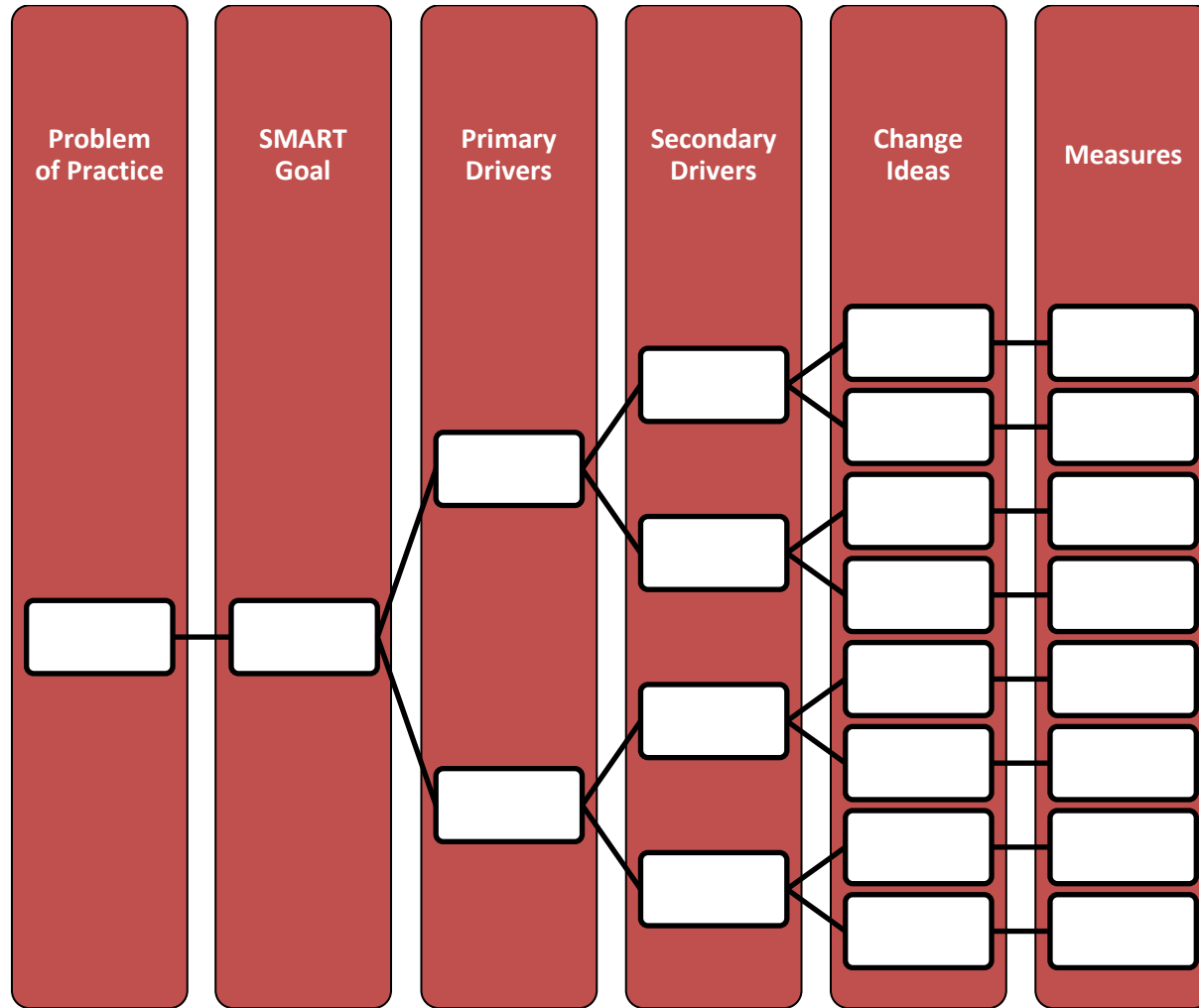
A driver diagram shows the relationship between the overall SMART goal of your improvement project, the primary drivers that directly relate to achieving the goal, the secondary drivers that are components of the primary drivers, and specific change ideas to test for each secondary driver. (IHI QI Essential Toolkit: Driver Diagram, 2017)

Purpose: To create a Theory of Improvement that guides the implementation of improvements.

Directions:

1. In the first box on the left, write the SMART goal for your improvement project (what will be improved, by how much, by when, and for what/whom).
2. In the boxes to the right of the SMART goal, list the Primary Drivers- the most significant influencers of your goal. Choose 2-5 to include.
3. In the boxes to the right of each primary driver, list as many secondary drivers that influence the primary driver as you can think of. Draw lines to connect each secondary driver to the primary driver (secondary drivers can connect to more than one primary driver).
4. In the boxes to the right of each secondary driver, list specific change ideas you will test to influence the secondary driver (change ideas can connect to more than one secondary driver.
5. In the boxes to the right of each change idea, list the process and outcome measures you will use to the test the effectiveness of each change idea.

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Driver Diagram

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Driver Diagram- Example

Goal	←	Primary Drivers	←	Secondary Drivers	←	Change Concepts

Goal:
Improve Kindergarten through 2nd Grade Number Sense (count in sequence, recognize numerals, connect numerals with quantities, and compare quantities) toward all students being on or above grade level as measured by AIMSweb by June 2019.

Primary Drivers:
- Curriculum and instruction
- Standards
- Responsive, equitable, personalized Instruction
- Social emotional well-being
- Culture that supports innovative practice

Secondary Drivers:
- Teacher content and pedagogical knowledge
- Professional development
- Differentiation (MTSS, data literacy, and understanding learner differences)
- Personalization/student-centred learning; student engagement
- Classroom practices and management

Change Concepts:

Use the Math Workshop Model to implement end of lesson discussion protocol to encourage student discourse and foster student explanation. Protocol includes open-ended questions to help students explain thinking
Process Measure: Teacher Survey (to measure fidelity to process and perceptions of changes in practices and behavior).
Leading Outcome Measure: number and frequency of students explaining thinking
Lagging Outcome Measure: AIMSweb progress monitoring and benchmark

Reviewing formative assessment and looking at student work in PLCs using chosen protocol.

Implementing 1-2 SEL practices:
Engagement in positive interactions and conversations—descriptive comments—modelling positive social behaviors—classroom environment (schedules, clear expectations, routines, engagement), effort attribution (SEE Pyramid Model Consortium)

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