Driver Diagram Card Sort Activity

LEARNING OBJECTIVES

- Identify and organize how parts of the theory of practice improvement (aim, primary drivers and change ideas) relate to each other.
- Recognize the difference between different components of a theory of practice improvement.

DESCRIPTION

1. Set up: Pass out one-pager and envelopes with pieces of driver diagram.
   a. NOTE: Teams consist of 3 to 4 people, so that there can be multiple teams seating at the same table for a table share-out.

2. Introduce the activity and its objectives.
   a. The objective of the activity is to assemble a driver diagram. The driver diagram represents High Tech High's theory of improvement about college readiness.
   b. The envelope contains the components of this driver diagram (aim, primary drivers, and change ideas), as well as false component pieces that represent the common mistakes people make.
   c. Teams will have 15 minutes to identify the correct drivers and change ideas are correct, and their relationship with each other.
   d. Teams should consider these questions as they make their decisions:
      - How would you articulate the theory from each change idea to aim?
      - Which pieces are distracting?

3. Team start sorting pieces.

4. Pause to introduce the "common mistakes" in building a driver diagram slide.

Time
15 minutes

Topics
Theory of practice improvement, driver diagrams

Prior Knowledge
This activity is designed for beginner audiences. It is used as a sense-making activity after participants have been introduced to what a theory of practice improvement is, what its components are, and how they are related to each other.

Materials & Equipment
- ☐ Session slide deck
- ☐ One-pager on Driver Diagrams (one per team).
- ☐ Envelope containing pieces of driver diagram (one per team)
- ☐ NOTE: Prior to activity, pieces of driver diagram should be cut into individual pieces.

5. Teams share their driver diagrams and discuss their process with other teams in their tables.
   a. NOTE: If there isn't more than one team per table, ask teams to find one other team to share their work with.

6. Project image of correct driver diagram and allow teams/tables to take some time to critique their own versions.
   a. Give teams time to critique their own driver diagrams.
      ◆ Practice reading the driver diagram from left to right and right to left (using the "why?" and "how?"). How do the different pieces fit together to form a theory of practice improvement?
      ◆ How would the chain between aim statements and change ideas break down if you moved these pieces around?
      ◆ NOTE: The objective of the critique is for teams to understand not only what the characteristics of the different parts of the driver diagram are, but also how they work together to articulate a theory of practice improvement.

7. Whole group share-out
   a. Ask one person from each table to share their learning from their activity.

Encourage more students to take college courses while in HS	Awareness of college and career pathways	Quarterly networking events with local businesses	100 percent FAFSA completion
After-school tutoring sessions with school alumni	A-G requirement review with advisor each semester	Family engagement	Veteran – new parent pairings and activities
Academic preparation and eligibility	Learning mindsets and skills to succeed post-graduation	Lunch application workshops for students	Growth mindset booster activity before exams
Technology workshops for parents	Better communication	Family college visit	Writing mentors to help students with personal statement
Aim Statement	Change Ideas	Primary Drivers	To increase the number of underrepresented students who graduate college, career, and civic ready