

4DX with our Organization

A 4DX plan is a structured execution framework built on the Four Disciplines of Execution: focus, act, score, and accountability. It helps teams avoid being overwhelmed by daily tasks and instead concentrate on the most important goal. In my innovation plan, the 4DX plan provides the step-by-step system needed to make this change sustainable, and I will provide a breakdown of how that plan looks in practice for teachers and students. It bridges the gap between setting a goal and actually executing it, giving both teachers and students a clear path to follow and a structure that keeps the focus on fluency growth despite the daily whirlwind of classroom responsibilities.

Four Disciplines of Execution (4DX)	
Discipline 1: Focus on the Wildly Important	<ul style="list-style-type: none">WIG: Our goal: Increase 75% of the students' conversational fluency in Spanish from beginner-novice to advanced-novice by integrating AI-simulated conversation tools into World Language instruction.
Discipline 2: Act on the Lead Measures	<p>Lead Measures (controllable, predictive):</p> <ul style="list-style-type: none">Students complete one AI-simulated conversation per week (5–7 minutes).Teachers provide fluency feedback using a rubric after each conversation.Students record a reflection video (Loom) or journal entry once per unit. <p>Lag Measure (result, end goal):</p> <ul style="list-style-type: none">Students' conversational fluency increases from low-novice to high-novice by the end of the school year (measured by oral assessments/rubrics).
Discipline 3: Keep a Compelling Scoreboard	<ul style="list-style-type: none">Resistance begins to fade as students and teachers see progress.Classrooms track participation visually (charts, stickers, digital leaderboards).Teachers bring scoreboard updates to weekly meetings to hold each other accountable.Celebrate student examples during staff meetings ("Student A had her first 2-minute uninterrupted conversation in Spanish").Classroom Scoreboard: Chart showing how many students completed their weekly AI conversation.Student Scoreboard: Individual progress chart where students track their own practice and growth.
Discipline 4: Create a Cadence of Accountability	<p>Weekly Teacher Meetings:</p> <ul style="list-style-type: none">Share results from the scoreboard.Reflect on what worked and what needs adjustment.Each teacher commits to one action item. <p>Student Accountability:</p> <ul style="list-style-type: none">Peer reflections (partners share progress).Journals to track confidence and new vocabulary.

Discipline 1: Focus on the Wildly Important

For my innovation plan, the Wildly Important Goal (WIG) is to help students increase their Spanish conversational fluency from low-novice to high-novice by the end of the 2025–26 school year. This will be done through the consistent use of AI-simulated conversation partners in daily instruction. By keeping the focus on this single outcome, teachers and students can direct their energy toward authentic communication skills that support district goals of developing confident bilingual graduates.

Discipline 2: Act on the Lead Measures

Lead measures are the weekly actions that predict long-term success. In my plan, these include students completing one AI-simulated conversation per week, teachers providing rubric-based feedback, and students recording reflections in Loom or journals. Supports like Kahoot reviews or Roxxem music activities will prepare students for practice. Tracking these actions ensures that students build steady habits that lead to fluency growth.

Discipline 3: Keep a Compelling Scoreboard

To stay motivated, progress must be visible. Scoreboards will be used at three levels: classroom charts to track participation, a department-wide dashboard to show overall progress, and personal trackers for students. Teachers may highlight “Glow & Grow” moments, such as strong reflections or noticeable confidence, during meetings. These tools create friendly competition and recognition while keeping the WIG front and center.

Discipline 4: Create a Cadence of Accountability

Accountability makes sure goals become consistent action. Weekly teacher meetings will review scoreboard results, address challenges, and set new commitments. Students will also share reflections and peer feedback to hold themselves responsible. These routines ensure that AI-simulated conversations are not a one time activity but a sustained practice that builds fluency gains.

Five Stages of Change

In addition to providing a 4DX plan for my innovation project, I will also follow the Five Stages of Change: Getting Clear, Launch, Adoption, Optimization, and Habits. These stages outline the natural journey of change, from defining the goal and building commitment, to launching the first actions, building adoption, refining the process, and finally embedding the practice into everyday routines. By aligning my innovation plan with both the 4DX disciplines and the 5 Stages of Change, I can ensure that integrating AI-simulated Spanish conversations becomes not only a well-structured initiative but also a sustainable habit in my classroom and department culture.

5 Stages of Change

Stage 1: Getting Clear	<ul style="list-style-type: none"> • Define the goal: improve conversational fluency using AI. • Share baseline student data (diagnostic speaking assessments). • Involve colleagues in shaping the WIG and measures for buy-in. • Ensure everyone understands the “why” (confidence, bilingual goals).
Stage 2: Launch	<ul style="list-style-type: none"> • Hold a kickoff session with teachers to build excitement. • Model an AI conversation as a low-stakes example. • Provide starter support for students (sentence stems, question prompts).
Stage 3: Adoption	<ul style="list-style-type: none"> • Begin seeing reduced resistance as routines form. • Teachers and students start holding each other accountable. • Scoreboards show progress, making success visible. • Celebrate small wins (first week all students completed their conversation).
Stage 4: Optimization	<ul style="list-style-type: none"> • Teachers and students refine the process: • Add activities like Kahoot reviews or Roxxem songs before conversations. • Try new reflection methods (short video diaries, peer interviews). • Meetings shift to problem-solving and innovation • Team members begin to feel pride in results.
Stage 5: Habits	<ul style="list-style-type: none"> • Students expect weekly speaking practice, teachers embed it naturally in lesson plans. • School culture recognizes the program as part of bilingual success. • Long-term results are sustained: more confident Spanish speakers year after year.

The Influencer Model and the 4 Disciplines of Execution (4DX)

After applying both models, I noticed how structure and motivation worked hand in hand—4DX kept the process clear and measurable, while the Influencer Model ensured the people involved were willing and able to sustain the change. The Influencer Model and the 4 Disciplines of Execution (4DX) complement each other by combining the human side of change with a clear system for execution. 4DX provides structure through focus, lead measures, scoreboards, and accountability, while the Influencer Model explains why behaviors change and how to sustain them through motivation and ability at the personal, social, and structural levels. In my innovation plan, 4DX offers the roadmap for integrating AI-simulated Spanish conversations, and the Influencer Model ensures teachers and students have the motivation and support to carry it out. Together,

they create a powerful approach where execution is consistent and new behaviors become lasting habits.

References

- McChesney, C., Covey, S., & Huling, J. (2012). *The 4 disciplines of execution: Achieving your wildly important goals*. Simon & Schuster.
- Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer: The new science of leading change* (2nd ed.). McGraw-Hill Education.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Heinemann.
- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford University Press.