IMPROVEMENT LEADERSHIP EDUCATION AND DEVELOPMENT

Carnegie Foundation for the Advancement of Teaching

Developmental Progressions (Draft 02/18)*
Possibly wrong, definitely incomplete

These Developmental Progressions take their root in a core improvement science principle: participants in a networked improvement community share a common language about the work in which they are collectively engaged. This set of shared understandings is developed within the community and guides its ongoing improvement efforts. It is intended to offer an overview for the journey ahead and a compelling vision of the "good" that we seek to accomplish together.

The document that follows remains very much a work in progress. As we continue to take steps forward in iLEAD, both the paths ahead and the ends to which we seek to move will become clearer. Consequently, this will lead us to continue to refine this "guide to the journey."

This current version is anchored in the work that has already emerged in the iLEAD community, and in the aspirations you offered at our Chicago meeting for the work ahead. This is very much a document developed by and for the iLEAD community. Carnegie's role in this is to initiate and support these conversations, attempt synthesize what we have heard, and then offer back a coherent account. This process will continue to iterate and the Developmental Progressions will continue to evolve as iLEAD continues to move forward. For now, this document functions as our current guide until we create a better one together.

Again, the intent of these Developmental Progressions is to articulate our shared understandings of the work we hold in common. Each local partnership will have its distinct character in response to its perceived local needs. So, each local iLEAD plan will surely be both more detailed, and the collective set of plans more varied. This is a framework for a local partnership to consider; not a detailed plan to be "implemented with fidelity."

Each row of the Developmental Progressions identifies some key objective that you have identified for the IHE, LEA, and your joint work together. It is clear that some partnerships are moving fast on certain elements, and some are making steady progress on others. So, there is no assumption that there is one best route to follow. Each partnership maps its own journey.

The document should be useful to each partnership as a guide for local reflection on what has been accomplished to date, and act as a catalyst to conversations about next steps ahead. In a complementary fashion, your responses inform the iLEAD hub at Carnegie in identifying shared community needs and the timely supports that we might be able to bring forward in response.

We welcome your reactions as you work with this document in the weeks ahead, and we will have an opportunity at the Summit to further refine as may be needed. Thank you as always for your partnership and hard work.

Legend:
- Institutions of Higher Educations (IHEs)
- Local Education Agencies (LEAs)
- Partnerships

	"EXPLORING CHANGE IDEAS"	"SMALL CHANGE IMPLEMENTATION"	"INTEGRATING IS/NIC INTO THE CORE WORK"	"INSTITUTIONALIZING AND SUSTAINING THE WORK"
1. Commitment to the Idea of Improvement	Discussions are occurring about embracing improvement science (IS) and networked improvement communities (NICs) as central to education leadership efforts. A small number of faculty attend the Improvement Summit and use it as an opportunity to explore ideas further.	A small number of faculty are bringing IS/NICs into their teaching and work with students.	IS/NICs are recognized as a departmental or divisional priority (versus just 1-2 interested faculty members).	Embrace of IS/NICs is spreading to other clinical and tenured faculty throughout the IHE.
2. Curriculum/Program Development	Explorations are underway as to how IS/NIC ideas might be integrated into existing programs and/or how new programs could be developed.	IS/NICs: • courses/ modules are being piloted. • some apprenticeship opportunities are emerging. • projects are possible as a capstone option.	A coherent program of study is being formulated from introductory courses to capstone projects.	A coherent program of study has been adopted. This is visible in program descriptions that link from introductory courses through to capstone projects. All aspects of these programs are now operational. These developments are impacting design conversations about other IHE program initiatives.
3. Faculty Development and Promotion	Discussions begin about the possible need for faculty development, since IS/NICs will be new work for many. Faculty explore support options available through the Higher Education Network (HEN), as well as other resources that iLEAD may subsequently develop.	Professional development supports for faculty in teaching and coaching IS/NICs have been identified and discussions are underway as to how to strengthen IHE capabilities.	Opportunities for faculty development exist and resources are in place to respond.	New promotion and tenure policies are in place, acknowledging IS/NICs contributions as a significant criterion in these processes. One or more junior faculty have successfully engaged with these new criteria.
4. Faculty Engagement	iLEAD faculty are cultivating interest among their colleagues about the potential for integrating of IS/NICs in their program work.	iLEAD faculty are introducing IS/NICs principles, tools and methods into their teaching and research work with students.	Stable staffing has been secured within the IHE so that the program can be sustained and continue to develop over the years ahead (a base of faculty is assured beyond the initial adopters).	Both professional practice and tenure line faculty are engaged in IS/NICs. Support for these efforts is recognized as a regular part of faculty workload.
5. Improvement Science as a Signature Pedagogy	The concept of a signature pedagogy for educational leadership programs has been raised.	Discussions are now underway as to the possibility of IS becoming a signature pedagogy for the educational leadership program.	IS is now publicly recognized as a signature pedagogy for the education leadership program.	IS is formally recognized as a signature pedagogy for the school's professional education initiatives more generally.

	"EXPLORING CHANGE IDEAS"	"SMALL CHANGE IMPLEMENTATION"	"INTEGRATING IS/NIC INTO THE CORE WORK"	"INSTITUTIONALIZING AND SUSTAINING THE WORK"
6. Institutional Leadership Commitment	Faculty members, program chair, and Dean are engaged with the iLEAD Program by applying in partnership with a local LEA.	Dean/Program Chair is aware of the initiative and is providing seed resources to get the initiative off the ground (e.g., professional development for faculty; release time for course and program development; travel support to iLEAD community meetings).	Dean/Dean's Cabinet expresses support for this with faculty across the school and with senior university leaders.	Dean/Dean's Cabinet continues to actively express support. University Communications recognizes this as a distinctive and "innovative" contribution.
7. Institutional and State Approvals	Possible issues around institutional and state approval of courses, programs, and accreditation issues have been identified.	Processes are underway to help resolve these professional, institutional, and state issues.	Issues have been satisfactorily resolved and new program designs are now moving forward.	These new program designs are impacting the conceptions of other IHE program initiatives.
8. Scholarship of Improvement: An Academic Community is Forming	Some faculty members are exploring resources for improving their pedagogical practice in courses and programs.	Faculty attend the Improvement Summit (including the academic symposium) and use it as an opportunity to deepen their knowledge, practice and research interests.	Faculty present their work at the Improvement Summit (including the academic symposium) and contributions to a scholarship of improvement are being initiated.	Faculty regularly present their improvement research at the Improvement Summit, in other scholarly venues, and publications.
9. IHE as a Support Hub for Improvement Networks	IHE is learning about the functions of NIC hubs.	IHE identifies and begins to assemble core capabilities needed to serve as a hub for a NIC.	One or more IHE-based networks are now active.	IHE has the capacity to support multiple networks, including the possibility of inter-district networks.
10. A New Professional Education Narrative	An urgency and need for change is recognized by a core group of program faculty.	A narrative is developing among participating faculty for building OUR program that prepares OUR students to succeed.	The ownership of this narrative is now shared beyond the initiating faculty member/group.	An institutionally recognized (and broadly owned) narrative exists about what we do and why we do it. Successes are celebrated. Student struggles are something we "own."

	"EXPLORING CHANGE IDEAS"	"SMALL CHANGE IMPLEMENTATION"	"INTEGRATING IS/NIC INTO THE CORE WORK"	"INSTITUTIONALIZING AND SUSTAINING THE WORK"
11. District Leadership Engagement	Senior district leaders have expressed interest in a possible iLEAD partnership and have supported the proposal to participate.	Senior district leaders are regular participants in iLEAD meetings and a planning and development team is meeting regularly with their IHE partner.	The district designates a lead for the iLEAD partnership based on IS/NIC experience. This person holds a senior role on the district leadership team.	A broad base of expertise exists across the District's Senior Leadership Team responsible for IS/NICs. Coordination with the IHE partner is viewed as an important senior staff responsibility.
12. Professional Development of District Staff	Select district participants are learning about IS principles, tools, and methods, as well as the work of NICs.	A district iLEAD group is deepening their learning about IS/NICs. Professional development offerings are appearing to introduce knowledge about IS/NICs to LEA staff.	IS/NICs training for teachers and leaders has become a regular part of the professional development offerings of the district.	IS/NICs training is also integrated into the onboarding process of new hires, including teachers and leaders.
13. Implementation of IS/NICs	Explorations are underway about possibly using IS and NICs to tackle problems of practice.	IS/NICs are taken up in a small number of K-12 schools and provide the initial practice context for iLEAD. One or more district-led efforts are now underway to try out improvement science and improvement networks.	IS/NICs are being utilized in a broader number of schools and adapted for use on district-wide problems and challenges. District embraces IS and the use of NICs is expanding.	IS/NICs now anchor district's current improvement efforts and planning for future work. Evidence is accumulating that working in this way has made measurable improvement for students, schools, and the district.
14. Improvement Science and Networks as District Policy	The LEA re-examines past approaches to school improvement, exploring a "better way."	A coherent plan is being formulated anchored around IS/NICs.	Executive leadership endorses and actively affirms adoption of networked improvement science strategy.	IS/NICs are now a regular part of strategy conversations among the superintendent, other senior system leaders, and board members.
15. Funding Support	Local, state, regional, and national funding opportunities are being explored.	Plans for local, state, regional and/or national support are being developed.	Internal resources have been reallocated and, where needed, external sources of support have been secured, ensuring on-going district participation.	Funding stream(s) have been secured on a continuing basis, going forward to regularize partnership participation. It is an integral part of the budget now.

	"EXPLORING CHANGE IDEAS"	"SMALL CHANGE IMPLEMENTATION"	"INTEGRATING IS/NIC INTO THE CORE WORK"	"INSTITUTIONALIZING AND SUSTAINING THE WORK"
16. IS/NIC Expertise Integrated into Promotion and Hiring Decisions		District is beginning to discuss how using IS/NICs might impact hiring, development, and promotion decisions as part of a human capital strategy.	District is moving to include evidence about success in coaching improvement efforts as part of hiring, development, and promotion criteria.	Demonstrated expertise in IS/NICs has now become a highly-valued criterion in hiring, development, and promotion as part of a human capital strategy.
17. Broadening Stakeholder Engagement	District is exploring ways to include student, parents, and community members in improvement efforts.	Efforts are underway to involve students, parents, and community members as appropriate to further improvement efforts.	District has identified three to five successful strategies for broadening stakeholder engagement.	LEA has adopted formalized mechanisms for broadening stakeholder involvement.
18. Partnership Relationships	Initial explorations and commitments make it possible to apply to become a member of the iLEAD community. A landscape analysis is initiated of past and existing partnership efforts between LEA-IHE as a basis for learning how to work productively together going forward.	Regular meetings and possible other activities are occurring and provide a basis for exploring working relationships. Success and shortcomings from past partnership efforts have been identified and now inform emerging new partnership commitments.	Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.	A strong bond of trust and respect has formed and provides the basis for even difficult conversations to happen.
19. Joint Development of Targeted Problems of Practice	Conversations have been initiated between IHE and LEA about possible problems of practice as issues to solve.	One or more problems of practice have been jointly identified by the local IHE-LEA partners as options for students to pursue in their coursework.	Many LEA EdD and/or Masters students are engaged in capstones on problems of practice. A density of work on each targeted problem of practice is emerging.	A regular process exists for reviewing capstone learning. The IHE and LEA are jointly planning out topical priorities going forward.

	"EXPLORING CHANGE IDEAS"	"SMALL CHANGE IMPLEMENTATION"	"INTEGRATING IS/NIC INTO THE CORE WORK"	"INSTITUTIONALIZING AND SUSTAINING THE WORK"
20. Formalizing Partnership Data Agreement	IHE and LEA are starting to identify key issues around which formal agreements could be established.	IHE-LEA are working out Institutional Review Board (IRB) issues to expedite data collection and data sharing agreements to support district improvement efforts.	Expedited review processes are in place at the IHE and a formal MOU, including data sharing, exists with the district. Any other partnership issues identified during the exploration phase have also been addressed.	Agreements are periodically revisited to ensure continuity over time and transitions in leadership.
21. Learning to Improve		Partnership members are exploring how to work together using IS/NICs to improve their respective and joint efforts.	The partnership is developing a continuous quality improvement system that includes regular data feedback from program participants during and after the program.	The LEA and IHE are jointly reviewing evidence from a quality improvement system and using this to plan the next set of improvement cycles for the partnership. The partnership can document learnings from capstones that have advanced local improvements.
22. Formalizing a Joint LEA-IHE "New Leaders Development Program"		Conversations are underway about enrolling cohorts of teacher-leaders/future principal candidates in the IHE.	An agreement has been reached to support the participation of annual cohorts of aspiring new leaders.	The local LEA-IHE partnership is now central to how the district is developing new leadership talent; it's not just "another project."
23. A Shared Partnership Narrative		A distinctive partnership narrative is emerging: "What this is; Why are we doing it; Why this really matters for our educators and their students."	A narrative is developing among IHE faculty and LEA senior leaders with ownership emerging for building OUR program that prepares OUR students to succeed.	Organizational norms now operate as a forcing function on the partnership (e.g., "We need to do 'x,' because we said we are about 'y') and they operate as a form of a moral imperative.
24. Public Communications		A plan is being developed (first steps taken) to communicate about the emergent partnership more broadly.	Communications are widely broadcasting the partnership and its initial work.	The partnership improvement work is now a regular part of both IHE and LEA Communications programs.