Change Management Framework

The Rennie Center's *Change Management Framework* (CMF) is a rigorous and structured approach to planning and implementing district and school improvement strategies.

The CMF highlights a number of specific areas of focus, including: identification of a clear and actionable problem of practice; investigation of the evidence base, including conducting original research to unearth and evaluate best practice; engaging education leaders and practitioners to understand local challenges and build on-the-ground support through committed and trusting teams; and pursuing continuous, result-oriented testing to assess progress over time and take corrective action as needed.
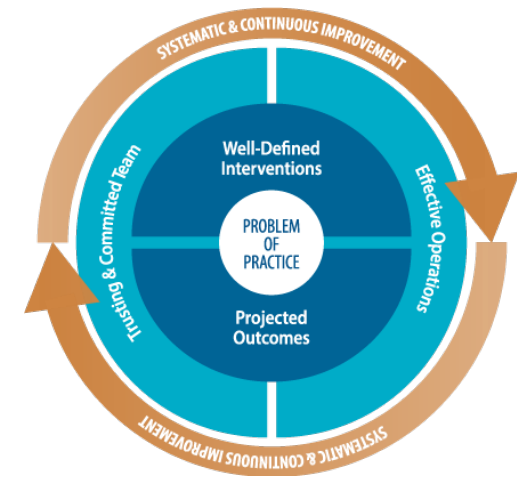
The Rennie Center's CMF is aligned with the principles of improvement science. It also includes a unique and critical aspect of Rennie's approach: an explicit emphasis on creating district-based cultures that embrace change to support structured planning processes and build local capacity to sustain work well beyond the duration of individual investments.

Core Element One (of Six): Identify a Shared Problem of Practice (PoP)

Well-developed Problem of Practice (PoP) represent the implementing team's working theory of the potential inputs that resulted in the shared problem and a common definition of a PoP allows groups to construct an inter-related set of hypotheses and strategies about how to address the causes of the shared PoP. To build a model of improvement, a team of practitioners must articulate and coalesce around a shared PoP and the identification of the problem (and the improvement efforts) must be practitioner driven.

Directions

This rubric is intended to be utilized as a project management tool to help networks assess and advance. It enumerates and describes three essential components of identifying a shared problem of practice and provides guiding questions to help in the examination and analysis process. For each component described on the following pages, determine your team's confidence in answering "yes" to the prompting questions and indicate the degree of confidence using the 4-point scale. After completing the prompting questions, calculate where your team currently falls on the Emerging to Excelling continuum for the specific component using the number-based scale.

IDENTIFY A SHARED PROBLEM OF PRACTICE Components	Prompting Questions	Rubric				Comments
		Emerging	Evolving	Embedding	Excelling	

The following definitions describe a team at each level: • *Emerging – Our network has agreed-upon priorities for our network.* • *Evolving – Our network has articulated a shared collective purpose based on these priorities and align network activities to them.* • *Embedding – Our network has a strategic plan that supports these priorities through collaborative practice improvements and improvement goals.* • *Excelling – Our network holds its members accountable for maintaining a focus on improvement goals despite setbacks and continuing challenges.*	RENNIE CENTER EDUCATION RESEARCH & POLICY

Component 1: Identify challenges and causes of the problem of practice (PoP) through collective and systematic analysis led by practitioners.

		4 ☐	5-8 ☐	9-12 ☐	13-16 ☐	

A team of practitioners must:		Not at All 1	Somewhat 2	3	Very 4	Emerging: 4 Evolving: 5-8 Embedding: 9-12 Excelling: 13-16
• Identify common factors and causes that result in the shared problem. • Collectively prioritize a targeted PoP. • Establish evidence verifying the existence of the PoP.	Have all members had the opportunity to express their unique challenges of practice?	◯	◯	◯	◯	
	Has the team identified common themes and priorities among the challenges?	◯	◯	◯	◯	
	Has the team clearly identified and mapped the root causes of the PoP?	◯	◯	◯	◯	
	Has the team established the qualitative and quantitative evidence of the identified causes?	◯	◯	◯	◯	

Component 2: Determine an inter-related set of hypotheses about key drivers for improvement.

		3 ☐	4-6 ☐	7-9 ☐	10-12 ☐	

A team of practitioners must:						Emerging: 3 Evolving: 4-6 Embedding: 7-9 Excelling: 10-12
• Clearly define potential key drivers or areas where change will impact the overall aim. • Directly link and clearly define the assumed cause and effect relationship to the PoP (using language like "improve" or "decrease") to differentiate the essential and non-essential factors. • Determine whether the essential drivers are primary, secondary, or tertiary. • Decide which interventions, actions, and strategies most efficiently and effectively address the key drivers.	Has the team defined key drivers to address the PoP?	◯	◯	◯	◯	
	Has the team evaluated what key driver(s) have the most potential impact to address the PoP?	◯	◯	◯	◯	
	Has the team differentiated if the determined key drivers act independently or in concert with each other to achieve the overall goal?	◯	◯	◯	◯	

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IDENTIFY A SHARED PROBLEM OF PRACTICE Components	Prompting Questions	Rubric				Comments
		Emerging	Evolving	Embedding	Excelling	
Component 3: Build ownership and buy-in around PoP from practitioners and key stakeholders responsible for executing and managing drivers for improvement.		*4* ☐	*5-8* ☐	*9-12* ☐	*13-16* ☐	
The identification of the problem (and the improvement efforts) must be practitioner driven. A well-developed model includes: • Agreement on the improvement theory developed around causes and drivers of the PoP. • An articulation of the shared PoP by using common language and considering the local context. • Established and continuous ownership among key practitioners, leading the identification, analysis, and implementation improvement efforts.		Not at All 1	Somewhat 2	3	Very 4	*Emerging: 4* *Evolving: 5-8* *Embedding: 9-12* *Excelling: 13-16*
	Has the team developed and agreed on an actionable PoP?	◯	◯	◯	◯	
	Does the team use consistent language when talking about the shared PoP?	◯	◯	◯	◯	
	Do practitioners maintain a key and vital role in the ongoing improvement efforts (identify, analyze, and implement)?	◯	◯	◯	◯	
	Are practitioners' owners of the improvement effort?	◯	◯	◯	◯	

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