



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.

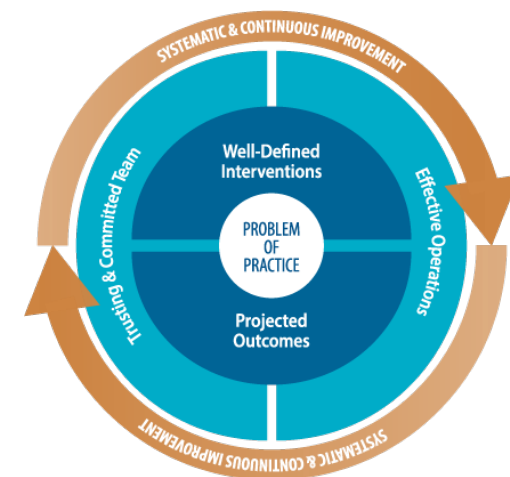
The Rennie Center's CMF is aligned with the principles of improvement science. It also includes a unique and critical aspect of Rennie's approach: an explicit emphasis on creating district-based cultures that embrace change to support structured planning processes and build local capacity to sustain work well beyond the duration of individual investments.

Core Element Four (of Six): Build a Committed and Trusting Team


Research into effective implementation shows that the identification and definition of a Problem of Practice must be driven by practitioners. Thus, "creating a culture that prioritizes teaming, collaboration and teacher leadership is integral to initiating and sustaining improvement" in schools and districts.¹ Ensuring and sustaining a team's commitment and trust requires constant attention to norms of behavior, roles and responsibilities, member composition, buy-in and learning environment.

Directions

This rubric is intended to be utilized as a project management tool to help networks assess and advance the health of their teams. It enumerates and describes 5 essential components of trusting and committed teams and provides guiding questions to help in the examination and analysis of their functioning. 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.



¹ Rennie Center for Education Research & Policy, "Staying the Course: Sustaining Improvement in Urban School", *Rennie Center for Education Research & Policy and Edvestors*, accessed September 16, 2016, <http://www.edvestors.org/wp-content/uploads/2016/05/Staying-the-Course-Full-Report-Web-Version.pdf>.

BUILD A COMMITTED AND TRUSTING TEAM Components		Prompting Questions	Rubric				Comments
			Emerging	Evolving	Embedding	Excelling	
<p>The following definitions describe a team at each level:</p> <ul style="list-style-type: none"> <i>Emerging</i> – We value getting together and sharing ideas. <i>Evolving</i> – We have a collegial culture that supports the regular discussion of practices. <i>Embedding</i> – We have a high level of trust between the network and resources are shared regularly. <i>Excelling</i> – We have a high level of social capital among the districts in our network and it is a foundation for great professional collaboration. 							
Component 1: Guarantee that Problem of Practice (PoP) is a shared priority among team members			3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p>All team members believe that the defined PoP best represents the entire team's needs and interests.</p> <p>The team has developed an agreement (e.g. codified by a mission statement and/or MOU) that clarifies organizational commitments necessary to orient work and achieve the desired improvement.</p> <p>The team is committed to ensuring that the work can be sustained and survive changes in internal and external conditions (e.g. changes in management, shifts in demographics, introduction of new initiatives).</p>	Do all members agree that the chosen PoP is better than any alternative PoP for the group to focus on?	Not at All 1 <input type="radio"/>	Somewhat 2 <input type="radio"/>	3 <input type="radio"/>	Very 4 <input type="radio"/>	<i>Emerging:</i> 3 <i>Evolving:</i> 4-6 <i>Embedding:</i> 7-9 <i>Excelling:</i> 10-12	
	Is the mission visible and can all members articulate the mission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Has the team discussed anticipated challenges and/or developed a process to prepare for unanticipated changes based on the local context?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Component 2: Agree on individual and organizational roles and responsibilities			3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p>All members of the team have a clear understanding of their individual roles and the overall team objectives.</p> <p>The team has membership structures, functions, and established communication protocols and schedules to support their work.</p> <p>The specific responsibilities of each member are vital to the improvement efforts.</p>	Do members of the team understand their individual role in relation to the overall goal the project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Emerging:</i> 3 <i>Evolving:</i> 4-6 <i>Embedding:</i> 7-9 <i>Excelling:</i> 10-12	
	Are appropriate structures in place to sustain and support regular activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Do all members of the team have clarity on what is expected of them throughout the duration of the project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

BUILD A COMMITTED AND TRUSTING TEAM Components	Prompting Questions	Rubric				Comments
		Emerging 3 <input type="checkbox"/>	Evolving 4-6 <input type="checkbox"/>	Embedding 7-9 <input type="checkbox"/>	Excelling 10-12 <input type="checkbox"/>	
Component 3: Ensure diversity of practitioners and stakeholders to guide improvement processes		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p>The team, in context of the socio-political environment, brings together a core group of diverse stakeholders to address:</p> <ul style="list-style-type: none"> The need to assemble diverse expertise and skills, The need to include community representation where the action will occur, and The need to assemble diverse organizational roles to represent all interests. 	Is the team composed of people that have the appropriate skills necessary to achieve the goal?	Not at All 1 <input type="radio"/>	Somewhat 2 <input type="radio"/>	3 <input type="radio"/>	Very 4 <input type="radio"/>	<i>Emerging: 3 Evolving: 4-6 Embedding: 7-9 Excelling: 10-12</i>
	Is the team representative and reflective of the community where the need exists (e.g. race, gender, socioeconomics)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Is the team composed of people in a variety of relevant and different roles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Component 4: Establish, and continuously evaluate, norms of behavior and accountability		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p>The team has collaboratively developed norms and protocols that are effective in providing guidelines for logistics, facilitation, and scheduling, among other points of focus.</p> <p>Norms and protocols provide a common foundation among team members for building accountability frameworks (e.g. attending PD training, timely data reporting, etc.).</p> <p>Through clear and transparent processes, the team can come to agreed-upon understanding of expected behaviors.</p>	Are the meetings effective and how does the team know? Do all members of the team know what is expected of them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Emerging: 3 Evolving: 4-6 Embedding: 7-9 Excelling: 10-12</i>
	Are all members held accountable for their work/contribution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Do all team members manifest going beyond compliance and show true investment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Component 5: Create safe space for team interactions where learning is the goal		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p>The team has developed a safe, productive, and creative space for interactions among team members where ideas, not people, are challenged and discussed.</p> <p>The team demonstrates collegiality through meaningful interactions.</p> <p>During team functions all team members genuinely listen, consider other's ideas, and are fully "present".</p>	Has the team created a space where people report feeling welcome and valued?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Emerging: 3 Evolving: 4-6 Embedding: 7-9 Excelling: 10-12</i>
	Is the rate of team interactions adequate for the team to develop effective relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Are team members fully engaged and do they attend meetings with the intent to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	