



## 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.

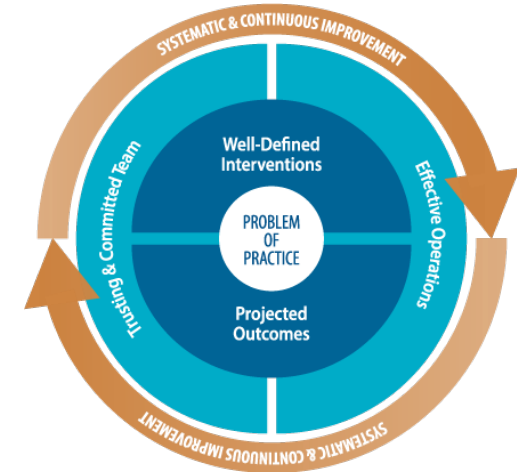
The Rennie Center's CMF is aligned with the principles of improvement science. It also includes a unique and critical aspect of Rennie's approach: an explicit emphasis on creating district-based cultures that embrace change to support structured planning processes and build local capacity to sustain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

## Core Element Six (of Six): Support Systematic and Continuous Learning Cycles

A systematic methodology must be established to integrate, sustain, and scale-up interventions for teams to benefit from sharing expertise and regularly analyzing data. Thus, to ensure the principles of improvement science are met by the team, the team must establish and conduct multiple iterative learning cycles. Furthermore, effective improvement programs are designed around a commitment to a rigorous, continuous and lengthy test-and-measurement inquiry. A successful improvement network is skilled at acquiring knowledge and modifying their behavior to reflect new expertise. Once teams begin rapid testing, they need to be aware of the conditions in which people learn and how to ensure continuous learning amongst practitioners. A systemic improvement action aspires to make changes throughout a defined system and among all stakeholders. Teams must review progress toward intermediary benchmarks to identify any variations from predictive behavior as they may be indicative of problems with the overall improvement plan.

## 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 3 essential components of supporting systematic and continuous learning cycles and provides guiding questions to help in the examination and analysis. 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.



SUPPORT SYSTEMATIC AND CONTINUOUS LEARNING CYCLES 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"> <li><i>Emerging</i> – Our network regularly shares knowledge and resources.</li> <li><i>Evolving</i> – Our network has agreed-upon learning priorities, and a schedule of activities to support these priorities.</li> <li><i>Embedding</i> – In the interest of learning together, our network documents and shares evidence of our impact and reviews work in light of it (i.e., desired impact).</li> <li><i>Excelling</i> – As a key feature of our self-improving network, there are embedded opportunities to challenge each other on specific, evidence-based outcomes.</li> </ul>						
<b>Component 1: Establish timeframes, methodology and protocols/instruments for testing.</b>		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p><b>Teams must develop/select instruments and protocols toward three objectives:</b></p> <ul style="list-style-type: none"> <li><b>Sustainability of the improvement system;</b></li> <li><b>Fidelity of implementation (correspondence between practice and program theory).</b></li> <li><b>Adherence to intended change practice by all practitioners.</b></li> </ul>	<p>Following predetermined protocols and consistent data collection, does the team have and use appropriate tools and resources that test the strategies used to address their PoP in regards to its:</p> <p>Long term sustainability?</p> <p>Fidelity of implementation?</p> <p>Adherence by all practitioners?</p>	<p>Not at All 1</p> <p>Somewhat 2</p> <p>3</p> <p>Very 4</p>	<p>Emerging: 3</p> <p>Evolving: 4-6</p> <p>Embedding: 7-9</p> <p>Excelling: 10-12</p>			
<b>Component 2: Conduct multiple, iterative testing cycles.</b>		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p><b>To ensure the principles of improvement science are met by the team, the team must establish the following:</b></p> <ul style="list-style-type: none"> <li><b>A clear timeline and plan to rapidly test change.</b></li> <li><b>The necessary tools and strategies to complete test cycles with fidelity.</b></li> <li><b>Investment in the necessary professional development needed (e.g. conferences, webinars, other resources) to ensure the team understands the principles of improvement science and data to support improvement.</b></li> </ul>	<p>Has the team purposefully planned rapid test cycles aligned with their PoP?</p> <p>Has the team invested in a collective understanding of improvement science, the process of disciplined inquiry, by all members relative to their PoP?</p> <p>Can teachers test the strategy and have any barriers to doing so been addressed?</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Emerging: 3</p> <p>Evolving: 4-6</p> <p>Embedding: 7-9</p> <p>Excelling: 10-12</p>			



SUPPORT SYSTEMATIC AND CONTINUOUS LEARNING CYCLES Components	Prompting Questions	Rubric				Comments
		Emerging	Evolving	Embedding	Excelling	
Component 3: Continuously assess learnings derived from testing until change can be deemed an improvement.		4 <input type="checkbox"/>	5-8 <input type="checkbox"/>	9-12 <input type="checkbox"/>	13-16 <input type="checkbox"/>	
<p>To ensure improvement leads to systemic learning and scaling, the team must ensure that all practitioners have:</p> <ul style="list-style-type: none"> <li>The opportunity and support to implement the suggested strategy.</li> <li>The space to reflect and explore on their implementation effort(s) and gauge the impact of the intervention based on the original baseline.</li> <li>The ability to analyze improvement data to explore lessons learned and discover how to refine for further use.</li> <li>The opportunity and support to apply or test their altered change theory and extend what they have learned.</li> </ul>	Do teachers have an established community, with predetermined frequent reflection points to constantly evaluate their intervention(s) in a timely manner (e.g. alignment of original intent, analysis of course corrections)?	Not at All 1 <input type="radio"/>	Somewhat 2 <input type="radio"/>	3 <input type="radio"/>	Very 4 <input type="radio"/>	<p><i>Emerging: 4</i> <i>Evolving: 5-8</i> <i>Embedding: 9-12</i> <i>Excelling: 13-16</i></p>
	Do teachers have the space and time to re-implement/re-test their strategy based on their findings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Do teachers have an established process and place to collect lessons learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Do teachers have an established process and place to collect course corrections to avoid repeating things that didn't work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

