



## 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.

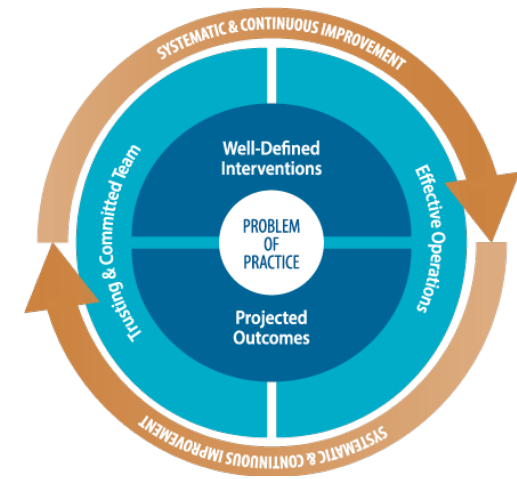
The Rennie Center's CMF is aligned with the principles of improvement science. It also includes a unique and critical aspect of Rennie's approach: an explicit emphasis on creating district-based cultures that embrace change to support structured planning processes and build local capacity to sustain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

### Core Element Three (of Six): Detail Nature of Potential Intervention(s)

An effective implementation or improvement program must be led by practitioners but also sanctioned and supported by all stakeholders. Support must be continuously vetted and reaffirmed as improvement efforts are implemented. An effective framework for achieving improvement aims should be rooted in applying proven best practices within the local context through systematic testing and consideration of what works, for whom, and under what set of conditions. Improvement science is not about discovering new ideas but about contextualizing already proven practices and implementing them. Effective improvement programs rely on best practices and well-defined learning communities to design strategies to gradually build solutions to identified problems.

### 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 three essential components of detailing the nature of potential interventions 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.



DETAIL NATURE OF POTENTIAL INTERVENTIONS Components	Prompting Questions	Rubric				Comments
		Emerging	Evolving	Embedding	Excelling	
The following definitions describe a team at each level: <ul style="list-style-type: none"> <li>• <i>Emerging</i> – Our network has commonly-held notions of effective practice.</li> <li>• <i>Evolving</i> – Our network activities explicitly align, address and implement improvement practices that have been identified as effective.</li> <li>• <i>Embedding</i> – Our network has a strong culture of transparency for sharing results associated with practices that have been tested (in our network).</li> <li>• <i>Excelling</i> – Our network is anchored in a drive to improve the education institutions with whom we work.</li> </ul>						
<b>Component 1: Build a common understanding of the socio-political-cultural context in which the implementation team will operate.</b>		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<b>To identify the socio-political-cultural context in which the program will exist, an implementation team must:</b>  <ul style="list-style-type: none"> <li>• Identify and solicit input from internal and external stakeholders (e.g., personnel, organizations) in the local context through valid methods such as surveys and focus groups.</li> <li>• Understand the local climate and the potential political challenges that can put pressure on the improvement model.</li> <li>• Identify, vet, and map competing priorities and reform efforts that can affect the course or efficiency of the improvement project.</li> </ul>	Has the team identified potential opponents or proponents and any potential competing priorities that may detract from the improvement effort?	Not at All 1 <input type="radio"/>	Somewhat 2 <input type="radio"/>	3 <input type="radio"/>	Very 4 <input type="radio"/>	<i>Emerging: 3</i> <i>Evolving: 4-6</i> <i>Embedding: 7-9</i> <i>Excelling: 10-12</i>
	Has the team gauged the feasibility and sustainability by analyzing the implementation environment and developed a plan to navigate the local context?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Has the team established a process to consistently check in and gather feedback from stakeholders and decision makers to continue making the PoP a priority and get support from them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Component 2: Specify programmatic components rooted in research-based best practices.</b>		4 <input type="checkbox"/>	5-8 <input type="checkbox"/>	9-12 <input type="checkbox"/>	13-16 <input type="checkbox"/>	
<b>An effective framework for achieving improvement aims should be rooted in applying proven best practices within the local context. A team of practitioners must consider:</b>  <ul style="list-style-type: none"> <li>• Relevant empirical research and subject-matter expertise, and professional experience pertaining to the PoP.</li> <li>• Data of best practices from the local context through interviews, focus groups, and surveys.</li> <li>• Formulate locally driven programmatic components that are supported and driven by both external empirical research and local best practices.</li> </ul>	Has the team gathered relevant research to support and influence their potential intervention(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Emerging: 4</i> <i>Evolving: 5-8</i> <i>Embedding: 9-12</i> <i>Excelling: 13-16</i>
	Has the team investigated what practitioners are currently doing around the shared PoP?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Are the programmatic efforts developed with a consideration of both research and local context?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Has the team confirmed that the selected strategies are best practices/ proven to work somewhere else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

DETAIL NATURE OF POTENTIAL INTERVENTIONS Components	Prompting Questions	Rubric				Comments
		Emerging	Evolving	Embedding	Excelling	
<b>Component 3: Design strategies that can be led by practitioners in well-supported learning communities to coordinate and achieve improvement practices.</b>		3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	7-9 <input type="checkbox"/>	10-12 <input type="checkbox"/>	
<p>To implement an effective improvement program, teams should consider strategies that:</p> <ul style="list-style-type: none"> <li>• Enable structures to allow teachers to primarily drive collaboration,</li> <li>• Develop processes for teachers who have similar learning goals, using formal structures to collaboratively plan &amp; analyze data, and</li> <li>• Establish a plan that aligns teacher professional development and growth with learning goals.</li> </ul>	Has the improvement team designed the infrastructure to empower educators to lead the effort?	Not at All 1 <input type="radio"/>	Somewhat 2 <input type="radio"/>	3 <input type="radio"/>	Very 4 <input type="radio"/>	<i>Emerging: 3</i> <i>Evolving: 4-6</i> <i>Embedding: 7-9</i> <i>Excelling: 10-12</i>
	Has the team developed the necessary sub-groups, space and time to carry out the collaborative work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Has the team of teachers collaboratively codified their action plan to align with their professional learning goals and do they see their participation in the improvement effort as beneficial?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	