

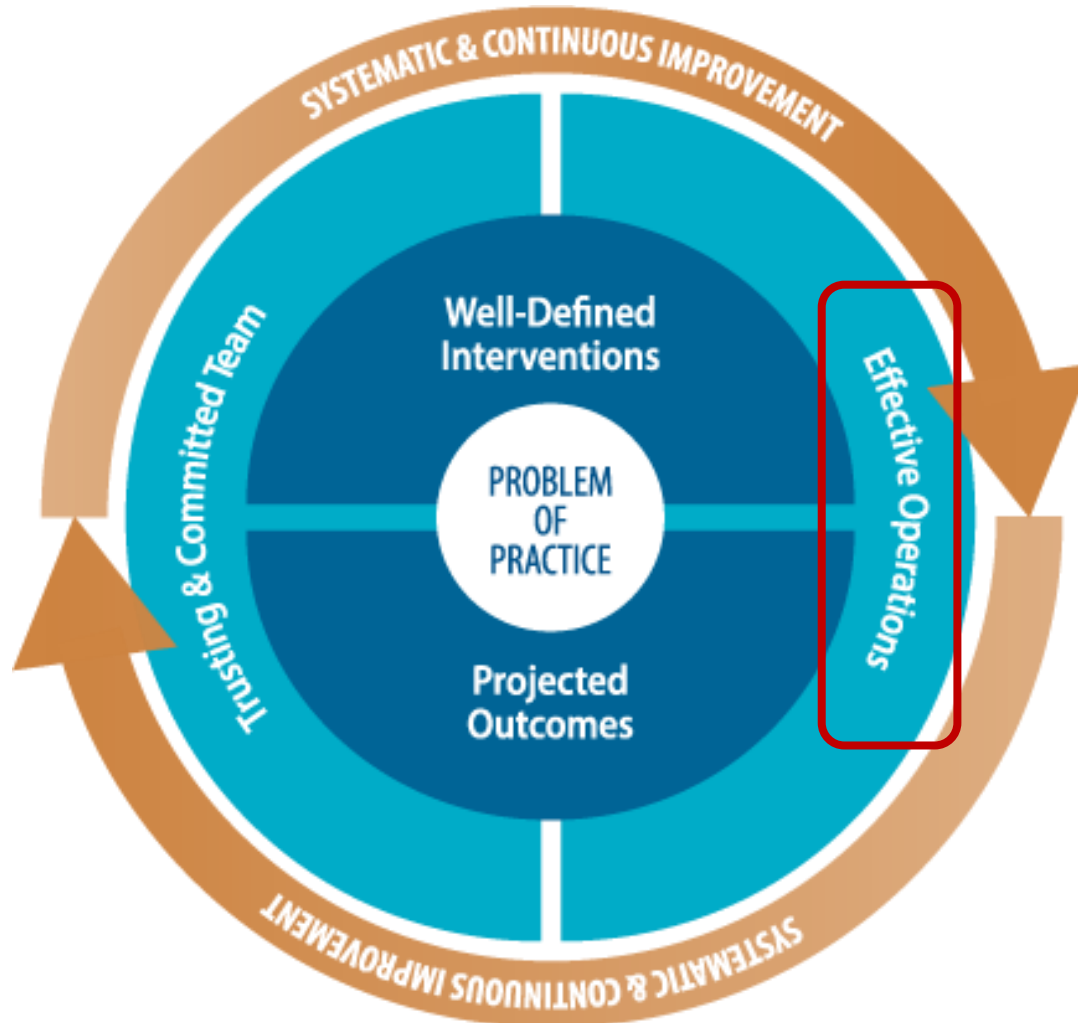
# Improving Organizational Effectiveness

Laura Dziorny, Chief of Staff  
Annelise Eaton, Senior Associate



# Change Management Framework

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# Laying the foundation

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What this session is **NOT** about:

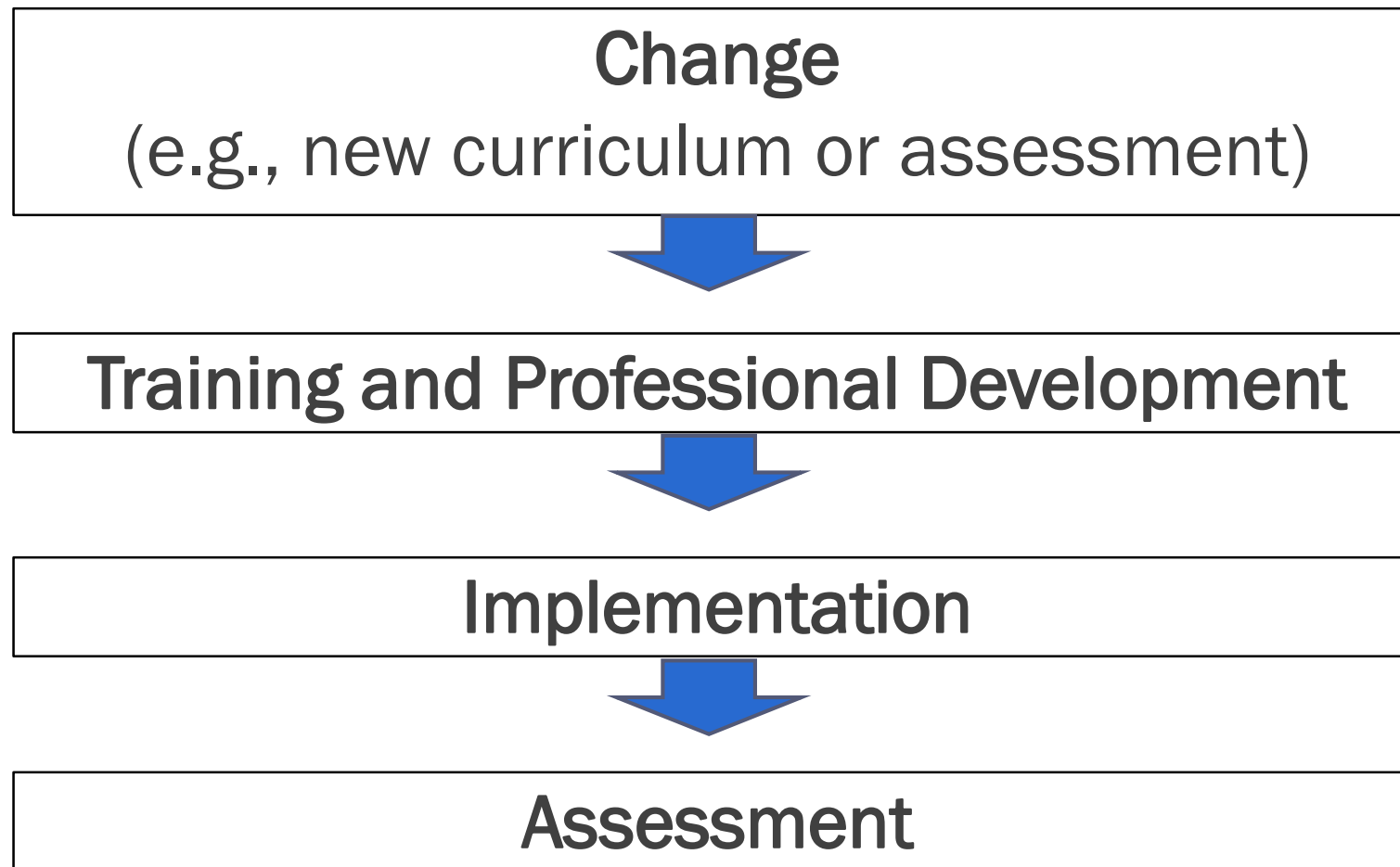
- “Rearranging deck chairs”
- Finding more money to support a project

What this session **IS** about:

- Establishing an infrastructure for building and sharing knowledge at multiple levels of the system
- Thinking through the resources needed to establish and maintain that structure

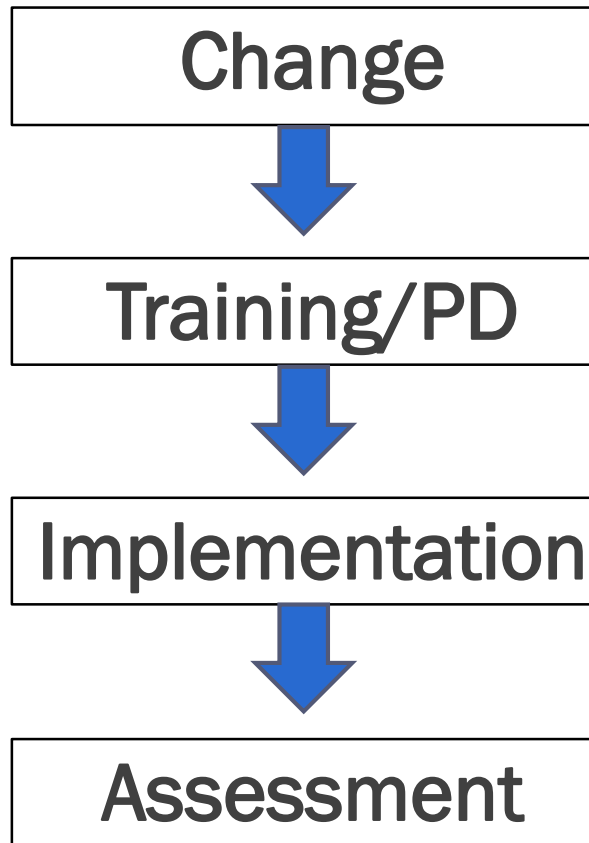
# Traditional change initiatives

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# Traditional change initiatives

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## What resources are needed?

### Required:

- Time and space for training/PD
- Access to materials

### Optional (but often used):

- Technical assistance and support
- Training and time to monitor implementation
- Data platform/analysis

# Traditional change initiatives

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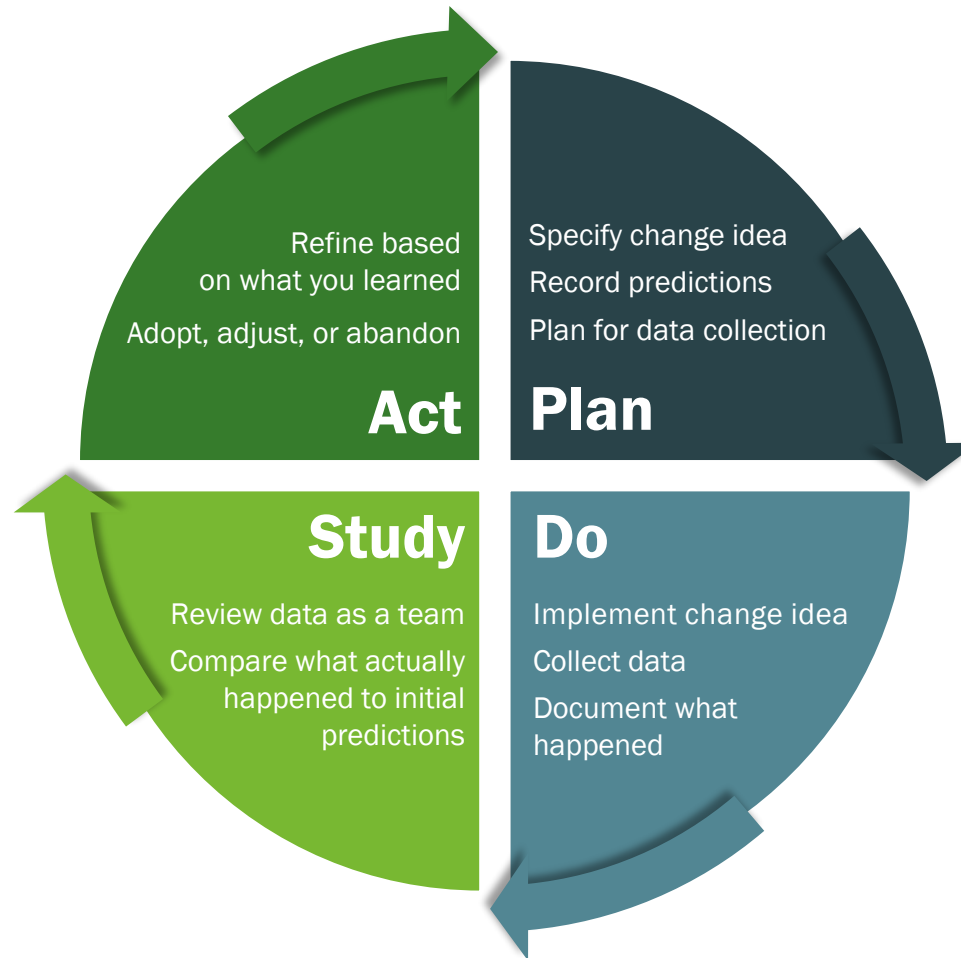


## CHALLENGE:

This works best when you **already know what to implement** and that it will work for you.

# Alternative: Improvement process

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Source: Institute for Healthcare Improvement

# 6 types of resources

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## Time

- Training
- Implementation and ongoing assessment
- Check-ins
- Independent planning and data analysis

## People

- Students
- Trainers (network staff, district leaders)
- Implementers (district leaders, classroom teachers)
- Support staff (communications staff, IT support)
- Outside experts (curriculum experts, professional facilitators)



## 6 types of resources (continued)

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### Money

- Stipends and/or release time for educators
- Materials/resources (including cost of intervention)
- Network intermediary budget

### Data

- Collecting it (assessments and evaluations)
- Sharing it (data platforms/portals)
- Learning from it (opportunities to discuss results and plan next steps)

# 6 types of resources (continued)

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## Technology

- Platforms for gathering resources and data
- Support in case of challenges
- Access for different audiences and for different purposes

## Knowledge

- Vertical communications (between sites and an intermediary)
- Horizontal communications (across sites)
- External communications (to inform others)

# Types of resources

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Time	People
Money	Data
Technology	Knowledge

## Two key principles:

- The purpose is to enhance *learning*
- Because resources aren't infinite, it makes sense to start small and figure out what works

# Don't panic...Plan

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Understanding the pieces that need to be in place can help you put together a work plan

- Coordinate implementation activities
- Develop a project timeline, deadlines, and growth targets
- Designate appropriate personnel to oversee each task

Remember—your work plan may change as you learn!

# Improvement in action:

Examples of improving organizational effectiveness

# Focus on learning networks

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## What do we mean by a network?

Networks can be composed of educators at any level of the system:



**TEACHERS**



**SCHOOLS**



**DISTRICTS**



**STATES**

Networks can accelerate learning and produce better results than working alone

# Network models

## COMMUNITY OF PRACTICE

A group of educators who meet to exchange ideas, ask questions, and share resources.

Members of this type of network do not necessarily use the same strategies for improvement, but they learn from one another's experience and knowledge.

## LEARNING COMMUNITY

Members share common challenges and are working to increase their knowledge and expertise around specific evidence-based solutions. They meet to discuss potential strategies and compare notes throughout the process.

## IMPROVEMENT NETWORK

Members share a common problem of practice, a commitment to a shared outcome, and a focus on testing, tweaking, and scaling potential solutions. An Improvement Network is focused on achieving measurable outcomes.

# Community of Practice example

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Purpose: Convene experienced labor-management facilitators to provide them tools that they can use to help district teams drive change

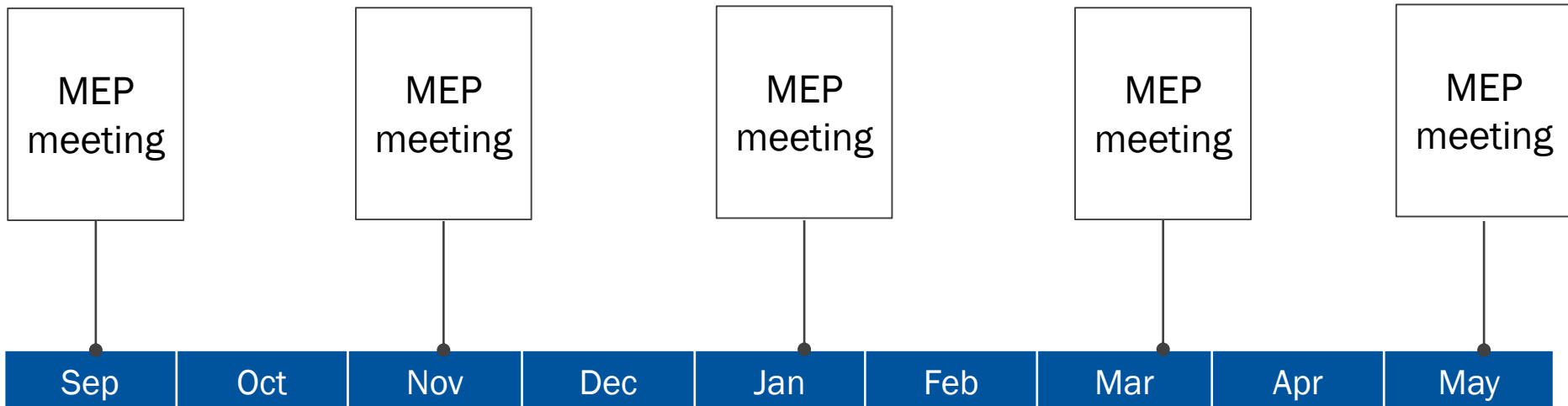
## Participants:

- Rennie Center (convener)
- Labor-management facilitators



# Community of Practice example

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# What resources are needed?

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## Time

- Facilitator time to attend sessions
- Rennie staff time to prepare

## People

- Rennie staff
- Facilitators

## Money

- Budget for facilitators to attend and Rennie staff to organize
- Event costs (food, materials) for meetings

# What resources are needed? (continued)

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## Data

- Feedback from participants on what they got out of each meeting and what they still need

## Technology

- Email communications
- Shared drive to store resources

## Knowledge

- Wrap-up emails after meetings
- External communications about purposes and activities of network

# Learning Community example

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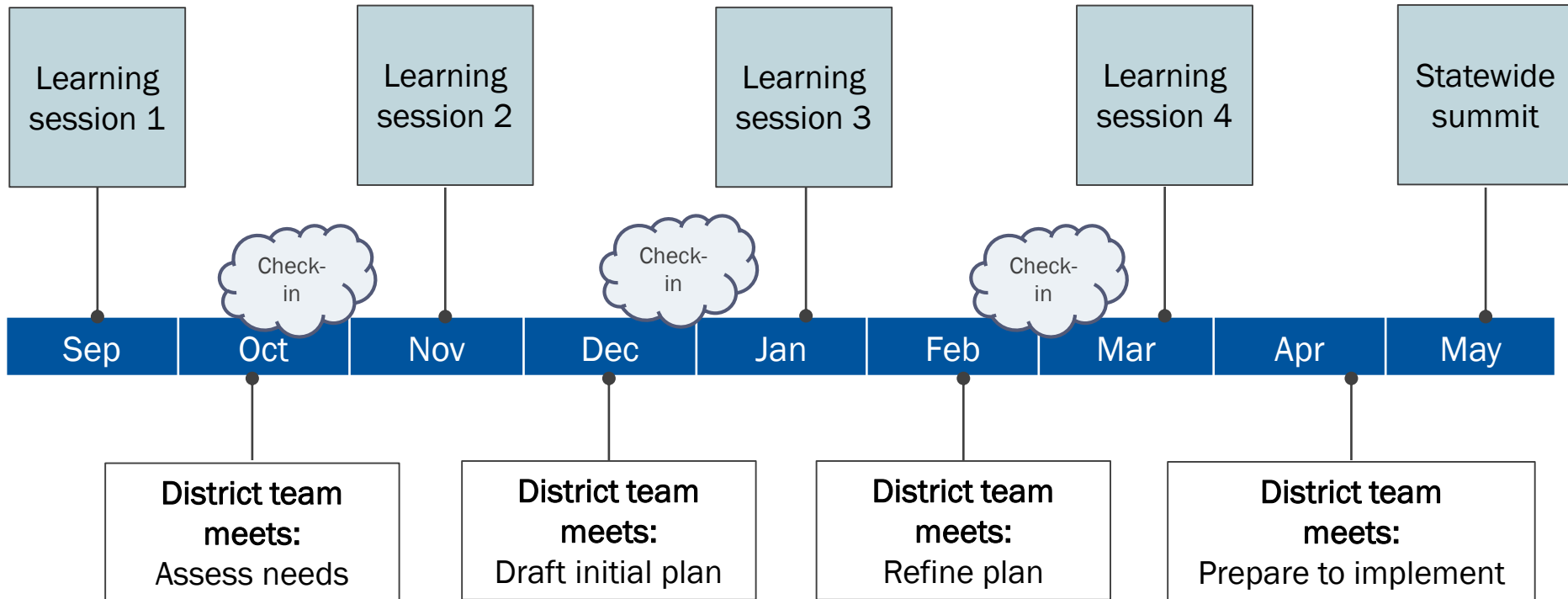
Purpose: Help districts integrate SEL strategies into school and classroom practice

## Participants:

- Rennie Center and Transforming Education (conveners)
- 19 districts sending teams to participate: superintendent or designee, district student support staff, principals, teachers, school counselors (total of ~10 people/team)
- Other experts to present at network meetings

# Learning Community example

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# What resources are needed?

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## Time

- Release time for classroom teachers
- District staff time
- Rennie/TransformEd staff time to prepare

## People

- Rennie and TransformEd staff (including communications staff as well as program staff)
- District/school teams
- Outside experts

## Money

- Budget for classroom coverage and/or stipends for classroom teachers
- Budget for district staff time and Rennie staff time
- Event space rental, food, etc. for in-person sessions

# What resources are needed? (continued)

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## Data

- Pre/post surveys of sessions to assess knowledge and understanding
- Teams review their own quantitative/qualitative data as part of needs assessment

## Technology

- Email communication
- Shared drive to store resources

## Knowledge

- Newsletter sent out to district teams following each convening
- Periodic check-ins between Rennie/TransformEd and district teams
- External communications (including public summit) to share knowledge with the public

# Improvement Network example

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Purpose: Improve 8<sup>th</sup> grade math outcomes for Black, Latino, and low-income students

## Participants:

- School Teams: Five schools each in LA and Chicago
  - Math teacher-leader (TL)—primary agent of change
  - Principal
  - Other 8<sup>th</sup> grade math teachers



# Improvement Network example

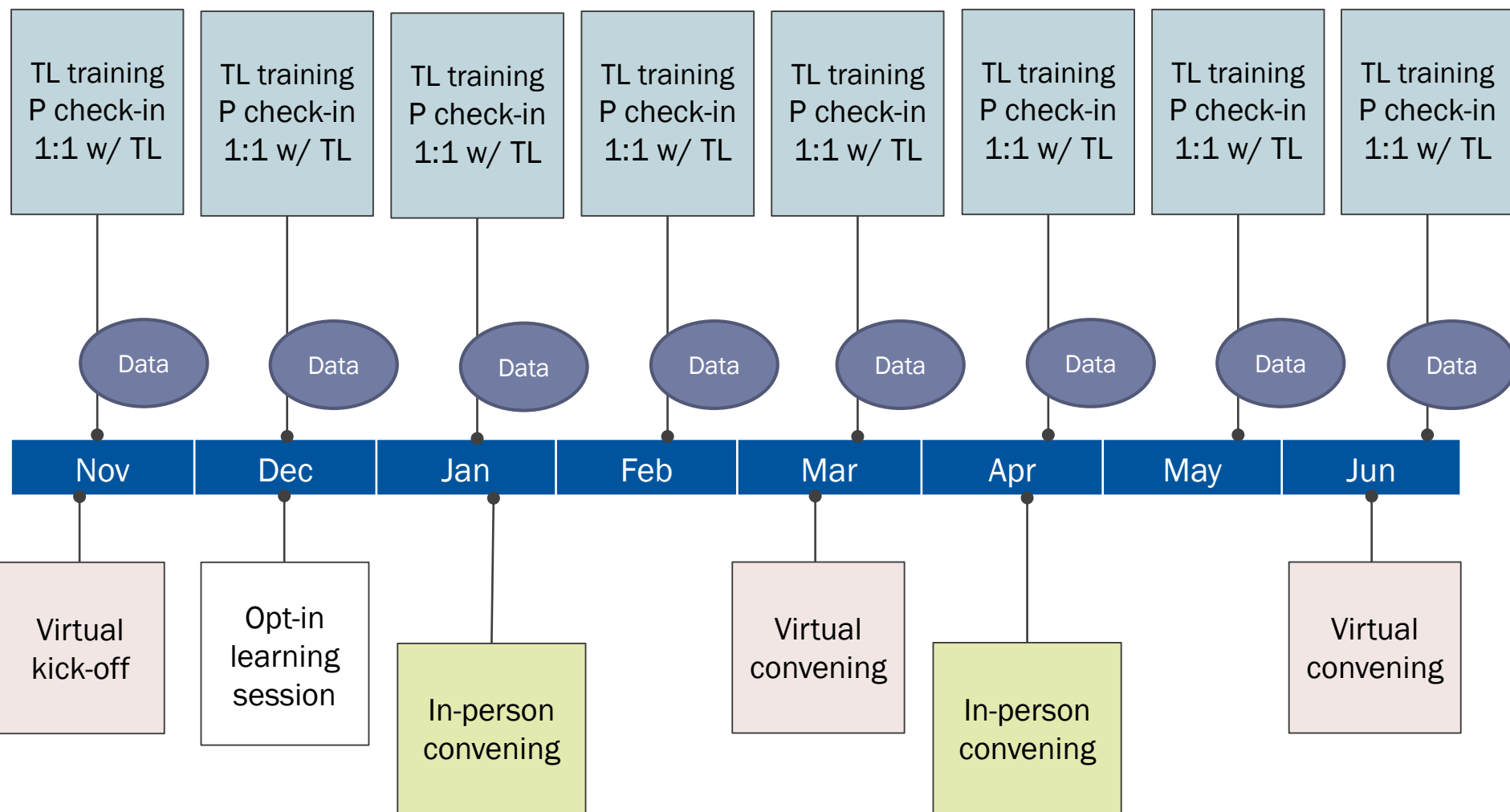
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## Participants (continued):

- Teach Plus
  - Convenes network (primarily TLs and Principals)
  - Supports school teams (e.g., building data knowledge, helping Principals learn how to best support the work)
- Rennie Center
  - Supports continuous improvement process
  - Works with Teach Plus to facilitate cross-school conversations
- Outside experts

# Improvement Network example



# What resources are needed?

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## Time

- Individual teacher time for testing
- Discussions between TL and other teachers within school; TLs across schools; TLs and Principals (within and across schools)
- Time for Teach Plus to meet with TLs, convene participants, analyze and package data

## People

- Teach Plus: program staff (national office), on-the-ground staff in Chicago and LA, communications staff
- School teams: Principal, Teacher Leader, teachers
- Outside experts

# What resources are needed?

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## Money

- Stipends for Teacher Leaders
- Budget for classroom coverage and/or stipends for classroom teachers
- Budget for Teach Plus and Rennie staff time (including to support data use/visualization)
- Event space rental, food, etc. for in-person sessions

## Data

- Data at the classroom/daily lesson level to gauge improvement
- Surveys and focus groups to determine level of learning among network participants
- Need for data-sharing agreements and protocols (will be sharing individual student data)

# What resources are needed?

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## Technology

- Members-only portal to share information across sites
- Software to develop data visualizations (enabling rapid aggregation and monitoring of data)
- Tech support to help with data sharing and analysis

## Knowledge

- Frequent sharing of resources and results (between schools/Teach Plus and across schools)
- Regular newsletters to keep network informed
- In-person sessions: ~70% sharing between sites
- External communication of results and learning

# Discussion:

- What are the major challenges involved in building an infrastructure to support an improvement project?
- Which of the types of resources discussed are the most difficult to obtain?
- What do you see as the most important first steps to establishing an operational infrastructure for an improvement project?

Questions?

# Thank you!

Please fill out an exit slip before you leave

Laura Dziorny  
ldziorny@renniecenter.org

Annelise Eaton  
aeaton@renniecenter.org