A Framework for Scaling for Equity

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Executive Summary

For more than four decades, researchers, policymakers, professional educators, and the philanthropic community in education have wrestled with how to scale up promising pockets of reform.[1] Twenty years ago, the concept of scale was often used in education to refer to the number of schools or classrooms reached by a given reform effort, but since that time our common conception of scale has evolved. Now, it is believed that—to achieve scale—innovations, in education or elsewhere, must do more than simply spread to more users; they must also affect deep change in practice, be sustained over time, cultivate a shared sense of ownership among local community members, and involve fundamental systems change.[2]

Despite this progress in our thinking, by and large, prior work on scaling has given little explicit attention to equity. In this report, however, scaling questions are considered equity questions: What should we scale? Who should be involved? Where and when should we start? How will we know when scale has been achieved?

Centering equity in scaling efforts means working with and prioritizing students who have historically lacked access to powerful learning opportunities, including deeper learning, and have not reached the ambitious outcomes desired for everyone. This report seeks to help school district leaders and improvement teams define what it means to scale for equity. Presented here is a scaling-for-equity framework informed by the experiences of 10 research-practice partnerships (RPPs) and designed to provide readers with multiple, iterative opportunities to think about equity as it relates to scale.

The scaling-for-equity framework supports a journey in which members of a team work to improve educational practice by traveling over time from their origin to a destination. In doing so, they confront various challenges—some predictable, others less so—that require them to reflect, adapt, and, at times, change course. Using this metaphor, the framework consists of three components that together help improvement teams identify and adapt their scaling efforts along their journey—scaling intentions, scaling strategies, and influential factors.

The framework and accompanying tools are designed to (1) help improvement teams navigate their scaling-for-equity journey and (2) support school district leaders* striving to transform their communities' public education systems into equitable ones by:

- Prompting improvement team members to consider equity-related questions during all stages of the work and to develop shared responses

- Describing and categorizing scaling strategies so that teams can identify the strategies, alone or in combination, that will bring them closer to their equity goals

- Providing support for disentangling and addressing the many influences and tensions at play when improvement teams aim to bring about change.

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* Here, the term *school district leaders* refers to individuals who are actively leading improvement work in a local education agency or school district. These individuals may include superintendents, area superintendents, unit directors, and teacher instructional facilitators, among others. Regardless of their specific leadership roles, members of improvement teams with scaling aims need to explicitly, regularly, and collaboratively take questions of equity into account.

Introduction

For more than four decades, researchers, policymakers, professional educators, and the philanthropic community in education have wrestled with how to scale up promising pockets of reform.[3] Over time, the definition of *being at scale* has evolved.

Twenty years ago, the concept was often used in education to refer to the number of schools or classrooms reached by a given reform effort. Since that time, lessons from implementation research have advanced the understanding that being at scale is a multidimensional concept. Reforms must do more than simply spread; they must also affect deep change in practice, be sustained, and experience a "shift in ownership" from outside experts to local districts, schools, and teachers with the ability to deepen, sustain, and spread the change.[4]

Scaling and Equity

Researchers and educators have been working on the challenge of scale in education for decades. The framework outlined in this report draws on their work as well as on key lessons from 10 research-practice partnerships (RPPs) working to scale deeper learning practices.[*]

By and large, prior work on the definitions and mechanisms of scaling has given little explicit attention to equity. Today, in the wake of the police killing of George Floyd and the national reckoning with race-based injustice, people in the education sector are beginning a reckoning of their own. Simplistic

notions about what it means to do racial equity work are giving way to more nuanced and honest conversations.

Within this context, there is a growing recognition that the education system perpetuates inequity by design—that it was not created nor does it currently operate to produce equal experiences or outcomes for all students. Discussions are shining a light on the importance of naming and disrupting the institutionalized structures, norms, and resources that disadvantage students of color and those living in poverty. This means moving beyond the idea that scaling work is, ipso facto, equity work simply because there is a goal to reach every student.

Centering equity in scaling efforts means working with and prioritizing students who have historically lacked access to powerful learning opportunities, including deeper learning, and have not reached the ambitious outcomes we desire for everyone. This report seeks to help school district leaders and improvement teams define what it means to scale for equity in their communities. Case examples and accompanying tools in the appended **Navigator** can support those doing this work in executing a scaling for equity practice. Presented here is a scaling-for-equity framework informed by the experiences of 10 RPPs and designed to give teams multiple, iterative, and semi-structured opportunities to think about equity as it relates to scale.

The Scaling-for-Equity Journey

The scaling-for-equity framework can be seen as a **journey** in which members of a team work to improve educational practice by traveling over time from their origin to a destination. In doing so, they confront various challenges—some predictable, others less so—that require them to reflect, adapt, and, at times, change course. Using this metaphor, the framework consists of three components that together help improvement teams identify and adapt their scaling efforts along their journey—scaling intentions, scaling strategies, and influential factors

1. Scaling Intentions for Equity

The first component—scaling intentions for equity—is represented as a trip ticket, or a set of directions that make up a route. The Trip Ticket Tool guides improvement team members (those who are responsible for a scaling effort) toward a shared understanding about their destination and the planned route they will take to get there. It does so by asking the team four questions that aim to make the team's scaling intentions and, specifically, its scaling for equity intentions explicit: Where are we headed on our scaling for equity journey? What route will we take to get there? Where should we make pit stops along the way? How will we know when we've arrived?

2. Scaling Strategies

The second component is represented as suitcases in a cargo van. These cases hold a range of scaling strategies. Improvement teams use a group of strategies on their journey, adjusting them to changing conditions along the way. This group is called the Strategy Set.
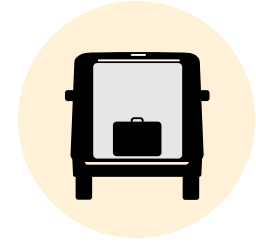
3. Influential Factors

The third component names and organizes influential factors that push, pull, and shape the scaling for equity journey. Influential factors are related to the deeper learning innovation; the educators who put it into action; the improvement team that seeks to promote the innovation more broadly; and the district, state, and community conditions that surround the scaling effort (e.g., state and district policies, community members, school boards).
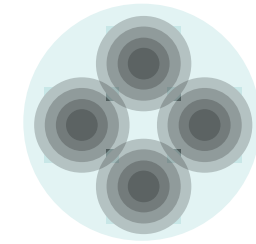
How to Use This Report

School districts are multifaceted and entangled, with many forces influencing efforts to bring about improvement. These forces—some obvious and others hidden—may be particularly evident when equity-related goals are in tension with other system goals or values. This report provides guidance—in the form of a three-part framework and associated tools—for naming and managing these tensions while keeping the focus on equity throughout scaling work.

The framework and accompanying tools are designed to (1) help improvement teams navigate their scaling-for-equity journey on the way to reaching their deeper learning goals and (2) support school district leaders* striving to transform their communities' public education systems into equitable ones for those who have historically been furthest from opportunity by:

- Prompting improvement team members to consider equity-related questions during all stages of the work and to develop shared responses
- Describing and categorizing scaling strategies so that teams can identify the strategies, alone or in combination, that will bring them closer to their equity goals
- Provides support for disentangling and addressing the many influences and tensions at play when improvement teams aim to bring about change.

To accompany teams on this journey, a set of tools has been created called "The Navigator" that pivots around four central tasks that teams involved in scaling for equity will use to drive their efforts: (1) setting and revisiting scaling intentions, (2) developing and calibrating the strategy set, (3) activating the learning system, and (4) accounting for factors that condition the team's progress.

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* Here, the term *school district leaders* refers to individuals who are actively leading improvement work in a local education agency or school district. These individuals may include superintendents, area superintendents, unit directors, and teacher instructional facilitators, among others. Regardless of their specific leadership roles, members of improvement teams with scaling aims need to explicitly, regularly, and collaboratively take questions of equity into account.

A NOTE ON DEEPER LEARNING

This report is the product of a charge to create a framework for scaling deeper learning. The authors used the definition of deeper learning advanced by the William and Flora Hewlett Foundation, which asserts that, to succeed in 21st century jobs and actively contribute to civic life, students need a strong understanding of core academic ideas, critical thinking skills, an ability to collaborate effectively with others, and the internal dispositions and self-knowledge that allow them to continuously learn, reflect, and improve. The core deeper learning competencies are:

1. Master core academic content
2. Think critically and solve complex problems
3. Work collaboratively
4. Communicate effectively
5. Learn how to learn
6. Develop academic mindsets

Much of this paper is concerned with how to scale deeper learning innovations equitably. Given the diverse set of competencies included under the term *deeper learning*, the definition of a deeper learning innovation used in this report is broad. Here, a *deeper learning innovation* is defined as any attempt to influence a child's educational experience such that they become more likely to develop one or more of the six deeper learning competencies.

This definition of deeper learning innovation, therefore, encompasses many efforts with different scopes and strategies for change. For example, school reform initiatives that emphasize the development of critical thinking, the development and deployment of new curricula designed to enhance collaboration and communication skills, and the development of discrete teacher "moves" that encourage the development of academic mindsets, could all be characterized as deeper learning innovations.
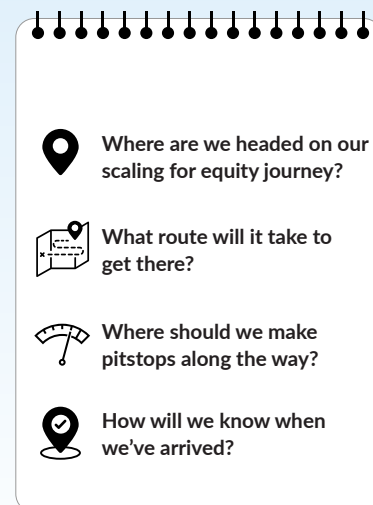
Component 1:
Scaling Intentions for Equity
Developing shared understandings about the destination and the route to get there

Any effort to scale should begin by making explicit a team's **scaling intentions for equity**. Taking time to be explicit about scaling intentions can galvanize teams toward a common purpose and mutual identity. Articulating scaling intentions begins with four foundational questions that together can be represented as a Trip Ticket (see Figure 1).

Figure 1. Trip Ticket Tool: Scaling Intentions

Where are we headed on our scaling for equity journey?

What route will it take to get there?

Where should we make pitstops along the way?

How will we know when we've arrived?

Where are we headed on our scaling-for-equity journey?

Before beginning a new journey, an improvement team should engage in a set of critical conversations about where they are headed. With the objective of homing in on a destination, the team—which may include a colleagueship of experts from educator practice, research, and the affected communities—articulates its specific goals.

Members of the team move towards agreement about their scaling destination by considering the following questions, informed by a multidimensional definition of scale:[6]

- How will we know that educators are embracing deeper learning in their practice?
- What needs to be in place for the change to be sustained?
- How many students, classrooms, and/or schools will we reach?
- To what extent do school leaders and teachers, who have the capacity and authority to sustain and spread the innovation, "own" the work?

Fundamental to these decisions are explicit discussions about how reaching the scaling destination advances equity. While often motivated by an earnest desire to bring best practices to students who have been historically marginalized, previous approaches to scaling have not, by and large, forwarded explicit equity intentions. **A destination for scale that advances equity does not focus on all students equally, but instead gives increased attention to students who are furthest from opportunity.** As such, part of settling on an agreed-upon destination is answering these questions:

- How do we define students furthest from opportunity in our community?
- What is our intention to scale for equity and what does that mean?

Scaling for equity can take different configurations. Depending on the team, this may mean

- Working in schools and school systems that enroll large proportions of students who have traditionally been underserved
- Calibrating innovation delivery in ways that reach some student groups first
- Ensuring that the "owners" of the work—those responsible for decision-making—include the voices of educators, students, and community members of color
- All of the above

What route will we take to get there?

Having agreed upon a scaling for equity destination, teams next consider the strategies they want to use to get there. In doing so, they discuss and make clear the scaling strategies that will comprise their strategy set (see "Scaling Strategies" on page 10). Successful teams discuss the menu of available strategies—such as the activation of proof points, local champions, and policy networks—and select a set to prioritize at the start of their improvement effort.

Whether at the start of a project or along the journey, teams will need to establish criteria for selecting scaling strategies. Improvement teams focused on scaling for equity should include, for example, criteria focused on acceptability and affordability. They should ask:

- Is the strategy acceptable to all our partners, not just those with the most power?
- Is the strategy affordable for all of our partners and potential future partners?

As important as the strategies is the ability to forecast possible roadblocks and supports that may influence their implementation. These roadblocks and supports might pertain, for example, to the innovation itself (e.g., complex innovations may need to be broken down into adoptable moves), to the educators who will use the innovation (e.g., some teachers will be ready to engage with the innovation, while others will need more time and support), to the teams leading the improvement work, and to the larger conditions within which the improvement is taking place (see "Influential Factors" on page 15).

Teams with deep community involvement can leverage their local knowledge to do this focusing work and choose the scaling strategies that can address the roadblocks and leverage the supports. Authentic efforts to invite the broader school community into this process can also contribute to the advancement of equity goals.

Where should we make pit stops along the way?

With a scaling for equity destination and initial strategy set identified, improvement teams make plans for pit stops, which are intentional opportunities for reflection, evaluation, and improvement—where they refresh and fuel up. During a pit stop, teams come together to revisit their scaling intentions, consider data they have collected, take stock of the contexts and conditions of the journey, adjust their strategy set accordingly, and ask learning questions such as:

- Where have we been?
- Are we still headed towards our scaling for equity destination?
- Are we on the right route and making good time?
- Is the "gas" running low?
- Is anything broken and, if so, how do we fix it?

Pit stops also involve targeted equity assessments that look at who is driving, who is navigating, and who has been left behind.

Figure 2. Pit Stop Check List

- ✓ Are we still headed towards our destination?
- ✓ Is anything broken? How do we fix it?
- ✗ Is our fuel running low?
- ✗ Who's driving, who is navigating and who's been left behind?

How will we know when we have arrived?

While specifying a journey destination and planning opportunities to re-calibrate and refuel along the way, improvement teams should also consider how they will recognize when they are successfully at scale.

To do so, teams identify metrics and develop and use measures to determine their progress toward their scaling for equity goal. Improvement teams may look at depth, for example, by assessing the extent to which the innovation is present in educator practice or if it is reflected in teacher beliefs about student ability. They may focus on sustainability by embedding plans for ongoing measurement of implementation and outcomes into the future, or they might establish system policies and procedures that reflect the innovation's core principles. Teams may track spread by establishing systems to count the number of educators and students the innovation has reached and examining whether those students are those that previously had been furthest from powerful learning opportunities. Additionally, they may give attention to ownership by designing measures to evaluate who has authority over reform decisions and who does not. (See "Tracking Progress During the Scaling Journey" on page 22 for a more in-depth discussion of this topic.)

EXAMPLE OF SCALING FOR EQUITY INTENTIONS

Scaling High-Quality PBL for Deeper Learning Impact (Scaling HQPBL) is a research-practice partnership among PBLWorks, Pearl City-Waipahu (Hawaii) Complex Area, Manchester School District (New Hampshire), Education Northwest, and the National Center for the Improvement of Educational Assessments. The goal of the project is to scale high-quality project-based learning in their districts to increase academic core content knowledge, critical thinking, collaboration, and communication. To accomplish this goal, the partnership provides professional development on "gold standard" project-based learning to teachers and trains school and system leaders to create the conditions needed to support teachers as they design and facilitate high quality PBL (e.g., coherence, vision, capacity building).

This partnership articulated a scaling intention that was explicitly measurable, oriented towards equity, and targeted at the experiences of students. The stated goal was that "80% of the 29,284 students, including at least 80% of students who are furthest from opportunity in Manchester School District and Pearl City-Waipahu Complex Area, will engage in two high-quality projects per year." The specific phrasing of the goal was intentionally focused on the experiences of students, as opposed to the experiences of teachers, based on a belief that focusing on students would lead to greater implementation and higher quality student experiences, which would ultimately lead to impact. In its proposal, the project identifies students living in poverty, English learners, and students eligible for special education services as those furthest from opportunity in their partner setting—providing specificity around an equity destination that sets the team up to measure progress towards the goal.

Component 2: Scaling Strategies
Identifying the strategy set and specific steps for putting the strategies into action

Alongside the trip ticket, the second component of the framework is represented by "suitcases" filled with scaling strategies that an improvement team might use to create its strategy set.

The strategy set is composed of a group of scaling strategies that guide the specific, actionable steps an improvement team takes towards scale. Improvement teams must identify the strategy set, but also specify the logic behind the strategy's use and articulate the specific, actionable steps for putting the strategy into action. Teams need to clarify and document what will happen, when it will happen and with whom, and who will do what.

Without specifying actionable steps for implementing the strategy set, an improvement team risks a diffuse, highly variable scaling process that is difficult to enact and learn from. For example, if a team exposes educators to a proof point—that is, a school or classroom that serves as a showcase for new practices—without considering the necessary steps for supporting educators' uptake of those practices after exposure, the proof point is unlikely to serve its purpose. Holding on to a vague theory, such as "If people visit this site, then the positive practices present there will scale to other sites" is insufficient. As any educator can attest, simply seeing an example of strong practice does not ensure that it can be successfully enacted by a different teacher in a different classroom and/or school. Instead, an improvement team might operationalize the proof point strategy by theorizing, "If people visit this site, observe lessons with a structured observation protocol, receive guidance on the creation of

a new instructional task from expert teachers, have the opportunity to try out the task and receive feedback, and are accountable for implementing the task, they will successfully enact this task in their home classrooms." The strategy set is an important foundation; without the articulation of specific implementation steps, however, it is unlikely to move the team toward their scaling destination.

To keep the focus on scaling for equity, it is essential to articulate theories of action for the strategy set that include hypotheses about what may happen, under what conditions, and for whom. Indeed, the team's choices of strategies and the steps taken to implement them can themselves be driven by equity.

EXAMPLE OF PRIORITIZING EQUITY IN CHOOSING A SCALING STRATEGY

Outlier Research & Evaluation at UChicago STEM Education is partnering with the Broward County (Florida) Public Schools to scale high-quality implementation of a core set of deeper learning practices targeted at critical thinking. Aiming to spread these practices districtwide, the partnership's strategy is to build organizational and individual readiness for change with a focus on developing teacher will to implement new practices. The partnership aims to provide teachers with resources that focus on deeper learning instructional practices, communicate relentlessly about the importance of these practices, and seek to build from a starting set of exemplar schools to the larger district context.

The partnership focused its initial efforts on developing proof point (i.e., demonstration) schools or classrooms designed to showcase effective practice. By promoting social connections between these sites and other schools, the partnership aimed to promote the spread of new deeper learning practices across the district.

The partnership chose its demonstration schools intentionally for the purpose of promoting equity. First, the partnership chose a demonstration school from each cadre (i.e., subregion) within the district. Because some cadres tended to be lower income than others, choosing a school from each was meant to demonstrate that these practices were possible in any of the district's regions, while also providing a proof point of deeper learning practices in all geographic regions. Second, the partnership chose demonstration schools within each cadre that had scored lower on standardized assessments than other schools because it wanted to show that deeper learning practices were possible in not just high-performing schools. Partnership members believed that demonstrating deeper learning practices in a variety of schools would build expectations among educators and district leaders that such practices could and should be scaled to all.

A Typology of Scaling Strategies

Table 2 presents a typology of potential strategies that can be used to facilitate the work of teams that are beginning to articulate their scaling strategies. The typology organizes some common scaling strategies into three basic approaches[*]

1. Develop a scalable innovation
2. Build and leverage educator networks
3. Influence state and/or local policymakers

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[*] The typology was derived from the ground up by analyzing a list of scaling strategies in the proposals of the 10 RPPs in the network and looking for patterns in the core processes and objectives of these strategies. This is not a complete, exhaustive list, but rather a set of common strategies derived from a sample. The menu of strategies may help projects looking for ideas about how they approach scale so that they can adapt these strategies, refine them, and use them in combination with other strategies.

Table 2. A Typology of Scaling Strategies

DEVELOP A SCALABLE INNOVATION

- **Co-design an innovation:** Work in partnership with individuals or groups who will enact the innovation. Equity-focused or liberatory efforts also work to co-design innovations with those most impacted by the issue the innovation is working to solve.[7]
- **Design an innovation with scalable characteristics:** Intentionally design an innovation with characteristics that are amenable to scale, such as trialability, observability, compatibility with existing practices, and adaptability.[8]

BUILD AND LEVERAGE EDUCATOR NETWORKS

- **Use a proof point:** Provide new or potential innovation users with exposure to high-quality examples of an innovation in practice and an opportunity to connect with educators who use the practice. Equity-focused efforts aim to expose stakeholders to successful examples used in schools and classrooms with diverse sets of learners.
- **Develop and sustain a network of innovation users:** Provide ongoing opportunities for those who currently use the innovation to connect with each other and share best practices.
- **Develop local champions:** Cultivate a group of local teacher-leaders to advocate for the innovation within their spheres of influence and/or provide examples of strong practices to others. Equity-focused efforts ensure that champions include an array of people and perspectives.

INFLUENCE STATE OR LOCAL POLICYMAKERS

- **Build/join a policy network:** Create or join a network of policy actors composed of lobbyists, nonprofit organizations, business interests, and/or government agencies.
- **Shape state and local policy:** Work to shape local policy through lobbying, communication, alliance building, and/or educative efforts.
- **Educate policymakers:** Educate policymakers (e.g., state officials, system leaders, school board members) about the nature of an innovation.

Strategies That Focus on Identifying or Developing a Scalable Innovation

The first type of scaling strategy focuses on the innovation itself, including the processes by which it is designed and its characteristics. Specifically, an improvement team may choose a co-design strategy to create an innovation in collaboration with the educators or others they hope will use it. A co-design strategy may build interest in and commitment to the innovation and, at the same time, yield a design that is highly appropriate for a setting or context. A co-design strategy requires an improvement team to

- Reflect on stakeholder recruitment and engagement
- Adopt co-creation mindsets, acknowledging that the team builds *with* others and not for them[9]
- Co-develop community guidelines that assure equity of voice and mutuality,
- Conduct asset mapping to amplify the strengths different people bring to the partnership

By intentionally including diverse ideas, experiences, and identities, the improvement team will lay the groundwork for measurable change in outcomes for students of color, those from low-income families, and others who may have been historically underserved.

A co-design strategy is a process of joint inquiry and creation in which stakeholders from different disciplines, roles, or practice spaces share their knowledge across the design process in order to achieve a common objective: a new program, practice or product.[10]

The team might also choose a, "scalable characteristics strategy that focuses on ensuring that the innovation has qualities that enable it to be more scalable. For example, in his seminal work on scaling, Everett Rogers identified several characteristics he hypothesized made innovations more likely to

be adopted—including compatibility, trialability, observability, and complexity.[11] In the schooling context, compatibility refers to the degree to which an innovation is perceived as being consistent with educators' values, experiences, and needs. When considering compatibility, an improvement team should identify and articulate clear connections between what educators are already doing or believe and the innovation being adopted. When considering trialability, the team may work to ensure that educators have opportunities to try out the innovation in ways that have no consequences attached. When pursuing observability, the team should ensure that the results of an innovation and examples of its use are visible to others. Finally, teams should consider reducing the perceived complexity of the innovation because, when new practices are seen as too complex, educators or other implementers may be less likely to attempt them. Whether explicitly using a characteristics strategy or not, it is important to recognize that these same characteristics of the innovation are among the influential factors that affect the scaling work (see "Influential Factors" on page 15).

Strategies That Build and Leverage Educator Networks.

The second approach to scaling strategies focuses on fostering the development of social ties among educators who are currently using deeper learning practices in order to provide opportunities for additional educators to learn about the innovation and join the network. One strategy in this category is to use an **equity perspective to identify a proof point**, which would entail:

- Choosing proof point sites that are representative (in terms of race/ethnicity and socio-economic status) of the schools to which the project is attempting to scale
- Generating strong results in proof point sites without adding a large amount of additional resources to the school that other schools will not receive

Another approach in this category is to **build social connections**. This strategy entails providing opportunities such as summer institutes, receptions, and learning showcases for educators who are using the innovation. Such connections can build and maintain momentum for the innovation by increasing educators' interest in it and by gradually increasing their collective knowledge and expertise.

An improvement team may also choose a teacher-leader strategy to **cultivate a cadre of school-based champions** that can advocate for and educate their peers about the innovation. These local champions should be chosen for the credibility, respect, and trust they have cultivated among their colleagues. Ideally, teacher-leaders will already have strong social ties they can leverage in their work to scale deeper learning practices. In using this strategy with an eye toward equity, improvement teams should provide local champions with the time, leadership support, and knowledge needed to bring the innovation to new educators, help them implement it deeply, and sustain its use.

In building educator networks and cultivating local champions, improvement teams working to scale for equity should intentionally **identify and invite partners to the work**. Strategies to expand and strengthen networks should ensure that those networks are diverse and inclusive. These strategies may include teacher-leader identification protocols that give preference to educators with experiences not currently represented on the leadership team or who are most impacted by institutional and interpersonal racism and other biases in the community where the work is occurring.

EXAMPLE OF BUILDING AND LEVERAGING EDUCATOR NETWORKS

The Oklahoma City Education Research Alliance (OCERA) is a collaboration among the nonprofit Generation Citizen, Oklahoma City Public Schools, The K20 Center for Education and Community Renewal at The University of Oklahoma and the Center for Information and Research on Civic Learning and Engagement (CIRCLE). It aims to advance students' civic participation by embedding project-based learning in the district's secondary social studies courses. The partnership supports the district in implementing a standards-aligned action civics class that gives students the opportunity to experience authentic democratic activity. The partnership provides instructional training and coaching to teachers on this new pedagogical form, develops instructional materials for teachers to use, and seeks to build a network of educators engaged in civics-oriented project-based learning across the district.

OCERA has invested in a teacher leadership strategy that trains a cohort of teachers in leadership skills alongside the action civics instructional approach. The teacher-leaders were selected through an application process that stressed their ability to raise the visibility of the work in the district, to provide training and information to other teachers who are interested, and to advocate for deeper learning practice in Oklahoma City.

Strategies That Focus on Influencing State and District Policymakers.

The third type of scaling strategies seek to cultivate a state and/or local policy environment that supports scaling by aligning the innovation with the existing policy context or laying the groundwork for new policies that support innovation spread and sustainability. To leverage alignment with existing policies, improvement teams may work to build or connect to a policy network of nonprofits, business interests, government agencies, and/or lobbyists. Teams may also attempt to persuade legislators or local education leaders (e.g., school board members) to enact policies that are favorable for the equitable spread of deeper learning practices. Teams may also use interactions with local and state leaders to help them better understand the innovation or to build will and interest in a particular change.

EXAMPLE OF INFLUENCING STATE AND LOCAL POLICYMAKERS

Building Essential Skills Today (BEST) is a research-practice partnership among the New Hampshire Learning Initiative, the New Hampshire Department of Education, and the National Center for Innovation in Education. It builds on years of state and district innovation in performance-assessment and competency-based education. BEST seeks to change how students learn and demonstrate essential skills such as communication, collaboration, creativity, and self-direction. They pursue this through a research-backed framework, teacher professional development in the use of performance assessment, new instruction in the classroom, and the use of a statewide performance assessment system rooted in competency-based education.

BEST builds on longstanding efforts to reform accountability systems in New Hampshire. Under the leadership of a partnership member who is a former state official, the New Hampshire Department of Education applied for a waiver from federal NCLB accountability requirements and established the Performance Assessment for Competency Education program. The program enables school districts in the state to apply for and use alternative accountability systems that emphasize performance assessment. The RPP's current work is built to slide into the niche that was created by this policy work by providing support to teachers and district leaders that are opting into the new performance assessment system.

Component 3: Influential Factors
Identifying the forces that influence scaling strategy choice and implementation

Improvement work resides in a complex system that is concurrently home to both long-standing practices and recently introduced change. School districts can be seen as ecosystems in which the forces generated by current practice, other improvement work, and the characteristics of the groups and individuals involved interact with each other. Some of these forces may apply pressure to or create tension with improvement teams' scaling efforts, while others may support or amplify the work. Tensions and supports often come simultaneously from different sources—administrators, policies, organizational culture, operational structures, parents, community members, students, and more— and, as such, can sometimes overwhelm efforts to scale. The third component of the framework, then, aims to help improvement teams consider the range of influential factors that are always at play, blocking or supporting progress toward the scaling destination. Improvement teams that are keenly aware of their contexts can align with and leverage them when possible and, when not, prepare for negotiation, mediation, and dispute resolution. For each factor, there is a description and a set of reflective questions that teams can use to assess their situation and adjust their efforts accordingly.

The Factors

The Scaling for Equity framework includes four categories of influential factors that are part of the complex scaling ecosystem. They are factors related to:

1. The deeper learning innovation itself
2. The educators who implement the innovation
3. The improvement teams involved in leading the innovation
4. The community, district, and state conditions that surround the scaling effort[12]

Influential Factors Related to the Deeper Learning Innovation
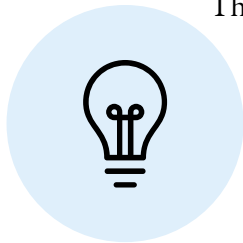
The first category of factors relate to the deeper learning innovation—the tool for bringing about the change or changes that an improvement team aims to scale. The innovation can take many forms, such as a single instructional practice, a package of instructional materials, professional development programming, and policies. Notwithstanding this variability, every innovation has a design and that design embodies particular characteristics, which include:

- **Complexity of the innovation:** How complex is the deeper learning innovation? How might the complexity of the innovation influence teachers' will to try it? What are the implications for ad hoc adaptations? What supports need to accompany the innovation for educators to implement it?

- **Compatibility of the innovation with existing practices:** To what degree does the deeper learning innovation align with existing instructional norms in the district? How big of a change from business as usual does this innovation represent?

- **Observability of the innovation:** Is the deeper learning innovation easily observed by others? Are teachers able to see the feasibility of implementing the innovation? Are teachers able to witness the impact of the innovation on students?

AN EXAMPLE OF A FACTOR IN THIS CATEGORY: An improvement team designs a deeper learning innovation that aligns closely with a current district literacy initiative so as to maximize the degree to which it is viewed as compatible by district educators. This increases the willingness of educators to try out the new innovation because they feel it is not too much of a departure from existing practice and supports instructional goals that are already a district priority.

Influential Factors Related to Educators

In the second category of influential factors, educators are considered to be those who implement or enact the deeper learning innovation, including but not limited to teachers, school leaders, and district administrators. Educators are not a monolithic group, but dynamic individuals who bring varied attitudes, dispositions, experiences, and intentions to the work. Some of these factors are:

Attitudes related to the innovation: To what extent do educators believe that the deeper learning innovation is important for their students' success? How much do educators think it has value for furthering their instructional goals? Do educators feel they have the supports they need to implement the deeper learning innovation?

Emotions about the innovation: Are educators uncomfortable implementing the deeper learning innovation? Are they excited to try the innovation? Nervous? How much do educators enjoy implementing the innovation?

Elements of personality and style: How comfortable are educators when it comes to trying new things? Are the educators innovative and persistent in their efforts to make the innovation work best for their students? Have the educators become cynical as a result of innovations coming and going over time?

DESCRIPTIVE CHARACTERISTICS: How many years have the educators been in their roles? How much professional learning and practiced experience have they had related to the deeper learning innovation?

AN EXAMPLE OF A FACTOR IN THIS CATEGORY: An improvement team's scaling strategy relies on teacher-leaders who join in the work by volunteering, being chosen by their administrators, or being identified by the improvement team members. In any of these circumstances, for the team's scaling strategy to be effective, the teacher-leaders need to feel confident about implementing and showing the innovation to others, be persistent, and be credible to their peers.

Influential Factors Related to the Improvement Team
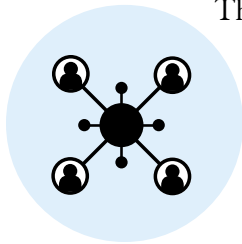
The third category of factors, the improvement team, includes individuals who are directly involved in the generation, leadership, and/or support of the innovation. Improvement team members may reside in different organizations and, in the case of collaborations such as RPPs, may represent organizations of different types (e.g., universities, nonprofit intermediaries, school districts). Team members have different expertise, experiences, and roles in the scaling effort. The team itself will also have its own norms, routines, structures, and culture.

Factors that may influence the team's progress toward its scaling for equity goals are:

- **Collaborative structures and routines:** Does the team have regularly scheduled opportunities for collaboration? How do team members collaborate with one another? Do they work together to set ground rules for joint work?
- **Communication mechanisms:** What communication channels do team members have with one another? Do they use them regularly? Does the team have agreed-upon definitions of terms, as well as protocols for engaging with key partners?
- **Decision-making culture:** How are decisions made, and who makes final decisions? To what extent is there a hierarchy? Are the team's collaboration structures rigid or flexible?

AN EXAMPLE OF A FACTOR IN THIS CATEGORY: An improvement team comes to realize, over time, that it needs to more deeply integrate an equity orientation into its work. However, this orientation requires skills and experience that the team does not possess. To remedy this, the team grows its membership by recruiting individuals with expertise in equity work.

Influential Factors Related to Community, District, and State Conditions

The fourth category—influential factors related to community, district, and state conditions—represents the wide range of contexts that apply pressure to, and provide support for, the improvement team and the innovation as they travel on their scaling-for-equity journey. These conditions are always evolving, and the improvement team needs to be mindful of the ways those changes might affect the success of their strategy set. These conditions include:

- **Leadership:** To what extent are influential community, philanthropic, district and/or state leaders supportive of the innovation? How involved are key leaders in the scaling effort? Do these leaders think the deeper learning innovation is important?

- **Competition for attention:** Improvement teams often find themselves introducing an innovation in contexts already crowded with reforms, programs, and policies. Improvement teams might ask: How does the deeper learning innovation complement programs already in place? How can the team demonstrate ways the deeper learning innovation can contribute to accomplishing shared goals? Which of the competing efforts does the team need to pay attention to first and which can be put off until later?

- **Community beliefs and values:** As improvement teams work to scale a deeper learning innovation for equity, they must identify and consider where community beliefs and values fit into their work. Teams might ask: Who are key influencers in this community? What metrics do they use to gauge success in education? Does the community perceive this innovation as being worthwhile? How do beliefs vary across groups of community members?

- **Policies:** Improvement teams need to be mindful of the ways their innovation and chosen strategy set might coalesce with or bump up against policies already in place. Improvement teams might ask: What policies can we leverage to support our scaling work? Are there policies that stand in the way of the strategy set we have chosen? What is the best way to use our limited resources to address policy issues?

- **Large-scale issues or events:** Sometimes improvement work is overshadowed by high-priority events and issues. These might include concerns about violence and safety, social and cultural movements, elections, health concerns, and the economy. In circumstances such as these, improvement work is at risk of stalling or regressing. Improvement teams may ask: How can we sustain our momentum while the focus is on other priorities? In what ways might we adapt our strategy set to move in smaller steps? What are other scaling strategies that are a better fit with current conditions?

AN EXAMPLE OF THIS FACTOR IN ACTION: An improvement team working in a school district faces a hierarchical district culture in which individuals with power block progress until they become fully comfortable with and can claim ownership of the work. At the same time, that district has a strategic plan in place. The improvement team finds a way to show how the deeper learning innovation supports the plan and enables the challenging district individuals to receive "credit" for supporting the district's strategic interests.

Inflexion: An Example of the Influential Factors in Use in an RPP

PARTNERSHIP DESCRIPTION: Inflexion is a nonprofit consulting group that works with school leaders in creating an organizational framework to build learning communities that work for all students. It partners with the Anaheim (CA) Union High School District to transform schools' identities and develop organizational structures that diffuse deeper learning practices and lead to equitable scaled impact.

- **DEEPER LEARNING INNOVATION:** This partnership leads educators, students, and community members through a process to co-design a schoolwide vision for student learning and a clear organizational identity tied to that vision. It then works with the school to harness the enthusiasm generated from the visioning process and make it concrete through tangible changes in school structures and routines designed to foster improved instruction (e.g., new practices), reflective practices among educators (e.g., new collaborative meetings for teachers), and deeper learning for students (e.g., new classroom experiences). The innovation is designed to promote positive emotions among educators by engaging them in an inclusive visioning process, which helps promote their acceptance of the innovation and, ultimately, its scaling.

- **EDUCATORS:** Teachers and school leaders are primarily responsible for following through on the vision for student learning that is developed by the community. Teachers and school leaders take primary responsibility for developing new organizational structures, routines, and practices within their schools.

- **IMPROVEMENT TEAM:** The improvement team consists of: (1) Inflexion associates who focus on consulting with district leaders, providing direct assistance, and researching the work of the schools, and (2) district administrators and teacher leaders from the Anaheim Union School district who are responsible for putting the innovation into action and ensuring support for the innovation from the district office. This combination of expertise and authority within the improvement team has made it possible to rapidly bring the visioning process to multiple schools.

- **COMMUNITY, DISTRICT, AND STATE CONDITIONS:** The improvement team operates in a district context that is highly supportive of their work. Indeed, several senior district leaders are members of the improvement team. The district plans to roll out the processes of developing school visions and organizational structures to all schools in the district.

Interacting Factors and Change at Scale

In addition to identifying the applicable influential factors in each category, an improvement team also needs to consider how those factors interact. These points of interaction can be powerful sources of social learning. They can help improvement teams see what changes and adaptations are needed to the innovation or strategy set and in the system in order to achieve outcomes equitably and reliably at scale.

By understanding the factors and how they interact, improvement teams can home in on the political (e.g., decision-making norms), structural (e.g., routines, communication channels), resource (e.g., time, personnel, professional development opportunities), and policy (e.g., teacher evaluation, incentives, assessment) base state conditions that may pose problems or present opportunities for innovation uptake, spread, and sustainability.

Interactions between educators and the improvement team

During an improvement effort, educators may view equity differently than improvement team members. Unacknowledged discrepancies such as these can cause misunderstandings, resistance, and frustration that can ultimately dampen innovation acceptance. An improvement team might need to pause or abandon one or more of the strategies in the strategy set and introduce another that supports the co-creation of a vision for equity, such as a collaborative working group that includes teachers, students, and community members.
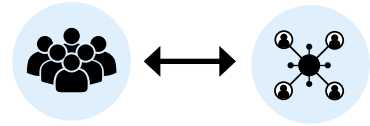
Educators sometimes face pressures from district leadership that may affect their uptake of deeper learning innovations. For example, district leaders may be driven by school board members' focus on increasing graduation rates. In light of that environment, an improvement team using a teacher-leader scaling strategy may need to help their teacher-leaders understand compatibility between the deeper learning innovation and graduation rates, and generate language for the teacher-leaders to use to explain this to parents and for the team to use in meetings with district leaders.
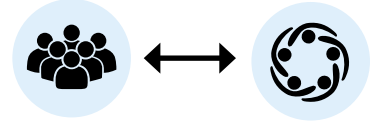
Community, district, and state factors and improvement team factors may also interact. For example, a community may seek increased opportunities for its youth to pursue careers in STEM, and an improvement team that also shares this goal has designed a deeper learning innovation to reach it. The improvement team can leverage this compatibility by adding a communication strategy to their strategy set that emphasizes the shared goals of the community and the improvement team.
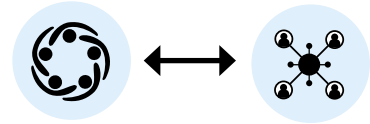
The Scaling Journey: Bringing the Components Together
Adapting to change over time

Understanding the influential factors and how they interact helps teams to engage in high-leverage work as they advance towards scale. For such efforts to be successful, the team must continuously address these interactions throughout the scaling effort.

As with most journeys, a scaling-for-equity journey is never a straight path. Continuous modifications are needed and, over time, changes in one or more of the influential factors may require a team to recalibrate its scaling destination. A recalibrated destination may then require improvement teams to remove, adapt, or add new strategies to the strategy set.

While planned pit stops as described in Component 1 can help prepare teams for necessary adaptations along the scaling journey, unplanned stops are inevitable in any human system. These can emerge from changes in influential factors or the interactions between them, such as the outcomes of local elections, changes in team member priorities, or external shocks (e.g., hurricane or pandemic).

All pit stops—planned or unplanned—are adaptive moments when teams can revisit the scaling intentions (Component 1) and modify the strategy set (Component 2).

EXAMPLE OF A SCALING JOURNEY

The Colorado Education Initiative, in partnership with Colorado Springs School District 11, worked to cultivate leadership and change management practices in the district with the goal of having 80% of the district's students engaged in deeper learning by 2021. The partnership provides training to district and school leaders on design-based thinking and student-directed learning.

Early in its work in Colorado Springs, the project encountered a common change in district conditions: a new superintendent entered with intentions to develop a new strategic plan. The partnership found district and school leaders hesitant to participate or adapt new ways of working prior to understanding district priorities. The partnership took a step back and made an adaptive move both during and following the strategic planning process. It focused considerable resources on developing stronger relationships across district departments and between district and school teams. It also identified ways to directly support the strategic planning process. Partnership and grant resources were used to support the co-creation of a district-adopted Graduate Profile to ground a community-informed strategic plan. Partnership trainings were re-purposed as R&D groups to provide the new superintendent with feedback and to support planning around strategic plan components.

Once the plan was produced, the partnership developed additional trainings and supports to align with the capacity building, continuous improvement, and data collection priorities identified by the central office and schools. Ultimately, the partnership had a significant influence on driving engagement in the strategic plan and building capacity for leading change aligned to the plan's goals. By staying adaptable and responsive to changing district conditions, the partnership was able to refocus its energy on a high-leverage activity in a dynamic environment.

Tracking Progress During the Scaling Journey: A Learning System

Because no scaling journey is a straight path, it is essential that improvement teams create a learning system that enables them to track and evaluate the modifications they make. A **learning system** that drives improvement must be part of the improvement team's day-to-day operations. In the words of Carly Fiorina, its goal must be to turn "data into information, and information into insight."[13]

While each improvement team will structure it differently, a learning system should track where the team has been along its journey and the impact of its work over time. In this sense, the learning system should have recording, data collection, and analysis elements. The tools accompanying this framework will assist teams as they make their way through these elements.

The recording element—a "Travel Log" in the journey metaphor—should document encounters, decisions, and actions taken in real time. Like a log kept by a sales professional that chronicles roadways used, client names, miles covered, and fuel purchased, improvement teams will use their log to document scaling strategies taken, with whom, when, where, and for how long.

The learning system also needs a data collection and analysis element because, "We cannot improve at scale what we cannot measure."[14] The learning system's data collection and analysis element may include common data collection protocols that educators can implement across sites, an infrastructure that allows for efficient data processing and analysis, and specific criteria by which scaling strategies can be evaluated.

Among teams working to scale, data collection and analysis efforts often take the form of iterative inquiry cycles (e.g., plan-do-study-act cycles). These cycles commonly consist of four parts in which the improvement team:

1. Plans to test out a strategy or change, asking what strategy will be tested, what changes are expected as the result of trying it out, and what instruments will be used to measure if the changes actually occurred

2. Does the test, gathering data on what happened during the test and as a result of it

3. Studies the data, comparing it with predictions made about the strategy during the planning stage

4. Takes action, making a decision about whether to abandon the strategy, revise it, or try it out with a larger number of users (e.g., teachers, classrooms, schools)

A data collection and analysis effort such as this applied to a proof point strategy, for example, might plan to test the impact of two visits to a demonstration classroom on changes in the ratio of teacher-directed to student-directed learning in five classrooms of teachers new to the practice. Having specified the predicted change, the plan would further specify the instruments (e.g., tests, questionnaires, inventories, interview guides, surveys) that will be used to measure whether the change occurred and at what scale. After the improvement team does the test, they study data collected with the selected instrument, look at outcomes, reflect on influential factors, and decide whether the proof point strategy should continue, be modified, or be tried out with more teachers.

Scaling for equity requires a learning system that itself is equity-focused in which improvement teams build learning systems that "aim for a more engaged and evidence-informed 'citizenry' in which different stakeholders can meaningfully participate in the production and use of data and research evidence to inform educational improvement."[15] This approach recognizes the promise of data collection and analysis as a vehicle for public engagement and educational equity.

What would this look like? In an equity-minded learning system, power to define the measures used to determine whether a strategy set is working or when the scaling destination has been reached would be shared among a broad cross-section of practicing educators, decision-makers, and community members.

Ultimately, a learning system creates a feedback loop that helps teams to keep track of their progress and use actionable information, collected systematically with and from a diverse set of partners, to decide whether to continue toward the original scaling destination, adjust the route slightly, or take an entirely different course.

Appendix: The Navigator

With this framework, the authors have created a set of tools to help teams make their way through the journey referred collectively as "The Navigator."

The Navigator was designed to help teams put the Scaling-for-Equity Framework to work.

Figure A1. Scaling-for-Equity Navigator

As the figure illustrates, the Navigator pivots around four central tasks that teams involved in scaling for equity will use to drive their efforts:

1. Setting and revisiting scaling intentions
2. Developing and calibrating the strategy set
3. Activating the learning system
4. Accounting for factors that condition the team's progress

The navigator consists of a set of six tools:

1. Trip ticket
2. Pit stop checklist
3. Strategy set tracker
4. Factors review
5. Data collection and measures
6. Travel log
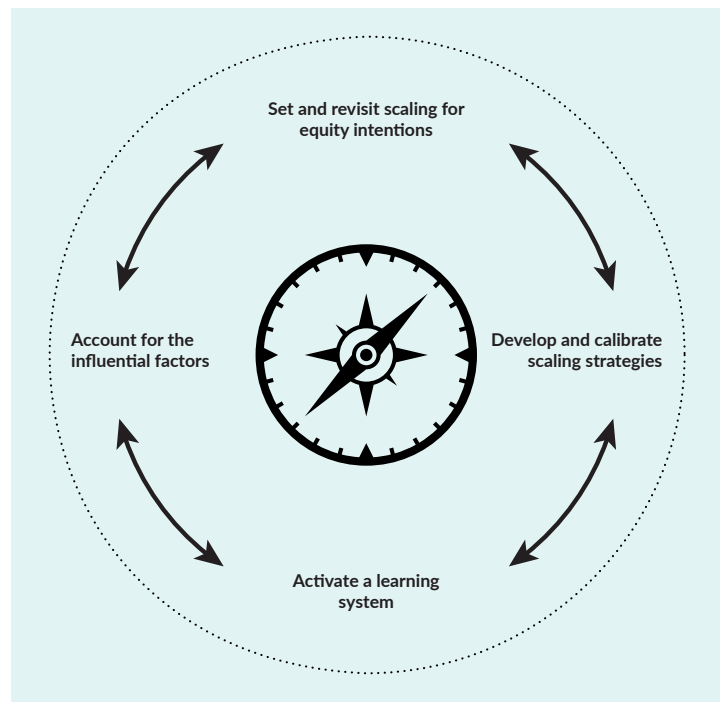
The arrows in Figure A1 represent the continuous nature of the central tasks of teams, encouraging them to use the tools again and again throughout their work together.

Tool #1: Trip Ticket

Articulating Your Scaling Intentions

Meet with your improvement team and discuss the following four questions. You will return to these questions throughout your journey during planned and unplanned pit stops in order to take stock of direction and progress.

1. Where are we headed on our scaling for equity journey?

- What is our shared definition of **equity**?

DATE:

PEOPLE PRESENT:

DATE:

PEOPLE PRESENT:

- What is our shared definition of **scaling for equity**?

2. What route will we take to get there?

Use Tool #2—the pit stop checklist—to create your strategy set.

3. When should we make pit stops along the way?

Identify dates for planned pit stops.

PIT STOP DATE	WHY	PIT STOP FOCUS

4. How will we know when we've arrived?

What does success look like? How does this "end-state" advance equity?

Make sure to identify the data you will collect and your data collection approaches (Tool #5).

DATE:

PEOPLE PRESENT:

Tool #2: Pit Stop Checklist

Guidance for Reflection

Every pit stop is a time for a team to reflect, reassess, and make data-based decisions about the scaling strategy. These four questions are among those necessary to consider.

1. Are we still headed toward our destination?

Look at the data the team has collected (Tool #4) and assess progress.

NOTES:

2. Is anything broken? How do we fix it?

Consider the team's progress and make a decision about each strategy in the Strategy Set (Tool #3).

NOTES:

3. Is our fuel running low?

Consider the team's financial and human resources and the extent to which they can support the existing Strategy Set.

NOTES:

4. Who is driving, who is navigating, and who has been left behind?

Check in on your scaling intentions (Tool #1) and consider whether all of the necessary people are at the table.

NOTES:

Tool #3: Strategy Set Tracker

Identifying and Justifying Strategy Set Decisions

When creating the team's first strategy set and at each pit stop, consider the range of factors that might influence the success or failure of each strategy you are considering (Tool #4).

The Starting Strategy Set

STRATEGY	IS THIS STRATEGY ACCEPTABLE TO ALL STAKEHOLDERS?	IS THE STRATEGY AFFORDABLE?	WHAT EVIDENCE OR KNOWLEDGE DO WE HAVE THAT SUGGESTS THIS STRATEGY WILL CONTRIBUTE TO SCALING DEEPER LEARNING ?	WHAT ROAD BLOCKS OR LEVERAGE POINTS MIGHT WE ANTICIPATE (SEE FACTOR REVIEW TOOL #4)?	QUALITATIVE AND QUANTITATIVE DATA COLLECTED

Scaling Strategy Implementation

For the first Strategy Set and each pit stop after that, use this log to document who will execute each strategy, how and when.

DATE: (create a new copy of this page for each pit stop)

STRATEGY (FROM STRATEGY SET)	WHICH IMPROVEMENT TEAM MEMBERS?	WHAT STEPS NEED TO BE TAKEN?	WHEN WILL THOSE STEPS HAPPEN AND WHAT TEAM MEMBERS WILL LEAD THEM?
1.	a. b. c. d.		
2.	a. b. c. d.		
3.	a. b. c. d.		
4.	a. b. c. d.		
5.	a. b. c. d.		

Revisiting and Revising the Strategy Set

During pit stops, examine your data that informs each strategy. Use Tool #4 to ensure you consider potential influential factors. Use the data (Tool #5) to make decisions about what is and isn't working, and what removals, modifications, or additions need to be made.

DATE: (create a new copy of this page for each pit stop)

EXISTING STRATEGIES	IS THIS STRATEGY STILL ACCEPTABLE TO ALL STAKEHOLDERS?	IS THE STRATEGY STILL AFFORDABLE?	WHAT DOES OUR DATA TELL US ABOUT HOW THIS STRATEGY IS CONTRIBUTING TO SCALING DEEPER LEARNING ?	WHAT ROADBLOCKS OR LEVERAGE POINTS MIGHT WE CONTINUE TO ANTICIPATE? (SEE FACTOR REVIEW TOOL #4)?	CHANGES AND WHY THEY ARE MADE (REMOVE, KEEP, REVISE)

ADDED STRATEGIES	IS THIS STRATEGY STILL ACCEPTABLE TO ALL STAKEHOLDERS?	IS THE STRATEGY AFFORDABLE?	WHAT EVIDENCE OR KNOWLEDGE DO WE HAVE THAT SUGGESTS THIS STRATEGY WILL CONTRIBUTE TO SCALING DEEPER LEARNING ?	WHAT ROADBLOCKS OR LEVERAGE POINTS MIGHT WE ANTICIPATE (SEE FACTOR REVIEW TOOL #4)?	QUALITATIVE AND QUANTITATIVE DATA COLLECTED

Tool #4: Factor Review

Identifying Influences that Can Become Roadblocks or Supports

It is important to identify factors that might influence the strategies in the strategy set and other aspects of the scaling for equity ecosystem. Consider the range of characteristics, circumstances, and contexts that could affect the team's progress and ultimate success. (Examples are provided below.) Revisit these factors at every pit stop.

Factors Related to the Deeper Learning Innovation

(e.g., compatibility, complexity, feasibility)

FACTOR	DESCRIPTION	POTENTIAL INTERACTIONS TO CONSIDER (POTENTIAL SUPPORTS AND BARRIERS)	ACTIONS TO TAKE

Factors Related to Educators

(e.g., perceptions of the innovation, enjoyment of the innovation, confidence in ability to implement the innovation)

FACTOR	DESCRIPTION	POTENTIAL INTERACTIONS TO CONSIDER (POTENTIAL SUPPORTS AND BARRIERS)	ACTIONS TO TAKE

Factors Related to the Improvement Team

(e.g., communication mechanisms, opportunities for collaboration, decision-making culture)

FACTOR	DESCRIPTION	POTENTIAL INTERACTIONS TO CONSIDER (POTENTIAL SUPPORTS AND BARRIERS)	ACTIONS TO TAKE

Factors Related to the Improvement Team

(e.g., presence of other innovations, community beliefs and values and decision-making processes outside of the improvement team)

FACTOR	DESCRIPTION	POTENTIAL INTERACTIONS TO CONSIDER (POTENTIAL SUPPORTS AND BARRIERS)	ACTIONS TO TAKE

Tool #5: Data Collection and Measures

Collecting Evidence to Inform Decisions

The scaling journey needs to be informed by data, which. can be qualitative and quantitative, formally and informally collected, and informed by external research and previous history. Data collection focuses on two areas: (1) how the team will know when they have arrived at the scaling for equity journey (see Tool #1), and (2) how successful the scaling strategies are (See Tool #3)?

Data to Document Progress toward Scaling for Equity Goal (Tool #1)

SCALING INTENTIONS	MEASURES (E.G., QUESTIONNAIRE, INTERVIEW, ADMINISTRATIVE DATA)	DATA COLLECTION SCHEDULE	WHO	FINDINGS
How will we know that educators are embracing deeper learning in their practice?	1.			
	2.			
	3.			
	4.			
How many students, classrooms, and/or schools will we reach?	1.			
	2.			
	3.			
	4.			
To what extent do school leaders and teachers "own" the work?	1.			
	2.			
	3.			
	4.			

Data to Document Success of the Scaling Strategies (Tool #2)

STRATEGY	MEASURES	DATA COLLECTION SCHEDULE	WHO	FINDINGS
Strategy 1	1.			
	2.			
	3.			
	4.			
Strategy 2	1.			
	2.			
	3.			
	4.			
Strategy 3	1.			
	2.			
	3.			
	4.			

Tool #6: Travel Log

Documenting Decisions to Inform Future Decisions

As you navigate your way through your scaling deeper learning for equity journey, keep a log of decisions the improvement team makes. While some decisions may be documented on the other worksheets, it is helpful to have them all in one place for reference during pit stops.

DATE	DECISION TYPE STRATEGY SET, INNOVATION, IMPROVEMENT TEAM	DECISION	WHO MADE THE DECISION?	WHAT WAS THE EVIDENCE TO PROMPT AND/OR SUPPORT THE DECISION?

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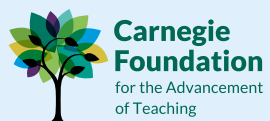## About the Authors

Lora Cohen-Vogel

Lora Cohen-Vogel is the Frank A. Daniels Endowed Chair of Public Policy and Education at the University of North Carolina at Chapel Hill. She is currently co-principal investigator of the Early Learning Project in North Carolina, examining how policy coherence may mediate the effect of high-quality prekindergarten on children's later life outcomes. Cohen-Vogel was associate director of the National Center for Research and Development on Scaling Up Effective Schools, a research-practice partnership between UNC, Vanderbilt University, Florida State University, the Education Development Center, and two of the nation's largest school districts. Through her work with the Center, Cohen-Vogel developed an interest and expertise in continuous improvement research. Today, she writes and speaks widely on the topic and the potential she believes it holds for system improvement. She is editor of the Foundational Handbook of Improvement Research in Education (2022) and the Handbook of Education Policy Research (under development). Cohen-Vogel speaks widely on improvement science at national conferences and works to implement it with school system leaders. In 2021, she was appointed to the National Academy of Sciences committee on the future of educational research.

Jeanne Century

Jeanne Century is the Director of Outlier Research & Evaluation and a Research Associate Professor at the University of Chicago. Prior to coming to the University in 2005, Century was a Senior Researcher at Education Development Center (EDC) in Waltham MA. Century's work has almost exclusively focused on advancing equity in education primarily through research-practice partnership arrangements in large and small urban school districts. During her 34-year career, Century has developed K-8 science instructional materials, supported professional learning efforts for teachers and principals and has provided technical assistance and strategic planning for administrators at the school, district, and state levels. She has been the principal investigator of numerous federal and foundation grants focusing on a range of topics including inquiry science instruction, computer science education, STEM schools and sustainability of reform. Century's primary focus has been on understanding, measuring and supporting innovation implementation, spread and endurance. Century has also conducted numerous evaluations on, among other topics, out-of-school and in-school programs, district and state reform efforts, higher education, teacher preparation, and civic leadership. Century served on the Education Policy and Department of Education Agency Review transition teams for the Obama-Biden administration where she was responsible for STEM education and education research and development issues. In 2010, she shared the National Association for Research in Science Teaching award for the most significant publication that year. Century has served on numerous committees and advisory boards for wide-ranging improvement efforts.

David Sherer

David Sherer is a Senior associate in evidence and analytics at the Carnegie Foundation for the Advancement of Teaching. He leads the foundation's work on assessing the health of improvement networks and using evidence to drive improvement in research-practice partnerships. He comes to the Foundation from Harvard University, where he worked as a researcher and educational consultant. While at Harvard, he worked for the National Center for Research in Policy and Practice, a project investigating how school and district leaders use research in their decision-making. Sherer is particularly interested in helping educational leaders promote effective collaboration within their organizations and across broader improvement networks. He uses varied methods, including surveys, ethnography, and social network analysis, to understand and support of such efforts. Sherer's work has been presented at national conferences and local district offices, and published in peer-reviewed journals and policy reports. Earlier in his career, he was an analyst and evaluator at SRI International's Center for Education Policy, where he studied leadership development, comprehensive school reform, and the teacher workforce. He holds a master's degree and a doctorate (Ed.D.) from the Harvard Graduate School of Education.