Each row of the Developmental Progressions identifies some key objective that you have identified for the IHE, LEA, and your joint work together. It is clear that some partnerships are moving fast on certain elements, and some are making steady progress on others. So, there is no assumption that there is one best route to follow. Each partnership maps its own journey.

The document should be useful to each partnership as a guide for local reflection on what has been accomplished to date, and act as a catalyst to conversations about next steps ahead. In a complementary fashion, your responses inform the iLEAD hub at Carnegie in identifying shared community needs and the timely supports that we might be able to bring forward in response. We welcome your reactions as you work with this document in the weeks ahead, and we will have an opportunity at the Summit to further refine as may be needed. Thank you as always for your partnership and hard work.

Developmental Progressions (Draft 02/18)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPLORING CHANGE IDEAS</strong></td>
<td><strong>IMPLEMENTING CHANGE INTO THE CORE WORK</strong></td>
<td><strong>INTEGRATING IS INTO THE CORE WORK</strong></td>
<td><strong>STUDENT ENGAGEMENT AND SUPPORT</strong></td>
<td><strong>INTEGRATING CHANGE INTO THE CORE WORK</strong></td>
<td><strong>IMPLEMENTING CHANGE INTO THE CORE WORK</strong></td>
<td><strong>INTEGRATING IS INTO THE CORE WORK</strong></td>
<td><strong>STUDENT ENGAGEMENT AND SUPPORT</strong></td>
</tr>
<tr>
<td>Discussions are occurring around exploring improvement science (IS) and networked improvement communities (NICs) as central to education leadership efforts. A small number of faculty members are engaged in the IS/NIC initiative and Summit and use it as an opportunity to explore ideas further.</td>
<td>A small number of faculty members are exploring IS/NICs in their teaching and work with students.</td>
<td>Embrace of IS/NICs is spreading to other local districts and faculty through the IHE.</td>
<td>Discussions are now underway as to the possibility of IS becoming a signature pedagogy for the educational-leadership program.</td>
<td>Discussions are now underway as to how IS/NICs are being piloted.</td>
<td>Faculty members, program chair, and Dean are engaged with the ILEAD Program by applying in partnership with a local LEA.</td>
<td>Discussions are now underway as to how IS/NICs are being piloted.</td>
<td>Faculty members are exploring resources for improving their pedagogical practice in courses and programs.</td>
</tr>
<tr>
<td>IS/NICs • courses/modules are being piloted. • some apprentice opportunities are emerging. • projects are possible as a capstone option.</td>
<td>IS/NICs are recognized as a departmental or divisional priority (versus just 1-2 interested faculty members).</td>
<td>A coherent program of study has been adopted. This is visible in program descriptions that link from introductory courses through to capstone projects.</td>
<td>A coherent program of study is being formulated from introductory courses to capstone projects.</td>
<td>A coherent program of study has been adopted. This is visible in program descriptions that link from introductory courses through to capstone projects.</td>
<td>Dean/Program Chair is aware of the initiative and is providing seed resources to get initiative off the ground (e.g., professional development for faculty; release time for course and program development; travel support to ILEAD community meetings).</td>
<td>A coherent program of study is being formulated from introductory courses to capstone projects.</td>
<td>Some faculty members are exploring resources for improving their pedagogical practice in courses and programs.</td>
</tr>
<tr>
<td>Explanations are underway as to how IS/NIC ideas might be integrated into existing programs and/or new programs could be developed.</td>
<td>IS/NICs have been identified and discussions are underway as to how to strengthen IS/NIC capabilities.</td>
<td>Possible issues around institutional and state approval of courses, programs, and accreditation issues have been identified.</td>
<td>Opportunities for faculty development exist and resources are in place to respond.</td>
<td>New promotion and tenure policies are in place, acknowledging IS/NIC contributions as a significant criterion in these processes.</td>
<td>Processes are underway to help resolve these professional, institutional, and state issues.</td>
<td>Opportunities for faculty development exist and resources are in place to respond.</td>
<td>Some faculty members are exploring resources for improving their pedagogical practice in courses and programs.</td>
</tr>
<tr>
<td>Faculty explore support options available through the Higher Education Improvement Network (HEIN), as well as other resources that the ILEAD may subsequently develop.</td>
<td>Professional development support for teaching and coaching IS/NICs have been identified and discussions are underway as to how to strengthen IS/NIC capabilities.</td>
<td>Issues have been satisfactorily resolved and new program designs are now moving forward.</td>
<td>Faculty members are exploring resources for improving their pedagogical practice in courses and programs.</td>
<td>Opportunities for faculty development exist and resources are in place, acknowledging IS/NIC contributions as a significant criterion in these processes.</td>
<td>Issues have been satisfactorily resolved and new program designs are now moving forward.</td>
<td>Opportunities for faculty development exist and resources are in place, acknowledging IS/NIC contributions as a significant criterion in these processes.</td>
<td>Faculty members are exploring resources for improving their pedagogical practice in courses and programs.</td>
</tr>
<tr>
<td>ILEAD faculty are cultivating interest among their colleagues about the potential for integrating IS/NICs in their program work.</td>
<td>ILEAD faculty are introducing IS/NICs principles, tools and methods into their teaching and research work with students.</td>
<td>IHE is learning about the functions of NIC hubs.</td>
<td>Stable staffing has been secured within the IHE so that the program can be sustained and continue to develop over the years ahead (a base of faculty is assured beyond the initial adopters).</td>
<td>IHE identifies and begins to assemble core capabilities needed to serve as a hub for a NIC.</td>
<td>IHE identifies and begins to assemble core capabilities needed to serve as a hub for a NIC.</td>
<td>IHE is learning about the functions of NIC hubs.</td>
<td>IHE identifies and begins to assemble core capabilities needed to serve as a hub for a NIC.</td>
</tr>
<tr>
<td>The concept of a signature pedagogy for educational leadership programs has been raised.</td>
<td>Stable staffing has been secured within the IHE so that the program can be sustained and continue to develop over the years ahead (a base of faculty is assured beyond the initial adopters).</td>
<td>Support for these efforts is recognized as a regular part of faculty workload.</td>
<td>Both professional practice and tenure line faculty are engaged in IS/NICs.</td>
<td>Support for these efforts is recognized as a regular part of faculty workload.</td>
<td>Support for these efforts is recognized as a regular part of faculty workload.</td>
<td>Support for these efforts is recognized as a regular part of faculty workload.</td>
<td>Support for these efforts is recognized as a regular part of faculty workload.</td>
</tr>
<tr>
<td>Discussions are now underway as to how IS/NICs are being piloted.</td>
<td>IS/NICs are now publicly recognized as a signature pedagogy for the educational leadership program.</td>
<td>An urgent and need for change is recognized by a core group of program faculty.</td>
<td>IS/NICs are now publicly recognized as a signature pedagogy for the educational leadership program.</td>
<td>IS/NICs are now publicly recognized as a signature pedagogy for the educational leadership program.</td>
<td>IS/NICs are now publicly recognized as a signature pedagogy for the educational leadership program.</td>
<td>IS/NICs are now publicly recognized as a signature pedagogy for the educational leadership program.</td>
<td>IS/NICs are now publicly recognized as a signature pedagogy for the educational leadership program.</td>
</tr>
<tr>
<td>DISCUSSIONS ARE NOW UNDERWAY AS TO THE POSSIBILITY OF IS BECOMING A SIGNATURE PEDAGOGY FOR THE EDUCATIONAL-LEADERSHIP PROGRAM.</td>
<td>IS-NICs have been identified and discussions are underway as to how to strengthen IS/NIC capabilities.</td>
<td>A narrative is developing among participating faculty for building our ILEAD program that prepares OUR students to succeed.</td>
<td>A narrative is developing among participating faculty for building our ILEAD program that prepares OUR students to succeed.</td>
<td>A narrative is developing among participating faculty for building our ILEAD program that prepares OUR students to succeed.</td>
<td>A narrative is developing among participating faculty for building our ILEAD program that prepares OUR students to succeed.</td>
<td>A narrative is developing among participating faculty for building our ILEAD program that prepares OUR students to succeed.</td>
<td>A narrative is developing among participating faculty for building our ILEAD program that prepares OUR students to succeed.</td>
</tr>
</tbody>
</table>

*Possibly wrong, directly incomplete
Senior district leaders have expressed interest in a possible LEAD partnership and have supported the proposal to participate.

District Leadership Engagement

11. District Leadership Engagement

The district designs a lead for the LEAD partnership based on IS/NIC experiences. The person holds a senior role as part of the district leadership team.

A broad base of expertise exists across the district’s Senior Leadership responsible for IS/NICs. Coordination with the IHE partner is viewed as an important senior staff responsibility.

12. Select District Participants

Select district participants are learning about IS/NICs from LEAD staff.

A district LEAD group is deepening their learning about IS/NICs.

District is exploring ways to include student, parents, and community members in improvement efforts.

District is beginning to discuss how using IS/NICs might impact hiring, development, and promotion decisions as part of a human capital strategy.

District is developing a ‘better way.’

The LEA re-examines past opportunities and development of new partnerships.

Senior district leaders have expressed interest in participating in IS and NICs to tackle problems and challenges.

District embraces IS and NICs is expanding.

District is identifying three to five successful strategies for broadening stakeholder engagement.

LEA has adopted formalized mechanisms for broadening stakeholder involvement.

IS/NICs have now become a regular part of the district.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

A strong bond of trust and respect has formed and provides the basis for even difficult conversations to happen.

A distinctive partnership narrative is emerging. “What this is. Why are we doing it. Why this really matters for our educators and their students.”

A narrative is developing among IHE faculty and LEA senior leaders with ownership emerging for building DUR program that prepares ODE students to succeed.

The LEA and IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

The local LEA-IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

District is beginning to discuss how using IS/NICs might impact hiring, development, and promotion decisions as part of a human capital strategy.

District is moving to include evidence about success in coaching improvement efforts as part of hiring, development, and promotion as part of a human capital strategy.

Demonstrated expertise in using IS/NICs has now become a highly-valued criterion in hiring, development, and promotion.

A strong bond of trust and respect has formed and provides the basis for even difficult conversations to happen.

A distinctive partnership narrative is emerging. “What this is. Why are we doing it. Why this really matters for our educators and their students.”

A narrative is developing among IHE faculty and LEA senior leaders with ownership emerging for building DUR program that prepares ODE students to succeed.

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

IS/NICs are now a regular part of the district.

IS/NICs now anchor district’s current improvement efforts and planning for future work.

Evidence is accumulating that working in this way has begun to produce measurable improvement for students, schools, and the district.

District is defining three to five successful strategies for broadening stakeholder engagement.

The LEA and IHE have initiated new structures to consolidate their learnings about the use of IS/NICs.

The partnership is developing a continuous improvement system that includes regular data feedback from program participants during and after the program.

The LEA and IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

The local LEA-IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

A strong bond of trust and respect has formed and provides the basis for even difficult conversations to happen.

A distinctive partnership narrative is emerging. “What this is. Why are we doing it. Why this really matters for our educators and their students.”

A narrative is developing among IHE faculty and LEA senior leaders with ownership emerging for building DUR program that prepares ODE students to succeed.

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

IS/NICs are now a regular part of the district.

IS/NICs now anchor district’s current improvement efforts and planning for future work.

Evidence is accumulating that working in this way has begun to produce measurable improvement for students, schools, and the district.

District is defining three to five successful strategies for broadening stakeholder engagement.

The LEA and IHE have initiated new structures to consolidate their learnings about the use of IS/NICs.

The partnership is developing a continuous improvement system that includes regular data feedback from program participants during and after the program.

The LEA and IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

The local LEA-IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

A strong bond of trust and respect has formed and provides the basis for even difficult conversations to happen.

A distinctive partnership narrative is emerging. “What this is. Why are we doing it. Why this really matters for our educators and their students.”

A narrative is developing among IHE faculty and LEA senior leaders with ownership emerging for building DUR program that prepares ODE students to succeed.

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

IS/NICs are now a regular part of the district.

IS/NICs now anchor district’s current improvement efforts and planning for future work.

Evidence is accumulating that working in this way has begun to produce measurable improvement for students, schools, and the district.

District is defining three to five successful strategies for broadening stakeholder engagement.

The LEA and IHE have initiated new structures to consolidate their learnings about the use of IS/NICs.

The partnership is developing a continuous improvement system that includes regular data feedback from program participants during and after the program.

The LEA and IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

The local LEA-IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Executive leadership endorses and actively affirms adoption of networked improvement science strategy.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

Active joint work is occurring between IHE and LEA staff, and positive attitudes characterize the work.

A strong bond of trust and respect has formed and provides the basis for even difficult conversations to happen.

A distinctive partnership narrative is emerging. “What this is. Why are we doing it. Why this really matters for our educators and their students.”

A narrative is developing among IHE faculty and LEA senior leaders with ownership emerging for building DUR program that prepares ODE students to succeed.

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.

IS/NICs are now a regular part of the district.

IS/NICs now anchor district’s current improvement efforts and planning for future work.

Evidence is accumulating that working in this way has begun to produce measurable improvement for students, schools, and the district.

District is defining three to five successful strategies for broadening stakeholder engagement.

The LEA and IHE have initiated new structures to consolidate their learnings about the use of IS/NICs.

The partnership is developing a continuous improvement system that includes regular data feedback from program participants during and after the program.

The LEA and IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

The local LEA-IHE partnership is now central to how the district is developing a new leadership talent; it’s not just “another project.”

Organizational norms now operate as a forcing function on the partnership (e.g., “We need to do X” because we said we are about Y) and they operate as a form of moral imperative.