

# UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION'S (UCEA) PROGRAM DESIGN NETWORK (PDN)

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## Purpose & Overview

The purpose of the UCEA Program Design Network (PDN) is to support collective engagement in leadership preparation design, redesign, and improvement. The UCEA Program Design Network is structured to engage UCEA faculty within cross-institutional teams in one of five focused, facilitated program design networked improvement communities (PD-NICs).

The PDN framework is derived from research, is informed by UCEA's experience with program improvement and the work of the Carnegie Foundation around improvement science. This project is based on the understanding that:

- 1) UCEA programs have the interest in and capacity to engage in continuous improvement concerning their preparation programs for educational leaders;
- 2) UCEA programs' improvement efforts will significantly benefit from engaging in intentional networked communities;
- 3) Improvement efforts must be designed with practicing educational leaders in mind;
- 4) It is critical to understand faculty expertise and program strengths and how such expertise and strengths might be leveraged in the improvement process; and
- 5) Improvement science offers a useful and concrete process for disciplined experimentation through iterative testing of new program practices and processes.

At the heart of each PD-NIC is a problem domain within educational leadership preparation programs. The five problems domains selected for the UCEA PD-NICs have been linked to quality preparation outcomes within the research literature. They are as follows:

- 1) Preparation Partnerships,
- 2) Candidate Recruitment, Selection & Evaluation,
- 3) Mentorship & Coaching,
- 4) Curriculum, Instruction & Coherence, and
- 5) Powerful Learning Experiences (with an emphasis on equity).

The program problem domain is central as it will anchor PD-NICs and wider PDN activity, focus the work of PD-NIC participants, and stimulate the collective action of participants toward program improvement. The UCEA PDN model for improvement is based on four

fundamental questions:

1. What are we trying to accomplish?
2. How will we know that a change is an improvement?
3. What changes can we make that will result in improvement?
4. What will we do next, based on what we have learned?

## Background

UCEA is a consortium of research universities focused on the production of high quality research on and preparation for K-12 educational leaders. The consortium was developed in the late 1950's to promote inter-university collaboration in the production of knowledge and the development and improvement of leadership programming.

In the early 2000's, UCEA launched the National Commission for Educational Leadership Preparation in order to engage critical stakeholders in planning the future of the field. One significant takeaway from this effort was a recognition that as a field, we knew very little about preparation practices, outcomes, or impacts. As a result, UCEA launched a number of initiatives focused on building a research base on the preparation of educational leaders, developing mechanisms to disseminate and utilize that research, and supporting efforts to build research-based resources for leadership faculty, practicing leaders, and policy makers.

In 2014, UCEA institutional representatives and executive committee members launched an appreciative inquiry process to guide thinking and planning for UCEA's future. The UCEA Program Design Network (PDN) emerged from this process as a signature initiative. Importantly, the UCEA PDN builds on UCEA's research and development work and its success in fostering collaborative networks by supporting intentional collective action around continuous program improvement.

## Anticipated Benefits

Participation in the UCEA PDN has multiple benefits including the opportunity to improve or redesign elements of educational leadership preparation programs in collaboration with a team and with the support of colleagues in the UCEA network. In addition, through active engagement, UCEA program faculty will have the opportunity to partake in high quality professional learning experiences that will build their skills and understanding in the use of improvement science and design thinking. UCEA anticipates the impact, however, to extend beyond individual UCEA programs. For example, as UCEA program faculty's knowledge and expertise in improvement science increases, they will be better prepared to incorporate improvement practices within the classes they teach to in-service educational leaders. Thus, the benefits of participation extend well beyond the individuals and programs involved in the initiative.

The learning from the PDN will be documented by UCEA and available as resources to other institutions for their future program improvement efforts, so that the reach can

be as wide as possible. Finally, in its role as network facilitator, UCEA will seek opportunities to bring visibility to program's participating in PDN. Network participants and UCEA may seek funding opportunities for more intensive and extensive work in their domains.

## UCEA PDN Framework

The UCEA PDN [improvement work](#) will involve purposeful dialogue, inquiry and analysis to understand preparation programs' (a) organizational contexts, (b) program strengths, (c) theories of action, and (d) articulated steps to advance improvement efforts. The PDN framework is derived from UCEA's experience with program improvement, research, and improvement science. Building from the work of the Carnegie Foundation the UCEA PDN initiative will focus on the following domains of activity:

- 1) Identifying a specific **problem of practice and system analysis** of how the problem appears in each PDN members' program;
- 2) Developing a **theory of improvement** that specifies high-leverage drivers hypothesized to help make progress toward a clear, unambiguous, and measurable aim that is related to the specific problem of practice;
- 3) Ensuring that network facilitators and members **learn and use improvement research methods** that specify a concrete approach to disciplined experimentation through iterative testing of new routines and practices related to the high-leverage drivers; and
- 4) Building a **measurement and analytic infrastructure** that enables the network to formatively track progress and learn from efforts to experiment with process improvements. (Russell, 2016, p. 3)

In addition to the above domains, UCEA programs will also learn and use methods derived from design thinking.

## PDN Engagement

Specifically, this project will engage faculty teams in a process of program self-evaluation, design and improvement through three signature learning experiences, including: 1) Program Design Networked Improvement Communities (PD-NICs), 2) Improvement Work, and 3) UCEA Study Visits.

### Program Design Networked Improvement Communities

Program faculty have been assigned to a PD-NIC with other UCEA institutional representatives who have similar leadership preparation program goals. PD-NICs are by nature collaborative networks in which participants identify and work toward common goals by leveraging processes associated with improvement science. These faculty teams will participate in facilitated collaborative meetings designed to support

participating programs' priority area of redesign (e.g., selection, partnerships, mentoring, curriculum, pedagogy). Together, PD-NIC members will collaboratively explore research and best practice, use tools of improvement science to examine and improve elements of their preparation program, share and develop new resources, and provide other PD-NIC members with constructive feedback and support.

Formal PD-NIC meetings will be held online through GoToMeeting (or similar platform) every 4-6 weeks and asynchronous engagement will be supported through an online network learning platform. PD-NIC members will also have the opportunity to engage in face-to-face meetings at the UCEA and AERA annual meetings as well as during a spring Study Visit. For more information on the structure of PD-NIC meetings see section [PD-NIC Meeting Structure](#), which can be found on page 6.

### Improvement Work

Improvement work will involve purposeful dialogue, inquiry, and analysis to understand preparation programs' (a) organizational contexts, (b) program strengths, (c) theories of action, and (d) articulated steps to advance improvement efforts. Based on a framework devised by the Carnegie Foundation for launching a viable networked improvement community, PD-NICs will begin their work with the following domains of activity:

- 1) Conducting a **program self-assessment** that clearly identifies program strengths and weakness, particularly around the PD-NIC focal area.
- 2) Identifying an **improved future state** with clear unambiguous and measureable goals;
- 3) Learning the philosophy and practices of **Design Thinking and Improvement Science**.
- 4) Developing a **theory of improvement** that specifies high-leverage drivers hypothesized to help make progress toward a clear, unambiguous, and measurable aim;
- 5) **Using improvement research methods** that specify a concrete approach to disciplined experimentation through iterative testing of new routines and practices related to the high-leverage drivers; and
- 6) Building a **measurement and analytic infrastructure** that enables the network to formatively track progress and learn from efforts to experiment with process improvements. (Russell, 2016, p. 3)

### UCEA Study Visits

In addition to ongoing program design and improvement work, PDN members will have an opportunity to engage in study visits that are intentionally designed around the PD-NIC focal areas. Study visits will take place primarily at universities whose leadership preparation programs have been recognized by the UCEA-sponsored [Excellence in Educational Leadership Preparation \(EELP\) award](#). The EELP award recognizes those programs that demonstrate excellence in educational leadership preparation, strong

alignment to UCEA membership standards, and commitment to UCEA's mission to advance the preparation and practice of the educational leaders for the benefit of all children and schools.

The purpose of the study visits is to coordinate inquiry-based experiences for educational leadership faculty that offer an opportunity: 1) to see and experience exemplary leadership preparation programs and practices, 2) to engage in generative discussions that foster the deepening of professional knowledge, and 3) to spark program innovation. The UCEA study visits will offer meaningful opportunities to explore key issues in building partnerships, candidate selection and recruitment, mentorship and coaching, program coherence, pedagogy, and student assessment. The design and schedule of the study visits will be tailored to align with the focus of each of the PD-NICs.

#### Study Visit Locations

- University of Texas – San Antonio
- North Carolina State University
- University of Illinois-Chicago
- University of Denver
- University of Washington

## Leading, Organizing and Engaging in the PDN Work

Leadership, organization, and engagement in the PDN work will be the collaborative responsibility of UCEA, Facilitators, Knowledge Workers, and Faculty Participants. UCEA and PD-NIC Facilitators will take a much stronger organizational role at the initiation of the project in order to lay the foundation for a sustainable organizational structure.

- 1 **PDN Faculty Team Participants:** The role of faculty participants is to lead their program in design, redesign, or improvement efforts. Participating programs identify at least two faculty members that consistently engage in the PD-NIC. The role of the participating faculty include:
  - Identify a specific area for (re)design/improvement;
  - Join a UCEA PD-NIC;
  - Commit to attending PD-NIC meetings every 4-6 weeks;
  - Participate in a program self-evaluation;
  - Learn to engage in improvement science and design thinking;
  - Work with PDN colleagues to develop a theory of improvement, identify specific improvement aims, develop common measures, inquiry protocols, record keeping, and protocols for evaluating evidence;
  - Lead (re)design and improvement efforts within their home institution; and
  - Share learning and improvement across and beyond other UCEA PD-NICs.

- 2 **Facilitators:** A facilitator serves as an external liaison between the PD-NIC and UCEA. The facilitator is also an organizer of PD-NIC meetings. The role of the facilitator includes the following:
  - Facilitate PD-NIC meetings every 4-6 weeks via GoToMeeting;
  - Foster the emergence of culture, norms, and identity consistent with network aims;
  - Train PD-NIC faculty participants in improvement science;
  - Work with PD-NIC members to develop a theory of improvement as well as common measures, protocols, and practices;
  - Foster communication among PD-NIC members;
  - Help establish and maintain group norms for meetings and work;
  - Manage and organize resources, documents and tasks within the PDN online learning platform;
  - Check in and provide coaching, as needed, with individual PDN institutions;
  - Identify challenges experienced by PDN participants and work with UCEA to identify resources and solutions;
  - Meet with UCEA headquarters and the facilitation team every 4-6 weeks to discuss progress, problem solve, and share resources, tools and processes for effective facilitation and program improvement/design;
  - Work with PD-NIC members and UCEA headquarters to organize and support study visits;
  - Each June, provide UCEA with a consolidated report on the work and achievements of the PD-NIC and its member institutions; and
  - Each July, work with UCEA headquarters and the facilitation team to map out a general plan for PD-NIC meetings for the year.
  
- 3 **Knowledge Workers:** The role of UCEA Knowledge Worker during the PDN is to document the PD-NIC improvement work. Specifically, the role of Knowledge Worker includes:
  - Commit to attend PD-NIC meetings every 4-6 weeks;
  - Meet with the Facilitator in advance of the meeting to determine goals for the meeting and meeting documentation;
  - Take notes during the meeting; and
  - Other roles TBD.
  
- 4 **UCEA:** The role of UCEA during the PDN is to build the core capacity for improvement work, identify and make available resources for enhancing improvement work, and chart the progress of the PD-NICs. Specifically, the role of UCEA includes:
  - Provide training for PDN Facilitators around Design Thinking and Improvement Science, Coaching, and how to train PD-NIC faculty participants in Improvement Science;

- Coordinate a learning community for PDN facilitators;
- Facilitate communication among and web-based meetings for PDN Facilitators to foster planning, learning, and information exchange;
- Design and manage the online learning platform (i.e., the Network Tool);
- Provide an online meeting portal (e.g., GoToMeeting) to facilitate PD-NIC online meetings;
- Coordinate the study visits to Exemplary Leadership Preparation Programs;
- Identify, create, and develop a library of resources, such as protocols, toolkits, and videos with experts and thought leaders to support Facilitators, PD-NICs, Faculty Teams, and UCEA programs;
- Evaluate and continuously improve the UCEA PDN initiative;
- Create models for integrating the lessons learned from UCEA PDN improvement work in other UCEA institutions;
- Engage with external organizations (CAEP, Wallace Foundation, Carnegie Foundation) to foster knowledge and resource building and exchange; and
- Seek external resources to enhance the knowledge advancements and experiences of UCEA PDN participants.

## PDN Work and Meeting Structure

The work of the PDNs will be supported through several organizational structures: Facilitators, online meetings and the UCEA Network Tool platform.

Each PDN meeting will have a focus and goals. The meetings will be held every six weeks. In alignment with best practice that includes professional development, work to be ongoing, faculty teams will participate in facilitated collaborative meetings designed to support participating programs' priority area of redesign (e.g., selection, partnerships, curriculum, coaching, pedagogy). Formal PDN meetings will be held online through GoToMeeting every 4-6 weeks and asynchronous engagement will be supported through the UCEA Network Tool platform.

PD-NICs will engage in the following domains of activity:

- 1) Conducting a **program self-assessment** that clearly identifies program strengths and weakness, particularly around the PDN focal area.
- 2) Identifying an **improved future state** with clear unambiguous and measurable goals;
- 3) Learning the philosophy and practices of **Design Thinking and Improvement Science**.
- 4) Developing a **theory of improvement** that specifies high-leverage drivers hypothesized to help make progress toward a clear, unambiguous, and measurable aim;
- 5) **Using improvement research methods** that specify a concrete approach to

- disciplined experimentation through iterative testing of new routines and practices related to the high-leverage drivers; and
- 6) Building a **measurement and analytic infrastructure** that enables the network to formatively track progress and learn from efforts to experiment with process improvements. (Russell, 2016, p. 3)



## References

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# UCEA Program Design Network (PDN) Study Visit Opportunity

## FREQUENTLY ASKED QUESTIONS

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### What is the purpose of the study visit?

The purpose of the study visit is to coordinate inquiry-based experiences for educational leadership faculty that offer an opportunity:

- ❖ to see and experience exemplary leadership preparation programs and practices;
- ❖ to engage in generative discussions that foster the deepening of professional knowledge; and
- ❖ to spark program innovation.

The UCEA study visits will offer meaningful opportunities for PDN participants to explore key issues in building partnerships, candidate selection and recruitment, mentorship and coaching, program coherence, pedagogy, and student assessment. The design and schedule of the study visits will be tailored to align with the focus of each of the PD-NICs.

### What are the goals of the study visit?

During the site visit, the PD-NICs will:

- a. Gain deeper understanding of their PD-NIC area of focus and how their area of focus is exhibited in their own university context
- b. Learn the strategies and theories of action driving the site visit's area. Participants will also learn of the challenges and lessons learned from the host sites and how the host sites addressed the challenges
- c. PDN participants will engage in critical reflection about their study visit experience and learning for application and modification to their own program improvement efforts based on improvement science and design thinking principles
- d. Dedicate time and energy to both individually and collaboratively engage in productive conversations to learn from the host site
- e. Foster the professional networks with others who are working toward the same PD-NIC objectives
- f. Develop professional networks with those individuals from the host site
- g. Leave the study visit with ideas to test for one's own program context

### Who is involved in a study visit?

About 15 individuals will visit the host site. There are five different participant categories in the site visit:

1. Faculty representatives from the host site (n = tbd)
2. Faculty representatives (n = 2) from each participating PDN institution. Institutions will select two representatives to attend the visit.
3. PD-NIC Facilitator (n = 1)
4. PD-NIC Knowledge Partner (n = 1)
5. UCEA headquarters representative(s) (n = 2)

### Where is my site? / Who is coming to my site?

The sites were matched to the PD-NICs based on host sites' programs' areas of strengths.

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<i>PD-NIC</i>	<i>Study Visit Location</i>
Candidate Selection & Recruitment	North Carolina State University
Curriculum, Instruction, & Coherence	University of Illinois at Chicago
Mentorship & Coaching	University of Washington
Preparation Partnerships	University of Denver
Powerful Learning Experiences With a Focus on Equity	University of Texas at San Antonio

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### How were the sites selected?

The selected sites were primarily recipients of the [Excellence in Educational Leadership Preparation \(EELP\) award](#) from 2013-2016. Based on a review of the award winners' program materials, sites were matched with PD-NIC topics. The focus of the PD-NIC will be the focus of the visit, but the visit also invites the opportunity for participants to ask questions and seek advice on the exemplary practices of these programs on a holistic level as well.

### When will my study visit take place?

Ideally, all site visits will take place at a time that aligns best with the progress of the NIC and the study visit site.

### What role does the host site play during the study visit?

Study visit host faculty will plan an agenda in collaboration with UCEA and PDN Facilitators that actively engages visitors in learning and experiencing the components of their preparation program that align with the focus area of each NIC. The host faculty can provide information about their program's organization, their theory of action, the challenges experienced along the way and how these were addressed, and any other information that would be applicable and helpful to the PD-NIC faculty members as they are working to redesign an area of their program.

### What role do the visiting NIC participants play?

The PD-NIC faculty members will be active participants in learning how their study visit site demonstrates success in the program component of interest. PD-NIC faculty will have the opportunity to reflect and ask questions pertaining to and experience ways the educational leadership faculty engage with their focus area engendering new ideas to fit their own contexts.

### What roles do UCEA, PDN Facilitators, and Knowledge Workers play during the study visit?

At least one representative from UCEA headquarters will be in attendance to support, provide resources, facilitate, observe, and learn from the experience.

### How are study visit arrangements made (e.g., travel, agendas, etc.)?

Coordinating the study visits is the responsibility of multiple people, depending on the organizational task. Please see below:

- ✓ **Securing the study visit dates:** *UCEA headquarters* will communicate with both the study visit site locations and the PD-NICs to determine visit dates
- ✓ **Flight reservations:** *PD-NIC participants* (with airport recommendations provided by the *Study Visit site* if necessary)
- ✓ **Hotel reservations:** *PD-NIC participants* (with hotel recommendations provided by the *Study Visit site*)
- ✓ **2-day agenda development:** *Study Visit site* will develop in consultation with UCEA and *PD-NIC Facilitators*

### Is there funding assistance available to supplement the study visit? How can I access available funding assistance?

UCEA is committing approximately \$5,000 of matching funds to the PD-NICs to allow for two representatives from each institution to attend the study visit (this translates to about \$1,000 per institution). Universities will receive the matching funds (not to exceed \$1,000) and should invoice UCEA to make this request. Please send invoices to Stephanie McGuire, UCEA Senior Administrative Assistant: [sem4q@virginia.edu](mailto:sem4q@virginia.edu); 434-243-1041. Host universities will also be supported with a stipend.

### What might a study visit agenda include?

Although there are different ways the 2-day study visits could be organized, below is a sample schedule. The purpose of the sample is to offer insight for both organizers and participants in preparing for visits. Each agenda will highlight the site's expertise in order to best serve the needs of the PD-NIC participants.

#### ***Travel Day***

Arrive  
Check-in to hotel  
Have dinner on own or with others who may be in town

#### ***Study Visit Day 1***

9:00 – Meet the Study Visit Faculty/Introduction to the program/Focus area theory of action  
10:00 – Faculty discussion: Program Evolution: Where was the program 10 years ago? 5 years ago? 3 years ago? Now? What were the channels that allowed for the program to change and improve? Change processes?  
11:30 – Review of program artifacts  
12:00 – Reflective lunch; PD-NICs eat together to discuss the learning from the morning and questions that have emerged.  
1:15 – Using data to inform focus area: Workshop/Observation activity 1  
3:00 – Breakout groups Q&A with program (consultancy interviews)

4:15 – Workshop/Observation activity 2  
6:00 – Group dinner at a local restaurant  
7:30 – Preparing for Day 2  
8:00 – Close

***Study Visit Day 2:***

9:00 – Workshop/Observation activity 3  
12:00 – Reflective lunch; PD-NIC eats together to discuss the learning from the morning and questions that have emerged; connect to improvement science/design thinking  
1:15 – Tour of education building/campus/partner sites  
2:00 – Workshop/Observation activity 4  
3:30 – Start development of an action plan/plan PDSA cycles for home contexts  
4:30-5:30 – Panel of leadership candidates (or other applicable stakeholder group representatives)  
5:30-6:30 – Continue action plan development: Applying learning from the study visit to home contexts  
6:45 – Celebratory Dinner/Reception  
8:00 – Conclude

***Travel Day***

Check-out of hotel  
Depart

CIC-NIC Charter  
“definitely incomplete, possibly wrong”  
Curriculum, Instruction, and Coherence NIC/UCEA PDN  
Charter: 90-Day Cycle  
DRAFT 05 October 2017  
Wave 1, October 5, 2017 – January 5, 2018

**I. Intent statement**

*What is our “Big Dot” goal? Where are we heading in the long run?*

We intend to identify concrete, measurable, and high-leverage ways of embedding powerful learning experiences in ongoing coursework.

**II. Aim statement**

*What do you want to accomplish through this 90-day cycle, Wave 1?*

We want to:

- 1) CIC-NIC (facilitators and team leads) gain experience using a 90-day cycle to structure our work together.
- 2) Team leads define for their programs a concrete change idea and associated practical measure(s) to prototype and test.
- 3) Team leads analyze results from at least one round of prototyping and testing our change ideas to inform revisions to our theory of improvement (CIC-NIC Driver Diagram) and structure our next 90-day cycle, Wave 2.

**III. Background**

*What is the current state of knowledge on this topic? How will this cycle add to this knowledge base?*

1. Current state of knowledge: We have begun to work with the definition of Powerful Learning Experiences from the UCEA Curriculum Mapping Guide, Worksheet 5. We are revising and updating that definition to adapt it to our collective sense of powerful learning across our programs.
2. Shared definition of powerful learning in a way that allows us to identify examples of PLEs in curricula and beginning to understand how we might measure impact on students and why it matters to their learning, to us as instructors, and to the design of our programs.

**IV. Initial literature search**

*What are some articles and research to read?*

See Scan Synthesis in shared drive.

**V. Potential experts**

*List of potential experts and/or organizations to approach, including:*

- Academic experts
- Expert practitioners
- Product testers: *Who will do the testing and/or where will you test?*

[Please send suggestions to Amy. In this charter, we will list experts of general interest to CIC-NIC; please also collect names of potential experts related to the specific problem focus and/or change idea that you will be testing (if known to you at this point).]

## VI. Key deliverables and intended results

*How will you reach the aim?*

CIC-NIC=team leads and facilitators; Team leads=program leaders directly involved in CIC-NIC; Team= faculty and other program stakeholders working with team leads of university program affiliates of CIC-NIC

Phase	Details	Dates & Review
SCAN	<ul style="list-style-type: none"> <li>Review available literature &amp; expertise on PLEs, generic to CIC-NIC &amp; specific to team</li> <li>Team scans literature and contacts experts; reviews team Driver Diagram</li> <li>Team collects notes from experts and literature; revises and updates driver diagram; identifies high-leverage change ideas to test; identify practical measures</li> </ul>	<p>10/5: initiate Scan</p> <p>10/19: collect information from literature/experts</p> <p>10/27: synthesize info and summarize for team and CIC-NIC; revise charter with Focus details</p>
FOCUS	<ul style="list-style-type: none"> <li>Develop prototype of change idea and identify practical measures</li> <li>Test prototype through at least 1 cycle of PDSA testing</li> </ul>	<p>11/5: review scan synthesis &amp; initiate Focus;</p> <p>11/12: Prototype PDSA cycles</p> <p>11/28: Summarize prototype test</p>
SUMMARIZE	<ul style="list-style-type: none"> <li>Team collects notes from experts and literature; revises and updates driver diagram; identifies high-leverage change ideas to test</li> </ul>	<p>12/5: initiate Summarize; decide on 2-page Briefing format.</p> <p>12/12: Draft 2-page Briefing</p> <p>1/5: 2-page Briefing for colleagues</p>

Lucidchart Process Diagram:

<https://www.lucidchart.com/invitations/accept/599a4f5f-7536-4529-95fa-246ec9d17df2>

## VII. Audience or customer for the work

*Who do you expect to USE this content? How will you engage them along the way?*

The audience for Wave 1 is primarily us: the team leads who comprise CIC-NIC. We also will engage program-affiliate colleagues by informing them of CIC-NIC team lead activity through the 2-page Briefing. We hope to use results from Wave 1 to inform our selection of change ideas to test and practical measures to use in our testing. It will also be important to make others aware (e.g., faculty colleagues, deans, etc.) of how we are using the tools of improvement science to improve our programs.

**VIII. Team:**

- CIC-NIC members

**IX. Open questions:**

Questions you may have for the team about any of the above (recommendations for experts and testers, issues about the aim, etc.).



**TEMPLATE – COPY AND SAVE AS:**

**<YourName\_SCAN-Synth\_date>**

**Ex.: <DavidES\_SCAN-Synth\_26Oct17>**

**In UVA Box folder:**

**Curriculum, Instruction & Coherence >**

**90-day Cycles > Wave 1 – Fall 2017 > Wave 1 Scan Synthesis**

**PLEASE DELETE THIS HIGHLIGHTED TEXT AFTER COPYING AND BEFORE COMPLETING**

Wave 1/SCAN Synthesis – CIC-NIC

Nov. 2, 2017

Your name:

Date:

Brief statement of your focus for this SCAN:

CIC-NIC improvement aim: *Embedding consistently rigorous, high-quality and powerful learning experiences during coursework.*

- SCA

SCAN Phase Synthesis Questions

1. What are the most striking ideas and issues from your SCAN?
2. What are high-level implications for our CIC-NIC driver diagram?
3. What new (or remaining) target questions and key concerns do you have?
4. What change ideas have occurred to you as a result of your SCAN?
5. What implications for follow-up and/or additional activity does your SCAN suggest?

6. Please list any resources you have gathered or would like to gather (websites, documents). [N.B.: Please list all relevant resources and their locations here upload any digital versions to our Wave 1/SCAN phase folder on UVA Box.]

<b>What is the resource?</b>	<b>Where could a CIC-NIC colleague find it?</b> (please list location and filename and/or URL)	<b>Notes</b> (brief remarks about focus, relevance, quality)