connect **ED**

The National Center for College & Career
Make Potential Exponential

Leadership Community of Practice Continuum

September 2021

Leadership Community of Practice Continuum

What is the Leadership Community of Practice Continuum?

There are two Community of Practice Continuums; each designed to address specific system level needs. The Community of Practice Continuums describe the focal areas for building increased collaboration: practice sharing, networking, collective problem-solving and coherence. These documents are divided into sections that address not only collaboration practices but the culture and supports needed to sustain the work. The Leadership Community of Practice Continuum focuses on the support system design and revision cycle and the work engaged in during collective planning. It is designed to work in conjunction with other ConnectED resources such as the Community, District, and Site frameworks.

Who should use this resource?

Leadership teams working together to support college and career readiness pathways, can use this resource to create a galvanizing, sustainable, evolving Community of Practice dedicated to the goal of graduating all students ready for success in college, career, and community. This resource is designed to support community, district, and site leadership teams as well as cross-organization technical assistance teams.

How will we use the Leadership Community of Practice Continuum?

Community, district, and site leaders can use the Continuum to self-assess their current status as a learning-focused Community of Practice, to set specific goals, to reflect on their progress and results, and to identify support and infrastructure needs. This tool describes both the practices for creating a collaborative culture of continuous improvement and the steps for taking high-quality, collaborative action that is impactful and supportive. The Continuum also builds more helpful relationships between support providers and receivers. Developing more helpful relationships allows educators to benefit fully from assistance and optimizes the potential to achieve intended outcomes (Jaquith, Snyder 2018). For additional support, ConnectED provides professional development to help communities and districts implement the practices outlined in this document.

System-Wide Support

[Linked Learning](#) is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.

ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform, ConnectED Studios, at: www.ConnectedStudios.org

This is a Community, District, and Site resource.

Systems Approach

COMMUNITY
DISTRICT
SCHOOL
PATHWAY
CLASSROOM
College & Career Ready Student

Overview

Where does the term "Community of Practice" come from?

The term was coined by two researchers, Etienne Wenger and Jean Lave, who were studying apprenticeship as a learning model. While people usually think of apprenticeship as the relationship between a student and an expert, Wenger and Lave found that learning takes place through a complex web of social relationships and that in this community everyone is learning, not just the novices. These communities exist everywhere, even when no formal apprenticeship system exists. A Community of Practice is more than just a way to manage collective work; members of a Community of Practice are practitioners dedicated to continuous improvement. Over time, they develop a shared repertoire of resources: experiences, stories, tools, and ways of addressing recurring problems – in short, a shared practice.

Communities of Practice fulfill some functions with respect to the creation, accumulation, and diffusion of knowledge in an organization:

- They are nodes for the *exchange and interpretation of information*. Because members have a shared understanding, they know what is relevant to communicate and how to present information in useful ways. As a consequence, a Community of Practice that spreads throughout an organization is an ideal channel for moving information, such as best practices, tips, or feedback, across organizational boundaries.

- They can *retain knowledge* in "living" ways, unlike a database or a manual. Even when they routinize certain tasks and processes, they can do so in a manner that responds to local circumstances and thus is useful to practitioners. Communities of practice preserve the tacit aspects of knowledge that formal systems cannot capture. For this reason, they are ideal for initiating newcomers into a practice.

- They can *steward competencies* to keep the organization at the cutting edge. Members of these groups discuss novel ideas, work together on problems, and keep up with developments inside and outside a firm. When a community commits to being on the forefront of a field, members distribute responsibility for keeping up with or pushing new developments.

Communities of Practice: Learning as a Social System by Etienne Wenger [Excerpt: Published in the "Systems Thinker," June 1998]

Community of Practice at the Leadership Level

The work of college and career readiness, by design, requires role-alike collaboration to shift traditional practice. It also requires cross-department collaboration within a district to facilitate the internal partnerships needed, and it requires cross-organization collaboration beyond the district to provide the technical assistance and community engagement needed to achieve outcomes. In this context, a Community of Practice (CoP) is an essential space for people with shared purposes to connect and learn together about how to achieve them utilizing a distributed leadership approach.

For community, district, and site leaders, distributed leadership is a very important aspect of the collaboration. Participants in the CoP are required to go back to their respective organizations, departments, or school sites to advance the work. Often they will need to enlist others to take part in the action. They will also rely on others to share with them their perspectives on the work so that the full picture, in all of its richness and complexity, can be acknowledged. Because the situation is dynamic, the participants in the CoP need to be able to adapt and innovate. The leadership model best suited for this context is the one put forward by Marshall Ganz from the field of community and cultural organizing:
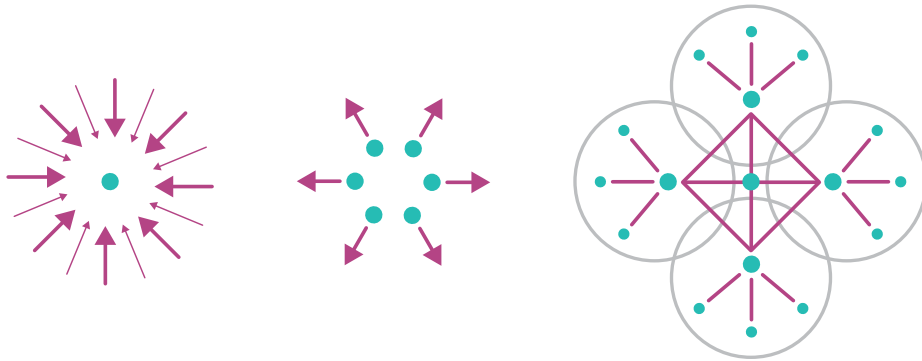
"…the vision of leadership offered by community organizing is not of the "great man" variety. Instead, it is a kind of leadership that long-time organizer and Harvard professor Marshall Ganz refers to as a…– a web of interdependent leaders who support others in becoming leaders. For Ganz, the difference between this kind of leadership, and the more oppressive kind, is the difference between leadership as a position, and leadership as a practice: We're approaching leadership as a practice, not as a position…it's about accepting responsibility for enabling others to achieve purpose under conditions of uncertainty."

Building Community Cultural Leadership
by Paul Kuttner, (2012)

"Organized communities build relationships, tell stories, devise strategy, and take action most effectively with the support of a structure based on coaching, teamwork, and leadership development. They operate with leadership teams, based on shared purpose, interdependent roles, and agreed upon norms, avoiding the fragility of a single person doing it all or the chaos of everyone doing everything."
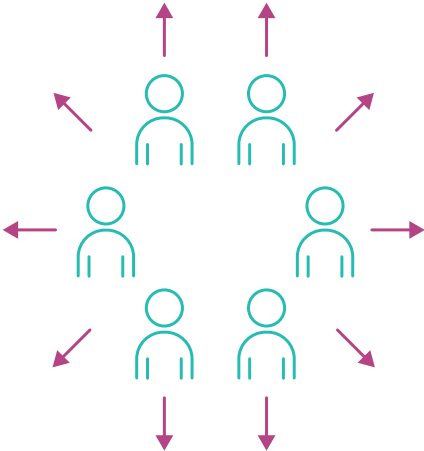
What is Organizing by Marshall Ganz, Kennedy School, 2013
https://commonslibrary.org/what-is-organizing

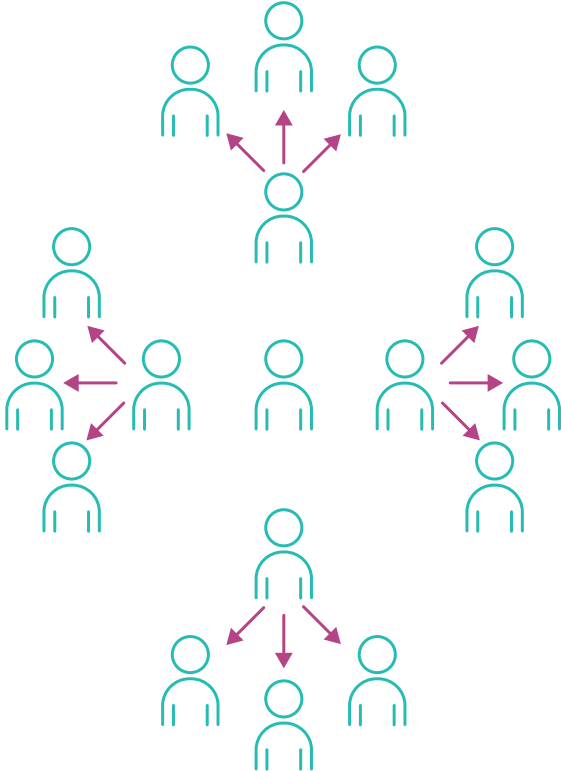# Collective Capacity
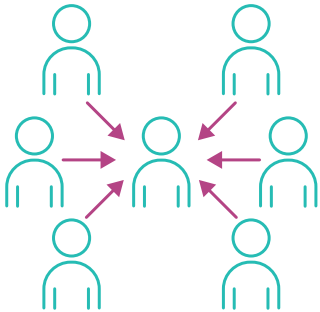
"I'm the leader."   "We're all leaders."   Distributed Leadership

Community, district, and site leaders participating in a CoP have the double task of participating for their own growth and for the growth of their respective organizations, departments, school sites, or teams. The work of the Community of Practice then has to build collective capacity and support all members to be distributed leaders, able to lead themselves and position others to lead toward an overarching shared purpose. In this manner, the Community of Practice focuses on leadership development, integrated collaboration, and support design. The collaborative space is not necessarily used for coherence, as each person's role, department, or organizational foci may be vastly different. In this instance, the collaborative space is a place for shared meaning making and coordinating efforts. It is a space to review collective impact on shared outcomes and a haven to safely discuss the impact of the work on each other's individual efforts and organizational or departmental home base.

There is a nested quality to communities of practice, which can include cross-organization collaboration focused on strategic alliances, within the organization collaboration focused on the work of multiple teams or departments, and cross-professional collaboration engaged with the work of members on one team, and each must be acknowledged and taken into consideration (Gadja, 2009). The nature of the relationships and the practices at each level can not only impact the outcomes at that level but influence the work of the other levels as well. In addition, partnerships working across organizations, departments, or schools sites may start out small but find that success brings a desire to advance along the Collaboration Continuum. This increase in scope, scale, and operational complexity may also require an increase in personal, institutional, and resource commitments (Austin, 2000). This makes learning how to work together equally as important as learning how to work in support of others. Regardless of stakeholder, in meetings with other site leaders from across the district, or meetings with cross-organization supporters, Communities of Practice for leaders are about supporting the capacity-building of others as well as the capacity of the leaders themselves.

Continuum Sections Summary

If the Community of Practice leadership team includes cross-role participants from other departments or organizations, start with Section 1, to determine the level of aspired collaboration. If working in role-alike groups or with colleagues from the same department or site, go straight to Section 2.

Section 1: Partnering to Provide Support

Focus on Collaboration Agreement and Partnering Practice

The Community of Practice includes cross-role members from multiple departments or organizations.

The level of partnership will facilitate or impede the potential for goal achievement.

There is a need to clarify the engagement desired and the operating parameters to create an optimal state of partnership among support providers and state of helpfulness for clients.

Section 2: Collaborative Culture

Focus on Use of Data

The leadership team Community of Practice is focused on improving **pathway support services** to help **all students** achieve graduate profile outcomes. During Team Time, they engage in data-informed inquiry linked to student progress toward graduate profile outcomes and high-quality pathway programs of study, which includes analyzing assessment data to identify patterns in pathway development. They **review each other's** support services, share strategies and resources, and give and receive feedback.

Share Beliefs, Commitment, and Common Practices

Leadership team members believe that **every student can achieve** graduate profile outcomes and hold themselves and each other accountable for every teacher and every student's success. Leadership teams put these shared equity-based beliefs into practice by establishing **common policies and procedures** that support individual and collective pathway success.

Collaborate Effectively and Turn Words into Action

Leadership teams develop and use team **norms**, roles, and responsibilities, and regularly reflect on how well they are doing. Teams use a **process and a set of protocols** to implement and monitor action items.

Section 3: Support System Design and Revision Cycle

STEP 1: Identify and Use Learning Outcomes

Leadership teams hold central to their work the graduate profile and the four core college and career readiness components. These outcomes guide their collaborative systemic support designs and their individual assessments and planning.

STEP 2: Develop and Use Common Criteria & Rubrics

Leadership team members collaborate to select the outcomes-aligned criteria and language in common rubrics that they will use to assess the work of pathways.

STEP 3: Design Assessments

Leadership teams collaboratively identify performance assessments through which pathways will demonstrate their progress toward developing high-quality practices and certification-ready programs of study.

STEP 4: Design Support Strategies

Leadership teams collaborate to design support offerings that reflect the four core components and through which pathways can demonstrate proficiency on the performance assessment as measured by the rubric.

STEP 5: Use Formative Assessment to Monitor and Improve Practice

Leadership Teams identify short-cycle formative assessments and determine indicators of progress data that are used to (a) identify pathways that need additional support; (b) identify patterns in pathway development to discover strengths and weaknesses in the support system; (c) measure individual and cross-district pathway progress toward graduate profile outcomes and key standards; and (d) provide feedback to pathways so they can revise and refine their work.

COMMUNITY OF PRACTICE
Support System Design and Revision Cycle

Section 1: Partnering to Provide Support

Partnership Continuum: Working Purposefully with Others

- What level of cross-department or cross-organization partnership do you currently have? What level is needed to achieve outcomes? (Mashek, 2015)
- What is required to operate at the intended level of partnership? What steps are needed to maintain or strengthen the current partnership level? (Himmelman, 2002)

1 Compete	2 Co-Exist	3 Contact	4 Coordinating	5 Cooperating	6 Collaborating	7 Converging
Purposefully withholding information, working at cross-purposes or with cross-practices because of an intention to distinguish or separate, seeking to better other organizations or departments for the sake of public attention, increased clientele, or resources. **Requires:** ■ Knowledge of competitors and their practices and an intention to surpass them.	Autonomously undertaking activities without interaction with other organizations or departments. No intentional connections between organizations or departments. **Requires:** ■ Clarity about the requested task and the ability to complete it without assistance from other organizations or departments.	Meet and greet level of information exchange and communication, unilateral decision making. **Requires:** ■ Methodology and infrastructure for convening parties with mutual interests.	Purposefully planning and scheduling to support logistical accommodations of other organizations or departments, adjusting and aligning work when possible, power brokering to negotiate considerations and outcomes. **Requires:** ■ Identified leaders and articulated management plans. ■ Processes for requesting and sharing information and mutual support.	*All items in Column 4 and…* Agreement on sharing of resources such as space, materials, and access to achieve shared purpose and increase impact. **Requires:** ■ Compatible goals. ■ Regular cross-organization or department management check-ins to make decisions about resource support and deployment. ■ Draft MOUs to track, manage, and evaluate agreement achievement.	*All items in Column 5 and…* Sharing learning, insights, and processes to build collective capacity. **Requires:** ■ Integrated strategies. ■ Shared leadership and power. ■ Delineated responsibilities for planning. ■ Regular cross-organization or department meetings with protocols to surface problems of practice and collectively engage in problem-solving and best practice sharing.	Merging operations resulting in one budget, team, organization or department name, and method of operation. **Requires** ■ Transparency. ■ Clear leadership and decision-making structures. ■ Unified resources and process for accessing them. ■ Rebranding and revised mission/vision, team building. ■ Unified leadership and power. ■ Unified culture and structure.

Turf

Loosely Coupled/Informal

Independence

Limited/ Ad Hoc

Trust

Tightly Coupled /Formal

Interdependence

Extensive/ Ongoing

Desired State of Helpfulness: Aligning Support Services with Support Needs

- What level of support provider and support recipient partnership do you currently have? What level is needed to achieve outcomes?
- What is required to operate at the intended level of partnership? What steps are needed to achieve or strengthen the current partnership level?
- This section can be used in conjunction with SCOPE's Toward the Desired State Toolkit" (Jaquith, Snyder 2018).

Contact	Cooperate	Collaborate
Interest (Purpose, Goals & Metrics)		
• There is an articulated problem; however the counterpoint goal or support needed to address it is unclear. • There may be misalignment between the support needed and the support provided. • Support may be a one-time event or not designed for implementation follow-up.	• There are clearly articulated support needs. • The support needed is in the general wheelhouse of the support providers' work resulting in generalized information delivery and support. • There are limited opportunities for support receivers to get refining feedback.	• There are clearly articulated support goals and metrics for every level of the system (community funder, district administrator, site leader, teacher). • There is a targeted match between support needed and support providers' interest and expertise. • There are ongoing opportunities for support receivers to get refining feedback on their implementation of support and to review evidence of impact.
Information (Strategies & Tasks, Roles & Responsibilities)		
• The district or site administrator has obtained support but it is unclear who will receive it. • There may be multiple clients on different levels of the system (district administrator, site leader, teacher) receiving varying misaligned support from different entities. It is unclear who is talking to whom. • There is no ongoing interaction or information exchange between the support receivers and the support providers.	• There is clarity about which groups will benefit from support. • There is limited understanding about who is assigned to work with each group or what their respective strategies are independently or in conjunction with each other. • There is limited interaction and information exchange between the support receivers and the support providers.	• Support providers are able to learn about designated support receivers' strengths, interests, and needs in advance. • There is clear strategy, role, and task assignment. It is clear who is working with whom and to what end. Efforts are made to connect and align work across system levels. • There is a high level of interaction and information exchange between the support receivers and the support providers leading to increased trust.
Ideology (Interpersonal & Communication, Context, & Process)		
• Support providers have a set approach that is unable to accommodate requested changes based on learning preferences or needs. • There is no expectation of communication across support providers or with the district. • There isn't a designated district lead for the work to convey purpose, govern, and make decisions.	• Support providers are able and willing to make one-time or minimal approach adjustments to meet learning preferences or needs. • There are no agreements about communication content or practice across support providers or with the support receivers. Communication is inconsistent, incomplete, and sent through varying means. • The designated district lead has limited ability to govern participating groups, make decisions, or convey district purpose or intentions.	• Support providers are able to exercise ongoing flexibility and adaptability to meet support receivers' strengths, interests, and needs. • There are clear agreements about communication expectations and facilitative protocols are in place. Efforts are made to connect and align communication across system levels. • The designated district lead has the ability or is working in close partnership with someone who has the ability to govern participating groups, make decisions, and convey district purpose and intentions for the selected support.

Contact	Cooperate	Collaborate
Institutional Context (Leadership, Governance, & Decision-Making)		
■ Support providers have a set approach that is disrupted by and/or unable to respond to context changes. ■ There is uncertainty about conditions needed for the support to be successful and who is responsible for ensuring the conditions are in place. ■ It is unclear how the district intends to coordinate or facilitate high quality use of support.	■ Support providers are able and willing to make one-time or minimal approach adjustments in response to context changes. ■ There is clarity about the readiness conditions needed for the work but there is lack of agreement about who needs to create them. ■ There is limited coordination of efforts resulting in limited coherent implementation of support.	■ Support providers are able to exercise ongoing flexibility and adaptability to respond to context variables, churn, and shifting parameters. ■ There is clarity about the readiness conditions needed for the support to succeed and who will ensure they are in place. ■ There is a lead coordinator on both the support provider team and the support receiver team resulting in coordinated efforts, coherent implementation, and high quality use of support.

Section 2: Collaborative Culture

Focus Our Team on the Use of Data to Inform Our Inquiry

The leadership team Community of Practice is focused on improving the critical conditions of accountability, high quality learning and teaching, equity and access, sustained partnerships, and operational alignment to support all practitioners and help students achieve goals. During team time, members engage in data-informed inquiry linked to pathway implementation and student progress toward pathway outcomes, which includes analyzing programs of study and student assessment data related to the four core components to identify college and career readiness patterns. They share tasks and resources and give and receive feedback.

1 Emerging	2 Developing	3 Transforming
Leadership team members:		
■ Hold team meetings that are primarily **task-and business-driven**.	■ Hold meetings in which **at least 50%** of the content addresses **student** graduate profile, work-based learning, sequenced career technical education or college access achievement by pathway and school site.	■ Hold meetings in which **at least 80%** of the content addresses **student** graduate profile, work-based learning, sequenced career technical education or college access achievement by pathway and school site.
■ May **share anecdotes** about support practices and/or individual school sites or pathways during collaboration time.	■ **Discuss and share** support strategies but not always with a clear outcome or goal in mind; take relational environment into consideration.	■ Consistently use **agreed-upon achievement and support goals** to guide and align support strategies; take into account relational, social, and political environment.
■ **Occasionally** reference data, grades, or standards.	■ Review various forms of assessment, including student enrollment, grades, participation data by industry theme, pathway, and school.	■ **Regularly analyze** student data using protocols.
■ **Occasionally** consider implications of the data including school and pathway assets and support needs.	■ **Consider implications** of the data but do not clarify adjustments to goals and strategies.	■ Identify implications for future support and **adjust team goals** and strategies.
■ **Individually** identify and share tasks and activities with one another related to the critical conditions.	■ Meet **regularly** to **share** successes, and challenges; may **occasionally look at particular industries, school sites or pathways** but may not follow an inquiry-based protocol.	■ **Consistently use** processes and protocols for reviewing one another's support plans, and school and pathway practices.
■ Provide collegial support but **rarely ask each other** probing questions.	■ **Discuss technical aspects of work; occasionally give and receive feedback;** may **hesitate to offer** critical feedback or ask probing questions.	■ **Discuss technical and relational aspects of the work; regularly** give and receive feedback; **value and invite** critical perspectives.

Share Beliefs, Commitment, and Common Practices

Leadership team members believe that every student can achieve college and career readiness and hold themselves and each other accountable for every pathway's success. Leadership teams put those shared equity-based beliefs into practice by establishing common policies and procedures that support individual and collective pathway success in areas such as opportunities to implement and sustain the four core components: work-based learning, sequenced career technical education, rigorous academics leading to college access, and student support.

1 Emerging	2 Developing	3 Transforming
Leadership team members:		
■ Generally **believe** that every student can achieve.	■ Generally believe that every student can achieve and are beginning to **discuss** how to hold themselves and each other accountable for teacher and student results.	■ Believe that all students can achieve pathway outcomes and **communicate publicly** how they and their colleagues are accountable for every student's success and for supporting all teachers and pathways.
■ May discuss one another's engagement and support policies, and the possibility of forging common agreements.	■ Outline at least **two common agreements** regarding providing support.	■ Establish and consistently implement **common policies and procedures for** school site and pathway support.
■ May **discuss** issues of equity and access for students.	■ Discuss issues of equity and access for students and **take actions** to address barriers and challenges in their support practices.	■ **Systematically analyze** equity challenges at personal, institutional, and societal levels; **take action** to remove cross-district barriers to pathway and student outcomes.
■ May **discuss** the impact of a policy and the potential unintended consequences of proposed solutions.	■ **Reflect** on specific support policies and procedures, typically in response to an issue or incident, and make adjustments as needed; may discuss the potential unintended consequences of proposed solutions.	■ Define a **process** for regularly reflecting on the impact of each support policy and procedure to refine and **improve** them; examine whether or not solutions ignore or worsen existing disparities for the focus group(s).

Collaborate Effectively and Turn Words Into Action

Leadership teams have developed and used team norms, roles, and responsibilities, and they regularly reflect on how well they are doing. Teams use a process and set of protocols to implement and monitor action items.

1 Emerging	2 Developing	3 Transforming
Leadership team members:		
■ Meet **sporadically** with partial attendance.	■ Meet regularly with 50% attendance.	■ Meet **regularly with 75%** attendance.
■ Develop meeting agendas and materials that are sometimes prepared in advance; meeting time is frequently spent on meeting management tasks.	■ Receive agendas in advance, come prepared to participate, prepare meeting materials before each meeting; meeting time is spent on achieving agenda outcomes.	■ Consistently prepare for meetings, including creating agendas, sending reminders, and ensuring materials and resources are ready in advance; meeting outcomes are consistently achieved.
■ Use and follow meeting agendas and processes to guide team meetings **less than 50%** of the time.	■ Use and follow norms, collaborative processes, and protocols in team meetings at least 75% of the time.	■ **Consistently and effectively** use and follow norms, collaborative processes, and protocols in team meetings to build trust, learn, reflect, and continuously improve.
■ Select group leaders who are not purposefully chosen or visible; there is not a transparent process for decision making; decisions are not related to the practice and purpose of the group.	■ Select a group leader that is visible but the selection process may not be transparent, decisions are informed by group dialogue but the decision making process is unstructured.	■ Purposefully select a group leader; decision-making process is structured, adhered to and includes group dialogue; decisions are about individual and collective actions related to group purpose and practice.
■ **Identify** action items that may not be related to shared purpose; actions may not have a clear owner and/or timeline; individuals tend to take minimal actions.	■ Agree upon actions with a clear owner and timeline but may not have a process for monitoring and reporting on implementation, individuals regularly volunteer.	■ Agree upon actions with clear owner, timeline and process to report on impact; each member consistently takes action; actions are coordinated, interdependent, and related to group central practice and purpose.
■ May not agree to take action on some issues, agreed-upon actions frequently address specific incidents or symptoms.	■ Agree upon actions that sometimes address root causes and sometimes are a response to specific incidents or symptoms.	■ Agree upon actions that proactively address the **root causes** of issues identified during analysis.

Section 3: Collaborative Support System Design and Revision Cycle

STEP 1: Use Learning Outcomes

Leadership teams hold central to their work the graduate profile and the four core college and career readiness components. These outcomes guide their collaborative systemic support designs and their individual assessments and planning.

1 Emerging	2 Developing	3 Transforming
Graduate profile outcomes:		
■ **Include** knowledge and skills from more than one domain: academic, career, or 21st century.	■ **Include** academic, career, and 21st century knowledge and skills.	■ **Integrate** academic, career, and 21st century knowledge and skills within the context of the pathway theme.
■ **Align partially** with the school's expressed aspirations.	■ **Align** with the school's expressed aspirations for students.	■ **Align** with the school, district, and community's articulated aspirations for students.
■ **Partially reflect** state academic or see concern in other documents about using Common Core Career Technical Education(CTE) **standards, or the performance level** necessary for college and career readiness.	■ **Partially reflect** state academic, and CTE **standards or the measurable level of performance** necessary for college and career readiness.	■ **Fully reflect** state academic or CTE **standards, and the measurable level of performance** necessary for college and career readiness
■ Are **articulated only for the graduate** (12th grade) level.	■ **Are partially articulated** across the grade levels, forming progress benchmarks.	■ **Are fully articulated** across the grade levels through progress benchmarks.
■ **Implicitly reflect** college and career readiness standards.	■ **Partially reflect** college and career readiness standards through specific language.	■ **Clearly reflect** college and career readiness standards to an outside party or observer.
■ **Implicitly inform** the systemic support design and the critical conditions provided.	■ **Partially guide** the systemic support design and the critical conditions provided.	■ **Fully drive** the systemic support design and the critical conditions provided.
■ Are used by a few members of the leadership team to organize and drive support activities and assessment.	■ Are used by **50%** of the leadership team to organize and drive support activities and assessment.	■ Are used by **75%** of the leadership team to organize and drive support activities and assessment.
■ Can generally be referred to by Leadership team members.	■ Can be described by leadership team members who can generally explain how outcomes are assessed and supported.	■ Can be described by leadership team members who can detail how specific outcomes are connected to college and career readiness and supported by the leadership team.

STEP 2: Develop and Use Common Criteria and Rubrics

Leadership team members collaborate to select the outcomes-aligned criteria and language that they will use to judge the quality of pathway programs of study, products, and performances.

1 Emerging	2 Developing	3 Transforming
Leadership team members design/adapt rubrics that are:	Leadership team members design/adapt common rubrics that are:	
■ **Checklists** describing task completion.	■ Developed using **quantitative criteria** language with less attention given to the complexity and quality of pathway programs of study, integrated projects, work-based learning, and dual enrollment.	■ Computed with **descriptive language** to address the complexity and quality of pathway programs of study, integrated projects, work-based learning, and dual enrollment as a means to show rigor, high expectations, and high support.
■ Project-specific, typically in **isolation** from each other.	■ **Aligned** to pathway, school, or district outcomes.	■ **Aligned** to pathway, school, and district outcomes.
■ **Independent** of graduate profile outcomes.	■ **Aligned** to graduate profile outcomes and **reflect key college and career readiness standards and graduation level** competencies.	■ **Aligned** to graduate profile outcomes, reflect key college and career readiness standards and graduation level competencies, and **show developmental progression** appropriate for other grade levels.
■ Written by members **in isolation**.	■ Constructed in **collaboration** with colleagues.	■ Constructed with collaborative **input** from colleagues and stakeholders including teachers.
■ Focused on outcomes and only occasionally acknowledge the skills and competencies needed by professionals to achieve them.	■ Focused on outcomes and consistently acknowledge the skills and competencies needed by professionals to achieve the outcomes.	■ Focused on outcomes and the skills and knowledge needed to achieve them and aligned with professional development supports to build capacity.
■ **Summative assessments** of pathway development.	■ Formative learning tools for pathways.	■ Utilized by pathways for **self-assessment** and to **assess anchors/exemplars** so they can internalize quality criteria and levels.

STEP 3: Design Assessment Tasks

Leadership teams identify performance assessments through which pathways will demonstrate their progress toward developing high quality and certification ready programs of study through inclusion of the four core components and district graduate outcomes as measured on common rubrics.

1 Emerging	2 Developing	3 Transforming
Performance assessments:		
■ **Lack alignment** to graduate profile outcomes, college and career readiness standards, or the four core components (CTE Sequence, work-based learning, rigorous academics, or student support) criteria.	■ Have **some partial alignment to graduate profile outcomes, college and career readiness standards, or four core components criteria**.	■ **Explicitly** show the **connection between** the assessment and graduate profile outcomes, college and career readiness standards or four core components criteria.
■ Are aligned to **initiative-specific rubrics**.	■ Are partially aligned to **graduate profile outcomes and cross-district rubrics**.	■ Are intentionally aligned to graduate profile outcomes and cross-district rubrics.
■ **Exist independentl** of district, state, and federal assessments or a pathway performance assessment system.	■ Are **aligned in part** to district, state, and federal assessments or to a pathway performance assessment system.	■ Lead to **culminating district, state, or federal assessments** and are **clearly aligned** to graduate profile outcomes and a pathway performance assessment system.
■ Are designed so that pathways **complete the assessment once** and have their score recorded.	■ Are designed so that pathways receive feedback and have at least one opportunity to **revise and reflect** upon their work.	■ Allow pathways to have **multiple opportunities to revise and reflect** on their progress.
■ Do not take contextual variables into consideration.	■ Take into account some but not all of the contextual variables that could impact outcome: availability of resources (facilities, equipment), fully built and staffed programs of study, aligned partnerships.	■ Take into account contextual variables that could impact outcomes: availability of resources, fully built and staffed programs of study, aligned partnerships.
■ Provide only a **district** context.	■ Offer **some differentiated access to support**.	■ Provide **realistic** district, postsecondary, and work-force connection **contexts**.
■ Map to **standards or to graduate profile** outcomes.	■ **Map partially** to pathway standards and appropriate, vertically articulated, graduate profile outcomes and benchmarks.	■ **Map directly** to pathway standards and appropriate, vertically articulated, graduate profile outcomes and benchmarks.
■ Culminate in an autonomous and accumulative leadership team report on findings.	■ Culminate in a leadership team report shared with an **internal audience**.	■ Culminates in a leadership team report shared with the school board or **broader audience and includes responsive support the team will provide**.

STEP 4: Design Support Strategies

Leadership teams collaborate to design support offerings that reflect the four core components and through which pathways can demonstrate proficiency on the performance assessment as measured by the rubric.

1 Emerging	2 Developing	3 Transforming
Individual team members:	**Leadership teams:**	
■ Design and implement **individual pathway, teacher, or student supports or professional development**.	■ Use **asset mapping** to collaboratively **align** and integrate support services **with other district department, postsecondary, or industry partner supports or professional development.**	■ Use **asset mapping** to collaboratively **align** and integrate support services and **professional development** into all four core components (work-based learning, rigorous core leading to college access, sequenced career technical education, and student support).
■ Create a system of support that is **independent** of the graduate profile outcomes.	■ **Partially align** the system of support to graduate profile outcomes.	■ **Completely align the college and career readiness support system to the graduate profile outcomes.**
■ Design support services which may not directly address performance assessment expectations.	■ Create the design of support services to meet the expectations of the **performance assessments**.	■ Design the support services so that pathways **have practice opportunities and support in meeting the demands** of the performance assessment.
■ **Do not provide models** of proficient pathway work prior to the assessment.	■ Provide **some modeling** of assessment proficiency for pathways.	■ Ensure support services **provide exemplars/anchors** to inform pathway teams' understanding of what is considered high-quality work.
■ Use **their own support strategies** to support pathways without informing other team members.	■ Begin to discuss support services and attempt **shared support strategies**.	■ Collaborate and agree to use shared support strategies **with all pathways** and collect data on the implementation and impact of the support.

STEP 5: Identify Formative Assessment and Indicators of Progress to Monitor and Improve Practice

Leadership teams identify short-cycle formative assessments and determine indicator of progress data that are used to (a) identify pathways that need additional support; (b) identify patterns in pathway development to discover strengths and weaknesses in the support system; (c) measure individual and cross-district pathway progress toward graduate profile outcomes and key standards; and (d) provide feedback to pathways so they can revise and refine their work.

1 Emerging	2 Developing	3 Transforming
Leadership teams monitor pathway development by:		
■ **Sporadic** assessment throughout their existence.	■ **Conducting formative assessment before their implementation**.	■ Using formative assessments to **note progress** toward progression through the phases of development and to **plan** actions **to address support needs**.
■ The **end** of a development phase, checking the quantity of steps completed or standards addressed.	■ Collecting data that **measures the quality of work completed and provide information** about pathway progress toward the culminating outcome standards.	■ Collecting data from formative assessments and by **involving pathway teams in self-assessments**.
■ Viewing the data yielded **as an indicator only of pathway development**.	■ **Acknowledging the strengths and weaknesses** in the support system.	■ Using the **results of formative assessments to improve** the support system and services.
■ Collecting only assessment data.	■ Collecting assessment data and observing practice and artifacts.	■ **Revising their support services by incorporating feedback from all of the stakeholders** (students, industry partners, pathway co-teachers) along with input based on collected assessment, observational, and artifact review data.

Glossary

Asset Mapping	The process of determining and representing assets and strengths across team members and partners.
Formative Assessment	Assessment that provides feedback for the purpose of improving quality. Formative assessment includes frequent monitoring of development, checking for understanding, diagnostic, and progress monitoring assessments, pre-assessments, and self-assessments. It is an "Assessment FOR Learning."
Graduate Profile Outcome	The knowledge, behaviors, and skills that students are expected to demonstrate over the course of a pathway career or school term.
Pathway Team	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as the pathway events and other activities.
Leadership Teams	There can be multiple leadership teams in existence within a community or district. It is not uncommon for there to be a community leadership team, district leadership team, and a school site leadership team. Teams may include community, district, school site leaders, pathway leads, counselors, and other staff who regularly meet and have responsibility for the overall improvement of pathway quality and outcomes achievement.
Performance Assessment	A form of assessment that requires task performance rather than answer selection from a ready-made list. It is designed to capture authentic, real-time, practical work.
Rubric	Clearly defines a range of performance and/or product quality for specific criteria linked to performance outcomes. Rubrics have performance criteria, levels, and descriptors: ■ **Performance Levels:** Levels define the scale for scoring performance and/or product quality. ■ **Performance Criteria/Scoring Domain:** Criteria define the attributes of the performance and/or product being assessed on the rubric. ■ **Performance Descriptors:** Descriptors specifically define the attributes of the performance or product for each criterion at each level of quality.
Rubrics (Common)	Rubrics that are used by pathway teams, entire pathways, or entire districts are outcome-aligned and used over time to measure progress from a beginning/novice level toward an advanced/expert level in a skill.
Summative Assessment	A culminating assessment providing information on mastery of content, knowledge, or skills. It is an "assessment OF learning."

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The National Center for College & Career
Make Potential Exponential

2150 Shattuck Avenue, Suite 1200
Berkeley, CA 94704

TEL: 510.849.4945
FAX: 510.841.1076
www.connectednational.org
info@connectednational.org

Document Lead: Daphannie Stephens

Leadership Community of Practice Continuum