Advancing Collaborative Continuous Improvement in Education: Building Infrastructure and Knowledge for Inclusive Communities of Practice

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November 20, 2025 (Community-Building Session, 2:15 to 3:30 pm)

Agenda

5 min	Welcome and Ice Breaker
10 min	Introduction to the Session
5 min	Partner Discussion
25 min	Small Group Poster Activity
15 min	Gallery Walk
10 min	Collaborative Sense-Making
5 min	Closing Circle and Next Steps

Ice Breaker

Introductions and your organizations

What does this image make you think about building inclusive communities of practice?

Session Objectives

1. Develop an inclusive community of practice for CCIE

2. Co-construct iedas for promising practices for advancing CCIE across the educational system

3. Foster leadership resilience by strengthening collaborative networks among CCIE practitioners and researchers

What does CCIE entail?

✓ Collaboration: Educators, partners, stakeholders, communities working together, sharing expertise, perspectives, and resources.

✓ Continuous Improvement: norms and routines foster a culture of learning and innovation, committed to ongoing growth and improvement for the benefit of all.

✓ Evidence-Informed and Iterative: learning from results through continuous cycles of planning, implementing, analyzing, reflecting.

✓ User-Focused: Understand and serve the needs of people closest to the problem, or end-users of designs for change.

✓ Shared Leadership: Leadership is distributed among educators, empowering them to take ownership of the improvement process.

(Hinnant-Crawford, 2025; Mintrop, 2016; Peurach et al., 2022)

Umbrella of Approaches

Approach	Main Aim (or Goal)	Focus of Work	Key Activities or Approach	What is Highly Valued
Improvement Science	Improve processes, practices, and outcomes.	Real-world problem-solving in systems.	Iterative cycles (Plan-Do-Study-Act)	Collaboration, scalability, measurable impact.
Implementation Science	Bridge the gap between research and practice.	Adoption and sustainability of practices.	Identify barriers, apply implementation frameworks.	Contextual relevance, evidence-based solutions.
Design-Based Research	Advance theory and develop practical solutions.	Innovation in real world settings.	Iterative design and analysis with practitioners.	Theory-practice alignment, usability of solutions.
Design-Based Implementation Research	Align designs with systemic and equity challenges.	Systemic challenges in implementation.	Collaborative, equity-focused design with stakeholders.	Equity, sustainability, scalability.
Community-Based Design Research	Address community-specific needs and priorities.	Local community contexts.	Collaborative design with community members.	Local knowledge, empowerment, co-creation.
Participatory Action Research	Empower participants to solve real-world problems.	Social justice and change in communities.	Action and reflection cycles with participants.	Equity, mutual learning, participatory processes.
Solidarity-Driven Co-Design	Achieve systemic change and promote equity.	Marginalized or underserved populations.	Co-creation centering affected communities' voices.	Justice, solidarity, respect, long-term equity outcomes.
Positive Deviance	Leverage uncommon successful practices.	Community strengths and solutions.	Identify and replicate successful behaviors.	Strength-based approaches, community-driven insights.

Four core dimensions of CCIE

01

Practical

consequential for people's daily work practices

02

Technical

consisting of a set of formal methods

03

Organizational

involving new group and network structures

04

Cultural

anchored in particular norms

(Peurach et al., 2023)

Partner Discussion

- What experiences have you had engaging in CCIE? Who was collaborating? What were they trying to improve? In what context? How were they trying to improve?

- Where have you faced challenges in engaging in CCIE?
  - Which dimensions do they fall into? (practical, technical, organizational, cultural)
  - Are there any other dimensions?

- What needs to be developed or implemented to overcome these challenges?

- What promising approaches might bridge these gaps?

Small Group Posters

- Identify an example of CCIE from your group
- Create a poster to represent:
  - In this example, who is collaborating? What are they trying to improve? In what context? How are they trying to improve?
  - In this example, where might people experience challenges in engaging in CCIE ?
  - Which dimensions do they fall into? (practical, technical, organizational, cultural)
  - Are there any other dimensions posing challenges?
- What might overcome these challenges?

CCIE POSTER EXAMPLE

The problem: A 7th grade departmental team notices that students with extensive support needs (ESN) are not accessing grade-level and complex texts in meaningful or supported ways. Instruction varies widely across classrooms, and the team lacks shared routines for suppoirting such access.

Who is Collabing?

ELA Teacher

Math Teacher

Science Teacher

History Teacher

Reading Specialist

Special Education Teacher

Speech & Language Pathologist

Two Paraprofessionals

Assistant Principal

Context

- Large, urban middle school serving culturally and linguistically diverse youth (grades 7-8)
- 12 ESN students served in fully inclusive classrooms for all common core classes
  - 7 students are non-speaking; use some form of augmrntative or alternative communication device or system
  - 5 students are emerging readers
  - 4 students read at a 2nd grade level
  - 3 students read at 7th grade level, but comprehresion is a struggle

Improving

What they are Improving: Access to complex texts for students with ESN across common core subjects

How they are Improving it: PDSA cycles on selected strategies (Text chunking, AAC supports, graphic organizers)

Challenges

Practical
- Limited common planning time
- Para schedules prevent consistent participation

Technical
- Teachers unevenly trained in supporting students w/ ESN
- Difficulty adapting curriculum for students w/ESN
- Limited comfort with AAC

Cultural
- Differing beliefs teaching students with ESN in inclusive classrooms; their ability to achieve.
- Some staff see literacy supports as "SPED work" instead of shared work

Overcoming

- Protected co-planning time
- Align supports across subjects
- Training for staff (e.g., supprts, AAC, UDL)
- Inclusive vision & communication
- Identify what is working

Bridging

Design-Based Implementation Research
- Cross-subject instructional coherence
- Equity-focused redesign of learning
- Sustained collaboration among the team
- System-level barriers (scheduling, PLC norms, expectations)

Gallery Walk

Notes to Self

Using the post it notes jot notes about the poster:

- something that resonated with you generally
- something that resonated with your CCIE work
- a takeaway you might want to revisit later

Notes to Others

Using the post it notes write a note to the team who created the poster:

- Noticings
- Wonderings
- Applauding

Collaborative Sensemaking

What did we learn?

- What shared values emerge as a community around CCIE?
- What are some shared dilemmas or tensions we face in realizing CCIE?
- How do we understand how to navigate these tensions productively?
- What are the actions we commit to take in the coming year to advance CCIE?
- What are some opportunities for continued collaboration and community-building?

Continuing the Learning

COMING SUMMER 2026

Teaching and Learning for Collaborative Continuous Improvement in Education
Challenges and Possibilities
Across the Educational System

By Kristen Wilcox, Elizabeth Zumpe, and David H. Eddy-Spicer

SCAN TO PREORDER

As educational systems worldwide grapple with complex challenges requiring sustained, evidence-informed solutions, collaborative continuous improvement in education (CCIE) has emerged as a transformative approach to systemic change. Yet a critical gap remains: how do we effectively teach and learn these powerful improvement methods across the diverse landscape of educational institutions and professionals who work in them? This groundbreaking book addresses this vital question with practical wisdom and research-backed strategies. *Teaching and Learning for Collaborative Continuous Improvement in Education: Challenges and Possibilities Across the Educational System* tackles the pressing need to build CCIE capacity among higher education faculty, professional developers, state education department associates, and the broader network of professionals driving educational improvement initiatives.

The authors examine three fundamental challenges facing the field: bridging knowledge gaps across diverse professional roles and organizations; balancing scholarly and practical applications of CCIE learning; and navigating the spectrum of delivery modalities from fully asynchronous to synchronous, and in-person to remote formats. Through real-world examples, chapter authors reveal both challenges and promising practices that transcend traditional silos and create meaningful learning communities.

This is the perfect book for anyone committed to spreading the knowledge and skills that drive educational change.

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Continuing the Conversation …

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Stay tuned – We will have a book on this topic coming out early 2026 with Myers Press

Thank you!