

## Partnerships for Sustainability: Promoting Organizational Resilience through Leadership Preparation Partnerships

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### Resilience Audit

<i>Strategic Competency</i>	<i>Query</i>	<i>Concept</i>	<i>Illustrative Sources</i>
<b>Strategic Boundary Spanning</b>	What are strength, weaknesses, opportunities, threats facing the partnership?	Horizon scanning	Amanatidou et al., 2012
	In what ways do roles and identities merge across partners?	Role & identity negotiation	Farrell et al., 2019
<b>Operational Boundary Spanning</b>	What is the operational infrastructure of the partnership?	Infrastructuring	Penuel, 2019
	What are the inter-organizational routines that define the partnership?	Organizational routines	Spillane et al., 2011
	How are key knowledge flows operationalized through infrastructure & routines?	Absorptive capacity	Farrell & Coburn, 2019
<b>Adaptive Flexibility</b>	How are relationships between partners initiated & maintained, broken & repaired?	Relational agency	Edwards, 2010
	What policies and regulations shape the partnership? How mutable are these?	Rule-bending	Daniels et al, 2007
	Where and when does improvisation occur? Why?	Bricolage	Baker & Nelson, 2005
<b>Brokering</b>	How clearly defined are the core activities of the partnership? Who and what defines core activities?	Gatekeeping	Weber & Khademian, 2008
	How are partnership boundaries defined, maintained, and broken among partners? Between partnership and external environment?	Boundary processes	Eddy-Spicer & James, 2019

## Partnership Tactical Competencies

### EDC Partnership Effectiveness Continuum

King, C. L. (2014). *Quality Measures™ partnership effectiveness continuum*. Education Development Center. <https://roadmapracetothetop.org/wp-content/uploads/2015/05/Quality-Measures-Partnership-Effectiveness-Continuum.pdf>

### iLEAD Developmental Progressions

Gomez, L. M., Biag, M., & Imig, D. G. (2020). Learning at the boundaries: Reconsidering university-district partnerships for educational change. In N. S. Nasir, C. D. Lee, R. Pea, & M. McKinney de Royston (Eds.), *Handbook of the Cultural Foundations of Learning* (pp. 365-384). Routledge.

## Improvement Science

Bryk, A. S. (2020). *Improvement in action: Advancing quality in America's schools*. Harvard Education Press.

Dixon, C. J., & Palmer, S. N. (2020). *Transforming educational systems toward continuous improvement a reflection guide for K–12 executive leaders*. <https://www.carnegiefoundation.org/resources/publications/transforming-educational-systems-toward-continuous-improvement/>

Valdez, A., Takahashi, S., Krausen, K., Bowman, A., & Gurrola, E. (2020). *Getting better at getting more equitable: Opportunities and barriers for using continuous improvement to advance educational equity*. WestEd.

## Resilience Audit – Illustrative Sources

Amanatidou, E., Butter, M., Carabias, V., Könnölä, T., Leis, M., Saritas, O., Schaper-Rinkel, P., & van Rij, V. (2012). On concepts and methods in horizon scanning: Lessons from initiating policy dialogues on emerging issues. *Science and Public Policy*, 39(2), 208-221. <https://doi.org/10.1093/scipol/scs017>

Baker, T., & Nelson, R. E. (2005). Creating something from nothing: Resource construction through entrepreneurial bricolage. *Administrative Science Quarterly*, 50(3), 329-366. <https://doi.org/10.2189/asqu.2005.50.3.329>

Daniels, H., Leadbetter, J., Warmington, P., Edwards, A., Martin, D., Popova, A., Apostolov, A., Middleton, D., & Brown, S. (2007). Learning in and for multi-agency working. *Oxford Review of Education*, 33(4), 521 - 538. <http://www.informaworld.com/10.1080/03054980701450811>

Eddy-Spicer, D. H., & James, C. (2019). Boundary perspectives on schools as organizations. In M. Connolly, D. H. Eddy-Spicer, C. James, & S. D. Kruse (Eds.), *The SAGE Handbook of School Organization* (pp. 228-248). SAGE Publishing.

Edwards, A. (2010). *Being an expert professional practitioner : The relational turn in expertise*. Springer.

- Farrell, C. C., Coburn, C. E., & Chong, S. (2019). Under what conditions do school districts learn from external partners? The role of absorptive capacity. *American Educational Research Journal*, 46(3), 955-994. <https://doi.org/10.3102/0002831218808219>
- Farrell, C. C., Harrison, C., & Coburn, C. E. (2019). “What the hell is this, and who the hell are you?” Role and identity negotiation in research-practice partnerships. *AERA Open*, 5(2), 2332858419849595. <https://doi.org/10.1177/2332858419849595>
- Penuel, W. R. (2019). Infrastructuring as a practice of design-based research for supporting and studying equitable implementation and sustainability of innovations. *Journal of the Learning Sciences*, 1-19. <https://doi.org/10.1080/10508406.2018.1552151>
- Spillane, J. P., Parise, L. M., & Sherer, J. Z. (2011). Organizational routines as coupling mechanisms. *American Educational Research Journal*, 48(3), 586-619. <https://doi.org/10.3102/0002831210385102>
- Weber, E. P., & Khademian, A. M. (2008). Wicked problems, knowledge challenges, and collaborative capacity builders in network settings. *Public Administration Review*, 68(2), 334-349. <https://doi.org/doi:10.1111/j.1540-6210.2007.00866.x>

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