Chapter 2

The Triage Implementation Framework:
A Continuous Improvement Model for Educator Preparation Programs

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ABSTRACT

There are several models and frameworks used for continuous improvement in many education preparation programs (EPPs). Each program selects a framework or model that would best meet their improvement needs. In this chapter, the authors propose a novel framework that EPPs can use to prioritize continuous improvement activities. This model serves as a pre-implementation framework that can assist a team in determining how to select a critical area of implementation with the greatest impact. The novel framework is the triage implementation framework (TIF). The authors will describe a case study that used TIF, what it means to triage, and how the TIF can benefit EPPs.

INTRODUCTION

Research about organizational improvement comes from several disciplines—business management, organizational sociology, communications, and education. Across these fields, much of the research involves case studies of effective organizations (Collins, 2001; Johnson, 1996). Furthermore, in many states, collaborative initiatives, evidently, are considered more effective at implementing changes that result in organizational improvement (Darling-Hammond, 2010; Davis, 2008; DuFour & Marzano, 2011; Gallimore, et al., 2009; Leithwood & Jantzi, 2008; McNulty & Besser, 2011; Schmoker, 2006; Seashore, et al., 2010; Wahlstrom, et al., 2010; Wahlstrom, & Louis, 2008). Collaborative initiatives are more effective than single-unit initiatives because of the wealth of knowledge and skills, shared resources, opportunities for large-scale research, and impact assessments. Many state departments seem to encourage initiatives and projects that involve partners working together for local, regional, and state benefits (See the works of CEEDAR)

Continuous improvement (CI) models and frameworks are founded on specific theories that, over time, have been seen as effective. Many of the CI frameworks are grounded on the convergence of the theories such as the theory of change (ToC), improvement and implementation science (LeMahieu, Edwards, & Gomez, 2015; Hannan, Russell, & Takahashi 2015), and investment theory of creativity (Sternberg & Lubart, 1991, 1995). Education and training programs are frequently initiated by governments and policy makers to facilitate change in publicly funded institutions. These programs are seen as underpinning the achievement of social, cultural, technological, and structural change. Irrespective of the change framework used, change involves creating and realizing new behaviors, symbols, and activities. At the core of collaborative frameworks there is teaming. Teamwork has become a *sine qua non* condition for effective practice in institutions of higher education (IHEs). Indeed, collaboration is necessary to ensure quality education and teamwork is the main setting in which student support can be provided

There are several models and frameworks used for CI in many education preparation programs (EPPs). Panther Teaching Academy (PTA) is one such collaborative initiative between The College of Education (COE) and The College of Arts and Sciences (CAS) that came together to solve a problem. Collaborative initiatives involve all stakeholders pulling resources and collective expertise to engage in a much needed institutional or organizational change. In this chapter, the authors will propose a new framework that EPPs can use to prioritize continuous improvement. This model is the Triage Implementation Framework (TIF). In this chapter, the authors will describe TIF, what it means to triage, and how the TIF can benefit EPPs. The chapter begins with a review of some of the popular CI implementation models. The authors then describe the TIF. This is followed by a case study of an institution that implemented

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