



# Improvement Scholars Network

## SPRING 2026 NEWSLETTER

Welcome to the Improvement Scholars Network Spring 2026 Newsletter!

The ISN is a community of practical scholars and scholarly practitioners committed to empowering local education communities by advancing improvement research and continuous improvement in academic, practice, and policy contexts.

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# News from the ISN Hub

The ISN Hub Team and Leadership Board continue to be busy tracking on policy developments of potential interest and creating new opportunities for members.

On the policy front, the disruptions of 2025 have been followed quickly by new conversations about **reimagining and reconstructing the national education research-and-development infrastructure** and, with that, new opportunities to elevate attention to improvement research and continuous improvement. To begin tracking these conversations, we encourage ISN members to review a new [report on reimagining the Institute of Education Sciences](#), a recent [report from the Spencer Foundation on preparation for transformative research](#), and multiple [reports from the Alliance for Learning Innovation on the future of the federal role in educational R&D](#). Please forward us other resources and announcements as you come across them, and we will share them with the community.

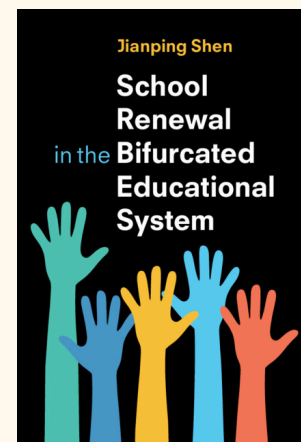
On the opportunity front, we are excited to provide an update on **ISN's Introduction to Improvement Syllabus Project**, first announced in Fall 2025. The aim of the project is to support higher education faculty in developing and teaching introductory courses in improvement research and continuous improvement. The project has been stewarded by Erin Anderson (University of Denver), Samantha Viano (George Mason University), and Max Yurkofksy (Radford University), with generous support from a collegial advisory board. The first product of this effort is the [Introduction to Improvement Syllabus Blueprint](#), a comprehensive guide that includes topic structures, resources, and activities that can be used to develop introductory courses in Improvement Science. Erin, Sam, and Max will be leading a Community of Practice beginning in early May to support ISN members in using the blueprint to develop a syllabus for their own introductory courses. We encourage you to download and review the blueprint now and look for a detailed announcement about the Community of Practice coming in early April 2026. See [page 5](#) for more information about the syllabus project.

## **The ISN Hub Team**

*Jenn Russell, Don Peurach, Daniel Marks, Kenton Shimosaki, and Joy Rogers*

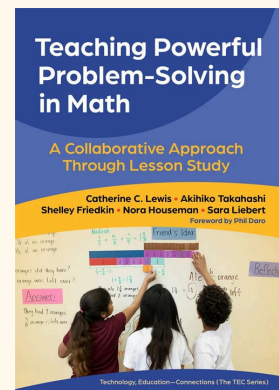
# Member News

- ① Beginning in August, Dr. Erin Anderson will be the William and Sheila Konar Director of the Center for Urban Education Success and an Associate Professor at the University of Rochester. Learn more about the center [here](#).
- ② The University of Rochester's Center for Urban Education Success, in partnership with East High School, recently received the Campus Compact's 2026 Excellence in Community-Engaged Partnerships Award, a national honor recognizing higher education programs and initiatives that make a meaningful impact by partnering with communities to address complex social issues. Read more about the partnership [here](#).
- ③ Jianping Shen has authored a book, ***School Renewal in the Bifurcated Education System***. The book offers an innovative school improvement model called the school renewal model (vs. the school reform model). This book offers compelling arguments for moving toward the school renewal model (rather than the school reform model) based on strong empirical evidence and real-world renewal work in schools. Drawing on national and project data alongside rigorous analysis, it highlights structural and leadership barriers that have hindered reform over the past twenty-five years and offers essential constructs and tools to bridge the divide in the educational system, including bifurcation theory, win-win leadership theory, implementation integrity, integrated school leadership, and leadership density. With validated instruments and actionable frameworks, this work equips researchers and practitioners with innovative methods to drive school improvement. Policymakers will also find guidance on creating enabling conditions for sustainable progress, focusing on responsive, capacity-building approaches rooted in the complexities of modern education. It is available from [Cambridge University Press here](#).



# Member News

- 4 Catherine Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, and Sara Liebert have published the book, ***Teaching Powerful Problem-Solving in Math: A Collaborative Approach Through Lesson Study***. More information can be found [here](#). The authors will be hosting a book signing at AERA 2026 and would love to see you there!



- 5 Erin Anderson and Brandi Hinnant-Crawford have published the **Editorial for Situating Equity in Improvement Science** through Frontiers. The editorial can be found [here](#). They encourage you to check out all the articles in the Frontiers Research Topic and download the [ebook here](#).

# Announcements

## ① Introducing ISN's Introduction to Improvement Syllabus Project

Around the world, interest is growing in integrating improvement research and collaborative, continuous improvement into new or existing courses across a variety of educational programs. To respond to this need, the Improvement Scholars Network launched the [Introduction to Improvement Syllabus Blueprint Project](#) under the leadership of ISN colleagues Erin Anderson (University of Denver), Samantha Viano (George Mason University), and Max Yurkofsky (Radford University).

### Exploring the Introduction to Improvement Syllabus Blueprint

[Available using this link](#), the first product of the Introduction to Improvement Syllabus Project is an adaptable, flexible syllabus blueprint that supports faculty and instructors in integrating improvement research and collaborative, continuous improvement into university-based courses and programs. The syllabus blueprint:

- is intended to be relevant to multiple kinds of learners, including those in certificate, master's, EdD, and PhD programs, as well as other undergraduate and graduate courses.
- was designed for optionality to ensure that the syllabus blueprint can contribute to your course.
- is organized around five central units that align with a general "practice architecture" common across many approaches to improvement research, allowing for the integration of multiple approaches to improvement research.
- was developed with multiple lessons within each unit, including discussion questions, resources and activities to apply to one's own context, and an anchoring case that can be woven throughout the units.

### Joining our Community of Practice

From spring 2026 through fall 2026, the ISN will be hosting a monthly Community of Practice (COP) to support faculty and instructors in using the Introduction to Improvement Syllabus Blueprint to develop and teach their own courses. This COP will co-create course activities and share ideas, challenges, and learnings.

The ISN is eager to support colleagues in advancing improvement research and collaborative, continuous improvement in their institutions! Please feel free to reach out to the ISN and to the project leads with any questions, and use this [form](#) to express interest in the COP.

- Improvement Scholars Network ([ISN@Vanderbilt.edu](mailto:ISN@Vanderbilt.edu))
- Erin Anderson, University of Denver ([Erin.Anderson249@du.edu](mailto:Erin.Anderson249@du.edu))
- Samantha Viano, George Mason University ([sviano@gmu.edu](mailto:sviano@gmu.edu))
- Max Yurkofsky, Radford University ([myurkofsky@radford.edu](mailto:myurkofsky@radford.edu))

# Announcements

## 2 **Opportunity: Carnegie Seeks Researchers for High School Transformation**

The Carnegie Foundation is seeking to identify the researchers and research organizations whose work will define the next generation of American secondary education. We have launched a [Request for Information \(RFI\)](#) to systematically map the current research landscape and identify potential collaborators for our national R&D agenda.

This RFI is specifically designed to:

- Map Existing Evidence: Surface active research projects, datasets, and pilots aligned with Carnegie's R&D priorities.
- Identify Research Collaborators: Connect with individuals and teams interested in supporting a new educational architecture.
- Pinpoint Field Gaps: Identify the critical research barriers and evidence gaps that must be addressed to inform HS transformation.

**Deadline for Submissions:** April 30, 2026

- View the [RFI](#) and submit your Research Portfolio.
- [Register](#) for Carnegie's RFI Informational Webinars in March.
- To stay up-to-date on Carnegie's work and future collaboration opportunities, [sign up](#) for the Carnegie Foundation newsletter.

## 3 **AERA members: Please consider renewing your AERA IS SIG membership**

Joining the Improvement Science Special Interest Group (IS SIG) costs just \$5 for the year and supports us in designing professional learning and networking experiences for the wider community of improvement scholars. We recently held an open event entitled "Mapping the Field of Educational Improvement," which you can find on our Spotify channel along with our IS SIG spotlight series, [linked here](#).

# Announcements

## 4 **Math Curriculum Improvement & Impact Network - High Tech High Graduate School of Education and CORE Districts**

Districts across the country are investing in high quality math curricula, but adoption alone does not guarantee stronger instruction or improved student learning. The Math Curriculum Implementation and Impact Network brings together district teams to strengthen curriculum implementation, build coherent systems that support teachers, and monitor instructional change. Through cross-district collaboration, coaching, and improvement cycles, participating teams learn practical strategies to move from adoption to measurable impact. Learn more [here!](#)

# Solicitations

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## **AERA Improvement Science SIG & Myers Education Press 5/30/2026**

The AERA Improvement Science SIG has entered into a partnership with Myers Education Press (MEP) to develop a series of authored or edited volumes focused on topics in Improvement Science and related approaches to collaborative continuous improvement in education, including Improvement Science and networked improvement communities, a range of Design-Based Approaches to research, Action Research, and education-specific forms of collaborative inquiry, including Lesson Study and Data Wise. We are interested in proposals that represent a range of collaborative continuous improvement in education (CCIE) topics that align with SIG goals, including: What might be learned by comparing and drawing insights across a diversity of approaches to CCIE? What are some practical "how-to" steps and tools for engaging in CCIE in education? How do improvement scholars and practitioners approach the work of sustaining, spreading, and scaling change? How might we think about the practice of improvement for justice? What's involved in the work of leading improvement networks and developing different network structures for various purposes? How are scholars approaching continuous improvement partnerships in global contexts, and what can be learned from international efforts? What advice do we have for academics and higher education faculty dreaming of a career as an improvement scholar?

**Please email your prospectus to Erin Anderson  
([Erin.Anderson249@du.edu](mailto:Erin.Anderson249@du.edu)).**

If you have any questions, please direct your inquiries to the editorial team. The editors for this series are: Erin Anderson, University of Denver (SIG Past-Chair); Elizabeth Zumpe, University of Oklahoma (SIG Chair); and Max Yurkofsky, Radford University (SIG Secretary). There are three submission windows for 2026; the next deadline is May 30, 2026, followed by August 30, 2026. Please see [this link](#) for materials, more information, and the prospectus template.

# Publications

Anderson, E. (2025). Preparing Leadership Teams to Manage Complex Change: A Cross-Comparison of Schools in a Continuous Improvement Program. *Frontiers in Education*, 10 <http://doi:10.3389/feduc.2025.1566862>

Anderson, E., Lemmon, D., & Roberts, A. (2026). Equitable, Race-Conscious Schoolwide Practices Supporting the Academic Success and Growth of Black Students. *Journal of School Leadership*.  
<https://doi.org/10.1177/10526846251413059>

Hakouz, A. & Zumpe, E. (2026). Understanding Principals' Perspectives on School Improvement Planning. *Journal of Educational Administration*.  
<https://doi.org/10.1108/JEA-06-2025-0228>

Larkin, D. B. & Patzelt, S. P. (2026). *The Reasons We Stay: Lessons from High-Retention Schools, Districts and Communities on Sustaining Teachers*. Harvard Education Press. <https://hep.gse.harvard.edu/9798895570425/the-reasons-teachers-stay/>

Liu, P. & Thien, L. M. (Eds.) (2025). *Understanding Teacher Leadership in Educational Change: An International Perspective*. Routledge.  
<https://doi.org/10.4324/9781032712574>

Liu, P. & Thien, L. M. (Eds.) (2025). *Turnaround Leadership in Southeast Asian Countries: Leading School Transformation*. (1st ed.). Springer.  
<https://ebookcentral.proquest.com/lib/umanitoba/detail.action?docID=32256983>

Orr, M. T. (2025). *Leading Equity-Focused Inquiry for Continuous School Improvement*. Teachers College Press.

Orr, M. T. & A. Zusho (forthcoming, 2026). Balancing Innovation and Oversight: Competing Values in District Research Policies for Practitioner-Scholars. *Journal of Research on Leadership Education*.

# Publications

Stanojevich, C. & Singer, J. (2026). Factors That Shape Principal Learning: A Zone of Proximal Development Analysis of a Principals' Network for Attendance. *Journal of Research on Leadership Education*. <https://doi-org.proxy2.cl.msu.edu/10.1177/19427751251413223>

Torres, C. (2026). From Statistical to Analytic Generalization: New Directions for Qualitative Research on Teacher Retention. (EdWorkingPaper: 26-1408). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/mxn2-z634>

Zumpe, E., Piazza, P., & Ashton, K. (2025). Between Transaction and Collaboration: Struggles for Coherence, Responsiveness, and Mutuality in a Fizzled-Out Research-Practice Partnership. *AERA Open*, 11. <https://doi.org/10.1177/23328584251401885>

# Summit 2026

## **Looking for improvement work to study—or collaborators to connect with—at the National Summit?**

For members of the ISN attending Summit, the conference organizers want to highlight two session types that are especially good places to connect with practitioners and other scholars: Thrilling Results and Improvement Reviews.

Thrilling Results sessions highlight improvement efforts that are producing meaningful outcomes for young people—great for spotting promising work and ideas that may spark research questions and stories that need to be understood.

Improvement Reviews offer a chance to see teams share their data, reflect on what they're learning, and invite feedback on a challenge they're working through. It's improvement work in progress—and a great entry point for conversation and potential collaborations.

If you are already registered for Summit, you can add Thrilling Results and Improvement Review sessions to your SCHED to connect with teams and emerging work. If you are not already registered, what are you waiting for? It's not too late: <https://hthgse.edu/events/national-summit-on-improvement-in-education/>



# Summit 2026 Events

**Consider attending the following events and sessions at this year's National Summit on Improvement in Education conference.**

**Monday, March 30**

**4:30-6:00pm PDT: Leading for Network Health: Selecting Tools and Planning Your Improvement Routines** | When building an improvement network, where do network leaders focus? How do they know that the network structure is supporting the network members? This workshop will provide participants with an ability to measure network health through both robust, annual tools and nimble, practical measurement. The session is run by leaders from the New Visions Instructional Network for School Improvement and Partners for Network Improvement. | High Tech Elementary 216

**Tuesday, March 31**

**8:30-9:15am PDT: Collaborative Instructional Visits (CIVs) to Improve Systems of Instructional Support** | CIVs are classroom walkthroughs that aim to strengthen communication and collaboration; build coherence around a common, ambitious vision of instruction; and identify steps to improve instruction across a school. At this poster session, we'll discuss the benefits and challenges of using CIVs in optimizing instructional support system coherence and optimizing CIV micro-routines. | High Tech High Elementary Atrium

**9:40-11:10am PDT: What's the Evidence? Strategies for Making Compelling Claims about Improvement** | "How will we know that a change is an improvement?" is perhaps the fundamental question in improvement science – but it's a question that is hard to answer with confidence. In this interactive session we'll explore what counts as credible, compelling evidence of improvement. | High Tech High International 218

# Summit 2026 Events

**2:15-3:45pm PDT: From Aim to Architecture: Designing for Scale in the RAISE Network** | What does it take to design a Networked Improvement Community capable of achieving measurable results at scale? This session introduces participants to RAISE, a statewide network aiming to reduce chronic absenteeism in California by half by 2029. Drawing inspiration from large-scale healthcare improvement efforts, RAISE is working to build a design that capitalizes on the key advantage of networks - the ability to support distributed, coordinated problem-solving across diverse educational stakeholders. | High Tech Elementary 221

**Wednesday, April 1**

**10:00-11:00am PDT: Fireside Chat: Driving High School Success & Postsecondary Readiness: Learning with Award for Impact Recipients** | Join us to learn how the [2026 Carnegie Award for Impact](#) recipients -- CORE Districts, Hemet Unified School District, and Liberty Public Schools -- are transforming how students experience high school and prepare for college and careers. By taking intentional steps to make sure that improvements take root in their systems, these networks and districts are advancing students' success in their pivotal 9th grade year, engaging students in the real world learning experiences in high school that prepare them for their future paths, and improving students' postsecondary readiness.

Hear directly from representatives of these three organizations as they reflect on what has enabled and accelerated their progress, the practices and tools that have become central to achieving results, and how they are building and sustaining those practices in their systems. | High Tech High GSE: Forum

**10:00am-11:30am PDT: On or Off Track? Understanding How Your Leadership Practice is Helping Your Network Reach Its Aims** | Kelly McMahan, Angel Li, and Jen Sherer will run a workshop for leaders of improvement networks. Participants will learn about domains of hub leadership practice, reflect on their own practice using a self-assessment tool, and learn from other hub leaders while collaboratively exploring areas of challenge and strategies for success. | High Tech High International 218

# AERA Events

**Consider attending the following improvement-focused events and presentations at this year's AERA conference.**

**Wednesday, April 8**

**7:45-9:15am PDT: Designing and Evolving Programs for Continuous Educational Improvement (Roundtable)** | Includes the paper, *Understanding Implementation of Tiered Intervention Platforms and Enabling School-Wide Conditions for Accelerating Student Growth* | JW Marriott Los Angeles L.A. Live, Floor: Gold Level, Gold 3, Table 3

**9:45-11:15am PDT: Advancing the Teaching and Learning of Collaborative Continuous Improvement in Education (Poster session)** | This session explores innovative and equitable approaches to teaching and learning collaborative continuous improvement in education (CCIE). Contributors to a forthcoming volume will present nine posters across three focal areas: addressing diverse learner needs, the challenges of designing equitable collaborative learning, and leveraging varied teaching modalities. Presentations span contexts from early childhood education to global networks educational innovators, highlighting epistemological, axiological, and methodological foundations of improvement learning. | Los Angeles Convention Center, Floor: Level 2, Room 515B

**1:45-3:15pm PDT: Are There Stages to This? The Case For (and Against) Research-Practice Partnership Developmental Trajectories (Roundtable)** | The promise of research-practice partnerships (RPPs) to transform education research, practice, and policy hinges on the intentional involvement of the local community: if they are to have impact, RPPs must adapt to reflect their unique contexts. In this structured poster session, we explore the possibility of underlying RPP developmental trajectories through a moderated debate anchored by three distinct lenses: RPP practice, evaluation, and theory. | Los Angeles Convention Center, Floor: Level 2, Room 515A

# AERA Events

## Wednesday, April 8 (continued)

**1:45-3:15pm PDT: Educational Leadership and Policy for Systemic Change (Roundtable)** | Includes the papers *Tracing Shifts in K-12 Education Research: A Topic Modeling Analysis of Publications from 1990-2023* and *Leading School to Successful Change: A Meta-Synthesis of 20 Years of International Case Studies* | JW Marriott Los Angeles L.A. LIVE, Floor: Ground Floor, Gold 2

**3:45-5:15pm PDT: From Collaboration to Transformation: Evolving Research-Practice Partnerships in Education** | Includes the paper *At Research-Practice Partnership Edges: Expanding Boundaries, Co-Creating Knowledge, and Supporting Racial Equity Joint Work* | JW Marriott Los Angeles L.A. LIVE, Floor: Gold Level, Gold 3

**3:45-5:15pm PDT: Division C Fireside Chat: It's the Little Things: Intentional Partnerships with K-12 Schools in Research** | Building meaningful partnerships with K-12 schools as graduate students or early-career researchers can feel like a daunting task. This session will offer a generative conversation around how to engage with schools, teachers, and youth in a way that emphasizes shared vision, intentional research design, and relationship building for the purpose of facilitating collective impact and mutually-desired outcomes. Panelists in this session join us from a variety of perspectives and experiences, providing expertise on navigating the initial stages of partnership development, working toward authentic community engagement and participation, and practical ways to sustain relationships over time, distance, and career stages. We aim to provide attendees with real-life examples that inspire and guide intentional, ethical partnerships for dissertation work and beyond. | Los Angeles Convention Center, Floor Level Two, Room 402A

## Thursday, April 9

**2:15-3:45pm PDT: Logics & Learning: Organizational Theory as a Tool for Improvement and Reform (Roundtable)** | Includes the paper, *How Truancy Compliance Officers Navigate Competing Institutional Logics* | Los Angeles Convention Center, Floor Level One, Petree D

# AERA Events

**Friday, April 10**

**9:45-11:15am PDT: The Practice of Improvement Research in Education: A Comparative Analysis of Improvement Methodologies in Local Contexts (Roundtable)** | We examine and compare how 20 diverse IRE approaches organize, structure, and enact improvement methodologies. We develop and empirically ground an analytic framework that identifies common domains of activity across these approaches and use this framework to surface key distinctions in how improvement work is conceptualized and carried out. | Los Angeles Convention Center, Floor: Level One, Petree D

**9:45-11:15am PDT: Learning from “Failure”: Exploring Challenges in Unsuccessful Research-Practice Partnerships (Symposium)** | An analysis of success and failure in research, practice partnerships, and shifting definitions of what success looks like. | Westin Bonaventure, Floor: Lobby Level, Los Cerritos

**9:45-11:15am PDT: Positionality and Research Use in Educational Policy and Practice: Toward Evidence-Informed Decisions (Poster session)** | This session is motivated by the premise that positionality (who is taking what to whom and for what purpose) matters in policy and practice. Includes the paper *Braiding Research and Practice: Attending to Power Dynamics and Co-Creating Knowledge to Improve Educational Systems* | Los Angeles Convention Center, Floor: Level 2, Room 515B

**11:45am-1:15pm PDT: Disrupting Hierarchies, Co-Designing Futures: Community-Centered Visions for Education Research and Praxis (Paper Session)** | Includes the paper *Successful Principalship Practices Malleable to Contexts: A Meta-Synthesis of 20 Years of International Case Studies* | Westin Bonaventure, Floor: Lobby Level, Los Cerritos

**3:45-5:15pm PDT: Transforming Systems, Centering Equity: Advancing Racial Justice through Continuous Improvement (Roundtable)** | Includes the paper *Transforming Outcomes for Men of Color: A Networked Improvement Community Approach* | Los Angeles Convention Center, Floor: Level One, Petree D, Table 7

# AERA Events

**Saturday, April 11**

**7:45-9:15am PDT: Constructing New Visions of Educational Leadership through Political Literacy (Symposium)** | Includes the paper *Principal Success and Political Contexts: A Meta-Synthesis of Two Decades of International Cases* | Westin Bonaventure, Lobby Level, Los Cerritos

**11:45am-1:15pm PDT: Transforming through Lesson Study: Building Collaborative Communities for Equitable and Engaging Learning (Symposium)** | This symposium highlights how Lesson Study transforms teaching and learning by fostering collaborative communities focused on equity and engagement. Presenters examine Lesson Study across diverse contexts, including a “positive outlier” school grounded in problem-solving, dialogic professional learning for equitable growth, and faculty–graduate student collaboration as a community of practice. Includes the paper *Understanding a Positive Outlier: How Lesson Study and Problem-Solving Shape Students' Experiences in Learning Math* | JW Marriott Los Angeles L.A. LIVE, 3<sup>rd</sup> Floor, Georgia II

**11:45am-1:15pm PDT: Radicalizing and Spatializing Resistance: Contextual Equity Leadership and Policy (Paper Session)** | This session explores the relationships between race and space to reimagine collaborative equity leadership, decision-making and policy discourse. Attendees will gain deeper understandings of how local histories and context inform collective leadership approaches and policy analyses. Includes the paper *White Principals and Logics of Family and Community Engagement: Performative “Nights” to Growing Equitable Collaborations* | West Bonaventure, Floor: Lobby Level, Palos Verdes

**1:45-3:15pm PDT: Making the Invisible Visible: Dynamics, Processes, and Outcomes of Research-Practice Partnerships (Poster Session)** | Includes the papers *Making Race, Racial Equity, and Power Visible in the Everyday Work of RPP's* and *Behind the Scenes: What Does it Take to Leverage Student Voice for Decision-Making in an RPP?* | Los Angeles Convention Center, Floor: Level Two, Room 515B

# AERA Events

## Saturday, April 11 (continued)

**1:45-3:15pm PDT: Mixed Methods Approaches to Identifying Policy Solutions to Absenteeism (Roundtable)** | Includes the paper *Planning to deliver: A mixed-methods study of what contributes to absenteeism intervention delivery* | JW Marriott Los Angeles L.A. LIVE, Floor: Gold Level, Gold 1

**3:45-5:15pm PDT: Fighting for Culturally Responsive-Sustaining Schools Under a New Administration (Symposium)** | Changes in federal education policy over the last year are jeopardizing efforts to promote culturally responsive-sustaining education (CRSE) in K-12 schools. This symposium unites researchers and practitioners who contributed to a forthcoming edited book, entitled *Leading the Transition Toward Culturally Responsive-Sustaining Schools*, to discuss how they have altered their efforts and how they continue fighting for culturally responsive-sustaining schools in the current policy climate. | Westin Bonaventure, Lobby Level, San Fernando

**3:45-5:15pm PDT: Networked Continuous Improvement at Scale: Research Findings and Reflections from the NSI Initiative (Symposium)** | This symposium presents findings from the Gates Foundation's Networks for School Improvement (NSI) initiative—the most ambitious investment in networked continuous improvement (CI) to date. Includes the paper *Contextualizing the Evaluations of the NSI Initiative: Perspectives on Hub Leadership in Educational Improvement Networks* | Westin Bonaventure, Lobby Level, San Gabriel A

**5:45-6:45pm PDT: Improvement Science SIG AERA Business Meeting** | This will be an interactive meeting with community building, discussion of our SIG initiatives, presentations from our SIG award winners, and brainstorming session for book proposal ideas! And of course we will have IMPROVEMENT SCIENCE COOKIES! | Westin Bonaventure, Lobby Level, San Gabriel A

# AERA Events

**Sunday, April 12**

**7:45-9:15am PDT: Beyond Lortie: New Sociological Perspectives on Professions and their Application to Teaching (Symposium)** | A

symposium that examines new trends in the sociology of the professions, and their implications for the work of teaching and school improvement. | JW Marriott Los Angeles L.A. LIVE, 3<sup>rd</sup> Floor, Plaza III

**7:45-9:15am PDT: Practicing Improvement: Challenges and Opportunities to Facilitating Improvement (Roundtable)** | Includes the

paper *When Time Gets in the Way: Understanding Time-Related Challenges in Improvement Networks* | Los Angeles Convention Center, Floor: Level One, Petree D, Table 9

**7:45-9:15am PDT: Thriving in Context: Exploring Dimensions of Variation in Equity-Driven Partnership Research (Symposium)** | This

symposium features three research-practice partnerships (RPPs)—from Maryland, California, and Florida—that investigate and disrupt systemic educational inequities. These cases offer actionable insights into how context-responsive, equity-driven inquiry builds district capacity to foster inclusive, affirming, justice-oriented learning environments that support marginalized students' thriving. | InterContinental Los Angeles Downtown, 5<sup>th</sup> Floor, Hancock Park West

**1:45-3:15pm PDT: Politics, History, and Systems Improvement in 21st Century School Reforms (Symposium)** | The session brings together the

field of system improvement and education politics. The aim is to expand understanding of improvement as residing at the intersection of politics, history, and organizational design | JW Marriott Los Angeles L.A. LIVE, 4<sup>th</sup> Floor, Diamond 10