



THE WILLIAM & IDA

FRIDAY INSTITUTE

FOR EDUCATIONAL INNOVATION

Strategic Plan

2010-2016

Version 1.G

Updated U&I, 2011

Table of Contents

Friday Institute Mission and Core Principles	1
Organization of the Preliminary Plan	2
Major Components of the Preliminary Plan	
A. Strategic Focus Areas	3
B. Educational Partnerships, Engagement and Impact	5
C. FI Organization Capacity Building	7
Friday Institute Major Goals (Feb. 1, 2011 Addition)	9

Friday Institute Mission

Inspire, Innovate, Educate. These three timeless themes permeate the fabric of the Friday Institute for Educational Innovation and are engraved in the words and images of Bill and Ida Friday that grace our entrance. The mission of the Friday Institute is to advance education through innovation in teaching, learning, and leadership. Bringing together educational professionals, researchers, policy-makers, and other community members, the Friday Institute is a center for fostering collaborations to improve education.

As we progress further into the 21st century, our work focuses on preparing students for success in work, life, and citizenry in the global, knowledge-based, technology-rich, culturally-diverse, rapidly-changing world in which they live. This task requires helping schools become future-oriented organizations that build upon their traditional strengths while creating new learning content, teaching approaches, assessment practices, management strategies, and technology tools to best serve the students of today and tomorrow. Our role in addressing the challenge of creating the next generation of schooling is consistent with both the research and land-grant outreach roles of the NC State University and its College of Education, and our work is strengthened by our connections with the College and the University.

Core Principles

We conduct research, develop educational resources, provide professional development programs for educators, advocate to improve teaching and learning, and help inform policy-making. All of our work builds upon a foundation of the following core principles:

1. Schools are the most important of our social institutions because they are the cross-generation carrier of knowledge, skills, and the democratic values of our nation.
2. Dedicated and well-prepared teachers and school administrators who inspire a love of learning are essential to the success and effectiveness of our schools.
3. Successful schools respect, nurture and foster each child's natural ability and inclination to learn, explore and create.
4. Collaboration across different disciplines, perspectives and areas of expertise is essential to the complex task of improving education.
5. Updating and improving our schools requires continuous change that must be grounded in the local context and fostered by the local community.
6. Respect for diverse cultural heritages and the need to address persistent disparities in educational opportunities are central to maintaining a thriving democracy.
7. Digital, interactive technologies, and dynamic forms of communication are critical to engaging students and preparing them for work and life in the 21st century.
8. The U.S. faces a critical need to improve and update our pre-K-20 education system, as evidenced by dropout rates, achievement gaps, and international comparisons. We are committed to helping address this critical need.

Organization of the Strategic Plan

This strategic plan broadly frames our goals and directions and then informs our more specific annual planning and ongoing decision-making. This plan was developed by the Friday Institute leadership team during the 2009-2010 academic year building upon extensive input from our broad range of stakeholders. To ensure significant input and involvement from Friday Institute stakeholders, members of the leadership team interviewed key stakeholders, held focus group discussions and conducted a survey with NC State University College of Education faculty and staff, and held a strategic planning conference with representatives from cross-sector FI stakeholder groups. At the strategic planning conference, state and national educational leaders discussed the future environment for the Friday Institute, including perspectives on the current and future state and national educational landscape and that of NC State University and the UNC System. State policy makers, teachers and school administrators, NC State faculty, national education experts, and business leaders reviewed a preliminary draft of this plan in the context of the Friday Institute's future environment and provided feedback and suggestions that have been integrated into this strategic plan.

The strategic plan is designed to provide direction while allowing flexibility for a changing educational landscape. We view this plan as a living document that will be modified in response to new priorities and challenges as they emerge in K-20 education in North Carolina and the U.S.

The plan is organized around the following three major components:

- A. Strategic Focus Areas
- B. Educational Partnerships, Engagement and Outcomes
- C. Organization Capacity Building

Within each major component, the strategic plan articulates 1) an overall goal, 2) a set of strategies we will employ to achieve each goal, and 3) an initial set of specific actions to implement each strategy. Supporting documentation will be added annually to articulate specific annual plans, reflect progress toward achieving the goals, and document ongoing adjustments in the plan.

A. Strategic Focus Areas

Goal

The Friday Institute will focus on selected areas of work in educational innovation that address preparing students for success in work, life, and citizenry in the global, knowledge-based, technology-rich, culturally-diverse, rapidly-changing world in which they live.

Strategies and actions

- 1. Focus upon areas of work that: (a) address major challenges of preK-20 education in North Carolina and the U.S.; (b) employ Friday Institute, College of Education and NC State University expertise and resources to engage in substantial work; (c) benefit from the Friday Institute's capacity to create task-oriented, cross-sector collaborations that blend research, policy, and practice perspectives; and (d) result in improvements in teaching and learning.**
 - Develop, evaluate and disseminate innovative, research-informed teaching practices in the STEM (Science, technology, engineering, mathematics) areas, English language arts, the social sciences, and the new literacies.
 - Develop, evaluate and disseminate innovative, research-informed approaches to providing professional development for teachers and for school and district leaders
 - Further the use of rigorous research and evaluation methods, outcome measures, and research syntheses to inform improvements in practice, research, and policy.
 - Develop designs and implementation plans for robust, reliable, and cost-effective technology infrastructures for schools.
 - Provide trustworthy research-based information to help local, state and national policymakers make informed decisions.
 - Bring together and collaborate with faculty, researchers, practitioners, and policy-makers to identify potential new focus areas and strategies for addressing major challenges of preK-20 education in North Carolina and the U.S.
- 2. Develop approaches for each strategic focus area that fully integrate research, practice, and policy perspectives.**
 - Develop conceptual frameworks that build upon and integrate relevant research, best practices and public policy perspectives in each focus area.
 - Develop a Friday Institute framework for moving from innovation to validation to large scale implementation, building upon work such as: the NSF Innovation Continuum; Chris Dede's scale-up framework; Tony Bryk's Design, Engineering, Development for Educational Improvement model; and other relevant frameworks.
 - Develop collaborations with researchers from multiple relevant disciplines, practitioners, and policy-makers that bridge perspectives relevant to each focus area.
 - Continue to develop an active role in informing NC educational policy through research-based perspectives and opinion; grow influence in informing national educational policy.
 - Ensure that FI projects address diverse student populations.

- Foster cohesion among FI projects, College of Education programs, and NC State University initiatives by identifying shared goals, opportunities to build cross-project connections, and funding for integrative programs that can build synergies across multiple projects and strands of work.
- Allocate resources to explore areas of cutting edge, innovative research and educational practice and to incubate carefully selected “blue sky” ideas.

B. Educational Partnerships, Engagement and Impact

Goal

The Friday Institute will foster cross-sector and cross-discipline collaborations that build upon the strengths of multiple perspectives to improve teaching and learning. In these collaborations, the Friday Institute will help develop school, district, regional, and statewide capacity to implement, evaluate, and sustain educational innovations. The Friday Institute will be a leading contributor to advances in education innovation and provide research-based information, advice, and services to education leaders and policy makers within North Carolina and nationally.

Strategies and Actions

- 1. Collaborate with the College of Education and others within NC State and the UNC system to extend the impact and outreach of the collective FI, College of Education, NC State, UNC work on educational innovation.**
 - Develop collaborative outreach efforts with College of Education projects and programs, the NC State STEM group; the NC State Office of Extension, Engagement, and Economic Development; TOPS; Science House; the planned NC State Education Extension Service; LEARN NC; and other NC State and UNC system programs.
- 2. Further develop close, ongoing working partnerships with selected schools and LEAs in both rural and urban areas, with diverse populations and a range of levels of proficiency.**
 - Engage teachers and leaders from partner schools and districts to contribute to Friday Institute project plans and resources.
 - Increase engagement of FI researchers, staff and graduate students in supporting planning and professional development in partner schools and districts.
 - Collaborate with partner schools and districts to develop test-beds that will support FI projects and bring innovative learning opportunities to schools and districts.
 - Continue to build the strong relationship with the Wake County Centennial Campus Middle School.
- 3. Foster cross-sector collaborations to address critical education issues in NC and the U.S.**
 - Develop ongoing partnerships with organizations that have missions, expertise and opportunities that complement those of the Friday Institute, so that all organizations involved will benefit from the partnerships.
 - Convene cross-sector meetings and facilitate ongoing working groups to encourage productive collaborations among stakeholders.
- 4. Position the Friday Institute to influence state, federal, and foundation initiatives**
 - Encourage FI staff to participate in commissions and committees addressing educational innovation at the LEA, state, and national levels.
 - Proactively engage with state and federal agencies, foundations, and other organizations involved in setting directions for state and national education initiatives.
 - Continue to build upon the Friday Institute's unique role in NC to influence state policies, plans, and programs.

5. Work with partner organizations on large-scale dissemination and implementation of FI-developed programs and resources that have been proven to improve teaching and learning.

- Collaborate with NC State and UNC System initiatives, and state and national organizations to extend the impact and scale of our work in educational innovation.
- Develop partnerships with publishers, technology companies, national membership organizations and other non-profit organizations that have the capacity to disseminate and support programs at large scale nationally.
- Explore new approaches to supporting large-scale implementations of FI programs and resources, such as through open education resources and online/networked learning communities.

C. FI Organization Capacity Building

Goal

Develop an innovation-driven, inventive, collaborative organizational culture that has strong internal capacity and engages the expertise of a diverse set of highly skilled and dedicated individuals and teams to ensure high quality in all aspects of the work of the Friday Institute.

Strategies and Actions

1. Engage skilled and dedicated individuals in all aspects of FI work.

- Recruit and retain skilled and dedicated project, administrative and technical staff with relevant expertise and diverse backgrounds to advance the work of FI programs and projects.
- Engage College of Education and other NC State faculty and professional staff as leaders and contributors in advancing current initiatives and projects and framing new areas of work.
- Implement programs and develop funding sources to bring NC State faculty, visiting scholars, and post-doctoral fellows to the Friday Institute.
- Continue to recruit talented graduate research assistants from the College of Education and other NC State colleges and engage them in activities that further their education and careers and contributes to the work of the Friday Institute.

2. Continue to develop a collaborative network of internal and external experts that can comprise effective teams to address emerging programmatic needs.

- Grow current and new partnerships and collaborations with College of Education, NC State, and UNC System faculty and professional staff, and with leading higher education institutions and other organizations that can provide expertise that complements and extends FI internal capacity.
- Develop an NC State internal advisory board to support the work of the Friday Institute and help build connections across the University.
- Develop ongoing relationships with capable consultants to provide specialized expertise as needed to support Friday Institute programs and projects.

3. Continue to develop an organization and management structure appropriate to the scope and growth of the FI.

- Further develop decision-making processes around strategic priorities, funding opportunities, and resource allocation.
- Further develop efficient and flexible organizational structures and processes appropriate to the scope and growth of the Friday Institute.
- Maintain state-of-the-art technical capabilities of the FI facility.
- Continue to develop flexible and effective administrative and management relationships between FI and College of Education.
- Streamline grant and contract administrative processes as far as possible while meeting NC State, NC, and funder requirements.
- Implement a process for the ongoing evaluation of FI programs and operations to inform continuous improvement

4. Support the ongoing learning and professional growth of FI-associated faculty, researchers, staff, and graduate students.

- Provide opportunities to involve and mentor new and untenured faculty to be involved in FI projects and initiatives.
- Allocate resources to support FI researchers, staff, and graduate students in engaging in professional development activities.
- Provide presentations, forums, and other activities that support ongoing learning for FI researchers, staff, graduate students and collaborators.
- Provide opportunities for graduate research assistants from College of Education and other NCSU colleges to be involved in FI projects and activities.

5. Establish additional sources of funding to support innovative work in selected focus areas across the research, practice and policy perspectives.

- Diversify FI funding to include additional state and federal agencies, private foundations, corporate partners, and fund-generating products and/or services.
- Work with College of Education and NC State development offices to capitalize on the inclusion of educational innovation as one of the major themes of NC State development efforts.

Friday Institute Major Goals February 1, 2011

Innovations in Teaching and Learning

1. Develop and test models of incorporating new **STEM content** (e.g., nanotechnology, systems engineering) **and teaching practices** (e.g. using web 2.0 tools and social networking) in K-12 classrooms, and develop curriculum resources and conduct professional development programs to engage educators in employing these models.
2. Develop the conceptual framework and research base for K-12 **mathematics learning trajectories**, and apply the framework to improve student diagnostic and summative assessments, curriculum resources, teacher preparation, and teacher professional development.
3. Develop the conceptual framework and research base for **digital literacies** in K-12 education, develop model approaches to incorporating digital literacies into classroom practices, and disseminate the framework and approaches to teachers, administrators, and policymakers.

Technology to Enhance K-12 Education

4. Lead the development of a state-of-the-art, robust, cost-effective **technology infrastructure** that will help make connectivity and digital resources readily and equitably available to all students and teachers throughout the state.
5. Play a central role in making North Carolina a national leader in the effective use of **technology in K-12 education** by developing models of effective technology implementation and use, and by providing technical assistance and professional development to district and school leaders, instructional technology facilitators, and teachers.

Evaluation and Policy Analyses

6. Conduct **program evaluations and policy analyses** of educational innovations in order to inform state and local decisions about educational policies, programs, and funding.

Education Workforce Development

7. Design and implement new approaches to the preparation, professional development, and support for **school and district leaders**, focusing specifically on those who will play leadership roles in low-performing, low-resourced schools and districts.
8. Develop conceptual frameworks, conduct design research, and implement innovative programs for the effective use of **online communities of practice** by educators.

Outreach and Engagement

9. Contribute to the NC State University **K-12 engagement and outreach** efforts, with a focus on reaching underserved precollege student populations and engaging them in preparing for college and STEM-related careers.
10. Collaborate with NCDPI, LEAs, foundations and others to **improve low-performing rural schools** in the economically distressed northeast region of NC.

Friday Institute Internal Evaluation Rubric October 5, 2011

A. Overall Impact

What is the evidence that the Friday Institute has accomplished the following types of impact, over the specified time period (1, 3 or 5 years) for the evaluation?

1. Helped schools become future-oriented organizations that incorporate new learning content, teaching approaches, assessment practices, management strategies, and technology tools to prepare students for work, life, and citizenry.
2. Formed effective collaborations that blend ideas from research, policy, and practice perspectives in ways that enrich work processes and products and move beyond traditional silos.
3. Engaged in high-quality scholarly activities, including funded research programs, publications, and conference presentations that are having impact in the relevant fields.
4. Provided research-based publications, presentations, conferences, and consultative services to education leaders and policy makers that impact decisions within North Carolina and nationally.
5. Had staff that served on commissions, advisory boards, editorial boards and other groups that influenced local, state and national programs.
6. Contributed to furthering the goals and recognition of the NCSU College of Education and NCSU overall.

B. Progress on our specific goals

What is the evidence that the Friday Institute, over the specified time period, has made substantial progress on each of the following goals?

Innovations in Teaching and Learning

1. Develop and test models of incorporating innovative **STEM content** (e.g., nanotechnology, systems engineering) **and teaching practices** (e.g. using web 2.0 tools and social networking) in K-12 classrooms, and develop curriculum resources and conduct face-to-face, online and blended professional development programs to engage educators in employing these models.
2. Develop the conceptual framework and research base for K-12 **mathematics learning trajectories**, and apply the framework to improve student diagnostic and summative assessments, curriculum resources, teacher preparation, and teacher professional development.
3. Develop the conceptual framework and research base for **digital literacies** in K-12 education, develop model approaches to incorporating digital literacies into classroom practices, and apply the framework to improve student assessments, teacher preparation, and teacher professional development.

Technology to Enhance K-12 Education

4. Lead the development of a state-of-the-art, robust, cost-effective **technology infrastructure** that will help make connectivity and digital resources readily and equitably available to all students and teachers throughout the state.
5. Play a central role in making North Carolina a national leader in the effective use of **technology to enhance K-12 education** by developing models of effective technology implementation and use, and by providing technical assistance and professional development to district and school leaders, instructional technology facilitators, and teachers.

Evaluation and Policy Analyses

6. Conduct **program evaluations and policy analyses** of educational innovations, research projects, and funding initiatives in order to inform decisions about educational policies, programs, research and funding

Education Workforce Development

7. Design and implement new approaches to the preparation, professional development, and support for **teachers and school and district leaders**, focusing specifically on those who will play leadership roles in low-performing, low-resourced schools and districts.
8. Develop conceptual frameworks, conduct design research, and implement innovative programs for the effective use of **online communities of practice** by educators.

Outreach and Engagement

9. Contribute to the NC State University **K-12 engagement and outreach** efforts, with a focus on reaching underserved precollege student populations and engaging them in preparing for college and STEM-related careers.
10. Collaborate with NCDPI, LEAs, foundations and others to **improve low-performing rural schools** in the economically distressed northeast region of NC.

C. Internal Measures

What is the evidence for each of the following?

1. The Friday Institute has been able to obtain ongoing funding from a diverse array of funders, and is well positioned for future funding.
2. The Friday Institute has supported the professional growth of faculty, staff, students and postdocs involved in our work.
3. The Friday Institute is well managed for strategic planning, finances, HR, operations, technology infrastructure and support, and event management.
4. The Friday Institute has an innovative and collaborative organizational culture.
5. The Friday Institute has strong internal capacity that engages the expertise of a diverse set of highly skilled and dedicated individuals and teams to ensure high quality in all aspects of our work.
6. The Friday Institute is a center for cross-sector collaborations and is highly regarded as a partner organization by government agencies, other Universities, non-profit, and private sector organizations.