As we begin..

Reflect on the work of continuous improvement. What is your level of familiarity/comfort with continuous improvement cycles?

Get ready to share! Add your responses to the chat.

Also, please change your Zoom Display name to read: (**District/County) First Name Last Name**.

Need help? Go to Participants in the setting bar, find yourself, click "Rename".

Restarting School

Managing and Improving Your Work

Wednesday, November 4, 2020

Session Norms

Safety to share different perspectives

Equity of voice

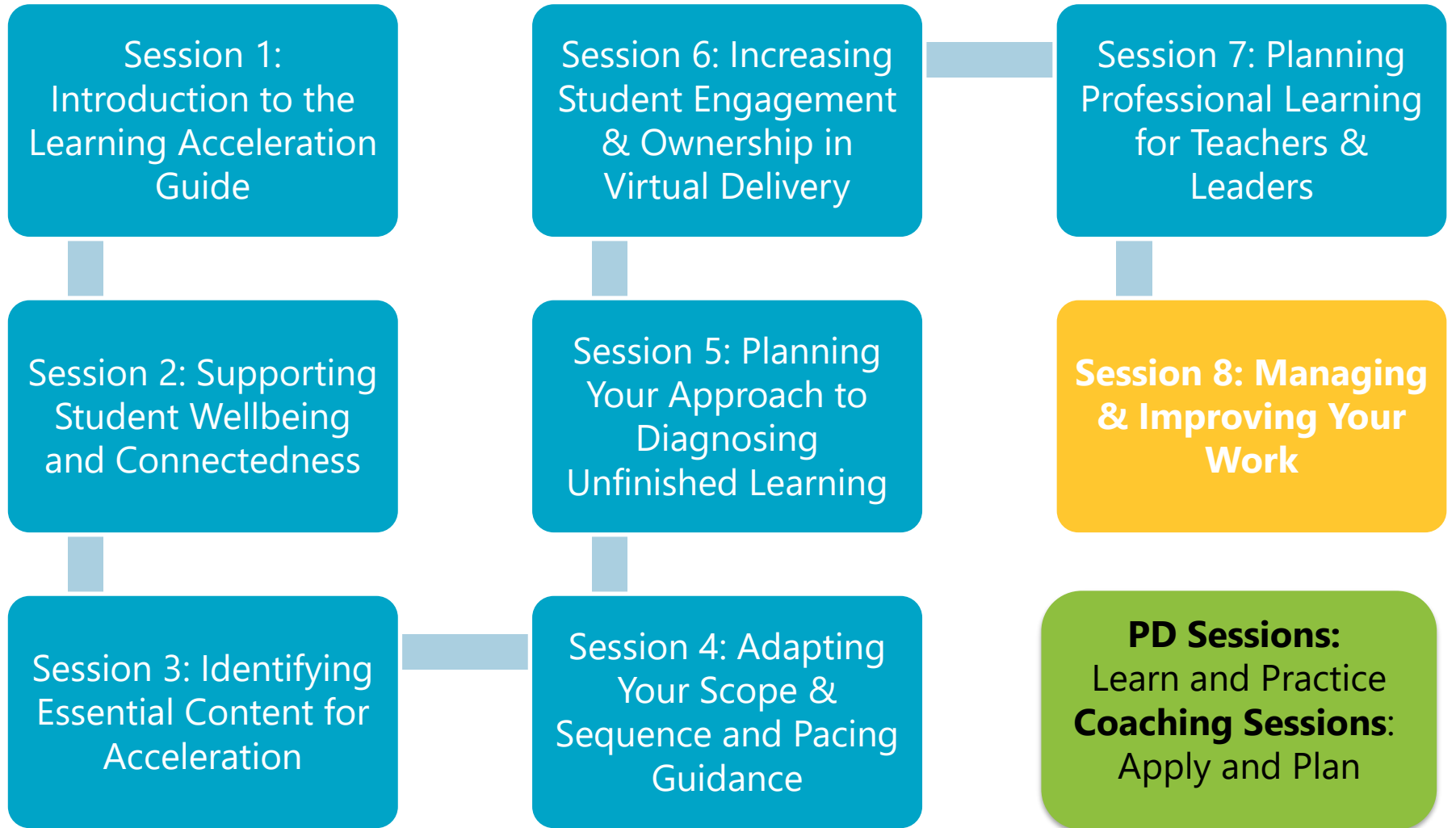Active and attentive listening

Commitment to the work

Mindful while using technology

Virtual Norms

- Be on video
- Use the chat!
- Jump in with questions
- MUTE, but unmute for verbal responses
- We are Better Together

TNTP reimagine teaching

Where are we going?

Session 1: Introduction to the Learning Acceleration Guide	**Session 6:** Increasing Student Engagement & Ownership in Virtual Delivery	**Session 7:** Planning Professional Learning for Teachers & Leaders
Session 2: Supporting Student Wellbeing and Connectedness	**Session 5:** Planning Your Approach to Diagnosing Unfinished Learning	**Session 8: Managing & Improving Your Work**
Session 3: Identifying Essential Content for Acceleration	**Session 4:** Adapting Your Scope & Sequence and Pacing Guidance	**PD Sessions:** Learn and Practice **Coaching Sessions:** Apply and Plan

At the end of this session, you'll be able to....

1

Understand the process for **implementing continuous improvement cycles.**

2

Begin to **develop an improvement cycle** in one key area to ensure students continue to experience equitable, high-quality virtual learning.

3

Determine **current status** of this work within your district and **create a plan** for supporting continuous improvement within your role.

Resource Landing Page

TNTP reimagine teaching

Learning Acceleration Series Resource Guide

Series Participant Folder

Session 1: Introduction to Learning Acceleration

- TNTP's COVID-19 School Response Toolkit: TNTP's collection of resources to support schools in navigating extended school closures and planning for reopening
- TNTP's Learning Acceleration Guide: TNTP's guidance to schools and districts engaging in planning and executing accelerated learning plans
- The Opportunity Myth: TNTP's 2018 report documenting the impact of lack of access to rigorous, grade level content and providing recommendations to school systems.
- CCSSO's Restart and Recovery Framework: The Council of Chief State School Officers' guidance to school systems planning to restart schools and recover learning loss
- CCEE's Learning Continuity and Attendance Plans Resources and Supports: CCEE's collection of curated resources to support LEAs in the development of LC/A plans
- Session 1 Participant Handout: Includes excerpt from *Learning in the Fast Lane* (Suzy Pepper Rollins).

Agenda

Understanding Continuous Improvement

Developing a Plan for Your Continuous
   Improvement Cycle

Implementing Your Change and Studying the
   Results

Adapting Your Plan Using Data

Planning for Next Steps

WHAT IS CONTINUOUS IMPROVEMENT?

Continuous improvement is a **problem-solving approach** centered on working with those closest to the problem to *understand* causes and test potential solutions.

Continuous improvement is **disciplined inquiry**, not trial and error. The former leads to strong conclusions, whereas the latter can be an endless guessing game without much design behind it.

Continuous improvement can help us get better at all kinds of work by providing an organized way to test and refine our ideas for **what works for whom and under what conditions.**

CONTINUOUS IMPROVEMENT CAN HELP ACHIEVE OUR MISSION

To truly understand and address the inequities limiting students' educational opportunities, we need to **listen** and **learn** with the people closest to the problem, like students, families, teachers and school leaders to drive our approach to the work.

Deep Understanding of the Problem

+

Research-based Best Practices

+

Culture of Ongoing Learning and Reflection

Continuous Improvement is NOT...

...JUST THINKING ABOUT "HOW TO GET BETTER."

...PRIORITIZING PROCESS OVER OUTCOMES.

...A NEW NAME FOR WHAT WE ALREADY DO.

Continuous Improvement is grounded in three key questions.

WHAT PROBLEM ARE WE TRYING TO SOLVE?

WHAT CHANGES MIGHT WE INTRODUCE AND WHY?

HOW WILL WE KNOW THE CHANGE IS AN IMPROVEMENT?

Shakman, K., Bailey, J., & Breslow, N. (2017). A primer for continuous improvement in schools and districts.
https://www.tlpcommunity.org/sites/default/files/resources/primer_for_continuous_improvement.pdf

Though the process is not always linear, we can think about continuous improvement work in four phases.
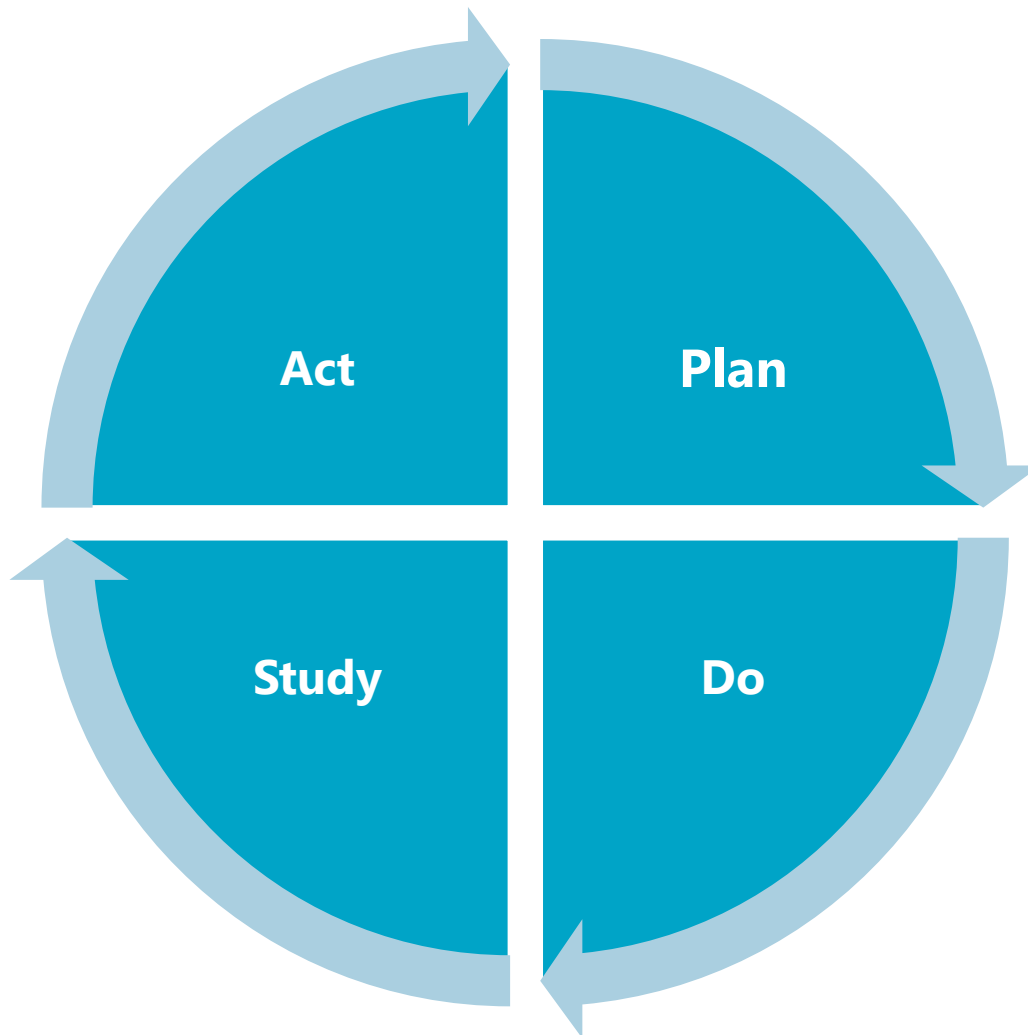
Agenda

Understanding Continuous Improvement

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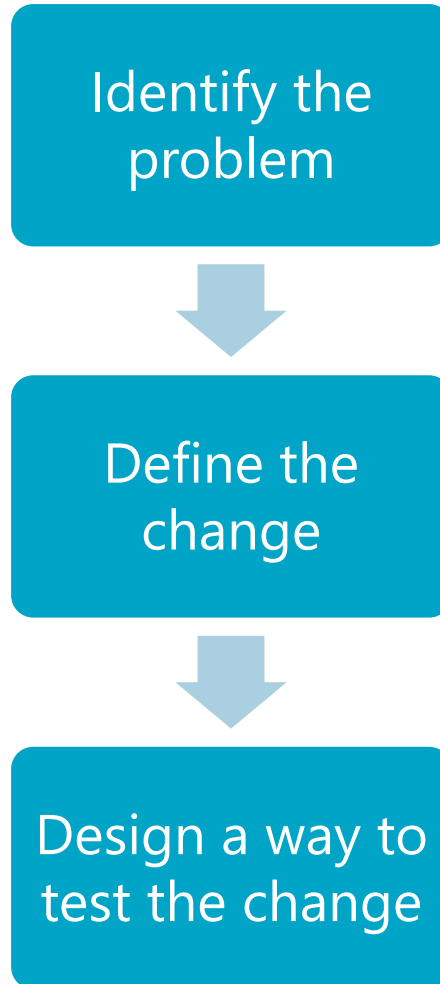**PLAN: Identifying the problem and defining the change is the first phase of continuous improvement work.**
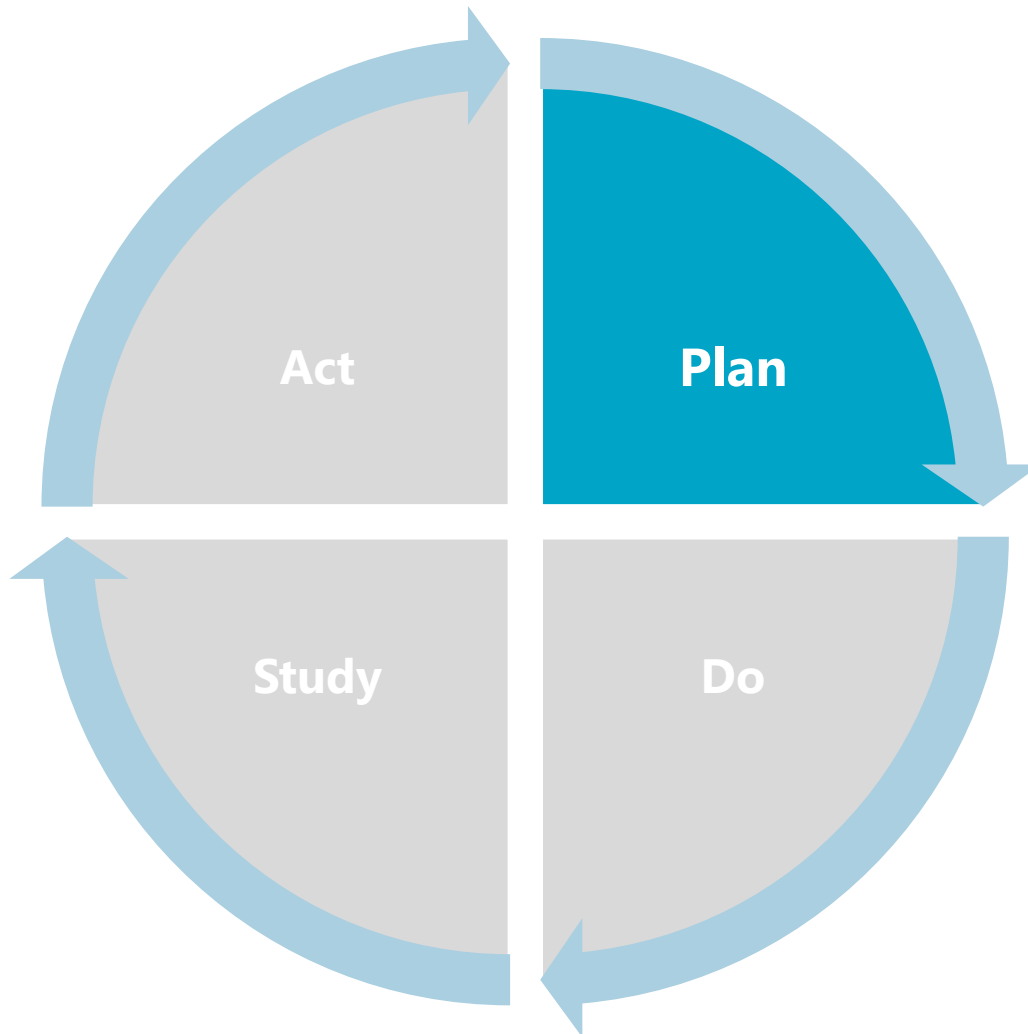
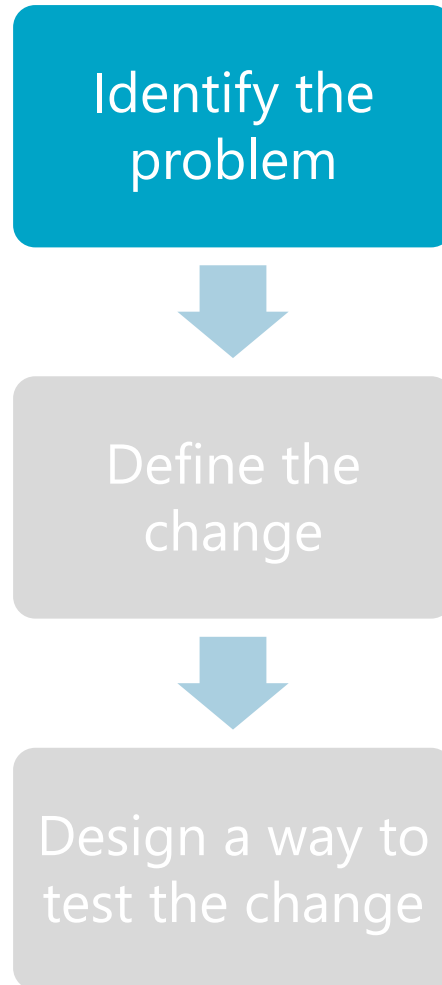**Choose one problem related to your work to workshop throughout the session.**

Steps in the Planning Phase

Identify the problem

Define the change

Design a way to test the change

Identify the Problem

Identify the problem in a way that is specific and actionable.

Problem Focus Area

Low Attendance Rates
for Virtual Learning

Problem Statement

???

How do we get from this broad problem focus area to a specific, actionable problem statement?

Getting to our problem statement requires deeply investigating the problem.

Locate your problem within the **larger system** of people, policies and attitudes.

Look at all of the **factors** that contribute to the problem.

Define the problem through the **perspective of the users** (students and adults).

"At its most basic level, being user-centered means respecting the people who actually do the work by seeking to understand the problems they confront.*"

*Bryk, A.S., Gomez, L.M, Grunow, A., & LeMahieu, P.G. (2015). Learning to improve: How America's schools can get better at getting better. Cambridge, MA: Harvard Education Press. pg. 32

There are a variety of ways to investigate the problem from multiple stakeholder perspectives.

COMMUNITY PULSE SURVEYS

EMPATHY INTERVIEWS

DATA DIVE

RESEARCH REVIEW

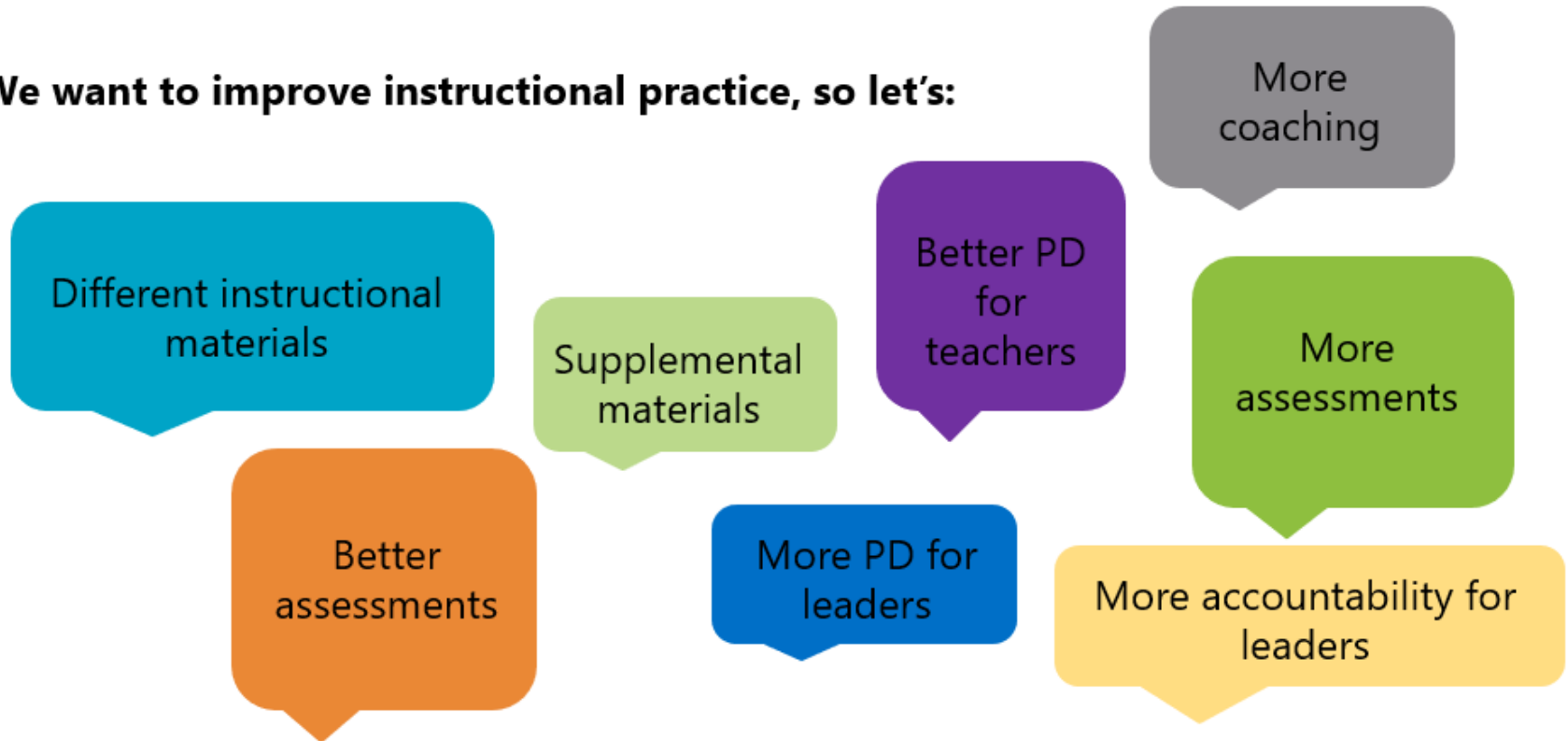**Start with the problem, rather than the solution.**

We want to improve instructional practice, so let's:

- Different instructional materials
- Supplemental materials
- Better PD for teachers
- More coaching
- More assessments
- Better assessments
- More PD for leaders
- More accountability for leaders

There's nothing wrong with these ideas, but how do we know which one(s), if any, will actually solve the problem in our particular context?

Define the problem in a way that is specific and actionable.

Problem Focus Area

Low Attendance Rates for Virtual Learning

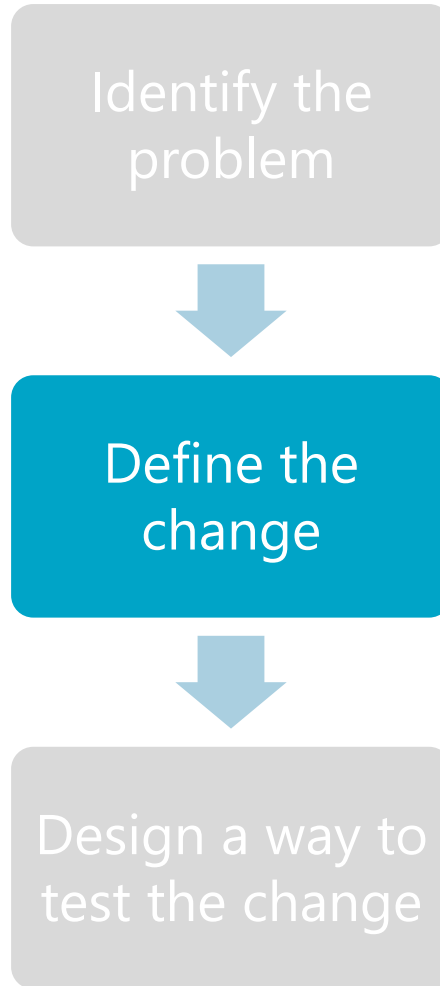### Problem Statement

Not enough students in the district are regularly attending distance learning, particularly special populations.
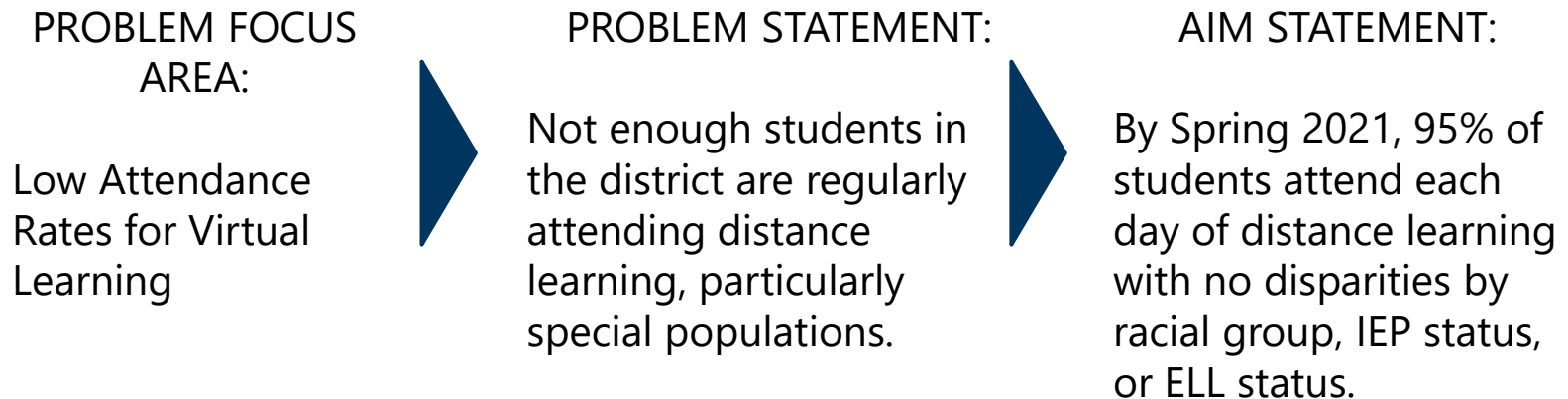
Define the Change

Create an aim statement, which is the overarching goal or the "North Star" of the work.

An AIM STATEMENT is typically written as a SMART goal.

PROBLEM FOCUS AREA:

Low Attendance Rates for Virtual Learning

▶

PROBLEM STATEMENT:

Not enough students in the district are regularly attending distance learning, particularly special populations.
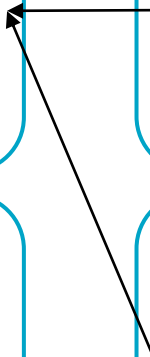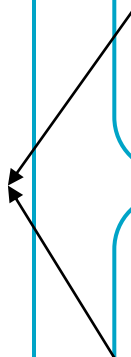
▶

AIM STATEMENT:

By Spring 2021, 95% of students attend each day of distance learning with no disparities by racial group, IEP status, or ELL status.

Aim Statement = <u>What</u> do you want to accomplish for <u>whom</u> by <u>when</u>?

An AIM STATEMENT is typically written as a SMART goal.

PROBLEM FOCUS AREA:

PROBLEM STATEMENT:

AIM STATEMENT:

Aim Statement = <u>What</u> do you want to accomplish for <u>whom</u> by <u>when</u>?

How does your change idea influence your stated aim?

HOW?

HOW?

HOW?

"If we want to **AIM**, then we need to

focus on **PRIMARY DRIVER**, through/by/with

SECONDARY DRIVER, and one way we can

do that is through **CHANGE IDEA**. "

WHY?

WHY?

WHY?

The theory of action is a working, living document. As with all continuous improvement work, it is definitely incomplete and possibly incorrect.

Develop a theory of action that shows what you will do or change to make your aim statement a reality.

Goal
Aim Statement

The What
Primary Drivers

The Where
Secondary Drivers

95% of students attend each day of distance learning with no disparities by racial group, IEP status, or ELL status.

CHANGE IDEA:

Analyze your collected data to inform your theory of action and what changes you'd want to implement.

Aim Statement: **95% of students attend each day of distance learning with no disparities by racial group, IEP status, or ELL status.**

Based on survey data with students, families and teachers we know:

- Last Spring, over 40% of students were not regularly engaging with remote learning, over 70% of students with IEPs were not engaging regularly with online learning.

- 20% of student respondents report that their greatest challenge with distance learning was not having a clear understanding of what they were supposed to do; this number jumps to 40% among students with IEPs and their families.

- Students with IEPs and their families reported high levels of satisfaction with the 1:1 virtual interactions with therapists and counselors (including speech therapy, occupational therapy, and counseling).

Analyze your collected data to inform your theory of action and what changes you'd want to implement.

Aim Statement: 95% of students attend each day of distance learning with no disparities by racial group, IEP status, or ELL status.

Platform/Attendance Data	Family & Student Survey Data
• Platform data show that 96% of students logged on to the platform over the course of the week. • Attendance data show that 65% of students attended the morning login time when attendance is taken. • Attendance data show that only 40% of students with IEPs attended the morning login time when attendance is taken. • Data from service providers shows that 72% of students with IEPs logged in for 1:1 virtual sessions (therapists/counselors)	• 98% of respondents know how to access the platform. • 74% of respondents know when they are expected to login. • 24% of respondents report scheduling challenges with the assigned login time for attendance. • 38% of respondents report challenges supporting multiple students in the household to login at the assigned time. • 65% of students with IEPs and families reported high levels of satisfaction with the 1:1 virtual sessions.

Disaggregate data by population types to assess whether there are inequities to address.
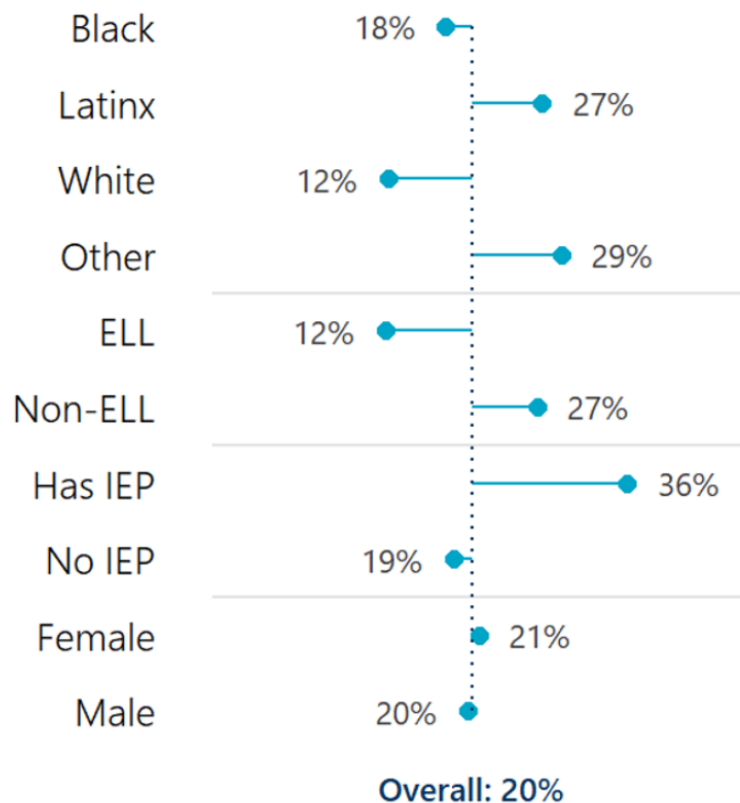
Depending on your goal and your data, you might disaggregate by...

- Race/Ethnicity
- Gender
- ELL Status
- IEP Status
- FRPL Status
- School Level
- Grade Level
- School
- School Cluster
- Neighborhood

Also consider the intersectionality of these student characteristics to get clearer on which groups need more support.

In partnership with schools and stakeholders, investigate the reasons for the gaps and address them.

We continue to see low attendance across all our students, with significantly lower attendance among students with IEPs. **What is influencing this challenge?**

WHAT IS INFLUENCING THIS CHALLENGE?

The scheduled time of the morning login does not work for all of our families.

The 1:1 times for students with IEPs are more convenient for families.

Supporting multiple students to log in at the assigned time is challenging for families

Not all families know when to log in.

WHAT DO WE NEED TO EXPLORE?

Do we have to do attendance at 8:50? Do we have other options, or can we provide multiple options?

What is the experience of our students with IEPs and families in the mornings? How are 1:1 sessions being scheduled with students with IEPs?

What are the other factors that are getting in the way for families?

Consider: Who can you engage in the process of making sense of the data? And why is it important to ensure that diverse perspectives are represented in this discussion?

Develop a theory of action that shows what you will do or change to make your aim statement a reality.

Goal
Aim Statement

The What
Primary Drivers

The Where
Secondary Drivers

95% of students attend each day of distance learning with no disparities by racial group, IEP status, or ELL status.

Time
Students need more flexibility in when their attendance is counted.

Communication
Families need clearer instructions for virtual learning expectations.

Attendance Taking Process

Case Manager Communication

CHANGE IDEA: Case managers identify 1-2 alternative attendance times for students on their caseloads, and assume responsibility for attendance.

Breakout Groups

Goal
Aim Statement

The What
Primary Drivers

The Where
Secondary Drivers
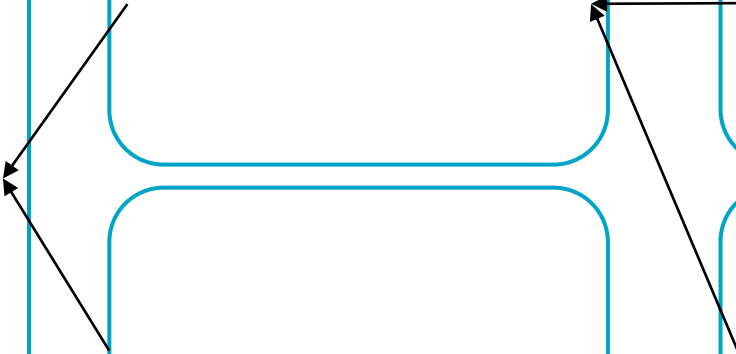
CHANGE IDEA:

5 Minute Break

Back at 10:35

Design a Way to Test the Change

Identify the problem

↓

Define the change

↓

Design a way to test the change
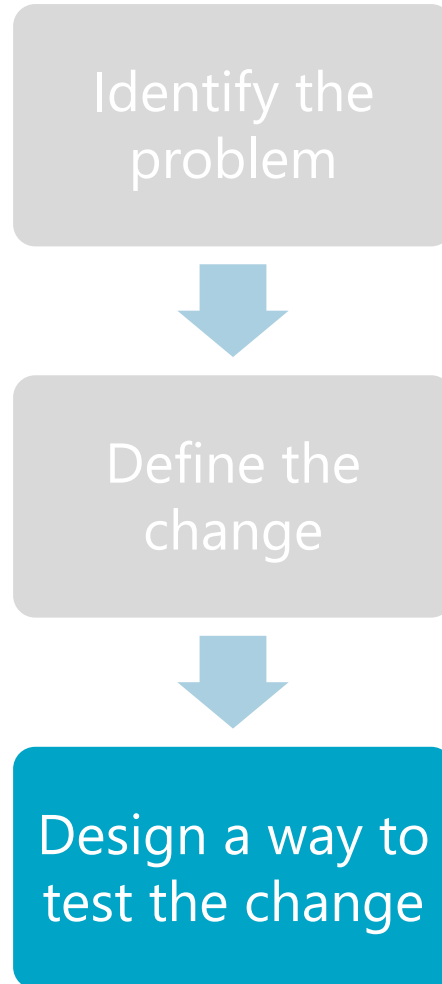
Measures for improvement should be...

EMBEDDED IN DAILY WORK

RAPID

RESPONSIVE

From NYC Department of Education Improvement Science Handbook, pg. 110.

/ 37

Develop the data collection system and timeline and communicate that plan to relevant stakeholders.

Aim Statement: 95% of students attend each day of distance learning with no disparities by racial group, IEP status, or ELL status.

Questions	Example Idea(s)	Considerations
What data do we need to collect?	Daily attendance	How does this look different based on grade level? Asynchronous vs. synchronous?
How will we collect it?	Online platform, teacher reports	Does the platform provide ongoing data? Can you compare different times of the day, or different classes?
Who will collect it, and how often?	Teachers Case Managers	How does the impact instructional time and/or planning time?
Who will analyze it, and how often?	Teachers/school leadership; each week	How much analysis is required (based on where the data are being collected)?
How we will report on it, and how often?	Weekly reports with comparison to prior weeks	What will be shared with families, and how?

Individual Work Time

Questions	Ideas	Considerations
What data do we need to collect?		How does this look different based on grade level? Asynchronous vs. synchronous?
How will we collect it?		Does the platform provide ongoing data? Can you compare different times of the day, or different classes?
Who will collect it, and how often?		How does this impact instructional time and/or planning time?
Who will analyze it, and how often?		How much analysis is required (based on where the data are being collected)?
How we will report on it, and how often?		What will be shared with families, and how?

Agenda

Understanding Continuous Improvement
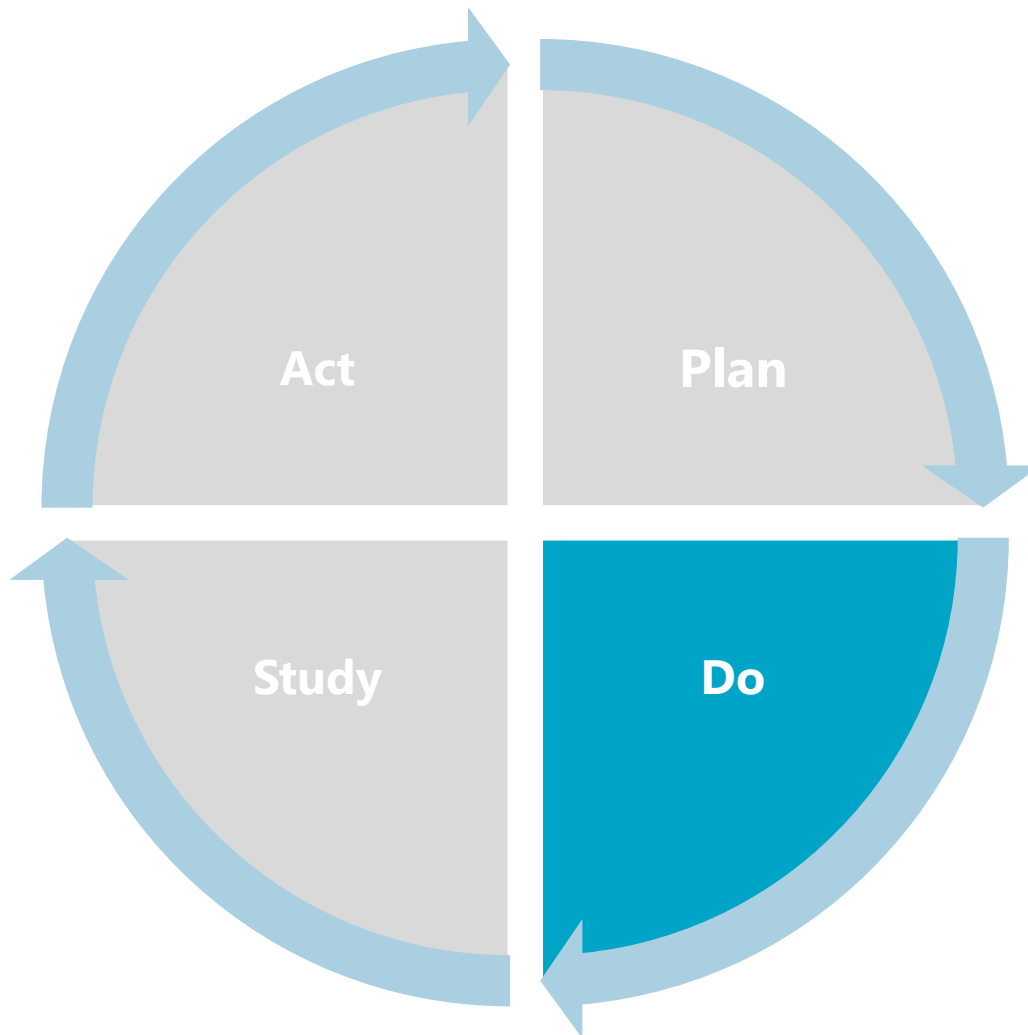
Developing a Plan for Your Continuous Improvement Cycle

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DO: Implementing your plan and collecting data is the second phase of continuous improvement work.
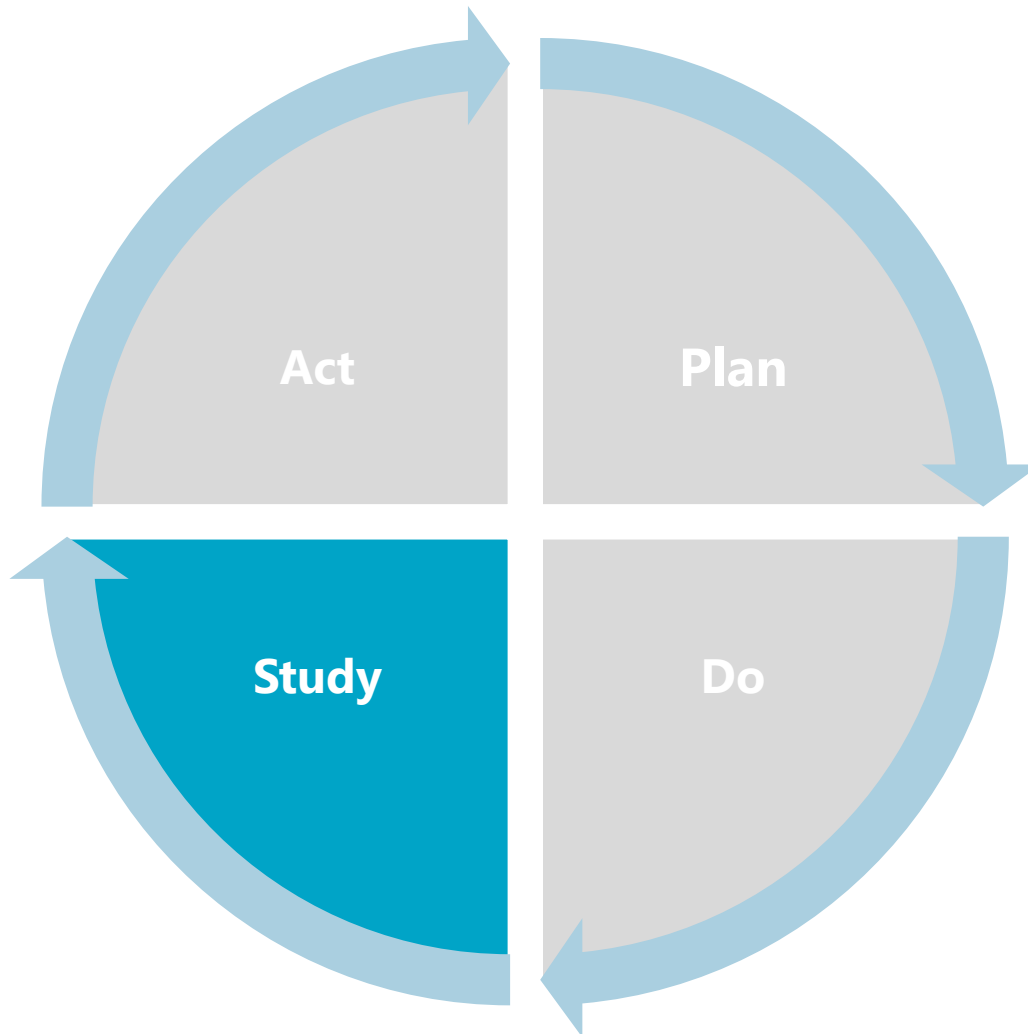
CARRY OUT THE CHANGE

COLLECT DATA

DOCUMENT IMPLEMENTATION

STUDY: Analyzing the data to glean insights for the next cycle is the third phase of continuous improvement work.

ANALYZE THE DATA

COMPARE RESULTS TO PREDICTIONS

GLEAN INSIGHTS

Agenda

Understanding Continuous Improvement
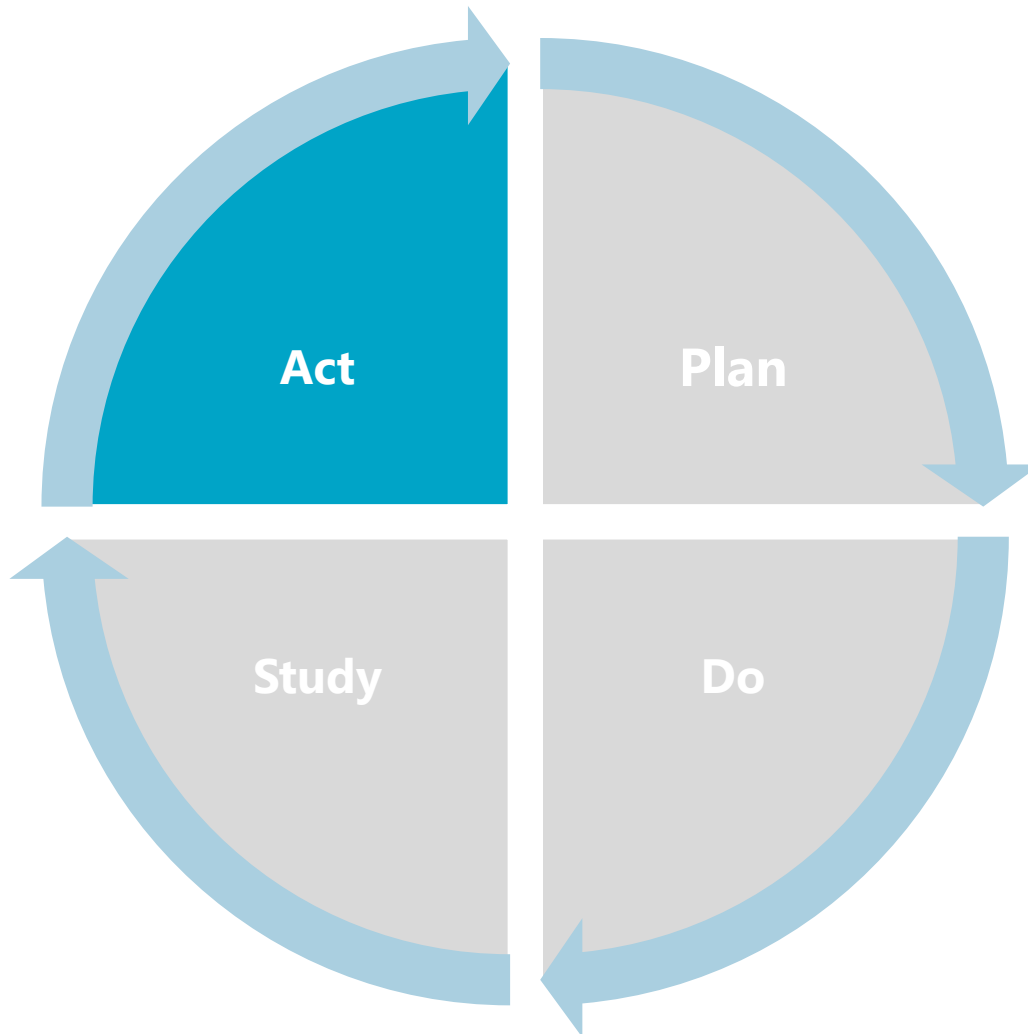
Developing a Plan for Your Continuous Improvement Cycle

Implementing Your Change and Studying the Results

Adapting Your Plan Using Data

Planning for Next Steps

ACT: Determining next steps based on data analysis is the fourth phase of continuous improvement work.

"Act" Phase

REFINE YOUR PLAN

DETERMINE MODIFICATIONS

PREPARE FOR NEXT TEST

Rerun the cycle and monitor for improvement.

Are we making progress toward our goal?
(Based on the data we collected?)

YES

KIND OF

NO

ADOPT the change as part of your regular practice.

ADAPT the change and test it again.

ABANDON the change and try another idea.

What might "starting small" look like? What might documentation of implementation look like?

Agenda

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Results

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Network Planning Time

Share your planning progress and feedback.

What did you each discuss in your previous breakouts? How are you thinking of incorporating it? What are your next steps?

OR

Identify how you might begin to implement this process in your context.
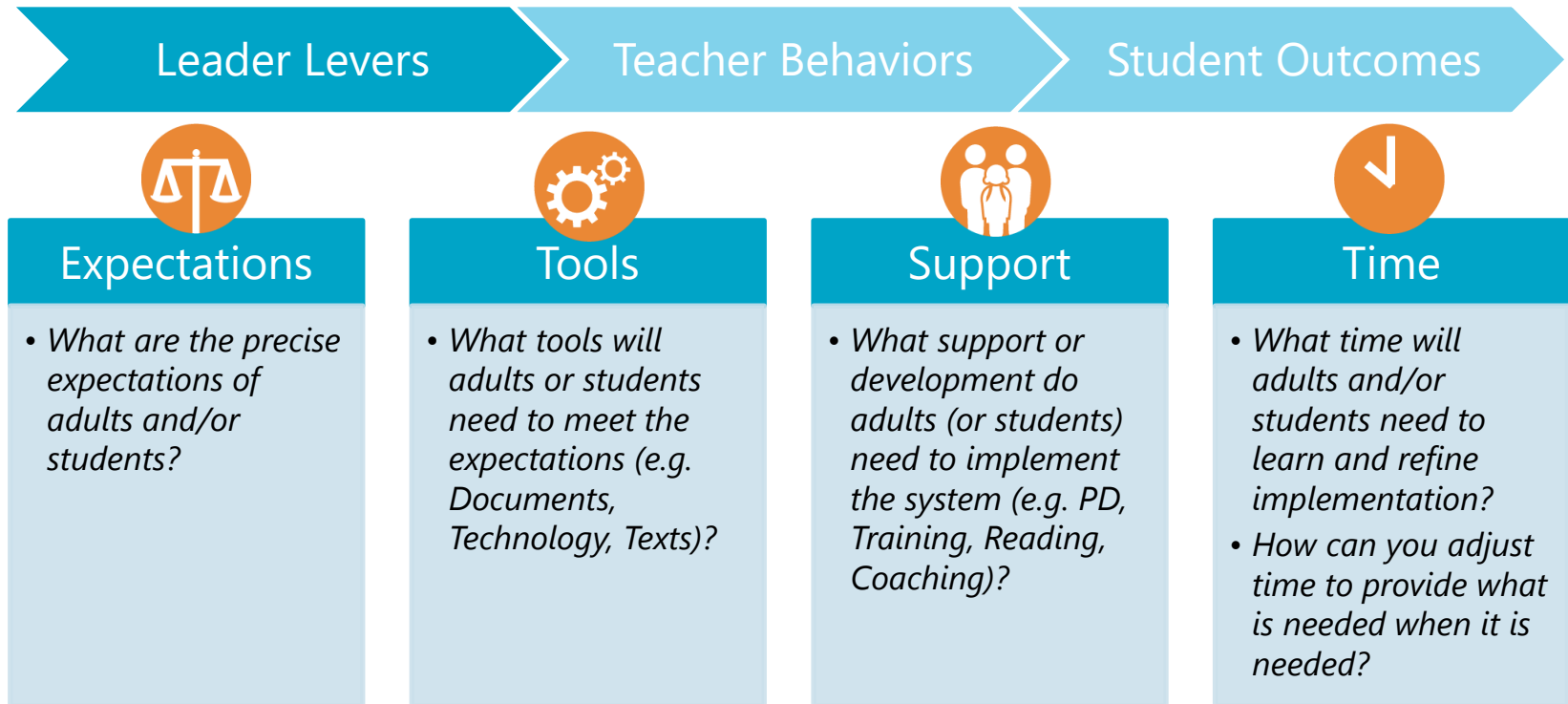
Who do you need to communicate with? What meetings may need to be scheduled? What other logistics need to be determined and who will own each of those steps?

Breakout Groups: Evaluating Your Current Tools and Approach

What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?

Leader Levers	Teacher Behaviors	Student Outcomes

Expectations	Tools	Support	Time
• *What are the precise expectations of adults and/or students?*	• *What tools will adults or students need to meet the expectations (e.g. Documents, Technology, Texts)?*	• *What support or development do adults (or students) need to implement the system (e.g. PD, Training, Reading, Coaching)?*	• *What time will adults and/or students need to learn and refine implementation?* • *How can you adjust time to provide what is needed when it is needed?*

What questions do you have as you think about bringing this process back to your teams? What are your next steps?

At the end of this session, you'll be able to....

1

Understand the process for **implementing continuous improvement cycles.**

2

Begin to **develop an improvement cycle** in one key area to ensure students continue to experience equitable, high-quality virtual learning.

3

Determine **current status** of this work within your district and **create a plan** for supporting continuous improvement within your role.

Please share your feedback.

Help us help you!

Feedback link provided in handout and in chat

Connect with us.

✉ Suzanne.marks@tntp.org

🔥 tntp.org

f facebook.com/TNTP.org

🐦 twitter.com/tntp

in linkedin.com/company/tntp

Step 5: In partnership with schools and stakeholders, investigate the reasons for the gaps and address them.

Locate your problem within the larger system of people, policies and attitudes.

Look at all the factors that contribute to the problem.

Define the problem through the perspective of the users (students and adults).

Strive to include teachers, parents, and even students in this process, as they add valuable perspectives you might otherwise miss.