

## Managing and Improving Your Work

October 2020

### Resources

- [Session Materials](#)
- [HTHGSE Protocols Library](#)

### Continuous Improvement is NOT... (Slide 11)

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

We are always trying to improve, but **Continuous Improvement is a specific process** with defined principles and steps.

...PRIORITIZING PROCESS OVER OUTCOMES.

While there is a defined process to this work, we engage in this process **in service of improved outcomes** and can modify the process as needed to get to the outcomes we care about.

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

While some of the ideas and activities of Continuous Improvement will feel familiar, **implementing this process in its entirety is likely a new approach** to the work.

### Continuous Improvement is grounded in three key questions. (Slide 12)

WHAT PROBLEM ARE WE  
TRYING TO SOLVE?

For an organization to improve, its leaders and other key participants must set clear and firm intentions. These intentions are derived by **clearly articulating a problem** or issue that requires attention.

WHAT CHANGES MIGHT WE INTRODUCE AND WHY?

Continuous improvement requires key participants to develop, implement, test, and further develop **changes to tools, processes or practices**.

HOW WILL WE KNOW THE  
CHANGE IS AN IMPROVEMENT?

An essential part of continuous improvement is to clearly examine whether the change has, in fact, addressed the identified problem and made some meaningful improvement. **Clear and specific measures that capture both the processes and the outcomes** are critical to the continuous improvement process.

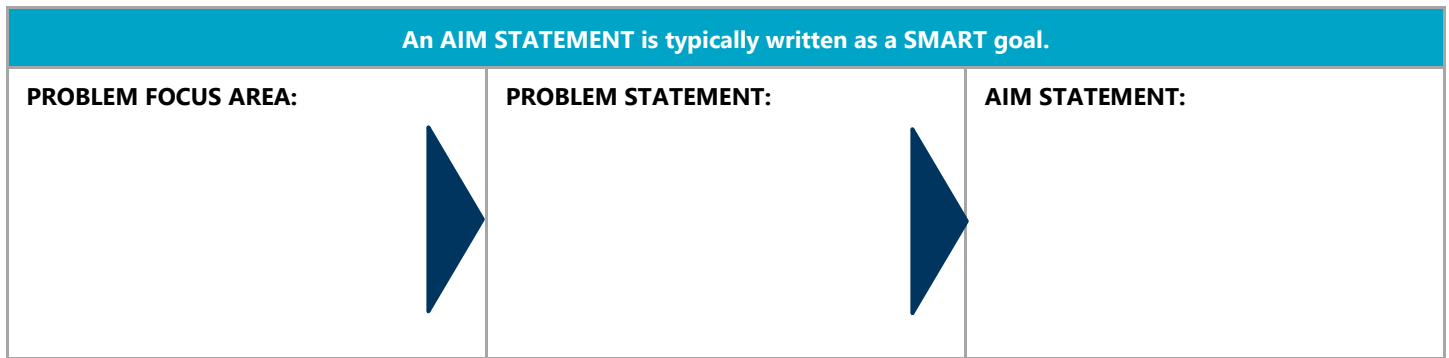
### Individual Planning Time (Slide 16)

**Choose one problem related to your work to workshop throughout the session.**

**There are a variety of ways to investigate the problem from multiple perspectives. (Slide 21)**

<b>COMMUNITY PULSE SURVEYS</b>	"Take the pulse" of the school community through short, targeted surveys with stakeholders.
<b>EMPATHY INTERVIEWS</b>	Spend time getting closer to the "users" through student, teacher, or other stakeholder interviews and/or shadowing.
<b>DATA DIVE</b>	Examine the available data related to the problem, <b>particularly looking for inequities</b> between groups of students.
<b>RESERACH REVIEW</b>	Research how others have attempted to address the problem, and what was effective, for whom, and under what conditions.

**Individual Work Time (Slide 26)**



**Data Analysis (Slide 29-30)**

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).

Platform/Attendance Data	Family & Student Survey Data
<ul style="list-style-type: none"> <li>• Platform data show that 96% of students logged on to the platform over the course of the week.</li> <li>• Attendance data show that 65% of students attended the morning login time when attendance is taken.</li> <li>• Attendance data show that only 40% of students with IEPs attended the morning login time when attendance is taken.</li> <li>• Data from service providers shows that 72% of students with IEPs logged in for 1:1 virtual sessions (therapists/counselors)</li> </ul>	<ul style="list-style-type: none"> <li>• 98% of respondents know how to access the platform.</li> <li>• 74% of respondents know when they are expected to login.</li> <li>• 24% of respondents report scheduling challenges with the assigned login time for attendance.</li> <li>• 38% of respondents report challenges supporting multiple students in the household to login at the assigned time.</li> <li>• 65% of students with IEPs and families reported high levels of satisfaction with the 1:1 virtual sessions.</li> </ul>

**Breakout Groups (Slide 34)**

Step	Details	Notes
Aim Statement		
Primary Drivers		
Secondary Drivers		
Change Idea		

**Measures for improvement should be... (Slide 37)**

<b>EMBEDDED IN DAILY WORK</b>	Making them an easy lift to add to regular routines.
<b>RAPID</b>	Providing instant or near-instant feedback for learning and improvement.
<b>RESPONSIVE</b>	Capturing small changes to help chart progress and uncover who the change is helping and who it isn't (and, if possible, why).

**Develop the data collection system and timeline and communicate that plan to relevant stakeholders. (Slide 38)**

What other data might you collect to gain insights in to the effectiveness of our change efforts, and what considerations might we make specific to that data?

**Individual Work Time (Slide 39)**

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?

<b>Who will collect it, and how often?</b>		How does this impact instructional time and/or planning time?
<b>Who will analyze it, and how often?</b>		How much analysis is required (based on where the data are being collected)?
<b>How we will report on it, and how often?</b>		What will be shared with families, and how?

**“Do” Phase (Slide 42)**

<b>CARRY OUT THE CHANGE</b>	This should exist as a continuum. Start with just one teacher or participant, make refinements, and then test with increasingly larger and more varied groups.
<b>COLLECT DATA</b>	Capture data on the outcome (user satisfaction, increased engagement, instructional quality).
<b>DOCUMENT IMPLEMENTATION</b>	Capture data on the implementation of the change itself (amount of time to administer, ease of use, confusion about the process).

**“Study” Phase (Slide 44)**

<b>ANALYZE THE DATA</b>	Analyze all data sources based on testing plan, disaggregating by population types.
<b>COMPARE RESULTS TO PREDICTIONS</b>	Determine if results are consistent with the predicted outcomes from your solution, where there is alignment and where there is not.
<b>GLEAN INSIGHTS</b>	Data-informed reflection is critical to better understand progress and inform next steps.

**“Act” Phase (Slide 47)**

<b>REFINE YOUR PLAN</b>	Identify what you learned from your investigation and how it should impact your plan.
<b>DETERMINE MODIFICATIONS</b>	Determine what changes would be most impactful during the next cycle.
<b>PREPARE FOR NEXT TEST</b>	Communicate with stakeholders and confirm data collection needs.

**Reflections (Slide 49)**

<b>What might "starting small" look like? What might documentation of implementation look like?</b>

**Network Planning Time (Slide 51-52)**



**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?

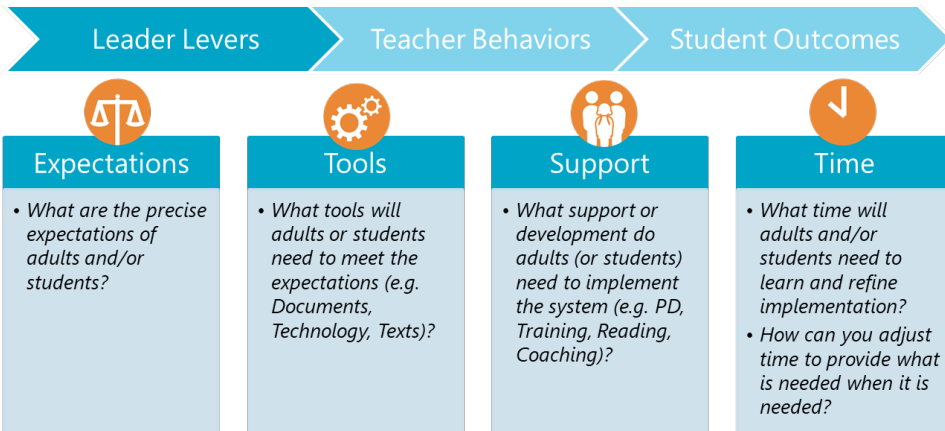


**Identify how you might begin to implement this process in your context.**

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?

**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?**



**Feedback Survey (Slide 55)**

Please provide your feedback through the [Session 8 Survey](#).