Continuous Improvement Through Teamwork, Collaboration & Shared Leadership!

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Continuous Improvement... is like a bridge

But how?...

KEEPING THE “OLD” WAY OF DOING THINGS WHILE TRYING TO APPLY THE “NEW” DOESN’T WORK!

It requires a paradigm shift!
Change Process

Leaders Set and Communicate Direction!

In the absence of clear direction, people will determine for themselves what is most important!

How to establish the point “B!”

Change Model 3: John Kotter’s Change Model

Continuous Improvement – At All Levels

Shared Leadership Teams

Strategic Plan

Classroom Learning Community (All Students)

Professional Learning Communities (All Staff)

1. Establish a sense of urgency
2. Create a coalition
3. Develop a clear vision
4. Share the vision
5. Empower people to clear obstacles
6. Anchor the change
7. Consolidate and keep moving
8. Secure short-term wins

Rebuild

Acceptance

Depression

SHOCK
School Quality Management Team

Quality Management Team

School Leader
Teacher Group 1 or 2
Teacher Group 3 or 4
Teacher Group 5 or 6
Teacher Group 7 or 8
Teacher Art/Music/PE

TEACHER AS PROFESSIONAL!

Quality Management Teams
Decide together what’s most important...

- Who do we serve? (Customers/Stakeholders)
- What do we value? (Core Values/Beliefs)
- What is important to our school? (Key Goals)
- What kind of school do we want to become? (Vision)
- What is our school’s purpose? (Mission)
- How do we know if we are successful? (Data/Scorecard)

School Mission

WILDER WAITE
BUILDING A FOUNDATION THAT EMPowers DIVERSE LEARNERS IN THEIR JOURNEY TO BECOME SUCCESSFUL 21ST-CENTURY CITIZENS

District Strategic Plan

Welcome 2 min

"The focus is on achieve a shared vision, and all understand their role in achieving the vision"
MISSION
The D.M.S. community will create an atmosphere of academic and social growth through collaboration, support and communication while promoting responsible citizenship, intellectual development and individual success.

VISION
Dunlap students will continuously excel in a global society by being:
- Self-motivated learners
- Critical thinkers
- Effective communicators
- Skilled collaborators
- Responsible and culturally aware citizens
- Technologically capable creators

VALUES & BELIEFS
We believe that:
- While all children can learn, they learn at different rates and in different ways.
- High expectations and an engaging, innovative, technological learning environment are critical to the learning success of all students.
- Students must take responsibility for their own learning and achievement.
- Effective collaboration requires trust, mutual respect, open, and honest communication.
- District policies are necessary to ensure equitable and consistent implementation of expectations.
- Goals must be specific, measurable, attainable, results-oriented, and time-bound.
- Continual stakeholder feedback guides improvement.

GOALS
- 100% of the middle school students at DMS will participate in a service learning activity by the conclusion of the 2010-2011 school year.
- 100% of the ISAT assessed students at DMS will complete one formal written assessment with a success rate of 85% by the conclusion of the third term of the 2010-2011 school year.

Continuous Improvement – At All Levels

Involving All Teachers – Ownership!

• If people have no involvement... they will have no commitment. When people are committed, they will have ownership!

Effective teams create norms and collective commitments they will make to each other!

What is a Professional Learning Community (PLC)?

- A team with an intentional focus on learning which results in continuous school improvement
- All teachers participate on a PLC!
- Teacher as professional!
What do we want each student to know or be able to do?

How do we know if they have learned it?

How will we respond when some students don’t learn?

Internalize and Personalize!

- At this moment...
  - What are the key learning’s so far?
  - What information is new? Different?
  - What are your reflections? Reactions?
- What are your “take-aways” and what can you use tomorrow?

Continuous Improvement – At All Levels

- Shared Leadership Teams
- Professional Learning Communities (All Staff)
- Strategic Plan
- Classroom Learning Community (All Students)

teacher as facilitator
customized learning experiences

increasingly digital

critical thinkers and evaluators

able to create something new

Bloom's Taxonomy (Revised)

- Generate new ideas, products, processes, or ways of viewing things.
- Evaluate
- Analyze
- Apply
- Understand
- Remember

Higher-Levels Thinking

Lower-Levels Thinking
problem solvers!

able to work as a team to reach common goals

Teamwork!

effective global collaborators

Collaboration!

Shared Leadership!

able to lead or follow
Meetbare doelen voor de groep en de individuele leerling zijn:

- Gebaseerd op leren en prestaties
- Gemaakt met input van de leerling
- Smart geformuleerd
- Gebaseerd op data
- Gebaseerd op het lesprogramma

VAAG:
Met rekenen maken we zo min mogelijk fouten

SMART:
31 oktober 2011 hebben de leerlingen van groep 8 gemiddeld 80% van de kommagetallen met één cijfer achter de komma goed

midden- en onderbouw:
gemiddeld 8 van de 10 sommen goed
Data Map, wat is het?

- Een map met:
  - Klassenafspraken
  - Missie van de klas
  - Individuele doelen, afgeleid van de groepsdoelen
  - Actieplan (hoe doelen bereiken)
  - Registratief formulieren
Oudergesprekken door kinderen

- Creëren van Eigenaarschap
- Gebaseerd op data (datamap/ doelen)
- 21st Century skills ontwikkelen als:
  - Reflecteren
  - Evalueren
  - Kritisch denken
  - Communiceren
  - Presenteren

Student Goals
Classroom Goals
School Improvement Goals
District Strategic Goals

Goal Alignment!

Quality Tools

Force Field Analysis
Affinity Diagrams

Continuous improvement in the classroom...
-is research based and gets results!
-supports 21st century learning!
-empowers and motivates the 21st century learner!

Continuous Improvement Through Teamwork, Collaboration & Shared Leadership!

Download free e-book!
http://www.jaymarino.me/
Continuous Improvement

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Supporting Documents
Dr. J. Jay Marino – Personal Biography

Jay received his Bachelor’s Degree in Elementary Education from the University of Northern Iowa; Masters Degree in Educational Administration from Arizona State University; Educational Specialists and Doctorate Degrees from Western Illinois University. Jay has led continuous improvement initiatives as an elementary and middle school teacher, elementary school administrator, Special Education Coordinator, Director of Technology, Director of Instruction, Assistant Superintendent and Superintendent of Schools. In addition, Jay serves as an international consultant assisting American and European school organizations in their continuous improvement efforts. Dr. Marino’s latest project is the “Jay Marino’s Excellent Schools Project” (http://www.jaymarino.nl/) launched in 2013 by Expertis.

Jay has delivered multiple key note presentations at local, State, National and International conferences. He has served regionally as the Chair of the Iowa Quality Center’s Advisory Council and nationally as the Chair of the American Society for Quality (ASQ) K-12 Educational Advisory Committee. Jay is currently the K-12 Systems Chair for ASQ in the Educational Division. Jay has been actively involved in State Quality Award programs as an applicant and an examiner and has assisted in obtaining State Quality Award recognition for school districts in both Iowa and Illinois.

Jay has served as an author for American and European books including: a chapter in Duurzame Schoolontwikkeling (2014). This book was published by the Dutch Center for Education Leadership (Expertis) where Jay serves as a primary consultant in Holland; Leading Continuous Improvement; Inspiring Quality Education Worldwide (Magistrum, 2011); and a book titled Quality across the curriculum; Integrating quality tools and PDSA with standards (The American Society for Quality, 2004).

In addition, the following articles have been published: A Study of School Boards and Their Implementation of Continuous Improvement Practices (The Journal for Quality and Participation; Vol. 34, Issue 2, 2011); The American School Board of Education: Results of Their Continuous Improvement Practices (Tijdschrift voor Orthopedagogiek, Vol. 50, 2011); An inside look at the books; The continuous improvement classroom series (The Journal for Quality and Participation; Vol. 34, Issue 1, 2011); National responsibility: Implementation analysis of the continuous improvement model to improve school board accountability (National Forum of Educational Administration and Supervision Journal; Vol. 26, No. 3, 2009-10); Boardroom to classroom: Continuous improvement in Cedar Rapids (The School Administrator; Vol. 65, Number 4, 2008); Plan on a page (Scholastic Administrator; Vol. 6, Issue 8, 2007); A new paradigm for organizational change: Involving customers and stakeholders in the improvement process (The Journal for Quality and Participation; Vol. 30, Issue 1, 2007); Involve all stakeholders in aligning district, school, and classroom goals (School Superintendent’s Insider; Vol. 9, Issue 9, 2007); Jay authored ASQ’s ImpaQT training™ for the School, a two-day training module for teachers and administrators and also served as the first moderator of the national Quality in Education blog hosted by the American Society for Quality.

Jay lives in Peoria, Illinois and is married to his wife, Laura and has four children; Jessica, Joey, Matthew, and Grace. Contact Jay via email continuous_improvement@jaymarino.me and learn more about Dr. Marino at his website http://www.jaymarino.me.
# Research Summary

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<th>9 Characteristics of Effective Schools</th>
<th>6 Characteristics of High Performing Schools</th>
<th>Instructional Strategies That Impact Student Achievement</th>
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<td>Clear and Shared Focus</td>
<td>Common mission, vision, values and goals.</td>
<td>ID similarities and differences</td>
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<td>High Standards and Expectations</td>
<td>Ensuring achievement for all students with systems for prevention and intervention.</td>
<td>Summarizing and note taking</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>Collaboration focused on teaching and learning.</td>
<td>Reinforcing and providing recognition</td>
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<td>High Levels of Collaboration and Communication</td>
<td>Using data to guide decision-making and continuous improvement.</td>
<td>Homework and practice</td>
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<td>Curriculum, Instruction and Assessment Aligned with Standards</td>
<td>Gaining active engagement from family &amp; community</td>
<td>Nonlinguistic representations</td>
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<td>Frequent Monitoring of Teaching and Learning</td>
<td>Building sustainable leadership capacity.</td>
<td>Cooperative Learning</td>
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<td>Focused Professional Development</td>
<td></td>
<td>Setting objectives and providing feedback</td>
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<tr>
<td>Supportive Learning Environment</td>
<td></td>
<td>Generating and testing hypotheses</td>
</tr>
<tr>
<td>High Levels of Community and Parent Involvement</td>
<td></td>
<td>Questions, cues, and advance organizers</td>
</tr>
</tbody>
</table>
### Leiderschapstraining op niveau

**Integraal (Alignment*) en Continu Verbeteren**
(Excellent Quality Management Program)

<table>
<thead>
<tr>
<th>Gedeeld Leiderschap</th>
<th>Niveau</th>
<th>Rollen en Verantwoordelijkheid PLG’s</th>
<th>Documenten/Doelen</th>
<th>Resultaten/Data</th>
<th>Overleg</th>
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</thead>
<tbody>
<tr>
<td><strong>PLG Bestuursteam</strong></td>
<td><strong>BESTUUR</strong></td>
<td>Bestuursteam</td>
<td>1 Pagina Beleidsplan</td>
<td>Management Dashboard) (Bovenschools)</td>
<td>1 x per kwartaal</td>
</tr>
<tr>
<td><strong>DLT:</strong></td>
<td><strong>District Leadership Team</strong></td>
<td></td>
<td>1 Pagina Schoolplan</td>
<td>Management Dashboard (School)</td>
<td>1 a 2 x per maand</td>
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<td><strong>SCHOOL</strong></td>
<td>Leiderschapsteam</td>
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<td><strong>Building Leadership Teams</strong></td>
<td>SCHOOL</td>
<td>1 pagina Schoolplan</td>
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<td><strong>PLG Verbetersteam</strong></td>
<td><strong>KLAS/Docenten</strong></td>
<td>Verbetersteam</td>
<td>1 pagina Verbeterplan</td>
<td>Management Dashboard</td>
<td>2-4 x per maand</td>
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<td><strong>KLAS/Leerlingen</strong></td>
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*Alignment: een professionele integrale aanpak die het realiseren van de afgesproken doelen ondersteunt. Hierbij wordt er voor gezorgd dat er consistentie is tussen plannen, processen, informatie, middelen toewijzing, acties, resultaten en analyses op alle niveaus van de organisatie. (Bron: Baldrige: Education Criteria for Performance Excellence)*

**Dr. Jay Marino & Drs. Jan Polderman 2013**
<table>
<thead>
<tr>
<th>Steps</th>
<th>Transformation Suggestions</th>
<th>Implications for My System</th>
</tr>
</thead>
</table>
| 1. Increase urgency        | • Examine market and competitive realities  
• Identify and discuss crisis, potential crisis, or major opportunities  
• Provide evidence from outside the organization that change is necessary |                             |
| 2. Build the Guiding Team | • Assemble a group with enough power to lead the change effort  
• Attract key change leaders by showing enthusiasm and commitment  
• Encourage the group to work together as a team |                             |
| 3. Get the Vision Right    | • Create a vision to help direct the change effort  
• Develop strategies for achieving that vision |                             |
| 4. Communicate for Buy-in  | • Build alignment and engagement through stories  
• Use every vehicle possible to communicate the new vision and strategies  
• Keep communication simple and heartfelt  
• Teach new behaviors by the example of the guiding coalition |                             |
| 5. Empowering Action       | • Remove obstacles to the change  
• Change systems and / or structures that work against the vision |                             |
| 6. Create short term wins  | • Plan for and achieve visible performance improvements  
• Recognize and reward those involved in bringing the improvements to life |                             |
| 7. Do Not Let Up           | • Plan for and create visible performance improvements  
• Recognize and reward personnel involved in the improvements  
• Reinforce the behaviors shown that led to the improvements |                             |
| 8. Make Change Stick       | • Articulate the connections between the new behaviors and corporate success |                             |
Shared Leadership Team Overview

*Setting and Communicating Direction Through Shared Leadership!*

**Team Membership**
- Total team membership is typically 25-30% of the total number of teachers in the school
- Members should represent a variety of grade levels and content areas, including special education and art/music/PE, etc.
- Membership should rotate each year (it is recommended that 1/3 of the team is replaced each year)

**Key Tasks of the BLT**
- Set and communicate direction at school through the following tools that are monitored regularly:
  - Plan on a Page (Mission, Vision, Values, Goals)
  - School Improvement Plan (SMART Goals & Action Plan)
  - Balanced Scorecard (Formative and Summative Data Aligned to Goals)
- Build leadership capacity at the school; engage and empower staff in decision making
- Align Professional Learning Community (PLC) efforts in school to the school improvement plan
- Ensure the 8 components of the Classroom Learning Community (CLC) are supporting the goals of the school.
- Assist in the planning (and facilitation) of staff meetings and the use of school improvement days or other professional development

**Best Practices**
- Ensure effective team norms are reviewed and adhered to regularly
- Evaluate meetings (using a simple plus/delta or some other instrument) and use the feedback to plan for the next meeting.
- Occasionally, use the *Shared Leadership Team Reflection* instrument to keep the team on track.
- Schedule regular meetings in advance (at a minimum of once per month- recommended twice a month)
- Communicate with the entire staff about the work of the team (send out agendas, minutes or other information so others are informed of what’s being discussed/acted on)
- Team members regularly facilitate “all staff” meetings at the school
- Ensure school goals are focused on through PLC SMART goal alignment, SMART goals in classroom data centers and student goals aligned in student data folders

**Typical Agenda Template for Shared Leadership Teams (estimated 60 minutes- modify as necessary)**
- Review team norms/collective commitments made to each other (2 minutes)
- Teambuilder/ice breaker (5 minutes)
- Review School Improvement Plan action plan/adjust actions and timelines as necessary (10 minutes)
- Discuss Professional Learning Community progress/report out (10 minutes)
- *Occasional Items as Needed (15 minutes)*
  - Review any incoming formative data/update and review scorecard
  - Plan for upcoming staff meeting and assign facilitators
  - Plan for upcoming school improvement/professional development days
- Set agenda for next meeting (5 minutes)
- Evaluate meeting; consider occasionally using the *Shared Leadership Team Reflection* instrument (5 minutes)
**Shared Leadership Team Reflection/Assessment**

School Name: ___________________________________________  Date: ___________________________

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
| 1.) Our Team has set direction and we regularly communicate our progress with all stakeholders.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 2.) Our team evaluates each meeting and we use the input to improve future meetings.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 3.) Our team members follow the agreed-upon norms.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 4.) All teachers know the School Improvement goals at our school.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 5.) Our school’s Plan on a Page is posted in all classrooms.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 6.) All teachers at our school have created classroom SMART goals that are aligned to our School Improvement Plan.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 7.) Classroom data centers are being used by all teachers to track and monitor progress toward classroom SMART goals.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 8.) Students are tracking their individual progress toward classroom SMART goals in their data folders.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 9.) All teachers at our school serve on a PLC team and have SMART goals aligned to the school goals.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 10.) All PLC teams at our school use the PDSA cycle to drive improvements on our SMART goals.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 11.) Our team meets regularly and follows a productive agenda.  
*Comments:* | 1 | 2 | 3 | 4 | 5 |
| 12.) When reviewing our PLC progress, we identified these indicators as strengths and improvement areas  
*Comments:* | Strengths- PLC | Improvement Areas- PLC |

Next Steps for our Building Leadership Team:
An Overview of Professional Learning Communities

Definition
“...A Professional Learning Community is a collaboration of teachers, administrators, parents, and students, who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results.”
Rick DuFour, 2002.

Fundamental Assumptions
1. We can make a difference: Our schools can be more effective.
2. Improving our people is the key to improving our schools.
3. Significant school improvement will impact teaching and learning.

The ONE Thing
in a Professional Learning Community,
“learning” rather than “teaching”
is the fundamental purpose
of your school.

Three Big Ideas
Focus on Learning
Collaboration
Focus on Results

Four Corollary Questions
1. What should students know and be able to do as a result of this course, class, or grade level?
2. How will we know that the students are not learning?
3. How do we respond when students do not learn?
4. How do we respond when students learn more?

Six Characteristics of a Professional Learning Community

1.) Shared mission, vision, values, goals
What distinguishes a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the staff of the school believes and that govern their actions and behaviors.

2.) Collaborative Culture
Professionals in a learning community work in teams that share a common purpose. They learn from each other and create the momentum that drives improvement. They build within the organization the structure and vehicles that make collaborative work and learning effective and productive.

3.) Collective Inquiry
People in a learning community relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results.
- They reflect publicly on their beliefs and challenge each other’s beliefs.
- They share insights and hammer out common meanings.
- They work jointly to plan and test actions and initiatives.
- They coordinate their actions, so that the work of each individual contributes to the common effort.
4.) Action Orientation / Experimentation
Members of professional learning communities constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas.

5.) Commitment to Continuous Improvement
Members of a learning organization are not content with the status quo and continually seek ways to bring present reality closer to future ideal. They constantly ask themselves and each other:
   o What is our purpose?
   o What do we hope to achieve?
   o What are our strategies for improving?
   o How will we assess our efforts?

6.) Results Orientation
Professionals in a learning organization recognize that no matter how well-intentioned the efforts, the only valid judgment of improvement is observable and measurable results. Assessment and re-evaluation are the keys to continued improvement. Collective inquiry, action orientation and experimentation, commitment to continuous improvement, and results orientation are the four habits of highly effective teams.

Summary
Each word of the phrase “professional learning community” has been chosen purposefully. A “professional” is someone with expertise in a specialized field, an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in its evolving knowledge base. The knowledge base of education has expanded dramatically in the past quarter century, both in terms of research and in terms of the articulation of recommended standards for the profession. Although many school personnel are unaware of or are inattentive to emerging research and standards, educators in a professional learning community make these findings the basis of their collaborative investigation of how they can better achieve their goals.

“Learning” suggests ongoing action and perpetual curiosity. In Chinese, the term “learning” is represented by two characters: the first means “to study”, and the second means “to practice constantly.” Many schools operate as though their personnel know everything they will ever need to know the day they enter the profession. The school that operates as a professional learning community recognizes that its members must engage in the ongoing study and constant practice that characterize an organization committed to continuous improvement.

Much has been written about learning organizations, but we prefer the term “community.” An organization has been defined both as an “administrative and functional structure” (Webster’s Dictionary) and as “a systematic arrangement for a definite purpose” (Oxford Dictionary). In each case, the emphasis is on structure and efficiency. In contrast, however, the term “community” suggests a group linked by common interests. As Corrine McLaughlin and Gordon Davidson (1994) write: “Community means different things to different people. To some it is a safe haven where survival is assured through mutual cooperation. To others, it is a place of emotional support, with deep sharing and bonding with close friends. Some see community as an intense crucible for personal growth. For others, it is simply a place to pioneer their dreams.”

In a professional learning community, all of these characteristics are evident. Educators create an environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone.

-Adapted from Richard DuFour and Robert Eaker (1998), Professional Learning Communities at Work
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<td>Classroom Meetings Facilitated by Students</td>
<td>Student-led Conferences</td>
<td>Student Data Folders</td>
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</tbody>
</table>
If you observed a Classroom Learning Community…

**You Would See…**

- 21st century learning!
- Student-created ground rules
- District and School mission statements and the school improvement goals in each classroom
- The classroom mission statement
- Classroom SMART goals and measures posted in the Classroom Data Center
- Data indicating class progress towards classroom goals (Charts, Graphs and other Quality Tools displayed in the Classroom Data Center)
- +/-Delta from the previous day/class- feedback from the students
- Action plan for the day (based on the previous day’s plus/delta feedback from students)
- Chairs/desks/tables arranged to support collaborative work in achieving classroom goals (Cooperative Learning, Collaboration & Peer Teaching)
- Grade-level/course standards in kid-friendly language
- Flow charts of key classroom processes (morning routine, turning in homework, lab procedures, etc.)
- Regular class meetings where students facilitate the meeting (Goals are reviewed, progress is shared, ideas for improving the classroom learning system are discussed)
- Student data folders in which students monitor and track their performance
- Student-led conferences facilitated by students sharing their progress toward learning goals
- Students using quality tools and the Plan Do Study Act cycle to improve their learning

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**You Would Hear…**

- The teacher talking to students about the “critical few” classroom goals and their alignment to the school improvement plan
- The students talking to the teacher about how they can work together to achieve the “critical few” classroom goals and the progress they are making
- Students talking to the teacher about their personal goals and action plans (that are aligned to the classroom goals, school improvement plan goals and District goals)
- Students able to describe and talk about the classroom learning system, the class mission, goals, measures, the Classroom Data Center and their student data folder

**You Would Feel…**

- Student centered environment focused on results
- A sense of a learning community
- Shared accountability, responsibility and ownership toward achieving class and personal goals
- Excitement and enthusiasm about learning
- Respect for different talents, competencies, and perspectives
- A willingness to collect and analyze data to improve the learning system
- A commitment to continual improvement
Describe the current process for addressing the identified area of need.
- How is it connected to the mission and goals?
- What is the problem and why are we selecting it?
- What is the current way this process is done or handled?
- What are the key measures for this process?

Plan for Change
- How will I sustain in the positive changes?
- What area will I work on next?

Standardize the implementation
- How can I incorporate the new way of doing things to make it part of my regular practice?
- How will I communicate/share this best practice/improvement theory?
- What staff development is needed?

Assess the impact through data review
- Did my improvement theory work?
- How does this new data compare to the baseline data?

What is the research-based best-practice/improvement theory?
- What changes am I implementing?
- What are the drivers and restrainers?
- What is my data gathering plan to see if my improvement theory worked?

Review the baseline data, what are the root causes that are producing the results I’m getting?
- What does research say about how this system could be improved?
- Study research-based best practice/improvement theory addressing areas of need.
Implementing Continuous Improvement - Journal

Day - Date

What I learned today:

◊
◊
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Application: to my classroom/ work

<table>
<thead>
<tr>
<th>Goal Outcome</th>
<th>Action Steps</th>
<th>Measure of Success</th>
<th>Timeline</th>
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“No One Escapes Continuous Improvement” - Involving Everyone!

Goal Focus Area:

<table>
<thead>
<tr>
<th>Name the strategy or tool</th>
<th>Describe how stakeholders will participate, if applicable.</th>
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<tbody>
<tr>
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<td>Teachers</td>
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