



LEARNING TO IMPROVE: *USING IMPROVEMENT SCIENCE TO DRIVE STUDENT SUCCESS*

Tuesday, March 12, 2019
8:45 am – 3:45 pm

Hotel Interurban, Tukwila, WA

Co-sponsored by the **Washington Educational Research Association (WERA)** and the **Office of Superintendent of Public Instruction (OSPI)**

Symposium Schedule

7:45am - 8:45am Registration and Coffee	11:30am - 12:30pm Lunch
8:45am - 9:00am Introductions	12:45pm - 2:00pm Breakout 2
9:00am - 10:00am Keynote	15-minute Break
15-minute Break	2:15pm - 3:30pm Breakout 3
10:15am -11:30am Breakout 1	3:30pm - 3:45pm Closing Remarks

8:45am – 9:00am: WELCOME AND INTRODUCTIONS

Adams

9:00am – 10:00am: KEYNOTE

Adams

Paul LeMahieu, Ph.D. Senior Vice President, Carnegie Foundation for the Advancement of Teaching

10:00am – 10:15am: BREAK

10:15am – 11:30am: BREAKOUT 1

Rainier

1.1: KEY CONCEPTS IN IMPROVEMENT SCIENCE

Improvement Science Fundamentals I: Identifying and Understanding the Problem You're Trying to Solve

Lindsey Stevens, Director of Teacher Leadership at the Center for Strengthening the Teaching Profession (CSTP) & Cindy Rockholt, Assistant Superintendent of Educator Growth and Development at the Office of Superintendent of Public Instruction (OSPI).

The “Key Concepts” track represents a hands-on sequence of three sessions intended to build upon one another. Participants are encouraged to identify a local district or building problem that they might use to simulate the improvement concepts presented. Both presenters implemented Improvement Science through a multi-year project with the National Board for Professional Teaching Standards.

In this first session participants will explore the initial question of the model for improvement and will explore tools for causal system analysis in order to identify the specific problems that need to be addressed.

Mount Si I

1.2: EXAMPLES OF IMPROVEMENT SCIENCE IN WASHINGTON STATE

Bringing Continuous Improvement to Scale: Washington’s “Expanded Learning Opportunity Quality Initiative”

Lisa Wilson, MSW, Content and Evaluation Lead, University of Washington

Building effective quality improvement systems requires developing multiple processes to support programs and staff. In 2016, Washington state piloted an Expanded Learning Opportunity (ELO) Quality Initiative. Through the pilot, researchers at the University of Washington, examined 50 after-school programs from across the state focusing on program readiness, program quality, and quality improvement efforts. The findings informed the development of a quality improvement system to help ELO programs and childcare centers improve outcomes for children and youth. In this session, Lisa will share findings from year one and how those findings informed year two and the development of a highly effective quality improvement system.

Mount Si II

1.3: IMPLEMENTATION CHALLENGES WITH IMPROVEMENT SCIENCE

Supporting Continuous Improvement through Partnerships in the Road Map Project Region

Carlina Brown-Banks, Senior Director of Community Engagement, Community Center for Education Results & Nicole Yohalem, Opportunity Youth Initiatives Director, Community Center for Education Results

The Road Map Project is a collective impact effort aimed at dramatically increasing postsecondary attainment and closing opportunity gaps in South Seattle and South King County. We cannot achieve our goal without more equitable policies and practices in our education systems, so we are working to support change on the ground in schools and programs. Learn about how we are working in partnership with teams from high schools and Open Doors reengagement programs to help them set goals, identify root causes, test change ideas and adopt improvements.

11:30am – 12:30pm: LUNCH

Adams

12:45pm – 2:00pm: BREAKOUT 2

Rainier

2.1: KEY CONCEPTS IN IMPROVEMENT SCIENCE

Improvement Science Fundamentals (Part II): What Change Might We Introduce and Why?

Lindsey Stevens, Director of Teacher Leadership at CSTP & Cindy Rockholt, Assistant Superintendent of Educator Growth and Development at OSPI.

Participants will use AIM statements to address their problem and will explore new tools to produce change ideas that will lead to improvement. While this session will capitalize on the learning done in session one, new participants are welcome.

Mount Si I

2.2: EXAMPLES OF IMPROVEMENT SCIENCE IN WASHINGTON STATE

Engaging in Mission Driven Improvement Work: Professional Learning as a Conduit for District Vision Alignment

Liz Ritz, Director of Curriculum & Instruction, Bellevue School District & Heather Edlund, Executive Director of Teaching & Learning, Bellevue School District

This presentation will focus on Bellevue School District's improvement efforts to develop high quality, innovative professional learning experiences aligned with a newly unveiled district strategic plan. Central to this work is BSD's vision to create a "learning community that values one another's humanity" and provides "courageous support for an equitable and exceptional education for all students." In addition to detailing the specifics of the district initiative, presenters will focus on the district's six identified priorities, current professional learning model, and anticipated shifts to come.

Mount Si II

2.3: IMPLEMENTATION CHALLENGES WITH IMPROVEMENT SCIENCE

Effective Data Use for Continuous Quality Improvement

Molly Branson-Thayer, Ed.D., Senior Director of Cultivate Learning, University of Washington

There is little debate that data plays an essential role in continuous quality improvement or CQI. This session will consider how research partners can help to ensure educators are looking at the right data to get what they need from the data they choose to examine. Data driven decision-making requires data literacy, and access to reliable data that provides information on the problems educators are working to solve. Data partnerships can lead to frequent, relevant, and actionable data as well as researchers that can help identify specific data to answer specific questions. From this collaborative work, solutions will become more evident, and improvement will be more impactful.

2:00pm – 2:15pm: BREAK

2:15:pm – 3:30pm: BREAKOUT 3

Rainier

3.1: KEY CONCEPTS IN IMPROVEMENT SCIENCE

Improvement Science Fundamentals III: How Will We Know That a Change is an Improvement?

Lindsey Stevens, Director of Teacher Leadership at CSTP & Cindy Rockholt, Assistant Superintendent of Educator Growth and Development at OSPI.

In this final session, participants will learn to effectively use the Plan, Do, Study, Act Cycle (PDSA) tools for planning, developing and measuring small tests of change. While this session will capitalize on the learning done in prior sessions, new participants are welcome.

Mount Si I

3.2: EXAMPLES OF IMPROVEMENT SCIENCE IN WASHINGTON STATE

Developing a Culture of Inquiry and Data Use

Susan Canaga, Director of Data and Implementation, System and School Improvement, OSPI; Travis Wentworth, Data Practices Project Manager, OSPI; Joanne Johnson, Curriculum Project Coordinator, ESD 189, & Jim Paxinos, Continuous Improvement Partner, OSPI.

Join us to learn what the DIN is all about – the collaborative partnership of the Data Improvement Network! In this interactive and panel style session, you will learn from the state, regional, and local perspectives on developing a culture of inquiry and data use. We will explore your current data reality and offer how you can take advantage of supports and strategies to be more data-informed in your continuous improvement efforts.

Mount Si II

3.3: IMPLEMENTATION CHALLENGES WITH IMPROVEMENT SCIENCE

Navigating Competing Interests in District-to-Building Collaboration

Liz Ritz, Director of Curriculum & Instruction, Bellevue School District & Heather Edlund, Executive Director of Teaching & Learning, Bellevue School District

Buy-in is an essential feature of any successful district-led improvement initiative, yet it's also one of the more difficult aspects of this work. Highly effective district-to-building improvement collaboration requires that there be intentional space for open dialogue and opportunities to vocalize local needs. This presentation looks at one district's efforts to encourage district-to-building dialogue through a mix of intentional "issues anticipation" as well as "anticipation of the unexpected" along the way to successful implementation of a district-wide professional learning initiative.

3:30pm – 3:45pm: CLOSING REMARKS
Adams