Preparing School and System Leaders for Improvement Science

AN INNOVATIVE HANDS-ON MINI-WORKSHOP

UCEA CONVENTION, NEW ORLEANS, NOVEMBER 22, 2019

Who we are…

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Objectives

✓ Reflect on what Improvement Science (IS) offers regarding how to engage with others to address opportunity and outcome disparities for the subaltern

✓ Compare and contrast the utility of current approaches for leader development with IS approaches particularly with regard to addressing opportunity and outcome disparities for the subaltern

✓ Know key approaches of IS and phases of an improvement journey

✓ Know how IS strategies and tools such as simulations, causal analysis diagramming, and theory of improvement mapping can be used to enhance leaders' understandings of how to address opportunity and outcome disparities for the subaltern

The Subaltern:

❖Individuals who by virtue of their particular backgrounds or particular characteristics are marginalized

❖The mechanisms and practices that create hierarchies and differential opportunities and access to social, political, or economic power within a particular society, group, or organization

Discussion

1. In what context do you work?

2. What is one major challenge you face in preparing educational professionals working for and with the subaltern?

Engaging with problems of practice

What is a problem of practice?

"a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes."
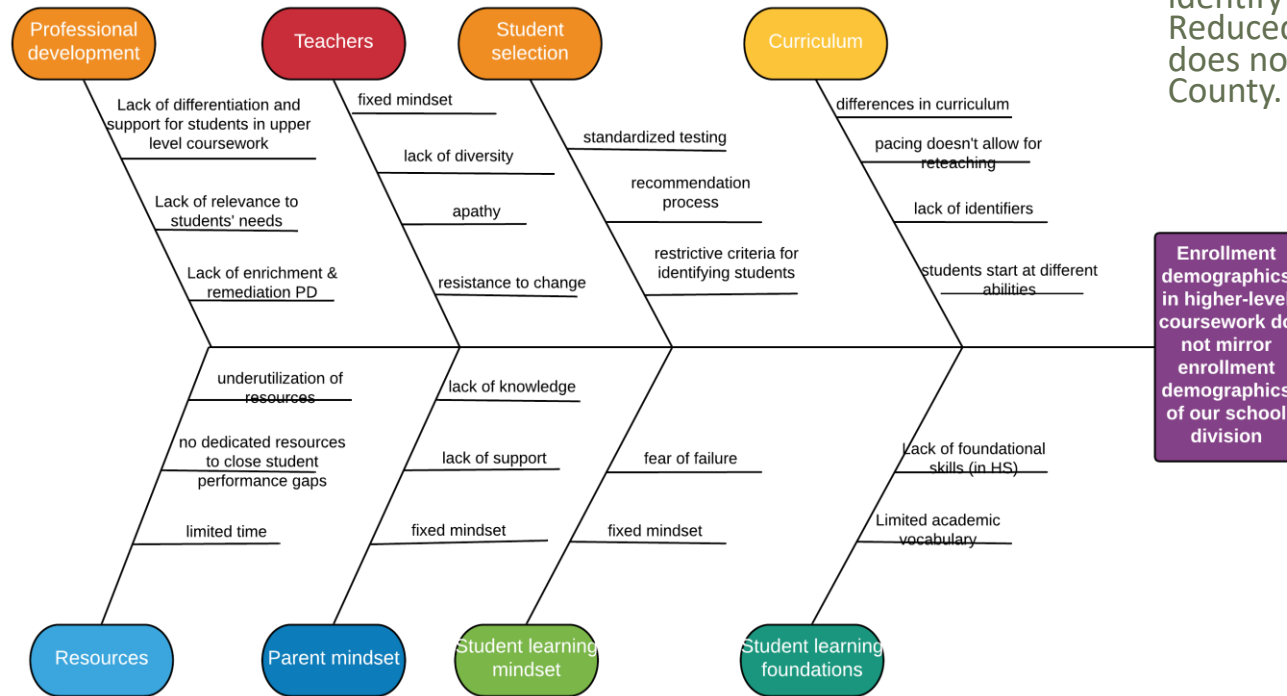
(**The Carnegie Project on the Education Doctorate**)
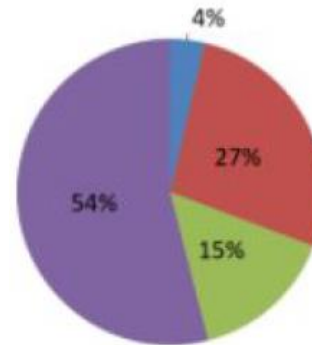
CARNEGIE RESOURCES

Problems of Practice
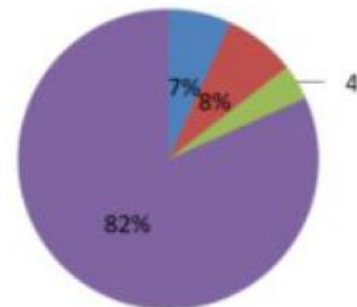
CHESTERFIELD COUNTY PUBLIC SCHOOLS, VA

PROBLEM OF PRACTICE: Inequitable access of historically marginalized students to higher level coursework: Students enrolled in higher-level coursework are predominantly those who identify as White and those not enrolled in the federal Free and Reduced Lunch program. Enrollment in higher-level coursework does not match the changing demographics of Chesterfield County.

Professional development
- Lack of differentiation and support for students in upper level coursework
- Lack of relevance to students' needs
- Lack of enrichment & remediation PD
- underutilization of resources
- no dedicated resources to close student performance gaps
- limited time

Teachers
- fixed mindset
- lack of diversity
- apathy
- resistance to change
- lack of knowledge
- lack of support
- fixed mindset

Student selection
- standardized testing
- recommendation process
- restrictive criteria for identifying students

Curriculum
- differences in curriculum
- pacing doesn't allow for reteaching
- lack of identifiers
- students start at different abilities

- fear of failure
- fixed mindset

- Lack of foundational skills (in HS)
- Limited academic vocabulary

Enrollment demographics in higher-level coursework do not mirror enrollment demographics of our school division

Resources

Parent mindset

Student learning mindset

Student learning foundations

CCPS Enrollment by Race
■Asian ■Black ■Latino ■White
- 4%
- 27%
- 15%
- 54%

Gifted Enrollment by Race
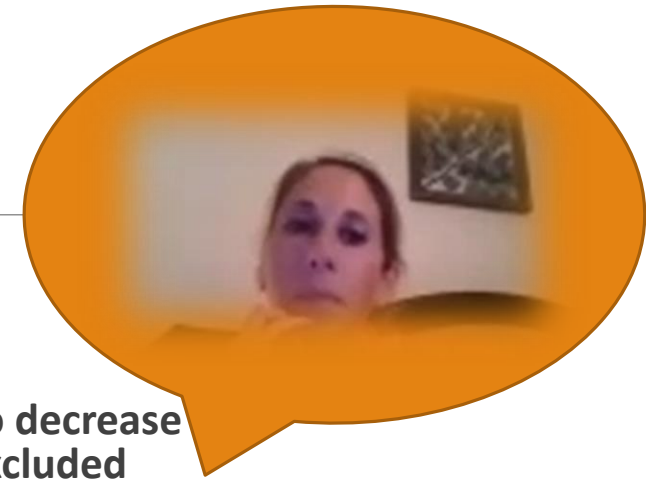■Asian ■Black ■Latino ■White
- 7%
- 8%
- 4
- 82%

Source: Grimes, T., & Siegel-Hawley, G. (2017, March 20). [Equity in CCPS A (Very) Bird's Eye View]. Unpublished raw data.

Problems of Practice

FORT PLAIN ELEMENTARY SCHOOL

PROBLEM OF PRACTICE:

Aligned and rigorous literacy instruction to decrease numbers of elementary school students excluded from mainstream classroom instruction

The Rural Educator
official journal of the National Rural Education Association

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Building Will and Capacity for Improvement in a Rural Research-Practice Partnership

Kristen Campbell Wilcox
University at Albany

Sarah J. Zuckerman
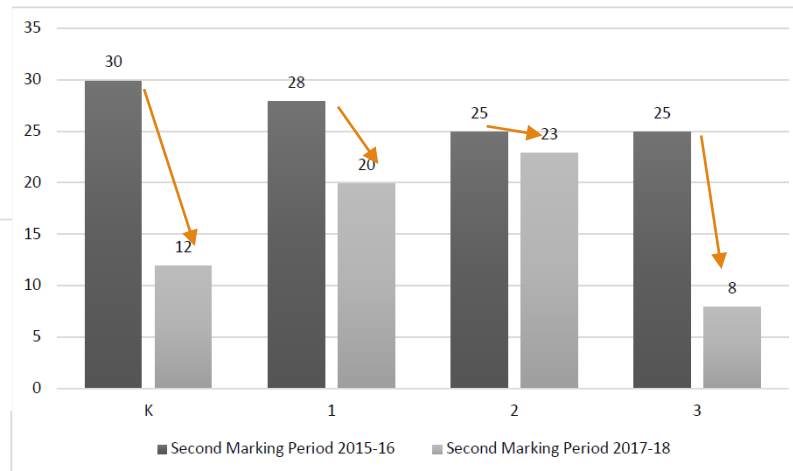University of Nebraska-Lincoln

Figure 5. Percentage of students receiving Tier 2 interventions by grade level

Discussion: What problems of practice bring you to the room?

1. What is a common problem of practice you and/or your students face?

2. How have you and/or your students approached addressing this problem?

3. What has been successful and what has been challenging?

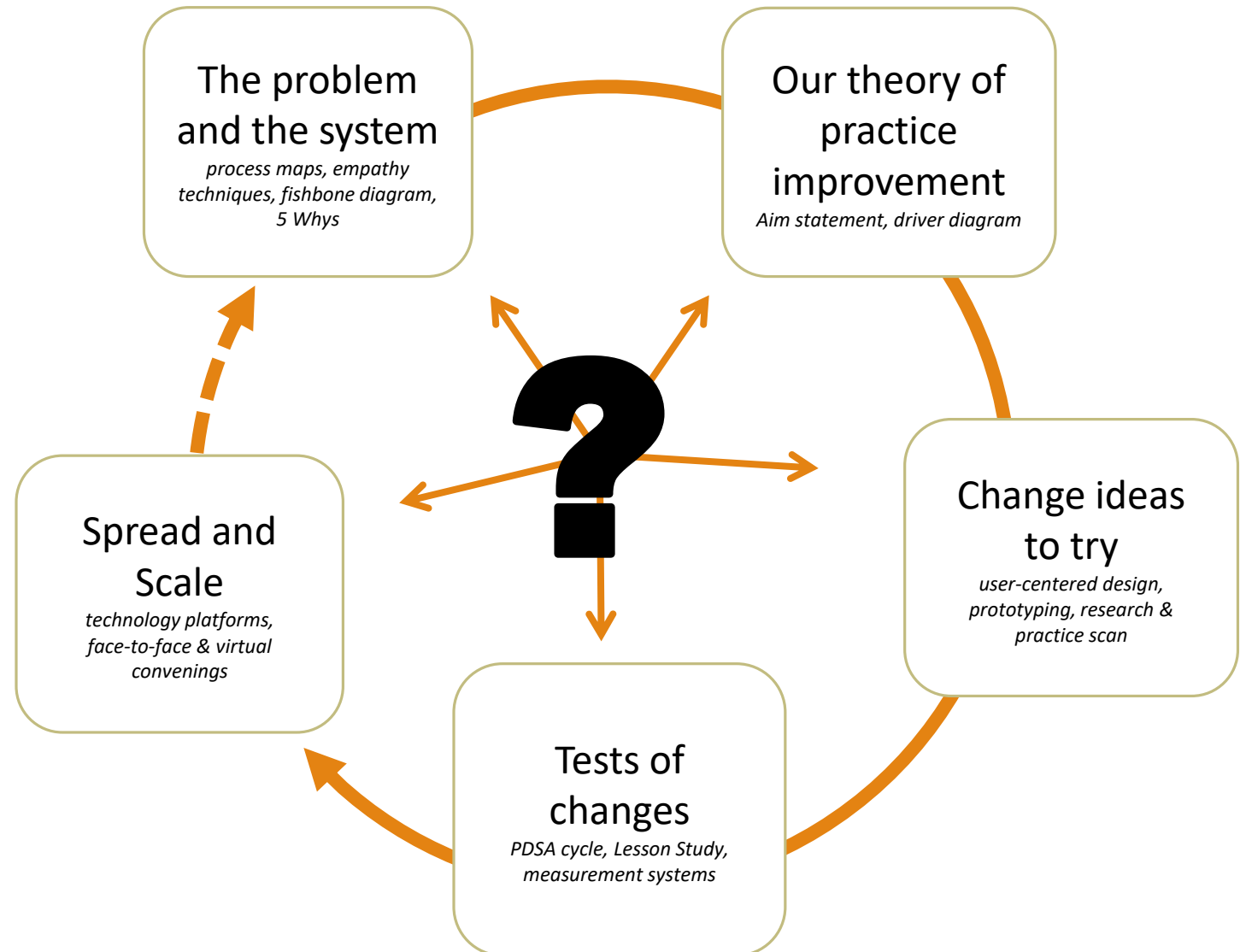# Leaders' Experiences

Improvement Journeys Recounted

What next?

Determining our next step means we need to know more about...

The problem and the system
process maps, empathy techniques, fishbone diagram, 5 Whys

Our theory of practice improvement
Aim statement, driver diagram

Change ideas to try
user-centered design, prototyping, research & practice scan

Tests of changes
PDSA cycle, Lesson Study, measurement systems

Spread and Scale
technology platforms, face-to-face & virtual convenings

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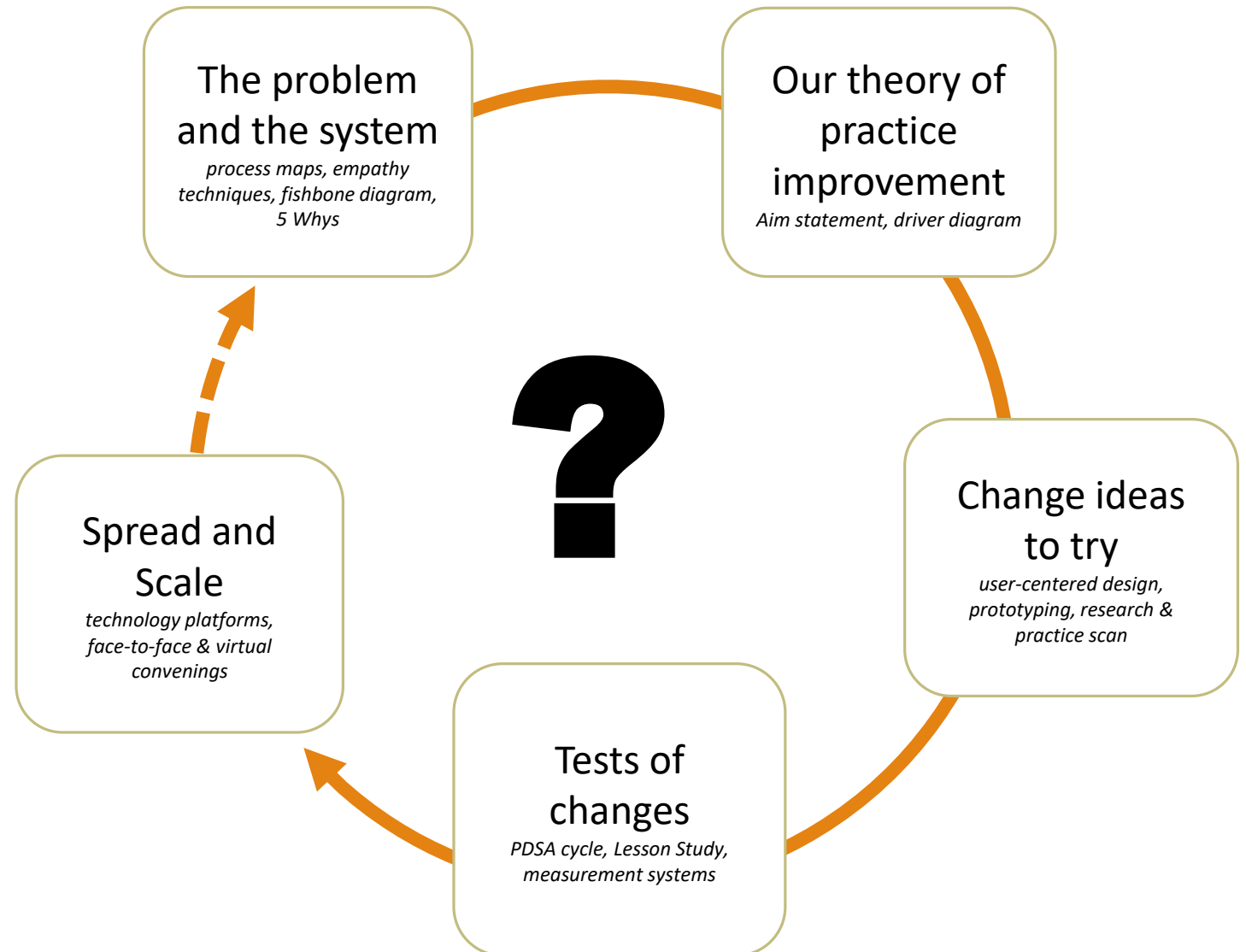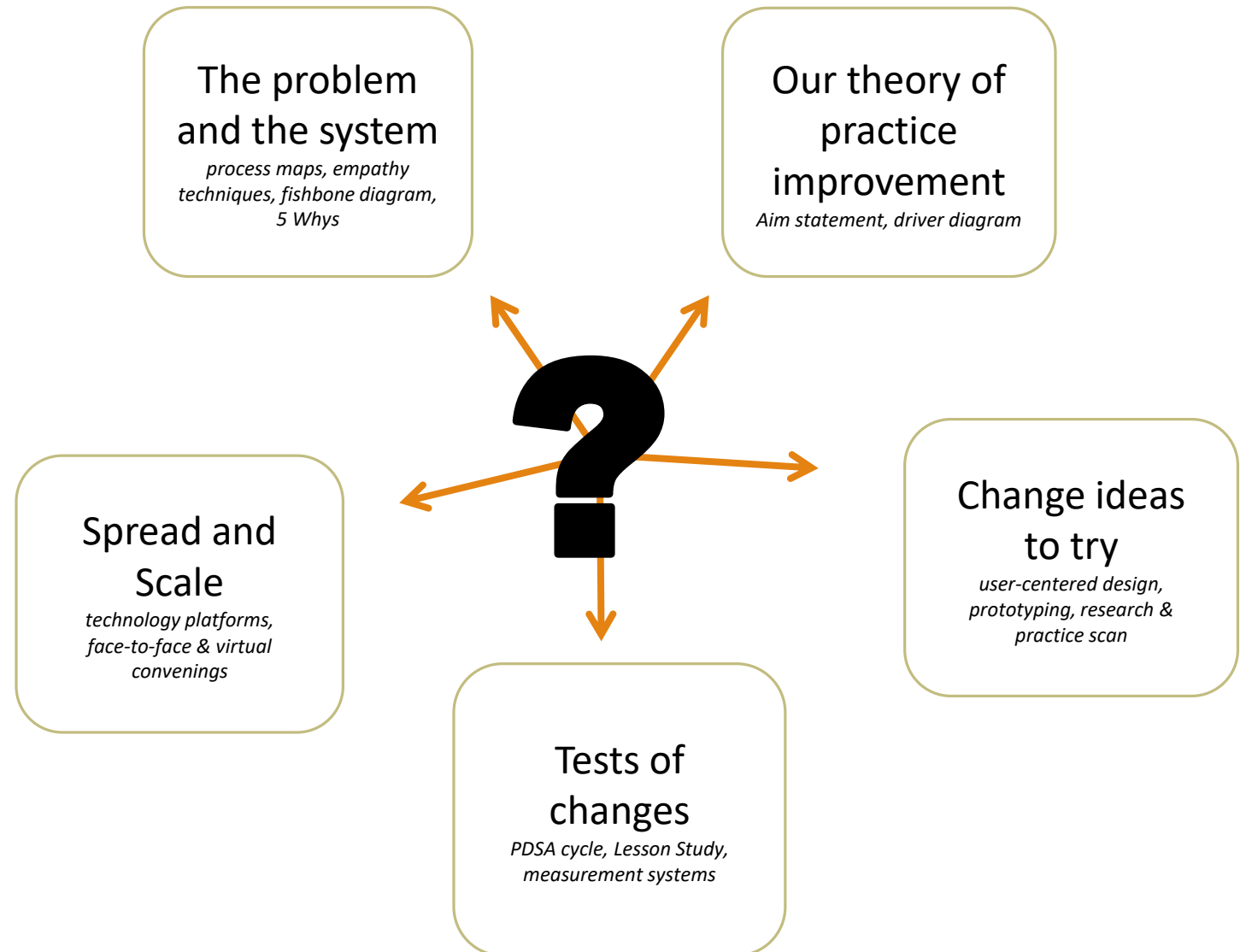
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What part of the journey resonates with you or interests you the most?

1 The problem and the system
process maps, empathy techniques, fishbone diagram, 5 Whys

2 Our theory of practice improvement
Aim statement, driver diagram

3 Change ideas to try
user-centered design, prototyping, research & practice scan

4 Tests of changes
PDSA cycle, Lesson Study, measurement systems

5 Spread and Scale
technology platforms, face-to-face & virtual convenings

Diving in

Sharing and reflecting

1.   What do you value about Improvement Science approaches particularly with regard to helping leaders address opportunity and outcome disparities for the subaltern?

2.   How do your current approaches for leader development differ with Improvement Science approaches particularly with regard to addressing problems of practice related to addressing opportunity and outcome disparities for the subaltern?

3.   What is one aspect of the Improvement Science journey you feel you "get" the best or that resonates with you and why?

4.   Which of the strategies or tools do you feel you might use and how might this help leaders address opportunity and outcome disparities for the subaltern?

5.   What questions remain for you?

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McDonald, J. P., Klein, E. J., & Riordan, M. (2009). *Going to scale with new school designs: Reinventing high school.* New York: Teachers College Press.

Peurach, D. J. (2016). Innovating at the nexus of impact and improvement: Leading educational improvement networks. *Educational Researcher, 45*(7), 421-429.

Thank you from all of us!

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