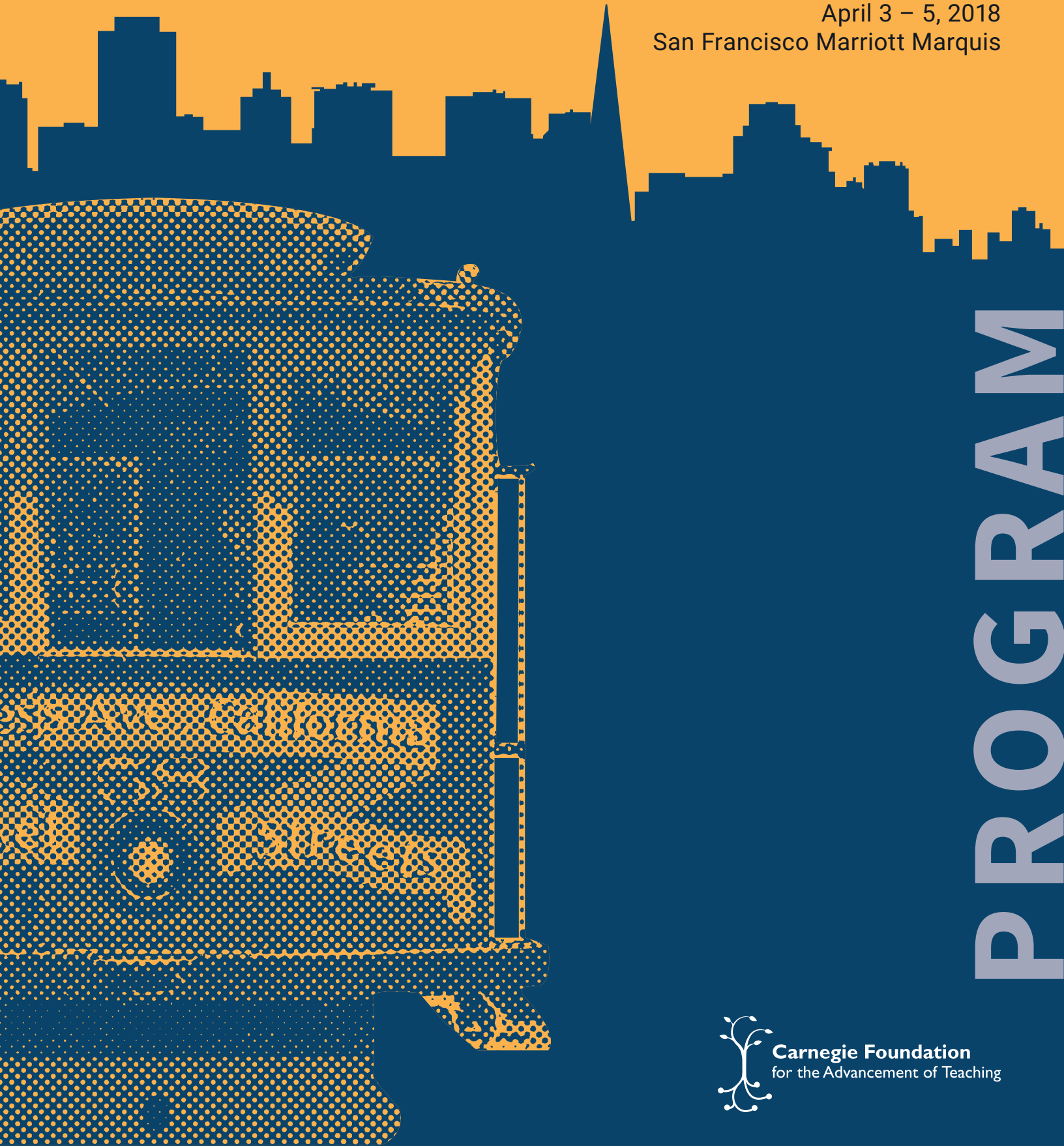


**CARNEGIE FOUNDATION SUMMIT**  
*on*  
**IMPROVEMENT IN EDUCATION** **2018**  
SAN FRANCISCO

April 3 – 5, 2018  
San Francisco Marriott Marquis



PROGRAM



**Carnegie Foundation**  
for the Advancement of Teaching

# Six Core Principles of Improvement

## Carnegie's Work is Guided by Six Core Principles.

### **Make the work problem-specific and user-centered.**

It starts with a single question: "What specifically is the problem we are trying to solve?" It enlivens a co-development orientation: engage key participants early and often.

### **Variation in performance is the core problem to address.**

The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.

### **See the system that produces the current outcomes.**

It is hard to improve what you do not fully understand. Go and see how local conditions shape work processes. Make your hypotheses for change public and clear.

### **We cannot improve at scale what we cannot measure.**

Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.

### **Anchor practice improvement in disciplined inquiry.**

Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

### **Accelerate improvements through networked communities.**

Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.





## Welcome to the Fifth Annual Summit on Improvement in Education: Advancing Quality in Continuous Improvement

Over the past nine years, the Carnegie Foundation for the Advancement of Teaching has been bringing together diverse groups of researchers and practitioners to chart out and subsequently test a set of improvement principles and related tools and methods to better support how educational systems learn to improve. We assist educational practitioners' efforts to integrate the discipline of improvement science into the everyday web of how they carry out their work. In tandem with this, we advocate for a new organizational form for applied educational R&D: networked improvement

communities, which bring researchers and practitioners together to accelerate progress on the complex, wicked problems that have stymied our field for decades.

Drawing on these ideas and methods, educational innovators and their respective organizations are now advancing substantial, measurable progress on student outcomes. Improvement networks have increased student success rates in community colleges, reduced chronic absenteeism in grades K-12, elevated high school graduation rates (especially among students from low-income families and students of color), and redressed bias in school suspensions. In short, we now have good evidence that when educators fully take up these practices, real progress on longstanding inequities in educational outcomes can occur.

Not surprisingly, then, improvement ideas and methods have now come to the center of education reform. The Every Student Succeeds Act has devolved significant resources and authorities to states and districts with strong guidance to be evidence-based in their reform efforts and to engage in continuous improvement. Philanthropic institutions are committing increasing resources to initiating and growing improvement networks. Taken together, these forces offer possibilities for broad-based changes across our nation's schools.

Clearly, continuous improvement and improvement networks, where practitioners and researchers work together to solve targeted problems, is "in the air." But we have also heard from many who have started down this path that this work is quite a bit harder than it looks at first glance. Increasingly, educators are asking us: What exactly does doing this work with quality actually entail? Opening up this question forms the theme for Summit V: Advancing Quality in Continuous Improvement.

As in the past, Summit V continues to extend opportunities for those relatively new to these ideas to learn more about productive use of the improvement principles and related tools and methods. This year's program also expands opportunities for those who have initiated improvement projects to present on their work in progress and to learn from others on similar paths.

In addition, this year's Summit opens a new front with the addition of a programmatic strand called "Spotlight on Continuous Improvement." These "Spotlight Sessions" bring forward examples of some of the best improvement work now happening in our field. They highlight work occurring in seven very different educational organizations. Each is empowering the improvement principles to make measureable progress on student outcomes. Some are attacking longstanding inequities in traditional educational outcomes, while others are taking up the challenges posed by new state standards to advance more ambitious student learning goals reliably at scale. Some of this work is occurring in major urban centers, other efforts are in rural communities, and still others in places in between.

So this year's Summit affords an opportunity to meet with and learn from educators and researchers across our nation who have taken up these challenges and are making the improvement principles come alive in their schools and communities. They are closing performance gaps; they are turning aspirations for more ambitious educational outcomes into realized outcomes for students.

We are excited and encouraged by the terrific work now emerging across many different improvement communities all across our nation. We feel privileged to have the opportunity to offer the Summit as a convening context where the spirit of improvement lives: "All teach, all learn."

Sincerely,

Anthony S. Bryk, President  
Carnegie Foundation for the Advancement of Teaching

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# Conference Information

## NAME BADGES

Please wear your name badge at all times; it is your ticket to sessions, meals, and other events.

## WIRELESS INTERNET ACCESS

To access complimentary wireless in meeting rooms, connect to the “Marriott\_CONFERENCE” network. Once connected, open a web browser and enter the password: Summit2018.

## MOBILE EVENT GUIDE

Our free mobile event guide features the Summit schedule, session materials, speaker bios, and more. Use it to create your Summit schedule and connect with other attendees. Download “Guidebook” in the Apple, Android, or Amazon app stores. In the Guidebook app, search for “Carnegie Summit.” The event guide is also available at [carnegiefoundation.org/summitguide](http://carnegiefoundation.org/summitguide).

## SESSION MATERIALS

Access session materials online at [carnegiefoundation.org/summitguide](http://carnegiefoundation.org/summitguide).

## SPECIAL MEALS

If you indicated a dietary restriction in your registration, pick up your special lunch from the “Special Meals” table in the Grand Assembly.

## SOCIAL MEDIA CAFÉ

Visit the Social Media Café to take photos with other attendees, watch the live feed, and engage in inspiring conversations! Use #CarnegieSummit and tag @CarnegieFdn on Twitter to get featured in the Summit’s social stream, and follow the Carnegie Foundation on Twitter and Facebook for the latest news and updates.

## JOB BOARD

Post job openings and check for opportunities at the Job Board next to Summit Registration.

## PROGRAM CHANGES

Program changes will be noted on the Program Changes sign next to Summit Registration.

## CONFERENCE VIDEOS & PHOTOS

We will shoot video and take photos throughout the conference and may use your image on the Carnegie website, in publications, or in other materials.

## UNATTENDED BELONGINGS/LOST & FOUND

Lost items that are turned in to conference staff may be claimed at the registration desk.

## BUSINESS SERVICES

The Marriott Business Center is open from 7:00am to 7:00pm and is located one floor below the lobby. Marriott guests may access the Business Center outside of these hours with their room key.

## HOTEL CHECKOUT & LUGGAGE STORAGE

Hotel checkout is 11:00am. Complimentary luggage storage for Marriott guests is available at the bell desk.

## EMERGENCIES

In the event of an emergency, dial 6666 from any phone. Should an alarm sound, listen for instructions over the hotel’s public address system and heed the directions of the Marriott and Carnegie staff.

## TEACHING AND LEARNING RESOURCES

### Online Learning Platform for Networked Improvement Communities (NICs) Demonstration

*Grand Assembly/Golden Gate Ballroom AB*

Accelerate the initiation and development of networked improvement communities with the Carnegie Foundation’s Networked Improvement Learning and Support (NILS) platform. Easily collaborate, learn, test change ideas, share results, and connect with a collegueship of experts via mobile-friendly tools. Demonstrations will be held during lunch breaks and Wednesday’s networking reception. Learn more about the platform during poster sessions.

### Improvement Science Resources: Useful Publications

*Golden Gate Ballroom AB*

The Improvement Science Resources table showcases

selected publications about improvement science, as well as some of the most current thinking about improvement in education. Visit during poster sessions to browse publications, get Summit attendee discount codes, and add to your improvement reading list.

### Teaching Commons: An Online Instructional Repository to Support the Teaching of Improvement

*Golden Gate Ballroom AB*

Learn more about the Carnegie Foundation’s Teaching Commons, an online database of instructional resources—including lesson plans, facilitator agendas, and slide deck presentations—for faculty and instructional designers interested in the teaching of improvement science and networked improvement communities. Come test the prototype during poster sessions.

## PRE-CONFERENCE COURSES – IT’S NOT TOO LATE TO REGISTER!

Full day pre-conference courses run on Tuesday, April 3, and are optional add-ons to the Summit General Conference. If you have not pre-registered and would like to attend, please visit the registration desk. Space is limited.

- PC1. Improvement Science Basics
- PC2. Organizing to Work in a Networked Improvement Community
- PC3. Using Data for Quality Improvement
- PC4. Collaboration and Group Decision-Making
- PC5. Putting Research into Practice: Leadership for System Transformation
- PC6. Getting Inside the “How” of District-Wide Reform
- PC7. Unleashing Large-Scale Social Change

## LUNCH ROUNDTABLE CONVERSATIONS

Share your experiences and challenges and hear from others. Grab a box lunch and head to the far end of the Grand Assembly for facilitated lunch conversations. See pages 12 and 20 for topics and facilitators. Plan to come early as space is limited!

## POSTER SESSIONS

Explore over 80 posters representing a wide array of improvement efforts. Visit the Golden Gate Ballroom AB at your convenience or during the times scheduled below when presenters will be at their posters to discuss their work and answer your questions.

- ▶ Welcome & Poster Reception  
Tuesday, April 3, 5:30pm – 7:00pm
- ▶ Coffee Break & Poster Session  
Wednesday, April 4, 3:00pm – 4:00pm
- ▶ Coffee Break & Poster Session  
Thursday, April 5, 9:30am – 10:00am

## SELECTING YOUR BREAKOUT SESSIONS

### PROGRAM STRANDS

Choose from over 45 sessions across five sets of breakouts on Wednesday, April 4, and Thursday, April 5. Breakout sessions are categorized within one of the following program strands:

Methods of Improvement Science & Networks

Improvement Science in Practice

Networks in Practice

Leadership for Improvement

### AREAS OF FOCUS

To further assist you in selecting sessions, we have tagged sessions that address the following areas of focus:

• Data & Measurement

• Equity & Achievement Gaps

• Higher Education

• Instruction & Assessment

• Professional Development

• Scale & Spread

### SPOTLIGHT ON CONTINUOUS IMPROVEMENT

Spotlighted sessions highlight improvement progress in a variety of school districts, charter management organizations, and intermediary education organizations. This is a unique opportunity to engage more deeply with educators on the front lines of continuous improvement. Spotlighted sessions are marked with a yellow stripe.

### SPONSOR-HOSTED SESSIONS

Our sponsors understand that the Summit is an opportunity to enhance professional knowledge, hear the latest thinking, network, gain direction, stimulate dialogue, and design and share best practices. Grab a box lunch and attend a session hosted by our sponsors on Thursday, April 5, from 12:00pm to 1:00pm. See pages 18 and 19 for descriptions and room locations.

# Schedule-at-a-Glance

Tuesday, April 3				
8:00am – 9:00am	Pre-Conference Continental Breakfast • Salon 7			
9:00am – 4:00pm	<b>PRE-CONFERENCE COURSES</b>			
	<b>PC1.</b> Improvement Science Basics, <b>Nob Hill A-D</b>	<b>PC2.</b> Organizing to Work in a Networked Improvement Community, <b>Salons 10-11</b>	<b>PC3.</b> Using Data for Quality Improvement, <b>Golden Gate Ballroom C</b>	<b>PC4.</b> Collaboration & Group Decision Making, <b>Salons 1-3</b>
	<b>PC5.</b> Putting Research into Practice: Leadership for System Transformation, <b>Salons 14-15</b>	<b>PC6.</b> Getting Inside the "How" of District-Wide Reform, <b>Salons 4-6</b>	<b>PC7.</b> Unleashing Large-Scale Social Change, <b>Salons 12-13</b>	
12:00pm – 1:00pm	Pre-Conference Lunch • Salon 7			
4:30pm – 5:30pm	<b>OPENING KEYNOTE • ANTHONY S. BRYK • SALONS 7-9</b>			
5:30pm – 7:00pm	Welcome & Poster Reception • Golden Gate Ballroom AB			

Wednesday, April 4				
7:00am – 8:30am	Continental Breakfast • Grand Assembly			
8:30am – 9:45am	<b>BREAKOUT SET A</b>			
	<b>A1/B1.</b> Introduction to Improvement Science: A Learning-By-Doing Simulation, <b>Salons 1-3</b>	<b>A2.</b> Theory of NIC Development, <b>Salons 10-11</b>	<b>A3.</b> Leading NICs in Rural Settings: The Role of Regional Support Systems, <b>Nob Hill CD</b>	<b>A4.</b> Embedding Practical Measures for Supporting Teachers' Learning, <b>Salon 7</b>
	<b>A6.</b> Hub Capacity-Building in Higher Education, <b>Nob Hill AB</b>	<b>A7.</b> Cultivating Teacher Leadership in Improvement, <b>Golden Gate Ballroom C2</b>	<b>A8.</b> Spotlight on Summit Public Schools: Providing Evidence That We Can Do Better, <b>Salons 4-6</b>	<b>A9.</b> Transforming Culture for Large-Scale College Access, <b>Golden Gate Ballroom C1</b>
9:45am – 10:15am	Coffee Break • Grand Assembly			
10:15am – 11:30am	<b>BREAKOUT SET B</b>			
	<b>A1/B1.</b> Introduction to Improvement Science: A Learning-By-Doing Simulation, <b>Salons 1-3</b>	<b>B2.</b> Understanding the Problem You Are Trying to Solve: Causal System Analysis, <b>Golden Gate Ballroom C2</b>	<b>B3.</b> Variation in Performance Is the Problem to Be Solved: The Use of Data in Improving Literacy Outcomes, <b>Salons 14-15</b>	<b>B4.</b> Improvement Efforts in Higher Education, <b>Golden Gate Ballroom C1</b>
	<b>B6.</b> Spotlight on the National Writing Project: The Value of a Strong Network, <b>Salons 10-11</b>	<b>B7.</b> Learning from a Lesson Study Network to Improve K-8 Mathematics, <b>Nob Hill CD</b>	<b>B8.</b> Spotlight on High Tech High: Moving Improvement to the Center of Organization Culture, <b>Salons 4-6</b>	<b>B9.</b> Contrasting Systems Making Improvement Science an Integral Approach to Work, <b>Nob Hill AB</b>
11:30am – 1:00pm	Lunch • Grand Assembly			
12:00pm – 1:00pm	Lunch Roundtable Conversations • Far End of the Grand Assembly			
1:30pm – 2:45pm	<b>BREAKOUT SET C</b>			
	<b>C1.</b> Measurement for Improvement, <b>Salons 14-15</b>	<b>C2.</b> Understanding the User Experience: Empathy Tools and Techniques, <b>Salons 10-11</b>	<b>C3.</b> Spotlight on Fresno Unified School District: Advancing Equal Opportunity for College Graduation and College Choice, <b>Salons 4-6</b>	<b>C4.</b> High Reliability Organizations: Lessons from Other Industries and Their Application to Education, <b>Salons 12-13</b>
	<b>C6.</b> Social Network Analysis in Phases of Networked Improvement, <b>Golden Gate Ballroom C1</b>	<b>C7.</b> Accelerating Improvement in Student-Led Assessment, <b>Nob Hill AB</b>	<b>C8.</b> Strong Performers and Successful Reformers in Education, <b>Salon 7</b>	<b>C9.</b> Effective Supports to Achieve Better Outcomes, <b>Nob Hill CD</b>
3:00pm – 4:00pm	Coffee Break & Poster Session • Golden Gate Ballroom AB			
4:15pm – 5:15pm	<b>KEYNOTE • SONJA SANTELISES • SALONS 7-9</b>			
5:15pm – 6:45pm	Networking Reception • Grand Assembly			

# Schedule-at-a-Glance

Thursday, April 5					
7:00am – 8:15am	Continental Breakfast • Grand Assembly				
8:30am – 9:30am	KEYNOTE • DAN HEATH • SALONS 7-9				
9:30am – 10:00am	Coffee Break & Poster Session • Golden Gate Ballroom AB				
10:15am – 11:30am	BREAKOUT SET D				
	<b>D1.</b> Scaling Up Without Screwing Up, Salons 1-3	<b>D2.</b> Data Workshop: Two Tools for Analysis in Improvement Science, Salons 12-13	<b>D3.</b> Network Leadership, Golden Gate Ballroom C1	<b>D4.</b> Building Improvement Science Capability Across Communities to Achieve Systems Change, Golden Gate Ballroom C2	<b>D5.</b> You Can't Lead What You Don't Measure: Prioritizing Engagement, Rigor, and Culture, Salon 7
	<b>D6.</b> Galvanizing Teacher Engagement, Support, and Leadership in Improvement, Nob Hill AB	<b>D7.</b> Spotlight on the Better Math Teaching Network: Moving the Needle on Student-Centered Instruction, Salons 10-11	<b>D8.</b> Improving Teacher Preparation and Development, Salons 14-15	<b>D9.</b> Spotlight on the School District of Menomonee Falls: Making Continuous Improvement a Normative System-Wide Practice, Salons 4-6	<b>D10.</b> Strengthening Internal Coherence Throughout the System, Nob Hill CD
11:30am – 1:00pm	Lunch • Grand Assembly				
12:00pm – 1:00pm	Lunch Roundtable Conversations • Far End of the Grand Assembly				
12:00pm – 1:00pm	SPONSOR-HOSTED SESSIONS				
	<b>S1. AdvancED</b> Creating an Engaging and Learner-Centric Classroom, Nob Hill AB	<b>S2. American Institutes for Research (AIR)</b> Identifying and Overcoming Challenges in Designing Practical Measures of Changes in Teachers' Practice, Salons 12-13	<b>S3. Amplify</b> Improving Science Education through the Next Generation Science Standards (NGSS), Salons 10-11	<b>S4. Fundación Educacional Oportunidad</b> Un Buen Comienzo: Improving Language Development for Preschool Children in Disadvantaged Communities of Chile, Nob Hill CD	<b>S5. Poses Family Foundation</b> Knowledge, Skills, and Mindsets: What General Educators Need to Know, Think, and Do to Address the Needs of Students with Learning and Attention Issues, Salons 4-6
1:30pm – 2:45pm	BREAKOUT SET E				
	<b>E1.</b> The Engine for Improvement: Coaching PDSA Cycles, Golden Gate Ballroom C2	<b>E2.</b> The Work of a Hub, Nob Hill CD	<b>E3.</b> Making Data Useable for Improvement, Salons 14-15	<b>E4.</b> Teaching Improvement Science: Lessons from Carnegie's Higher Education Network, Salons 10-11	<b>E5.</b> Spotlight on New Visions for Public Schools: Scaling Improvement Work in Secondary Schools, Salons 4-6
	<b>E6.</b> Two Network Approaches to Support Social Emotional Learning, Nob Hill AB	<b>E7.</b> ESSA Policy and Continuous Improvement, Salons 12-13	<b>E8.</b> Preparing Principals to Lead Systemic Improvement, Salons 1-3	<b>E9.</b> Mature Enterprises Scale, Spread, and Continuously Improve, Golden Gate Ballroom C1	
3:15pm – 4:15pm	KEYNOTE • PEDRO A. NOGUERA • SALONS 7-9				

7:00am – 7:30pm

## REGISTRATION OPEN

*Grand Assembly*

8:00am – 9:00am

## PRE-CONFERENCE CONTINENTAL BREAKFAST

*Salon 7*

Breakfast is available for registered pre-conference course attendees. Please wear your name badge.

9:00am – 4:00pm

## PRE-CONFERENCE COURSES

### PC1. Improvement Science Basics

*Nob Hill A-D*

Get a comprehensive overview of the basic tenets and tools of improvement science and their application to your practice.

**Melissa Chabran**, Associate, Networked Improvement Science, Carnegie Foundation

**Patrice Dawkins-Jackson**, Networked Improvement Science Fellow, Carnegie Foundation

**Anna Kavar**, Co-Founder and Chief Growth Officer, Leading Through Connection

**Ke Wu**, Associate, Networked Improvement Science, Carnegie Foundation

### PC2. Organizing to Work in a Networked Improvement Community

*Salons 10-11*

Learn how to initiate an effective network, from developing a hub to establishing a culture of collective learning.

**Manuelito Biag**, Associate, Networked Improvement Science, Carnegie Foundation

**Edit Khachatryan**, Associate, Networked Improvement Science, Carnegie Foundation

**Emma Parkerson**, Associate, Networked Improvement Science, Carnegie Foundation

**Barbara Shreve**, Networked Improvement Science Fellow, Carnegie Foundation

### PC3. Using Data for Quality Improvement

*Golden Gate Ballroom C*

Understand how to develop practical measures and use the resulting data for continuous improvement.

**Jon Norman**, Associate, Analytics, Carnegie Foundation

**David Sherer**, Networked Improvement Science Fellow, Carnegie Foundation

**Sola Takahashi**, Senior Research Associate, WestEd

### PC4. Collaboration and Group Decision-Making

*Salons 1-3*

Build skills in leading participatory meetings and applying the dynamics of group decision-making to real-life situations.

**Nelli Noakes**, Professional Organization Effectiveness Consultant, Community At Work

### PC5. Putting Research into Practice: Leadership for System Transformation

*Salons 14-15*

Hear how to grow and develop leaders who can effectively drive change and improve school results and student outcomes.

**Patricia Greco**, Superintendent of Schools, School District of Menomonee Falls

**Corey Golla**, Director of Curriculum and Learning, School District of Menomonee Falls

**Melissa Matarazzo**, Lead Coach, Studer Education

**Suzy Thomas**, Associate Principal, Menomonee Falls High School

### PC6. Getting Inside the “How” of District-Wide Reform

*Salons 4-6*

Learn practical approaches to leading district-wide reform and becoming agents of change in local and state jurisdictions.

**Michael Fullan**, Professor Emeritus, Ontario Institute for Studies in Education, University of Toronto

**Eleanor Adam**, Senior Consultant, Michael Fullan Enterprises Capacity Building Team

**Carlye Olsen-Marousek**, Director of Accountability, Staff Development, and Curriculum & Instruction, Whittier Union High School District

**Sandy Thorstenson**, Former Superintendent, Whittier Union High School District

### PC7. Unleashing Large-Scale Social Change

*Salons 12-13*

Discover the Billions Institute model for making large-scale social change and how to apply it to your own context.

**Becky Margiotta**, CEO and President, Billions Institute

**Joe McCannon**, Co-Founder and Senior Advisor, Billions Institute

**Karen Zeribi**, Founder & Principal Improvement Advisor, Shift-Results



**10:30am – 11:00am**

## **PRE-CONFERENCE COFFEE BREAK**

**Salon 7**

Beverages are available for registered pre-conference course attendees.

**12:00pm – 1:00pm**

## **PRE-CONFERENCE LUNCH**

**Salon 7**

Lunch is available for registered pre-conference course attendees. Please wear your name badge and have your lunch ticket with you.

**12:15pm – 12:45pm**

## **ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION**

**Grand Assembly**

Learn about Carnegie's Networked Improvement Learning and Support (NILS) technology platform.

**2:30pm – 3:00pm**

## **COFFEE BREAK**

**Salon 7**

Refreshments are available for registered pre-conference course attendees. Please have your name badge with you.

**4:30pm – 5:30pm**

## **OPENING KEYNOTE**

**Salons 7-9**

**Anthony S. Bryk**, *President, Carnegie Foundation for the Advancement of Teaching*

**5:30pm – 7:00pm**

## **WELCOME & POSTER RECEPTION**

**Golden Gate Ballroom AB**

Join fellow attendees, speakers, and sponsors; engage with poster presenters; and enjoy light hors d'oeuvres. A complimentary drink ticket is included with your registration. See pages 23-28 for the Poster Directory.



**4:30pm – 5:30pm**

## **OPENING KEYNOTE**

**Salons 7-9**

**Anthony S. Bryk**, *President, Carnegie Foundation for the Advancement of Teaching*

Anthony S. Bryk is the ninth president of the Carnegie Foundation for the Advancement of Teaching, where he has significantly influenced school reform efforts by focusing on education as a key social justice issue of our time. His deep interest in bringing scholarship to bear on improving schooling is reflected in his books, *Trust in Schools* (2002) and *Organizing Schools for Improvement: Lessons from Chicago* (2010). In his most recent work, *Learning to Improve* (2015), Bryk argues improvement science

combined with the power of networks offers the field a new approach to reach ever-increasing educational aspirations. Bryk holds a B.S. from Boston College and an Ed.D. from Harvard University.



7:00am – 4:30pm

## REGISTRATION OPEN

Grand Assembly

7:00am – 8:30am

## CONTINENTAL BREAKFAST

Grand Assembly

8:30am – 9:45am

## BREAKOUT SESSIONS - SET A

### A1/B1. Introduction to Improvement Science:

#### A Learning-By-Doing Simulation

Salons 1-3

Methods of Improvement Science & Networks

This two-block session will introduce participants to the methods and tools of improvement science. Participants will work through a simulated improvement scenario about student attendance to learn about and apply several improvement science tools, including aim statements, process maps, PDSAs, and more. The session will conclude with a reflection on how to apply improvement science to education and to the unique contexts in which participants work. Participants are expected to attend both blocks of the session. (Introductory) *Capacity is limited to the first 140 participants.*

**Manuelito Biag**, Associate, Networked Improvement Science, Carnegie Foundation

**Brandon Bennett**, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation

**Patrice Dawkins-Jackson**, Networked Improvement Science Fellow, Carnegie Foundation

**Anna Kawar**, Co-Founder and Chief Growth Officer, Leading Through Connection

**Amanda Meyer**, Director of Improvement, CORE Districts

**Barbara Shreve**, Networked Improvement Science Fellow, Carnegie Foundation

**Ke Wu**, Associate, Networked Improvement Science, Carnegie Foundation

### A2. Theory of NIC Development

Salons 10-11

Methods of Improvement Science & Networks

What are the distinguishing features of a networked improvement community (NIC), and how do NICs change over time? In this session, NIC scholars and coaches will share Carnegie's current theory of NIC development and a measurement framework that can be used to assess a network's health. Methods and findings will be explored through a case study of the Better Math Teaching Network (BMTN), a NIC that aims to improve student engagement in algebra. (Introductory)

**Eva Mejia**, Chief Strategy Officer, Big Picture Learning

**Jennifer Lin Russell**, Associate Professor, Learning Sciences and Policy, University of Pittsburgh; Senior Fellow, Networked Improvement Science, Carnegie Foundation

**Jennifer Zoltners Sherer**, Research Associate, Learning Sciences and Policy, University of Pittsburgh

**David Sherer**, Networked Improvement Science Fellow, Carnegie Foundation

### A3. Leading NICs in Rural Settings: The Role of Regional Support Systems

Nob Hill CD

Improvement Science in Practice

Networked improvement communities (NICs) bring together educators who might otherwise remain isolated from one another. Particularly in rural areas, regional and county offices are crucial supporters and capacity-builders for districts. In this session, NIC leaders from California and Tennessee will share lessons learned about the role of regional and county offices in supporting networked improvement in rural districts.

**Shelah Feldstein**, Network Director, Tulare County Office of Education

**Charlene Stringham**, Assistant Superintendent, Instructional Services, Tulare County Office of Education

**Bethany Fillers**, Director, Tennessee Early Literacy Network

**Ginger Leach**, Executive Director, East Center of Regional Excellence, Tennessee Department of Education

**Wendy Hall**, Program Director, Educational Programs, Shasta County Office of Education

**Brien McCall**, Director, District and School Support, Shasta County Office of Education

**Alicia Grunow (moderator)**, Co-Founder, Improvement Collective; Senior Fellow, Improvement Science, Carnegie Foundation

### A4. Embedding Practical Measures for Supporting Teachers' Learning

Salon 7

Improvement Science in Practice

Professional Development

Data & Measurement

Instruction & Assessment

In this session, coaches, district leaders, and researchers will share their challenges and successes in using practical measures in one-on-one coaching and teacher professional development. Throughout the session, participants will have the opportunity to collaboratively develop routines for embedding practical measures in instructional improvement efforts.

**Alisa Brown**, Math Content Specialist, San Francisco Unified School District

**Paul Cobb**, Research Professor of Mathematics, Vanderbilt University

**Michael Jarry-Shore**, Doctoral Student, Stanford University

**Jessica Slayton**, Director of Mathematics, Metro Nashville Public Schools

**Emma Trevino**, Project Manager for Implementation, San Francisco Unified School District

**Louis Gomez (moderator)**, Professor of Education and Information Studies, University of California, Los Angeles; Senior Fellow, Networked Improvement Science, Carnegie Foundation

**Nicholas Kochmanski (moderator)**, Doctoral Student, Vanderbilt University

## A5. Consolidating Learning in Networked Improvement Salons 12-13

Improvement Science in Practice

• Scale & Spread

A key routine in networked improvement is consolidating the learning that is happening throughout the network and spreading that learning across multiple sites in meaningful and actionable ways. In this hands-on session, members of Carnegie Foundation's Student Agency Improvement Community (SAIC), including hub members and participants from Eskolta School Research and Design, will share tools for drawing insights from evidence, documenting learning, and disseminating knowledge throughout a network.

**Jon Benjamin**, Internal Improvement Advisor, Director of Post-Baccalaureate Fellowship Program and Director of Facilities, Carnegie Foundation

**Alicia Wolcott**, Senior School Design Partner, Eskolta School Research and Design

**Nicholas Zurlo**, Data Analyst, Turnaround for Children

**Melissa Chabran (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

## A6. Hub Capacity-Building in Higher Education Nob Hill AB

Networks in Practice

• Higher Education

This session will focus on concrete examples of building capacity in network hubs. The University Council for Educational Administration (UCEA) serves as the hub for the Program Design Network (PDN), an initiative involving 26 universities working to improve their school leadership preparation programs. Participants will learn about UCEA's role as a hub and the lessons learned during the first 18 months of the UCEA-PDN. They will hear a specific example of how UCEA expanded the skill set of the NIC facilitators to include the application of adult learning principles to learning and teaching improvement science. Presenters will share the tools they developed to build the capacity of these novice NIC facilitators.

**David Eddy-Spicer**, Associate Professor, Curry School of Education, University of Virginia

**Karen L. Sanzo**, Professor, Old Dominion University

**Kathleen M. Winn**, Postdoctoral Research Associate, University Council for Educational Administration (UCEA), University of Virginia

**Michelle D. Young**, Executive Director, University Council for Educational Administration (UCEA); Professor of Educational Leadership, University of Virginia

**Carole Basile (reflector)**, Dean and Professor, Mary Lou Fulton Teachers College, Arizona State University

**Christina Dixon (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

## A7. Cultivating Teacher Leadership in Improvement Golden Gate Ballroom C2

Networks in Practice

• Professional Development

A core principle of networked improvement is honoring the knowledge of practitioners. In this session, participants will learn about two cases of supporting teacher leaders in networked improvement. The Center for Teaching Quality will share stories from their efforts to strengthen the engagement of K-12 educators across several school districts and charter management organizations (CMOs). They will share examples from their virtual community of educators and from emerging research on how teachers learn and how best to support them. Presenters from Shue-Medill Middle School, members of Carnegie Foundation's Student Agency Improvement Community (SAIC), will highlight how networked improvement science and data documentation and analysis gave teachers a platform for changing their own classrooms and the classrooms across the network.

**Barnett Berry**, Founder and CEO, Center for Teaching Quality

**Alesha Daughtrey**, Chief Strategy Officer, Center for Teaching Quality

**Christina James**, Teacher, Shue-Medill Middle School

**Elaine Jefferson**, Assistant Principal, Shue-Medill Middle School

**Lindsey Muldoon**, Teacher, Shue-Medill Middle School

**Edit Khachatryan (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

## A8. Spotlight on Summit Public Schools: Providing Evidence That We Can Do Better Salons 4-6

Leadership for Improvement

• Equity & Achievement Gaps

• Scale & Spread

Summit Public Schools is a leading public school system that equips its students to lead a fulfilled life. It operates 11 schools in California and Washington State and shares its personalized approach to teaching and learning (Summit Learning) with more than 330 schools across the country for free. Summit leaders Adam Carter and Kyle Moyer provide evidence that we can do better for all students; in one year, Summit Public Schools reduced the gap between the achievement of English learners and their English-speaking peers by 50% across the network. Summit is driven to reach as many people as possible, make it easier for students and teachers to take positive actions, and systematize the changes that have warrant. Learn about Summit's journey from discrete improvement projects to system-wide improvement approaches and practices.

**Adam Carter**, Chief Academic Officer, Summit Public Schools

**Kyle Moyer**, Director of Continuous Improvement, Summit Public Schools

**Anthony S. Bryk (moderator)**, President, Carnegie Foundation

## A9. Transforming Culture for Large-Scale College Access

### Golden Gate Ballroom C1

Leadership for Improvement

Equity & Achievement Gaps

How are urban districts leveraging improvement science approaches and tools to ensure that all students have access to college? New York City's innovative Access for All initiative transforms school culture by endeavoring to maintain balance in three ways: balancing meaningful measures with the pressures of evaluation; balancing scale with learning; and balancing district accountability with principles of improvement. Leaders of the district initiative will discuss how an understanding of root causes, system conditions, and inquiry structures led to the design of a large-scale college access effort. The University of Chicago's To & Through Project provides school leaders and partners with a combination of research, data, and professional learning on the milestones that matter most for students' college success. Participants will learn about the cycles of improvement that have driven Chicago's dramatic, district-wide progress in this area, and will have an opportunity to engage in a hands-on data analysis exercise that translates theory into practice.

**Sarah Duncan**, Co-Director, University of Chicago, Network for College Success

**Jenny Nagaoka**, Deputy Director, University of Chicago Consortium on School Research

**John Foley Murphy**, Senior Director, Capacity Building, New York City Department of Education

**Andrea Soonachan**, Executive Director, College and Career Planning Team, New York City Department of Education

**Rachel Beattie (moderator)**, Associate, Director of Student Agency Improvement Community and Productive Persistence, Carnegie Foundation

## A10. Leading for Improvement in California's CORE Districts

### Salons 14-15

Leadership for Improvement

Equity & Achievement Gaps

California's CORE Districts (Los Angeles, Long Beach, Fresno, Santa Ana, San Francisco, Garden Grove, Sacramento City, and Oakland) together serve over a million students in California. This session will highlight the launch of their networked improvement community (which aims to close math performance gaps for African-American and Hispanic/Latino youth), their application of improvement science approaches and tools, and an exploration of potential systemic solutions to inequities in their schools. After a brief overview by CORE's leaders, superintendents and improvement leaders from three CORE districts will describe their leadership strategies for improvement and how the collaborative work of the CORE Improvement Community supports their efforts.

**Jorge Aguilar**, Superintendent, Sacramento City Unified School District

**Noah Bookman**, Chief Strategy Officer, CORE

**Heather Hough**, Executive Director, CORE-PACE Research Partnership

**Kyla Johnson**, Superintendent, Oakland Unified School District

**Vincent Matthews**, Superintendent, San Francisco Unified School District

**Rick Miller**, Executive Director, CORE

**Andrés Alonso (reflector)**, Professor of Practice, Harvard School of Education

**Ash Vasudeva (moderator)**, Vice President, Strategic Initiatives, Carnegie Foundation

9:45am – 10:15am

## COFFEE BREAK

Grand Assembly

10:15am – 11:30am

## BREAKOUT SESSIONS - SET B

### A1/B1. Introduction to Improvement Science: A Learning-By-Doing Simulation

#### Salons 1-3

Methods of Improvement Science & Networks

This is a **continuation of a two-block session**. In order to gain full benefits of the session and out of respect for fellow learners, attendees that have not participated in the first session (Set A) may not join the second session (Set B).

**Manuelito Biag**, Associate, Networked Improvement Science, Carnegie Foundation

**Brandon Bennett**, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation

**Patrice Dawkins-Jackson**, Networked Improvement Science Fellow, Carnegie Foundation

**Anna Kawar**, Co-Founder and Chief Growth Officer, Leading Through Connection

**Amanda Meyer**, Director of Improvement, CORE Districts

**Barbara Shreve**, Networked Improvement Science Fellow, Carnegie Foundation

**Ke Wu**, Associate, Networked Improvement Science, Carnegie Foundation

### B2. Understanding the Problem You Are Trying to Solve: Causal System Analysis

#### Golden Gate Ballroom C2

Methods of Improvement Science & Networks

We are often so driven to improve education that we pursue solutions without first deeply understanding the problem we're trying to solve. This session will introduce causal system analysis (CSA), a method for gaining a common understanding of the problem around which an improvement team works. Participants will be introduced to a variety of tools for CSA and will explore in depth the fishbone diagram, an essential improvement tool that reveals key leverage points that improvers must address to solve a problem. (Introductory)

**Jon Benjamin**, Internal Improvement Advisor, Director of Post-Baccalaureate Fellowship Program, and Director of Facilities, Carnegie Foundation

**Edit Khachatryan**, Associate, Networked Improvement Science, Carnegie Foundation

## B3. Variation in Performance Is the Problem to Be Solved: The Use of Data in Improving Literacy Outcomes

Salons 14-15

Improvement Science in Practice

Data & Measurement

This session will showcase two case studies—Teaching Matters and the Reading Now Network—that illustrate how to analyze variation in data to improve the implementation of effective literacy practices. Teaching Matters has been progressively scaling an intervention that aims to improve K-3 reading development in high-poverty New York City schools. The Reading Now Network connects over 160 school districts in West Michigan to improve literacy outcomes across the region.

**Naomi Cooperman**, Senior Director of New Content and Evaluation, Teaching Matters

**Lynette Guastafarro**, Executive Director, Teaching Matters

**Ben Cronkright**, Systems Improvement Consultant, McREL International

**Peter Haines**, Superintendent, Ottawa Area Intermediate School District

**Jon Norman (moderator)**, Associate, Analytics, Carnegie Foundation

## B4. Improvement Efforts in Higher Education

Golden Gate Ballroom C1

Improvement Science in Practice

Higher Education

This session will explore two case studies of improvement work in higher education settings. The first case will focus on two of 200 communities engaged in the College Promise Campaign: Kalamazoo Promise in Michigan and the statewide Tennessee Promise. The second case will describe how Lewis & Clark Community College has leveraged data and analytics technology to track and assess the use of student support services and their impact on grades and retention.

**Martha Kanter**, Executive Director, College Promise Campaign; Senior Fellow, New York University

**Michelle Miller-Adams**, Research Fellow, W.E. Upjohn Institute; Professor, Grand Valley State University

**Dennis Krieb**, Director, Institutional Research and Library Services, Lewis & Clark Community College

**Jill Lane**, Dean of Transfer Programs, Lewis & Clark Community College

**Rachel Beattie (moderator)**, Associate, Director of Student Agency Improvement Community and Productive Persistence, Carnegie Foundation

## B5. Applying Improvement Science to Develop Teacher Skill and Standards-Aligned Instruction

Salon 7

Improvement Science in Practice

Instruction & Assessment

Professional Development

Effective instructional strategies and teacher development go hand in hand when improving instruction and student outcomes. In this session, participants will learn about two approaches that use continuous improvement processes to deliver standards-aligned instruction: The Literacy Design Collaborative, which convenes classroom teachers, instructional coaches, school and district leaders, academics, and assessment experts to develop and test a framework that supports teachers in designing and teaching standards-driven assignments in 100

New York City and Los Angeles “lab site” schools; and UPD Consulting, which uses improvement science in its Florida Implementation (FLI) Network to identify, build, and implement strategies for high-quality, standards-aligned instruction in four Florida school districts, including Miami-Dade.

**Elaine Farber Budish**, Senior Consultant, UPD Consulting

**Rouben Yaghdjian**, Administrative Director for Leadership Development, Miami-Dade County Public Schools

**Suzanne Simons**, Chief Academic Officer, Literacy Design Collaborative

**Chad Vignola**, Executive Director, Literacy Design Collaborative

**Emma Parkerson (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

## B6. Spotlight on the National Writing Project: The Value of a Strong Network

Salons 10-11

Networks in Practice

Instruction & Assessment

Over its nearly 45-year history, the National Writing Project (NWP)—which includes 185 sites co-directed by an academic and a practitioner and hosted at universities across the country—has employed a range of strategies and tools to improve the teaching and learning of writing in schools and communities. When the Common Core State Standards were introduced, NWP’s local sites began to assist local districts with teaching the writing of argument, a practice emphasized by the Common Core. This session will highlight the work of the College, Career, and Community Writing Project (C3WP), a networked improvement community operating within and with the support of the larger NWP improvement infrastructure focused on argument-writing. The C3WP NIC is a nationwide effort to address very real problems of practice in many localities. This session will demonstrate the value of a nationwide network and its power in addressing such problems.

**Elyse Eidman-Aadahl**, Executive Director, National Writing Project

**Linda Friedrich**, Director of Research, National Writing Project

**Paul LeMahieu (moderator)**, Senior Vice President, Programs, Carnegie Foundation

## B7. Learning from a Lesson Study Network to Improve K-8 Mathematics

Nob Hill CD

Networks in Practice

Instruction & Assessment

This session examines the history of a K-8 mathematics network based in four to six schools in each of three large urban districts. Three core challenges will be examined: building and sustaining teachers’ collective energy; making instructional shifts that support ambitious mathematics instruction; and creating feedback loops among teachers’ lesson-study learning, district curricula, and instructional vision. The network has seen some success in responding to the first two challenges by utilizing free online tools and materials. Participants will examine these resources and, through case studies, will explore solutions to the third challenge.

**Nora Houseman**, Supervisor, Office of Professional Learning & Leadership, San Francisco Unified School District

**Catherine Lewis**, Distinguished Research Scientist, Mills College School of Education

## B8. Spotlight on High Tech High: Moving Improvement to the Center of Organization Culture

Salons 4-6

Leadership for Improvement

Equity & Achievement Gaps

An integrated network of 13 charter schools, High Tech High (HTH) serves approximately 5,300 students in grades K-12, in addition to teachers and school leaders in its Graduate School of Education. HTH leaders are establishing improvement at the center of the organization's culture by analyzing bright spots of success, co-constructing goals to address school needs, designing and adapting protocols to scaffold the use of improvement tools, and establishing structures for school-level improvement. In this session, HTH leaders Ben Daley and Ryan Gallagher will share the details of their journey and help participants consider how the lessons HTH has learned might accelerate their own organizational journeys.

**Ben Daley**, Provost, High Tech High Graduate School of Education

**Ryan Gallagher**, Education Research Specialist, High Tech High Center for Research on Equity and Innovation

**Louis Gomez (moderator)**, Professor of Education and Information Studies, University of California, Los Angeles; Senior Fellow, Networked Improvement Science, Carnegie Foundation

## B9. Contrasting Systems Making Improvement Science an Integral Approach to Work

Nob Hill AB

Leadership for Improvement

Equity & Achievement Gaps

Building practical improvement knowledge and skills is critical to effecting positive change. But where to begin, with which staff and on what problems? This session highlights the approaches of New York City Department of Education's Division of Teaching & Learning (DT&L) and UCLA's Community School. Though dramatically different contexts, each attended to the micro and macro level of change, each made improvement science an integral approach to their daily work, and each developed their system's capability to drive improvement toward strategic aims. Over the past five years, all grade-level and departmental teams at UCLA's Community School have engaged in a series of plan-do-study-act cycles to advance a school-wide focus on improving literacy and college-going. The Division of Teaching & Learning in NYC trains Improvement Science Ambassadors, convenes periodic professional learning communities for sharing progress and challenges, and has made significant strides in hiring practices that meet their goals of reflecting the diverse makeup of their student population. Participants will learn and contrast the details of these approaches, their challenges, and lessons learned, and consider which elements might be adapted to their own context.

**Rebekah Kang**, Special Education Teacher, UCLA Community School

**Karen Hunter Quartz**, Research Director, UCLA Community School, UCLA Graduate School of Education & Information Studies

**Julie Leopold**, Executive Director, Continuous Learning, NYC Department of Education

**Courtney Smith**, Senior Director, Continuous Learning, NYC Department of Education

**Sandra Park (moderator)**, Co-Founder, Improvement Collective; Senior Fellow, Improvement Science, Carnegie Foundation

## B10. The Power and Potential of School Improvement Networks

Salons 12-13

Leadership for Improvement

Equity & Achievement Gaps

Guided by the belief that all lives have equal value, the Bill & Melinda Gates Foundation's K-12 Education program aims to significantly increase the number of black, Latino, and low-income students who earn a high school diploma, enroll in a post-secondary institution, and are on track in their first year to obtain a credential with labor-market value. We believe one way to make this goal a reality is by funding Networks for School Improvement (NSIs). An NSI is a group of secondary schools working in partnership with an intermediary organization to use continuous improvement to improve outcomes for black, Latino, and low-income students. In this session, Gates Foundation senior program officers share why they are excited about the promise of Networks for School Improvement, what they've learned from the field about what makes this work both possible and challenging, and what the Foundation hopes to learn over the next several years as their strategy unfolds.

**Vivian Mihalakis**, Senior Program Officer, Bill & Melinda Gates Foundation

**Wendy Sauer**, Senior Program Officer, Bill & Melinda Gates Foundation

11:30am – 1:00pm

LUNCH

Grand Assembly

12:00pm – 1:00pm

LUNCH ROUNDTABLE CONVERSATIONS

Grand Assembly

Share your experience and challenges and hear from others at facilitated lunch roundtable conversations. Grab a box lunch and come early as space is limited!

### Applying Improvement Science Methods to Closing the Achievement & Opportunity Gap

**Eva Mejia**, Chief Strategy Officer, Big Picture Learning

**Kyle Moyer**, Director of Continuous Improvement, Summit Public Schools

### Improving Proficiency in Early Literacy

**Jarrod Bolte**, Founder & CEO, Improving Education

**Sharon Greenberg**, Improvement Advisor and Literacy Consultant

### Improving Proficiency in Middle Grades Mathematics

**Shelah Feldstein**, Network Director, Tulare County Office of Education

**Catherine Lewis**, Distinguished Research Scientist, Mills College School of Education

### Teaching Improvement Science in Higher Education

**Al Bertani**, Senior Advisor, Urban Education Institute; Senior Fellow, Strategic Initiatives, Carnegie Foundation

**David Eddy-Spicer**, Associate Professor, Curry School of Education, University of Virginia

12:00pm – 12:30pm

## ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION

### Grand Assembly

Learn about Carnegie's Networked Improvement Learning and Support (NILS) technology platform.

1:30pm – 2:45pm

## BREAKOUT SESSIONS - SET C

### C1. Measurement for Improvement

#### Salons 14-15

Methods of Improvement Science & Networks | Data & Measurement

When we hear the word "measurement" in education, we often think of accountability systems or research paradigms. But in the improvement community, measurement is essential for learning. In this session, participants will get an overview of how measurement is used in improvement science and an introduction to the kinds of measures that are useful in an improvement context. (Introductory)

**Melissa Chabran**, Associate, Networked Improvement Science, Carnegie Foundation

**Jon Norman**, Associate, Analytics, Carnegie Foundation

### C2. Understanding the User Experience: Empathy Tools and Techniques

#### Salons 10-11

Methods of Improvement Science & Networks

Seeing "the user" is critical in improvement efforts, but it is easier said than done. In this session, participants will practice designing and conducting interviews to intentionally develop greater empathy for the experiences and emotions of different stakeholders in their system. High Tech High will also share their insights using student-centered methods in their Mathematics Agency Improvement Community (MAIC).

**Manuelito Biag**, Associate, Networked Improvement Science, Carnegie Foundation

**Patrice Dawkins-Jackson**, Networked Improvement Science Fellow, Carnegie Foundation

**Stacey Caillier**, Director, Center for Research on Equity and Innovation, High Tech High Graduate School of Education

**Daisy Sharrock**, Project Director, Mathematical Agency Improvement Community, High Tech High Graduate School of Education

### C3. Spotlight on Fresno Unified School District: Advancing Equal Opportunity for College Graduation and College Choice

#### Salons 4-6

Improvement Science in Practice | Equity & Achievement Gaps

Fresno Unified School District, California's fourth largest, covers a 65-square-mile geographical area and serves more than 73,000 students. Of this population, 88 percent qualify for free or reduced-price lunch, and approximately 21 percent are English language learners. In 2009, Fresno Unified School District (FUSD) and the University of California, Merced (UCM) partnered to advance the guiding principle that "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." In this session, leaders from FUSD and UCM will demonstrate how improvement science principles were used to increase the number of students who applied to colleges and universities matching their academic profiles and decrease the "undermatching" rate. Having successfully decreased "undermatching" rates through a change idea implemented in the Fall of 2016, FUSD implemented a second effort using improvement science that targeted students who were admitted to their matched campuses with the goal of increasing the number of those students who completed the matriculation process for the college or university where they intended to enroll.

**Jorge Aguilar**, Superintendent, Sacramento Unified School District; Associate Vice Chancellor, University of California, Merced

**Adam Bonilla**, Executive Officer of Equity and Access, Fresno Unified School District

**Marlyn Gomez**, Policy Analyst, UC Merced Center for Educational Partnerships

**Ash Vasudeva (moderator)**, Vice President, Strategic Initiatives, Carnegie Foundation

### C4. High Reliability Organizations: Lessons from Other Industries and Their Application to Education

#### Salons 12-13

Improvement Science in Practice

High reliability organizations (HROs) operate in complex, high-hazard domains for extended periods without serious accidents or catastrophic failures. These kinds of organizations exist in many industries, including healthcare. In this session, participants will learn about the key improvement principles that guide the operation of HROs and explore how their practices can be applied in education to improve student outcomes.

**Louis Gomez**, Professor of Education and Information Studies, University of California, Los Angeles; Senior Fellow, Networked Improvement Science, Carnegie Foundation

**Alicia Grunow**, Co-Founder, Improvement Collective; Senior Fellow, Improvement Science, Carnegie Foundation

**Uma R. Kotagal**, Executive Lead, Community and Population Health, Cincinnati Children's Hospital; Senior Fellow, Institute for Healthcare Improvement (IHI)

## C5. Lessons in Scaling Improvement Successes

### Salons 1-3

Improvement Science in Practice

Scale & Spread

As programs and initiatives grow, systems are needed to monitor and improve their implementation at scale. In this session, two case studies will demonstrate how the principles and tools of improvement science can help scale and sustain outcomes more reliably and effectively. Participants will hear from the Brookings Institution Scaling Labs, which utilize improvement science methods to support and learn from scaling efforts as they unfold, and from ExcEL schools, traditional public schools committed to improving outcomes for English learners through the adoption of personalized learning approaches.

**Laureen Avery**, Director, Northeast Region, UCLA Center X

**Jason Cervone**, Public Education Specialist, UCLA Center X Northeast; Project Director, ExcEL Leadership Academy

**Jenny Perlman Robinson**, Fellow, The Brookings Institution

**Sandra Spence**, Co-Director, Camfed USA

**Sandra Park (moderator)**, Co-Founder, Improvement Collective; Senior Fellow, Improvement Science, Carnegie Foundation

## C6. Social Network Analysis in Phases of Networked Improvement

### Golden Gate Ballroom C1

Networks in Practice

Scale & Spread

Social network analysis can shed light on the flow and concentration of information throughout large networks. This session will highlight two examples of networked improvement communities that have applied social network analysis to their work: the Central Valley Networked Improvement Community (CVNIC), which focuses on improving fifth grade mathematics, and the Personalization in Practice Networked Improvement Community (PiPNIC), which engages 21 educators from five schools around a common problem of practice. During its first year, members of CVNIC realized that its local sites, despite being connected to the hub, were not necessarily learning from each other. To encourage the spread of information, the network introduced various incentives for collaboration, and used social network analysis to gauge the impact of their efforts. The university-based research team from the University of Wisconsin-Madison, which leads PiPNIC, has also used social network analysis to learn about how their NIC functions. The team will share their findings about how ties between members and schools in the NIC were created and strengthened, how interpersonal ties affected organizational design decisions, and implications for how to initiate effective NICs.

**Shelah Feldstein**, Network Director, Tulare County Office of Education

**David Sherer**, Network Improvement Fellow, Carnegie Foundation

**Julie Kallio**, Project Director, Personalization in Practice Networked Improvement Community, University of Wisconsin – Madison

## C7. Accelerating Improvement in Student-Led Assessment

### Nob Hill AB

Networks in Practice

Instruction & Assessment

This session will showcase two networks focused on student assessment. The first case illustrates the evolution, from initiation to accelerating improvement of student-led assessment, of the multi-district Virginia Student-led Assessment NIC (VA NIC). The second case will describe how five Oregon education organizations—including the state teachers' union, the department of education, and a major non-profit—formed a NIC to combine their individual efforts to transform classroom assessment practices to empower students to actively use assessment processes to learn and grow.

**Randy Hitz**, Dean Emeritus, Portland State University, School of Education; Senior Fellow, Strategic Initiatives, Carnegie Foundation

**Andrea Shunk**, Education Policy and Practice Strategist, Oregon Education Association

**Erin Whitlock**, Professional Practice Consultant, Oregon Education Association

**Shannon King**, Program Manager, Fairfax County Public Schools

**Melissa Ponce**, Program Director, EdLeader21

**Patricia Greco (reflector)**, Superintendent, School District of Menomonee Falls

**Barbara Shreve (moderator)**, Networked Improvement Fellow, Carnegie Foundation

## C8. Strong Performers and Successful Reformers in Education

### Salon 7

Leadership for Improvement

Equity & Achievement Gaps

We have a moral imperative to both raise the bar for higher-level skills and competencies for all students and to close the gaps between higher- and lower-performing subgroups. This complex work often requires “whole system reform, which tackles the policies and process of an entire district, state, region, or country. When it comes to the improvement of whole systems, the number of potential drivers of improvement can become overwhelming. Which policies and strategic levers have the best chance of effecting change? This session explores specific criteria that can be used to judge the likely impact of a driver or set of drivers for system reform. Michael Fullan and Laura Schwalm will also reflect on their experiences with districts and share lessons they have learned.

**Michael Fullan**, Professor Emeritus, Ontario Institute for Studies in Education, University of Toronto

**Laura Schwalm**, Senior Partner, California Education Partners; Former Superintendent, Garden Grove Unified School District



## C9. Effective Supports to Achieve Better Outcomes

### Nob Hill CD

Leadership for Improvement

Equity & Achievement Gaps

In this session, presenters will share research-based frameworks that aim to close achievement gaps between schools, districts, and demographic groups. Based on over 20 years of research from the University of Chicago Consortium on School Research, the 5Essentials framework identifies necessary supports for school effectiveness: effective leadership, collaborative teachers, involved families, a supportive environment, and ambitious instruction. Participants will learn about the critical role of coaching and how the 5Essentials are used to improve schools across the nation. The San Diego County Office of Education (SDCOE) has applied the University of Washington Center for Educational Leadership's (CEL) research-developed frameworks, tools, and content to their work with numerous school districts and county offices of education. SDCOE will share how CEL's resources have been used to assess and build leaders' abilities to observe and analyze instruction, provide growth-oriented feedback to teachers, and guide and support teachers' professional learning.

**Stephen Fink**, Executive Director, Affiliate Professor, University of Washington Center for Educational Leadership

**Jean Madden-Cazares**, Assistant Superintendent, San Diego County Office of Education

**Benjamin Magras**, Leadership Coach, UChicago Impact

**Andrew Schmitz**, Co-Director, 5Essentials, Professional Learning, UChicago Impact

**Christina Dixon (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

## C10. Data-Driven Improvement and System Transformation

### Golden Gate Ballroom C2

Leadership for Improvement

Data & Measurement

Transforming an institutional culture to enable continuous improvement requires developing the right mindsets and methods for using data. Working with leaders in multiple roles, levels, and departments, San Francisco Unified School District encountered four data-related challenges to achieving and sustaining improvement: connecting evidence to theory, collecting robust implementation data, obtaining data on variability, and building trust in how data would be used. Presenters will share the methods they used to address these challenges. In the 2014-15 school year, Prince George's

County Public Schools (PGCPS) embarked on an ambitious transformation, adopting the Data Wise Improvement Process (DWIP) at Harvard to drive systemic improvement efforts across schools and central office departments. The decision to implement DWIP as an improvement strategy for both schools and departments created a unique set of opportunities and challenges that provide salient insights for improving the performance of local education agencies. The lessons these districts learned provide models for facilitating and supporting improvement that are anchored in data-driven analyses.

**Rotunda Floyd-Cooper**, Principal, Martin Luther King Middle School, Prince George's County Public Schools

**Anthony E. Sims**, Systemic Improvement Specialist, Prince George's County Public Schools

**Norma Ming**, Supervisor of Research, San Francisco Unified School District

**Brandon Bennett (moderator)**, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation

**3:00pm – 4:00pm**

## COFFEE BREAK & POSTER SESSION

### Golden Gate Ballroom AB

Grab a cookie, meet our poster presenters and learn about their improvement efforts. See pages 23-28 for the Poster Directory.

**4:15pm – 5:15pm**

## KEYNOTE

### Salons 7-9

**Sonja Santelises**, CEO, Baltimore City Public Schools

**5:15pm – 6:45pm**

## NETWORKING RECEPTION

### Grand Assembly

Connect with colleagues over drinks and hors d'oeuvres. A complimentary drink ticket is included with your registration.

**5:30pm – 6:00 pm**

## ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION

### Grand Assembly

Learn about Carnegie's Networked Improvement Learning and Support (NILS) technology platform.



**4:15pm – 5:15pm**

## KEYNOTE

### Salons 7-9

**Sonja Santelises**, CEO, Baltimore City Public Schools

Sonja Brookins Santelises is the Chief Executive Officer of Baltimore City Public Schools. Throughout her career as an educator, academic, and administrator, Dr. Santelises has been steadfast in her belief that excellence in urban education is achievable at scale. "The real challenge is ours—as educators—to hold ourselves and our students accountable for their achievement."

7:00am – 1:30pm

## REGISTRATION OPEN

Grand Assembly

7:00am – 8:15am

## CONTINENTAL BREAKFAST

Grand Assembly

8:30am – 9:30am

## KEYNOTE

Salons 7-9

*Dan Heath, Co-Author, Made to Stick, Switch, and Decisive*

9:30am – 10:00am

## COFFEE BREAK & FINAL POSTER SESSION

Golden Gate Ballroom AB

Don't miss out. This is your last chance to view posters and speak with over 140 leaders of a wide array of improvement efforts. See pages 23-28 for the Poster Directory.

10:15am – 11:30am

## BREAKOUT SESSIONS - SET D

### D1. Scaling Up Without Screwing Up

Salons 1-3

Methods of Improvement Science & Networks

Scale & Spread

Often, an improvement effort's ultimate goal is to affect outcomes at scale; many times, this is also where many promising interventions fail. Scaling up is a challenge across many industries, not just in education. In this session, participants will explore examples from other industries and discuss specific obstacles to scaling and strategies for overcoming them.

*Hayagreeva "Huggy" Rao, Atholl McBean Professor, Organizational Behavior and Human Resources, Stanford University*

### D2. Data Workshop: Two Tools for Analysis in Improvement Science

Salons 12-13

Methods of Improvement Science & Networks

Data & Measurement

There's no such thing as a "data person"! This session is designed for those with "non-data" backgrounds who wish to build confidence in using data to address important issues in education. Using real data, participants will gain hands-on experience with two tools to analyze data often used in improvement work in order to answer three key improvement questions: How is my system performing? How do I know if changes are improvements? Where should I focus improvement efforts? (Advanced)

*Brandon Bennett, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation*

*Jon Norman, Associate, Analytics, Carnegie Foundation*

*David Sherer, Networked Improvement Science Fellow, Carnegie Foundation*

*Ke Wu, Associate, Networked Improvement Science, Carnegie Foundation*

### D3. Network Leadership

Golden Gate Ballroom C1

Methods of Improvement Science & Networks

The success of a networked improvement community (NIC) depends—in large part—on its leaders. This session will explore the habits, mindsets, and behaviors that enable network leaders to create the conditions for success in a NIC. Participants will engage in reflective exercises and peer discussion to explore the role and importance of personal improvement journeys in NIC leadership.

*Christina Dixon, Associate, Networked Improvement Science, Carnegie Foundation*

*Anna Kavar, Co-Founder and Chief Growth Officer, Leading Through Connection*

*Donald J. Peurach, Associate Professor of Educational Policy, Leadership, and Innovation, School of Education, University of Michigan; Senior Fellow, Networked Improvement Science, Carnegie Foundation*



8:30am – 9:30am

## KEYNOTE

Salons 7-9

*Dan Heath, Co-Author, Made to Stick, Switch, and Decisive*

Dan Heath co-wrote three of the most-loved business books of the past decade: *Made to Stick*, *Switch*, and *Decisive*. All three were *New York Times* best-sellers. Together the Heath brothers' books have sold over two million copies worldwide and been translated into 33 languages. Their latest book, *The Power of Moments*, explores why certain brief experiences can jolt, elevate, and change us—and how we can learn to create these extraordinary moments in our life and work.

## D4. Building Improvement Science Capability Across Communities to Achieve Systems Change

Golden Gate Ballroom C2

Improvement Science in Practice

Equity & Achievement Gaps

Building on lessons learned from its 70+ community partnerships across the country, StriveTogether has developed an improvement science methodology that focuses on equity while combining continuous improvement and design-thinking tools and techniques. This innovative approach aligns the work of collective impact partners and helps build the skills needed to improve outcomes, from cradle to career, for every child in the community. Join this session to learn about StriveTogether's achievements and unique approach to coordinating improvement efforts across multiple organizations.

**Heidi Black**, Senior Manager of Innovation, StriveTogether

**Bridget Jancarz**, Director of Network Advancement, StriveTogether

**Colleen Maleski**, Senior Manager of Continuous Improvement, StriveTogether

## D5. You Can't Lead What You Don't Measure: Prioritizing Engagement, Rigor, and Culture

Salon 7

Improvement Science in Practice

Data & Measurement

Equity & Achievement Gaps

Education leaders have a wealth of student data at their fingertips, but how can they learn about student engagement, academic rigor, and school culture? One way is through student perception data, which can provide indicators of instructional quality and school climate, as well as help leaders prioritize equity and better serve our most vulnerable students. This session features leaders from three organizations—High Tech High, Evergreen School District, and Summit Public Schools—that incorporate student feedback to increase engagement and improve college readiness. Participants will learn from these leaders' experiences with elevating student voice and will also have the opportunity to share their own perspectives, challenges, and victories.

**Adam Carter**, Chief Academic Officer, Summit Public Schools

**Ben Daley**, Provost, High Tech High Graduate School of Education

**Dan Deguara**, Assistant Superintendent, Evergreen School District

**Sachi Takahashi-Rial (moderator)**, Manager of Partnerships, YouthTruth Student Survey

## D6. Galvanizing Teacher Engagement, Support, and Leadership in Improvement

Nob Hill AB

Improvement Science in Practice

Professional Development

Instruction & Assessment

Improvement efforts in schools cannot be successful without teacher engagement. In order to engage teachers deeply in this work, it is necessary to not only develop their capacity and skills, but also to encourage and nurture them to lead improvement efforts. In this session, participants will learn from three teacher-led instructional improvement efforts: District leaders in Goshen, Indiana, who partnered with the National Institute for Excellence in Teaching (NIET) to empower teachers to continuously improve; a Research-Practice Partnership (RPP) called NYKids, which galvanized teachers to engage in continuous improvement; and the National Board Network to Transform Teaching, which leverages the expertise of Board-certified teachers across member schools and districts.

**Lisa Clarke**, Director of Improvement, National Board for Professional Teaching Standards

**Sara Saldaña**, San Francisco Director, Network to Transform Teaching, San Francisco Unified School District

**Lauren Moore**, Mentor/Special Education Teacher, West Goshen Elementary School

**Kristan Van Hook**, Chief Policy Officer, National Institute for Excellence in Teaching (NIET)

**Deborah Larrabee**, Junior/Senior High Principal, Fort Plain Central School District

**Kristen C. Wilcox**, Associate Professor, SUNY at Albany

**Patrice Dawkins-Jackson (moderator)**, Networked Improvement Science Fellow, Carnegie Foundation

## D7. Spotlight on the Better Math Teaching Network: Moving the Needle on Student-Centered Instruction

Salons 10-11

Networks in Practice

Instruction & Assessment

High school math teachers, instructional leaders, and continuous improvement researchers in the Better Math Teaching Network work together to create student-centered learning environments. Teachers collaboratively test and refine instructional strategies and share them with each other and with math instructional leaders. This session will explain how the network formed and the progress it is making toward its aim, including specific change ideas being tested, refined, and shared, as well as measures being used to track improvement.

**Toni Smith**, Senior Researcher, American Institutes for Research

**Kirk Walters**, Managing Researcher, American Institutes for Research

**Paul LeMahieu (moderator)**, Senior Vice President, Programs, Carnegie Foundation

## D8. Improving Teacher Preparation and Development Salons 14-15

Networks in Practice

Professional Development

One of the most pressing educational problems in the U.S. is improving the quality of teacher preparation. This session will explain how two organizations formed networks to address teacher preparation and development. The New Teacher Center is a national non-profit dedicated to improving student learning by improving the effectiveness of new and experienced teachers and school leaders, and the New Generation Educators Initiative (NGEI) is a network of 11 California State University teacher preparation programs. Participants will learn about the technical assistance infrastructure NGEI developed to improve the capacity of K-8 teachers to deliver standards-aligned instruction. Participants will also hear about the New Teacher Center's research, strategies, and tools, including lessons learned and actionable steps for supporting the formation, scale, and sustainability of impactful networks of districts and state leaders.

*Cindy Brunswick, Senior Vice President, New Teacher Center*

*Jonathan R. Dolle, Senior Research Associate, WestEd*

*Erin Marie Ramirez, Assistant Professor, CSU Monterey Bay*

*Melissa White, Senior Research Associate, WestEd*

*Pam Grossman (reflector), Dean, Graduate School of Education, Penn Graduate School of Education*

*Louis Gomez (moderator), Professor of Education and Information Studies, University of California, Los Angeles; Senior Fellow, Networked Improvement Science, Carnegie Foundation*

## D9. Spotlight on the School District of Menomonee Falls: Making Continuous Improvement a Normative System- Wide Practice

Salons 4-6

Leadership for Improvement

The School District of Menomonee Falls (SDMF) serves over 4,000 students in six schools 20 miles northwest of Milwaukee. Under the leadership of Superintendent Patricia Greco, SDMF has used continuous improvement methods to challenge and improve practice in all areas of its instructional programs and operations. Greco and her colleagues will discuss how their five-year effort put into place the human, system, and structural capacities necessary to effectively apply improvement science and cement it as the "new normal" for promoting change and accelerating learning. This session will inspire both leaders new to improvement science and those already engaged in this work with a vision of what this transformational journey can look like in practice.

*Patricia Greco, Superintendent, School District of Menomonee Falls*

*Corey Golla, Director of Curriculum and Learning, School District of Menomonee Falls*

*Penny Carver (moderator), Principal, Carver & Company; Senior Fellow, Strategy and Business Development, Carnegie Foundation*

## D10. Strengthening Internal Coherence Throughout the System

Nob Hill CD

Leadership for Improvement

In this session, participants will learn about the NY Network, a collaboration among four urban school districts that are employing internal coherence and a key improvement science learning method to effect systemic change. Presenters will share the network's structure and the lessons they have learned, and participants will complete a mapping activity to reflect on their daily work and the organizational elements that support that work. Through a series of structured activities, participants will consider the vision and mission of their organization and identify how each of its functions, structures, and initiatives align to the vision and mission. Finally, participants will identify which organizational elements perhaps need to be reconsidered and which need to be emphasized to deliver on their improvement strategy.

*Tracy Fray-Oliver, Deputy Executive Director, Programs and Implementation, Bank Street Education Center*

*Doug Knecht, Executive Director, Bank Street Education Center*

11:30am – 1:00pm

LUNCH

Grand Assembly

12:00pm – 1:00pm

SPONSOR-HOSTED SESSIONS

Please bring your box lunch to the session of your choice.

S1. AdvancED

Creating an Engaging and Learner-Centric Classroom

Nob Hill AB

Data & Measurement

Instruction & Assessment

Tired of talking about standardized testing and ESSA accountability? AdvancED invites educators from all contexts to join the conversation, as we explore how to measure students' learning experiences through direct observation and use the data to transform classrooms. The Effective Learning Environments Observation Tool® (eleot®) is a valid, reliable instrument that has been used to capture student learning experiences in over 200,000 classrooms around the world. Explore seven qualities of a student-centered classroom, learn how non-evaluative observation data supports continuous improvement, and discuss findings from one of the largest classroom data sets in the world.

*Vicki Denmark, Vice President, Development, AdvancED*

*Jeffrey Harding, Director, Development, AdvancED*

## S2. American Institutes for Research (AIR) Identifying and Overcoming Challenges in Designing Practical Measures of Changes in Teachers' Practice Salons 12-13

• Data & Measurement • Instruction & Assessment

Practical measures are intended to be low-burden and easy to administer. However, when the focus of a networked improvement community (NIC) is on instructional improvement, designing practical measures that assess changes in teacher practice with reliability and validity can be challenging. In this session, participants in the Beyond Accountability project—a network of school district leaders, teachers, and continuous improvement researchers who work together to improve instructional quality—will provide insights into the challenges of designing practical measures that assess changes in teacher practice and potential approaches to overcoming them.

**Kelly Burgess**, Assistant Superintendent, Kannapolis City Schools  
**Rene Clayton**, Director of Middle School Curriculum and Instruction, School District of Osceola County  
**Amy Feygin**, Senior Researcher, American Institutes for Research  
**Kirk Walters (moderator)**, Managing Researcher, American Institutes for Research

## S3. Amplify Improving Science Education through the Next Generation Science Standards (NGSS) Salons 10-11

• Instruction & Assessment • Professional Development

Teaching and learning with the Next Generation Science Standards (NGSS) is more than learning a new set of standards; they require a major shift in teacher practice and student thinking compared to previous state standards. In this session, Jacquy Barber from the Lawrence Hall of Science and lead author of Amplify Science, will discuss the history of science education in the United States, the genesis and development of the NGSS, and what it will take to bring about the kind of sea change in science teaching and learning envisioned by the new standards.

**Jacquy Barber**, Associate Director, UC Berkeley's Lawrence Hall of Science; Lead Author of Amplify Science  
**Dan Pier**, Regional Vice President (West), Amplify

## S4. Fundación Educacional Oportunidad Un Buen Comienzo: Improving Language Development for Preschool Children in Disadvantaged Communities of Chile Nob Hill CD

• Equity & Achievement Gaps • Instruction & Assessment  
• Scale & Spread

In Chile, as in the United States, equity in access and the quality of early childhood education (ECE) remains a challenge. Learn how Un Buen Comienzo Collaborative, aimed at improving language skills for preschool children in 32 Chilean schools, improved outcomes for children through the adoption of quality improvement (QI) methods and evidence-based practices. Interventions to maximize instructional time, promote effective interactions, and reduce chronic absenteeism were positively associated with improved language skills in the intervention groups, as compared to the control ones. Literacy in QI methods, use of data to guide decision-making, leadership support, and shared learning also contributed to schools' success. Consider adapting these factors to your own organizations and contexts to achieve similar measureable results.

**Carolina Soto Uribe**, Director of Continuous Improvement, Fundación Educacional Oportunidad  
**Camila Velasquez (translator)**, Post-Baccalaureate Fellow, Carnegie Foundation

## S5. Poses Family Foundation Knowledge, Skills, and Mindsets: What General Educators Need to Know, Think, and Do to Address the Needs of Students with Learning and Attention Issues Salons 4-6

• Professional Development • Equity & Achievement Gaps

One in five students in the United States has an identified or unidentified learning or attention issue such as dyslexia, attention deficit hyperactivity disorder, or related issues. These students spend the majority of their school day in general education classrooms, yet teachers often feel ill-equipped to meet their learning needs. As a result, the students lag behind their classmates in virtually all measures of educational and developmental achievement. What do teachers need to know, do, and believe to ensure all students, including the one in five, reach their full potential? In this session, we will share research commissioned by the Poses Family Foundation and the National Center for Learning Disabilities (NCLD) on the knowledge, skills, and mindsets of general educators related to students with identified and unidentified learning and attention issues, and will share how this research is informing program design and strategy for a new NCLD initiative focused on K-12 education.

**Bob Cunningham**, In-House Expert on Learning and Attention Issues, Poses Family Foundation  
**Joe Daly**, Program Officer, Poses Family Foundation  
**Alix Gallagher**, Associate Director, Center for Education Policy, SRI International  
**Jennifer Yu**, Principal Scientist and Disabilities Program Director, Center for Learning and Development, SRI International

12:00pm – 1:00pm

## LUNCH ROUNDTABLE CONVERSATIONS

### Grand Assembly

Share your experience and challenges and hear from others at facilitated lunch conversations. Grab a box lunch and come early as space is limited!

### Applying Improvement Science in Professional Development

**Lisa Clarke**, Director of Improvement, National Board for Professional Teaching Standards

**Nicholas Morgan**, Senior Consultant, Learning Forward

### Biggest Mistakes & Struggles in Applying Improvement Science in Practice

**Ryan Gallagher**, Education Research Specialist, High Tech High Center for Research on Equity and Innovation

**Alicia Wolcott**, Senior School Design Partner, Eskolta School Research and Design

### Education Policy to Support Continuous Improvement

**Jim Kohlmoos**, Principal, EDGE Consulting Partners; Senior Fellow, Strategic Field Building, Carnegie Foundation

**Bethany Little**, Principal, EducationCounsel, LLC

### Successful Transitions to College

**Barbara Alvin**, Professor & Department Chair, Mathematics, Eastern Washington University

**Andrea Reid**, Instructor, English and Foreign Languages Department, Spokane Community College

12:00pm – 12:30pm

## ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION

### Grand Assembly

Learn about Carnegie's Networked Improvement Learning and Support (NILS) technology platform.

1:30pm – 2:45pm

## BREAKOUT SESSIONS - SET E

### E1. The Engine for Improvement: Coaching PDSA Cycles

#### Golden Gate Ballroom C2

#### Methods of Improvement Science & Networks

The plan-do-study-act (PDSA) cycle is the engine for learning in networked improvement work, and improvement coaches play an important role in ensuring that PDSA cycles are efficient and effective. In this session, Carnegie improvement coaches will teach participants how to coach PDSAs. Participants will receive PDSA coaching tools, learn how coaching PDSAs helps to build improvement capacity, and leave with techniques to try with their own improvement teams. (Advanced)

**Melissa Chabran**, Associate, Networked Improvement Science, Carnegie Foundation

**Christina Dixon**, Associate, Networked Improvement Science, Carnegie Foundation

**Alicia Grunow**, Co-Founder, Improvement Collective; Senior Fellow, Improvement Science, Carnegie Foundation

**Emma Parkerson**, Associate, Networked Improvement Science, Carnegie Foundation

### E2. The Work of a Hub

#### Nob Hill CD

#### Methods of Improvement Science & Networks

Networked improvement communities (NICs) bring together diverse stakeholders who are committed to solving complex problems together. The hub of a NIC is the central "learning organization" that leads and organizes that effort. This session will define the key areas of work that a hub must engage in to manage a successful NIC. Participants will learn which processes are important, how they interconnect, and what roles they play in the success of a NIC. This session is designed for individuals or organizations currently running a hub or about to launch a hub. (Advanced)

**Edit Khachatryan**, Associate, Networked Improvement Science, Carnegie Foundation

**Sandra Park**, Co-Founder, Improvement Collective; Senior Fellow, Improvement Science, Carnegie Foundation

**Barbara Shreve**, Networked Improvement Science Fellow, Carnegie Foundation

### E3. Making Data Useable for Improvement

#### Salons 14-15

#### Improvement Science in Practice

#### Data & Measurement

The data we need in order to answer key improvement questions often already exist, yet this information is rarely configured or presented in useful and easily understood ways. This session will focus on how teams prepare data to inform improvement. Two teams will share their processes for identifying necessary data and explain how they created data displays and dashboards to make data more useable.

**Jarrod Bolte**, Founder & CEO, Improving Education

**Marc Stein**, Associate Professor, School of Education, Johns Hopkins University

**Michael A. Lawson**, Assistant Professor, University of Alabama

**John M. Tyson, Jr.**, Director, Helping Families Initiative

**Anna Kawar (moderator)**, Co-Founder and Chief Growth Officer, Leading Through Connection

## E4. Teaching Improvement Science: Lessons from Carnegie's Higher Education Network

Salons 10-11

Improvement Science in Practice

Higher Education

Professional Development

For beginners, improvement science can seem like a highly technical process focused on using core tools. But it soon becomes obvious that developing soft skills and making deeper connections between improvement science's essential concepts and practices are critical to success. In this session, participants will learn how to teach some key improvement science principles using games, allowing learners to experience foundational concepts through active engagement. Participants will also be introduced to three skill development areas: learning skills, technical skills for using tools, and social-learning facilitation skills.

**Gary Colletti**, Program Assistant, George Washington University

**Marian A. Robinson**, Assistant Professor of Educational Leadership, George Washington University

**David Eddy-Spicer**, Associate Professor, Curry School of Education, University of Virginia

**David Laird**, Assistant Professor of Practice, Peabody College of Education and Human Development, Vanderbilt University

**Manuelito Biag (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

## E5. Spotlight on New Visions for Public Schools: Scaling Improvement Work in Secondary Schools

Salons 4-6

Networks in Practice

Data & Measurement

Equity & Achievement Gaps

Scale & Spread

New Visions for Public Schools works with approximately 130 secondary district and charter schools across New York City to increase the number of students who graduate prepared for college and careers. This session will explore two strategies they use to engage school leaders and their teams: Strategic Data Check-Ins and Continuous Improvement Coaching. These strategies work together; the check-ins create the predictable and transparent conditions necessary for engaging in coaching, which enhances a school's ability to diagnose, design, and improve elements of critical systems and processes. The session will provide participants with an overview of the management tools and protocols New Visions has developed to scale this work across the district; the organizational roles, resources, and structures, which support the work; and evidence of challenges and successes. This session will be most useful to those engaged in improvement work at scale in secondary schools.

**Mark Dunetz**, President, New Visions for Public Schools

**Nikki Giunta**, Chief of Staff, New Visions for Public Schools

**Jefferson Pestronk**, VP for Strategy and Development, New Visions for Public Schools

**Ash Vasudeva (moderator)**, Vice President, Strategic Initiatives, Carnegie Foundation

## E6. Two Network Approaches to Support Social Emotional Learning

Nob Hill AB

Networks in Practice

This session will compare and contrast the efforts of two networks focused on student agency and engagement. The Student Success Network (SSN), a four-year-old networked improvement community (NIC) of education and youth development non-profits in New York City, has seen rapid growth (now including 49 organizations reaching 60,000 adolescents) and tremendous progress in common data collection. SSN will share their work to solidify member ownership of the network and increase the rigor of their continuous improvement cycles. In addition, a Productive Persistence improvement team of researchers and faculty from within the Carnegie Math Pathways NIC will present their findings from three interventions to promote students' use of effective learning strategies, as well as the data that led them to develop those interventions. Participants will also learn about the structures and processes that have allowed the Productive Persistence team to learn together since 2011.

**Rachel Beattie**, Associate, Director of Student Agency Improvement Community and Productive Persistence, Carnegie Foundation

**Haley S. McNamara**, Research Coordinator, WestEd

**Sue Lehmann**, Chief Network Facilitator, Student Success Network

**Lane McBride**, Partner and Managing Director, Boston Consulting Group

## E7. ESSA Policy and Continuous Improvement

Salons 12-13

Leadership for Improvement

A panel of policy advocates and analysts will discuss the big challenges and high-priority needs that states and districts face in implementing key components in the Every Student Succeeds Act (ESSA), including the school improvement provisions. The panel will explore the role that improvement science and networked improvement communities can play in addressing these challenges and promoting continuous improvement at the local and state levels.

**Mike Kirst**, President, California State Board of Education; Professor Emeritus, Education and Business Administration, Stanford University

**Bethany Little**, Principal, EducationCounsel, LLC

**Lillian Lowery**, Vice President for PreK-12 Policy, Research and Practice, The Education Trust

**Candice McQueen**, Commissioner of Education, Tennessee Department of Education

**Marshall (Mike) Smith**, Former Undersecretary of Education, U.S. Department of Education; Senior Fellow, Strategic Initiatives, Carnegie Foundation

**Jim Kohlmoos (moderator)**, Principal, EDGE Consulting Partners; Senior Fellow, Strategic Field Building, Carnegie Foundation

## E8. Preparing Principals to Lead Systemic Improvement Salons 1-3

Leadership for Improvement

Higher Education

Professional Development

How do we prepare school leaders to lead systemic improvement and embrace evidence-based accountability? This session features leaders of three principal preparation programs and explores their approaches to continuous improvement. The University of Illinois at Chicago's EdD Program in Urban Education Leadership asked, "What would it take to produce at scale the principals our K-12 students deserve?" This question drove them to develop ways to measure school improvement and to commit to building their internal capacity to improve the program's practices. Portland State University's Graduate School of Education's principal preparation program uses improvement science as the signature pedagogy in transformational leadership for equity. And the Hawai'i Department of Education's (HIDOE) administrators help principals develop a theory of practice and calibrate measures and procedures founded on system improvement.

**Susan Carlile**, Associate Professor, Portland State University

**Deborah Peterson**, Associate Professor, Portland State University

**Steve Nakasato**, Principal in Residence, Hawai'i Department of Education

**Iris Tomita**, Administrator, Hawai'i Department of Education

**Steve Tozer**, Director, Center for Urban Education Leadership, University of Illinois at Chicago

**Lisa Walker**, Senior Researcher, Center for Urban Education Leadership, University of Illinois at Chicago

**Paul LeMahieu (moderator)**, Senior Vice President of Programs, Carnegie Foundation

## E9. Mature Enterprises Scale, Spread, and Continuously Improve

Golden Gate Ballroom C1

Leadership for Improvement

Scale & Spread

Professional Development

Leaders of two mature programs—Strategic Literacy Initiative (SLI) at WestEd and Building Assets, Reducing Risks (BARR)—will demonstrate their commitment to improvement and their evidence of scale, sustainability, and positive program effects. SLI at WestEd aims to improve students' ability to learn from complex texts by building teachers' knowledge, beliefs, and pedagogical capacities. To disseminate these models of teacher learning with what they call "flexible fidelity," they have iterated on instructional frameworks and curricula, professional learning tools and resources, and system elements. BARR aims to create equitable schools so that every student has access to a high-quality education where adults know them, recognize their strengths, and help them succeed. BARR focuses on building positive intentional relationships and provides secondary schools with a comprehensive approach (including professional development, materials, coaching, and real-time data analysis) for meeting the academic, behavioral, social, and emotional needs of all students.

**Maryann Corsello**, Director of Evaluation, BARR Center

**Angela Jerabek**, Executive Director, BARR Center

**Ruth Schoenbach**, Co-Director, Strategic Literacy Initiative, WestEd

**Ke Wu (moderator)**, Associate, Networked Improvement Science, Carnegie Foundation

3:15pm – 4:15pm

KEYNOTE

Salons 7-9

**Pedro A. Noguera**, Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA



3:15pm – 4:15pm

KEYNOTE

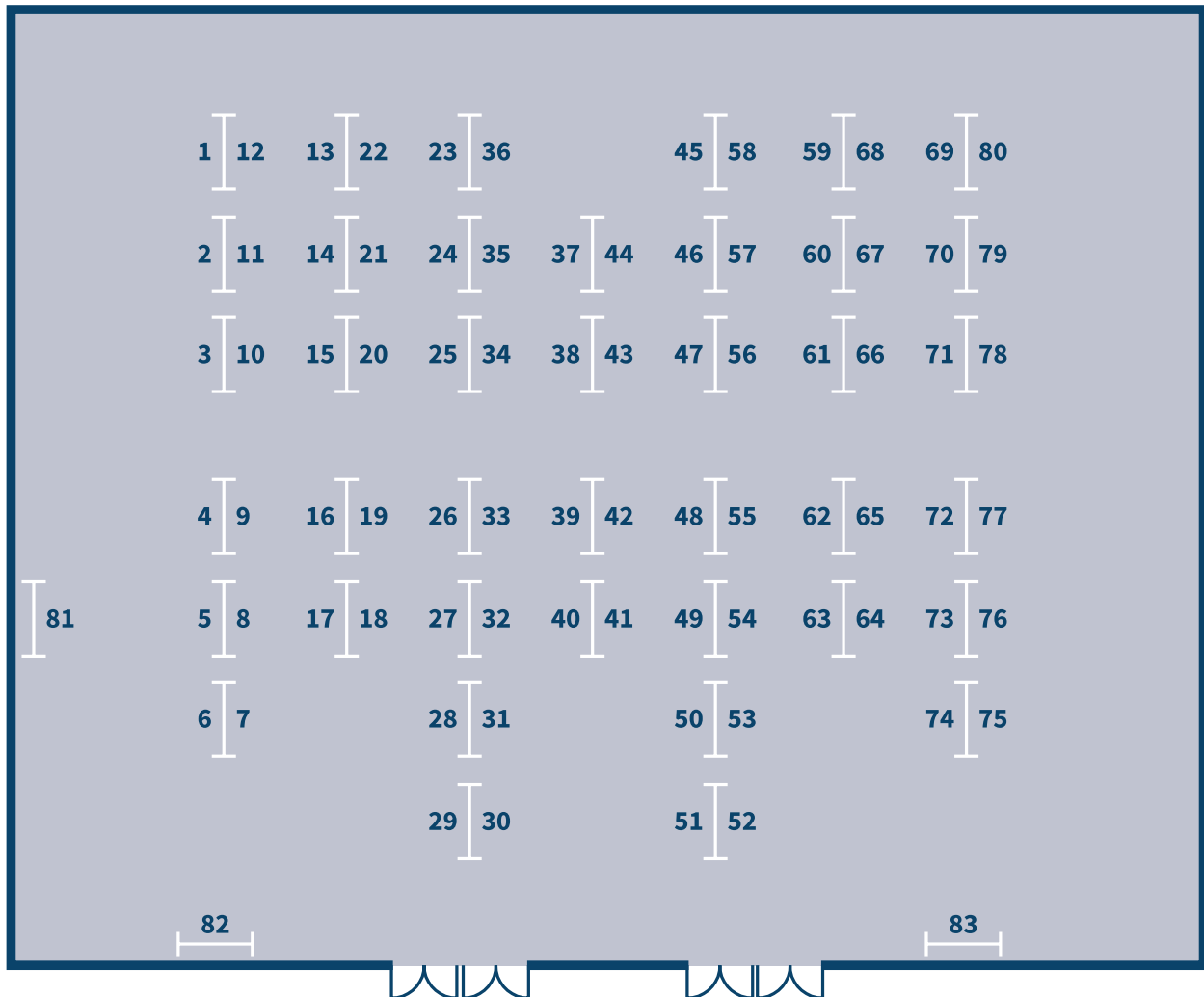
Salons 7-9

**Pedro A. Noguera**, Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA

Pedro A. Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. He is a sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions as well as by demographic trends in local, regional, and global contexts.



## Golden Gate Ballroom AB



### GUIDANCE FOR VIEWING POSTERS

**Background/rationale:** Look for a description of the problem and why it is important to the organization.

**Improvement team:** Look for who is doing the improvement work and their roles.

**Aim of the work:** Look for a specific aim, goal, or statement of purpose.

**Theory of improvement:** Look for a theory of improvement or an improvement framework that guides the work. If a theory is not articulated, look for what changes have been purposefully introduced in hopes of reaching the aim.

**Data displays & measures:** Look for data and visual displays that illustrate progress toward the aim or goal. If data are not included, look for measures that they plan to use to track progress. Also look for data that represents the state prior to the improvement effort.

**Concrete examples:** Look for specific improvement activities or changes that were tested and plan-do-study-act (PDSA) improvement cycles. Also look for improvement activities that produced learning such as a process map, a system analysis, or user interviews.

**Learning/findings:** Look for lessons learned as a result of the improvement efforts.

# Poster Directory

View poster presentations, and speak with presenters of over 80 posters representing a wide array of improvement efforts. Posters are organized by five areas: Improvement Science in Practice, Networks in Practice, Leadership for Improvement, Sponsor Posters and Resources, and Teaching and Learning Resources.

## Improvement Science in Practice

### 1 Accelerating into College-Level Coursework through Co-Requisite Remediation

*Jill O'Shea Lane*, Dean of Transfer Programs, Lewis & Clark Community College

*Kathy Haberer*, Director, Student Development and Counseling, Lewis & Clark Community College

### 2 Achieving Academic Success for English Learners through Evidence-Based Curriculum, Comprehensive Professional Development, and Community Engagement

*Kate Kinsella, EdD*, Teacher Educator, K-12 Consultant, Center for Teacher Efficacy, San Francisco State University

*Francie Alexander*, Chief Research Officer, Houghton Mifflin Harcourt

*Amy Endo, PhD*, Education Research Manager, Houghton Mifflin Harcourt

### 3 Beyond Accountability: Using Improvement Science Principles to Effectively Support Teachers and Improve Instruction

*Dalia Zabala*, Senior Technical Assistance Consultant, American Institutes for Research

*René Clayton*, Director of Secondary Curriculum and Instruction—Middle School Education, School District of Osceola County

### 4 Bringing Science Back to Students through Continuous Improvement Science

*Rosita Apodaca*, Senior Fellow, University of Pittsburgh Institute for Learning

*Sarah Laldee*, Supervisor of Science, Paterson Public Schools

### 5 Building Process Improvement into Impact Evaluations

*Andrew P. Jaciw*, Chief Scientist, Empirical Education Inc.

### 6 Building Relationships with Students: Using PDSA Cycles to Study Responsive Teaching Practice

*Ashley Seidel Potvin*, Graduate Research Assistant, University of Colorado Boulder

### 7 Designing Usable Technologies for Practical Measurement and Improvement Efforts

*June Ahn*, Associate Professor, New York University; Co-PI, Practical Measures, Routines and Representations for Improving Instruction (PMRR)

*Maria Hays*, Doctoral Student, University of Washington; Research Assistant, Practical Measures, Routines and Representations for Improving Instruction (PMRR)

*Fabio Campos*, Doctoral Student, New York University; Research Assistant, Practical Measures, Routines and Representations for Improving Instruction (PMRR)

### 8 IDEAS: Investing in Diversity, Evaluation, and Admissions Synergies. A Drexel University College of Medicine Network Improvement Community

*Linda Berardi-Demo*, Associate Dean, Admissions and Enrollment, Drexel University College of Medicine

*Ana E. Núñez*, Associate Dean, Diversity, Equity, and Inclusion; Professor of Medicine, Drexel University College of Medicine

### 9 MESH in Harrisonburg, VA: Applying Improvement Principles to Plan, Test, and Scale Promising Practices

*Richard Fournier*, Director of District Partnerships, Transforming Education

*Stephanie Hurley*, Manager of District Partnerships, Transforming Education

### 10 Problem Specific and User Centered: Crafting and Recrafting a Theory that Guides Improvement

*Lisa Clarke*, Director of Improvement, National Board for Professional Teaching Standards

*Laura Benedetto*, Manager, Network Engagement, National Board for Professional Teaching Standards

### 11 Professional Development in Higher Education: Preparing Faculty and Teachers to Better Serve English Language Learners

*Sarah Saltmarsh*, Instructional Coach, iTeachELLs, Arizona State University

*Melanie Baca*, Business Analyst, iTeachELLs, Arizona State University

*Malissa Chavez-Thibault*, Instructional Coach, iTeachELLs, Arizona State University

*Wendy Farr*, Project Director, iTeachELLs, Arizona State University

### 12 Project America: A Design-Based Research Approach to Developing a High-Quality Project-Based Learning Curriculum

*Sara Nachtigal*, Instructional Designer and Professional Development Specialist, Educurious

*Sheree Santos*, Technology Manager and Instructional Designer, George Lucas Educational Foundation

### 13 Reflective Practice and Disciplined Inquiry across the Pacific

*James Eck*, Leadership Consultant, InnovatED Leadership, LLC

### 14 Rethinking High School Using a Change Design Process

*Laura Hallberg*, Senior Program Manager, Pivot Learning Partners

## 15 Scaffolding Professional Development: A Case Study in Applying Improvement to Program Design

*Shannon Palka*, Post-Baccalaureate Fellow, Carnegie Foundation  
*Maddie Pierson*, Post-Baccalaureate Fellow, Carnegie Foundation  
*Cami Velasquez*, Post-Baccalaureate Fellow, Carnegie Foundation

## 16 Teaching Argument Writing to High School Students

*Leah Grabelsky*, Assistant Principal, High School of Arts and Technology, New York City Department of Education (NYCDOE)

## 17 The Authentic Transformation of School Climate Using an Inquiry-Based Improvement Science Approach

*Rachel Lissy*, Senior Program Officer, Ramapo for Children

## 18 The Calculus Project: An Evidence-Based Equity Initiative in High-Level Mathematics

*Robert J. Weintraub, EdD*, Senior Lecturer and Faculty Director, Educational Leadership and Policy Studies, Boston University School of Education  
*Adrian B. Mims, EdD*, National Director, The Calculus Project, Cambridge Education

## 19 Using Continuous Improvement to Support Systems Change

*Eliza Fabillar*, Senior Project Director, Education Development Center  
*Anne Wang*, Senior Technical Assistance Associate, Education Development Center

## 20 Using Improvement Science to Improve Student Belonging in AP and IB Classrooms

*Adam Kay*, Director of Effectiveness & Learning, Equal Opportunity Schools  
*Alejandro Torres*, Researcher, Effectiveness & Learning, Equal Opportunity Schools

## 21 Western Governors University: Higher Education, Reinvented

*Fred Hurst*, Vice President for Academic Advancement, Western Governors University

## Networks in Practice

## 22 Becoming a Learning Network: Conditions and Routines that Foster Collective Improvement

*Caitlin Wilson*, Senior Manager, Improvement Coaching, National Board for Professional Teaching Standards  
*Dereck Norville-Bowie*, Improvement Analytics Manager, National Board for Professional Teaching Standards

## 23 Better Together: How Rural Districts Can Network for Continuous Improvement

*Allison Carter*, Vice President, Networks and Innovation, Pivot Learning  
*Nicodemus Ford*, Senior Program Manager, Pivot Learning

## 24 Bringing Racial Equity to Teacher Education: Emerging Efforts to Launch a Networked Improvement Community

*Jean M. Haar*, Dean, College of Education, Minnesota State University, Mankato

*Terry K. Flennaugh*, Assistant Professor of Race, Culture and Equity in Education; Core Faculty, African American & African Studies and the Center for Gender in Global Context; Coordinator, Urban Education Initiatives, Department of Teacher Education, Michigan State University

## 25 Building a Community of Learners through District-University Partnerships

*Erika Abelon*, Director, Teacher Preparation, New York City Department of Education  
*Stephanie Hill*, Senior Director, Pathways and Preparation, New York City Department of Education

## 26 Building Adaptive Expertise in Teaching: Using Continuous Improvement to Disrupt the Early Career Teacher Plateau

*Brianna Wilson*, Learning Sciences and Improvement Specialist, Boston Teacher Residency

## 27 Building Better Communities through Literacy

*Alicia Levy*, President & CEO, Reading Is Fundamental

## 28 Building in Sustainability from the Start: Initiating a NIC to Support ELL Achievement in NYC

*Laurel LeFebvre*, Director of Program Planning, New York City Department of Education  
*Marilyn Stotts*, Program Manager, New York City Department of Education

## 29 Can Improvement Science Go "Open"?

*Alison Guerriero*, Partnership Manager, Center for Education Policy Research, Harvard University

## 30 Creating a Network of Educators to Drive Change

*Sarah Saltmarsh*, Instructional Coach, iTeachELLs, Arizona State University  
*Melanie Baca*, Business Analyst, iTeachELLs, Arizona State University  
*Malissa Chavez-Thibault*, Instructional Coach, iTeachELLs, Arizona State University  
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*Logan Mallonee*, Assistant Principal, Truckee High School

*Hien Larson*, Principal, Alder Creek Middle School

*Meara Mooney*, Literacy Coach, Truckee High School

*Sydney Dion*, Intervention Teacher and Literacy Coach, Alder Creek Middle School

*Annie Stefani*, Literacy Coach, North Tahoe High School

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*James E. Bartlett, II, PhD*, Associate Professor and Co-Director of Doctoral Cohorts, North Carolina State University

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*Chad d'Entremont*, Executive Director, Rennie Center for Education Research & Policy

*Jennifer Poulos*, Associate Director, Rennie Center for Education Research & Policy

*Juanita Zerda*, Director of Implementation, Rennie Center for Education Research & Policy

*Peter Lorinser*, Improvement Specialist, Rennie Center for Education Research & Policy

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*Janette Hernandez*, Director of Secondary Education, San Lorenzo Unified School District; Doctoral Candidate, East Carolina University (ECU)

*Lih Rosenthal*, Executive Director of Education, Seneca Family of Agencies; Doctoral Candidate, East Carolina University (ECU)

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**Robert O'Connor**, Data Manager, Education Development Center

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**Marianne Justus**, Literacy Improvement Partnership Coordinator, Regional Educational Laboratory West, WestEd

**Darl Kiernan**, Literacy Learning Facilitator, Northwestern Nevada Regional Professional Development Program

**Kelly Rotter**, K-6 Literacy Program Coordinator, Washoe County School District

**Christine Venturis**, Director of Professional Learning, Center for the Collaborative Classroom

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**Jojo Manai**, Senior Associate, Director of Analytics & Collaborative Technology, Carnegie Foundation

**Hiroyuki Yamada**, Associate, Director of Analytics, Carnegie Foundation

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# 2018 Summit Program Advisors

## Our deepest thanks to our Summit program advisors for their help developing our 2018 program.

**Jennifer Baker**, Assistant Superintendent, Instructional Services, Shasta County Office of Education

**Brandon Bennett**, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation

**Stacey Caillier**, Director, Center for Research on Equity and Innovation, High Tech High Graduate School of Education

**Jonathan R. Dolle**, Senior Research Associate, WestEd

**Shelah Feldstein**, Network Director, Tulare County Office of Education

**Ryan Gallagher**, Education Research Specialist, High Tech High Center for Research on Equity and Innovation

**Patricia Greco**, Superintendent of Schools, School District of Menomonee Falls

**Valerie Greenhill**, President, EdLeader21

**Uma Kotagal**, Executive Leader, Population and Community Health; Senior Fellow, Cincinnati Children's Hospital Medical Center

**Brien McCall**, Director, District and School Support, Shasta County Office of Education

**Kyle Moyer**, Director of Continuous Improvement, Summit Public Schools

**Ranganath Nayak**, Chief Executive Officer, Cytel, Inc.

**Donald Peurach**, Associate Professor, Education Policy, Leadership, and Innovation, School of Education, University of Michigan; Senior Fellow, Carnegie Foundation

**Shannon Provost**, Visiting Assistant Professor of Information Systems, Carroll School of Management, Boston College

**Laura Schwalm**, Senior Partner, California Education Partners; Former Superintendent, Garden Grove Unified School District

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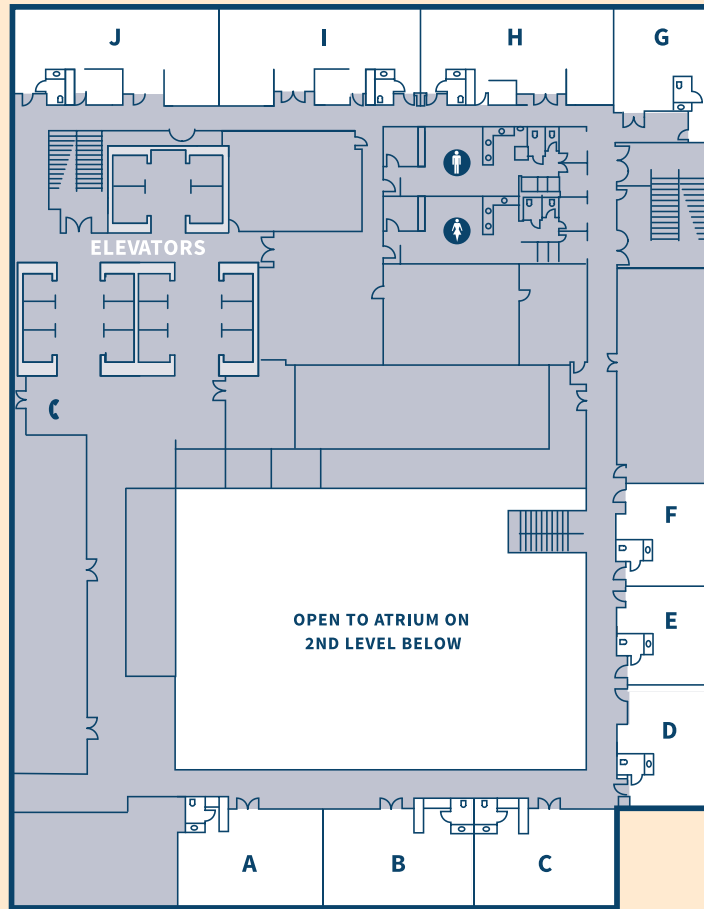
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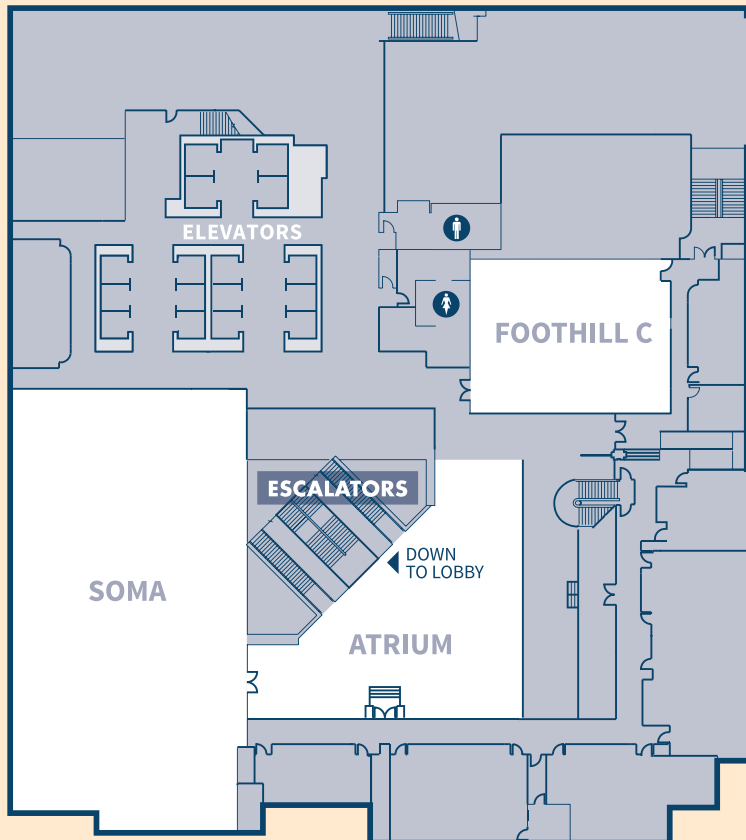
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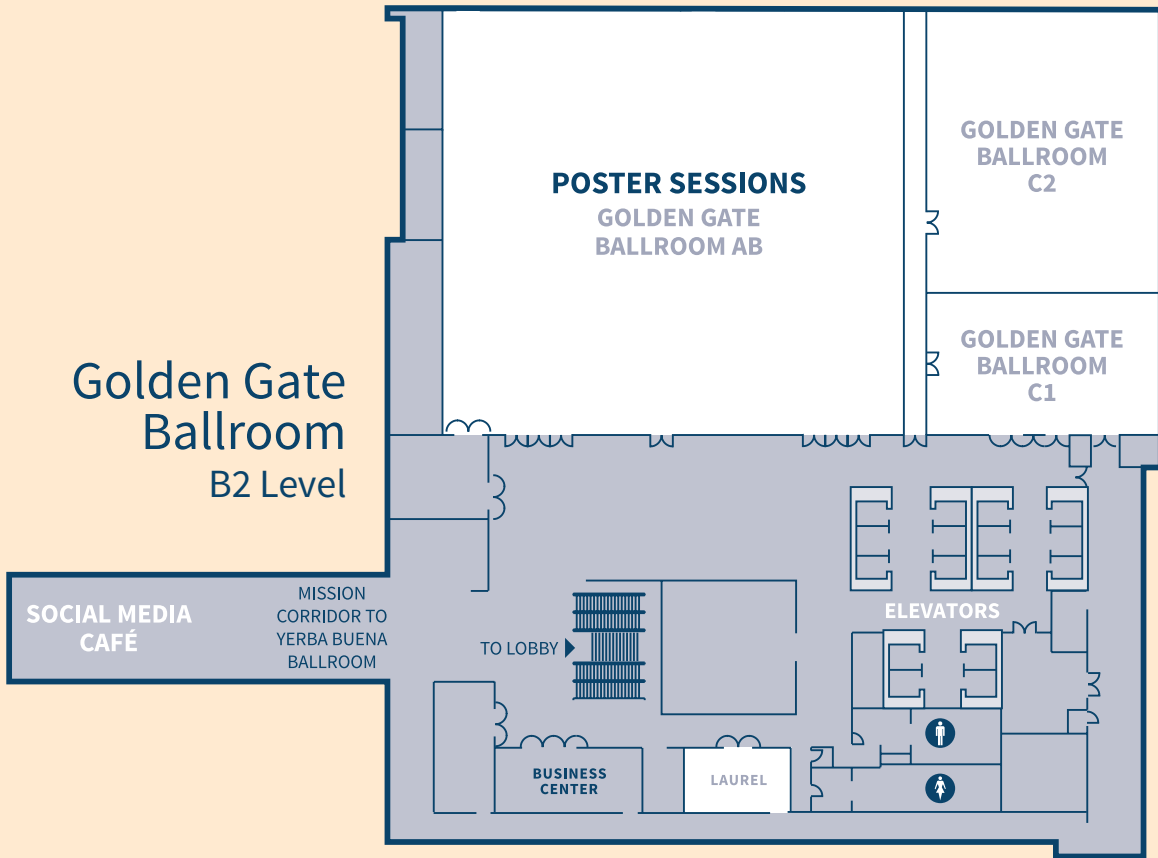
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