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 critical orientation: engage key participants early and often as co-developers.

**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 third annual Carnegie Foundation Summit on Improvement in Education!

When we initiated the Summit on Improvement in 2014, Foundation fellows and staff had been engaged for almost five years in efforts to move a compelling set of ideas into action. We had a strategy: if educational leaders, practitioners, and researchers joined the discipline of improvement science with the capabilities of networks to foster innovation and social learning, then the rate and spread of improvement might accelerate dramatically. As evidence on the efficacy of this strategy emerged, an increasing number of individuals and organizations were beginning their own “learning to improve” journey. We launched the Summit as a way to recognize and support this vibrant and growing community and to give us a place to challenge dysfunctional norms, learn new practices, concentrate our efforts, and reinforce our commitments to improving our nation’s schools.

Two years later, I feel proud to say that improvement research is very much alive in education today, and this third Summit is a celebration of the extraordinary efforts now occurring all across our field. I am very excited about this year’s program. In 2014, Carnegie Foundation staff and fellows created the entire program. Last year, we introduced a modest number of field-initiated sessions. This year, these field-initiated sessions are at the core of the Summit program.

For those who are joining us for the first time, welcome to an extraordinary community of improvers. For those who have helped to create this year’s program and are generously sharing your work with us – a special thanks. You are helping all of us to “get better at getting better.”

Together we are building a movement to achieve the changes we know our students need and deserve. We have seen some significant successes, but there is much more work to be done. Thank you for making this commitment to share your stories and to learn from each other. You are living proof of the power of networks to accelerate improvement.

Warmest regards,

Anthony S. Bryk, President
Carnegie Foundation for the Advancement of Teaching
NAME BADGES
Please wear your name badge throughout the conference. Your badge is required for access to all sessions, meals, and the networking receptions. Badges may be recycled at the registration desk at the conclusion of the conference.

WIRELESS INTERNET ACCESS
To access complimentary wireless in the meeting rooms, turn on your device’s wireless connections, view available networks, and connect to the “Marriott_Conference” network. Once connected, open a new web browser and enter the following network password: summit2016.

MOBILE EVENT GUIDE
The mobile event guide features the full Summit schedule, session materials, speaker bios, and more. Use it to create your own Summit schedule and connect with other attendees. To access the mobile event guide, download “Guidebook” from the Apple App Store or Android Marketplace and search for “Carnegie”. A web version of the event guide is available at carnegiefoundation.org/summitguide.

PRESENTATION & HANDOUTS
The Summit is going green and will not be providing hard copies of presentations or handouts to attendees. Instead, session materials will be available to download through the mobile event guide or through any web browser at carnegiefoundation.org/summitguide. Available materials can be accessed on each session page.

PROGRAM CHANGES
Changes made to the conference program after publication will be reflected in the Program Changes sign next to Registration.

SOCIAL MEDIA
Connect with the Carnegie Foundation and your fellow Summit attendees! Use the hashtag #CarnegieSummit and reference @CarnegieFdn when tweeting about the event. Follow us on Twitter and Facebook for the latest news and updates.

CONFERENCE VIDEOS & PHOTOS
The Carnegie Foundation will be shooting video and taking pictures throughout the conference. Please note that we may use your image in photographs or videos on the Carnegie website, in publications, or in other materials.

UNATTENDED BELONGINGS/LOST & FOUND
Please do not leave personal belongings unattended in meeting rooms. Carnegie Foundation is not responsible for lost or stolen items. Lost items that are turned in to conference staff may be claimed at the registration desk.

BUSINESS SERVICES
The Marriott has a full-service Business Center located one floor below the lobby that offers copy, fax, mail, print, messenger, and internet services. It is open 7am – 7pm daily.

HOTEL CHECKOUT & LUGGAGE STORAGE
Hotel check-out is 12 noon. After checkout, complimentary luggage storage is available at the bell desk.

SAFETY
We want you to enjoy your time at the 2016 Summit and in San Francisco. Please observe the caution appropriate for any major urban center. Remove your name badge before leaving the hotel to avoid being identified as a visitor. Stay on populated streets and keep your belongings close to you.

EMERGENCIES
In the event of an emergency at the Marriott, 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 Foundation staff.
THE SUMMIT BEGINS with a full day of Pre-Conference Courses that are offered as an optional add-on to the Summit General Conference. These courses offer a deep dive into the topics below. If you have not pre-registered and would like to attend, please visit the registration desk to register. Capacity is limited.

(PC1) Improvement Science Basics
(PC2) Organizing to Work in a Networked Improvement Community
(PC3) Introduction to Design Thinking in Schools
(PC4) Unleashing Large-Scale Social Change
(PC5) Critical Role of Leadership in Education Systemic Reform

During the General Conference, you will have the opportunity to select from 45 sessions across 5 sets of breakouts. The conference sessions have been categorized by four strand headings and abbreviations that follow:

(IM) Improvement Science Methods and Tools
(IA) Improvement Science Applied in Practice
(LC) Leadership and Culture
(NIC) Initiating and Sustaining Networked Improvement Communities

We encourage you to attend sessions in each of the strands. The strands are described in detail below. Seating in all sessions is available on a first-come, first-served basis.

Improvement Science Methods and Tools (IM)
Improvement science is a methodology that brings discipline to change efforts so that they are more likely to lead to sustained, measurable improvements. This strand introduces key improvement science methods and tools that can make five of the improvement principles come alive in your organization: be problem-focused and user-centered, attend to variability, see the system, embrace measurement and learn through disciplined inquiry.

“Advanced” sessions assume a working knowledge of improvement methodologies and are designed for those who want to add to their improvement toolkit. For those of you who have already been to the Summit, we have marked sessions as “Classic” if they are similar to those offered in previous years and “New” if they address a fresh Summit topic.

Improvement Science Applied in Practice (IA)
As a field, we undervalue learning to improve in a way that is systematic and organized, and we have in the past lacked a methodology to guide it. This strand introduces participants to groundbreaking organizations that have achieved better educational outcomes through the use of improvement science methodologies, turning knowledge into practice.

Leadership and Culture (LC)
The critical work of leadership is to bring about needed change. Transformational leaders have a clear vision of the future. They are driven to break through the status quo to reach higher levels of performance. In these sessions, leaders who have taken on this daunting work will share how and why they led these efforts and what lessons they have learned along the way.

Initiating and Sustaining Networked Improvement Communities (NIC)
NICs are an increasingly popular strategy for organizing improvement work. The sessions in this strand show participants how to leverage the power of NICs to accelerate their ability to learn and improve.

Poster Sessions
We are excited to highlight the 67 posters that will be exhibited during the Poster Sessions. These posters represent a range of improvement efforts taking place across the world and significantly contribute to our growing improvement community. We invite you to view them at your convenience through the event. Presenters will be at their posters to discuss their work and engage with you during three poster sessions:

- Welcome and Poster Reception on Tuesday, March 22 from 5:30pm-7:00pm
- Coffee Break and Poster Session on Wednesday, March 23 from 2:45pm-3:45pm
- Thursday, March 24 from 11:15am-12:00pm
# Schedule-at-a-Glance

## Tuesday, March 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am - 9:00am</td>
<td>Continental Breakfast • Grand Assembly</td>
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<tr>
<td>9:00am - 4:00pm</td>
<td><strong>PRE-CONFERENCE COURSES</strong> (PC1) Improvement Science Basics, Salons 3-4 (PC2) Organizing to Work in a Networked Improvement Community, Salons 5-6 (PC3) Design Thinking in Schools, Salons 10-11 (PC4) Unleashing Large-Scale Social Change, Salons 12-13 (PC5) Critical Role of Leadership in Education Systemic Reform, Salons 14-15</td>
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<tr>
<td>12:00pm - 1:00pm</td>
<td>Lunch • Grand Assembly</td>
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<td>4:30pm - 5:30pm</td>
<td>OPENING KEYNOTE • ANTHONY S. BRYK • SALONS 8-9</td>
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<tr>
<td>5:30pm - 7:00pm</td>
<td>Welcome &amp; Poster Reception • Salon 7</td>
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## Wednesday, March 23

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<th>Time</th>
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<tbody>
<tr>
<td>7:30am - 9:00am</td>
<td>Continental Breakfast • Golden Gate Ballroom</td>
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<tr>
<td>10:15am - 10:45am</td>
<td>Coffee Break • Grand Assembly</td>
</tr>
<tr>
<td>10:45am - 12:00pm</td>
<td><strong>BREAKOUT SET B</strong> (IM2) What Exactly Are You Trying to Accomplish? Scoping Your Improvement Aspirations, Salon 1 (IM4) How Do You Know That a Change Is an Improvement?: Using Data for Improvement, Salons 3-4 (IM13) Scaling Up Without Screwing Up, Salons 5-6 (IA7) The Impact of Quality Improvement in Achieving Outcomes in Chile, Salon 2 (IA9) Incorporating User-Centered Design in the Improvement Process, Nob Hill AB (LC4) Strong Performers and Successful Reformers in Education, Nob Hill CD (LC11) Growing a Culture of Innovation, Salons 10-11 (NIC2) Your Network’s Story: A Workshop for Crafting the Narrative, Salons 12-13 (NIC9) Networks to Improve Literacy Outcomes, Salons 14-15</td>
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<tr>
<td>12:00pm - 1:00pm</td>
<td>Lunch and Roundtable Discussions • Golden Gate Ballroom</td>
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<tr>
<td>2:45pm - 3:45pm</td>
<td>Coffee Break &amp; Poster Session • Salon 7</td>
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<tr>
<td>4:00pm - 5:00pm</td>
<td>KEYNOTE • ALEX “SANDY” PENTLAND • SALONS 8-9</td>
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<tr>
<td>5:00pm - 6:30pm</td>
<td>Networking Reception • Grand Assembly</td>
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# Schedule-at-a-Glance

## Thursday, March 24

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30am - 8:30am</td>
<td>Continental Breakfast • Golden Gate Ballroom</td>
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<tr>
<td>7:30am - 8:20am</td>
<td><strong>Sponsor-Hosted Sessions</strong></td>
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<td></td>
<td>Dalio Foundation Connecticut RISE Network: Building a Networked Improvement Community from the Ground Up, Salons 3-4</td>
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<td>New Visions for Public Schools New Visions as a Lab for Innovation and Improvement, Salons 5-6</td>
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<td>Ewing Marion Kauffman Foundation Engaging Stakeholder to Solve Problems, Salons 10-11</td>
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<td>Raikes Foundation Leveraging Learning Mindsets and Skills to Advance Equity: A Dialogue about the Raikes Foundation’s National Education Strategy, Salons 12-13</td>
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<td>AdvanceED The Effective Learning Environments Observation Tool (elev™): A Learner-Centric Tool that Fundamentally Shifts the Way We Conduct Classroom Observations Salons 14-15</td>
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<td>8:30am - 9:30am</td>
<td>KEYNOTE • HAHRIE HAN • SALONS 8-9</td>
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<tr>
<td>9:30am - 10:00am</td>
<td>Coffee Break • Grand Assembly</td>
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<td>10:00am - 11:15am</td>
<td><strong>BREAKOUT SET D</strong></td>
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<td>(IM6) Cycles of Inquiry and PDSAs, Salons 3-4</td>
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<td>(IA4) Using Cycles of Inquiry to Support the Professional Development of Teachers, Nob Hill AB</td>
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<td>(LC1) Leading the Transformation of Large Complex Systems, Nob Hill CD</td>
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<td>(LC6) State-Level Partnerships for Student Success: Improving Systems in a Context of Accountability, Salons 10-11</td>
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<td>(NIC3) Network Development Evaluation, Salons 12-13</td>
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<td>(NIC10) Two Approaches to Starting a NIC: The People or the Problem, Salons 14-15</td>
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<td>11:15am - 12:00pm</td>
<td>Poster Session • Salon 7</td>
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<tr>
<td>12:00pm - 1:00pm</td>
<td>Lunch and Roundtable Discussions • Golden Gate Ballroom</td>
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<tr>
<td>1:00pm - 2:15pm</td>
<td><strong>BREAKOUT SET E</strong></td>
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<td>(IM3) Understanding the Problem You Are Trying to Solve: Causal System Analysis, Salon 1</td>
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<td>(IM7) You Cannot Improve at Scale What You Cannot Measure: The Technical Side of Practical Measurement Development, Salons 3-4</td>
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<td>(IA8) COMPASS: University-School Partnership for Continuous Improvement, Salon 2</td>
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<td>(IA10) Interrogating Your Theory of Practice Improvement: Advanced Driver Diagrams, Salons 5-6</td>
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<tr>
<td>2:30pm - 3:30pm</td>
<td>KEYNOTE • BRYAN STEVENSON • SALONS 8-9</td>
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**Key: Summit Session Strands**

- Improvement Science Methods and Tools (IM)
- Improvement Science Applied in Practice (IA)
- Leadership and Culture (LC)
- Initiating and Sustaining Networked Improvement Communities (NIC)
Tuesday, March 22

7:00am – 7:30pm
Registration Open
Grand Assembly

8:00am – 9:00am
Continental Breakfast
Grand Assembly

9:00am – 4:00pm
PRE-CONFERENCE COURSES

(PC1) Improvement Science Basics
Salons 3-4
This Pre-Conference Course is ideal for participants looking for a broad overview of the basic tools and tenets of improvement science. The course provides an introduction to the foundational concepts in improvement science, hands-on activities with key improvement tools, and case studies of how this methodology has been applied in the context of education.

Alicia Grunow, Senior Partner, Director of Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching
Amanda Meyer, Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching
Jon Benjamin, Internal Improvement Advisor and Facilities Director, Carnegie Foundation for the Advancement of Teaching

(PC2) Organizing to Work in a Networked Improvement Community
Salons 5-6
This Pre-Conference Course offers a first engagement with the ideas of improvement science pursued in the context of NICs. It offers an introduction to NIC initiation—the role of problem definition and specification, systems analysis, and the core functions served by a network hub—as well as practical advice for leadership development and establishing a culture that supports collective learning.

Anna Kawar, Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching
Eva Mejia, Associate, Learning Systems; Director of Special Programs, Carnegie Foundation for the Advancement of Teaching
Sandra Park, Senior Associate, Director of External Offerings and Partnerships, Carnegie Foundation for the Advancement of Teaching

(PC3) Introduction to Design Thinking in Schools
Salons 10-11
In this Pre-Conference Course participants will learn about and apply design thinking through a rapid-cycle, immersive design challenge. Participants will work the design thinking process as taught at Stanford’s d.school: empathize, define, ideate, prototype, and test. Participants will also plan a design action to take when they return to their site after the conference.

David Clifford, Senior Learning Experience Designer, Stanford d.school
Ariel Raz, Learning Experience Designer, Stanford d.school
Susie Wise, Director K12 Lab Network, Stanford d.school
Peter Worth, Project Lead, School Retool, Stanford d.school

(PC4) Unleashing Large-Scale Social Change
Salons 12-13
This Pre-Conference Course highlights case studies and the dos and don’ts of orchestrating change across a large geographic area. Presenters share proactive techniques, strategies, and tactics for creating large-scale change. Attendees will also learn how to create a “command center”-style operation and receive support and feedback on their own efforts related to large-scale change.

Becky Margiotta, Co-Founder, Billions Institute; Former Director, 100,000 Homes Campaign for Community Solutions
Joe McCannon, Co-Founder, Billions Institute; Former Senior Advisor to the Administrator, Centers for Medicare and Medicaid Services, U.S. Department of Health and Human Services

(PC5) Critical Role of Leadership in Education Systemic Reform
Salons 14-15
The foundation for the Baldrige National Quality Program is a set of evidence-based criteria that provide leaders with a framework, blueprint, and a performance scale to guide them in implementing systemic reform that leads to improved outcomes. This Pre-Conference Course will explore the Baldrige criteria and provide practical examples of how the criteria have been implemented.
at the classroom, school, district, and state levels to improve student learning outcomes and operational processes. Participants will leave with a plan to address each of these criteria within their own organization.

Denise Holliday, Education Consultant for Continuous Improvement Practices and former District Instructional Facilitator Coach, Iredell-Statesville Schools (2008 Baldrige award recipient)

Terry Holliday, Former Commissioner of Education, Commonwealth of Kentucky; Former Superintendent, Iredell-Statesville Schools (2008 Baldrige award recipient)

Melanie Taylor, Deputy Superintendent of Curriculum and Instruction, Iredell-Statesville Schools (2008 Baldrige award recipient)

12:00pm – 1:00pm
Lunch
Grand Assembly

4:30pm – 5:30pm
OPENING KEYNOTE (see below)
Salons 8-9

5:30pm – 7:00pm
Welcome & Poster Reception
Salon 7

You’re invited to connect with attendees, speakers, and presenters, and to view the Summit posters during the welcome reception. Light hors d’oeuvres will be served and a complimentary drink ticket has been included with your registration. Poster presenters, representing improvement efforts from around the globe, will be there to discuss their work. See page 22 for the Poster Directory.

4:30pm – 5:30pm
OPENING KEYNOTE
Salons 8-9

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 introduced and is leading work to create a new research and development infrastructure to support educational improvement. From 2004 until assuming Carnegie’s presidency in September 2008, Bryk held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University. He came to Stanford from the University of Chicago, where he helped found the Center for Urban School Improvement, which supports reform efforts in the Chicago Public Schools. He also created the Consortium on Chicago School Research, a federation of research groups that have produced a range of studies to advance and assess urban school reform. 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.
Wednesday, March 23

7:00am – 4:30pm
Registration Open
Grand Assembly

7:30am – 9:00am
Continental Breakfast
Golden Gate Ballroom

9:00am – 10:15am
BREAKOUT SESSIONS – SET A

(IM1) An Introduction to Improvement Science
Salons 3-4

This session serves as a starting point for those who are new to improvement science but unable to attend the pre-conference course. Presenters will take attendees on a quick tour of the concepts and methods of improvement science.
(Introductory | Classic | Principles 1, 2, 3, 4, & 5)

Louis Gomez, Professor of Urban Education, University of California, Los Angeles; Senior Fellow, Network Initiative and Development, Carnegie Foundation for the Advancement of Teaching
Carlos Sandoval, Research Coordinator, Advancing Quality Teaching, Carnegie Foundation for the Advancement of Teaching

(IM8) Understanding Variation: Identifying and Learning from Positive Deviants
Salons 5-6

The field of education is, in many ways, the quintessential network. For any problem we seek to solve, many others before us have tried to solve the same thing. To capitalize on this knowledge base, we must learn from the results of positive deviants. In this session, participants will learn methods for analyzing variation in results to identify outliers. They will also learn processes for investigating the causes of remarkable performance.
(Advanced | New | Principle 2)

Melora Simon, MPH, Director, America’s Most Valuable Care, Clinical Excellence Research Center, Stanford University
Chris Thorn, Senior Associate, Director of Knowledge Management, Carnegie Foundation for the Advancement of Teaching

(IA3) Understanding and Addressing Variation in Teacher Preparation: University of Hawai‘i at Mānoa
Salon 1

Representatives from the University of Hawai‘i at Mānoa will share their work in using their EdPrepStat improvement process to better align their candidate hiring, assessment, and graduation processes across five teacher education programs and to understand the causes of variation across programs. Participants will also have the opportunity to try this process in tackling their own problems of practice.

Joel Harris, Consultant, UPD Consulting
Jessica Miranda, Director of Assessment, Accreditation, and Accountability, University of Hawai‘i at Mānoa
Laura Weeldreyer, Senior Consultant, UPD Consulting
Brandon Bennett (moderator), Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching

(IA5) Applying Improvement Methodologies to Revise and Improve Curricula
Nob Hill AB

While much attention is directed at improving instruction, less focus is given to the improvement of curricula. This session explores different approaches to improving curricular materials, highlighting the important role that teachers play.

George Alexander, Math Instructor, Madison Area Technical College
AnnMarie Baines, Program Officer, Lucas Education Research
Hilda Borko, Professor of Education, Stanford University
Kim Gomez, Associate Professor of Education, University of California, Los Angeles; Senior Fellow, Literacy and Language Development, Carnegie Foundation for the Advancement of Teaching
Ryan Lafferty, AP Physics Teacher, Bellevue School District
Ann Edwards (moderator), Senior Associate, Director of Learning and Teaching, Community College Pathways, Carnegie Foundation for the Advancement of Teaching
(LC3) Leading Large-Scale Change: Building Personal Skills for Transformation and Change Management
Nob Hill CD

Leading meaningful, large-scale change requires a new set of skills. This session will introduce attendees to the skills of personal transformation and large-scale change and help them consider how best to integrate them into their leadership and management.

Becky Margiotta, Co-Founder, Billions Institute; Former Director, 100,000 Homes Campaign for Community Solutions
Joe McCannon, Co-Founder, Billions Institute; Former Senior Advisor to the Administrator, Centers for Medicare and Medicaid Services, U.S. Department of Health and Human Services

(LC5) Continuous Improvement Approaches to Developing High Quality Leaders
Salons 10-11

Our education systems are getting better, but the pace of improvement is too slow and the performance too variable to meet our growing aspirations. Our students need great teachers, but far too many teachers leave the profession because they lack encouragement, opportunity, and support. In this session, two non-profit organizations present their continuous learning approaches for improving the quality of education leaders.

Cheryl Borden, Lead Executive Director of Programs, New Leaders
Katie Drucker, Associate Vice President, Research, Evaluation & Impact, NYC Leadership Academy
Liliana Polo-McKenna, Vice President, School Leadership Support, NYC Leadership Academy
Marianna Valdez, Ph.D., National Director of Program Evaluation, New Leaders
Penny Carver (moderator), Senior Fellow, Strategy and Business Development, Carnegie Foundation for the Advancement of Teaching

(LC12) A Tiered Approach to Learning to Improve: Spreading Improvement Science Across the New Visions Network
Salon 2

How does a system embed improvement science into its culture so that it becomes “the way we do our work here” and “the way we do our work with our schools”? Organization leaders at New Visions for Public Schools will describe their early journey, highlighting a model of internal professional development that both unites an organization around an improvement science strategy and also provides tools for staff to apply in their interactions with schools. A case study will demonstrate how they applied this approach in schools with math teachers participating in the a2i (Accessing Algebra Through Inquiry) program, which pairs participatory curriculum creation and curation with protocol-driven professional development workshops that see the practices of teaching and learning as the unit of change.

Christine Han, Program Officer, New Visions for Public Schools
Michele Meredith, Senior Knowledge Management Officer, New Visions for Public Schools
Russell West Jr., Deputy Director of Instruction, New Visions for Public Schools

(NIC1) Launching Networked Improvement Communities: A Framework for Getting Started
Salons 12-13

Which activities are critical for launching an improvement network? This session presents a guiding framework for initiating a networked improvement community that creates the purposeful collective action to solve complex educational problems of practice. Presenters will share the lessons they have learned from launching their networked improvement communities.

Nicole Gillespie, Executive Director, Knowles Science Teaching Foundation
Valerie Greenhill, Chief Learning Officer, EdLeader 21
Heather Haines, Science Department Chair, Community Charter School of Cambridge
John Puglisi, Superintendent, Rio School District
Jennifer Russell (moderator), Associate Professor of Learning Sciences and Policy, University of Pittsburgh; Fellow, Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching

(NIC6) Why Networked Improvement Communities?
Salons 14-15

What makes networks worth investing in? Leading funders will discuss different forms, structures, and benefits of networks. They will also describe their vision for NICs in the field of education.

Joan Ferrini-Mundy, Assistant Director, National Science Foundation
Art Seavey, Senior Program Officer, Postsecondary Success, Bill & Melinda Gates Foundation
**10:15am – 10:45am**
**Coffee Break**
**Grand Assembly**

**10:45am – 12:00pm**
**BREAKOUT SESSIONS - SET B**

(IM2) **What Exactly Are You Trying to Accomplish? Scoping Your Improvement Aspirations**
**Salon 1**

Improvement communities are disciplined by shared, specific, and measurable aims. Agreeing on an aim statement requires improvers to get very specific about what they want to accomplish, while being realistic about what they can execute well. In this session, participants will be introduced to the concept of scoping an aim statement. Presenters will provide ways to identify a good place to start.

_PREVIEW: Introductory | New | Principles 1 & 3_

**Jon Benjamin,** Internal Improvement Advisor and Facilities Director, Carnegie Foundation for the Advancement of Teaching

**Amanda Meyer,** Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching

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(IM4) **How Do You Know That a Change Is an Improvement?: Using Data for Improvement**
**Salons 3-4**

Measurement is essential to improvement and guides the learning of the improvement community. This use represents a departure from more typical uses of measurement in education that have stemmed from accountability or research paradigms. 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.

_PREVIEW: Introductory | Classic | Principles 2 & 4_

**Anna Kawar,** Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching

**Sola Takahashi,** Associate, Improvement Analytics and Measurement Development, Carnegie Foundation for the Advancement of Teaching

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(IM13) **Scaling Up Without Screwing Up**
**Salons 5-6**

The ultimate goal of improvement efforts is often to affect outcomes at scale. This is no easy task. It is precisely in the scaling up of promising interventions where many of them fail. As you will learn in this session, educators are not alone in this challenge; scaling up is a core challenge across many industries. By learning from these efforts, participants will discuss core obstacles to scaling and strategies for overcoming them.

_PREVIEW: All Levels | New_

**Hayagreeva “Huggy” Rao,** Atholl McBean Professor of Organizational Behavior and Human Resources, Graduate School of Business, Stanford University

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(IA7) **The Impact of Quality Improvement in Achieving Outcomes in Chile**
**Salon 2**

Un Buen Comienzo (UBC), “A Good Start,” is a program that seeks to improve the quality of early childhood education in Chile. After seeing modest gains in student outcomes through more traditional forms of professional development, UBC decided to adopt a continuous quality improvement approach with the hope of better integrating its evidence-based early childhood interventions into classrooms. This session will provide an overview of UBC’s methodological approach and describe early findings of a study that highlight the positive impact the quality improvement approach has had on outcomes.

**Mary Catherine Arbour,** Associate Physician for Research, Division of Global Health Equity, Brigham and Women’s Hospital; Senior Research Associate, Center on the Developing Child; Instructor, Harvard Medical School

**Alicia Grunow (moderator),** Senior Partner, Director of Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching

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(IA9) **Incorporating User-Centered Design in the Improvement Process**
**Nob Hill AB**

One key component of improvement science is actively engaging the user in both identifying and testing promising strategies and interventions. In this session, two organizations share how they incorporate principles of user-centered design in their improvement processes.

**Mary Catherine Arbour,** Associate Physician for Research, Division of Global Health Equity, Brigham and Women’s Hospital; Senior Research Associate, Center on the Developing Child; Instructor, Harvard Medical School

**Alicia Grunow (moderator),** Senior Partner, Director of Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching
Mark Atkinson, CEO, Mursion
Thomas McKenna, Director of Strategic Initiatives, Eskolta School Research and Design
Carrie Straub, Executive Director of Educational Programs and Research, Mursion
Sandra Park (moderator), Senior Associate, Director of External Offerings and Partnerships, Carnegie Foundation for the Advancement of Teaching

(LC4) Strong Performers and Successful Reformers in Education
Nob Hill CD

We have a moral imperative to raise the bar for higher-level skills and competencies for all students and to close the gaps between higher and lower performing groups. “Whole system reform” covers just that—an entire district, state, region, or country. Michael Fullan will reflect on policies and strategic levers that have the least and best chance of driving the desired result. He will also explore specific criteria that can be used to judge the likely effectiveness of a driver or set of drivers for system reform. Michael will be joined by Laura Schwalm, who will reflect on her experience leading change at Garden Grove Unified School District.

Michael Fullan, Professor Emeritus, Ontario Institute for Studies in Education at the University of Toronto, Canada
Laura Schwalm, Senior Partner, California Education Partners; Former Superintendent, Garden Grove Unified School District

(NIC2) Your Network’s Story: A Workshop for Crafting the Narrative
Salons 12-13

Your network’s narrative is critical for defining its purpose, building the identities of participants, and shaping network culture. National Writing Project staff will describe how they chronicled the work of their NIC and will help you develop the story of your own network. National Board for Professional Teaching Standards staff will present a case of the development of their network’s narrative.

Tanya Baker, Director of National Programs, National Writing Project
Joe Doctor, Senior Vice President, Strategy and Policy, National Board for Professional Teaching Standards
Eva Mejia (moderator), Associate, Director of Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching

(LC11) Growing a Culture of Innovation
Salons 10-11

Complex problems require innovative solutions. The goal of innovation is to design—or redesign—systems or processes toward results that are sustainable and scalable. Presenters from Denver Public Schools and Menomonee Falls High School discuss how they encourage the adoption of new ideas, models, and techniques and how they help them spread.

Katherine Casey, Director, Ecosystem Innovation, Denver Public Schools
Corey Golla, Principal, Menomonee Falls High School
Ian Kearns, Field Manager, Imaginarium, Denver Public Schools
Michelle Matter, Reading Interventionist and Literacy Coach, Menomonee Falls High School
Daniel Medved, Principal, Denver School of Innovation and Sustainable Design

Ruth Schoenbach, Co-Director, Strategic Literacy Initiative/ WestEd
Chad Vignola, Executive Director and President, Literacy Design Collaborative
Kim Gomez (moderator), Associate Professor of Education, University of California, Los Angeles; Senior Fellow, Literacy and Language Development, Carnegie Foundation for the Advancement of Teaching

12:00pm – 1:00pm
Lunch
Golden Gate Ballroom
12:00pm – 1:00pm
**Lunch Roundtable Discussions**
**Golden Gate Ballroom**

Designed as facilitated informal discussions, these Lunch Roundtable Discussions are an opportunity to share your experience and challenges and hear from others with varying perspectives and experiences. If you are interested, please grab a box lunch and join a table early. Space is limited!

**Topics:**
- Improving Proficiency in Third Grade Literacy
- Improving Social and Emotional Learning
- Developing Improvement Facilitators / Coaches
- Teaching Improvement in Schools and Departments of Education
- Deeper Learning

1:15pm – 2:30pm
**BREAKOUT SESSIONS – SET C**

(IM5) **Empathy Techniques for Being User-Centered**
**Salons 3-4**

Being “user-centered” is easy to say but hard to do. In this session, participants will learn tools and techniques for integrating the voice of the user into their improvement efforts in ways that produce insights for improvement.

(All Levels | New | Principle 1)

Amanda Meyer, Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching
Susie Wise, Director K12 Lab Network, Stanford d.school

(IM9) **Seeing the System: Linkage of Processes**
**Salons 5-6**

Educational systems are highly complex, with multiple interrelated processes coming together to produce the outcomes we currently get. If we are to intervene effectively, we must be able to see and understand the organization as an entire system. In this session, participants will learn about an advanced improvement tool called a “linkage of processes,” which is used to visualize the key processes in an organization and how they interconnect.

(Advanced | New | Principle 3)

Brandon Bennett, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching

Carlos Sandoval, Research Coordinator, Advancing Quality Teaching, Carnegie Foundation for the Advancement of Teaching

(IM12) **Teaching and Coaching Improvement Science**
**Nob Hill AB**

Improvement science can be understood as a set of tools and methods that have embedded in them a very different way of working. This presents a unique pedagogical challenge in introducing these methods to practitioners. In this session, teachers of improvement science in healthcare and education will join in a conversation about the pedagogical approaches for teaching improvement.

(Advanced | New | Principles 1, 2, 3, 4, & 5)

Alicia Grunow, Senior Partner, Director of Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching

Uma Kotagal, Executive Leader, Population and Community Health and Senior Fellow, Cincinnati Children’s Hospital

Jim Stigler, Professor of Psychology, University of California, Los Angeles; Senior Fellow, Community College Pathways, Carnegie Foundation for the Advancement of Teaching

(IA1) **Building a Measurement System for Improvement**
**Nob Hill CD**

While schools and districts are often awash in data, their systems are usually not designed to provide real-time information that can be used to quickly and efficiently assess the impact of improvements. This session will focus on how two organizations developed and incorporated a rapid analytics infrastructure as part of their improvement work.

Camille Farrington, Senior Research Associate, Consortium on Chicago School Research
Julie Koenke, Director of Secondary Programs and Pathways Partnerships, Madison Metropolitan School District
Jennifer Russell, Associate Professor of Learning Sciences and Policy, University of Pittsburgh; Fellow, Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching
Nate Schwartz, Director of Research and Policy, Tennessee Department of Education
Sola Takahashi (moderator), Associate, Improvement Analytics and Measurement Development, Carnegie Foundation for the Advancement of Teaching
(IA10) Accelerating Improvement: Leveraging Observation and Feedback Cycles at Achievement First
Salons 10-11

Achievement First, a charter management organization based in New York City, will describe how it harnessed the power of observation and feedback cycles to drive rapid improvement at scale. Data strategists and school leaders partnered to develop an initiative that paired training, observation, and real-time coaching with data collection and analysis tools to accelerate improvement in school culture across all levels of the organization.

Maura Bonanni, Senior Director, Data Strategy, Achievement First
Amber Mackay, Chief of Staff to the COO, Achievement First
Anna Kawar (moderator), Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching

(LC8) Bringing Improvement Research to Professional Education
Salons 12-13

For improvement science to be to genuinely transformative in education, it must become part of the fabric of higher education, where most future and current professionals are prepared. In this session, two scholars-designers will describe programmatic efforts aimed at introducing improvement science into two different educational contexts: a research-centered university (the University of California Berkeley) and a consortium of universities (the Carnegie Project on the Educational Doctorate). What does it mean for efforts like these to be institutionalized? A panel of education leaders will take up this question as they examine these programmatic efforts.

Patricia Greco, Superintendent, School District of Menomonee Falls
Sharmila Mann, Senior Policy Analyst and Project Manager, Education Commission of the States
Rick Mintrop, Associate Professor and Director of the Doctoral Program in Leadership for Educational Equity (LEEP), University of California, Berkeley
Jill Perry, Executive Director, Carnegie Project on the Education Doctorate (CPED)
Don Young, Dean, University of Hawai‘i
Louis Gomez (moderator), Professor of Urban Education, University of California, Los Angeles; Senior Fellow, Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching

(LC9) ESSA Implications for States Supporting Quality Improvement in Education
Salon 1

The Every Student Succeeds Act (ESSA) (the latest reauthorization of ESEA) was signed by President Obama on December 10, 2015, and significantly rolled back the federal role in education. This session will provide an understanding of the possible ESSA opportunities and challenges from the perspective of three states (Tennessee, California, and Kentucky). Panelists will also consider the specific opportunities that ESSA may provide in advancing the Foundation’s work to bring improvement science in network improvement communities to the field.

Terry Holliday, Former Commissioner of Education, Commonwealth of Kentucky
Candice McQueen, Commissioner of Education, Tennessee Department of Education
Rick Miller, Executive Director, CORE Districts
Lillian Lowery (reflector), President-CEO, FutureReady Columbus and Former Maryland State Superintendent of Schools
Kelli Parmley (moderator), Vice President of Administration, Carnegie Foundation for the Advancement of Teaching

(NIC5) Adaptive Integration – Examples of Scaling Standard Work
Salon 2

Many educational interventions that show promise during a pilot phase demonstrate limited efficacy at scale. This session explores the concept of adaptive integration as a social process for learning how to maintain the integrity of an intervention across diverse contexts. Two well-established networked improvement communities launched by the Carnegie Foundation serve as case studies: the Community College Pathways (CCP) and the Building a Teaching Effectiveness Network (BTEN).

Jon Dolle, Senior Research Associate, WestED
Ann Edwards, Senior Associate, Director of Learning and Teaching, Community College Pathways, Carnegie Foundation for the Advancement of Teaching
Maggie Hannan, Graduate Student Researcher, University of Pittsburgh; Research Assistant, Building a Teaching Effectiveness Network
(NIC7) A Network of Networks: The Student Agency Improvement Community
Salons 14-15

This session will introduce the organizing model of a “network of networked improvement communities.” The Student Agency Improvement Community is a network of six NICs across the country; each has its own local aim, but all share a research base and a set of practical measures. Participants will describe their improvement work and discuss their transition from research-practice partnerships to NICs.

Kenn Barron, Professor of Psychology, James Madison University
Adam Carter, Chief Academic Officer, Summit Public Schools
Amanda Crowell, Senior Researcher, Eskolta School Research and Design
Sofi Frankowski, Chief Learning Officer, Schools That Lead
Rachel Beattie (moderator), Associate, Director of Productive Persistence, Carnegie Foundation for the Advancement of Teaching

2:45pm – 3:45pm
Coffee Break & Poster Session
Salon 7

The posters represent a range of improvement efforts taking place across the world and significantly contribute to our growing improvement community. Poster session presenters will be at their posters to discuss their work and respond to questions during this time. See page 22 for the Poster Directory.

4:00pm – 5:00pm
KEYNOTE (see below)
Salons 8-9

5:00pm – 6:30pm
Networking Reception
Grand Assembly

This is an opportunity to extend the connections you’ve made and to share your learnings with other attendees. Hors d’oeuvres will be served and a complimentary drink ticket for this event has been included in your registration.

4:00pm – 5:00pm
KEYNOTE
Salons 8-9

ALEX ‘SANDY’ PENTLAND
Professor of Media, Arts, and Sciences, Massachusetts Institute of Technology

Professor Alex ‘Sandy’ Pentland directs the MIT Connection Science and Human Dynamics labs and previously helped create and direct the MIT Media Lab and the Media Lab Asia in India. He is one of the most-cited scientists in the world, and Forbes recently declared him one of the “7 most powerful data scientists in the world.” Pentland’s pioneering work in organizational engineering and computational social science has the capacity to transform the way we think about human behavior and decision-making, both as individuals and in networks. This research has led to the development of a new field, Social Physics: the study of how human social networks spread ideas and transform those ideas into behaviors.
Thursday, March 24

7:30am – 1:00pm
Registration Open
Grand Assembly

7:30am – 8:30am
Continental Breakfast
Golden Gate Ballroom

7:30am – 8:20am
SPONSOR-HOSTED SESSIONS
Please bring your breakfast to the session location of your choice.

Dalio Foundation
Connecticut RISE Network: Building a Networked Improvement Community from the Ground Up
Salons 3-4
The RISE Network marks a partnership between East Hartford Public Schools, Meriden Public Schools, New Haven Public Schools, New Visions for Public Schools, and the Dalio Foundation to promote data-driven, peer-to-peer learning to support continuous improvement. The RISE Network aims to increase college and career readiness, by mobilizing public and private resources, promoting innovative solutions, strengthening systems, and empowering educators. During this session, RISE participants will share their experiences designing and launching a networked improvement community. They will discuss challenges, opportunities, and lessons learned, and seek feedback as they look to strengthen the RISE Network for the 2016-17 school year.

New Visions for Public Schools
New Visions as a Lab for Innovation and Improvement
Salons 5-6
New Visions for Public Schools is dedicated to ensuring that all New York City public school students, regardless of race or economic class, have access to a high-quality education that prepares them for the rigors of college and the workforce. Further, they are committed to sharing innovative tools, strategies and lessons learned throughout the country to prove that meaningful change is achievable at scale and success is possible for every child. In this session, New Visions’ president, chief knowledge officer, and director of data analytics will connect New Visions’ theory of change to a systems-thinking approach and provide examples of how a focus on systems can lead to improvement in schools.

Ewing Marion Kauffman Foundation
Engaging Stakeholder to Solve Problems
Salons 10-11
The Ewing Marion Kauffman Foundation utilizes stakeholder engagement to ensure the achievement of the Foundation’s K-12 education goals. Learn about the types of collaboration and engagement strategies the Foundation uses to solve problems and accomplish goals with both grantees and community members.

Raikes Foundation
Leveraging Learning Mindsets and Skills to Advance Equity: A Dialogue about the Raikes Foundation’s National Education Strategy
Salons 12-13
The mission of the Raikes Foundation is to empower young people to transform their lives. In education, this means ensuring that all students are engaged in schools that foster learning mindsets and skills, allowing them to achieve academically and complete a high-quality post-secondary degree to thrive in a rapidly changing world. Join us to learn about exciting work going on across the field to support more students to develop learning mindsets and skills and share stories and strategies from your own work to prepare all students to be courageous learners.

AdvancED
The Effective Learning Environments Observation Tool (eleot™): A Learner-Centric Tool that Fundamentally Shifts the Way We Conduct Classroom Observations
Salons 14-15
The eleot™ is a learner-centric classroom observation tool and app that comprises 30 items organized in seven environments. Since its launch in 2014, eleot has been used to conduct nearly 125,000 classroom observations across the world. It provides useful, relevant, structured and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. The eleot is
useful in providing an aggregate picture of classrooms across an entire school, but can also be used formatively and reflectively at grade level, in content specific ways (e.g. to examine the overall experience of learners in 7th grade math classes), longitudinally for a specific classroom, or in other ways based on the needs of the user.

8:30am – 9:30am
KEYNOTE (see below)
Salons 8-9

9:30am – 10:00am
Coffee Break
Grand Assembly

10:00am – 11:15am
BREAKOUT SESSIONS - SET D

(IM6) Cycles of Inquiry and PDSAs
Salons 3-4

Cycles of inquiry are not necessarily new in education; disciplined and reflective practice has been encouraged by one group or another for years. But improvement science utilizes a particular kind of inquiry cycle called “plan-do-study-act,” or PDSA. If an organization already engages in cycles of inquiry, does it need to shift to PDSAs? In this session, participants will explore PDSAs along with other cycles of inquiry to examine their respective benefits and constraints.

(All Levels | New | Principle 5)

Alicia Grunow, Senior Partner, Director of Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching

Catherine Lewis, Distinguished Research Fellow, Mills College

(IM11) The Science in Improvement Science
Salons 5-6

Improvement research and traditional research are both organized to produce new knowledge critical for making progress on pressing educational problems. Like traditional research, improvement research uses the rudiments of science but focuses on producing the know-how to get quality outcomes with reliability at scale. This session will explore the similarities and differences in the goals, methodologies, and evidence of each research paradigm and how each can complement the other for powerful results.

(All Levels | Classic | Principles 1, 2, 3, 4, & 5)

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

Lloyd Provost, Associate, Associates in Process Improvement

Leandra Fernandez (moderator), Post-Baccalaureate Fellow, Curriculum and Assessment, Carnegie Foundation for the Advancement of Teaching

8:30am – 9:30am
KEYNOTE
Salons 8-9

HAHRIE HAN
Associate Professor of Political Science, University of California, Santa Barbara

Hahrie Han is the Anton Vonk Associate Professor of Political Science at the University of California, Santa Barbara. She has served as the co-founder and co-director of the Project on Public Leadership and Action, at Wellesley College, and as the chair of the Leading Change Research Network. She has consulted and done research with a wide range of civic and political organizations around the world. Han is the author of three books. Her most recent, How Organizations Develop Activists: Civic Associations and Leadership in the 21st Century, examines the strategies that the most effective civic associations use to engage activists and develop civic leader. Han’s research shows how organizations can more effectively engage, mobilize, and organize activists and leaders to build the power and capacity needed to instigate and sustain meaningful change.
(IA4) Using Cycles of Inquiry to Support the Professional Development of Teachers  
Nob Hill AB

This session focuses on the use of iterative cycles of inquiry in the context of teacher professional development. Presenters will share how these cycles are used to improve coaching and instruction and to create a culture of professional learning and improvement among teachers.

Karen M. Beerer, Vice President, Professional Development, Discovery Education  
Maggie Hannan, Graduate Student Researcher, University of Pittsburgh  
Holly Pillow, Instructional Coach, Trenton School District  
Jane Westerhold, Superintendent, Community Consolidated School District 62  
Amanda Meyer (moderator), Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching

(IA6) Approaches to Improvement: Deliverology and Improvement Science  
Salon 1

Deliverology and improvement science are both methodologies that seek to improve outcomes. Deliverology focuses on driving large-scale systemic change through specific goals, targeted strategies, and a “delivery chain” that maps improvement from levels of leadership down to the classroom. Improvement science emphasizes a disciplined and rigorous approach to testing as part of on-the-ground change efforts as a way of building practical field knowledge capable of reliably producing quality outcomes. This session will explore the similarities and differences between these models in defining concrete practices that lead to sustained improvements.

Brandon Bennett, Principal Advisor, Improvement Science Consulting: Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching  
Matt Deninger, Planning and Implementation Coordinator, Massachusetts Department of Elementary and Secondary Education  
Richard Eyre, Director of Research & Delivery, Education Delivery Institute  
Chris Thorn (moderator), Senior Associate, Director of Knowledge Management, Carnegie Foundation for the Advancement of Teaching

(LC1) Leading the Transformation of Large Complex Systems  
Nob Hill CD

Three outstanding district leaders provide insights into how to achieve exceptional results in systems that serve disproportionately large numbers of low-income and minority children. Attendees will learn how these leaders build system capacity, optimize the use of data, keep their commitment to improvement, and maintain their relentless focus on students.

Andrés Antonio Alonso, Professor of Practice, Harvard Graduate School of Education; Former CEO, Baltimore City Public Schools  
Eric Gordon, Chief Executive Officer, Cleveland Metropolitan School District  
Christopher Steinhauser, Superintendent, Long Beach Unified School District  
Paul LeMahieu (moderator), Senior Vice President of Programs, Carnegie Foundation for the Advancement of Teaching

(LC6) State-Level Partnerships for Student Success: Improving Systems in a Context of Accountability  
Salons 10-11

How do you build an accountability system that highlights the needs of the whole child and tells the story of the whole school? This session will examine efforts by a state-level partnership in California—the CORE Districts, a nonprofit collaborative of ten districts in California representing over one million students—to roll out a unique approach to school accountability that includes academic, social-emotional, and culture-climate indicators, and to couple that approach with an intervention strategy that focuses on continuous improvement and peer collaboration at the school and district levels. After presenting the findings from the rollout of CORE’s Index, including what they are learning about measuring social-emotional skills at scale, there will be a fishbowl conversation with three CORE superintendents—Antwan Wilson (Oakland), Michael Hanson (Fresno), and Richard Carranza (San Francisco)—about the implementation of these efforts.

Noah Bookman, Chief Accountability Officer, CORE Districts  
Richard Carranza, Superintendent, San Francisco Unified School District  
Michael Hanson, Superintendent, Fresno Unified School District
Rick Miller, Executive Director, CORE Districts
Antwan Wilson, Superintendent, Oakland Unified School District

(LC7) Expanding Opportunities for STEM Teacher Leadership
Salon 2

Recent initiatives have emphasized the importance of effective teachers for improving student learning in K-12 STEM education. This session combines two initiatives. The first will introduce innovative models in interdisciplinary, entrepreneurial leadership that create high-quality, innovative, and transformative learning environments. The second will explore available opportunities for teachers to play greater leadership roles in improving education policy and decision-making.

Fouad Abd El Khalick, Associate Dean for Research and Research Education, College of Education, University of Illinois
Bruce Alberts, Chancellor’s Leadership Chair in Biochemistry and Biophysics for Science and Education, University of California, San Francisco
Janet S. Gaffney, Professor, Educational Psychology-Literacy, University of Auckland
Jay B. Labov, Senior Advisor for Education and Communication, National Academies of Sciences, Engineering, and Medicine, International Education
Ann Edwards (moderator), Senior Associate, Director of Learning and Teaching, Community College Pathways, Carnegie Foundation for the Advancement of Teaching

(NIC10) Two Approaches to Starting a NIC: The People or the Problem
Salons 14-15

NICs can be launched in two ways—by reorganizing an existing partnership into a NIC structure or by creating the NIC from scratch around a compelling problem. This session will explore the benefits and drawbacks of each approach.

Louis Gomez, Professor of Urban Education, University of California, Los Angeles; Senior Fellow, Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching
Sue Lehmann, Network Champion, Student Success Network, New York City
Eva Mejia (moderator), Associate, Director of Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching

11:15am – 12:00pm
Poster Session
Salon 7

The posters represent a range of improvement efforts taking place across the world and significantly contribute to our growing improvement community. Poster session presenters will be at their posters to discuss their work and respond to questions during this time. See page 22 for the Poster Directory.

12:00pm – 1:00pm
Lunch
Golden Gate Ballroom

12:00pm – 1:00pm
Lunch Roundtable Discussions
Golden Gate Ballroom

Topics:
- Improving Proficiency in Third Grade Literacy
- Improving Social and Emotional Learning
- Developing Improvement Facilitators / Coaches
- Teaching Improvement in Schools and Departments of Education
- Deeper Learning
1:00pm – 2:15pm
BREAKOUT SESSIONS – SET E

(IM3) Understanding the Problem You Are Trying to Solve: Causal System Analysis
Salon 1

In our efforts to improve education, we often pursue solutions without first deeply understanding the problem we’re trying to solve. This session will introduce causal system analysis as a way to give improvement teams a common understanding of the problem around which their improvement effort centers. Participants will be introduced to the “fishbone diagram,” an essential improvement tool that reveals the key leverage points that improvers must address to solve a problem.

(Introductory | Classic | Principles 1 & 3)

Anna Kawar, Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching

(IM7) You Cannot Improve at Scale What You Cannot Measure: The Technical Side of Practical Measurement Development
Salons 3-4

In an improvement context, the practicality of measures is of utmost importance. Measures that are used for improvement must provide diverse stakeholders with the data they need, in the form they need it, when they need it. Most organizations don’t have these kinds of measures and will need to develop them. In this session, participants will learn about the technical qualities of measures that are useful for improvement, gaining insight into the (not-so-practical) ways of creating a practical measurement system.

(Advanced | Classic | Principle 4)

Erin Henrick, Program Manager, Vanderbilt University
Kara Jackson, Assistant Professor, University of Washington
Sola Takahashi, Associate, Improvement Analytics and Measurement Development, Carnegie Foundation for the Advancement of Teaching

(IM10) Interrogating Your Theory of Practice Improvement: Advanced Driver Diagrams
Salons 5-6

The interrogation of a driver diagrams helps ensure that you are basing your work on the best knowledge available to move a particular aim. Work-shopping driver diagrams and a fishbowl discussion will provide participants insights about the tool, its development, and its use.

(Advanced | New | Principles 3, 4, & 5)

Brandon Bennett, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching
Sandra Park, Senior Associate, Director of External Offerings and Partnerships, Carnegie Foundation for the Advancement of Teaching

(IA2) Using Data to Drive Improvements at the Institutional and Student Levels
Nob Hill AB

Creating and using data systems to identify and target the specific needs of students is a challenging task. It requires streamlined data systems, data tools, and displays that are easy to use and understand, and clear processes for how the data are used. In this session, two organizations share how they use data to help teachers, advisors, and administrators identify struggling students before it’s too late, as well as how the data inform institutional-level policies designed to better meet the needs of these students.

Mark Dunetz, Vice President, School Support, New Visions for Public Schools
Elisha D. Jarrett, Associate Director, University Advisement Center, Georgia State University
Timothy Renick, Vice President for Enrollment and Student Success and University Vice Provost, Georgia State University
Edgar Rodriguez, Principal, Academy for Careers in Television and Film
Chris Thorn (moderator), Senior Associate, Director of Knowledge Management, Carnegie Foundation for the Advancement of Teaching

(IA8) COMPASS: University-School Partnership for Continuous Improvement
Salon 2

COMPASS is a university-school partnership that provides intensive professional development for school leaders interested in whole school improvement. COMPASS works to build educators’ competencies for translating data into evidence-guided decision-making protocols, while augmenting the organizational capacities of schools and district offices. The model has been used in 38 schools and has helped to narrow achievement gaps in some. This session will look at how COMPASS uses improvement science to build the school-wide capacities necessary for better student outcomes.
Hal A. Lawson, Professor of Educational Administration and Policy Studies and Professor of Social Welfare, University at Albany, State University of New York
Kristen Campbell Wilcox, Assistant Professor, University at Albany, State University of New York
Dave Ziskin, Superintendent, Fort Plain Central School District and Former Principal, Amsterdam High School
Ann Edwards (moderator), Senior Associate, Director of Learning and Teaching, Community College Pathways, Carnegie Foundation for the Advancement of Teaching

(LC2) Driving Systemic Transformation: Equipping Leaders to Continuously Improve Salons 10-11

This session will share the journey of leaders across 12 school districts who have implemented a scorecard process that focuses on selecting measurable annual outcomes in core areas and identifying progress-monitoring measures that predict performance on those year-end outcomes. Within each of these districts, superintendents, central office leaders, and school principals have endeavored to anchor practice improvement in disciplined inquiry to improve core outcomes (achievement, people, service, and finance) at scale across a district and progress-monitoring measures to be evaluated throughout the year. Up to three times annually, leaders inquire into progress to identify how actions impacted results using an innovative online tool that supports continuous learning. Leaders hone new skills in process improvement and continuous learning using this ongoing cycle and engage in professional coaching and/or in-district learning opportunities directly related to the gaps identified by the progress monitoring measures.

Carol Atwood, Assistant Superintendent for Data Quality, Accountability, Evaluation & Research, Humble Independent School District, TX
Xavier De La Torre, Superintendent, Ysleta Independent School District, TX
Patricia Deklotz, Superintendent, Kettle Moraine School District, WI
Janet Pilcher, Senior Executive, Studer Education
Penny Carver (moderator), Senior Fellow, Strategy and Business Development, Carnegie Foundation for the Advancement of Teaching

(LC10) Disparities in Educational Achievement: A Systemic Remedy Anchored in Continuous Improvement Nob Hill CD

Despite some 60 years of reform efforts, student achievement in the U.S. continues to reflect students’ class, race, gender, and geographic location. What might it take to significantly close these stubborn performance gaps? An acting deputy secretary of the U.S. Department of Education reflects on the patterns and offers a promising change strategy. Presenters will discuss recent developments in California as examples of how to lay the groundwork for an equity agenda.

Jennifer O’Day, Institute Fellow, American Institutes for Research
Marshall “Mike” Smith, Visiting Scholar, Carnegie Foundation for the Advancement of Teaching; Former Undersecretary and Acting Deputy Secretary, U.S. Department of Education
Jim Kohlmoos (moderator), Principal, EDGE Consulting Partners

(NIC4) Leveraging Content Expertise to Build Research-Based Change Packages in Networks Salons 12-13

A successful NIC requires its members to bring together professional expertise, subject-matter knowledge, and an understanding of improvement science. This session will present structures, processes, and tools to build on professional and subject-matter knowledge and strengthen the network’s theory of improvement, as well as methods to get the members invested in the theory and the changes.

Marisa Cannata, Director, National Center on Scaling Up Effective Schools
Ritu Khanna, Chief of Research, Planning, and Assessment, San Francisco Unified School District
Sean Reardon, Professor of Poverty and Inequality in Education, Graduate School of Education, Stanford University
Michael Sorum, Deputy Superintendent, Leadership & Student Support Services, Forth Worth Independent School District
Rachel Beattie (moderator), Associate, Director of Productive Persistence, Carnegie Foundation for the Advancement of Teaching
(NIC8) Leveraging Technology to Accelerate Improvement in NICs
Salons 14-15

Technology can help large networks learn and improve more quickly and efficiently than can a single organization or individual. But realizing the potential of technology presents many challenges. Tools must provide new, timely, and actionable information that is integrated into key routines of professional practice. This session looks at organizations that have used technology to accelerate improvement in large networks.

Kai Drekmeier, Founder and President, InsideTrack
Blake A. Naughton, PhD, Executive Director, Hook Center for Educational Renewal College of Education, University of Missouri

2:30pm – 3:30pm
KEYNOTE
Salons 8-9

BRYAN STEVENSON
Executive Director, Equal Justice Initiative

Bryan Stevenson is the founder and Executive Director of the Equal Justice Initiative (EJI) in Montgomery, Alabama. Mr. Stevenson is a widely acclaimed public interest lawyer who has dedicated his career to helping the poor, the incarcerated and the condemned. Under his leadership, EJI has won major legal challenges eliminating excessive and unfair sentencing, exonerating innocent death row prisoners, confronting abuse of the incarcerated and the mentally ill, and aiding children prosecuted as adults. EJI recently won an historic ruling in the U.S. Supreme Court holding that mandatory life-without-parole sentences for all children 17 or younger are unconstitutional. Mr. Stevenson’s work fighting poverty and challenging racial discrimination in the criminal justice system has won him numerous awards. He is a graduate of the Harvard Law School and the Harvard School of Government, and has been awarded 21 honorary doctorate degrees. He is the author of the award winning and New York Times bestseller, Just Mercy.
IMPROVEMENT SCIENCE APPLIED IN PRACTICE

1 Accomplished Teachers Leading Improvement in Classrooms and Schools
Lisa Clarke, Director, Policy and Partnerships, National Board Certification

2 Collaborative Coaching: A Model for Systemic Literacy Growth
Sarah Doerr, District Literacy Coach, The School District of Menomonee Falls
Stacy Klemm, Special Education Program Support Teacher, The School District of Menomonee Falls

3 Developing Practical Measures of the Quality of the Mathematics Classroom Learning Environment
Nicholas Kochmanski, Doctoral Student in Mathematics Education, Vanderbilt University
Hannah Nieman, Doctoral Student in Mathematics Education, University of Washington
Paul Cobb, Professor of Mathematics Education, Vanderbilt University

4 Engineering STEM Identity: Helping Students Envision Themselves as STEM Professionals
Gale Beauchamp, Engineering STEM Identity Project Director, Maricopa County Education Service Agency

5 From the Inside Out: A Journey through Improvement Science
Megan Pacheco, Chief Learning Officer, New Tech Network
Drew Schrader, Director of Assessment, New Tech Network
Alix Horton, Director of Literacy, New Tech Network

6 Getting to the Finish Line: 9th Grade Promotion Coaches in Alabama’s Lowest-Performing Schools
Joanna Hornig Fox, Deputy Director, Everyone Graduates Center, Johns Hopkins University

7 Growth Mindset: A Growing Solution for Fixing Education?
Dr. Mary-Jo Apigo, Dean of Teaching & Learning, West Los Angeles College
Dr. Miguel Powers, English Professor/Department Coordinator, Fullerton College

8 Improve Data Tools to Improve Data Use: Give Educators “Over-the-Counter” Data
Dr. Jenny Grant Rankin, Author/Lecturer, University of Cambridge in 2016

9 Improving Learning Outcomes of STEM Students through Civic Engagement
Jim Martinez, Assistant Professor, New York Institute of Technology

10 Innovation and Improvement through Intervention: Using Intensive Interventions to Improve Mathematics Skills of Students with Disabilities
Rebecca Zumeta Edmonds, Principal Researcher, American Institutes for Research
Sarah Y. Arden, Researcher, American Institutes for Research

11 Minding the Gap: STEM Opportunity, Choice, and Achievement
Dr. Mary Elizabeth Wilson, Chief Learning Officer, GEMS Americas

12 On Effort Contingent Learning Environments in Engineering: Building Strong Academic Mindsets
Olga Pierrakos, Associate Professor and Founding Faculty, Department of Engineering, James Madison University on leave; Program Director, Division of Undergraduate Education, National Science Foundation currently

13 Reimagining Online Learning: Improving Student Engagement and Outcomes with Adaptive Learning Technologies
Dena Mapes, Director of Academic Communities, Inspark Science Network

14 School Counselors and Advisors Using Data-Driven Decision-Making: Identification and Analysis of Barriers and Enablers
Carlos Antonio Viera, PhD, SPHR, SHRM-SCP, Director, Planning and Policy Analysis, Miami Dade College

15 Supporting Teacher Effectiveness Using School-Based Collaborative Inquiry
R. Dean Gerdeman, Managing Director, American Institutes for Research
Jason Stricker, CEO, Insight Education Group
16 The Mirage: Confronting the Hard Truth about Our Quest for Teacher Development
   Dina Hasiotis, Partner, TNTP
   Rachel Evans, Partner, TNTP

17 Understanding Variation: Intentional Improvement in PLC Structure and Content in a Summer Math Program
   Karina Jaquet, Research Associate, REL West at WestEd
   Lori Van Houten, Senior Program Associate, REL West at WestEd

18 Unpacking and Implementing NGSS: The Value of Improvement Science and NICs
   Rachelle DiStefano, Director for Science Education Research, Institute for STEM Education, California State University - East Bay

19 Using Improvement Science and Delivery to Bust the Licensure Backlog in Massachusetts
   Matthew Deninger, Planning and Implementation Coordinator, Massachusetts Department of Elementary and Secondary Education

LEADERSHIP AND CULTURE

20 “Leading Together” Pilot Study to Build Adult Community and Relational Trust in Schools
   Terry Chadsey, Executive Director, Center for Courage & Renewal

21 Building a College-Going Culture: Igniting the Fire in Middle School Students in Chicago
   Amy Liszt, Ed.D., Director of Strategic Engagement, UChicago Impact at the University of Chicago
   Angelica Fuentes, Success Coordinator, UChicago Impact at the University of Chicago

22 Cascading Change: Principals Leading the Way
   Mayra Beers, Director, Center for Leadership at Florida International University
   Shannon Hanson, Program Manager, Center for Leadership at Florida International University

23 Co-Designing Supports for the Science Education of English Learners: Lessons from a Research-Practice Partnership
   Andrew Krumm, Senior Education Researcher, SRI International
   Savitha Moorthy, Senior Education Researcher, SRI International

24 Coherent Calculus Course Design: Creating Faculty Buy-In for Student Success
   Doug Bullock, Associate Professor, Mathematics, Boise State University

25 Cultivating an Improvement Culture in K-12 Schools
   Emalie McGinnis, Director of Technology & Information Services, San Jose Unified School District
   Kristen Rohanna, UCLA

26 Design-Based School Improvement in Hayward Unified School District
   Rick Mintrop, Professor, U.C. Berkeley
   Mahua Baral, Graduate Student Researcher, U.C. Berkeley
   Matt Wayne, Assistant Superintendent, Hayward Unified School District
   Liz Zumpe, Graduate Student Researcher, U.C. Berkeley

27 Equalizing Education: Infusing Active Learning and Technology Rich Environments in the Borderland
   Dr. Cynthia Ontiveros, Director of PowerUp, El Paso Independent School District

28 Establishing a Culture of Evidence-Based STEM Instruction at Florida International University
   Nicole Kaufman Glasgow, Executive Director, Foundation Relations, Florida International University
   Laird Kramer, Director, STEM Transformation Institute, Florida International University

29 Managing Program Quality Using Improvement Science: Lessons from the Carnegie Post-Baccalaureate Fellowship Program
   Leandra Fernandez, Post-Baccalaureate Fellow, Curriculum and Assessment, Carnegie Foundation for the Advancement of Teaching
   Amanda Meyer, Associate, Improvement Science, Carnegie Foundation for the Advancement of Teaching
30 Reboot: Redefining Human Resources’ Role in Supporting Great STEM Teaching
Susan Marks, Urban Schools Human Capital Academy Partner

31 Setting the Institutional Conditions to Improve Student Learning: Lessons from West Point
Chris Mayer, Associate Dean for Strategy, Policy, and Assessment, United States Military Academy West Point

32 Shifting the Lens: Rewiring Measurement to Support Improvement
Zaia Thombre, Teacher and Coordinator of the Principals’ Leadership Academy of Nashville

33 The Teacher Development Dialogue TDD Process in East St. Louis IL District 189
Aaron R. Butler, Ph.D, Senior TA Consultant, American Institutes for Research

34 Transformational Change through the Integration of Access and Equity, Distributed Leadership, and STEM
Liesl Chatman, Director, Science House Professional Development Group, Science Museum of Minnesota and White House Champion of Change

35 Using Motivational Interviewing to Build a Culture for Change
Sara J. Jones, Assistant Professor, Psychological, Health, and Learning Sciences, College of Education, University of Houston
Anne McClellan, Research Professor, Educational Leadership & Policy Studies, Executive Director of Innovation, College of Education, University of Houston

37 A University Partnership through Scholarly Engagement
Dr. Betty Taylor, Professor, University of San Francisco School of Education

38 An Adaptive Approach to Peer-Review of Teaching at Stanford Online High School
James M. Doherty, Science Instructor, Stanford Online High School

39 Be Your Organization’s Improvement Pinball Wizard
Cherryl Paul, Director of Improvement, Improvement Coach, Deer Valley Unified School District, School Bell Quality Community
Dr. Debra Webb, Organizational Improvement Consultant, School Bell Quality Community

40 Building Transfer Pathways
Dr. Mary-Jo Apigo, Dean of Teaching & Learning, West Los Angeles College
Dr. Kamal Hamdan, Director & Endowed Professor, Center for Innovation of STEM Education CISE, California State University, Dominguez Hills

41 Career Connection - A Networked Community Preparing Students for College and Careers
Jane Chadsey, Vice President, Educurious

42 Continuous Learning for Continuous Improvement within a Network of School Principals
Leslie Torres-Rodriguez, Ed.D, Assistant Superintendent for Instructional Leadership, Hartford Public Schools
Melony Brady-Shanley, Principal, Hartford Public High School Academy of Nursing and Health Services

43 Cultivating Community Voice Is a Strategic Networking Move for Great Schools
Dr. Regina Armour, Director of New School Development & Community Outreach, Concept Schools

44 Design and Evaluation of the United Way of Greater Houston’s Education Initiative
Hersh C. Waxman, Professor, Texas A&M University
Yolanda N. Padron, Professor, Texas A&M University

INITIATING AND SUSTAINING NETWORKED IMPROVEMENT COMMUNITIES

36 Networked Approaches to Educational Change: A Cross Case Analysis
Julie Kallio, Doctoral Student in Educational Leadership, University of Wisconsin - Madison

41 Building Transfer Pathways
Dr. Mary-Jo Apigo, Dean of Teaching & Learning, West Los Angeles College
Dr. Kamal Hamdan, Director & Endowed Professor, Center for Innovation of STEM Education CISE, California State University, Dominguez Hills

43 Cultivating Community Voice Is a Strategic Networking Move for Great Schools
Dr. Regina Armour, Director of New School Development & Community Outreach, Concept Schools

44 Design and Evaluation of the United Way of Greater Houston’s Education Initiative
Hersh C. Waxman, Professor, Texas A&M University
Yolanda N. Padron, Professor, Texas A&M University


**E4: Using a Quality Improvement Process to Shift to Systems of Professional Growth**

*Arthur Beauchamp*, Senior Director of Professional Learning Systems, REEd - Resourcing Excellence in Education, UC Davis, School of Education

**Faculty Driven Professional Development: The 9x9x25 Challenge**

*Todd Conaway*, Instructional Designer, Yavapai College  
*Tracy Russo*, Faculty, Grand Valley State University; Adjunct Faculty, Northwestern Michigan College

**Initiating and Sustaining i3 Networked Improvement Communities**

*Darcy Pietryka*, Senior Study Director and i3 Technical Assistance Project Director, Westat  
*Victoria A. Schaefer*, Senior Study Director and i3 Technical Assistance Deputy Project Director, Westat

**Initiating and Sustaining State-Led Networked Improvement Communities: Lessons Learned from Michigan and Minnesota**

*Monica P. Bhatt*, Researcher, American Institutes for Research  
*Victoria Cirks*, Senior Technical Assistance Consultant, American Institutes for Research  
*Amy R. Proger*, Researcher, American Institutes for Research

**Integrating Discovery-Based Research into the Undergraduate Curriculum**

*Jay B. Labov*, Senior Advisor for Education and Communication, National Academies of Sciences, Engineering, and Medicine

**Collaboration to Improve Rural Education – The Oklahoma Rural Schools Research Alliance**

*Haidee K. Williams*, Research Alliance Liaison/ Senior TA Consultant, American Institutes for Research  
*Sharon Dean*, Associate Director, K20 Center for Educational and Community Renewal  
*Kathren Stehno*, Senior Coordinator/Project Manager, Oklahoma Office of Educational Quality & Accountability

**Opening Minds and Expanding Expectations: Pursuing Equity for Children with Disabilities through Systemic Improvement**

*Rorie Fitzpatrick*, Co-Director, National Center for Systemic Improvement at WestEd  
*Jill Pentimonti*, Researcher, American Institutes for Research  
*Johnny Collett*, Special Education Outcomes Director, Council of Chief State School Officers

**Seeing the System: College and Career Readiness Research Studies in the Northern Mariana Islands Designed to Support a Nascent Networked Improvement Community**

*Phillip Herman*, Executive Director, REL Pacific at McREL International

**The NACA-Inspired Schools Network: Scaling Native Student Success through Cultural Relevance and Community-Led Design**

*Clarence Hogue*, Program Support Specialist, NACA-Inspired Schools Network  
*Seth Saavedra*, Director of Talent and Advancement, NACA-Inspired Schools Network

**Transforming Cities through Innovative Curriculum in Higher Education: Transferring the Lessons of CityStudio Vancouver**

*Patricia M. Derbyshire*, Chair - Entrepreneurship, Marketing & Social Innovation, Mount Royal University  
*Lena Soots*, Program Manager, CityStudio Vancouver

**Translating Networked Improvement Communities to the Higher Education Context: Challenges and Successes**

*Claire E. Jacobson, PhD*, Council for the Accreditation of Educator Preparation (CAEP)
56 Using Formative Assessment to Create Shared Language, Build Capacity, and Leverage Improvement in Students’ Writing
Rachel Bear, Senior Program Associate, National Writing Project
Tom Fox, Associate Director, National Writing Project

57 Using Teacher Leader Micro-Credentialing to Assess Progress and Share Practices in a Networked Improvement Community
Jennie Brotman, Director of Service Design, Teaching Matters
Lynette Guastaferro, Executive Director, Teaching Matters

58 What Can We Learn from Studying the Practice-Led Creative Arts Ph.D.?
Diane Zeeuw, MFA Painting Program Chair, MA in Visual and Critical Studies Program Chair, Kendall College of Art and Design of Ferris State University

61 Quality Measures for Assessing and Improving Principal Preparation Program Impact: A Training Provider/School District Partnership Approach
Cheryl King, Executive Director and Principal Investigator, Quality Measures Center for Program Assessment and Technical Assistance, Education Development Center, Inc.

62 Education Is Rising: Collaborative and Strategic Approaches to Talent
Jacqueline Erickson Russell, Program Officer, Ewing Marion Kauffman Foundation
Elliot Sanchez, Executive Director, Leading Educators - Kansas City

63 Spreading Knowledge and Learning through Mentoring in Public Schools in Chile
Trinidad Castro Amenabar, Networking and Communications Coordinator, Fundación Educacional Oportunidad

64 Partnership for Improvement: Managing Human Capital, Innovation, and HR Principles for Student and Staff Success
Dr. Robin Jarvis, Chief Client Solutions Officer, McREL International
Dr. Matt Seebaum, Senior Director, McREL International

65 Moving from Theory to Reality: Improvement Science in Classrooms, Schools, and Networks
Russell West, Jr., Deputy Director of Instruction, New Visions for Public Schools
Michele Meredith, Senior Knowledge Management Officer, New Visions for Public Schools
Christine Han, Program Officer, New Visions for Public Schools
Stacy King, Principal, Advanced Math and Science II, New Visions Charter High School

66 Integrated Approach to Evaluating the Outcomes and Impact of Teacher Preparation and Professional Learning
Belle Faust, PhD, Executive Director, Boettcher Teacher Residency
Joyce Joyce, MA, Executive Director, PEBC Professional Learning

67 Westat: Improving Education through Research, Technical Assistance and Support
Darcy Pietryka, Senior Study Director, Westat
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<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abd El Khalick</td>
<td>p18 (LC7)</td>
</tr>
<tr>
<td>Alberts, Bruce</td>
<td>p18 (LC7)</td>
</tr>
<tr>
<td>Alexander, George</td>
<td>p8 (IA5)</td>
</tr>
<tr>
<td>Alonso, Andrés Antonio</td>
<td>p17 (LC1)</td>
</tr>
<tr>
<td>Arbour, Mary Catherine</td>
<td>p10 (IA7)</td>
</tr>
<tr>
<td>Atkinson, Mark</td>
<td>p11 (IA9)</td>
</tr>
<tr>
<td>Atwood, Carol</td>
<td>p20 (LC2)</td>
</tr>
<tr>
<td>Baines, Ann Marie</td>
<td>p8 (IA5)</td>
</tr>
<tr>
<td>Baker, Tanya</td>
<td>p11 (NIC2)</td>
</tr>
<tr>
<td>Barron, Kenn</td>
<td>p14 (NIC7)</td>
</tr>
<tr>
<td>Beattie, Rachel</td>
<td>p21 (NIC4), p14 (NIC7)</td>
</tr>
<tr>
<td>Beerer, Karen</td>
<td>p17 (IA4)</td>
</tr>
<tr>
<td>Benjamin, Jonathan</td>
<td>p6 (PC1), p10 (IM2)</td>
</tr>
<tr>
<td>Bennett, Brandon</td>
<td>p12 (IM9), p19 (IM10), p8 (IA3), p17 (IA6)</td>
</tr>
<tr>
<td>Bonanni, Maura</td>
<td>p13 (IA10)</td>
</tr>
<tr>
<td>Bookman, Noah</td>
<td>p17 (LC6)</td>
</tr>
<tr>
<td>Borden, Cheryl</td>
<td>p9 (LC5)</td>
</tr>
<tr>
<td>Borko, Hilda</td>
<td>p8 (IA5)</td>
</tr>
<tr>
<td>Bryk, Anthony S.</td>
<td>p7 (Keynote), p16 (IM11)</td>
</tr>
<tr>
<td>Campbell Wilcox, Kristen</td>
<td>p20 (IA8)</td>
</tr>
<tr>
<td>Cannata, Marisa</td>
<td>p20 (NIC4)</td>
</tr>
<tr>
<td>Carranza, Richard</td>
<td>p17 (LC6)</td>
</tr>
<tr>
<td>Carter, Adam</td>
<td>p14 (NIC7)</td>
</tr>
<tr>
<td>Carver, Penny</td>
<td>p20 (LC2), p9 (LC5)</td>
</tr>
<tr>
<td>Casey, Katherine</td>
<td>p11 (LC11)</td>
</tr>
<tr>
<td>Clifford, David</td>
<td>p6 (PC3)</td>
</tr>
<tr>
<td>Crowell, Amanda</td>
<td>p14 (NIC7)</td>
</tr>
<tr>
<td>De La Torre, Xavier</td>
<td>p20 (LC2)</td>
</tr>
<tr>
<td>Deklotz, Patricia</td>
<td>p20 (LC2)</td>
</tr>
<tr>
<td>Deninger, Matthew</td>
<td>p17 (IA6)</td>
</tr>
<tr>
<td>Doctor, Joe</td>
<td>p11 (NIC2)</td>
</tr>
<tr>
<td>Dolle, Jon</td>
<td>p18 (NIC3), p13 (NIC5)</td>
</tr>
<tr>
<td>Drekmeier, Kai</td>
<td>p21 (NIC8)</td>
</tr>
<tr>
<td>Drucker, Kathleen</td>
<td>p9 (LC5)</td>
</tr>
<tr>
<td>Dunetz, Mark</td>
<td>p19 (IA2)</td>
</tr>
<tr>
<td>Edwards, Ann</td>
<td>p8 (IA5), p20 (IA8), p18 (LC7), p13 (NIC5)</td>
</tr>
<tr>
<td>Eyre, Richard</td>
<td>p17 (IA6)</td>
</tr>
<tr>
<td>Farrington, Camille</td>
<td>p12 (IA1)</td>
</tr>
<tr>
<td>Fernandez, Leandra</td>
<td>p16 (IM11)</td>
</tr>
<tr>
<td>Ferrini-Mundy, Joan</td>
<td>p9 (NIC6)</td>
</tr>
<tr>
<td>Frankowski, Sofi</td>
<td>p14 (NIC7)</td>
</tr>
<tr>
<td>Fullan, Michael</td>
<td>p11 (LC4)</td>
</tr>
<tr>
<td>Gaffney, Janet S.</td>
<td>p18 (LC7)</td>
</tr>
<tr>
<td>Gillespie, Nicole</td>
<td>p9 (NIC1)</td>
</tr>
<tr>
<td>Golla, Corey</td>
<td>p11 (LC11)</td>
</tr>
<tr>
<td>Gomez, Kim</td>
<td>p8 (IA5), p11 (NIC9)</td>
</tr>
<tr>
<td>Gomez, Louis</td>
<td>p8 (IM1), p13 (LC8), p18 (NIC10)</td>
</tr>
<tr>
<td>Gordon, Eric</td>
<td>p17 (LC1)</td>
</tr>
<tr>
<td>Greco, Pat</td>
<td>p13 (LC8)</td>
</tr>
<tr>
<td>Greenhill, Valerie</td>
<td>p9 (NIC1)</td>
</tr>
<tr>
<td>Grunow, Alicia</td>
<td>p6 (PC1), p16 (IM6), p12 (IM12), p10 (IA7)</td>
</tr>
<tr>
<td>Haines, Heather</td>
<td>p9 (NIC1)</td>
</tr>
<tr>
<td>Han, Christine</td>
<td>p9 (LC12)</td>
</tr>
<tr>
<td>Han, Hahrie</td>
<td>p16 (Keynote)</td>
</tr>
<tr>
<td>Hannan, Maggie</td>
<td>p17 (IA4), p13 (NIC5)</td>
</tr>
<tr>
<td>Hanson, Michael</td>
<td>p18 (LC6)</td>
</tr>
<tr>
<td>Harris, Joel</td>
<td>p8 (IA3)</td>
</tr>
<tr>
<td>Henrick, Erin</td>
<td>p19 (IM7)</td>
</tr>
<tr>
<td>Holliday, Denise</td>
<td>p7 (PC5)</td>
</tr>
<tr>
<td>Holliday, Terry</td>
<td>p7 (PC5), p13 (LC9)</td>
</tr>
<tr>
<td>Jackson, Kara</td>
<td>p19 (IM7)</td>
</tr>
<tr>
<td>Jarrett, Elisha</td>
<td>p19 (IA2)</td>
</tr>
<tr>
<td>Kawar, Anna</td>
<td>p6 (PC2), p19 (IM3), p10 (IM4), p13 (IA10)</td>
</tr>
<tr>
<td>Kearns, Ian</td>
<td>p11 (LC11)</td>
</tr>
<tr>
<td>Khanna, Ritu</td>
<td>p20 (NIC4)</td>
</tr>
<tr>
<td>Koenke, Julie</td>
<td>p12 (IA1)</td>
</tr>
<tr>
<td>Kohlmoos, Jim</td>
<td>p20 (LC10)</td>
</tr>
<tr>
<td>Kotagal, Uma</td>
<td>p12 (IM12)</td>
</tr>
<tr>
<td>Labov, Jay</td>
<td>p18 (LC7)</td>
</tr>
<tr>
<td>Lafferty, Ryan</td>
<td>p8 (IA5)</td>
</tr>
<tr>
<td>Lawson, Hal</td>
<td>p20 (IA8)</td>
</tr>
<tr>
<td>Lehmann, Sue</td>
<td>p18 (NIC10)</td>
</tr>
<tr>
<td>LeMahieu, Paul</td>
<td>p17 (LC1), p10 (NIC6)</td>
</tr>
<tr>
<td>Lewis, Catherine</td>
<td>p16 (IM6)</td>
</tr>
</tbody>
</table>
## Speaker Directory

<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowery, Lillian</td>
<td>p13 (LC9)</td>
</tr>
<tr>
<td>Mackay, Amber</td>
<td>p13 (IA10)</td>
</tr>
<tr>
<td>Manai, Jojo</td>
<td>p21 (NIC8)</td>
</tr>
<tr>
<td>Mann, Sharmila</td>
<td>p13 (LC8)</td>
</tr>
<tr>
<td>Margiotta, Becky</td>
<td>p6 (PC4), p9 (LC3)</td>
</tr>
<tr>
<td>Matter, Michelle</td>
<td>p11 (LC11)</td>
</tr>
<tr>
<td>McCannon, Joe</td>
<td>p6 (PC4), p9 (LC3)</td>
</tr>
<tr>
<td>McKenna, Thomas</td>
<td>p11 (IA9)</td>
</tr>
<tr>
<td>McQueen, Candice</td>
<td>p13 (LC9)</td>
</tr>
<tr>
<td>Medved, Daniel</td>
<td>p11 (LC11)</td>
</tr>
<tr>
<td>Mejia, Eva</td>
<td>p6 (PC2), p11 (NIC2), p18 (NIC10)</td>
</tr>
<tr>
<td>Meredith, Michele</td>
<td>p9 (LC12)</td>
</tr>
<tr>
<td>Meyer, Amanda</td>
<td>p6 (PC1), p10 (IM2), p12 (IM5), p17 (IA4)</td>
</tr>
<tr>
<td>Miller, Rick</td>
<td>p18 (LC6), p13 (LC9)</td>
</tr>
<tr>
<td>Mintrop, Rick</td>
<td>p13 (LC8)</td>
</tr>
<tr>
<td>Miranda, Jessica</td>
<td>p8 (IA3)</td>
</tr>
<tr>
<td>Naughton, Blake</td>
<td>p21 (NIC8)</td>
</tr>
<tr>
<td>O’Day, Jennifer</td>
<td>p20 (LC10)</td>
</tr>
<tr>
<td>Park, Sandra</td>
<td>p6 (PC2), p19 (IM10), p11 (IA9)</td>
</tr>
<tr>
<td>Parkerson, Emma</td>
<td>p18 (NIC3)</td>
</tr>
<tr>
<td>Parmley, Kelli</td>
<td>p13 (LC9), p11 (LC11)</td>
</tr>
<tr>
<td>Pentland, Alex</td>
<td>p14 (Keynote)</td>
</tr>
<tr>
<td>Perry, Jill</td>
<td>p13 (LC8)</td>
</tr>
<tr>
<td>Pilcher, Janet</td>
<td>p20 (LC2)</td>
</tr>
<tr>
<td>Pillow, Holly</td>
<td>p17 (IA4)</td>
</tr>
<tr>
<td>Polo-McKenna, Liliana</td>
<td>p9 (LC5)</td>
</tr>
<tr>
<td>Provost, Lloyd</td>
<td>p16 (IM11)</td>
</tr>
<tr>
<td>Puglisi, John</td>
<td>p9 (NIC1)</td>
</tr>
<tr>
<td>Rao, Hayagreeva “Huggy”</td>
<td>p10 (IM13)</td>
</tr>
<tr>
<td>Raz, Ariel</td>
<td>p6 (PC3)</td>
</tr>
<tr>
<td>Reardon, Sean</td>
<td>p20 (NIC4)</td>
</tr>
<tr>
<td>Reese, Kelly</td>
<td>p18 (NIC3)</td>
</tr>
<tr>
<td>Renick, Tim</td>
<td>p19 (IA2)</td>
</tr>
<tr>
<td>Rodriguez, Edgar</td>
<td>p19 (IA2)</td>
</tr>
<tr>
<td>Russell, Jennifer</td>
<td>p12 (IA1), p9 (NIC1), p18 (NIC3)</td>
</tr>
<tr>
<td>Sandoval, Carlos</td>
<td>p8 (IM1), p12 (IM9)</td>
</tr>
<tr>
<td>Schoenbach, Ruth</td>
<td>p11 (NIC9)</td>
</tr>
<tr>
<td>Schwalm, Laura</td>
<td>p11 (LC4)</td>
</tr>
<tr>
<td>Schwartz, Nate</td>
<td>p12 (IA1)</td>
</tr>
<tr>
<td>Seavey, Art</td>
<td>p9 (NIC6)</td>
</tr>
<tr>
<td>Simon, Melora</td>
<td>p8 (IM8)</td>
</tr>
<tr>
<td>Smith, Marshall “Mike”</td>
<td>p20 (LC10)</td>
</tr>
<tr>
<td>Sorum, Michael</td>
<td>p12 (NIC4)</td>
</tr>
<tr>
<td>Steinhauser, Christopher</td>
<td>p17 (LC1)</td>
</tr>
<tr>
<td>Stevenson, Bryan</td>
<td>p21 (Keynote)</td>
</tr>
<tr>
<td>Stigler, Jim</td>
<td>p12 (IM12)</td>
</tr>
<tr>
<td>Straub, Carrie</td>
<td>p11 (IA9)</td>
</tr>
<tr>
<td>Takahashi, Sola</td>
<td>p10 (IM4), p19 (IM7), p13 (IA1)</td>
</tr>
<tr>
<td>Taylor, Melanie</td>
<td>p7 (PC5)</td>
</tr>
<tr>
<td>Thorn, Chris</td>
<td>p8 (IM8), p19 (IA2), p17 (IA6)</td>
</tr>
<tr>
<td>Valdez, Marianna</td>
<td>p9 (LC5)</td>
</tr>
<tr>
<td>Vasudeva, Ash</td>
<td>p10 (NIC6)</td>
</tr>
<tr>
<td>Vignola, Chad</td>
<td>p11 (NIC9)</td>
</tr>
<tr>
<td>Weeldreyer, Laura</td>
<td>p8 (IA3)</td>
</tr>
<tr>
<td>West, Jr., Russell</td>
<td>p9 (LC12)</td>
</tr>
<tr>
<td>Westerhold, Jane</td>
<td>p17 (IA4)</td>
</tr>
<tr>
<td>Wilson, Antwan</td>
<td>p18 (LC6)</td>
</tr>
<tr>
<td>Wise, Susie</td>
<td>p6 (PC3), p12 (IM5)</td>
</tr>
<tr>
<td>Worth, Peter</td>
<td>p6 (PC3)</td>
</tr>
<tr>
<td>Young, Donald</td>
<td>p13 (LC8)</td>
</tr>
<tr>
<td>Ziskin, Dave</td>
<td>p20 (IA8)</td>
</tr>
</tbody>
</table>
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