

CARNEGIE FOUNDATION SUMMIT **2016** on IMPROVEMENT IN EDUCATION SAN FRANCISCO

PROGRAM



MARCH 22-24
SAN FRANCISCO
MARRIOTT MARQUIS



Six Core Principles of Improvement

CARNEGIE'S WORK IS GUIDED BY SIX CORE PRINCIPLES.

Make the work problem-specific and user-centered.

It starts with a single question: "What specifically is the problem we are trying to solve?" It enlivens a 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



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

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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.

Program Overview

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

8:00am - 9:00am	Continental Breakfast • Grand Assembly				
9:00am - 4:00pm	PRE-CONFERENCE COURSES				
	(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
12:00pm - 1:00pm	Lunch • Grand Assembly				
4:30pm - 5:30pm	OPENING KEYNOTE • ANTHONY S. BRYK • SALONS 8-9				
5:30pm - 7:00pm	Welcome & Poster Reception • Salon 7				

Wednesday, March 23

7:30am - 9:00am	Continental Breakfast • Golden Gate Ballroom				
9:00am - 10:15am	BREAKOUT SET A				
	(IM1) An Introduction to Improvement Science, Salons 3-4	(IA3) Understanding and Addressing Variation in Teacher Preparation: University of Hawai'i at Mānoa, Salon 1	(LC3) Leading Large Scale Change: Building Personal Skills for Transformation and Change Management, Nob Hill CD	(NIC1) Launching Networked Improvement Communities: A Framework for Getting Started, Salons 12-13	
		(IM8) Understanding Variation: Identifying and Learning from Positive Deviants, Salons 5-6	(IA5) Applying Improvement Methodologies to Revise and Improve Curricula, Nob Hill AB	(LC5) Continuous Improvement Approaches to Developing High Quality Leaders, Salons 10-11	(NIC6) Why Networked Improvement Communities? Salons 14-15
	(LC12) A Tiered Approach to Learning to Improve: Spreading Improvement Science Across the New Visions Network, Salon 2				
10:15am - 10:45am	Coffee Break • Grand Assembly				
10:45am - 12:00pm	BREAKOUT SET B				
	(IM2) What Exactly Are You Trying to Accomplish? Scoping Your Improvement Aspirations, Salon 1	(IA7) The Impact of Quality Improvement in Achieving Outcomes in Chile, Salon 2	(LC4) Strong Performers and Successful Reformers in Education, Nob Hill CD	(NIC2) Your Network's Story: A Workshop for Crafting the Narrative, Salons 12-13	
	(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	(IA9) Incorporating User-Centered Design in the Improvement Process, Nob Hill AB	(LC11) Growing a Culture of Innovation, Salons 10-11	(NIC9) Networks to Improve Literacy Outcomes, Salons 14-15	
12:00pm - 1:00pm	Lunch and Roundtable Discussions • Golden Gate Ballroom				
1:15pm - 2:30pm	BREAKOUT SET C				
	(IM5) Empathy Techniques for Being User-Centered, Salons 3-4	(IA1) Building a Measurement System for Improvement, Nob Hill CD	(LC8) Bringing Improvement Research to Professional Education, Salons 12-13	(NIC5) Adaptive Integration - Examples of Scaling Standard Work, Salon 2	
	(IM9) Seeing the System: Linkage of Processes, Salons 5-6				
	(IM12) Teaching and Coaching Improvement Science, Nob Hill AB	(IA10) Accelerating Improvement: Leveraging Observation and Feedback Cycles at Achievement First, Salons 10-11	(LC9) ESSA Implications for States Supporting Quality Improvement in Education, Salon 1	(NIC7) A Network of Networks: The Student Agency Improvement Community, Salons 14-15	
2:45pm - 3:45pm	Coffee Break & Poster Session • Salon 7				
4:00pm - 5:00pm	KEYNOTE • ALEX “SANDY” PENTLAND • SALONS 8-9				
5:00pm - 6:30pm	Networking Reception • Grand Assembly				

Schedule-at-a-Glance

Thursday, March 24

7:30am - 8:30am	Continental Breakfast • Golden Gate Ballroom				
7:30am - 8:20am	Sponsor-Hosted Sessions				
	Dalio Foundation Connecticut RISE Network: Building a Networked Improvement Community from the Ground Up, Salons 3-4	New Visions for Public Schools New Visions as a Lab for Innovation and Improvement, Salons 5-6	Ewing Marion Kauffman Foundation Engaging Stakeholder to Solve Problems, Salons 10-11	Raikes Foundation Leveraging Learning Mindsets and Skills to Advance Equity: A Dialogue about the Raikes Foundation's National Education Strategy, Salons 12-13	AdvancED The Effective Learning Environments Observation Tool (eleot™): A Learner-Centric Tool that Fundamentally Shifts the Way We Conduct Classroom Observations Salons 14-15
8:30am - 9:30am	KEYNOTE • HAHRIE HAN • SALONS 8-9				
9:30am - 10:00am	Coffee Break • Grand Assembly				
10:00am - 11:15am	BREAKOUT SET D				
	(IM6) Cycles of Inquiry and PDSAs, Salons 3-4	(IA4) Using Cycles of Inquiry to Support the Professional Development of Teachers, Nob Hill AB	(LC1) Leading the Transformation of Large Complex Systems, Nob Hill CD	(NIC3) Network Development Evaluation, Salons 12-13	
			(LC6) State-Level Partnerships for Student Success: Improving Systems in a Context of Accountability, Salons 10-11		
	(IM11) The Science in Improvement Science, Salons 5-6	(IA6) Approaches to Improvement: Deliverology and Improvement Science, Salon 1	(LC7) Expanding Opportunities for STEM Teacher Leadership, Salon 2	(NIC10) Two Approaches to Starting a NIC: The People or the Problem, Salons 14-15	
11:15am - 12:00pm	Poster Session • Salon 7				
12:00pm - 1:00pm	Lunch and Roundtable Discussions • Golden Gate Ballroom				
1:00pm - 2:15pm	BREAKOUT SET E				
	(IM3) Understanding the Problem You Are Trying to Solve: Causal System Analysis, Salon 1	(IA2) Using Data to Drive Improvements at the Institutional and Student Levels, Nob Hill AB	(LC2) Driving Systemic Transformation: Equipping Leaders to Continuously Improve, Salons 10-11	(NIC4) Leveraging Content Expertise to Build Research-Based Change Packages in Networks, Salons 12-13	
	(IM7) You Cannot Improve at Scale What You Cannot Measure: The Technical Side of Practical Measurement Development, Salons 3-4				
	(IM10) Interrogating Your Theory of Practice Improvement: Advanced Driver Diagrams, Salons 5-6	(IA8) COMPASS: University-School Partnership for Continuous Improvement, Salon 2	(LC10) Disparities in Educational Achievement: A Systemic Remedy Anchored in Continuous Improvement, Nob Hill CD	(NIC8) Leveraging Technology to Accelerate Improvement in NICs, Salons 14-15	
2:30pm - 3:30pm	KEYNOTE • BRYAN STEVENSON • SALONS 8-9				

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)**

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 Kavar**, 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

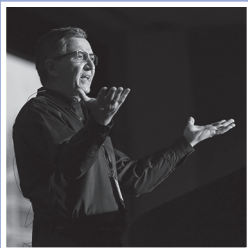
Salon 7

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.

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 Initiation 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

Ash Vasudeva, Program Officer, College-Ready, Bill & Melinda Gates Foundation

Paul LeMahieu (moderator), Senior Vice President of Programs, Carnegie Foundation for the Advancement of Teaching

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.

(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

(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.

(Introductory | Classic | Principles 2 & 4)

Anna Kavar, 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

(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.

(All Levels | New)

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

(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.

MaryCatherine 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

(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.

Mark Atkinson, CEO, Mursion

Thomas McKenna, Director of Strategic Initiatives, Escholtz 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

(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

Kelli Parmley (moderator), Vice President of Administration, Carnegie Foundation for the Advancement of Teaching

(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

(NIC9) Networks to Improve Literacy Outcomes

Salons 14-15

Networked improvement communities can mobilize to accomplish ambitious aims. This session offers perspectives on how the structure, norms, and processes of NICs can empower and equip educators to improve literacy outcomes in K-12 and higher education.

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**

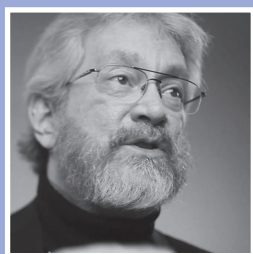
The posters represent a range of improvement efforts taking place across the world and significantly contribute to our growing improvement community. Poster session presenters will be at their posters to discuss their work and respond to questions during this time. See page 22 for the Poster Directory.

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.

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 School

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

(NIC3) Network Development Evaluation **Salons 12-13**

Presenters will discuss approaches to diagnosing the development and health of a network and how to leverage this kind of evaluation to improve its impact. They will also explore the ways in which network development evaluation compares to traditional formative evaluation.

Emma Parkerson, Senior Program Manager, National Board for Professional Teaching Standards

Kelly Reese, Deputy Project Director for Implementation, Network to Transform Teaching

Jennifer Russell, Associate Professor of Learning Sciences and Policy, University of Pittsburgh; Fellow, Network Initiation and Development, Carnegie Foundation for the Advancement of Teaching

Jon Dolle (moderator), Senior Research Associate, WestED

(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**

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

1:00pm – 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 Kavar, 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, Fort 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

Jojo Manai (moderator), Associate, Director of Collaborative Technology, Carnegie Foundation for the Advancement of Teaching

2:30pm – 3:30pm
KEYNOTE (see below)
Salons 8-9

2:30pm – 3:30pm
KEYNOTE
Salons 8-9

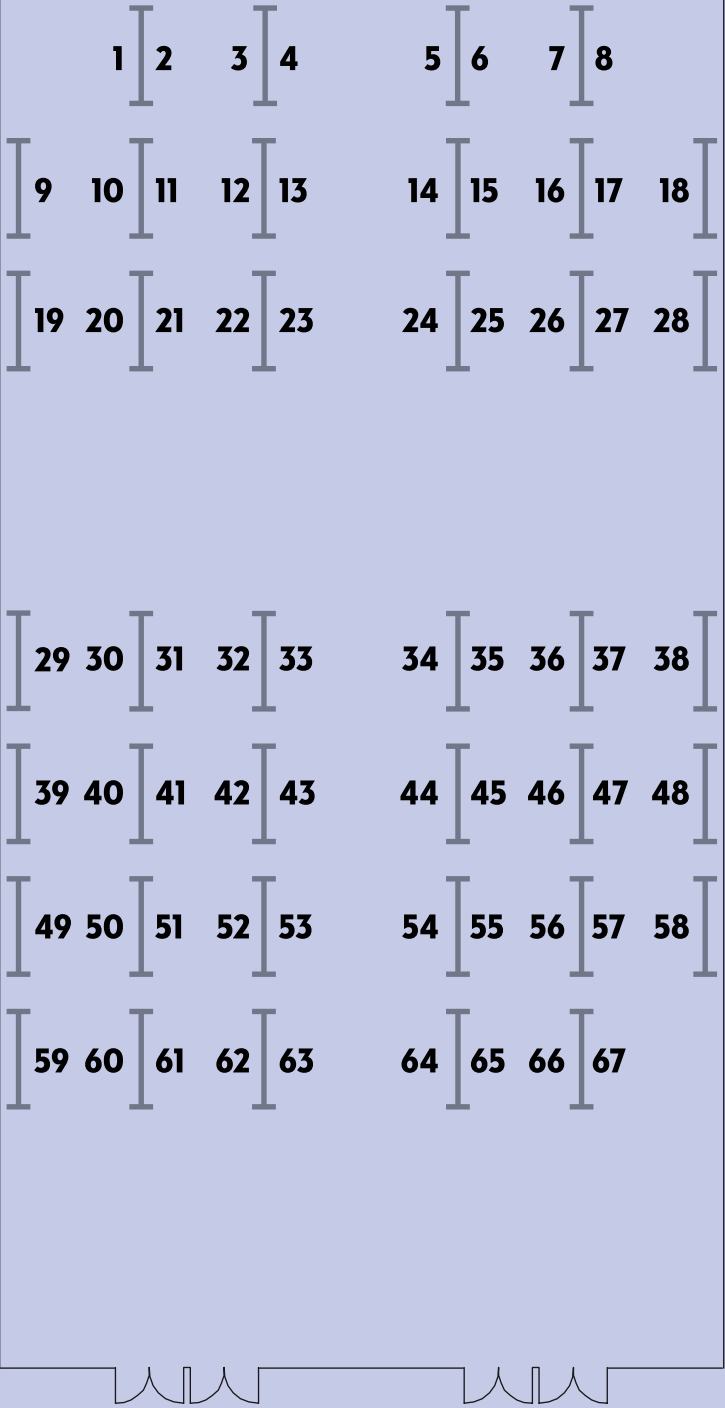


BRYAN STEVENSON *Executive Director, Equal Justice Initiative*

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*.

Salon 7



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 V. 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

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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
- 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
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Andrew Krumm, Senior Education Researcher, SRI International
Savitha Moorthy, Senior Education Researcher, SRI International
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Kristen Rohanna, UCLA
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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

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Susan Marks, Urban Schools Human Capital Academy Partner

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Chris Mayer, Associate Dean for Strategy, Policy, and Assessment, United States Military Academy West Point

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Zaia Thombre, Teacher and Coordinator of the Principals' Leadership Academy of Nashville

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Aaron R. Butler, Ph.D., Senior TA Consultant, American Institutes for Research

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Liesl Chatman, Director, Science House Professional Development Group, Science Museum of Minnesota and White House Champion of Change

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Sara J. Jones, Assistant Professor, Psychological, Health, and Learning Sciences, College of Education, University of Houston
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Julie Kallio, Doctoral Student in Educational Leadership, University of Wisconsin - Madison

- 37** A University Partnership through Scholarly Engagement

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- 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

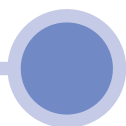
Leslie Torres-Rodriguez, Ed.D., Assistant Superintendent for Instructional Leadership, Hartford Public Schools
Melony Brady-Shanley, Principal, Hartford Public High School Academy of Nursing and Health Services

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Dr. Regina Armour, Director of New School Development & Community Outreach, Concept Schools

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Kathren Stehno, Senior Coordinator/Project Manager, Oklahoma Office of Educational Quality & Accountability
- 51** 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
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Johnny Collett, Special Education Outcomes Director, Council of Chief State School Officers
- 52** Seeing the System: College and Career Readiness Research Studies in the Northern Mariana Islands Designed to Support a Nascent Networked Improvement Community
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Seth Saavedra, Director of Talent and Advancement, NACA-Inspired Schools Network
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Patricia M. Derbyshire, Chair - Entrepreneurship, Marketing & Social Innovation, Mount Royal University
Lena Soots, Program Manager, CityStudio Vancouver
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Claire E. Jacobson, PhD, Council for the Accreditation of Educator Preparation (CAEP)

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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 Guastafarro, 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

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Ludy van Broekhuizen, Chief Innovation Officer, AdvancED

- 60** The CTE Equation Maps CTE Career Clusters to High-Growth/High-Wage Jobs for the States of Florida and Tennessee

Liza Cordiero, Senior Advisor for Marketing, CNA Education

Sarah Waters, Communications Assistant, CNA Education

Juliana Pearson, Associate Research Analyst, CNA Education

- 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 HRO 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

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Belle Faust, PhD, Executive Director, Boettcher Teacher Residency

Joyce Joyce, MA, Executive Director, PEBC Professional Learning

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Darcy Pietryka, Senior Study Director, Westat

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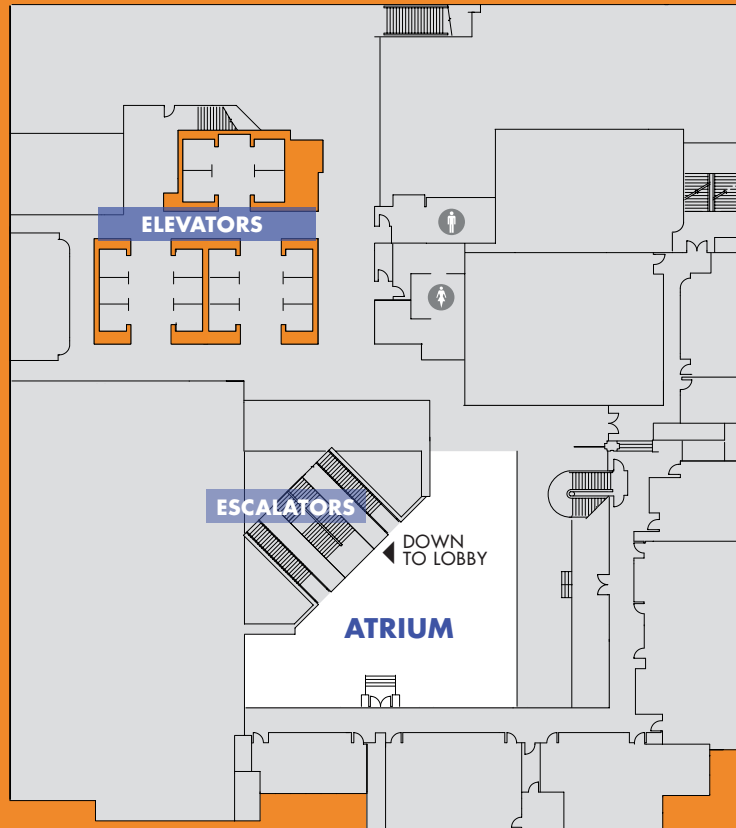
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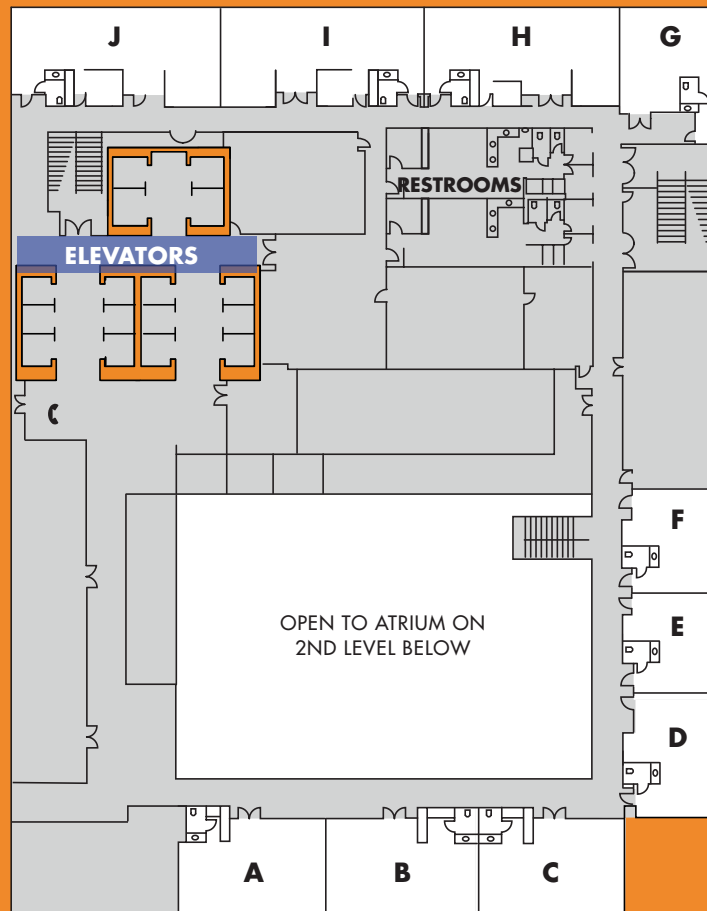
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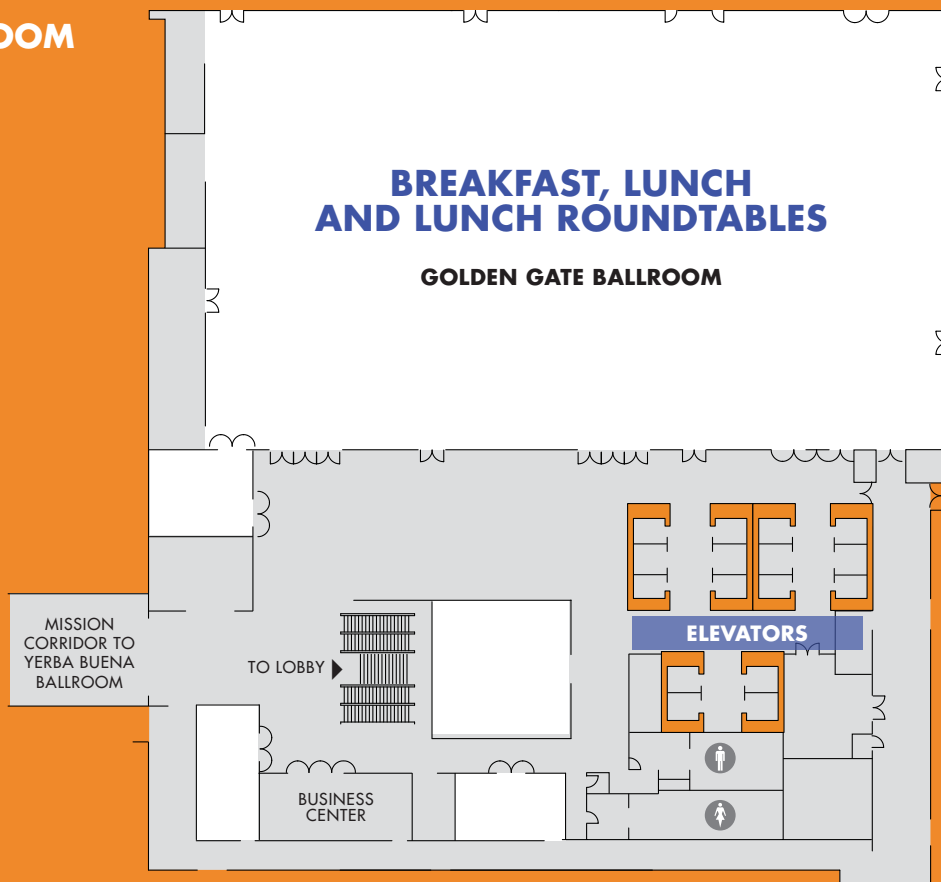
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B2 Level



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