

CARNEGIE FOUNDATION **SUMMIT** **2019**
on
IMPROVEMENT IN EDUCATION
SAN FRANCISCO

APRIL 16–18, 2019
SAN FRANCISCO MARRIOTT MARQUIS

SUMMIT

PROGRAM



Carnegie Foundation
for the Advancement of Teaching

Six Core Principles of Improvement

Make the work problem-specific and user-centered.

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

It enlivens a co-development orientation: engage key participants early and often.

Variation in performance is the core problem to address.

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

See the system that produces the current outcomes.

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

We cannot improve at scale what we cannot measure.

Embed measures of key outcomes and processes to track if change is an improvement.

We intervene in complex organizations. Anticipate unintended consequences and measure these, too.

Anchor practice improvement in disciplined inquiry.

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

Accelerate improvements through networked communities.

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



Welcome to the Sixth Annual Summit on Improvement in Education

It has been 10 years since I assumed the role of President of the Carnegie Foundation for the Advancement of Teaching. When my colleagues and I first started this journey, few in education were talking about continuous improvement or about how researchers and practitioners might join together in improvement networks. We firmly believed that educators could make real progress on long-standing educational problems by working together in new ways. But whether educators would actually take up these new ways of working together and whether the reality of execution would meet the promise of these ideas were totally open questions.

Today, I can say that the answer to both of these questions is a resounding yes. At our first Summit in 2014, some 450 attendees came to learn a bit more about the core principles of improvement and explore some of the basic tools and methods used in this work. By the third Summit in 2016, the scene had changed dramatically. Many were now attending as improvement teams working on specific problems in their home contexts. Participants were no longer just exploring the ideas; instead, they were trying to make the improvement principles come alive in their own classrooms, schools, and districts. By presenting their work-in-progress to colleagues, an active community of improvers was emerging. Little could we have imagined how rapidly these ideas would grow into a full-blown movement.

This year's Summit will engage more than 1,700 attendees from 44 states and five other countries. As you will see in the 76 breakout sessions and 63 poster sessions, educators are using improvement principles, tools, and methods to make real, sustainable progress on an incredibly diverse array of educational problems. People are excited about their work because they are actually getting results. Our community is not only growing in size but also evolving in thought and practice.

As more educators use continuous improvement in their schools and join together in improvement networks, we sense a growing desire to learn more about what doing this work well really entails. In response, last year we launched the "Spotlight on Quality in Continuous Improvement" program to raise awareness of the exemplary improvement efforts occurring across our field. This year, we added six more "Spotlight" organizations. Summit participants will again have an opportunity to meet with, hear from, and talk to educators deeply engaged in improvement efforts covering a wide range of problems, from improving outcomes in middle-grade mathematics to effectively integrating child and family services and to better preparing and supporting principals and system leaders. These remarkable organizations are making real headway on making students' lives better.

The rapid growth in the improvement community in education challenges us to envision new and better ways to support learning-to-improve efforts occurring across the field. This year's Summit program expands opportunities to meet with others who might be grappling with challenges similar to your own. I hope you will take advantage of the networking receptions, roundtable discussions, and lunch meetups to connect with fellow improvers in this growing community. There will also be occasions to explore the possible formation of virtual social networks organized around shared interests to sustain your learning-to-improve efforts the other 51 weeks when you are hard at work back home.

Looking back on the past 10 years, I am awestruck at the dynamism that has emerged across our community. The Summit breaks down traditional silos and brings together researchers, practitioners, administrators, entrepreneurs, and philanthropists in conversation so that we can work collectively toward making education better for every student, everywhere. Looking forward, I am excited and cannot wait to see what this rapidly growing community of improvers can accomplish.

Sincerely,


Tony Bryk

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Conference Information

NAME BADGES

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

WIRELESS INTERNET ACCESS

To access complimentary wireless in meeting rooms, connect to the “Carnegie_Foundation” network and enter the password Summit2019.

SPECIAL MEALS

If you indicated a dietary restriction in your registration, your lunch will be available on the “Special Meals” table in the Grand Assembly next to Registration.

SOCIAL MEDIA CAFÉ

Visit the Social Media Café to take photos with other attendees, watch the live feed, and engage in inspiring conversations. Use #CarnegieSummit2019 and tag @CarnegieFdn on Twitter to get featured in the Summit’s social stream, and follow the Carnegie Foundation on Twitter, Facebook, and LinkedIn for the latest news and updates.

PROGRAM CHANGES

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

CONFERENCE VIDEOS & PHOTOS

We will be shooting video and taking photos throughout the conference, so your image may be used on the Carnegie website, in publications, or in other materials.

UNATTENDED BELONGINGS/LOST & FOUND

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

BUSINESS SERVICES/FEDEX OFFICE

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

HOTEL CHECKOUT & LUGGAGE STORAGE

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

EMERGENCIES

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



THE NEW CARNEGIE FOUNDATION SUMMIT MOBILE APP AND ONLINE EVENT GUIDE

Download the official app for the 2019 Summit. Use it to build and manage your schedule, access session materials, network with other attendees, submit session evaluations, and get important updates about all the activities and opportunities for learning at the Carnegie Summit.

Step 1: Access the mobile app and online event guide



To download the mobile app, search for and install the **Carnegie Foundation Summit** app in your device’s app store.



To access the online event guide in a web browser, go to: <https://crowd.cc/2019carnegiesummit>.

Step 2: Begin the verification process by logging in with your first and last name and the email address used for your Summit registration. Enter the 4-digit verification code sent to your email to complete the process.

For assistance accessing the mobile app or online event guide, please visit the attendee support counter at registration.

PRE-CONFERENCE COURSES ON TUESDAY, APRIL 16

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

- PC1. Improvement Science Basics
- PC2. Organizing to Work in a Networked Improvement Community
- PC3. Using Data for Quality Improvement
- PC4. Evidence for Improvement: A Framework for Providing Analytic Support to Improvement Networks
- PC5. Leading for Equity in Complex Adaptive Systems
- PC6. Leadership for System Transformation: Putting Research Into Practice
- PC7. Improvement Reviews: Advancing Learning, Ensuring Success
- PC8. Collaboration and Group Decision-Making
- PC9. Introduction to Design Thinking: Design for Belonging

POSTER SESSIONS

Explore more than 60 posters representing a wide array of improvement efforts in the Golden Gate Ballroom BC. Presenters will be available to discuss their work and answer your questions.

- ▶ Welcome & Poster Reception on Tuesday, April 16, 5:30pm – 7:00pm
- ▶ Poster Session & Coffee Break on Wednesday, April 17, 2:55pm – 4:10pm
- ▶ Poster Viewing & Breakfast on Thursday, April 18, 7:00am – 8:30am

SELECTING YOUR BREAKOUT SESSIONS

PROGRAM STRANDS

Choose from more than 75 sessions across six sets of breakouts on Wednesday, April 17, and Thursday, April 18. Breakout sessions are categorized within one of the following strands:

Methods of Improvement Science & Networks focuses on building capacity to practice improvement science and lead networked improvement communities.

Improvement Science in Practice highlights practitioners and organizations using improvement science to translate learning into improved practice.

Networks in Practice focuses on what it takes to bring a network to life and support it in reaching its improvement goals.

Leadership for Improvement features leaders who have taken on the challenge of change and the lessons they have learned along the way.

AREAS OF FOCUS

To further assist you in making selections, sessions are tagged with the following areas of focus:

- Data & Measurement
- Educator Development
- Equity & Achievement Gaps
- Higher Education
- Improvement Capability
- Instruction & Assessment
- Spread & Scale

SPOTLIGHT ON CONTINUOUS IMPROVEMENT

Spotlight sessions feature honorees of Carnegie's 2018 Spotlight on Quality in Continuous Improvement. These presentations highlight their improvement progress in school districts, charter management organizations, intermediary education organizations, and improvement networks. This is a unique opportunity to engage more deeply with educators on the front lines of continuous improvement. Spotlight sessions are marked with a blue stripe.



NETWORK WITH SUMMIT COLLEAGUES DURING LUNCH

Network with like-minded colleagues who are in similar roles and/or focused on specific problems of practice. Check out the Wednesday and Thursday lunch networking opportunities on pages 16 & 28.

Lunch Meetups

Connect with colleagues. Discuss challenges. Share your best practices. There's no formal agenda, just an opportunity to meet up during lunch. And, if you would like, stay connected virtually after the Summit ends. Just grab a lunch and go to the assigned location.

Lunch Roundtable Conversations

Join facilitated lunch conversations on problems of practice to share challenges, experiences, and actionable improvement strategies. Grab a lunch and head to the South Grand Assembly. Plan to come early as space is limited.

Schedule-at-a-Glance

TUESDAY, APRIL 16							
8:00am – 9:00am	Pre-Conference Continental Breakfast • Salon 8						
9:00am – 4:00pm	PRE-CONFERENCE COURSES						
	PC1. Improvement Science Basics, Salons 1-3	PC2. Organizing to Work in a Networked Improvement Community, Salons 10-11	PC3. Using Data for Quality Improvement, Golden Gate Ballroom A	PC4. Evidence for Improvement: A Framework for Providing Analytic Support to Improvement Networks, Nob Hill AB	PC5. Leading for Equity in Complex Adaptive Systems, Salons 12-13		
	PC6. Leadership for System Transformation: Putting Research Into Practice, Salon 7	PC7. Improvement Reviews: Advancing Learning, Ensuring Success, Salons 4-6	PC8. Collaboration and Group Decision-Making, Salons 14-15	PC9. Introduction to Design Thinking: Design for Belonging, Nob Hill CD			
12:00pm – 1:00pm	Pre-Conference Lunch • Salon 8						
4:30pm – 5:30pm	OPENING KEYNOTE • ANTHONY S. BRYK • SALONS 7-9						
5:30pm – 7:00pm	Welcome & Poster Reception • Golden Gate Ballroom BC						
WEDNESDAY, APRIL 17							
7:00am – 8:30am	Continental Breakfast • Grand Assembly						
8:30am – 9:45am	BREAKOUT SET A						
	A1. Introduction to Improvement Science: A Learning-By-Doing Simulation, Salon 7	A2. Introduction to Improvement Science: A Learning-By-Doing Simulation, Salons 4-6	A3. Understanding the User Experience: Effective Use of Empathy Interviews, Salons 1-3	A4. Theory of NIC Development, Salons 10-11	A5. Supporting University-District Partnership Leadership Preparation, Nob Hill CD	A6. Improving Literacy Instruction and Student Outcomes Through Inquiry Cycles, Foothill C	A7. Conditions for Meaningful Change in Schools: The Case of Two Networked Improvement Communities, Salons 12-13
	A8. Turning Postsecondary Transitions and Aspirations Into Success: Using Data Systems and Routines, Foothill G	A9. Spotlight on Central Valley Networked Improvement Community, Tulare County Office of Education, Salons 14-15	A10. Transforming a System From Below Average to the Top 10%: Practical Lessons From a Health System CEO, Nob Hill AB		A11. Frameworks and Scorecards to Drive District Improvement, Golden Gate Ballroom A		A12. Improvement on the Front Lines: Using Learning Huddles to Shift Instruction, Foothill E
9:45am – 10:05am	Coffee Break • Grand Assembly						
10:05am - 11:20am	BREAKOUT SET B						
	B1. Introduction to Improvement Science: A Learning-By-Doing Simulation, Salon 7	B2. Introduction to Improvement Science: A Learning-By-Doing Simulation, Salons 4-6	B3. Run Charts: A Tool for Analysis in Improvement Science, Salons 1-3	B4. High-Reliability Organizations: Lessons From Other Industries and Their Application to Education, Salons 12-13	B5. Teachers Leading School-Based Improvement, Nob Hill AB	B6. Spotlight on National Implementation Research Network and Kentucky Department of Education, Salons 10-11	B7. Scaling Up Without Screwing Up, Foothill C
	B8. Harnessing the Power of Developmental Evaluation and Network Health Assessments to Support Networked Improvement Communities, Foothill E	B9. Spotlight on Un Buen Comienzo Improvement Network, Fundación Educacional Oportunidad, Salons 14-15	B10. Deeper Learning Leaders: A Panel on Improving Student Engagement, Nob Hill CD	B11. Improving School and Instructional Leadership: Lessons From the Work, Golden Gate Ballroom A	B12. Sustaining Improvement Through Transitions, Foothill G		B13. Improving Chronic Absenteeism Together: Building State-to-District Alignment, Foothill F

Schedule-at-a-Glance

WEDNESDAY, APRIL 17 (continued)				
11:20am - 12:35pm	LUNCH ACTIVITIES			
	Lunch • Grand Assembly			
	Lunch Roundtable Conversations • South Grand Assembly			
	Education Policy to Support Continuous Improvement	Improving the Social and Emotional Health of Your Learning Environment	Increasing Graduation Rates	Teaching Improvement Science in Higher Education
	Lunch Meetups			
	District and LEA Leaders, Salons 10-11	Improvement Coaches, Salon 7	Improvement Network Leaders, Salons 14-15	Measurement and Data Analysts, Salons 4-6
12:35pm - 1:35pm	BREAKOUT SET C			
	C1. Measurement for Improvement, Salon 7	C2. Learning Together: How Technology Catalyzes and Supports the Work of Networked Improvement Communities, Salons 10-11	C3. Launching, Supporting, and Sustaining School-Based Improvement Teams, Foothill C	C4. Developing Intrapreneurs: Design as a Tool for Improving From Within, Salons 14-15
	C5. Building Connections Across Network Levels With Measurement, Nob Hill AB	C6. Adopting Successful Work Processes System-Wide Through Intervisitation, Foothill G	C7. Improvement Science in Leadership Preparation, Salons 12-13	
	C8. Improving Undergraduate STEM Education With Organization-Focused Change Networks, Foothill E	C9. No Excuses Leadership: Building Systemic Supports for Low-Income Students, Salons 1-3	C10. A Scaffolded Approach to Building Teachers' Improvement Capacity, Salons 4-6	C11. Building Leadership Capacity for Racial Equity-Focused Improvement Science, Golden Gate Ballroom A
1:35pm - 1:55pm	Transition			
	BREAKOUT SET D			
1:55pm - 2:55pm	D1. Developing a Theory of Action to Deliver Your Theory of Improvement, Foothill C	D2. Inquiry and Iteration to Seed and Spread Improvement Science, Salons 12-13	D3. Identifying and Addressing Adaptive Challenges to Accelerate Improvement, Salons 10-11	D4. Transforming Instruction and the District/School Relationship Through Data-Driven Inquiry, Golden Gate Ballroom A
	D5. Practice-Driven Data in Chicago, Salon 7	D6. Lessons in Launching Cross-Sector Local Improvement Networks, Nob Hill AB	D7. Consolidating Dynamic Learning Into Actionable Knowledge, Salons 14-15	
	D8. Building Leadership's Adaptive and Technical Continuous Improvement Skills, Salons 4-6	D9. UCLA Community School: From Transformation Aims to Realized Outcomes, Foothill G	D10. Leading Inter-Organizational Learning: Building Collaborative Capacity for District/University Improvement Partnerships, Nob Hill CD	D11. Adult Learning Journeys Built on Continuous Improvement, Salons 1-3
2:55pm - 4:10pm	Coffee Break & Poster Session • Golden Gate Ballroom BC			
4:30pm - 5:30pm	KEYNOTE • DIANE TAVENNER • SALONS 7-9			
5:30pm - 7:00pm	Networking Reception • Grand Assembly			

Schedule-at-a-Glance

THURSDAY, APRIL 18							
7:00am – 8:30am	Poster Viewing & Continental Breakfast • Golden Gate Ballroom BC						
8:45am - 9:45am	KEYNOTE • NICHOLAS CHRISTAKIS • SALONS 7-9						
9:45am - 10:15am	Coffee Break • Grand Assembly						
10:15am – 11:30am	BREAKOUT SET E						
	E1. Understanding the Problem You Are Trying to Solve: Causal System Analysis, Salon 7	E2. Orchestrating Learning: How a Shared Theory Can Facilitate Learning Across Sites, Foothill E	E3. Spreading Successful Changes, Salons 4-6	E4. Using Practical Measures to Support Secondary Mathematics Instruction, Foothill G	E5. Improving How Early Career Teachers Learn With Disciplined Inquiry, Foothill F	E6. Improving the Core: Features and Challenges of Instructionally Focused Networked Improvement Communities, Nob Hill CD	E7. Moving From a Collaborative to an Improvement Network, Salons 1-3
	E8. Improvement Science for Equity: Enabling Structures and Supporting Learning, Golden Gate Ballroom A	E9. Spotlight on Memphis KIPP Wheatley Learning Collaborative, KIPP Foundation, Salons 14-15	E10. Executive Leadership Framework for System Transformation to a Continuously Improving Organization, Foothill C	E11. Spotlight on the Center for Urban Education Leadership, University of Illinois at Chicago, Salons 10-11	E12. State-Level Partnerships for Student Success: Improving Systems in a Context of Continuous Improvement, Salons 12-13	E13. State of the Art: Navigating State Education Policy to Advance Continuous Improvement, Nob Hill AB	
11:30am - 12:45pm	LUNCH ACTIVITIES						
	Lunch • Grand Assembly						
	Lunch Roundtable Conversations • South Grand Assembly						
	Applying Improvement in Special Education		Improving Proficiency in Early Literacy		Improving Proficiency in Middle-Grade Mathematics		Reducing Chronic Absenteeism
	Lunch Meetups						
	Educator to Educator, Salons 4-6		Designers for Equity, Salons 10-11			Designers of Improvement Platforms, Salons 14-15	
12:45pm - 2:00pm	BREAKOUT SET F						
	F1. Surfacing and Building on Bright Spots to Guide Improvement, Salons 4-6	F2. The Engine for Improvement: Coaching PDSA Cycles, Golden Gate Ballroom A	F3. Seeing the System: Linkage of Processes, Salon 7	F4. Fostering a Shared Identity Through the Power of Narrative, Salons 14-15	F5. Using Improvement Science for Teaching Diverse Learners, Salons 1-3	F6. Getting Better Results for Students Using Improvement Science, Foothill G	F7. Building Relationships and Scaling Systems That Support All Students, Nob Hill CD
	F8. Building and Engaging a Network, Foothill E	F9. Spotlight on StriveTogether and United Way of Salt Lake, Salons 10-11	F10. Superintendents' Reflections on Leading Improvement: Lessons for Leaders, Salons 12-13	F11. Establishing a School's Culture for Improvement: Leadership Lessons From the First Few Years, Foothill C	F12. Quality and Equality in American Education: Forging the Way Forward, Nob Hill AB		F13. Improving What Matters to Young People, Foothill F
2:30pm - 3:30pm	KEYNOTE • NIKOLE HANNAH-JONES • SALONS 7-9						

7:00am – 7:00pm

REGISTRATION OPEN

Grand Assembly

8:00am – 9:00am

PRE-CONFERENCE CONTINENTAL BREAKFAST

Salon 8

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

9:00am – 4:00pm

PRE-CONFERENCE COURSES

PC1. Improvement Science Basics

Salons 1-3

Join us to get a comprehensive overview of the basic tenets and tools of improvement science. There will also be an opportunity to use key improvement tools and put them to the test.

Melissa Chabran, Associate, Managing Director, Networked Improvement Science, Carnegie Foundation

Manuelito Biag, Associate, Networked Improvement Science, Carnegie Foundation

Patrice Dawkins-Jackson, Associate, Networked Improvement Science, Carnegie Foundation

Christina Dixon, Associate, Networked Improvement Science, Carnegie Foundation

LaRena Heath, Networked Improvement Science Fellow, Carnegie Foundation

PC2. Organizing to Work in a Networked Improvement Community

Salons 10-11

Learn how to initiate an effective network, from developing a hub to establishing a culture of collective learning. This course is ideal for teams that want to work on a shared problem of practice.

Emma Parkerson, Associate, Networked Improvement Science, Carnegie Foundation

Cierra Cooper, Post-Baccalaureate Fellow, Networked Improvement Science, Carnegie Foundation

Edit Khachatryan, Associate, Networked Improvement Science, Carnegie Foundation

Simone Palmer, Networked Improvement Science Fellow, Carnegie Foundation

Barbara Shreve, Associate, Networked Improvement Science, Carnegie Foundation

PC3. Using Data for Quality Improvement

Golden Gate Ballroom A

Learn to link your improvement ideas to practical measures in order to understand if and how your improvement work is progressing.

Benjamin Cooper, Networked Improvement Science Fellow, Carnegie Foundation

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

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

Catherine Miller, Associate, Learning Resource Design and Development, Carnegie Foundation

Camila Velasquez, Post-Baccalaureate Fellow, Networked Improvement Science, Carnegie Foundation

Ke Wu, Associate, Networked Improvement Science, Carnegie Foundation

PC4. Evidence for Improvement: A Framework for Providing Analytic Support to Improvement Networks

Nob Hill AB

Explore techniques and tools for supporting improvement networks, including developing analytic capacities, generating social learning, and navigating complex environments.

Jon Norman, Associate, Managing Director, Evidence and Analytics, Carnegie Foundation

Marie Deininger, Post-Baccalaureate Fellow, Evidence and Analytics, Carnegie Foundation

Kelly McMahon, Networked Improvement Science Fellow, Carnegie Foundation

Dave Sherer, Associate, Evidence and Analytics, Carnegie Foundation

PC5. Leading for Equity in Complex Adaptive Systems

Salons 12-13

Understand the inherent tensions and uncertainty in leading for equity in complex systems. Learn and apply an approach for problem identification, decision-making, and action.

Victor Cary, Director of Research, Development, and Learning, National Equity Project

Tom Malarkey, Co-Director of Research, Development, and Learning, National Equity Project

PC6. Leadership for System Transformation: Putting Research Into Practice

Salon 7

Wondering what improvement science looks like in a school district that has achieved results? Learn concrete strategies from educators and coaches immersed in improvement work.

Corey Golla, Superintendent of Schools, School District of Menomonee Falls

Patricia Greco, Superintendent Emerita, School District of Menomonee Falls; Senior Director of Thought Leadership, St. Jude Education; Senior Fellow, Carnegie Foundation

Melissa Matarazzo, Lead Coach, St. Jude Education

Suzy Thomas, Director of Quality and Analytics, Menomonee Falls High School

PC7. Improvement Reviews: Advancing Learning, Ensuring Success

Salons 4-6

Learn how to use improvement reviews to support the success of your own improvement efforts or those of teams you are leading or coaching through participating in and observing live review sessions.

Alicia Grunow, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Sandra Park, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

PC8. Collaboration and Group Decision-Making

Salons 14-15

Prepare to put participatory values into practice within your organization through mastery of group dynamics and consensus building.

Nelli Noakes, Professional Organization Effectiveness Consultant, Community At Work

PC9. Introduction to Design Thinking: Design for Belonging

Nob Hill CD

Learn about equity-conscious design thinking through a rapid-cycle, immersive design challenge. Use what you've learned to plan a design action for your school, district, or organization.

Morgan Alconcher, Principal, ASCEND K-8

Susie Wise, Adjunct Professor and Former Director, K12 Lab Network, Stanford d.school

10:30am – 11:00am

PRE-CONFERENCE COFFEE BREAK

Salon 8

Beverages are available for registered pre-conference course attendees. Please wear your name badge.

12:00pm – 1:00pm

PRE-CONFERENCE LUNCH

Salon 8

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

2:30pm – 3:00pm

PRE-CONFERENCE COFFEE BREAK

Salon 8

Refreshments are available for registered pre-conference course attendees. Please wear your name badge.

4:30pm – 5:30pm

OPENING KEYNOTE

Salons 7-9

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

5:30pm – 7:00pm

WELCOME & POSTER RECEPTION

Golden Gate Ballroom BC

Join fellow attendees, speakers, and sponsors; engage with poster presenters; and enjoy light hors d'oeuvres. A complimentary drink ticket is included with your registration. See page 33 for the Poster Directory.



4:30pm – 5:30pm

OPENING KEYNOTE

Salons 7-9

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

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

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

7:00am – 4:30pm

REGISTRATION OPEN

Grand Assembly

7:00am – 8:30am

CONTINENTAL BREAKFAST

Grand Assembly

8:30am – 9:45am

BREAKOUT SESSIONS—SET A

A1. & A2. Introduction to Improvement Science: A Learning-By-Doing Simulation

Methods of Improvement Science & Networks

• Educator Development

• Equity & Achievement Gaps

• Improvement Capability

Due to high demand at previous Summits, two instances of this session will be offered concurrently in Salon 7 and Salons 4-6.

These two-set sessions will introduce participants to the methods and tools of improvement science. Using a simulation about a chronic attendance problem that mixes instructional lessons with guided, hands-on teamwork, participants will advance their understanding of how improvement science can enhance the capacity of classrooms, schools, districts, and other institutions to produce high-quality outcomes reliably for every child and across the diverse settings. Participants will experience the work of an improvement team at key stages, which includes investigating the problem, articulating a focused aim, identifying changes, and working through Plan-Do-Study-Act (PDSA) cycles to test and learn from those changes. This interactive experience will allow participants to understand how a multi-month improvement journey might build and take shape. Participants are expected to attend both blocks of the sessions. Capacity is limited. (Introductory)

A1. (continues as B1 in Breakout Sessions Set B)

Salon 7

Barbara Shreve, Associate, Networked Improvement Science, Carnegie Foundation

Benjamin Cooper, Networked Improvement Science Fellow, Carnegie Foundation

Cierra Cooper, Post-Baccalaureate Fellow, Networked Improvement Science, Carnegie Foundation

Christina Dixon, Associate, Networked Improvement Science, Carnegie Foundation

Kelly McMahon, Networked Improvement Science Fellow, Carnegie Foundation

A2. (continues as B2 in Breakout Sessions Set B)

Salons 4-6

Patrice Dawkins-Jackson, Associate, Networked Improvement Science, Carnegie Foundation

LaRena Heath, Networked Improvement Science Fellow, Carnegie Foundation

Simone Palmer, Networked Improvement Science Fellow, Carnegie Foundation

Camila Velasquez, Post-Baccalaureate Fellow, Networked Improvement Science, Carnegie Foundation

Ke Wu, Associate, Networked Improvement Science, Carnegie Foundation

A3. Understanding the User Experience: Effective Use of Empathy Interviews

Salons 1-3

Methods of Improvement Science & Networks

• Data & Measurement

• Equity & Achievement Gaps

• Improvement Capability

One of the Six Core Principles of Improvement is to “make the problem work-specific and user-centered.” The empathy interview is a common strategy for seeking to understand the user perspective and operationalize an equity lens. However, in practice, the interviews often look similar to traditional interviews that ask for opinions and feedback on narrow topics instead of uncovering the real needs and perspectives of the user. In this session, participants will understand the importance of defining a clear purpose for empathy interviews, as well as how to select diverse interviewees, structure and conduct empathy interviews, and effectively analyze and use the interview data to inform improvement work.

Sandra Park, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Kari Nelsestuen, Improvement Advisor, Chalkboard Project

Jon Norman, Associate, Managing Director, Evidence and Analytics, Carnegie Foundation

Julie Smith, Deputy Director, Chalkboard Project

A4. Theory of NIC Development

Salons 10-11

Methods of Improvement Science & Networks

• Data & Measurement

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

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

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

David Sherer, Associate, Evidence and Analytics, Carnegie Foundation

A5. Supporting University-District Partnership Leadership Preparation

Nob Hill CD

Leadership for Improvement • Educator Development
• Higher Education

In 2017, the Carnegie Foundation launched the Improvement Leadership Education and Development (iLEAD) network to support the efforts of university-district partnerships committed to localizing leadership preparation and ensuring that educational outcomes are equitable for all students. Participants will learn about iLEAD's work to date, including some of the key experiences, accomplishments, and challenges of the network. The session will also highlight the Developmental Progressions framework, a co-constructed "road map" that provides common language and guidance for the types of activities and engagement each partnership will need to undertake to effectively prepare leaders to engage in continuous improvement.

David Eddy-Spicer, Associate Professor, Department of Leadership, Foundations, and Policy, Curry School of Education and Human Development, University of Virginia

Tinkhani White, Curriculum Coordinator, Department of Curriculum Development and Support

Susan Korach, Associate Professor and Department Chair, University of Denver

Sandy Lochhead-Price, Director, Leadership Pathways & Development, Denver Public Schools

Lisa McCall, Area Senior Director, Portland Public Schools

Tania McKey, Assistant Professor, Educational Leadership and Policy, College of Education, Portland State University

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

David Imig (moderator), Professor of the Practice, College of Education, University of Maryland; Senior Fellow, Carnegie Foundation

A6. Improving Literacy Instruction and Student Outcomes Through Inquiry Cycles

Foothill C

Improvement Science in Practice • Educator Development
• Equity & Achievement Gaps • Instruction & Assessment

Teaching students to read is one of the hardest jobs in education; teaching students who are behind grade level to read is even harder. When children fall behind in literacy development, it becomes difficult for them to catch up to on-grade-level peers. Teachers working with these students often have insufficient data to improve their reading abilities. In this session, participants will learn from two networks leveraging Plan-Do-Study-Act (PDSA) inquiry cycles to improve literacy instruction. Educators from Teaching Matters will share how they apply the PDSA model to test an intensified intervention, act upon learnings to improve program implementation, and plan for scale. Participants will hear from UChicago Impact about how one elementary school used a formative literacy assessment system to transform its approach to getting students on track to reading proficiency.

Pam Abramson, Senior Educational Consultant, Teaching Matters

Lynette Guastaferrero, CEO, Teaching Matters

Maggie Walsh, Co-CEO, UChicago Impact

Sharon Greenberg (reflector), Improvement Advisor, Education and Literacy Consultant

Catherine Miller (moderator), Associate, Learning Resource Design and Development, Carnegie Foundation

A7. Conditions for Meaningful Change in Schools: The Case of Two Networked Improvement Communities

Salons 12-13

Networks in Practice • Equity & Achievement Gaps

Identifying the conditions, structures, and roles that need to be in place for meaningful change to occur is a challenge that all networked improvement communities face. This session highlights how two networked improvement communities (NICs) responded to these issues. The New York City Department of Education will provide participants with real-world examples of improvement science leveraged in their South Brooklyn NIC's 17 schools to raise achievement for English language learners. By highlighting common threads among the schools they work with, they will share the conditions they have found to be necessary for meaningful change to occur in educational organizations. In Eskolta's work as a convener and developer of networked communities, Eskolta facilitators have learned how to differentiate the roles of schools and educators in a NIC in order to create mutually reinforcing supports across the network. In this session, Eskolta will share its unique four-stage structure for schools across a network to grow, sustain, and support each other.

Emily Kleinman, Director of Knowledge Development, Eskolta School Research and Design

Fuschia Ray, Research & Design Associate, Eskolta School Research and Design

Alida Maravi, Instructional Coach, New York City Department of Education

Katrina Perea, ENL Teacher, The Gravesend School, New York City Department of Education

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

A8. Turning Postsecondary Transitions and Aspirations Into Success: Using Data Systems and Routines

Foothill G

Networks in Practice

• Higher Education

This session features two networks focused on fostering postsecondary transition and success. After reaching a longtime goal of 80% on-time graduation, New Visions for Public Schools has increased focus on postsecondary transition and success. As part of this transition, New Visions is launching multiple pilot networks to improve preparation for and transition to postsecondary college and career options. New Visions will share early learnings from these pilots, including how they have used a shared data platform to capture key information and structured protocols to build capacity and institutionalize reliable routines in schools. This session will also feature how a community of counselors developed, executed, and refined a theory of action for increasing college success in the Chicago Public Schools. It will also explore data showing the network's strong results in changing students' college-going behaviors and how these educators used that data to evaluate its progress and retool its approach and give participants an opportunity to understand techniques used (e.g., motivational interviewing, values identification) by the network to gain insight into students' experiences of the college application and enrollment process.

Jefferson Pestronk, Vice President, Strategy and Development, New Visions for Public Schools

Jennie Soler-McIntosh, Vice President, Community Engagement, New Visions for Public Schools

Regina Pretekin, Lead Postsecondary Coach, Network for College Success, University of Chicago

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

A9. Spotlight on Central Valley Networked Improvement Community, Tulare County Office of Education

Salons 14-15

Networks in Practice

• Data & Measurement

• Improvement Capability

• Instruction & Assessment

The Central Valley Networked Improvement Community (CVNIC) is working to improve mathematics learning and achievement for students in seven districts in Tulare County, a rural, agricultural setting in the Central Valley of California. Bridging distances and differences and connecting relatively isolated schools, the CVNIC has effectively built capabilities and organizational capacities, designed and enacted a measurement system and routines, and leveraged diverse expertise within its region to effectively engage in improvement work. In its first two years, the CVNIC has demonstrated improved outcomes for students, with observable shifts in instructional practice and a steady increase in the percentage of students who were proficient in the state assessments.

Shelah Feldstein, Central Valley Networked Improvement Community Director, Tulare County Office of Education

Christine Roberts, Mathematics Staff Development and Curriculum Specialist, Tulare County Office of Education

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

A10. Transforming a System From Below Average to the Top 10%: Practical Lessons From a Health System CEO

Nob Hill AB

Leadership for Improvement

Somehow, what troubles people isn't so much being average as settling for it. Everyone knows that averageness is, for most of us, our fate. But in your surgeon, your child's pediatrician, your police department, your local high school? When the stakes are our lives and the lives of our children, we expect averageness to be resisted.

—Atul Gawande, "The Bell Curve,"
The New Yorker, Dec. 6, 2006

Hear firsthand from the former president and chief executive officer of Cincinnati Children's Hospital Medical Center and the protagonist in the Harvard Business Review case study that described an organization's use of improvement science to transform its system from below average to the top 10% in its industry. He will share and reflect with attendees on the principles, levers, and leadership practices that led to the organization's achievements.

James Anderson, Former President and Chief Executive Officer, Cincinnati Children's Hospital Medical Center

Patricia Greco, Superintendent Emerita, School District of Menomonee Falls; Senior Director of Thought Leadership, Studer Education; Senior Fellow, Carnegie Foundation

Penny Carver (moderator), Principal, Carver & Company; Senior Fellow, Carnegie Foundation

AI1. Frameworks and Scorecards to Drive District Improvement

Golden Gate Ballroom A

Leadership for Improvement • Data & Measurement
• Improvement Capability

Many districts struggle to address unique needs of students and schools while providing a district approach. The Belvidere School District has effectively utilized consistent frameworks and scorecards reporting on students, people, community, quality, and resources across 10 schools to define where the district is tight and what is loose for schools to adapt and innovate. Urbandale Community School District involved employees, parents, and community members to create a strategic plan and framework for change, along with strategic actions and rigorous training and ongoing coaching for all teachers and administrators. Their strategic improvement planning processes are producing consistently high student-learning results. This session will review how each district's frameworks and cadence of continuous improvement supported schools to work toward targets while balancing their unique needs.

Crista Carlile, Director of Teaching and Learning, Urbandale Community School District

Denise Wood, Director of Quality and Continual Improvement, Urbandale Community School District

Karen Owen, Leader Coach, Studer Education

Dan Woestman, Superintendent, Belvidere Community Unit School District #100

Theodore Quinn (reflector), Partner, The Wildflower Foundation

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

AI2. Improvement on the Front Lines: Using Learning Huddles to Shift Instruction

Foothill E

Improvement Science in Practice • Educator Development
• Instruction & Assessment

Improvement at the classroom level is challenging and complex. And yet, for student outcomes to improve, we need teachers at the front lines engaging in reflection and testing change ideas. Join us for a conversation focused on teacher professional learning communities designed to shift instructional practice. Do a deep dive into the use of discussion protocols or “huddles” as a catalyst for improvement, featuring K–6 literacy-focused examples from Washoe County School District and Baltimore City Public Schools. Engage in an interactive discussion around challenges in supporting teacher inquiry: scaffolding change ideas, developing practical measures, and consolidating learning across classrooms and schools. (Sponsored by WestEd)

Kim Austin, Senior Program Associate, Regional Educational Laboratory West, WestEd

Jarrod Bolte, CEO, Improving Education

Sola Takahashi (moderator), Senior Research Associate, WestEd

9:45am – 10:05am

COFFEE BREAK

Grand Assembly

10:05am – 11:20am

BREAKOUT SESSIONS—SET B

B1. & B2. Introduction to Improvement Science: A Learning-By-Doing Simulation

Methods of Improvement Science & Networks • Educator Development
• Equity & Achievement Gaps • Improvement Capability

These are the second sessions of two-set sessions. In order to gain full benefits of the sessions and out of respect for fellow learners, attendees who have not participated in the first sessions (A1 & A2) may not join the second sessions (B1 & B2).

B1. (continues from A1 in Breakout Sessions Set A) Salon 7

B2. (continues from A2 in Breakout Sessions Set A) Salons 4-6

B3. Run Charts: A Tool for Analysis in Improvement Science

Salons 1-3

Methods of Improvement Science & Networks • Educator Development
• Equity & Achievement Gaps • Improvement Capability

Have you ever wanted to know more about run charts? Here's your chance! In this session, we will go over run charts in detail, including guidelines for interpreting data, so that you can develop the analytic skills to make evidence-based decisions in your own work. We will undertake two hands-on run chart activities that will help you develop your own run-chart-related data skills. This session is ideal for people already working with data who want to hone their analytic skills related to this particular tool. (Advanced)

Jon Norman, Associate, Managing Director, Evidence and Analytics, Carnegie Foundation

Manuelito Biag, Associate, Networked Improvement Science, Carnegie Foundation

Marie Deininger, Post-Baccalaureate Fellow, Evidence and Analytics, Carnegie Foundation

Edit Khachatryan, Associate, Networked Improvement Science, Carnegie Foundation

B4. High-Reliability Organizations: Lessons From Other Industries and Their Application to Education Salons 12-13

Methods of Improvement Science & Networks

Improvement Capability

High-reliability organizations (HROs) avoid serious accidents or catastrophic failures in domains in which accidents are often the norm due to complexity and risk factors. These kinds of organizations exist in many industries, including healthcare and, arguably, in our school systems. In this session, participants will learn about the key tenets that guide the operation of HROs and explore how their practices can be applied in education to reduce unwanted system failures and improve student outcomes.

Alicia Grunow, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

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

Uma R. Kotagal, Senior Fellow, Institute for Healthcare Improvement; Senior Fellow, Cincinnati Children's Hospital Medical Center

B5. Teachers Leading School-Based Improvement Nob Hill AB

Improvement Science in Practice

Educator Development

Improvement Capability

Schools are increasingly utilizing improvement methods to support faculty and staff in solving their own challenges, whether operational, instructional, or beyond. In this session, participants will learn about a key function that supports high-quality improvement work at the school level: improvement management. Summit Public Schools will introduce a role called the site-based research manager that was built to bridge the gap between theory and practice. The School District of Menomonee Falls has distributed this body of work through grade level improvement boards. This session will focus on the affordances and limitations of the approaches used, as well as the lessons learned from practitioners. Participants will leave understanding how each approach facilitates the people closest to the work to be the ones problem-solving, how quality improvement schools assist with focusing improvement efforts, and how these approaches have resulted in focused discussions and improved student results.

Kathleen Kuhn, Reading Coach and Interventionist, School District of Menomonee Falls

Tina Posnanski, Principal, School District of Menomonee Falls

Kyle Moyer, Director of Continuous Improvement, Summit Public Schools

Jackie O'Connor, Site-Based Research Manager, Summit Public Schools

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

B6. Spotlight on National Implementation Research Network and Kentucky Department of Education Salons 10-11

Improvement Science in Practice

Data & Measurement

Equity & Achievement Gaps

Spread & Scale

Anchored in the synergy between implementation and improvement science, this session focuses on the National Implementation Research Network's partnership with the Kentucky Department of Education and educators to build an implementation infrastructure to successfully use evidence-based mathematics practices at the elementary and middle school levels, and how to scale those practices using continuous improvement approaches throughout the state. Moving the locus of responsibility from evaluation of the teacher to evaluation of the system, their capacity-building infrastructure includes networked implementation teams focused on providing teacher supports, including training and coaching, explicit communication routines, and common data protocols to assess and improve progress. Eventually, each level is responsible for providing the needed support and resources to ensure success at the next level and applying Plan-Do-Study-Act (PDSA) improvement cycles to solve specific challenges along the way. The learning at each level is constantly communicated back up to inform the "level above" so practice informs policy and policy enhances sustainable practice.

Kathleen Ryan Jackson, Implementation Specialist, National Implementation Research Network

Amanda Waldroup, State Transformation Specialist, Kentucky Department of Education

Donald J. Peurach (moderator), Associate Professor, Educational Policy, Leadership, and Innovation, University of Michigan, School of Education; Senior Fellow, Carnegie Foundation

B7. Scaling Up Without Screwing Up Foothill C

Improvement Science in Practice

Spread & Scale

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. Educators are not alone in this challenge; scaling up is a core challenge across many industries. In this session, participants will learn from others' efforts and discuss core obstacles to scaling and strategies for overcoming them.

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

B8. Harnessing the Power of Developmental Evaluation and Network Health Assessments to Support Networked Improvement Communities

Foothill E

Networks in Practice

• Data & Measurement

Networked improvement community (NIC) initiation and development is complex work that must be simultaneously strategic and responsive, and for which there is little empirical guidance to support design and implementation decisions. This session draws on the case of the Student-Centered Assessment Network (SCAN) hub and its developmental evaluation to identify and describe the tools and routines that supported critical hub decisions in the early formation and implementation of the network. The National Board will explore how the Network to Transform Teaching adapted and tested an early version of the Carnegie NIC Member Survey. This enabled them to move beyond NIC initiation to continuously assess the health of the network, uncover emerging needs, and use this information to develop supports and structures to strengthen community within the network. Participants will leave this session with a concrete sense of the challenges of developing a NIC and how developmental evaluation and assessing network health can support overcoming those challenges. They will identify key features of a productive partnership between a hub and developmental evaluators and be familiar with tools and routines used by hub/developmental evaluation teams to strengthen the development of a NIC.

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

Dereck Norville-Bowie, Senior Manager, Improvement Analytics, National Board for Professional Teaching Standards

Jennifer Iriti, Research Scientist, Learning Research and Development Center, University of Pittsburgh

Stephen Plank, Managing Researcher, American Institutes for Research

David Sherer (reflector), Associate, Evidence and Analytics, Carnegie Foundation

B9. Spotlight on Un Buen Comienzo Improvement Network, Fundación Educacional Oportunidad

Salons 14-15

Networks in Practice

• Data & Measurement

• Instruction & Assessment

Serving as a hub, the Fundación Educacional Oportunidad brought together over 60 disadvantaged rural and urban school organizations in Chile as an improvement network to address their national challenge of providing effective early learning opportunities for children. Building on the scholarly literature and the need most felt in their local Chilean communities, Fundación Educacional Oportunidad helped these organizations identify chronic absenteeism, ineffective use of time, and too little focus on literacy for their disciplined improvement efforts. Bringing analytic capacity and the use of improvement tools to local Chilean school leaders, teachers, and parents, they are engaging local actors as change agents and showing early results supporting children's learning.

MaryCatherine Arbour, Assistant Professor, Harvard University; Improvement Advisor, Fundación Educacional Oportunidad

María Paz Collao, We Learn Program Coordinator, Fundación Educacional Oportunidad

Marcela Marzolo, Executive Director, Fundación Educacional Oportunidad

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

B10. Deeper Learning Leaders: A Panel on Improving Student Engagement

Nob Hill CD

Leadership for Improvement

• Educator Development

• Equity & Achievement Gaps

The Deeper Learning movement affirms that engagement is the key to student achievement. But is “engagement” an elusive intangible or an indicator that can be strategically leveraged for improvement? And how do we transition systems and mindsets to prioritize engagement over compliance? From an equity standpoint, how can we ensure all students are engaged, not just the students in the front of the class? This session will feature a diverse group of Deeper Learning leaders who manage change at High Tech High, Evergreen School District, and Napa Valley Unified. They'll share their experience establishing systems to accelerate learning for every student.

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

Dan Deguara, Assistant Superintendent, Evergreen School District

Rosanna Mucetti, Superintendent, Napa Valley Unified School District

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

B11. Improving School and Instructional Leadership: Lessons From the Work

Golden Gate Ballroom A

- Leadership for Improvement
- Educator Development
- Instruction & Assessment

An extensive body of research suggests that strong schools need strong instructional leaders. Substantial challenges exist in ensuring all schools have the quantity and quality of instructional leaders necessary to achieve improvement at scale. In this session, participants will hear from a panel of practitioners who are using improvement science to improve the preparation of administrators. Panelists will share the lessons they learned from using the core principles of improvement in leader development in Los Angeles and New York City.

Nikole Booker, Principal Coach, Office of Leadership, New York City Department of Education

Matthew Pearson, Co-Director, New Principal Support, Office of Leadership, New York City Department of Education

Delia Estrada, Administrative Coordinator, Los Angeles Unified School District

Marco A. Nava, Administrative Coordinator, Los Angeles Unified School District

Ben Klompus, Dean, National Principal and Supervisors Academy, Relay Graduate School of Education

Eva Mejia (moderator), Chief Strategy Officer, Big Picture Learning

B12. Sustaining Improvement Through Transitions

Foothill G

- Leadership for Improvement

Leadership transitions plague all organizations. Building an improving system requires the full team to see the system at work and understand individual roles in the work of the organization. As leaders change, the challenge grows. Even the goals of the organization become unclear to the full team. The School District of Menomonee Falls has deployed evidence-based leadership and the model for improvement for more than eight years. Hardwiring improved processes and sustaining the model of improvement through leadership changes is ultimately the key to long-term success. This session will focus on the process of building a systemic mindset of improvement and strong succession tied to the principles of improvement and evidence-based leadership.

Corey Golla, Superintendent, School District of Menomonee Falls

Patricia Greco, Superintendent Emerita, School District of Menomonee Falls; Senior Director of Thought Leadership, Studer Education; Senior Fellow, Carnegie Foundation

B13. Improving Chronic Absenteeism Together: Building State-to-District Alignment

Foothill F

- Leadership for Improvement
- Data & Measurement
- Improvement Capability

The Ohio Department of Education is working collaboratively with Proving Ground to address chronic absenteeism. In this session, participants will hear from district- and state-level representatives about how they are building capacity to support district and school improvement through use of data, determination of root causes, identification and design of potential solutions, and rigorous piloting and iteration of interventions. Participants will gain insight into how the state is creating policy and financial conditions to support districts and using district-generated evidence to inform its work; and how a district is building capacity to integrate more evidence and an iterative learning practice into decision-making processes. (Sponsored by the Carnegie Corporation of New York)

Heather Boughton, Director, Research, Ohio Department of Education

Elise Henson, Program Analyst, Education, Carnegie Corporation of New York

Charlie Keenan, Superintendent, Maple Heights City School District

Henry Pettiegrew, Chief Executive Officer, East Cleveland City Schools

Bi Vuong, Director, Proving Ground, Center for Education Policy Research at Harvard University

11:20am – 12:35pm

LUNCH

Grand Assembly

If you indicated a dietary restriction in your registration, your lunch will be available on the “Special Meals” table in the Grand Assembly next to Registration.

NETWORK WITH SUMMIT COLLEAGUES DURING LUNCH

11:20am – 12:35pm

LUNCH ROUNDTABLE CONVERSATIONS

South Grand Assembly

Join facilitated lunch conversations on problems of practice to share challenges, experiences, and actionable improvement strategies. Grab a lunch and head to the far end of the Grand Assembly for discussions on the topics that follow. Plan to come early, as space is limited.

Teaching Improvement Science in Higher Education

David Imig, Professor of the Practice, College of Education, University of Maryland; Senior Fellow, Carnegie Foundation

Margaret Terry Orr, Associate Professor, Fordham University

Improving the Social and Emotional Health of Your Learning Environment

Kenn Barron, Professor of Psychology & Co-Director of the Motivation Research Institute, James Madison University

Steve Otter, Director, Innovation and Collaboration, San Juan BOCES

Increasing Graduation Rates

Maryann Corsello, Director of Quality and Analytics, BARR Center

Rob Metz, Deputy Director, BARR Center

Education Policy to Support Continuous Improvement

Seth Gerson, Program Director, National Governors Association

Sara Kerr, Vice President of Education Policy Implementation, Results for America

11:20am – 12:35pm

LUNCH MEETUPS

See room locations below

Connect with colleagues. Discuss challenges. Share your best practices. There's no formal agenda, just an opportunity to meet up during lunch. And, if you would like, stay connected virtually after the Summit ends. Grab a lunch before going to the assigned location.

District and LEA Leaders

Salons 10-11

Engage with leaders from districts and central offices across the country who are shifting their culture to continually improve student learning.

Christina Dixon, Associate, Networked Improvement Science, Carnegie Foundation

Simone Palmer, Networked Improvement Science Fellow, Carnegie Foundation

Improvement Coaches

Salon 7

Network with other improvement coaches engaged in coaching and facilitating improvement teams.

Alicia Grunow, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Amanda Meyer, Director of Improvement, CORE Districts

Sandra Park, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Improvement Network Leaders

Salons 14-15

Meet with other leaders of improvement networks who are supporting members to achieve their aims.

Eva Mejia, Chief Strategy Officer, Big Picture Learning

Emma Parkerson, Associate, Networked Improvement Science, Carnegie Foundation

Measurement and Data Analysts

Salons 4-6

Join other measurement and data analysts supporting teams as they measure and assess their progress.

Jon Norman, Associate, Managing Director, Evidence and Analytics, Carnegie Foundation

12:35pm – 1:35pm

BREAKOUT SESSIONS—SET C

C1. Measurement for Improvement

Salon 7

Methods of Improvement Science & Networks

• Data & Measurement

• Improvement Capability

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

David Sherer, Associate, Evidence and Analytics, Carnegie Foundation

Marie Deininger, Post-Baccalaureate Fellow, Evidence and Analytics, Carnegie Foundation

Catherine Miller, Associate, Learning Resource Design and Development, Carnegie Foundation

C2. Learning Together: How Technology Catalyzes and Supports the Work of Networked Improvement Communities

Salons 10-11

Methods of Improvement Science & Networks

• Data & Measurement

• Spread & Scale

This session explores the Reading Recovery network's use of the Networked Improvement Learning and Support (NILS™) platform to facilitate its improvement journey. Reading Recovery aims to reduce the number of first-grade students nationwide who have extreme difficulty learning to read and write. You will hear firsthand from a member of Reading Recovery, who will engage in a discussion of her work on the platform as a case study for how technology can support a networked improvement community's initiation and development.

Sharon Greenberg, Improvement Advisor, Education and Literacy Consultant

Susan Haynes, Partner Success Manager, Collaborative Technology, Carnegie Foundation

Jojo Manai, Senior Associate, Managing Director, Collaborative Technology, Carnegie Foundation

Amy Smith, Reading Recovery Teacher Leader, Madison County Schools

Hiro Yamada, Associate, Chief in Analytics, Evidence and Analytics, Carnegie Foundation

C3. Launching, Supporting, and Sustaining School-Based Improvement Teams

Foothill C

Improvement Science in Practice

• Educator Development

• Improvement Capability

The CORE Districts—a nonprofit collaborative of eight districts in California representing over one million students—is in the midst of its second year of supporting school-site-based improvement teams. Through this work, CORE hub and district staff have been learning how to make improvement work accessible, feasible, and sustainable for educators at school sites. Participants will explore tools developed within the CORE to establish roles and responsibilities, launch effective teams, structure and facilitate team meetings, and develop a sustainable rhythm for their team's improvement work. Participants will have the opportunity to examine specific resources and templates, and they will leave with ideas for how they might apply or adapt those resources within their own contexts.

Juli Coleman, Deputy Chief of Improvement, CORE Districts

Mary Lee, Math Training Specialist, Sacramento City Unified School District

Amanda Meyer, Director of Improvement, CORE Districts

C4. Developing Intrapreneurs: Design as a Tool for Improving From Within

Salons 14-15

Improvement Science in Practice

• Educator Development

• Higher Education

Arizona State University's Mary Lou Fulton Teachers College has embarked on a transformation built around a belief in the power of *intrapreneurs*, defined as those who seek to bring about positive change and innovative ideas from within organizations. It uses a design-based approach to problem-solving as a key tool for developing intrapreneurial thinkers. This session will feature a game-based exploration of how a college of education might work to support school communities' efforts to reimagine and redesign their educational services. Participants will assume the role of design partners supporting schools to understand the systemic forces at work in their contexts, and they will also engage in inquiry to improve outcomes. Along the way, participants will hear stories of success, failure, and the general muddiness of working to support educational change in the 21st century.

Punya Mishra, Associate Dean, Scholarship and Innovation, Mary Lou Fulton Teachers College, Arizona State University

Ben Scragg, Lead Design Strategist, Mary Lou Fulton Teachers College, Arizona State University

Laura Toenjes, Assistant Superintendent, Kyrene School District

C5. Building Connections Across Network Levels With Measurement

Nob Hill AB

Improvement Science in Practice

• Data & Measurement

While educational agencies have a well-established history of monitoring data on student outcomes and some teacher inputs, their attention to implementation data is less systematic. This lack of robustness hinders improvement efforts from being able to attribute changes in outcomes to changes in practices. Developing districtwide focus and support for sites to measure their practices can strengthen connections, not just between implementation and impact, but also between leadership and instruction, and thus between levels of the network. This workshop will explore concrete supports to facilitate systemwide understanding and routines for collecting and using implementation data for improvement to strengthen network coherence.

Ritu Khanna, Chief of Research, Planning, and Assessment, San Francisco Unified School District

Benjamin Klaus, Principal, Ortega Elementary School

Norma Ming, Supervisor of Research and Evaluation, San Francisco Unified School District

C6. Adopting Successful Work Processes System-Wide Through Intervisitation

Foothill G

Improvement Science in Practice

• Educator Development

• Spread & Scale

Across the New York City Department of Education (NYCDOE), there are strong instructional practices in every content area; however, these are not always delivered equitably across the entire system. Showcase Schools, part of the NYCDOE's Office of Leadership, share school-based standard work processes through a combination of intervisitation and professional learning for educators and by educators. They lead a yearly cohort of about 45 schools, hosting more than 100 learning days at their schools to study a standard work process. This session will highlight ways in which NYCDOE's Showcase Schools program illuminates systemwide variability in instructional practice and empowers educators to pilot standard work processes in their own practice. Participants will consider how to adapt this program to their own context and engage with their Bridge to Action tool, which helps visitors generate a change idea and plan initial steps they will take in their own context.

Chau Ngo-Rayman, Executive Director, Showcase Schools, New York City Department of Education

Brigid Timlin, Evaluation Manager, Showcase Schools, New York City Department of Education

Anna Zucker Johnson, Senior Director, Showcase Schools, New York City Department of Education

C7. Improvement Science in Leadership Preparation Salons 12-13

Networks in Practice

• Higher Education

A network within the Carnegie Project on the Education Doctorate (CPED)—a consortium of 100+ universities and colleges of education working to undertake a critical examination of the Ed.D.—is focusing on making improvement science a signature methodology for the Ed.D. The organizations in this network work with faculty to equip educational leaders with practical know-how to elicit positive change. Participants will explore approaches for preparing professional practitioners to apply improvement science as a method of inquiry in improvement practice. Participants will also learn to recognize the distinct training needed in improvement science as a frame for Ed.D. dissertations and the research skills and standards of rigor and quality necessary for this work.

Jill Perry, Executive Director, Carnegie Project on the Education Doctorate

Debby Zambo, Associate Director, Carnegie Project on the Education Doctorate

Robert Crow, Assistant Professor of Educational Research, Western Carolina University

C8. Improving Undergraduate STEM Education With Organization-Focused Change Networks

Foothill E

Networks in Practice

• Higher Education

Networks of organizations focused on advancing improvement in STEM undergraduate education are a lever for change, distinct from networks of individuals. This session aims to define and differentiate organization-focused change networks (OCNs) from networks of individuals. Presenters will discuss key issues and challenges pertaining to development, growth, spread, and scale. The session will offer early insights; invite participants to analyze cases; and identify compelling challenges in initiation, growth, and development. This work includes six OCNs: the Advanced Technological Education Network; the Bay View Alliance; the Center for the Integration of Research, Teaching, and Learning; the PULSE Fellows Network; the Network of STEM Education Centers; and the Reinvention Collaboration.

Ann E. Austin, Professor, Higher, Adult, and Lifelong Education; Associate Dean for Research, College of Education; Assistant Provost for Faculty Development-Career Paths, Michigan State University

Susan Rundell Singer, Vice President for Academic Affairs and Provost; Professor of Biology, Rollins College

C9. No Excuses Leadership: Building Systemic Supports for Low-Income Students

Salons 1-3

Leadership for Improvement

• Equity & Achievement Gaps

• Higher Education

Student needs are dramatically different than at any other time in history. Amarillo College embraced a “No Excuses” philosophy and comprehensive culture shift in understanding and addressing its students’ biggest barrier to academic success: poverty. Building a systemic approach to poverty has worked, with a 175% increase in degree obtainment and a three-year completion rate that moved from 19% to 45%. Through poverty training, student-defined college values, use of “secret shoppers,” accelerated learning, predictive analytics, and integrated community partners, Amarillo College is doing more than mitigating poverty; it is systemically eradicating it. This approach to poverty and the power of intentional leadership for improvement has received national attention, and participants will learn how to apply similar approaches to their contexts.

Russell Lowery-Hart, President, Amarillo College

C10. A Scaffolded Approach to Building Teachers’ Improvement Capacity

Salons 4-6

Leadership for Improvement

• Educator Development

• Improvement Capability

How might systems rely on the wisdom of expert teachers to tackle intractable problems of teaching and learning? This session will explore how schools and districts are leveraging the expertise of accomplished and board-certified teachers in spreadable and scalable ways, scaffolding improvement science learning-and-doing over time. Participants will consider how to introduce improvement science to teachers, assess the cultural conditions that can foster or hinder continuous quality improvement, and support teachers to lead improvement in systems of accountability. This session will have takeaways for teachers, principals, and system leaders, including tools and resources developed by accomplished teachers through the Network to Transform Teaching (NT3), a growing networked improvement community across 10 states, 52 districts, and more than 130 schools.

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

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

Lindsey Stevens, NBCT, Director of Teacher Leadership and Learning, Center for Strengthening the Teaching Profession

Barnett Berry (reflector), Founder and CEO, Center for Teaching Quality; Research Professor, University of South Carolina

Jon Norman (moderator), Associate, Managing Director, Evidence and Analytics, Carnegie Foundation

C11. Building Leadership Capacity for Racial Equity-Focused Improvement Science

Golden Gate Ballroom A

Leadership for Improvement

• Equity & Achievement Gaps

• Spread & Scale

Committed to addressing the racial inequities affecting Black and Latinx students who make up 67% of the total population of their public schools, the New York City Department of Education’s (NYCDOE) Learning Partners Program (LPP) strategically leverages improvement science networks to promote racial equity across hundreds of their city schools. It accomplishes this goal by inspiring school leadership teams to consider “the why” for focusing on racial equity, setting up psychologically safe teambuilding opportunities to explore racial identities and biases, and establishing specific expectations for how networks of schools engage in racial equity through improvement science processes. LPP team leaders will share their practices, lessons learned, and resources for building and sustaining leadership capacity for disciplined inquiry through the lens of racial equity. Participants will reflect on specific examples through a simulation of their three most promising practices.

Imani Jones-Ratcliffe, Senior Director of Learning Partners Program, New York City Department of Education

Betty Lugo, Senior Director of Learning Partners Program, New York City Department of Education

C12. Leading Schools in Focused Collaboration in Queensland, Australia

Nob Hill CD

Leadership for Improvement

• Educator Development

• Spread & Scale

Since 2015, school and system leaders in Queensland, Australia, have developed and progressed implementation of a school improvement model, an evidence-informed approach to school improvement for their students. The model defines the roles and practices that all teachers and leaders develop as implementation positions schools, leaders, and teachers on a path of continuous improvement. All levels of the system support professional learning communities as they consider and scale what is working for which students under particular conditions. This session will present processes for ongoing leading and learning; determining next phases; and discussing attributable design, measurable impact, scaling potential, and cost considerations across contexts.

Stacie Hansel, Executive Director, Department of Education, Queensland, Australia

C13. Continuous Improvement for Equity Foothill F

Improvement Science in Practice

Equity & Achievement Gaps

Curious about how to more intentionally infuse equity into the continuous improvement process? Thinking about how each step of the process—from building a collaborative team to identifying the problem to engaging in small tests of change—can be in service of disrupting systems that have perpetuated inequities? We are, too. We're a design team of leaders and practitioners coming together through facilitation from the Rennie Center and support from the Gates Foundation to curate and create resources that place equity at the forefront of the continuous improvement process. Join this session to learn more about this work and explore key questions with us. (*Sponsored by the Bill & Melinda Gates Foundation*)

Harvey Chism, Senior Program Officer, Bill & Melinda Gates Foundation

Tracy Fray-Oliver, Associate Vice President, School System Partnerships & Programs, Bank Street Education Center

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

Juanita Zerda, Chief Program Officer, Rennie Center for Education Research & Policy

Karen Zeribi, Founder and Principal, Shift Results

Chad d'Entremont (moderator), Executive Director, Rennie Center for Education Research & Policy

1:55pm – 2:55pm

BREAKOUT SESSIONS—SET D

D1. Developing a Theory of Action to Deliver Your Theory of Improvement

Foothill C

Methods of Improvement Science & Networks

Improvement Capability

So you have deeply studied your problem, identified an aim statement, and developed a first draft of your theory of improvement. Your theory hypothesizes many levers, each driver contributing toward the achievement of your aim, but only by working on all levers will you actually achieve the desired outcome. How do you now operationalize your theory in practice toward achieving your goal? Which levers should you work on first? How should you sequence your improvement journey? This session will explore considerations for developing a theory of action. The focus will be on the social and logistical structures that create the opportunity for real improvement to occur. The use of a learning system will be discussed, including connections to measurement as a mechanism to create windows into systems performance and knowledge to assist prediction in where change will lead to improved outcomes. (Advanced)

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

Melissa Chabran, Associate, Managing Director, Networked Improvement Science, Carnegie Foundation

Patrice Dawkins-Jackson, Associate, Networked Improvement Science, Carnegie Foundation

D2. Inquiry and Iteration to Seed and Spread Improvement Science

Salons 12-13

Improvement Science in Practice

Educator Development

Infusing improvement capability at multiple system levels and across role groups is essential to building a culture of continuous improvement and realizing measurable gains. In this session, participants will hear about two cases of public school systems that have seen marked improvement by strategically planning for and developing human capital to do improvement work. In Shue-Medill Middle School, teachers, administrators, students, and parents all hold active roles in leading change. As a result, they have reduced the percentage of students retained in ninth grade from 20% to 14% in just two years.

Christina James, Teacher, Improvement Leader, Shue-Medill Middle School, Christina School District

Casey Montigney, Teacher, Improvement Leader, Shue-Medill Middle School, Christina School District

Michele Savage, Principal, Shue-Medill Middle School, Christina School District

D3. Identifying and Addressing Adaptive Challenges to Accelerate Improvement

Salons 10-11

Improvement Science in Practice

Equity & Achievement Gaps

Improving outcomes for students requires significant shifts in the way we work. While there are practices or programs that help accelerate results, many shifts require changes in the way individuals or systems work together. These types of challenges are called adaptive challenges—problems that have no known solution and often stop improvement science work in its tracks. During this interactive working session, participants will learn tools and techniques for uncovering and addressing adaptive challenges. Participants will have the opportunity to hear examples of challenges encountered by improvement teams from StriveTogether's prenatal to age 3 network that, despite these challenges, produces improved outcomes for children ages 0–3.

Heidi Black, Director of Collaborative Improvement, StriveTogether

Davida Casey, Manager of Coaching and Programs, StriveTogether

D4. Transforming Instruction and the District/School Relationship Through Data-Driven Inquiry

Golden Gate Ballroom A

Improvement Science in Practice

• Data & Measurement

• Improvement Capability

• Spread & Scale

Volusia County Schools in Florida has used the principles of improvement science and evidence-based practice to develop a new model for school leaders and district staff to jointly work toward high-quality, standards-aligned instruction in English language arts. The session will examine how district leaders facilitate disciplined, data-driven inquiry cycles with teams of district and school leaders to plan meaningful improvement ideas, implement those ideas, study results, and act or adjust based on the results. This continuous improvement effort yielded a new model for the district-school relationship that is guiding long-term, systemwide changes to Volusia County Schools' existing professional learning and school leader engagement structures.

Nick Cheng, Consultant, UPD Consulting

Kati Dyer, Coordinator, Professional Learning and School Improvement, Volusia County Schools

Meg Roa, District Administrator, Professional Learning and School Improvement, Volusia County Schools

Carlos Scott, Principal, Woodward Avenue Elementary

D5. Practice-Driven Data in Chicago

Salon 7

Improvement Science in Practice

• Data & Measurement

How did the University of Chicago dramatically improve the proportion of freshmen on track to graduate? A distinctive, practice-driven approach to using data for school improvement played a pivotal role. This session explores the features of this approach, which was developed by entities at the University of Chicago as improvement partners with the Chicago Public Schools. The approach has implications for those working with educational data, from the research and analysis that guides investigation, to the design of the data system, to the efficacy of school-based practitioners who use data to guide their practice.

Eliza Moeller, Director of Research and Continuous Improvement, Network for College Success, University of Chicago

Alex Seeskin, Director of the To&Through Project, Urban Education Initiative, University of Chicago

Andrew Ho (reflector), Professor of Education, Harvard Graduate School of Education

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

D6. Lessons in Launching Cross-Sector Local Improvement Networks

Nob Hill AB

Networks in Practice

• Equity & Achievement Gaps

This session will share a framework for designing local improvement networks (LINs) aimed at narrowing and closing achievement gaps in mathematics in elementary schools in the Road Map region of King County, WA through the creation of integrated social, emotional and academic learning (SEAD) environments. Grounded in family and community engagement and racial equity, these LINs—funded by the Bill & Melinda Gates Foundation—include diverse actors from local schools, pre-K, out-of-school time providers, and supportive services to families working collaboratively in the home, school and community ecosystem to improve student success. The presenters will share a framework for understanding cross-sector networks, strategies and early lessons in establishing community-driven networks, and the complexities of measuring network progress toward outcomes.

Jean-Claude Brizard, Senior Advisor, P-16 Community Investment Team, Office of the President, U.S. Programs and Deputy Director, Washington State Strategy, Pacific Northwest, U.S. Programs, Bill & Melinda Gates Foundation

Regina Elmi, Executive Director, Somali Parents Education Board

Sengsouvanh (Sukey) Leshnick, Principal/Director of Education Division, Social Policy Research Associates

Gillian Williams, President, The Rensselaerville Institute

D7. Consolidating Dynamic Learning Into Actionable Knowledge

Salons 14-15

Networks in Practice

• Educator Development

• Improvement Capability

How does a networked improvement community (NIC) consolidate and spread learning across multiple sites in meaningful and actionable ways? One of Eskolta's mantras is that knowledge is both static and dynamic. In this workshop, Eskolta will look at the process of consolidating dynamic knowledge in static products so that it can feed a loop of continuous learning. The presenters will share tools teams can use to draw insights from practice-based evidence, document new knowledge, and disseminate this information to others in a network. Eskolta's tools have been developed and refined over seven years of improvement work in more than 150 design projects with New York City schools and two multiyear NICs. Participants will be able to help improvement teams draw meaningful insights from practice-based evidence; document learnings in concise, actionable ways; and disseminate learnings for others in the network to build upon.

Emily Kleinman, Director of Knowledge Development, Eskolta School Research and Design

Catherine Pratt, Research & Design Facilitator, Eskolta School Research and Design

D8. Building Leadership's Adaptive and Technical Continuous Improvement Skills

Salons 4-6

Leadership for Improvement • Educator Development
• Improvement Capability

School and district leaders often think that technical continuous improvement skills are enough to move a school toward a culture of continuous improvement. They focus on supporting the steps to ensure continuous improvement practices and processes, but they often fail to build the more adaptive skills necessary for a collaborative continuous improvement culture that ensures practices are scaled with depth and breadth. In the Education Development Center's work shifting schools and districts toward a collaborative culture of continuous improvement, they have found it is essential to build both the adaptive and technical skills of leaders. In this session, they will discuss specific strategies for building leadership's adaptive skills for continuous improvement and introduce a data study protocol they have used to help build both adaptive and technical skills.

Eliza Fabillar, Project Director, Education Development Center

Stephanie Phillips, Executive Director of Teaching and Learning, Burlington School District

Anne Wang, Evaluator, Education Development Center

D9. UCLA Community School: From Transformation Aims to Realized Outcomes

Foothill G

Leadership for Improvement • Equity & Achievement Gaps
• Improvement Capability

Founded in 2009, UCLA Community School (UCLA-CS)—a unique partnership among Los Angeles Unified School District (LAUSD); the University of California, Los Angeles; and the local community—serves approximately 1,000 students in a high-poverty immigrant neighborhood in central Los Angeles. From 2012 to 2018, the school focused on two main transformational aims: 95% of UCLA-CS seniors would enroll in a two- or four-year college the fall after graduation; and students would be bilingual, biliterate, and multicultural. Attendees will learn how UCLA-CS anchored improvement tools and principles into professional learning processes to move teams forward and transformed the way they share learning. They will share how their leadership team's strategic planning process is shaped by improvement principles and, most importantly, how by investing in improvement science methods, principles, and tools they have made significant advancements toward their aims and have reached major milestones and outcomes.

Queenia Kim, Assistant Principal, UCLA Community School

Karen Hunter Quartz, Director and Faculty, UCLA Center for Community Schooling

D10. Leading Inter-Organizational Learning: Building Collaborative Capacity for District/University Improvement Partnerships

Nob Hill CD

Leadership for Improvement • Educator Development
• Higher Education

The National Network of Education Research-Practice Partnerships (NNERPP) and the University Council for Educational Administration (UCEA) are national organizations supporting improvement partnerships that bridge school districts and higher education. NNERPP develops, supports, and connects partnerships between education agencies and higher education research initiatives. UCEA supports knowledge networking for place-based preparation among its higher education membership and the school districts with which they partner. Drawing on a framework for inter-organizational leadership, this session seeks to examine the complex dynamics of leading improvement partnerships between school districts and universities.

Paula Arce-Trigatti, Director, National Network of Education Research-Practice Partnerships

David Eddy-Spicer, Associate Professor, University of Virginia

Michelle D. Young, Executive Director, University Council of Educational Administration

D11. Adult Learning Journeys Built on Continuous Improvement

Salons 1-3

Leadership for Improvement • Educator Development
• Spread & Scale

How can districts engaged in continuous improvement ensure a coherent, effective approach to change at scale? Simply having an instructional vision is not enough. Goals must be selected in alignment with a larger vision for instructional improvement. District leaders must also identify and address the learning needs of adults at all layers of the system. Without this infusion of new learning, change ideas will not be well-chosen or well-executed, and the opportunities for genuine, collective continuous improvement will be limited. Using case studies from their work with multiple urban districts, the Bank Street Education Center will provide an overview of the tools they used to engage in this activity with school-based staff and district leaders as a resource for participants.

Tracy Fray-Oliver, Associate Vice President, School Systems Partnerships & Programs, Bank Street Education Center

Michelle Forman, Director of Internal Coherence Strategy, Bank Street Education Center

D12. Toward Computer Science for All in Elementary School: Co-Developing Computational Thinking Activities Into Mathematics and Science Instruction *Foothill E*

“CS for All” is the national movement to bring computer science (CS) to PK-12 students across the United States. While much progress has been made in the last five years for CS education in teacher licensure, teacher professional development, and curricular resources, much of the focus has been on secondary instruction. CT4EDU, which stands for “Computational Thinking for Education,” is a networked improvement community (NIC) that engages grade 3-5 teachers to work alongside researchers and district personnel to co-develop activities and lesson plans that bring computer science ideas, also known as computational thinking, to their mathematics and science instruction in equitable ways. At this session, members of CT4EDU will discuss the challenges of bringing CS into elementary school, how to engage teachers in co-planning their instruction to embed CT ideas, and how NICs are contextualized in the nascent PK-12 CS education space for this National Science Foundation-funded initiative. (Sponsored by AIR)

Joseph P. Wilson, Senior Education Consultant, Computer Science, AIR

Aman Yadav, Professor of Educational Psychology and Educational Technology, Michigan State University

Julie Kochanek (moderator), Managing Researcher, AIR

2:55pm – 4:10pm

COFFEE BREAK & POSTER SESSION

Golden Gate Ballroom BC

Grab a cookie, meet poster presenters, and learn about their improvement efforts. See page 33 for the Poster Directory.

4:30pm – 5:30pm

KEYNOTE

Salons 7-9

Diane Tavenner, Founder & CEO, Summit Public Schools

5:30pm – 7:00pm

NETWORKING RECEPTION

Grand Assembly

Connect with colleagues over drinks and appetizers. A complimentary drink ticket is included with your registration.



4:30pm – 5:30pm

KEYNOTE

Salons 7-9

Diane Tavenner, Founder and CEO, Summit Public Schools

Diane Tavenner is the founder and CEO of Summit Public Schools, a leading charter management organization serving California and Washington state. Under her leadership, Summit Public Schools has embraced an innovative, data-driven agenda for high school reform that supports students in becoming active agents of their own learning.

7:00am – 1:30pm

REGISTRATION OPEN

Grand Assembly

7:00am – 8:30am

POSTER VIEWING & CONTINENTAL BREAKFAST

Golden Gate Ballroom BC

Make your way to the poster gallery for your last opportunity to view posters. Please note that poster presenters may not be at their posters, as this is their chance to view other posters.

8:45am – 9:45am

KEYNOTE

Salons 7-9

Nicholas Christakis, Sterling Professor of Social and Natural Science, Yale University

9:45am – 10:15am

COFFEE BREAK

Grand Assembly

10:15am – 11:30am

BREAKOUT SESSIONS—SET E

E1. Understanding the Problem You Are Trying to Solve: Causal System Analysis

Salon 7

Methods of Improvement Science & Networks

Improvement Capability

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

Ke Wu, Associate, Networked Improvement Science, Carnegie Foundation

Marie Deininger, Post-Baccalaureate Fellow, Evidence and Analytics, Carnegie Foundation

Edit Khachatryan, Associate, Networked Improvement Science, Carnegie Foundation

E2. Orchestrating Learning: How a Shared Theory Can Facilitate Learning Across Sites

Foothill E

Methods of Improvement Science & Networks

Improvement Capability

Collective improvement efforts often use a driver diagram to communicate their shared theory of improvement. This shared theory allows for distributed learning across sites and is regularly updated based on the learning. In this session, participants will learn different ways for organizing distributed learning in a network and routines for updating the network's shared theory. (Advanced)

Alicia Grunow, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Sandra Park, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Emma Parkerson, Associate, Networked Improvement Science, Carnegie Foundation

Barbara Shreve, Associate, Networked Improvement Science, Carnegie Foundation

E3. Spreading Successful Changes

Salons 4-6

Methods of Improvement Science & Networks

Improvement Capability

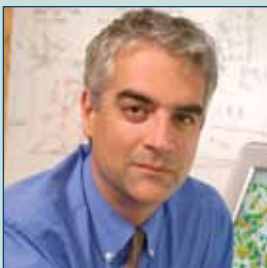
Spread & Scale

How do you design your improvement initiative for spread and scale? How do you take a successful change or change package and spread it to other parts of your system, whether those be other teachers, classrooms, grades, schools, or departments? And how are Plan-Do-Study-Act (PDSA) cycles adapted for this process? This session will provide the guidance needed to address planning, infrastructure, and sequencing of tasks helpful to teams/staff charged with the adoption and adaptation of changes. It will also address determining when those changes result in replicated, measurable improvement. (Advanced)

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

Manuelito Biag, Associate, Networked Improvement Science, Carnegie Foundation

Catherine Miller, Associate, Learning Resource Design and Development, Carnegie Foundation



8:45am – 9:45am

KEYNOTE

Salons 7-9

Nicholas Christakis, Sterling Professor of Social and Natural Science, Yale University

Nicholas Christakis directs the Human Nature Lab and co-directs the Yale Institute for Network Science. The co-author of *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives*, Christakis provides a new perspective on the power of social networks to elevate our collective efforts and enable greater creativity, innovation, and collaboration to impact our organizations.

E4. Using Practical Measures to Support Secondary Mathematics Instruction

Foothill G

Improvement Science in Practice

• Data & Measurement

• Instruction & Assessment

Partnerships between institutes of higher education and school districts have the potential to unlock great power and capability in using practical measures for instructional improvement. In this session, participants will learn about instructional improvement efforts in secondary mathematics in two districts, both of which are aiming to improve the quality of mathematical discourse in classrooms. The districts are using the same practical measures and associated data representations to assess and enhance different strategies. Presenters will highlight key features of district context, as well as practitioners' knowledge, perspectives, and practices that influence whether use of the practical measures supports rather than impairs instructional improvement efforts.

June Ahn, Associate Professor, University of California, Irvine

Starlie Chinen, Doctoral Student, University of Washington

Paul Cobb, Research Professor, Vanderbilt University

Kara Jackson, Associate Professor, University of Washington

Nicholas Kochmanski, Doctoral Student, Vanderbilt University

Jessica Slayton, Director of Mathematics, Metro Nashville Public Schools

Kimberly Tarnowiecky, 9-12 Math Facilitator, Federal Way Public Schools

E5. Improving How Early Career Teachers Learn With Disciplined Inquiry

Foothill F

Improvement Science in Practice

• Educator Development

• Improvement Capability

• Instruction & Assessment

In the current educational context, it is essential to understand how to quickly prepare novice teachers to be effective. In this session, participants will hear from two organizations that are using disciplined inquiry to improve how early career teachers learn. The Boston Teacher Residency (BTR) Early Career Teaching Network will describe how the use of disciplined inquiry methods, measures, and tools has been essential to the refining, scaling, and spreading of an instructional activity called Excavating Teaching in Boston Public Schools. Similarly, Trellis Education will share how they leverage improvement science to provide long-term support to new STEM teachers that ensures they can “walk the talk,” practicing high-quality STEM practices in their own teaching.

Julie Sloan, Director, BTR Early Career Teaching Network, Boston Teacher Residency, Boston Plan for Excellence

Brianna Wilson, Improvement Specialist, BTR Early Career Teaching Network, Boston Teacher Residency, Boston Plan for Excellence

Megan W. Taylor, CEO, Trellis Education

Wendy Yau, Data Analyst, Trellis Education

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

E6. Improving the Core: Features and Challenges of Instructionally Focused Networked Improvement Communities

Nob Hill CD

Networks in Practice

• Instruction & Assessment

Networked improvement communities (NICs) are becoming a popular strategy for work on complex problems of practice in education. Instructionally focused NICs face unique opportunities and challenges as teams grapple with how to deeply address content-specific improvement in teaching and learning. In this session, presenters identify several critical elements of instructionally focused NICs and discuss common challenges they face. Presenters will use cases from three instructionally focused NICs—the Better Math Teaching Network, the Student-Centered Assessment Network, and the Tennessee Early Literacy Network—to examine these opportunities and challenges, followed by a mediated discussion of the implications this has for the design and support of instructionally focused NICs.

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

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

Bethany Fillers, Director of Improvement Networks, Tennessee Early Literacy Network

Kirk Walters, AIR Managing Director, Better Math Teaching Network

Matthew Welch, AIR Senior Researcher, Student-Centered Assessment Network

E7. Moving From a Collaborative to an Improvement Network

Salons 1-3

Networks in Practice

• Educator Development

Establishing a networked improvement community (NIC) within an existing structure presents unique challenges. This panel discussion will highlight the process of three networks in moving toward an improvement network. Participants will hear what led these networks to shift, what cultural challenges they had to work through, and updates on their learning. Members of the Fairfax County Public Schools iLEAD team will describe their work in embedding improvement science into professional development to teacher school-based secondary literacy teams. The San Juan BOCES in Colorado will discuss their movement from a regional collaborative and their work in focusing on key regional priorities such as educator agency, personalized learning, and social-emotional learning. The Literacy Design Collaborative will present the overarching communing strategies and short-cycle Plan-Do-Study-Act (PDSA) they used to transform a loose, traditional national community of practice into a more structured improvement network with clear, measurable aims and deployment of improvement tools and principles.

Karen Herbert, Senior Program Lead, Colorado Education Initiative

Steve Otter, Director, Innovation and Collaboration, San Juan BOCES

Claire Silva, Data Specialist: Instructional Support, Fairfax County Public Schools

Paige Whitlock, Language Arts Coordinator, Fairfax County Public Schools

Megan Jensen, i3 Grant Director, Los Angeles, Literacy Design Collaborative

Chad Vignola, Executive Director, Literacy Design Collaborative

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

E8. Improvement Science for Equity: Enabling Structures and Supporting Learning

Golden Gate Ballroom A

Networks in Practice

• Equity & Achievement Gaps

• Improvement Capability

This session describes innovative pathways developed to apply networked improvement science in education with a focus on equity, diversity, and inclusion. Shift-Results and Kingmakers will share their work, explicitly with African American male teachers and K–12 students, which applies a shared theory of change and explores models of cascade mentorship within the network. Presenters will reflect on learning related to improvement networks for equity based on implementation of a collaborative within several school districts. Partners in School Innovation will describe a networked improvement community in a low-income community of color that focuses on equity issues and is facilitated by an external support provider. They will describe how they determine who will lead the work at their schools and how they match service levels to the needs of participating schools. Much of the session will focus on the adult learning practices that pervade the network sessions and follow-up coaching, as well as how they measure progress and reflect upon data from the assessments they use.

Shay L. Bluemer-Miroite, Lead Improvement Advisor, Shift-Results

Gerald Williams, Vice President of Research Assessment and Data, Kingmakers of Oakland

Matt Duffy, Superintendent, West Contra Costa Unified School District

Tovi Scruggs, Regional Executive Director, California, Partners in School Innovation

Jon Norman (moderator), Associate, Managing Director, Evidence and Analytics, Carnegie Foundation

E9. Spotlight on Memphis KIPP Wheatley Learning Collaborative, KIPP Foundation

Salons 14-15

Networks in Practice

• Data & Measurement

• Improvement Capability

This session focuses on KIPP (Knowledge Is Power Program), which, with four other charter management organizations (CMOs) in Memphis, formed the Memphis KIPP Wheatley Learning Collaborative. Their aim is to improve literacy instruction, and thus literacy achievement, for students across the city of Memphis. The presenters will delve into their analysis that points to teacher and leader literacy content knowledge as a primary driver for increasing student learning; their series of change ideas and weekly meeting cycles; and a collaborative structure of learning sessions, virtual professional learning communities (PLCs), and site visits. Codifying the key practice of leading lesson internalization meetings and using weekly and quarterly teacher and leader data and student achievement data, KIPP Wheatley Learning Collaborative catalyzed improvements in teacher practice and student mastery for all their students.

Heidi Fisher, Senior Manager, KIPP Wheatley Learning Collaborative, KIPP Foundation

Daniel Sonnier, ELA Achievement Director, KIPP Foundation

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

E10. Executive Leadership Framework for System Transformation to a Continuously Improving Organization

Foothill C

Leadership for Improvement

The Carnegie Foundation's Executive Leadership for Improvement inquiry project has sought to examine questions regarding how executive leaders in education transform their organizations to develop the conditions and capacity for continuous improvement. The resulting preliminary Executive Leadership Framework, which identifies exemplary practices in multiple domains of executive leaders' work, is intended to inform the work of current and aspiring executive leaders, as well as the institutions and policymakers who develop and impact them. This session provides an opportunity for participants to examine the current evolution of the framework, hear real-life examples from panelists to enliven it, and reflect together on its utility in informing executive leadership for improvement.

Patricia Greco, Superintendent Emerita, School District of Menomonee Falls; Senior Director of Thought Leadership, Studebaker Education; Senior Fellow, Carnegie Foundation

Michael Hanson, Former Superintendent, Fresno Unified School District; Senior Fellow, Carnegie Foundation

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

Simone Palmer (moderator), Networked Improvement Science Fellow, Carnegie Foundation

E11. Spotlight on the Center for Urban Education Leadership, University of Illinois at Chicago

Salons 10-11

Leadership for Improvement

Equity & Achievement Gaps

Higher Education

Improvement Capability

“What would it take to produce urban school principals who lead schools to significantly improved student learning outcomes, and who do so as a rule rather than as a rare exception to the rule?” The Center for Urban Education Leadership (CUEL) and the Ed.D. Program in Urban Education Leadership at the University of Illinois at Chicago address this question through continuous improvement practices occurring at multiple levels: school leadership capacity to transform schools as organizations to improve outcomes for students of color from low-income families; transformation of university organization, norms, and practices to prepare and develop schools leaders for their capacity-building roles; and policy and institutional change at local and state levels to support university/district partnerships to better prepare school leaders. Chicago Public Schools (CPS)—made up of 90% students of color and 85% students from low-income families—has, over the life of the Center’s program, improved more in standardized test scores than any of the other 55 large districts in Illinois. And nearly all observers agree that improvements in student learning in CPS cannot be fully explained without reference to the CPS systemwide investment in and focus on leadership development. Attendees will have the opportunity to explore the distinguishing features of the approach, including the information system, approach to measurement, and mixed inquiry methods.

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

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

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

E12. State-Level Partnerships for Student Success: Improving Systems in a Context of Continuous Improvement

Salons 12-13

Leadership for Improvement

Equity & Achievement Gaps

Data & Measurement

This session will examine efforts by a state-level partnership in California—the CORE Districts, a nonprofit collaborative of eight districts representing over one million students—to leverage improvement community structures and a whole-child, whole-school data and analytics system in support of improving student learning. A sequel to sessions in the prior four years, CORE will share the latest part of their collaborative journey: supporting improvement work happening on the ground in schools within the CORE Improvement Community, focused on improving mathematics achievement. CORE’s team of staff, superintendents, and principals will highlight lessons learned about leadership moves and structures that empower school site educators to collaboratively improve their practice.

Jorge Aguilar, Superintendent, Sacramento City Unified School District

Heather Hough, Executive Director, Policy Analysis for California Education

Kyla Johnson-Trammell, Superintendent, Oakland Unified School District

Vincent Matthews, Superintendent, San Francisco Unified School District

Rick Miller, Executive Director, CORE Districts

E13. State of the Art: Navigating State Education Policy to Advance Continuous Improvement

Nob Hill AB

Leadership for Improvement

A panel of policy experts from state-focused national organizations will explore the challenges and opportunities in state education policy for advancing continuous improvement and practical strategies for moving forward in the years ahead, including the implementation of key components in the Every Student Succeeds Act (ESSA). The session will include facilitated panel conversations, audience elbow-partner chats and full group dialogues among the audience participants and panelists.

Seth Gerson, Program Director, National Governors Association

Sara Kerr, Vice President of Education Policy Implementation, Results for America

Rosalyn Rice-Harris, Program Director, School Improvement, Council for Chief State School Officers

Jim Kohlmoos (moderator), Principal, EDGE Consulting Partners; Senior Fellow, Carnegie Foundation

11:30am – 12:45pm

LUNCH

Grand Assembly

If you indicated a dietary restriction in your registration, your lunch will be available on the “Special Meals” table in the Grand Assembly next to Registration.

NETWORK WITH SUMMIT COLLEAGUES DURING LUNCH

11:30am – 12:45pm

LUNCH ROUNDTABLE CONVERSATIONS

South Grand Assembly

Join facilitated lunch conversations on problems of practice to share challenges, experiences, and actionable improvement strategies. Grab a lunch and head to the far end of the Grand Assembly for discussions on the topics that follow. Plan to come early, as space is limited.

Applying Improvement in Special Education

Heidi Espindola, STEM Coordinator, Placer County Office of Education

Kathryn Ferreira, Director, Continuous Improvement and Support, Placer County Office of Education

Improving Proficiency in Early Literacy

Sharon Greenberg, Improvement Advisor, Education and Literacy Consultant

Amy Smith, Reading Recovery Teacher Leader, Madison County Schools

Improving Proficiency in Middle-Grade Mathematics

Mary Lee, Math Training Specialist, Sacramento City Unified School District

Stephanie Verners, Mathematics Specialist, Tulare County Office of Education

Kim Webb, Mathematics Specialist, Tulare County Office of Education

Reducing Chronic Absenteeism

Timothy Moon, Chief Accountability Officer, Syracuse City School District

Bi Vuong, Director, Proving Ground, Center for Education Policy Research at Harvard University

11:30am – 12:45pm

LUNCH MEETUPS

See room locations below

Connect with colleagues. Discuss challenges. Share your best practices. There's no formal agenda, just an opportunity to meet up during lunch. And, if you would like, stay connected virtually after the Summit ends. Just grab a lunch and go to the assigned location.

Educator to Educator

Salons 4-6

Meet with other educators applying continuous improvement approaches to teacher practice and leadership.

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

Designers for Equity

Salons 10-11

Engage with other leaders infusing equity into their continuous improvement efforts.

Juanita Zerda, Chief Program Officer, Rennie Center for Education Research & Policy

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

Designers of Improvement Platforms

Salons 14-15

Join other designers and engineers supporting educational technologies in service/support for improvement.

Jojo Manai, Senior Associate, Managing Director, Collaborative Technology, Carnegie Foundation



12:45pm – 2:00pm

BREAKOUT SESSIONS—SET F

F1. Surfacing and Building on Bright Spots to Guide Improvement

Salons 4-6

Methods of Improvement Science & Networks

Improvement Capability

A central principle of improvement is the need to understand the problem. And as Dan Heath noted in his Summit keynote last year, to inspire change across a system, negative variation needs to decrease and positive variation needs to increase. In this workshop, we will share strategies and tools for surfacing and building on bright spots when launching and sustaining improvement work. In particular, participants will experience a success analysis protocol in small groups that they can then use in their own contexts. The protocol encourages people to reflect on high points, identify the conditions that made them possible, and generate high-leverage change ideas to move their improvement work forward. This session will be highly interactive, thereby providing participants a chance to reflect on successes in their own improvement work, experience a powerful protocol, and practice/debrief facilitation.

Stacey Caillier, Director, Center for Research on Equity and Innovation (CREI) and Deeper Learning Hub, High Tech High Graduate School of Education

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

Christina Dixon, Associate, Networked Improvement Science, Carnegie Foundation

F2. The Engine for Improvement: Coaching PDSA Cycles

Golden Gate Ballroom A

Methods of Improvement Science & Networks

Educator Development

Improvement Capability

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

Alicia Grunow, Co-Founder and Improvement Specialist, Improvement Collective; Senior Fellow, Carnegie Foundation

Benjamin Cooper, Networked Improvement Science Fellow, Carnegie Foundation

LaRena Heath, Networked Improvement Science Fellow, Carnegie Foundation

Edit Khachatryan, Associate, Networked Improvement Science, Carnegie Foundation

F3. Seeing the System: Linkage of Processes

Salon 7

Methods of Improvement Science & Networks

Improvement Capability

Educational systems are highly complex, with multiple interrelated processes coming together to produce the outcomes we currently achieve. 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” that is used to visualize the key processes in an organization and how they interconnect. (Advanced)

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

Kelly McMahon, Networked Improvement Science Fellow, Carnegie Foundation

Emma Parkerson, Associate, Networked Improvement Science, Carnegie Foundation

Camila Velasquez, Post-Baccalaureate Fellow, Networked Improvement Science, Carnegie Foundation

F4. Fostering a Shared Identity Through the Power of Narrative

Salons 14-15

Methods of Improvement Science & Networks

A dynamic and unified narrative fosters an improvement community’s vital norms and identity. This session draws on the experiences of the National Writing Project and provides an interactive process for participants to understand the power of narrative and to learn strategies and routines to lead their improvement team in crafting a collective narrative.

Simone Palmer, Networked Improvement Science Fellow, Carnegie Foundation

Melissa Bowden, Post-Baccalaureate Fellow, Educative Communications, Carnegie Foundation

Melissa Chabran, Associate, Managing Director, Networked Improvement Science, Carnegie Foundation

Elyse Eidman-Aadahl, Executive Director, National Writing Project

F5. Using Improvement Science for Teaching Diverse Learners

Salons 1-3

Methods of Improvement Science & Networks

• Educator Development

• Equity & Achievement Gaps

• Higher Education

Language and its role in a learner's ability to process and acquire knowledge and skills is an essential factor in our ability to support the needs of diverse learner populations. In this session, participants will hear about two teacher education programs that use the principles of improvement to prepare educators for teaching diverse learners. Participants will learn about a pedagogical approach at Arizona State University that resulted in the improved development of teachers as they prepared their classroom environments for the diverse needs of their English language learners. Presenters from the University at Albany will share how pre-service preparation faculty have used improvement science to address teacher staffing shortfalls in local districts.

Melanie Baca, Business Analyst, Arizona State University

Malissa Chavez-Thibault, Instructional Coach, iTeachELLs

Gretchen Oliver, Visiting Assistant Professor, University at Albany

Kristen C. Wilcox, Associate Professor, University at Albany

Catherine Miller (moderator), Associate, Learning Resource Design and Development, Carnegie Foundation

F6. Getting Better Results for Students Using Improvement Science

Foothill G

Networks in Practice

• Instruction & Assessment

Understanding both the challenges and successes involved with engaging in an improvement process is key to learning from it. Participants will hear from two organizations working to improve outcomes on two different student-level problems. Eight districts and the state of Ohio are working collaboratively with Proving Ground to address chronic absenteeism. Participants will hear from different partner districts about their experience using the continuous improvement process, their work with the network, and the actions they are currently taking to address chronic absenteeism. Participants will also hear from an innovative statewide networked improvement community in Virginia working with 11 districts—rural, suburban, and urban. They have been working in collaboration to address the support assessment for, not of, learning.

Beth Blankenship, Education Specialist, Fairfax County Public Schools

Melissa Ponce, Program Director, EdLeader21

Timothy Moon, Chief Accountability Officer, Syracuse City School District

Bi Vuong, Director, Proving Ground, Center for Education Policy Research at Harvard University

David Sherer (moderator), Associate, Evidence and Analytics, Carnegie Foundation

F7. Building Relationships and Scaling Systems That Support All Students

Nob Hill CD

Networks in Practice

• Equity & Achievement Gaps

• Spread & Scale

Through panel discussion, role-play, and an interactive I-Time lesson, this session will explore the impact and lessons learned from the BARR Network's growth to over 100 schools nationwide. Presenters will share insights into the network's proven strategies to close achievement gaps in course completion and graduation rates, as well as BARR's theory of improvement and its use of shared measurement and disciplined methods of improvement. Participants will gain greater knowledge of the strategies and structures used to develop and scale the BARR Network, and a better understanding of how school systems can empower educators and support all students.

Maryann Corsello, Director of Quality and Analytics, BARR Center

Christi Barrett, Superintendent, Hemet Unified School District

Sue Brown, BARR Program Oversight Hemet Unified School District; BARR Coach/Trainer

Tracy Chambers, Assistant Superintendent, Educational Services, Hemet Unified School District

Rob Metz, Deputy Director, BARR Center

F8. Building and Engaging a Network

Foothill E

Networks in Practice

• Equity & Achievement Gaps

Initiating and sustaining a networked improvement community (NIC) requires creating a shared sense of community among network members and building will for the work and momentum to be sustained. This session will consider the case of two NICs that engaged members to build and scale their network. Washington STEM will describe scaling its 11 regional STEM networks that support 78% of the state's students and explore case studies to identify best practices for growing connections between business, education, and community; catalyzing regional system change; scaling change in practice of local practitioners; advocating for education that supports local workforce demand; and aligning sector strategies to increase student success. The Rural Math Innovation Network is a virtual NIC of middle and high school teachers collaborating to create, implement, and refine lessons and practices that help students develop growth mindsets and self-efficacy in mathematics. Attendees will experience the technologies used by teachers for collaboration and peer critique, and learn about how project activities are impacting student motivation and learning.

Kenn Barron, Professor of Psychology & Co-Director of the Motivation Research Institute, James Madison University

Jennifer Stevens, President and CEO, Virginia Advanced Study Strategies

Jenée Myers-Twitchell, Impact Director, Washington STEM

Andy Shouse, Chief Program Officer, Washington STEM

Barbara Shreve (moderator), Associate, Networked Improvement Science, Carnegie Foundation

F9. Spotlight on StriveTogether and United Way of Salt Lake

Salons 10-11

Networks in Practice

• Equity & Achievement Gaps

• Improvement Capability

Building a culture of improvement across a community is essential for the success of collective impact partnerships and the communities in which they work. To support communities in this work, StriveTogether, a national leader in collective impact, has designed impact and improvement networks to help diverse community partners align their efforts, while building their capability in improvement methodologies that can be spread and applied across organizations and a variety of challenges. Join this session to learn how United Way of Salt Lake applied StriveTogether's impact and improvement network method to improve the quality of life for the children of Salt Lake. Their networked improvement approach brought together multiple stakeholders around a common problem of chronic absenteeism; leveraged diverse expertise; and developed the disciplined use of improvement methods, tools, and data to track progress and inform subsequent improvement efforts. Participants will learn how their work in the impact and improvement network was leveraged to spread improvement practices across multiple networks, partners, and initiatives through the Promise Partnership of Salt Lake.

Tyler Asman, Senior Director of Learning and Improvement, United Way of Salt Lake

Heidi Black, Director of Collaborative Improvement, StriveTogether

Penny Carver (moderator), Principal, Carver & Company; Senior Fellow, Carnegie Foundation

F10. Superintendents' Reflections on Leading Improvement: Lessons for Leaders

Salons 12-13

Leadership for Improvement

• Data & Measurement

In this session, former Superintendent of Sanger School District Matt Navo and Sacramento City Unified School District Superintendent Jorge Aguilar will share critical lessons about building improvement cultures in their districts. Superintendent Navo emphasizes the importance of connecting to why improvement science is important and where it resides in the course of the actions of the organization. Superintendent Aguilar introduced the guiding principle in which all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. He provided training about improvement science principles and proposed that learning flow from the central office instructional leadership and principal supervisors to principals to school leadership teams. The plan fell short. He will share his critical lesson learned.

Jorge A. Aguilar, Superintendent, Sacramento City Unified School District

Iris Taylor, Chief Academic Officer, Sacramento City Unified School District

Matt Navo, Former Superintendent, Sanger School District; Director of System Transformation, WestEd

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

F11. Establishing a School's Culture for Improvement: Leadership Lessons From the First Few Years

Foothill C

Leadership for Improvement

• Educator Development

• Improvement Capability

This session will share how a principal of a transitional kindergarten–6th grade public school in Sacramento, CA, established a schoolwide culture of improvement. Over the past three years, the school leadership team and staff applied the Six Core Principles of Improvement to establish professional norms, create a vision for learning, and develop a plan for improving student outcomes. After the second year of implementation, students' academic performance scores on California's statewide assessments increased in English language arts (6%) and mathematics (8%). The presenters will share their challenges and successes in designing protocols, tools, and professional learning opportunities that engage teachers in improvement science practices.

Gianfranco Tornatore, Principal, Del Dayo Elementary School, San Juan Unified School District

Catherine Zanetti, Teacher, Del Dayo Elementary School, San Juan Unified School District

FI2. Quality and Equality in American Education: Forging the Way Forward

Nob Hill AB

Leadership for Improvement

This session will focus on the need for both quality and equality in our nation's schools. What might such a school look like? How might schools mobilize policy, practitioners, and communities to help realize this vision? Mike Smith, former Undersecretary and Acting Deputy Secretary of the U.S. Department of Education, and his colleague and coauthor, Jennifer O'Day, will sketch a vision of what such schools might look like and suggest ways to mobilize policy, practitioners, and communities to help realize the vision. Their presentation builds on their earlier work on systemic reform and is based on their new book, coming out later this year. Mike Hanson, former Fresno Unified School District Superintendent, will provide personal reflections, and together they will engage the attendees in a deeper discussion about quality and equality.

Jennifer O'Day, Institute Fellow, American Institutes for Research

Marshall (Mike) Smith, Former Undersecretary and Acting Deputy Secretary, U.S. Department of Education; Senior Fellow, Carnegie Foundation

Michael Hanson (reflector), Former Superintendent, Fresno Unified School District; Senior Fellow, Carnegie Foundation

FI3. Improving What Matters to Young People Foothill F

Improvement Science in Practice

Improvement Capability

With limited time and resources, the choice of what to improve is critical. Following the improvement mantras of “all teach, all learn” and “don’t automate bad processes” we will join young people in exploring what is worth improving. Come ready to look at your improvement aims and causal systems from different directions. (Sponsored by the W.K. Kellogg Foundation)

Students, Big Picture Schools in California

Javier Guzman, Regional Director, Big Picture Learning

Loren Demeroutis, School Design Coach, Big Picture Learning

Eva Mejia, Chief Program and Strategy Officer, Big Picture Learning

2:30pm – 3:30pm

KEYNOTE

Salons 7-9

Nikole Hannah-Jones, Investigative Reporter, The New York Times Magazine



2:30pm – 3:30pm

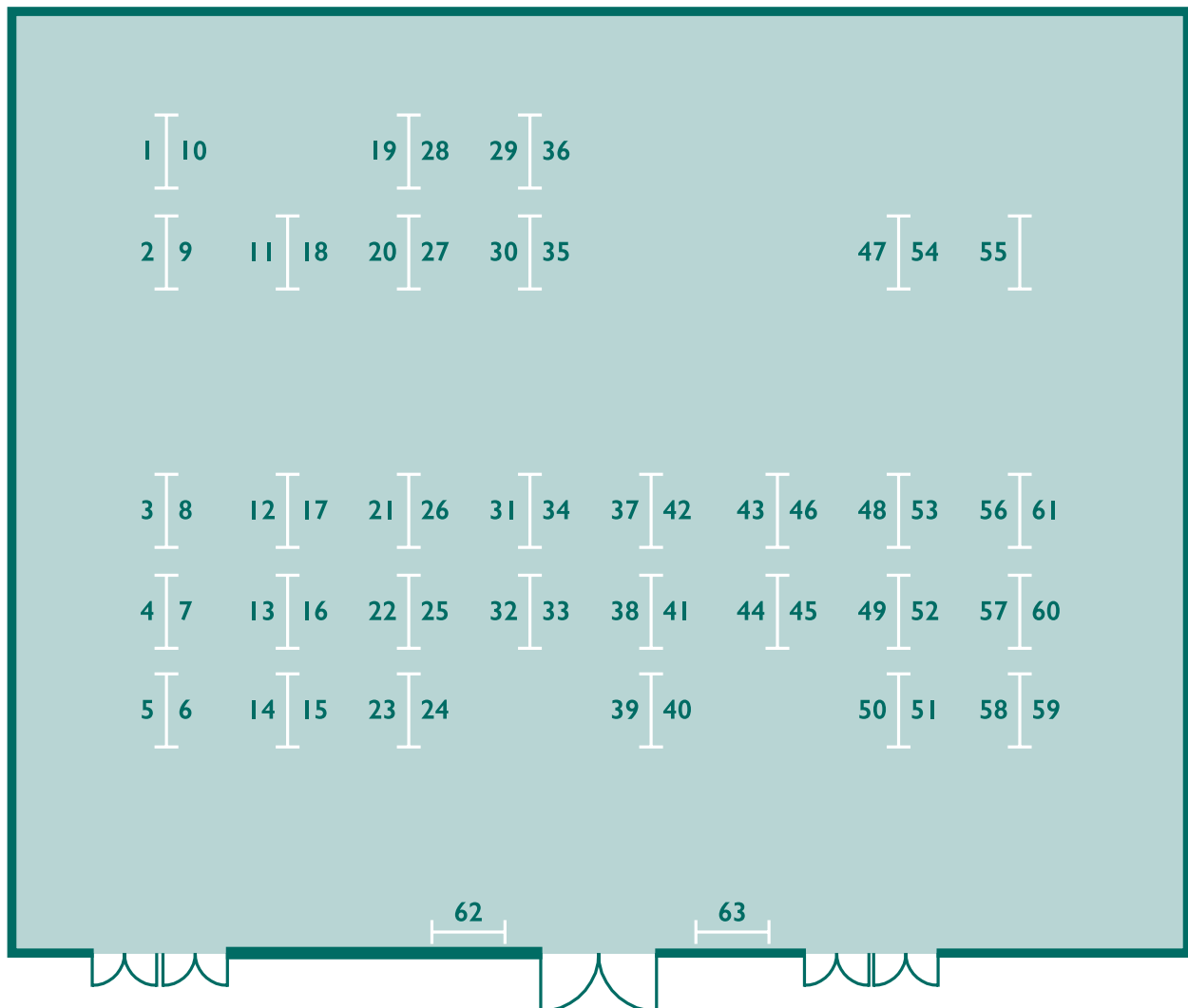
KEYNOTE

Salons 7-9

Nikole Hannah-Jones, Investigative Reporter, The New York Times Magazine

Nikole Hannah-Jones is an award-winning investigative reporter and MacArthur Fellow who covers racial injustice for *The New York Times Magazine*. Hannah-Jones' print and radio work chronicles intentional and persistent racial inequity in education and housing, including a feature on the 1968 Fair Housing Act and the controversial *Fisher v. University of Texas* affirmative action Supreme Court case.

Golden Gate Ballroom BC



POSTER GALLERY KEY

Posters are organized by area of focus.

DATA & MEASUREMENT: 1-6

EDUCATOR DEVELOPMENT: 7-17

EQUITY & ACHIEVEMENT GAPS: 18-31

HIGHER EDUCATION: 32-33

IMPROVEMENT CAPABILITY: 34-51

INSTRUCTION & ASSESSMENT: 52-59

SPREAD & SCALE: 60-61

RESOURCES: 62-63

Poster Directory

The poster gallery includes more than 60 posters and their presenters representing a wide array of improvement efforts. For ease of reference, posters are organized by seven areas of focus.

Data & Measurement

1 Case Study: Designing Data Structures That Build a Culture of Improvement at Youngstown City Schools

Gregory Kibler, Deputy Chief of Data, Youngstown City School District
Sasha Kapur, Senior Client Success Manager, KickUp

2 Data Analytics for Leadership Improvement in Education

Xyanthine Parillon, Founder, Principal, Biomed Careers

3 Improving the Faculty Evaluation Process and Outcome One Aspect at a Time

Paulette Di Angi, Executive Director of Institutional Effectiveness, MGH Institute of Health Professions

4 Leading With Knowledge: Understanding What Works and for Whom With Rapid Cycle Evaluation

Mikia Manley, Research Analyst, Mathematica Policy Research
Kristin Hallgren, Senior Researcher, Mathematica Policy Research

5 Strategic Data Project: Putting the “Prove” in School System Improvement

Miriam Greenberg, Director, Strategic Data Project at the Center for Education Policy Research at Harvard University

6 Trust the Data: A Framework for Taking Action With Confidence

Rachel Anderson, Director, Policy and Practice, Data Quality Campaign

Educator Development

7 CENTRS: Collaboration to Ensure New Teacher Retention and Success

Andrea Giunta, Senior Policy Analyst, National Education Association
Theresa Willems, Executive Director, Green Bay Area Public Schools

8 Deliberate Haste: Designing a Multiple-Measure Evaluation Process for Non-Classroom Teachers

Martha V. Cortes, Program and Policy Development Coordinator, Los Angeles Unified School District

Jolene Chavira, Program and Policy Development Advisor, Los Angeles Unified School District

Nancy Concha, Educator Development and Support Coordinator, Los Angeles Unified School District

9 Demystifying Civil Service for New York City Department of Education Staff and Leveraging the System for Their Career Advancement

Brian Hartle, Associate Director, Talent, New York City Department of Education, Division of Teaching and Learning

Verlene Davidson, Senior Analyst, Finance and Procurement, New York City Department of Education, Division of Teaching and Learning

10 First Things First: Getting Clear on the Problem to Be Solved

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

11 The Dynamic Transformation of a Principal Preparation Program

Salwa Zaki, Professional Learning Director, Washoe County School District

12 Neither Bottom-Up nor Top-Down: How a Teachers’ Network Is Transforming a Public Education System

Carlos Uehara, Project Coordinator, Lemann Foundation

Scheherazade Salimi, Consultant, Center for Public Research and Leadership at Columbia University

13 Principal Talent Management: Keeping Our Principals

Anne Wicks, Director of Education Reform, George W. Bush Institute

14 Pushing Historic Boundaries: Expanding a Statewide Networked Improvement Community of Universities to Include P–12 Environments

Sean Lancaster, Professor, Grand Valley State University

15 Supporting Teachers to Improve Their Practice

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

16 Teachers Leading Change: Elevating Collective Efficacy Through Action Research

Nicolette Smith, K–12 Professional Learning Facilitator, Northwest Regional Professional Development Program

Angela Orr, K–12 Social Studies Coordinator, Washoe County School District

Kristin Campbell, K–12 Professional Learning Facilitator, Northwest Regional Professional Development Program

17 Using Improvement Science to Prepare Principals in Paradise

Steve Nakasato, Director, Policy, Innovation, Planning, and Evaluation (PIPE)

Equity & Achievement Gaps

18 Better Together: Improving Educational Opportunities Through Collaborative P–20 Networks

Dewayne Morgan, P–20 Director, University System of Maryland

19 Building Equitable Learning Environments (BELE) Network

Shay Bluemer Miroite, Lead Improvement Advisor, Shift-Results; Partner, BELE Network Learning

20 Creating an Improvement Network to Enhance an English Language Learning Program in a Rural Community

María Paz Collao, We Learn Program Coordinator, Fundación Educacional Oportunidad

Marcela Marzolo, Executive Director, Fundación Educacional Oportunidad

21 Establishing a Networked Improvement Community to Prepare Teachers for Multilingual Students

Carlos Sandoval, Doctoral Student, University of California, Irvine

22 Evidence-Based Storytelling in Improvement Science

Barnett Berry, Founder, Center for Teaching Quality

Kathrine Morillo-Shone, Director, Equity and Professional Learning, Pomona Unified School District

23 Global Competency: Preparing Students for 2030 and Beyond

Beate Winkler Nguyen, Principal and Global Competency Expert, Archdiocese of Los Angeles/St. Augustine School

24 Leading for Equity Through Continuous Improvement

Barbara Mullen, Director, The Learning Leader Network, CLEE, Center for Leadership and Educational Equity

Michelle Li, Continuous Improvement Coach and Facilitator, Center for Leadership and Educational Equity

25 Leading From Within to Better Serve Targeted Populations: Understanding Educator Dispositions About Diverse Learners

Malissa Thibault, Instructional Coach, Arizona State University

Calvin Stocker, Director of Partnerships, YES Prep

Melanie Baca, Business Analyst, Arizona State University

26 PDSA Cycles in Action: Promising Practices for Real-World Application

Nora Guyer, Engagement Manager, Mass Insight Education & Research

Hilary Kopp, Consultant, Mass Insight Education & Research

27 Scaling a Network of Teacher Educators Focused on Culturally and Linguistically Diverse Learners

Silvia Aparicio, Instructional Coach, Arizona State University

Wendy Farr, Director, Arizona State University

28 School-Based Capacity-Building From the Outside: How to Use Improvement Science in Central Administration to Support School-Level Change

Liliana Donchik Belkin, Director of School Support, Grades 9–14 Early College and Career Schools, Office of Postsecondary Readiness, New York City Department of Education

29 Seeing the System of Adult Learning: Using Evidence to Advance Equity

Christopher Thorn, Chief of Program and Operations, Partners in School Innovation

30 Summit Public Schools Networked Improvement Community and Site-Based Research

Giovanna Santimauro, Manager of Continuous Improvement, Summit Public Schools

Kyle Moyer, Director of Continuous Improvement, Summit Public Schools

31 System-Level Leadership for Equity: Nurturing a Community of Learning and Practice

Joshua Starr, CEO, PDK International

Reginald Johnson, Chief Program Officer, PDK International

Higher Education

32 Completing Statway in High School: A Networked Approach to Improving College Access and Mathematics Success

Karen Miles, California Partnership Director, Higher Aims/Carnegie Math Pathways, WestEd

Alicia Bowman, Improvement Specialist, WestEd

Kate Hirschboeck, Improvement Specialist, WestEd

Corey Donahue, Improvement Specialist, WestEd

33 Network Improvement Communities: Implications for Collaboration Formation and Sustained Organizational Change

Alexander Gardner, Research Associate, Michigan State University

Marilyn Amey, Faculty, Michigan State University

Improvement Capability

34 Creating and Sustaining Networked Improvement Communities in Schools and Districts

Lynda Tredway, Program Coordinator, East Carolina University

Matthew Militello, Professor, Educational Leadership, East Carolina University

Poster Directory

35 Different Strokes for Different Folks: Unique Network Improvement Community Characteristics and Challenges

Heidi Espindola, STEM Coordinator, Placer County Office of Education
Kathryn Ferreira, Director, Continuous Improvement and Support, Placer County Office of Education

36 An Examination of the Selection Process of Schools for Networked Improvement Community Participation

Shelley Vail-Smith, Deputy Superintendent, Jefferson County
Rana Al-Khatib Eloubeidi, Instructor, Birmingham Southern College

37 How District Staff Use Improvement Science to Enhance Their Specialized Work

Marian Robinson, Assistant Professor of Educational Leadership, George Washington University

38 How to Track Improvement in a Meta-Network: Sharing Lessons Learned and Best Practices

Dereck Norville-Bowie, Senior Manager of Improvement Analytics, National Board for Professional Teaching Standards

39 Improvement InQuiry: An Empirical Approach to Leading Community-Engaged Improvement

Rick McCown, Professor, Duquesne University
Matt Militello, Professor, East Carolina University
Peter Mathis, Assistant Head of Junior School, Shady Side Academy

40 Increasing English Learner Redesignation Rates: Journey of a Professional Learning

Angelina McNamara, Executive Leadership Coach, Fresno County Superintendent of Schools
Amber Jacobo-Roush, Data & Improvement Specialist, Fresno County Superintendent of Schools

41 Leveraging Human-Centered Design Approaches to Initiating a Networked Learning Community Focused on Ambitious Learning

Jason Pasatta, Director of Innovation Services, Ottawa Area Intermediate School District
Lisa Miller, Director, Meijer Campus in Holland, Grand Valley State University

42 Leveraging Improvement Science to Drive School Improvement Planning in the ACTION Zone

Connor Allman, Director, Aurora Public Schools
Andrea Wolfe, Managing Director, Mass Insight Education & Research

43 Preparing Schools to Successfully Participate in Networked Improvement Communities

Kristen Rohanna, Director of Evaluation & Learning, University of California, Los Angeles
Theodore Sagun, Associate Director of Mathematics, Center X, University of California, Los Angeles
Sarah Bang, Director of TIES-IN, University of California, Los Angeles

44 The Science of Supporting Instructional Change Through a Networked Improvement Community

Dominique Bradley, Researcher, American Institutes for Research

45 Sensemaking in Action: How One Networked Improvement Community Began to Understand Its Chosen Problem of Practice

Bethany Fillers, Director of Improvement Networks, Tennessee Early Literacy Network

46 Start Small, Learn Fast: Improving High School Readiness at a High-Poverty Middle School

John Dues, Chief Learning Officer and SPI Director, United Schools Network

47 A Study of Networked Improvement Communities

Rana Al-Khatib Eloubeidi, Instructor, Birmingham Southern College
Peggy Connell, Associate Professor, Samford University

48 Transforming Culture: First Accountability, Then Improvement

Natalie Harder, Chancellor, South Louisiana Community College
Charles Miller, Associate Vice Chancellor, South Louisiana Community College

49 Using Rapid Prototyping to Drive Innovation and Results

Chad Vignola, Executive Director, Literacy Design Collaborative
Megan Jensen, i3 Grant Director, Los Angeles, Literacy Design Collaborative
Michelle Kendrick, Program Coordinator, eMINTS National Center

50 Using the Right Tools for the Challenge at Hand

Corey Golla, Superintendent, School District of Menomonee Falls
Suzanne Thomas, Director of Quality and Analytics, School District of Menomonee Falls

51 Work Smarter, Not Harder: Building Capacity at All Levels for a Strong, Sustainable Multi-Tier System of Supports Model

Melanie Taylor, Deputy Superintendent of Curriculum and Instruction, Iredell-Statesville Schools
Kim Rector, Director of Curriculum Support, Iredell-Statesville Schools

Instruction & Assessment

52 Engaged, Enriched, Empowered

Nicole Reeves, Specialist, AdvancED/Measured Progress

53 Fostering Excellent Teaching and Learning Practices Through Networked Improvement Communities

Levi Patrick, Assistant Executive Director of Curriculum and Instruction, Oklahoma State Department of Education
Dawn Irons, Director, Oklahoma Excel, Oklahoma State Department of Education
Kirk Walters, Managing Researcher, American Institutes for Research

54 Leading the Change: Using Improvement Strategies to Implement Instructional Materials

Shannah Estep, Outreach Specialist, EdReports

Allison Carter, Vice President of Networks and Innovation, Pivot Learning

Stephanie Gregson, Executive Director, Instructional Quality Commission and Director, Curriculum Frameworks & Instructional Resources Division, California Department of Education

Elizabeth Maki, Program Manager, Pivot Learning

55 Multi-Level, Job-Embedded Coaching as a Foundation for Future Literacy Success

Michelle Rodriguez, Superintendent of Schools, Pajaro Valley Unified School District

Lynda Pate, Coordinator, Early Literacy, Pajaro Valley Unified School District

Andrea Willy, Grant Writer, Pajaro Valley Unified School District

56 A Next-Generation Approach to Professional Learning Communities: Visibly Improving Teaching and Learning Through Collaboration

Robert Rosenfeld, Senior Manager, Field Services, WestEd

57 Scaling Personalized Student-Centered Learning Through Future-Ready Schools Networked Communities

Avril Smart Goggans, Research and Engagement Manager, Alliance for Excellent Education

58 Systems for Progress Monitoring and Continuous Improvement in a Large New York City Network

Jennie Brotman, Director of Service Design, Teaching Matters

Jen Gleason, Senior Educational Consultant, Teaching Matters

59 Using Disciplined Inquiry to Personalize Learning

Erin Figula, Director of Professional Learning, LEAP Innovations

Brian Johnson, Senior Manager of School Supports, LEAP Innovations

Spread & Scale

60 Restructuring College Systems to Improve Outcomes

Ravinder Dayal, Vice President, Provost, Carrington College

Shelly DuBois, Chief Operating Officer, Carrington College

61 Will It Work Here? Generalizing Education Evidence From One Context to Another

Vincent Quan, Policy Manager/Education Sector Manager, J-PAL North America at MIT

Resources

62 Improvement Resources

The Improvement Resources table showcases selected publications about improvement science and networks. Grab a copy of our improvement reading list and receive discount codes on select publications.

63 Job Board

Post job openings and check for opportunities at the Job Board. Take the next step in your improvement career.

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

Jonathan R. Dolle, Senior Research Associate, WestEd

Shelah Feldstein, Central Valley Networked Improvement Community Director, Tulare County Office of Education

Patricia Greco, Superintendent Emerita, School District of Menomonee Falls; Senior Director of Thought Leadership, Studer Education; Senior Fellow, Carnegie Foundation

Sharon Greenberg, Improvement Advisor, Education and Literacy Consultant

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Michelle Steagall, Chief Academic Officer, CORE Districts

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Jane Taylor, Improvement Advisor, Institute for Healthcare Improvement

Alicia Wolcott, Associate Director, Eskolta School Research and Design

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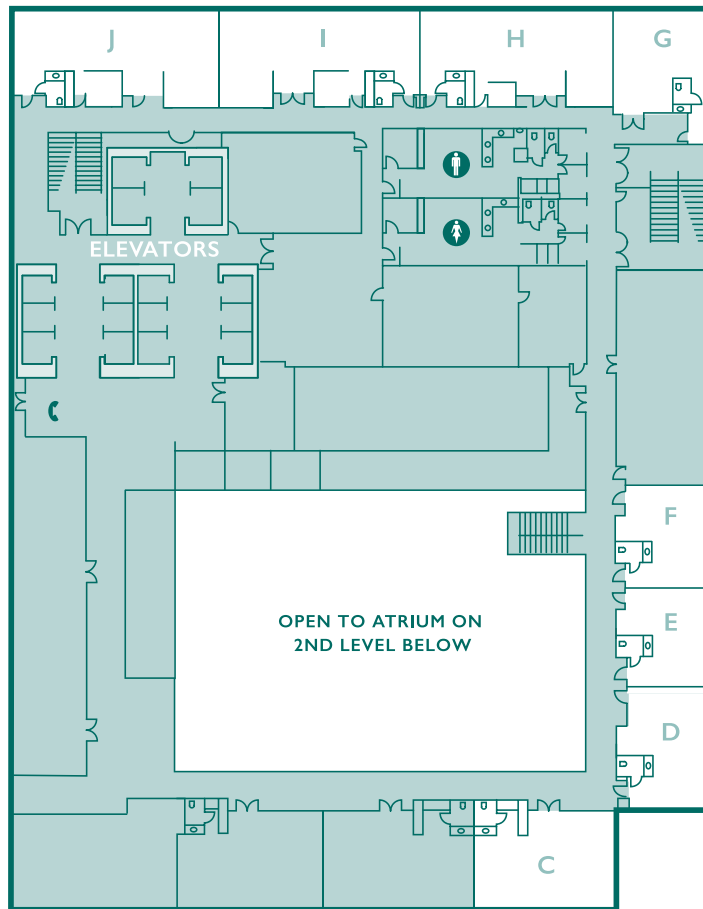


Network on LinkedIn

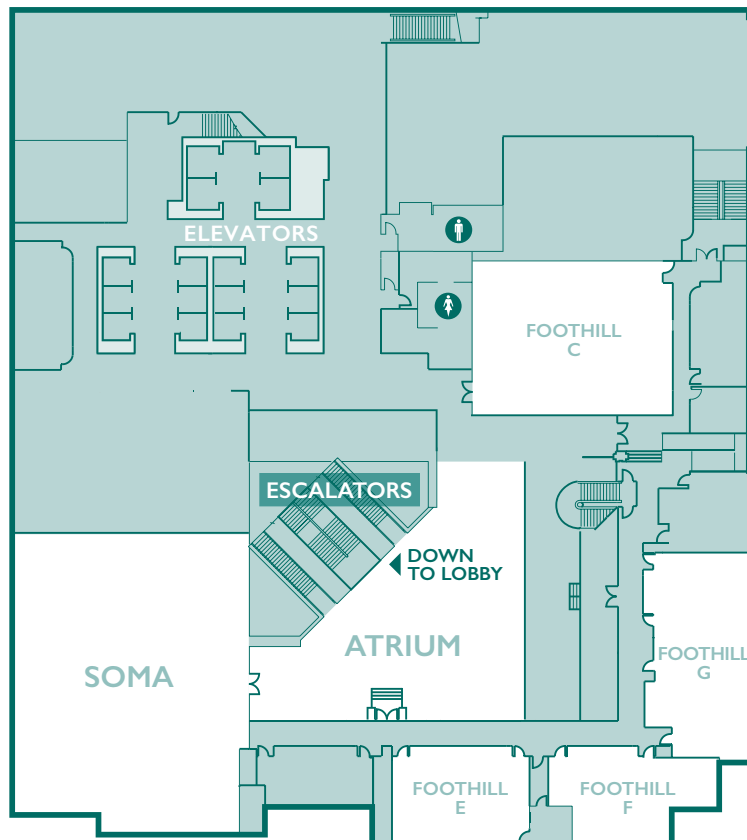
New this year, the **Continuous Improvement in Education** LinkedIn group offers a space to network with other professionals interested in engaging in the work of improvement science. Join and learn from peers involved in continuous improvement efforts, and share tools, lessons, and your own learnings.

SEARCH FOR
Continuous Improvement in Education
on LinkedIn and request to join the group!

Conference Maps



Pacific Rooms
4TH Level



Foothill Rooms
2ND Level

Conference Maps

