

# CARNEGIE FOUNDATION SUMMIT *on* IMPROVEMENT IN EDUCATION



## ONSITE PROGRAM

March 2-4, 2015  
Hyatt Regency  
San Francisco Airport

## Six Core Principles of Improvement

### CARNEGIE'S WORK IS GUIDED BY SIX CORE PRINCIPLES.

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

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

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

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

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

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

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

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

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

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

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

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

# Welcome



Welcome to the second annual Carnegie Foundation Summit on Improvement in Education. We are excited and grateful that you have joined us.

By many reports, our schools are getting better. Unfortunately, our aspirations for our education systems—more effective outcomes for more students, increased efficiency in use of resources, and greater personalization of instruction—are rising at a more rapid rate. Consequently a chasm is growing between these rapidly expanding aspirations and what our schools are able to accomplish routinely. Moreover, this chasm appears greatest for our most disadvantaged students and in our most disadvantaged schools.

Education has a learning problem. Time after time, promising education reform policies fall short of their goals and are often abandoned without learning how to make them work better. Individual practitioners seek improvement in their classrooms, schools, and districts; but these often remain isolated silos. Researchers seek to develop new tools, materials, and programs that may effect improvements for some; but they typically fail to learn how to make such outcomes occur reliably for different groups and in varied contexts. As a field, we are working hard to improve our nation's schools, yet we still see systematic failures. If we continue to pursue change in the ways we have always done, we are likely to continue to get more of the same. We need a better way.

At this Summit, we join together around the central goal of *learning to improve*. We believe that it is possible to accelerate dramatically the rate and spread of improvement when educational leaders, practitioners, and researchers join the discipline of improvement science with the capabilities of networks to foster innovation and social learning. Rather than “implementing fast and learning slow” as is the custom in education, an improvement paradigm focuses our attention on “learning fast to implement well.”

The Summit is a convening context for the education field. It is a place where we come together to share insights with others who are dedicated to learning to improve. It is a place to challenge dysfunctional norms, to learn new practices, to concentrate our efforts, and to reinforce our commitments. Together we can build a movement to achieve the changes we know our students need and deserve.

Warmest regards,

A handwritten signature in dark ink, appearing to read 'g s Bryk'.

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

## Our Mission

The Carnegie Foundation for the Advancement of Teaching is committed to developing networks of ideas, individuals, and institutions to advance teaching and learning. We join together scholars, practitioners, and designers in new ways to solve problems of educational practice. Toward this end, we work to integrate the discipline of improvement science into education with the goal of building the field's capacity to improve.

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## SOCIAL MEDIA

Connect with the Carnegie Foundation and your fellow Summit attendees! Use the hashtag #CarnegieSummit and reference @CarnegieFdn when tweeting about the event. Be sure to follow us on Twitter, Facebook, and LinkedIn for the latest news and updates.

## MOBILE EVENT GUIDE

Need your information on the go? The mobile event guide, included in your online registration record, features the conference schedule, a hotel map, social sharing options, and an attendee profile page that you can instantly share with other participants. Simply scan the QR code shown here with your mobile device (requires a QR code reader) or click on the Mobile



Event Guide link in your registration confirmation email to access the Guide on your computer or tablet. Log in using the email address and password you provided at the time of registration.

## PRESENTATIONS & HANDOUTS

To keep our conference green, session materials are available on the event website at <http://carnegiefoundationsummit.org/portal>. Log in using the credentials that were provided by email to view and download materials. Printed copies of handouts and presentations will not be provided at sessions.

## WIRELESS INTERNET ACCESS

The conference space has complimentary wireless. To connect, turn on your device's wireless connections, view available networks, and connect to the "Hyatt\_Meeting" network. Once connected, open a new web browser, you will be prompted to enter the network password and access code:

Network password: carnegie2015  
Access code: carnegie2015



# Attendee Information

## BUSINESS SERVICES

Located throughout the Hyatt lobby and atrium, guests will find several business center kiosks that are available 24 hours a day. Amenities include computers (the first 15 minutes are complimentary for hotel guests), internet access, printing, copying, facsimile, and shipping services.

## HOTEL CHECKOUT & LUGGAGE STORAGE

After checkout, luggage storage will be available at the hotel bell stand for Hyatt guests.

## HOTEL SHUTTLES

The Hyatt offers complimentary 24-hour airport shuttle service to/from San Francisco International Airport with access to the BART train station. No reservations are necessary for the shuttle, but pickup times vary based on the time of day. They also offer a complimentary trolley service to nearby Burlingame. See the concierge with any questions.

## ATTENDEE SUPPORT DESK

Visit the attendee support desk located in the Grand Peninsula Foyer should you require assistance during the Summit or if you would like information about the work of the Carnegie Foundation. The support desk staff are your go-to resource for conference information as well as advice about the local area including restaurant recommendations and transportation options.

## UNATTENDED BELONGINGS / LOST & FOUND

Please do not leave any personal belongings unattended in meeting rooms. The Carnegie Foundation is not responsible for lost or stolen items. Lost items that are turned in to conference staff may be claimed at the attendee support desk.

## NAME BADGES

Please wear your name badge throughout the conference. Your badge is required for access to all sessions, meals, the orientation, and the networking reception. Badges may be recycled at the registration desk at the conclusion of the conference.

## SAFETY

We want you to have a safe and enjoyable visit to the San Francisco Bay Area. Please observe the caution appropriate for any major urban area. Don't forget to remove your name badge before leaving the hotel. The badge clearly identifies you as a tourist in unfamiliar surroundings.

## EMERGENCIES

In case of an emergency during the conference, dial "0" from any hotel phone to be connected to Hyatt "At Your Service" for immediate assistance. Should hotel alarms sound, please heed the directions of Hyatt and Carnegie Staff.

## CONFERENCE VIDEOS & PHOTOS

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

## ORIENTATION SESSION

Join us on Monday evening at 7:30pm in the Regency Ballroom B for an orientation session. Come meet other conference participants and learn about the Summit program options to make the most of your experience.

# Summit Agenda at a Glance

## Sunday, March 1

### REGISTRATION

5:00pm – 6:00pm	Registration Open	Grand Peninsula Foyer
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## Monday, March 2

### PRE-CONFERENCE

7:30am – 7:30pm	Registration Open	Grand Peninsula Foyer
7:30am – 9:00am	Pre-Conference Continental Breakfast	Regency Ballroom B
9:00am – 4:00pm	Pre-Conference Courses	See pages 7-8
12:00pm – 1:00pm	Pre-Conference Lunch	Regency Ballroom B
7:30pm – 9:00pm	Summit Orientation & Dessert Reception	Regency Ballroom B

## Tuesday, March 3

### MAIN CONFERENCE DAY 1

7:00am – 4:30pm	Registration Open	Grand Peninsula Foyer
7:30am – 8:30am	Continental Breakfast	Atrium
8:30am – 9:30am	Keynote: Anthony S. Bryk	Grand Peninsula DEFG
9:45am – 11:00am	Breakout Sessions (A)	See pages 10-13
11:30am – 12:45pm	Breakout Sessions (B)	See pages 13-16
12:45pm – 1:45pm	Lunch	Atrium
1:45pm – 3:00pm	Breakout Sessions (C)	See pages 16-18
3:30pm – 4:30pm	Keynote: Don Berwick	Grand Peninsula DEFG
4:30pm – 6:00pm	Networking Reception	Atrium

## Wednesday, March 4

### MAIN CONFERENCE DAY 2

7:30am – 1:30pm	Registration Open	Grand Peninsula Foyer
7:30am – 8:30am	Continental Breakfast	Atrium
8:30am – 9:30am	Keynote: Angela Duckworth	Grand Peninsula DEFG
10:00am – 11:15am	Breakout Sessions (D)	See pages 19-21
11:30am – 12:30pm	Poster Presentations & Sponsor Consultations*	Poolside Pavilion
12:30pm – 1:15pm	Lunch	Atrium
1:15pm – 2:30pm	Breakout Sessions (E)	See pages 22-24
3:00pm – 4:00pm	Keynote: Marshall Ganz	Grand Peninsula DEFG

\*Posters will be available for viewing on Tuesday, March 3 from 8:00am- 6:00pm and Wednesday, March 4 from 7:30am-1:15pm.

# Program Overview

**THE SUMMIT BEGINS** with a full day of Pre-Conference Courses that are offered as an optional add-on to the Summit General Conference. These courses offer a deep dive into the topics below, all of which are central to Carnegie's work. If you have not pre-registered and would like to attend, please visit the registration desk to register. Capacity is limited.

- (PC1) Improvement Science Basics
- (PC2) Organizing to Work in a Networked Improvement Community
- (PC3) Productive Persistence: Pathways to Improvement

During the two-day General Conference, you will have the opportunity to select from 43 sessions across 5 sets of breakouts. The conference sessions have been categorized by four strand headings and abbreviations that follow:

- IM: Improvement Science Methods and Tools
- IA: Improvement Science Applied in Practice
- LC: Leadership and Culture
- PN: The Power of Networks: Partnerships, Collaboratives, and Communities

We encourage you to attend sessions in each of the strands. The strands are described in detail below. If you have selected a session that does not meet your needs or expectations, please feel free to move to another session, assuming space is available. Seating in all sessions is available on a first-come, first-served basis.

## **Improvement Science Methods and Tools (IM)**

Improvement science is a methodology to discipline on-the-ground change efforts so that they are more likely to lead to sustained, measurable improvements. The Carnegie Foundation for the Advancement of Teaching has been working to bring the tools and tenets of improvement science into the field of education as a way to accelerate progress on important educational problems. In so doing, we have developed six principles of educational improvement, which are outlined on the inside front cover of the program.

This strand provides an introduction to key improvement science methods and tools that can make the first five principles come alive in your program or organization.

(The sixth principle has its own strand.) Sessions marked "introductory" provide an introduction and practice with a concrete tool that you and your team can bring back to your organization. "Advanced" sessions assume a working knowledge of improvement methodologies and are designed for those seeking to introduce more advanced tools into their improvement toolkit. *Attendees taking the Improvement Science Pre-Conference course should not take sessions IS1 through IS4 as the content will be duplicative.*

## **Improvement Science Applied in Practice (IA)**

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

## **Leadership and Culture (LC)**

The critical work of leadership is to bring about needed change. Transformational leaders have a clear vision of the future. They are driven to break through the status quo and achieve new levels of performance. Their leadership task requires an extraordinary depth and breadth of change; change that alters core values and beliefs and becomes deeply engrained in their organization's culture. Leaders presenting in this strand have taken on this daunting task. They will share experiences about why and how they went about leading change and lessons learned along the way.

## **The Power of Networks: Partnerships, Collaboratives, and Communities (PN)**

Networks are an increasingly popular strategy for organizing improvement work. Technological advances have accelerated this trend by opening up new ways to connect. The sessions in this strand are about leveraging the power of networks to accelerate our ability to learn and improve. Presenters are leaders, innovators, and scholars who are redefining what collaboration looks like in a networked world.

## PRE-CONFERENCE COURSES (PC)

Monday, March 2 | 9:00am – 4:00pm

### (PC1) Improvement Science Basics

Location: Harbour Room

The Carnegie Foundation for the Advancement of Teaching has been working to build the capacity of education leaders and practitioners in improvement science as a way to accelerate progress on pressing educational problems. Improvement science is a methodology that brings analytic discipline to on-the-ground change efforts and rigorous protocols for testing improvement ideas in practice. In this way, the “learning by doing” in individual clinical practice can cumulate in robust, practical field knowledge capable of reliably producing quality outcomes.

This Pre-Conference Course is ideal for those participants looking for a broad overview of the basic tools and tenets of improvement science. The course will provide an introduction to the foundational concepts in improvement science, hands-on activities with key improvement tools, and case studies of how this methodology has been applied in the context of education.

#### OBJECTIVES:

- Identify key concepts and tools that should be part of your improvement toolkit
- Be able to craft a clear and measurable aim for an improvement project
- Understand the development of a theory of practice improvement and an associated measurement system
- Learn how change ideas are developed, iteratively tested, and spread

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

**Alicia Grunow**, Senior Partner, Co-Director of the Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching

**Heather Hough**, Associate, Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching

**Amanda Meyer**, Post-Baccalaureate Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching

### (PC2) Organizing to Work in a Networked Improvement Community

Location: Regency Ballroom A

The field of education has struggled to find ways to efficiently and effectively link new knowledge to practice and lead continuous improvement processes to solve practical problems. Networked Improvement Communities (NICs) provide the necessary organizational structure for the diverse expertise needed to solve problems that plague our nation’s colleges and schools.

This Pre-Conference Course offers a first engagement with the ideas of improvement science pursued in the context of NICs. It offers an introduction to NIC initiation, highlighting the role of problem definition and specification, systems analysis, and the core functions served by a network hub, as well as practical advice about how to develop leadership and establish a culture that supports collective learning. The course is intended for those interested in, but not yet familiar with or deeply engaged in, working as a NIC. We encourage people to participate in teams of two to seven members working on a shared core problem of education practice.



# Pre-Conference Courses

## OBJECTIVES:

- Understand what problems are appropriately addressed by Networked Improvement Communities
- Identify key concepts and tools that should be part of your network development toolkit
- Understand the functions and possible structures for a network hub
- Begin developing a charter for a NIC organized around a high-leverage problem of practice

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

**Jon Dolle**, Associate, Network Development, Carnegie Foundation for the Advancement of Teaching

**Paul LeMahieu**, Senior Vice President, Carnegie Foundation for the Advancement of Teaching

**Eva Mejia**, Associate, Learning Systems and Director of Special Programs, Carnegie Foundation for the Advancement of Teaching

**Jennifer Lin Russell**, Associate Professor of Policy and Organizations, University of Pittsburgh; Fellow, Carnegie Foundation for the Advancement of Teaching

## (PC3) Productive Persistence: Pathways to Improvement

Location: Regency Ballroom C

One of the most promising new ideas for promoting student success involves the use of psychological strategies to improve students' "non-cognitives" — their motivation, engagement, and persistence. We call these ideas "Productive Persistence," or the tenacity to persist coupled with the strategies to make that persistence useful for skill acquisition.

This course will explore how faculty members have used tools from improvement science to develop, implement, and improve routines and interventions designed to shift students' mindsets and improve student outcomes.

## OBJECTIVES:

- Understand the key psychological constructs of Productive Persistence and how this research-based practical framework guides improvement efforts
- Examine the types and uses of data needed to inform Productive Persistence improvement efforts and how data used for improvement differs from data used for research or evaluation
- Learn specific improvement science tools and methodologies, and how they were applied to test faculty initiated innovations
- Translate these tools and methodologies to improve "on the ground" student outcomes in your specific education setting

**Rachel Beattie**, Associate, Director of Productive Persistence, Carnegie Foundation for the Advancement of Teaching

**Michelle Brock**, Assistant Professor of Mathematics and Statistics, American River College

**Chris Hulleman**, Research Associate Professor, University of Virginia; Fellow, Carnegie Foundation for the Advancement of Teaching; Fellow, Center for Advanced Study in the Behavioral Sciences

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

**David Yeager**, Assistant Professor of Developmental Psychology, University of Texas at Austin; Fellow, Carnegie Foundation for the Advancement of Teaching; Fellow, Center for Advanced Study in the Behavioral Sciences

### ANTHONY S. BRYK

#### President, Carnegie Foundation for the Advancement of Teaching

Tuesday, March 3 | 8:30am – 9:30am | Grand Peninsula Ballroom



Anthony S. Bryk is the ninth president of the Carnegie Foundation for the Advancement of Teaching, where he has introduced and is leading work to create a new research and development infrastructure to support educational improvement in the United States. This reinvention of the R&D enterprise involves the creation and support of networks that join scholars, practitioners, and designers who use the tools of improvement science to solve problems of educational practice. From 2004 until assuming Carnegie's presidency in September 2008, Bryk held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University. He came to Stanford from the University of Chicago, where he was the Marshall Field IV Professor of Urban Education in the sociology department, and where he helped found the Center for Urban School Improvement, which supports reform efforts in the Chicago Public Schools. He also created the Consortium on Chicago School Research, a federation of research groups that have produced a range of studies to advance and assess urban school reform. Bryk is a member of the National Academy of Education and was appointed by President Obama to the National Board for Education Sciences in 2010. In 2011, he was elected as a member of the American Academy of Arts and Sciences. He is one of America's most noted educational researchers. His 1993 book, *Catholic Schools and the Common Good*, is a classic in the sociology of education. His deep interest in bringing scholarship to bear on improving schooling is reflected in his later volumes, *Trust in Schools* and *Organizing Schools for Improvement: Lessons from Chicago* (2009). In his most recent book, *Learning to Improve: How America's Schools Can Get Better at Getting Better* (Harvard Education Press, 2015), Bryk and his colleagues argue that educators should adopt a more rigorous approach to improvement that allows the field to "learn fast to implement well." Bryk holds a B.S. from Boston College and an Ed.D. from Harvard University.

### DON BERWICK

#### Founding CEO, Institute for Healthcare Improvement

Tuesday, March 3 | 3:30pm – 4:30pm | Grand Peninsula Ballroom



Don Berwick is a leading advocate for high-quality healthcare. From July 2010 to December 2011, he served as Administrator of the Centers for Medicare and Medicaid Services. For 22 years prior to that, he was the founding CEO of the Institute for Healthcare Improvement (IHI), a nonprofit dedicated to improving healthcare around the world. At IHI, Berwick championed a vision of how, through continual improvement, stronger leadership, and smarter policy, America can forge a system that satisfies our patients, achieves better outcomes, respects our limited resources, and honors our moral imperative to care for the disadvantaged. His focus on improving quality has gained him a reputation as a powerful motivator who can encourage institutions and individuals to do their work better. A pediatrician by background, he has also served on the faculties of the Harvard Medical School and the Harvard School of Public Health. He is the recipient of many awards, including the Ernest A. Codman Award, the American Hospital Association's Award of Honor, the John M. Eisenberg Patient Safety Award, and the Heinz Award for Public Policy.

## Keynote Sessions

### ANGELA DUCKWORTH

**Associate Professor, Department of Psychology, University of Pennsylvania**

Wednesday, March 4 | 8:30am – 9:30am | Grand Peninsula Ballroom



Dr. Angela Lee Duckworth is an associate professor of psychology at the University of Pennsylvania and a 2013 MacArthur Fellow. Angela studies non-IQ competencies, including self-control and grit, which predict success both academically and professionally. Her research populations have included West Point cadets, National Spelling Bee finalists, novice teachers, salespeople, and students. Duckworth received a B.A. in Neurobiology from Harvard in 1992 and, as a Marshall Scholar, a Masters in Neuroscience from Oxford. She completed her Ph.D. in psychology at the University of Pennsylvania. Prior to her career in research, Angela founded a non-profit summer school for low-income children which won the Better Government Award

for the state of Massachusetts and was profiled as a Harvard Kennedy School case study. Angela has also been a McKinsey management consultant and, for five years, a math teacher in the public schools of San Francisco, Philadelphia, and New York City.

### MARSHALL GANZ

**Senior Lecturer in Public Policy, Ash Center for Democratic Governance and Innovation, Harvard University**

Wednesday, March 4 | 3:00pm – 4:00pm | Grand Peninsula Ballroom



Marshall Ganz grew up in Bakersfield, California, where his father was a Rabbi and his mother, a teacher. He entered Harvard College in the fall of 1960. He left a year before graduating to volunteer with the 1964 Mississippi Summer Project. He found a “calling” as an organizer for the Student Nonviolent Coordinating Committee, and, in the fall of 1965, joined Cesar Chavez in his effort to unionize California farm workers. During 16 years with the United Farm Workers he gained experience in union, political, and community organizing, became Director of Organizing, and was elected to the national executive board on which he served for eight years.

During the 1980s, he worked with grassroots groups to develop new organizing programs and designed innovative voter mobilization strategies for local, state, and national electoral campaigns. In 1991, in order to deepen his intellectual understanding of his work, he returned to Harvard College and, after a 28-year “leave of absence,” completed his undergraduate degree in history and government. He was awarded an MPA by the Kennedy School in 1993 and completed his Ph.D. in sociology in 2000. As senior lecturer in public policy at the Kennedy School of Government, he teaches, researches, and writes on leadership, organization, and strategy in social movements, civic associations, and politics. He has published in the *American Journal of Sociology*, *American Political Science Review*, *American Prospect*, *Washington Post*, *Los Angeles Times*, and elsewhere. His newest book, *Why David Sometimes Wins: Leadership, Organization and Strategy in the California Farm Worker Movement* (PC) was published in 2009, earning the Michael J. Harrington Book Award of the American Political Science Association. He was awarded an honorary doctorate in divinity by the Episcopal Divinity School in 2010.

## BREAKOUT SESSIONS - SET A

Tuesday, March 3 | 9:45am - 11:00am



### (IM4) How Do You Know That a Change Is an Improvement?: Using Data for Improvement

Tuesday, March 3 | 9:45am-11:00am | Grand Peninsula Ballroom A

Measurement is an important resource to improvement, guiding the learning of the improvement community. In improvement science, measurement is used to understand the system, understand sources of variation, and assess whether change efforts are leading to actual improvement. These uses represent a departure from more typical uses of measurement in education that have stemmed from accountability or research paradigms. In this session, participants will get an overview of how measurement is used in improvement science and a brief introduction to some of the tools used to analyze data for improvement purposes. This session will include content covered during the Pre-Conference Course on Improvement Science Basics. (Introductory | Principles 2 & 4)

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

**Lawrence Morales**, Professor of Mathematics, Seattle Central Community College

### (IM5) Seeing the System: Process Maps

Tuesday, March 3 | 9:45am-11:00am | Grand Peninsula Ballroom B

Improvement science seeks to improve outcomes by acting on the system that is producing those outcomes. An important first step is being able to see and understand the current system in order to identify opportunities for improvement. In this session, participants will learn how to use process maps to visualize the individual parts of a system and the relationships between them. This session will include content covered during the Pre-Conference Course on Improvement Science Basics. (Introductory | Principle 3)

**Jarrod Bolte**, Executive Director, Baltimore, Reading Partners

**Amanda Meyer**, Post-Baccalaureate Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching

**David Williams**, Improvement Advisor, True Simple Consulting

### (IM11) Campaign Designs and Methods: Spreading Evidence-Based Changes

Tuesday, March 3 | 9:45am-11:00am | Harbour Room

Sometimes we know what changes are necessary to improve a system; the problem is getting these ideas to be taken up widely. This session examines campaigns as a methodology for spread. The presenters will draw on their experience in spreading evidence-based interventions in healthcare and combatting homelessness to illustrate the key elements of effective campaigns.

**Becky Kanis Margiotta**, Founder, Billions Institute; Former Director, 100K Home Campaigns

**Joe McCannon**, Founder, Billions Institute; Former Consultant, 100K Home Campaigns

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

## Breakout Sessions

### **(IA2) Large Scale Change: Statewide Approaches to Improvement**

Tuesday, March 3 | 9:45am-11:00am | Sandpebble Room AB

The effectiveness of state policies and programs has a direct impact on the health and well-being of its citizens. In this session state education leaders will share successful approaches and results they achieved integrating improvement science into statewide policies and programs.

**Emily (Barton) Freitag**, Assistant Commissioner for Curriculum and Instruction, Tennessee State Department of Education

**Terry Holliday**, Commissioner of Education, Kentucky Department of Education

**Lillian Lowery**, State Superintendent, Maryland Department of Education

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

### **(IA3) Seeking Better Processes and Better Outcomes: Practical Applications of Improvement Science in Schools**

Tuesday, March 3 | 9:45am-11:00am | Sandpebble Room CD

In the United States, we want all schools to be more effective—with more ambitious academic outcomes for many more students. In this session, schools and school support providers share how they use the improvement science approach to improve instruction and student outcomes and the results that they achieved.

**Lisa Andrew**, Regional Executive Director, Partners in School Innovation

**Derek Mitchell**, Chief Executive Officer, Partners in School Innovation

**Matthew Cobb**, Principal, Mary Walker High School

**Michael Siebersma**, Director, Center for Strengthening Education Systems, Education Northwest

**Ann Edwards** (moderator), Associate, Director of Advancing Quality Teaching, Carnegie Foundation for the Advancement of Teaching

### **(LC5) Pursuing Excellence: An In-Depth Study of the School District of Menomonee Falls**

Tuesday, March 3 | 9:45am-11:00am | Grand Peninsula Ballroom C

Driven by a vision to pursue excellence one student at a time, Menomonee Falls School District's leadership engages the entire organization, board members, leaders, staff members, teachers, and students working together striving for performance excellence. In this session you will hear how they operationalize their commitment to quality and service excellence through their strategic planning process, their integration of process improvement with strong instructional practice research, and their improved student, school, and system results. They will also describe the use of a 45-day planning processes, rapid improvement cycles, and their agility to monitor student progress and adjust the instruction plan based on student feedback and performance.

**Sarah Doerr**, Literacy Coach, School District of Menomonee Falls

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

**Gary Kiltz**, Director of Teaching and Learning, School District of Menomonee Falls

**Cassie Martin**, Elementary Principal, School District of Menomonee Falls

**Jeff Nennig**, Director of Assessment and Technology, School District of Menomonee Falls

**Chris Thorn** (moderator), Senior Associate, Co-Director of the Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching



## Breakout Sessions

*(Breakout Sessions – Set A, continued)*

### **(LC6) Channeling Leadership Attention to Improvement: Senior Leadership Improvement Reviews**

Tuesday, March 3 | 9:45am-11:00am | Regency Ballroom B

How will executives build a culture of continuous improvement? Successful leaders publicly declare bold aims to improve and build improvement capability applying a well-grounded improvement method. Senior leadership improvement reviews organize strategic improvement efforts, channel leadership attention, focus on results, and guide the challenges of execution. Designed as a fishbowl, this session will offer attendees an opportunity to see leadership reviews in real time. Following the reviews the presenters will debrief with the audience key components of the review.

**Ben Daley**, Chief Academic Officer, High Tech High

**Robert Kuhl**, School Director, High Tech High

**Judy Wu**, School Leadership Resident, High Tech High

**Allison Cohen**, Data Analyst, New Visions for Public Schools

**Mark Dunetz**, Vice President, School Support, New Visions for Public Schools

**Nicole Giunta**, Academic Policy Specialist, New Visions for Public Schools

**Edgar Rodriguez**, Principal, The Academy for Careers in Television and Film

**Lloyd Provost**, Statistician, Associates in Process Improvement

**Penny Carver** (moderator), Senior Fellow, Carnegie Foundation for the Advancement of Teaching

### **(PN9) Learning from Data, Improving Systems: Lessons from Chicago and Prince George's County**

Tuesday, March 3 | 9:45am-11:00am | Regency Ballroom A

How can data move a system? How do data become compelling and meaningful to leaders and front line workers? How does using data become part of the culture of a district? This session considers the experiences from two districts. The Network for College Success in Chicago has spent seven years working to reduce course failure in 9th grade. In so doing, they succeeded in substantially improving Chicago Public Schools' graduation rate. More recently, Prince George's County in Maryland has established an Office of Continuous Systemic Improvement with the aim of using Harvard's Data Wise Improvement Process to guide targeted improvement efforts. To this end, the district leadership has reorganized all 205 schools into 15 cluster networks to organize learning and improvement efforts.

**David Rease, Jr.**, Executive Director, Continuous Systemic Improvement, Prince George's County Public Schools

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

**Eliza Moeller**, Director of Research and Data Strategy, Network for College Success

**Mary Ann Pitcher**, Co-Director, Network for College Success

**Eva Mejia** (moderator), Associate, Learning Systems and Director of Special Program, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

### **(PN10) Fulfilling the Promise: The Power of Intersegmental Partnership and Community Collaboration to Realize Students' Full Potential**

Tuesday, March 3 | 9:45am-11:00am | Regency Ballroom C

Building on the decades-long Seamless Education Partnership, Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University, Long Beach (CSULB) signed the Long Beach College Promise in 2008 to extend the promise of a college education to every student in the city of Long Beach. To do so, these institutions forged four critical intersegmental partnerships (Preparation for College, Counseling/Advising, Career Pathways, and Post-Secondary Success) and built three dedicated intersegmental pathways for the students of Long Beach, increasing student enrollment, persistence, and achievement in college and developing a national model for improving educational outcomes.

**Jane Close Conoley**, President, California State University, Long Beach

**Eloy Ortiz Oakley**, President-Superintendent, Long Beach City College

**Chris Steinhauer**, Superintendent of Schools, Long Beach Unified School District

**Thomas Toch** (moderator), Senior Partner, Public Policy Engagement and Director of Washington, D.C. Office, Carnegie Foundation for the Advancement of Teaching

## **BREAKOUT SESSIONS - SET B**

Tuesday, March 3 | 11:30am – 12:45pm

# B

### **(IM2) Understanding the Problem You Are Trying to Solve: Causal System Analysis**

Wednesday, March 3 | 11:30am-12:45pm | Grand Peninsula Ballroom C

In efforts to improve education, we often pursue solutions without deeply understanding the problem we're trying to solve. This session will introduce causal system analysis as a way to bring your team together around a common understanding of the problem that is at the heart of your improvement effort. Participants will be introduced to a fishbone diagram, an improvement tool that helps teams represent the key leverage points in their system that need to be addressed in order to make progress on the problem. This session will include content covered during the Pre-Conference Course on Improvement Science Basics. (Introductory (Introductory | Principles 1 & 3)

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

**Heather Hough**, Associate, Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching

### **(IM12) The Science in Improvement Science**

Tuesday, March 3 | 11:30am-12:45pm | Harbour Room

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

**Tony Bryk**, President, Carnegie Foundation for the Advancement of Teaching

**Lloyd Provost**, Associate, Associates in Process Improvement

**Corey Donahue** (moderator), Special Associate to the President, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

(Breakout Sessions – Set B, continued)

### **(IA4) Student Agency Improvement Community (SAIC): Bringing Together Research, Professional, and Improvement Science Expertise to Improve Student Academic Mindsets and Learning Strategies**

Tuesday, March 3 | 11:30am-12:45pm | Regency Ballroom A

Improving student academic mindsets and learning strategies requires the integration of research expertise (knowledge about which interventions work), professional expertise (a deep understanding about what happens on the job floor in schools and districts), and improvement expertise (expertise in systems thinking, variation, the theory of knowledge and the psychology of change). In this session, members of the Student Agency Improvement Community share how they integrate these different types of expertise to equip students to persist in the face of rigorous learning challenges.

**Amanda Crowell**, Senior Researcher, Eskolta School Research and Design

**Chris Hulleman**, Research Associate Professor, University of Virginia; Fellow, Carnegie Foundation for the Advancement of Teaching; Fellow, Center for Advanced Study in the Behavioral Sciences

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

**Jeannie Myung** (moderator), Senior Associate, Director of Student Agency Improvement Community, Carnegie Foundation for the Advancement of Teaching

### **(IA7) Practical and Timely R&D: Two Takes on a 90-Day Cycle Process**

Tuesday, March 3 | 11:30am-12:45pm | Sandpebble Room CD

Proctor and Gamble developed a 90-Day Cycle process to help drive innovation efforts in their organization. This process has been applied by the Institute for Healthcare Improvement and more recently various educational organizations including the Carnegie Foundation for the Advancement of Teaching and McREL Labs. In this session, presenters will introduce the 90-Day Cycle process and explain how each organization adapted the process to their particular needs.

**James Eck**, Managing Consultant, McREL International

**Alicia Grunow**, Senior Partner, Co-Director of the Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching

**Sola Takahashi** (moderator), Associate, Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching

### **(LC2) Preparing the Next Generation of Leaders as Improvers and Stewards of the Profession**

Tuesday, March 3 | 11:30am-12:45pm | Regency Ballroom B

Preparing educational professionals with the skills of improvement science can empower practitioners, develop effective leaders, and help diverse students make academic gains. These skills align with today's challenges. Hear the perspectives, experiences, and approaches to preparing doctoral candidates as practitioner experts and system leaders. Presenters will share curricula, tools, and techniques.

**Louis Gomez**, Professor of Urban Education, University of California, Los Angeles; Senior Fellow, Carnegie Foundation for the Advancement of Teaching

**David Kauffman**, Principal, Perez Elementary School, Austin Independent School District

**Rick Mintrop**, Associate Professor and Director of the Doctoral Program in Leadership for Educational Equity (LEEP), University of California Berkeley

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

**Elena Silva** (moderator), Senior Associate, Public Policy Engagement, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

### **(LC11) How Community College Leaders Can Improve Student Success by Focusing on Excellence in Teaching**

Tuesday, March 3 | 11:30am-12:45pm | Sandpebble Room AB

The Aspen College Excellence program proposes to describe a new leadership curricular module that will be completed in 2015 for aspiring community college presidents entitled, "Internal Organizational and Cultural Change: Improving Teaching Practice." The goal of the session will be to help current and aspiring college leaders understand the processes by which they can lead scalable and sustainable changes in institutional culture that yield enhanced and demonstrable student learning. The session will draw upon concrete examples from excellent community colleges recognized during the Aspen Prize process, including Valencia College and West Kentucky Community and Technical College.

**Renea Akin**, Associate Vice President of Learning Initiatives, West Kentucky Community and Technical College

**Celine Kavalec**, Director, Teaching/Learning Academy (TLA), Valencia College

**Josh Wyner**, Vice President and Executive Director, College Excellence Program, The Aspen Institute

**Karon Klipple** (moderator), Senior Associate, Director of Community College Pathways, Carnegie Foundation for the Advancement of Teaching

### **(PN2) The Power of Common Data: Using Data to Coordinate Collective Impact**

Tuesday, March 3 | 11:30am-12:45pm | Grand Peninsula Ballroom A

This session examines the use of common data and analytics to improve collective impact. Because coordinating a large network with diverse partners is challenging, common data are an essential resource for managing a network, including the coordination of activity and learning across partnerships. Presenters in this session provide examples of data collection and use to advance collective impact, as well as key lessons learned.

**David Dressman**, Associate Director of Continuous Improvement, StriveTogether

**Colin Groth**, Director of Strategic Assistance, StriveTogether

**Michael McAfee**, Senior Director, Promise Neighborhoods Institute at PolicyLink

**Scott Strother** (moderator), Associate, Measurement Research, Carnegie Foundation for the Advancement of Teaching

### **(PN3) Launching Improvement Networks: A Framework for Getting Started**

Tuesday, March 3 | 11:30am-12:45pm | Grand Peninsula Ballroom B

What activities are critical for launching an improvement network? Inspired by the Mathematics Teacher Education Partnership (MTEP) and the National Board for Professional Teaching Standards (NBPTS) Networked Improvement Communities, this session presents a framework for guiding the network initiation process. Presenters will provide opportunities for participants to interact with the framework and test or apply it to their network-based organizations.

**Joe Doctor**, Senior Vice President, Strategy and Policy, National Board for Professional Teaching Standards

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

**Howard Gobstein**, Co-Director, MTE-Partnership; Executive Vice President, Association of Public and Land-grant Universities (APLU)

**W. Gary Martin**, Co-Director, MTE-Partnership and Leischuck Professor, Mathematics Education, Auburn University

**Jennifer Lin Russell** (moderator), Associate Professor of Policy and Organizations, University of Pittsburgh; Fellow, Carnegie Foundation for the Advancement of Teaching

# Breakout Sessions

(Breakout Sessions – Set B, continued)

## **(PN11) Partnership Teams, Models, and Tools: Working Together to Improve Student Success**

Tuesday, March 3 | 11:30am-12:45pm | Regency Ballroom C

This session presents two partnerships that are improving student success. Each partnership team will describe their use and application of improvement tools, the challenges that emerged, as well as the lessons they learned. InsideTrack combines a research-based one-on-one coaching model with sophisticated analytics and technology to manage student support and retention. The model has been developed and refined in partnership with many colleges and universities. More recently, Amplify Learning has partnered with Seminole County Public Schools to develop and apply tools that maximize classroom time spent on deep instruction and learning, boost student reading, and improve student persistence in writing.

**Larry Berger**, President, Amplify Learning

**Jim Liu**, Product Owner, Amplify Learning

**Kai Drekmeier**, Founder and President, Inside Track

**Suzanne Harbin**, Director of Advancement/PAVES, Wallace State Community College - Hanceville

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

## **BREAKOUT SESSIONS - SET C**

Tuesday, March 3 | 1:45pm – 3:00pm



## **(IM1) A Powerful Engine for Change: Applying the Model for Improvement**

Tuesday, March 3 | 1:45pm-3:00pm | Regency Ballroom C

The Model for Improvement, developed by the Associates in Process Improvement, is a simple yet powerful tool to support the use of disciplined inquiry to improve practice. The model consists of two parts: developing your theory of improvement and engaging in tests of change. This continuous improvement methodology will help structure your change efforts so they are more likely to result in lasting improvement. Presenters will give an overview of the Model for Improvement and share examples of how it has been used to transform practice. This session will include content covered during the Pre-Conference Course on Improvement Science Basics. (Introductory | Principle 5)

**Maritza Lozano**, Graduate Student Researcher, University of California, Los Angeles

**David Williams**, Improvement Advisor, True Simple Consulting

## **(IM3) From Aim to Action: Developing a Theory of Practice Improvement**

Tuesday, March 3 | 1:45pm-3:00pm | Grand Peninsula Ballroom B

Making progress on an improvement aim requires knowing where and how to take action. Articulating a shared theory of practice improvement makes the hypotheses about change public and enables the community to evolve their understanding of how to make progress over time. In this session, participants will be introduced to driver diagrams, an improvement tool that represents a current theory of the key drivers and specific changes that are necessary to achieve the improvement aim. Leaders from the Network to Transform Teaching will talk about how they used a driver diagram to focus and coordinate their efforts to increase the numbers and utilization of board-certified teachers. This session will include content covered during the Pre-Conference Course on Improvement Science Basics. (Introductory | Principles 3 & 5)

**Jill Harrison Berg**, Chair, Technical Assistance Advisory Council, Network to Transform Teaching

**Heather Hough**, Associate, Improvement Science and Analytics, Carnegie Foundation for the Advancement of Teaching

**Jane Taylor**, Learning and Improvement Advisor



## Breakout Sessions

### **(IA8) Improving Early Childhood Outcomes: International Applications of Improvement Science**

Tuesday, March 3 | 1:45pm-3:00pm | Grand Peninsula Ballroom C

Practitioners maintain a commitment to improving the effectiveness of their work. Given their workload pressures though, opportunities to reflect and improve their instruction are often few and far between. In this session, early childhood practitioners from Chile and New Zealand share examples of how they incorporate improvement tools into their work in ways that facilitate continuous examination and improvement of their teaching practice and early child outcomes.

**Monique Davies**, Project Manager, Ko Awatea, Health System Innovation and Improvement

**Jilly Tyler**, Project Leader, Early Learning Taskforce, New Zealand Ministry of Education

**Francis Duran Mellado**, Continuous Improvement Coordinator, Fundacion Educacional Oportunidad

**Susana Toledo**, Spread Coordinator, Fundacion Educacional Oportunidad

**Amanda Meyer** (moderator), Post-Baccalaureate Fellow, Improvement Science, Carnegie Foundation for the Advancement of Teaching

### **(LC4) Leading the Transformation of Large Complex Systems**

Tuesday, March 3 | 1:45pm-3:00pm | Harbour Room

The central work of leadership is to bring about needed change. Transformational change requires the change of core values and beliefs, not just day-to-day operations. Led by two outstanding district leaders, this session will provide insight into how to achieve exceptional results in systems that serve disproportionately large numbers of low income and minority children. Attendees will learn about their approach to leadership, building system capacity, data focus optimization, commitment to improvement, and relentless focus on the students served.

**Eric Gordon**, Chief Executive Officer, Cleveland Metropolitan School District

**Christopher Steinhauer**, Superintendent, Long Beach Unified School District School

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

### **(LC8) Research-Based School Leadership Development and Transformational Change**

Tuesday, March 3 | 1:45pm-3:00pm | Regency Ballroom A

Turning around underperforming schools takes more than the recruitment, selection, and placement of qualified principals. Long-term change starts with re-examining how we prepare and support school leaders to effectively take on the academic, cultural, administrative, and financial challenges of their schools. The NYC Leadership Academy will lead a panel discussion with three seasoned educational leaders – a principal, a superintendent, and the director of a university-based leadership preparation program – who shifted cultural tides and entrenched practices that yielded significant and sustainable change. Panelists will provide best practices and tangible examples that can be applied to local contexts and situations.

**Kay Coleman**, Project Leader, iLeadAZ, Arizona State University

**Barbara Deane-Williams**, Superintendent, Greece Central School District (NY)

**Danika Rux**, Deputy Network Leader for New Schools and Leadership Development, NYC Department of Education

**Irma Zardoya**, President & CEO, NYC Leadership Academy

**Susan Headden** (moderator), Senior Associate, Public Policy Engagement, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

(Breakout Sessions – Set C, continued)

### **(LC9) Using the Power of Quality Improvement to Deliver Better Outcomes for the Children and Young People of Scotland**

Tuesday, March 3 | 1:45pm-3:00pm | Regency Ballroom C

Scottish education works well for most children – but not all. The gap in attainment between the most and least deprived children is a chronic and stubborn issue. This session will demonstrate how national leaders' vision for making Scotland the best place to go to school challenged the status quo and built the will for change in schools. Leaders championed the use of improvement science methodology and a collaborative approach to drive change with parents, all levels of government, and partnership organizations such as teaching unions and other delivery partners. Attendees will understand the key success factors in achieving large scale, cross-sectoral commitment to shared aims and improvement.

**Donna Bell**, Deputy Director, Learning Directorate, Scottish Government

**Penny Carver** (moderator), Senior Fellow, Carnegie Foundation for the Advancement of Teaching

### **(PN1) Building an Improvement Culture: Lessons from the Carnegie Foundation's Community College Pathways**

Tuesday, March 3 | 1:45pm-3:00pm | Sandpebble Room AB

How do you establish and sustain a professional culture conducive to improvement work, especially when that culture directly challenges the status quo? This session describes key lessons learned from Carnegie's Community College Pathways Networked Improvement Community (NIC). Over 50 community colleges are currently working together to improve the success of developmental math students. Program leaders will share a model for NIC culture formation, including practical lessons and useful tools developed over the network's first five years.

**Ann Edwards**, Associate, Director of Advancing Quality Teaching, Carnegie Foundation for the Advancement of Teaching

**Karon Klipple**, Senior Associate, Director of Community College Pathways, Carnegie Foundation for the Advancement of Teaching

**Paul Verschueren**, Professor of Mathematics, Seattle Central Community College

**Jon Dolle** (moderator), Associate, Network Development, Carnegie Foundation for the Advancement of Teaching

### **(PN12) State-Level Partnerships for Student Success: Improving Systems in a Context of Accountability**

Tuesday, March 3 | 1:45pm-3:00pm | Grand Peninsula Ballroom A

How do you build a robust system to support school improvement and increase student success? How do demands for accountability affect large-scale design and implementation of improvement systems? This session will examine early efforts by a state-level partnership in California. The California Office to Reform Education (CORE) is a nonprofit organization that seeks to improve student achievement by fostering highly productive, meaningful collaboration and learning between its ten member school districts. Currently CORE is developing a School Quality Improvement System designed to serve both improvement and accountability functions in seven districts across the state as part of an NCLB waiver. The session will begin with an overview of the system by a lead designer and a superintendent from California's fourth largest district. Then two experts in quality improvement and practical measurement will respond with insights, reflections, and suggestions for the development of the system going forward.

**Noah Bookman**, Chief Accountability Officer, California Office to Reform Education (CORE)

**Mike Hanson**, Superintendent of Fresno Unified School District and President of the CORE Board of Directors

**Lloyd Provost**, Associate, Associates for Process Improvement

**David Yeager**, Assistant Professor of Developmental Psychology, University of Texas at Austin; Fellow, Carnegie Foundation for the Advancement of Teaching; Fellow, Center for Advanced Study in the Behavioral Sciences

**Rachel Beattie** (moderator), Associate, Director of Productive Persistence, Carnegie Foundation for the Advancement of Teaching

## BREAKOUT SESSIONS - SET D

Wednesday, March 4 | 10:00am – 11:15am



### **(IM7) You Can't Improve at Scale What You Cannot Measure: Developing Practical Measures**

Tuesday, March 4 | 10:00am-11:15am | Harbour Room

Measurement plays a critical role in improvement, but the measures that education organizations currently have available are often insufficient for guiding improvement efforts. In this session, presenters will describe the unique characteristics of measurement for improvement and describe the technical process of developing a practical measurement system capable of guiding an improvement effort. (Advanced | Principle 4)

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

**David Yeager**, Assistant Professor of Developmental Psychology at the University of Texas at Austin; Fellow, Carnegie Foundation for the Advancement of Teaching; Fellow, Center for Advanced Study in the Behavioral Sciences

### **(IM9) Accelerating Learning: Advanced Testing Methodologies**

Wednesday, March 4 | 10:00am-11:15am | Regency Ballroom B

Skillful testing of changes is a powerful mechanism for learning your way into better outcomes. In this session, participants will learn how to adapt the Plan-Do-Study-Act (PDSA) Cycle over the course of an improvement journey. More advanced experimentation methodologies that can be used to accelerate learning will also be introduced. (Advanced | Principle 5)

**Alicia Grunow**, Senior Partner, Co-Director of the Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching

**Lloyd Provost**, Associate, Associates in Process Improvement

### **(IM10) Developing Improvement Skills: Coaching Improvement Teams**

Wednesday, March 4 | 10:00am-11:15am | Grand Peninsula Ballroom B

Improvement coaching can be a powerful mechanism for supporting teams and individuals to develop their improvement skills and expertise. In this session, participants will learn some key practices in coaching improvement teams and have a chance to practice identifying key coaching moves for an improvement team engaged in iterative testing of changes.

**Kenn Barron**, Professor of Psychology, James Madison University; Improvement Facilitator, Student Agency Improvement Community (SAIC)

**Joan Grebe**, Improvement Advisor, Joan M. Grebe Consulting

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

# Breakout Sessions

(Breakout Sessions – Set D, continued)

## **(IA1) The Power of Iterative Testing**

Wednesday, March 4 | 10:00am-11:15am | Sandpebble Room CD

Plan-Do-Study-Act (PDSA) cycles sit at the heart of all improvement efforts. They serve as the primary engine for learning about one's system and testing promising changes. In this session, two organizations that have recently incorporated rapid, iterative testing into their work describe their learning journey thus far. An improvement advisor offers observations on their work and insights about the power of iterative testing in driving change.

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

**Karina Jaquet**, Research Associate, REL West at WestEd

**Lori Van Houten**, Senior Program Associate, REL West at WestEd

**Bethany Sjoberg**, Secondary Science Specialist, Highline Public Schools

**Jessica Thompson**, Assistant Professor, University of Washington

## **(IA6) Using Data Strategically: Improving Teaching and Learning**

Wednesday, March 4 | 10:00am-11:15am | Grand Peninsula Ballroom C

Data-driven decision making, applied to student achievement testing data, is a central focus of educational reform efforts, in part because of federal and state test-based accountability policies. This session looks beyond this approach to reveal how organizations are using data in new and strategic ways to drive improved teaching and learning and organizational improvement.

**John J. Hetts**, Senior Director of Data Science, Educational Results Partnership

**Eloy Ortiz Oakley**, President-Superintendent, Long Beach City College

**Kim Rector**, Director of Curriculum Support, Iredell-Statesville Schools

**Melanie Taylor**, Deputy Superintendent of Curriculum and Instruction, Iredell-Statesville Schools

**Chris Thorn** (moderator), Senior Associate, Co-Director of the Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching

## **(LC1) Transforming System Culture and Performance: Lessons from World-Class Health Systems**

Wednesday, March 4 | 10:00am-11:15am | Grand Peninsula Ballroom A

Quality improvement is a strategic imperative for all industries. Executives from two world-class health systems will describe their approach to engaging and developing leaders and building a workforce skilled in improvement. Attendees will learn how their relentless focus on getting better has transformed their organization cultures and achieved levels of performance never before thought possible. Their experiences can offer guidance to leaders of education on beginning similar transformations.

**Maria Britto**, Director of the Center for Innovation in Chronic Disease Care, Cincinnati Children's

**Lisa Schilling**, Vice President of Healthcare Performance Improvement, Kaiser Permanente

**Penny Carver** (moderator), Senior Fellow, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

### **(LC10) Leadership for High Performance School Cultures and High Reliability District Systems**

Wednesday, March 4 | 10:00am-11:15am | Regency Ballroom A

In November 2010, McKinsey & Company released a report, “How the World’s Most Improved School Systems Keep Getting Better,” which presented a performance trajectory for educational systems from poor to excellent. McREL has cross-mapped the components of their What Matters Most Framework to the McKinsey & Company findings to provide districts with ways to benchmark their current status, and a framework for driving improvement, systematic innovation, and high quality delivery. The aim is both improvement to optimize the current system and strategic innovation for crossing the chasm to a new learning-based paradigm. Attendees will conduct a preliminary assessment of their school, map their own trajectory for improvement and innovation, and understand the value of short cycle improvement and innovation processes.

**James Eck**, *Managing Consultant, McREL International*

**Tim Waters**, *President, CEO, McREL International*

**Elena Silva** (moderator), *Senior Associate, Public Policy Engagement, Carnegie Foundation for the Advancement of Teaching*

### **(PN4) Learning from Frontline Workers: Partnering Strategies for Bridging Research and Practice**

Wednesday, March 4 | 10:00am-11:15am | Regency Ballroom C

There is broad agreement that practice should be informed by the best available research. Yet even the most well-intentioned researchers and practitioners often struggle to make productive connections across these domains. This session highlights three different partnerships. Each partnership will share a tool or strategy they’ve developed to learn from frontline workers in the research and development process.

**Stacy B. Ehrlich**, *Senior Research Analyst, University of Chicago Consortium on Chicago School Research*

**Carrie Scholz**, *Senior Researcher, American Institutes for Research*

**Andrew Krumm**, *Education Researcher, SRI International*

**Savitha Moorthy**, *Education Researcher, SRI International*

**Ginny Boris**, *Co-Director, Central Valley Educational Leadership Institute*

**Elizabeth Leisy Stosich**, *Research Assistant, Internal Coherence Project, Strategic Education Research Partnership*

**Jon Dolle** (moderator) *Associate, Network Development, Carnegie Foundation for the Advancement of Teaching*

### **(PN8) Promoting a Culture of Collective Inquiry: Lessons on Scaling and Sustaining a National, Multi-Partner School Transformation Initiative**

Wednesday, March 4 | 1:15pm – 2:30pm | Sandpebble Room AB

Since 2007, Diplomas Now and three key non-profit partners—Johns Hopkins University, City Year, and Communities In Schools—have developed a nationwide network of schools committed to instituting a common blueprint for school improvement and student supports across a wide spectrum of local characteristics and circumstances. This presentation and discussion will focus on what Diplomas Now has learned about building a unified identity across the collaborative, developing approaches to sharing evidence-based practices across national and city-level networks, and promoting a culture of collective inquiry and adaptation to spur the improvement and refinement of practice in partner schools across 13 urban districts.

**Robert Balfanz**, *Director, Everyone Graduates Center, Johns Hopkins University*

**Doug Elmer**, *Director, Diplomas Now*

**Jennifer Lin Russell** (moderator), *Associate Professor of Policy and Organizations, University of Pittsburgh; Fellow, Carnegie Foundation for the Advancement of Teaching*



## BREAKOUT SESSIONS - SET E

Wednesday, March 4 | 1:15pm – 2:30pm



### **(IM6) Understanding the User Experience: Design Thinking**

Wednesday, March 4 | 1:15pm-2:30pm | Grand Peninsula Ballroom B

User-centered design is a multi-stage problem solving process that requires designers to analyze and foresee how users are likely to use a product and test the validity of their assumptions in real world tests with actual users. The presenters in this session will provide an introduction to user-centered design methodologies and how they can be used to develop more effective interventions in education. (Introductory | Principle 1)

**Bill Lucas**, Co-Founder and Director of Curriculum, Luma Institute

**Kim Saxe**, Director, Nueva Schools Innovation Lab and Design Thinking Program

**Eva Mejia** (moderator), Associate, Learning Systems and Director of Special Programs, Carnegie Foundation for the Advancement of Teaching

### **(IM8) Quality with Reliability: The Power of Standard Work Processes**

Wednesday, March 4 | 1:15pm-2:30pm | Harbour Room

The development of standard work processes in healthcare organizations has played a critical role in reducing undesirable variation in healthcare outcomes. In education, the notion of standard work can elicit strong negative reactions, conjuring up images of reform efforts that attempted to use standardization to remove professional judgment. In this session, a physician leader from Cincinnati Children's will describe the use of standard work processes with doctors and nurses in their organization. He will describe the complexity of introducing standard work practices and explore the seeming paradox of how standard work enables the rich use of professional judgment. An education panel will then reflect on the affordances and constraints of the notion of standard work in education. (Advanced | Principle 2)

**David Kauffman**, Principal, Perez Elementary School, Austin Independent School District

**Edward Liu**, Chief Improvement Officer, BPE and Boston Teacher Residency

**Fred Ryckman**, Senior Vice President, Medical Operations, Cincinnati Children's

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

### **(IA5) Building Improvement Capabilities System-Wide**

Wednesday, March 4 | 1:15pm-2:30pm | Regency Ballroom B

While we know that the use of improvement tools on the front lines can have a dramatic impact on improving organizational outcomes, spreading the improvement approach across an entire system can be a challenging task. Leaders from healthcare and education describe their approach to building improvement capabilities.

**Gary Kiltz**, Director of Teaching and Learning, School District of Menomonee Falls

**Lisa Shilling**, Vice President of Healthcare Performance Improvement, Kaiser Permanente

**Ann Edwards** (moderator), Associate, Director of Advancing Quality Teaching, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

### **(LC3) District-Wide Improvement: Effective Strategies, Tactics, and Lessons Learned from Award Winning Leaders**

Wednesday, March 4 | 1:15pm-2:30pm | Grand Peninsula Ballroom A

The Baldrige Program oversees the nation's Presidential Award for Performance Excellence. Organizations are judged on a set of criteria that also serve as a valuable framework for planning, improving, and measuring system performance. In this session, the superintendent of the 2013 Baldrige winner, Pewaukee School District, and associate superintendent of the 2008 winner, Iredell-Statesville, will describe in detail the Baldrige framework and share their experiences in applying this framework and building highly successful organizations driven by continuous improvement. Attendees will be able to consider how they might apply elements of the framework to their own organizations and local contexts.

**JoAnn Sternke**, Superintendent, Pewaukee School District

**Melanie Taylor**, Deputy Superintendent of Curriculum and Instruction, Iredell-Statesville Schools

**Chris Thorn** (moderator), Senior Associate, Co-Director of the Center for Networked Improvement, Carnegie Foundation for the Advancement of Teaching

### **(LC7) College-Wide Strategies for Change: Redesigning Systems with Purposeful Intentions**

Wednesday, March 4 | 1:15pm-2:30pm | Grand Peninsula Ballroom C

College leaders from the University of Missouri, Miami Dade College, and Austin Community College will report on their system redesigns. Though differing in vision and design, they are similar in purposeful intention and execution. The University of Missouri was transformed as an education improvement hub, catalyzing culture change in the region; Miami Dade College was transformed from silos of discrete campus issues to comprehensive, results-focused strategies at scale, and Austin Community College was transformed from a process/operations-focused institution to a student-centered institution incorporating intuitive advising and accelerated pathways.

**Carole Basile**, Dean, College of Education, University of Missouri, St. Louis

**Charles Cook**, Provost and Executive Vice President for Academic Affairs, Austin Community College District

**Lenore P. Rodicio**, Provost, Miami Dade College

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

### **(PN5) Tools for Network Management: Using Dashboards for Coordination & Learning**

Wednesday, March 4 | 1:15pm-2:30pm | Regency Ballroom A

Systems change is challenging. It depends on diverse participants from multiple sites with different lines of work coordinating and monitoring progress, and making course corrections as new information becomes available. Two organizations have taken up this ongoing challenge by utilizing dashboards as a tool for cross-organizational coordination and learning. UCLA shares a dashboard created for the Magnolia Community Initiative to galvanize community residents and organizational partners into improving the well-being of children and families living in an area near downtown Los Angeles. The National Center on Time and Learning shares their holistic data dashboard designed to communicate school improvement at the network, state, district, and school levels in Colorado, Connecticut, Massachusetts, New York, and Tennessee.

**Colleen Beaudoin**, Managing Director, School and District Support, National Center on Time and Learning

**Ami Novoryta**, Deputy Director, Knowledge Management and Strategy, National Center on Time and Learning

**Moir Inkels**, Assistant Director, Center for Healthier Children, Families and Communities

**Sharlene Joachim**, Project Manager, Center for Healthier Children, Families & Communities

**Hiro Yamada** (moderator), Associate, Director of Analytics, Carnegie Foundation for the Advancement of Teaching

## Breakout Sessions

*(Breakout Sessions – Set E, continued)*

### **(PN6) Leveraging Technology to Accelerate Improvement**

Wednesday, March 4 | 10:00am-11:15am | Sandpebble Room AB

Technology has the potential to enable large networks to learn and improve faster and more efficiently than a single organization or individual. Realizing this potential presents many challenges. Tools must provide new, timely, and actionable information that is integrated into key routines of professional practice. This session looks at examples of using technology to accelerate improvement in large networks.

**Ruth Deakin Crick**, Reader in Systems Learning and Leadership, University of Bristol, United Kingdom

**Sarah Kavanagh**, Teaching Associate, University of Washington

**Morva McDonald**, Associate Professor, University of Washington

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

### **(PN7) The Power of Collaborative Technology: Changing Professional Practice**

Wednesday, March 4 | 1:15pm-2:30pm | Regency Ballroom C

Technological advances are changing the way teachers communicate, collaborate, and generate knowledge. This session looks at three tools for increasing collaboration inside and outside the classroom. The Share My Lesson website, developed by the American Federation of Teachers and TES Connect, offers over 300,000 free classroom resources and the most Common Core resources available on the Internet. Zaption offers an “intuitive web app to quickly add images, text, quizzes, and discussions to existing video.” PollEverywhere “lets you engage your audience anywhere in real time.” Each presenter will briefly describe their product, followed by a panel discussion on the ways technology is transforming teaching and learning.

**Heidi Glidden**, Manager of Resources and Dissemination, Educational Issues, American Federation of Teachers (AFT)

**Jeff Vyduna**, Co-Founder and CEO, PollEverywhere

**Chris Fitzgerald Walsh**, CEO, Zaption

**Karon Klipple** (moderator), Senior Associate, Director of Community College Pathways, Carnegie Foundation for the Advancement of Teaching

**THE POSTERS WILL BE AVAILABLE** for viewing throughout the conference in the Poolside Pavilion. We invite you to view them at your convenience. The presenters will be present for questions and feedback during the Poster Presentations and Sponsor Consultations on Wednesday, March 4, from 11:30am-12:30pm. These posters represent a range of improvement efforts taking place across the nation.

## IMPROVEMENT SCIENCE APPLIED IN PRACTICE STRAND

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### **(1) Improving Student Learning Based on Assessment Results: Efficacy of a New Model for Higher Education**

Academic programs routinely assess student learning outcomes, yet rarely use assessment results to make changes. Rarer still is evidence of programs re-assessing outcomes to identify if changes were actually improvements. This poster will describe our vision for change, based on a faculty development experience designed to enhance student learning.

***Cara Meixner, Ph.D.,** Associate Professor of Psychology and Assistant Director of the Center for Faculty Innovation, James Madison University*

### **(2) 50 Years of Systemic Research Transforms School Results in One Year**

Understand how a network of eight failed K-8 schools all rapidly transformed state scores and school cultures, without removing principals or staff. Two schools were the most improved out of 473 Chicago Public Schools. Strategic Learning's transformation process is low cost, sustainable, and results in continuous improvement.

***John Simmons,** President, Strategic Learning Initiatives*

### **(3) Lee Pesky Learning Center: Improving Outcomes for Students with Learning Disabilities**

This poster outlines an approach to the evaluation, assessment, and instruction of students with learning disabilities and attentional issues, and presents data on the program's efficacy and expansion from clinic to schools through the use of technology.

***Evelyn S. Johnson, Ed.D.,** Executive Director, Lee Pesky Learning Center, Professor, Boise State University*

### **(4) Supporting the Collective Learning of Educators Through a Core Set of Instructional Activities**

This poster will present a significant aspect of job-embedded, school-wide professional development—instructional activities—that has proven to be an important component of our work in supporting teachers and coaches to reorganize their practices.

***Allison Hintz,** Assistant Professor, University of Washington, Bothell  
**Lydney Gibbons,** Research Associate, University of Washington, Seattle*

## LEADERSHIP AND CULTURE STRAND

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### **(5) Advances in Online Developmental Education: An Accelerated, Synchronous Approach**

In 2012, Rasmussen College launched a fully-revamped developmental education experience, including new courses, entrance assessments, faculty training, and course development models. This poster demonstrates how, three years later, Rasmussen College has increased its developmental education pass rates while significantly decreasing the number of developmental education seats through diversifying its entrance assessments.

***Brooks Doherty,** Dean of General Education, Rasmussen College*

## **(6) Implementing a College Readiness Indicator System at Scale in San Jose Unified School District**

This poster describes a system redesign in San Jose Unified School District that is rapidly building a culture of transparency, data use, collaboration, and shared accountability. The process links every school principal with central-office leaders in routine cycles of inquiry and improvement around equity and college readiness goals.

**Nettie Legters**, *Lead Project Researcher, Education Northwest*

## **(7) Latina/o Educational Alliance: Addressing the Educational Needs of Latina/o Students through Research, Policy, and Practice**

The poster presents efforts to advance the social and economic wellbeing of Latina/o students and families through attention to their educational advancement. A teacher education program, three charter schools form the nexus in which models of effective teaching/learning practices for Latina/os are presented, tested, and revised.

**Marco A. Bravo, Ph.D.**, *Associate Professor, Santa Clara University*

**David P. Lopez, Ph.D.**, *Executive Director, Center for Latino Education & Innovation*

## **(8) Providing High-Quality Supports for Teachers: Examining Instructional Leaders' Practices**

We know from existing scholarship that instructional leaders effect change, but understand less about how leaders shape workplace practices to positively impact teacher and student learning. This poster examines an empirically grounded framework for explaining how instructional leaders – namely principals and coaches – shape workplace practices of teachers to support organizational learning.

**Lynsey Gibbons**, *Research Associate, University of Washington*

**Elham Kazemi**, *Professor of Mathematics Education, University of Washington*

## **(9) Setting Conditions for Successful Teacher Residency Placements: Professional Collaborations with Superintendents, Principals, and Mentors**

In preparing for expansion into rural regions, the Boettcher Teacher Residency developed a planning year to set the conditions for success prior to placing residents. This poster highlights their focus on understanding the context of the schools/districts, providing professional development for leaders and mentors, and building capacity throughout region.

**Belle Faust, Ph.D.**, *Executive Director, Boettcher Teacher Residency; Senior Director of Education, PEBC*  
**Joyce Joyce, MA**, *Senior Director of Leadership, PEBC*

## **(10) Transformation in Queens: How Core Knowledge Impacts Leadership, Teacher Practice, and Student Achievement and Equality**

Since winning a Comprehensive School Reform grant in 1999, educators at PS 124 in Queens, where 93% of students qualify for free lunch, have immersed students in a rigorous curriculum based on the Core Knowledge Sequence. This poster presents how they support success through teacher collaboration, remedial and enrichment instruction, and academic writing.

**Valarie Lewis**, *Core Knowledge Fellow, Core Knowledge Foundation*

## **THE POWER OF NETWORKS STRAND**

### **(11) Applying an Adaptive Positive Deviance Process in Support of a Teacher-Driven Continuous Improvement Community**

The concept of Positive Deviance suggests solutions to complex problems already exist in communities; they just need to be discovered. This poster shares the lessons learned from applying this concept in two middle schools striving to identify solutions for improving outcomes aligned with the Common Core State Standards.

**Dean Gerdeman**, *Principal Investigator, American Institutes for Research*

**Carrie Scholz**, *Project Director, American Institutes for Research*



## (12) Building, Facilitating, and Evaluating Innovation Ecosystems in Education

This poster presents an ecosystem approach—as distinct from a network or partnership—that offers a powerful strategy for addressing the unique challenges related to the creation, adoption, and scaling of edtech innovations. This approach builds on previous ecosystem concepts and outlines constituent parts including stakeholders, researchers, investors, practitioners, and entrepreneurs; key functions; inputs; outputs; and boundaries.

**Cat McManus**, Research Assistant & Doctoral Student, University of Pennsylvania

## (13) Closing the Gap: More African American and Latino Boys Going Directly to 4-Year Colleges

Although 98% of graduates go to college, High Tech High has a gap in African American and Latino boys going directly to four year colleges. Learn about their efforts to close this gap, including “Vision Zero,” an effort for all 9th graders to pass all their classes this fall.

**Melissa Agudelo**, Dean, High Tech High Media Arts  
**Stacey Caillier**, Director, High Tech High Graduate School of Education

**Ben Daley**, Chief Academic Officer, High Tech High  
**Robert Kuhl**, Director, High Tech High Media Arts  
**Judy Wu**, Intern, High Tech High Graduate School of Education

## (14) Chicago P12 Math Collaborative: Partnerships for High-Quality Mathematics Instruction

Chicago Public Schools has created innovative partnerships with universities and funders in a district-wide initiative to improve P-12 mathematics instruction. This poster describes this multi-year initiative aimed to develop the capacity of teacher leaders, school and network administrators, and district math staff to effect sustainable change at a large scale.

**Jeanine Brownell**, Assistant Director of Programming, Erikson Institute Early Math Collaborative  
**Gudelia López**, Senior Program Officer, The Chicago Community Trust

## (15) Creating and Sustaining a Successful Community Partnership

This poster presents the partnership’s success in the following areas: (1) Increased access and participation in summer college readiness programs for low-income students; (2) Increased access and participation in structured connections/support programming for low-income college students; and (3) Successful completion and implementation of a data warehouse that links data from multiple organizations.

**Jean McKeown**, Vice President, Community Impact, Community Foundation for Greater Buffalo  
**Mary Ellen Mulvey, Ph.D.**, Sr. Director, Academic Support and Community Partnerships, Medaille College

## (16) Creating an Evaluation Model Focused on Professional Growth

This poster presents the challenges and lessons learned of 12 diverse districts in NY and RI where they shifted educator mindsets, leveraged technology, aligned systems of support and development, and built in sustainability measures to create high-quality growth evaluation systems.

**Dawn Krusemark**, i3 Project Manager, Senior Associate Director, American Federation of Teachers  
**Colleen Callahan, Ed.D.**, Rhode Island i3 Project Director, Director of Professional Issues, Rhode Island Federation of Teachers and Health Professionals

## (17) Design Development in Action - Supporting Common Core through a District/University Partnership

Hayward Unified School District and UC Berkeley’s Leadership for Educational Equity Program have co-designed an innovative approach to the Common Core transition. The poster highlights the partnership that brings together the practical knowledge of Hayward educators and support from Berkeley researchers to establish on-going professional learning around instructional improvement to foster student academic engagement.

**Dr. Matt Wayne**, Assistant Superintendent, Educational Services  
**Dr. Rick Mintrop**, Director, Leadership for Educational Equity Program (LEEP), UC Berkeley

## **(18) Developing Practical Improvement Measures for Research-Practice Partnerships that Aim to Improve the Quality of STEM Instruction**

Researcher-Practitioner Partnerships (RPPs) are handicapped by the lack of available instrumentation. This poster describes a collaboration between several RPPs that seeks to develop a common set of practical measures to assess and support instructional improvement in secondary mathematics.

**Paul Cobb**, Professor, Vanderbilt University  
**Erin Henrick**, Program Manager, Vanderbilt University

## **(19) Effectiveness of Teacher-Selected Professional Learning on School Change and Student Learning Through Action Research**

Teacher professional development is effective if the learning that teachers experience results in changes that improve student learning. A systemic model of action research and the rubric-based process for assessing action research is described. Results provide insight to the connection between student outcomes and the effectiveness of professional learning.

**Julie Monet**, Chair, Department of Science Education, CSU Chico  
**Michael Kotar**, Professor, School of Education, CSU Chico

## **(20) Exploring Facilitators and Challenges to Alliance Building: The REL Midwest Dropout Prevention Research Alliance Case**

Over the past three years, REL Midwest has formed eight research alliances to help states and districts use research to address important policy and practice issues to improve student outcomes. This poster highlights the work of Dropout Prevention Research Alliance and the facilitators and challenges of building an emergent alliance.

**Julie Kochanek**, Managing Director, American Institutes for Research  
**Dean Gerdeman**, Managing Director, American Institutes for Research

## **(21) From Pre-School Through 3rd Grade (P-3): Focusing on Achievement Gaps Early**

This poster presents the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches, a tool grounded in implementation science that focuses on fixable problems, defines adult behavior changes needed to effect change, and suggests ways to measure progress in P-3 alignment, thus helping districts and communities collaboratively work toward greater alignment and coherence in early childhood programs and the early grades.

**Kristie Kauerz**, Director, National P-3 Center, Research Assistant Professor, University of Washington College of Education  
**Molly Branson Thayer**, Program Director, National P-3 Center, University of Washington, College of Education

## **(22) Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works**

Developed in partnership with the Aspen Institute, this poster provides a framework for designing and implementing teacher leadership effectively and describes concrete examples from successful school systems. It can assist state and district leaders in further developing and expanding teacher leadership opportunities in service to student achievement.

**Chong-hao Fu**, Chief Program Officer, Leading Educators

## **(23) National Center on Scaling Up Effective Schools Model of Implementation at Scale Using Continuous Improvement**

The National Center on Scaling Up Effective Schools uses design-based implementation research and improvement science to scale effective practices in high schools. This approach, presented in this poster, uses a research-practitioner partnership that strives to both take advantage of and build local expertise so that innovations can be scaled with depth and sustainability.

**Marisa Cannata**, Director, National Center on Scaling Up Effective Schools

## **(24) Successfully Designing and Implementing Large-Scale Change with Your Community: A Project By Sacramento City Unified School District, With Support from Pivot Learning Partners**

In 2013-2014, Sacramento City Unified School District (SCUSD) and Pivot Learning Partners collaborated to engage the SCUSD community in the development of a balanced accountability system and the California-required Local Control and Accountability Plan. This poster highlights this highly successful approach integrating best practices from community organizing into a traditional design process.

*Tu Moua-Carroz, Area Assistant Superintendent, Sacramento City Unified School District*  
*Allison Carter, Project Lead, Pivot Learning Partners*

## **(25) The PAR Framework: Using Analytics Tools to Inform Tactical Decision Making**

The Predictive Analytics Reporting (PAR) Framework is a data mining collaborative that brings together diverse institutions to identify common factors affecting student attrition and effective practices that improve student retention. This poster explores how PAR institutions are using predictive analytics and other analytics tools to inform their tactical decision making.

*Karen Vignare, University of Maryland University Campus*

## **(26) The Power of Collective Impact: How to Increase Stakeholders Contributions to Create a Viable Healthcare Careers Pathway**

Learn how community partners are collectively transforming the educational experience of high school students by creating a viable Healthcare Careers Pathway that addresses regional workforce needs, improves academic rigor and prepares students to be quality healthcare providers in their community, a Medically Underserved Area (MUA).

*Christine M. López, B.A., M.Ed., Executive Director of Community Relations and Stewardship, INSPIRE Program Director, Division of Institutional Advancement, Rosalind Franklin University of Medicine and Science*

*Jeffrey Hollenstein, M.A., Lead Teacher--NCCHS Healthcare Careers Pathway, Teacher--AP European History, Patterns of World History, North Chicago Community High School*

## **(27) The Strength of the Dotted Line: Partnerships that Enable Organizational and Curricular Innovation**

As universities adapt to meet new challenges, multiple-unit problem solving is increasingly important. Three case studies from Santa Clara University illustrate how backward design and dotted-line relationships support curricular and programmatic innovation. Each case involved intentional partnerships and strategic collection of data for decision-making and support for continuing change.

*Christine Bachen, Director of Assessment, Santa Clara University*

*Phyllis Brown, Associate Provost for Undergraduate Studies, Santa Clara University*

*Andrea Brewster, Curriculum Manager, Experiential Learning for Social Justice, Santa Clara University*

*Nancy Cutler, Director, Media Services, Santa Clara University*

*Jennifer Merritt, Director of Community-Based Learning, Santa Clara University*

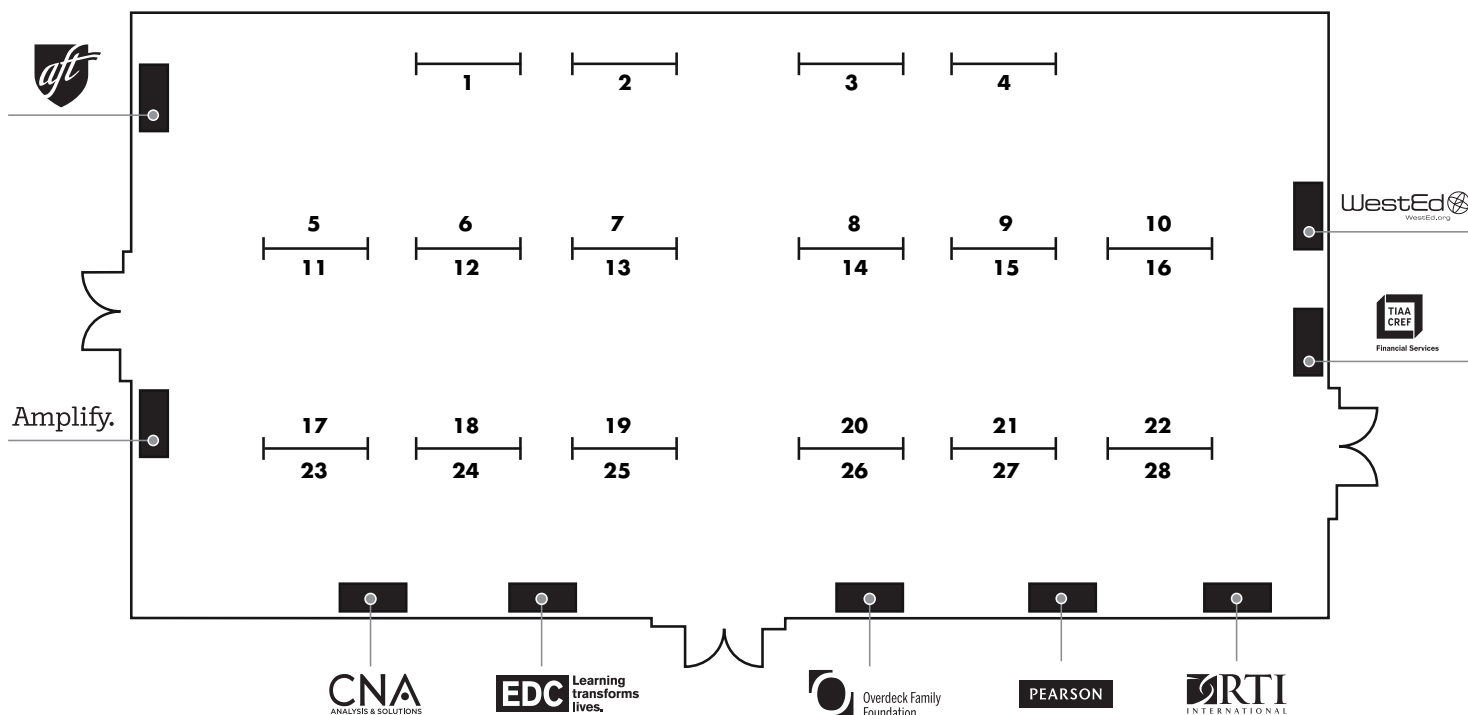
## **(28) Urban Middle School Students Empowering their School Community: A University Partnership with the Teens for Literacy Program**

The Teens for Literacy program positions middle school student leaders to promote literacy among their peers in a partnership between a university and a local school. The poster describes how participants have created self-generated literacy projects that include original plays and author visits for their school community. University students serve as mentors for initiatives.

*Dr. Anne Katz, Assistant Professor, Armstrong State University*

# Poster & Sponsor Hall Map

## Poolside Pavilion



**JOIN US ON WEDNESDAY, MARCH 4**, from 11:30am-12:30pm for poster presentations, sponsor consultations, and tasty treats. The poster presenters will be available for questions, feedback, and conversations on their work. We hope that during this time you will connect with others and discuss how improvement is happening in your community. See pages 25-29 for titles, descriptions, and presenters.

Representatives from nine of our sponsors will also be present to discuss their products and work.

# Thank You to Our Sponsors

## PREMIER SPONSORS

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## CONTRIBUTING SPONSORS

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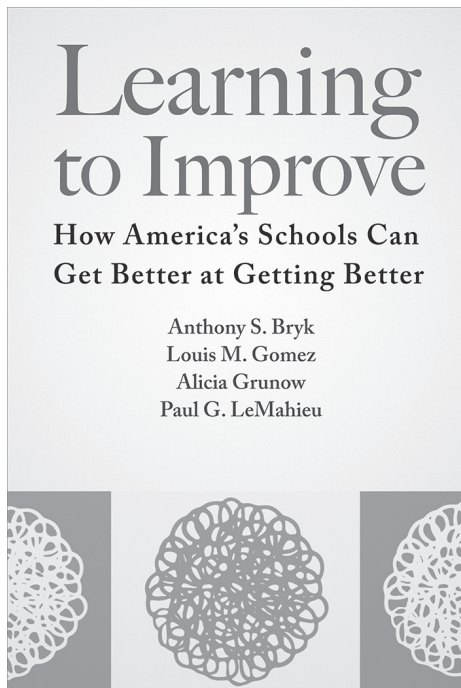
For a complete directory of our 2015 sponsors, please visit the Summit website:  
[carnegiefoundationsummit.org/sponsorship/2015-summit-sponsors/](http://carnegiefoundationsummit.org/sponsorship/2015-summit-sponsors/)



## LEARNING TO IMPROVE

### How America's Schools Can Get Better at Getting Better

By Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, and Paul G. LeMahieu



As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In *Learning to Improve*, the authors argue for a new approach. Rather than “implementing fast and learning slow,” they believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.”

Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how “networked improvement communities” can bring together researchers and practitioners to accelerate learning in key areas of education. Examples

include efforts to address the high rate of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers.

We are happy to share with you, a member of our growing network dedicated to using improvement science to improve our schools, a complimentary copy of *Learning to Improve*. Additional copies are available at a discounted rate at the registration desk in the Grand Peninsula Foyer. We hope this text will be a helpful, valued resource as you return to your communities ready to tackle problems with this new approach. The book is also available for purchase through Harvard Education Press, <http://cfdn.at/1zMSV8G>, or any major online book seller.

## Upcoming Events and Opportunities

### PRACTICAL MEASUREMENT WORKSHOP

#### Using Data for Improvement

Stanford, CA

June 25-27, 2015

Significant educational investment has been made to increase the amount of data collected and shared with school systems with the intention of producing powerful change. Yet there is little clarity about how to use data to improve practice. For systems to improve practice reliably at scale, we need a new way of doing business that gets the right data to the right people at the right time.

The Practical Measurement Workshop covers the development and use of “practical” measures, which provide powerful insights embedded in daily practice. These measures can be used easily and effectively by practitioners and those who support their improvement in real-time. We will address the underlying principles of practical measurement, its uses in improvement efforts in school contexts, and processes of developing these measures. Participants will not only learn how to create a system of measures to support improvement, but also how to effectively utilize the measures for systemic change.

### 2016 CARNEGIE FOUNDATION SUMMIT ON IMPROVEMENT IN EDUCATION

March 22-24, 2016

Marriott Marquis, San Francisco, CA

Join us in 2016 as we continue to grow our community and work together to improve our schools nationally and internationally. We convene with the common goal of learning to improve by adopting a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Next year’s Summit will offer the continued opportunity to hear from expert researcher and practitioners, connect with like-minded individuals, and develop skills and tools to bring back to your community. This work represents a paradigm shift in how to approach improvement efforts within education. The change will not happen overnight, but requires sustained commitment and efforts. We hope that you will join us and continue to be a part of this journey.

### IMPROVEMENT SCIENCE AND NETWORKED IMPROVEMENT COMMUNITIES

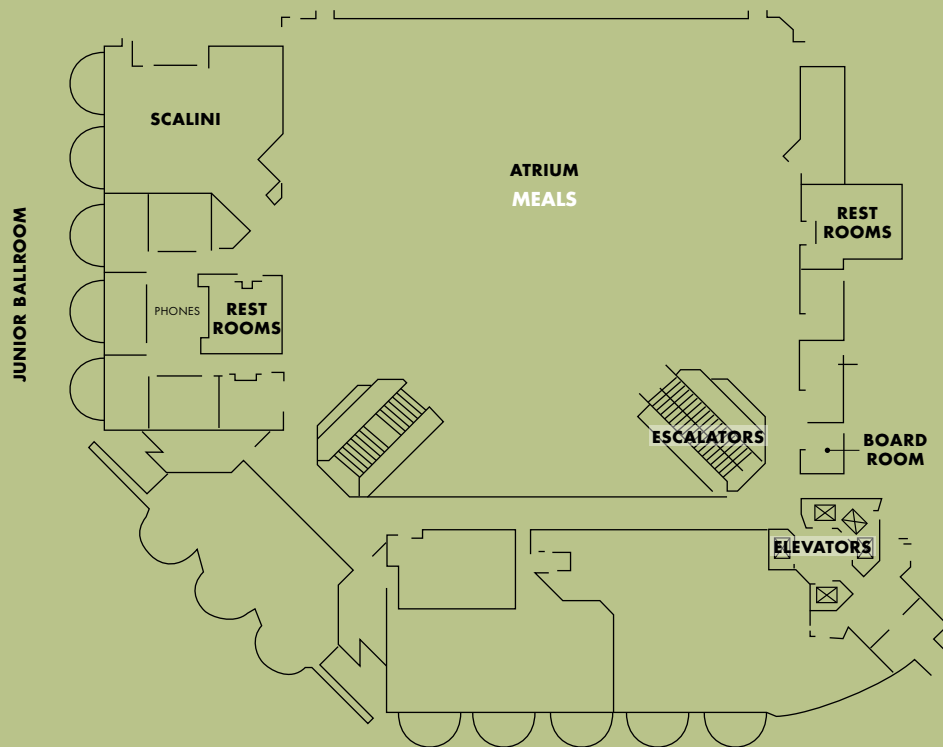
In seeking to move improvement science and Networked Improvement Community (NIC) ideas into action, Carnegie has committed to a learning-by-doing strategy.

By translating the organizing principles of NICs into routines, tools, processes, and social arrangements that yield effective, scalable improvements, we have become a resource to others who wish to pursue this strategy as well. Through our events, materials, and outreach we provide continued, deep, widespread support to other highly leveraged NICs.

If you are interested in support for your NIC, new or old, or for how to utilize improvement science methods in your community, please contact Penny Carver, Senior Fellow at the Carnegie Foundation for the Advancement of Teaching, at [Carver@Carnegiefoundation.org](mailto:Carver@Carnegiefoundation.org).

# Conference Map

## ATRIUM FLOOR



## LOBBY FLOOR

