Continuous Improvement Coaching Facilitators' Workbook

Accompanying presentation slides

Presenter Name
Title Here

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IES Institute of Education Sciences

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How to use these slides

- These slides serve as examples as you facilitate your school's continuous improvement initiative. They follow the process described in the Facilitators' Workbook.
- The slides include seven sections:
  - Welcome
  - Phase 1: Set the Foundation
  - Phase 2: Plan
  - Phase 3: Do
  - Phase 4: Study
  - Phase 5: Act
  - Next steps
- Each section starts with "how to use these slides" and is followed by the example presentation to use as a starting point for facilitating your improvement team's activities.
- When using the slides, remember to delete the "How to" slide in each section.

How much time will the continuous improvement process require?

- Timing will vary depending on your continuous improvement project, team, and the time of year.
- We recommend the following timeframes for each phase:
  - Phase 1 (Set the Foundation) typically requires between two and five team meetings.
  - Phase 2 (Plan) typically requires two or three team meetings.
  - Phase 3 (Do) will vary depending on the type of intervention you select.
  - Phase 4 (Study) typically requires one team meeting.
  - Phase 5 (Act) typically requires one or two team meetings.

Welcome!

How to use these slides

Remember to delete this “How to” slide.

Recommendations:

- ❑ Start each meeting with an agenda with times clearly stated.
- ❑ Prepare the team for each meeting by stating the objective as part of the step-by-step improvement process.

Example agenda slide

Time	Agenda item
9:30 – 9:45 a.m.	Welcome and introductions
9:45 – 11:30 a.m.	Meeting topic(s)
11:30 – 11:45 a.m.	Wrap-up and next steps

Step-by-step improvement process

Today's meeting objectives are:

- [Objective 1]
- [Objective 2]

Phase 1: Set the Foundation

How to use these slides

Remember to delete this "How to" slide.

Recommendations:

- ❑ Do not skip over this phase as this is the foundation for the PDSA cycle. This phase is critical for identifying an evidence-based practice to implement.
- ❑ Collect various data about your school or district to support the root-cause analysis, but do not get bogged down with data. The goal is to fully understand and clearly state the problem you want to address.
- ❑ In the "What to do in this phase" slide, use the analogy of building a house. The purpose of this phase is to build a strong foundation.
- ❑ Review pages 5–14 of the Facilitators' Workbook for more details about the phase.

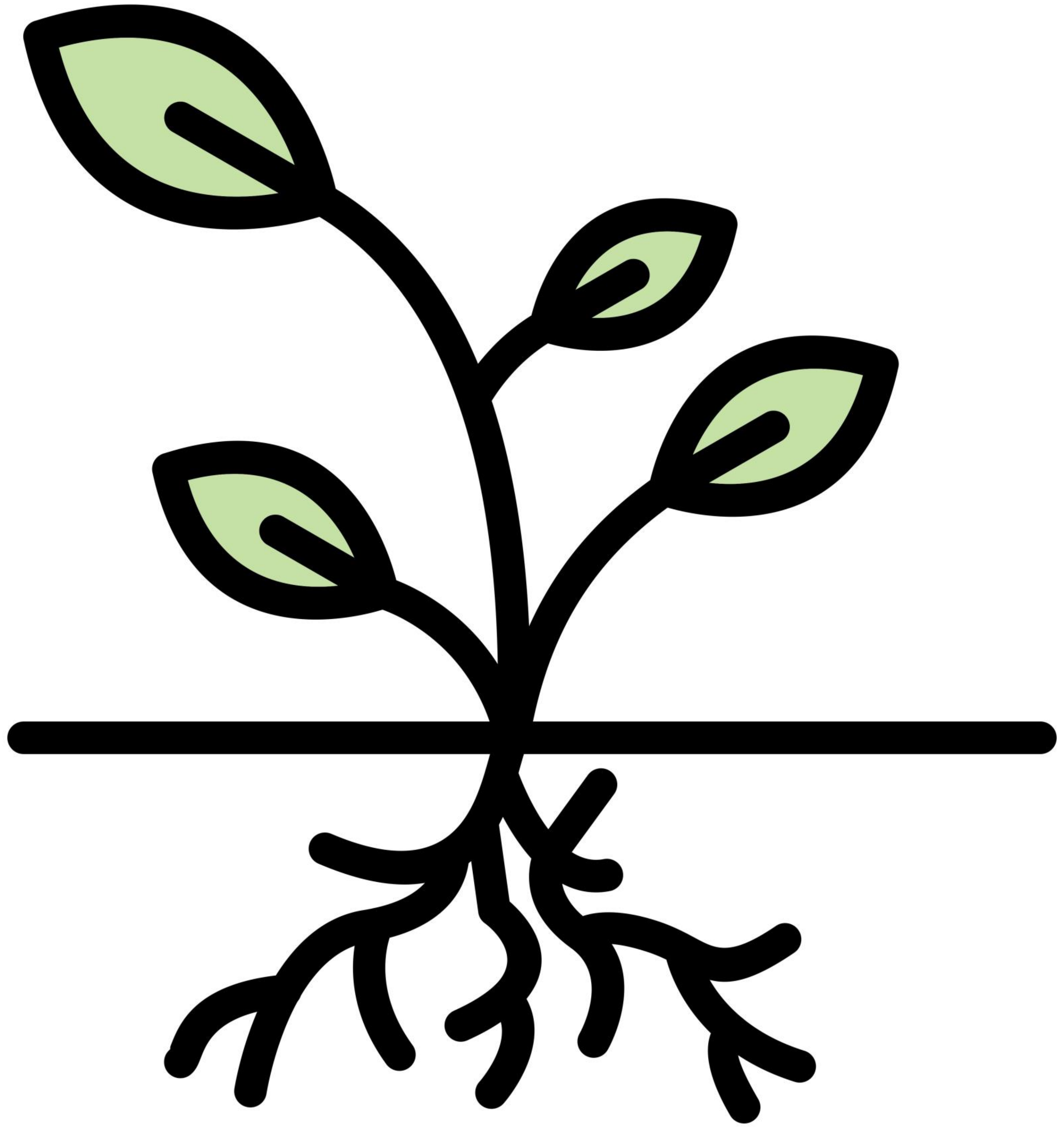
What to do in this phase

1. Define the problem.
2. Create your theory of action.
3. Select an evidence-based strategy.

Define the problem: Compile multiple data types for analysis

- Attendance, absenteeism, dropout rates
- State assessments and proficiency scores
- School grades, courses, and graduation rates
- Student social-emotional outcomes

Determine root cause using the *Five Whys* process



The *Five Whys* process allows improvement teams to dig into the problem statement and consider why the current system produces the undesired outcomes.

(Institute of Education Sciences, 2015)

Five Whys template

Why
- Why [Reflect on data]:
- **Response #1:**

Why
- Why [Reflect on response #1]
- **Response #2:**

Why
- Why [Reflect on response #2]
- **Response #3:**

Why
- Why [Reflect on response #3]
- **Response #4:**

Why
- Why [Reflect on response #4]
- **Response #5:**

(Institute of Education Sciences, 2015)

Finalize the problem statement

Your problem statement should be specific so you can develop clear action steps to reach desired outcomes.

- **Too vague**: "Students are not graduating from high school college- and career-ready.
- **Specific:** "Students are not prepared for the social, emotional, and academic rigors of postsecondary schools because they are chronically absent from high school."

Create your theory of action

A theory of action offers a graphical representation of your improvement initiative and helps your team articulate how school resources and actions lead to desired outcomes.

Start with long- and mid-term outcomes

Mid-term student outcomes

Students improve ***sense of belonging*** and ***attendance*** in school

Students increase ***academic engagement*** and ***monitor learning***

Long-term student outcomes

Students improve ***academic achievement***

Students improve ***transition readiness***

Use a backward-design process to identify outcomes.

(Shakman & Rodriguez, 2015)

Identify change agents, short-term outcomes, and inputs

Problem statement: Students are not prepared for postsecondary transition due to inadequate development of academic and nonacademic competencies.

Inputs

- Common vision of improvement
- School leadership
- Improvement teams
- Time invested in teacher PD
- Improvement specialist

Key components to improve college- and career-readiness

Teachers were identified as change agents:

Short-term educator outcomes

- Teachers increase ***student partnerships and connections***
- Teachers improve ***academic engagement and rigor*** in instruction

Mid-term student outcomes

- Students improve ***sense of belonging*** and ***attendance*** in school
- Students increase ***academic engagement*** and ***monitor learning***

Long-term student outcomes

- Students improve ***academic achievement***
- Students improve ***transition readiness***

(Shakman & Rodriguez, 2015)

Select an evidence-based practice

Problem statement: Students are not prepared for postsecondary transition due to inadequate development of academic and nonacademic competencies.

Inputs

- Common vision of improvement
- School leadership
- Improvement teams
- Time invested in teacher PD
- Improvement specialist

Key components to improve college- and career-readiness

Select an evidence-based practice:

- Compile evidence-based practices.
- Refer to ESSA's four levels of evidence.
- Select an evidence-based strategy as a team.

Short-term educator outcomes

- Teachers increase ***student partnerships and connections***
- Teachers improve ***academic engagement and rigor*** in instruction

Mid-term student outcomes

- Students improve ***sense of belonging*** and ***attendance*** in school
- Students increase ***academic engagement*** and ***monitor learning***

Long-term student outcomes

- Students improve ***academic achievement***
- Students improve ***transition readiness***

(Shakman & Rodriguez, 2015)

Assessing options: Four levels of evidence in ESSA

	Strong	At least one well-designed and implemented experimental study
	Moderate	At least one well-designed and implemented quasi-experimental study
	Promising	At least one well-designed and implemented correlational study Includes controls for statistical bias
	Demonstrates a rationale	Well-specified logic model or theory of action Includes ongoing efforts to collect evidence

For full description of ESSA evidence standards, see https://www.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf
For alignment between the What Works Clearinghouse evidence standards and ESSA evidence standards, see https://www.ies.ed.gov/ncee/wwc/essa

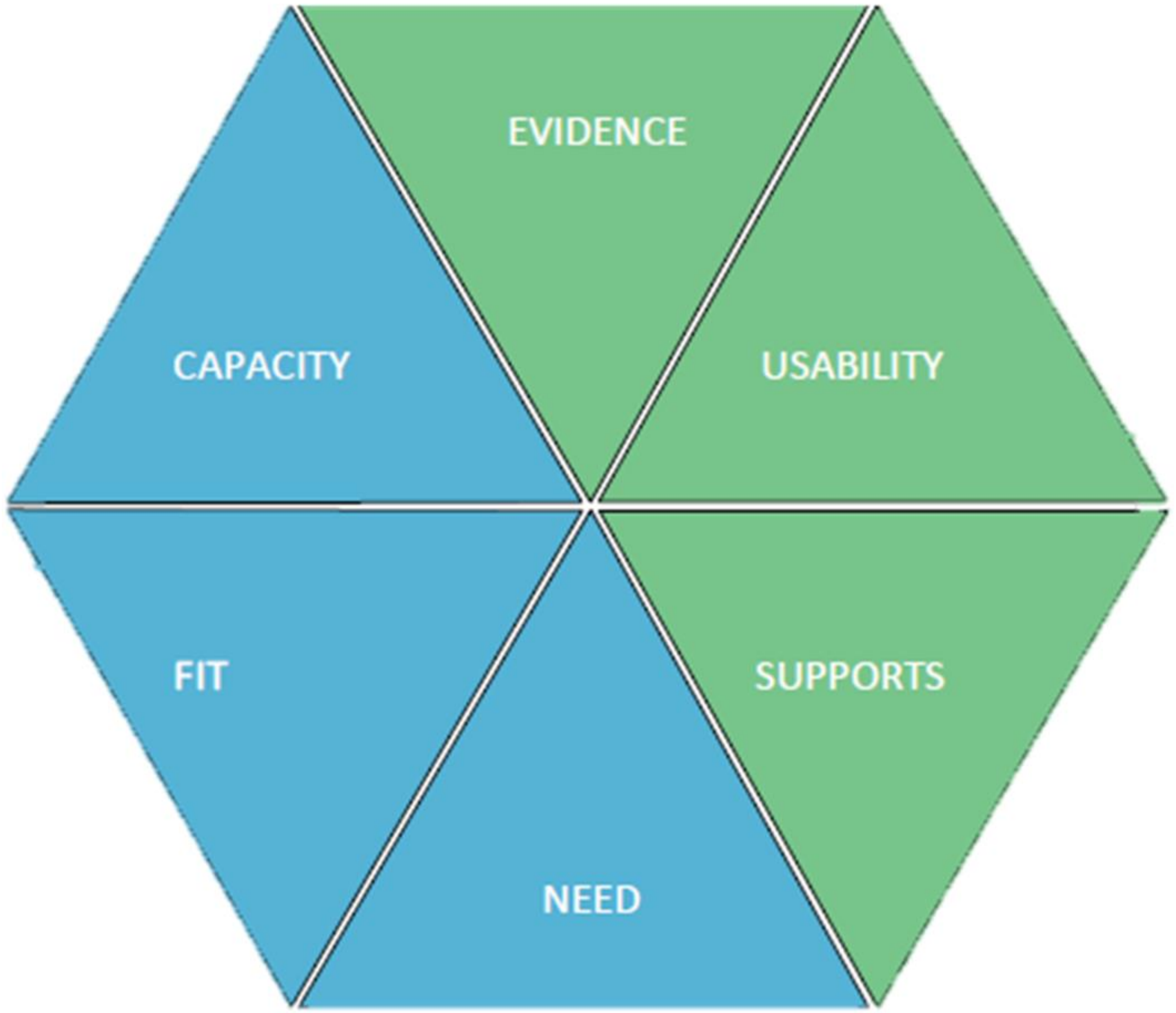
Vetting your options

What?

- Determine which practice best ***meets the needs of your school*** and is ***practical in your context***.

How?

- *Hexagon* Tool
- Applicability of Evidence-Based Interventions document



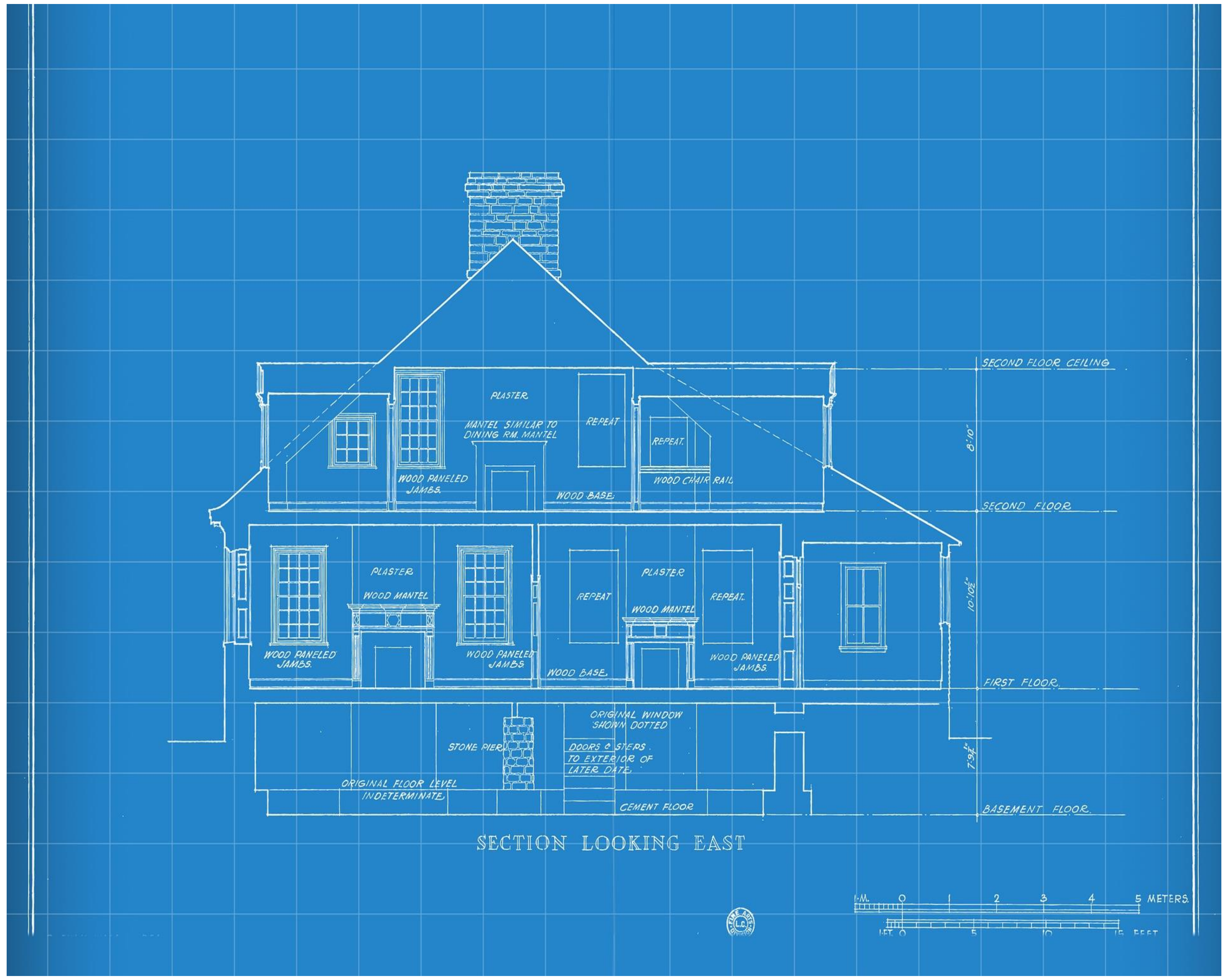
- Program Indicators
- Implementing Site Indicators

NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

(Metz & Louison, 2019; REL West, 2020)

Phase 2: Plan

What to do in this phase



1. List the action steps.
2. Identify data to collect.
3. Make predictions.

How to use these slides

Remember to delete this "How to" slide.

Recommendations:

- ❑ This phase is like a lesson plan. You will break down the implementation of the evidence-based practice into action steps.
- ❑ In the "What to do in this phase" slide, use the analogy of building a house. This phase is to create a blueprint of the house.
- ❑ Review pages 15–21 of the Facilitators' Workbook for more details about the phase.

List the action steps

- Who will implement each activity and action step?
- What is the action step the team will take to accomplish the evidence-based practice?
- When and where will each activity or action step happen?

List the action steps:				*Identify data to monitor:*		*Make predictions:*
[WHO] Target person	**[WHAT]** Action steps	**[WHEN]** Start/end	**[WHERE]** Location	**[HOW]** Implementation	**[HOW]** Outcomes	**[WHY]** Predict change, *where applicable*
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

(Collis & Foster, 2018)

Identify data to monitor

- How will you collect implementation and outcome data?
- Before thinking about new data, think about:
  - What data do we already collect?
  - Can we collect those data more consistently and systematically?

List the action steps:				***Identify data to monitor:***		***Make predictions:***
[WHO] Target person	**[WHAT]** Action steps	**[WHEN]** Start/end	**[WHERE]** Location	**[HOW]** Implementation	**[HOW]** Outcomes	**[WHY]** Predict change, *where applicable*
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

(Collis & Foster, 2018)

Make predictions

- Prediction is key to the process.
- What change is predicted?
- The predictions will be used again in the "Act" phase.

List the action steps:				*Identify data to monitor:*		*Make predictions:*
[WHO] Target person	**[WHAT]** Action steps	**[WHEN]** Start/end	**[WHERE]** Location	**[HOW]** Implementation	**[HOW]** Outcomes	**[WHY]** Predict change. *where applicable*
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

(Collis & Foster, 2018)

Phase 3: Do

How to use these slides

Remember to delete this "How to" slide.

Recommendations:

- ❑ In this phase you will enact (do) the action steps you identified in your plan. The key to this phase is to collect data on implementation and outcomes.
- ❑ In the "What to do in this phase" slide, use the analogy of building a house. This phase is to construct the house, following the blueprints.
- ❑ Review pages 22–27 of the Facilitators' Workbook for more details about the phase.

What to do in this phase

1 Implement the action steps.

2 Monitor your data.

Implement the action steps

List the action steps:			
[WHO] Target person	**[WHAT]** Action steps	**[WHEN]** Start/end	**[WHERE]** Location
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		

- Just do it… Start implementing the action steps.
- Remember to collect the implementation and outcomes data.

(Collis & Foster, 2018)

Collect your data

Identify data to monitor: [From plan phase]	*Monitor your data:*	
Description of data [List implementation checkpoints and outcome data from action plan template]	**Who will collect data?** [Name of person responsible for collecting and storing data]	**Date of data collected** [The date the data were collected, including multiple time points]
Implementation checkpoints		
1.		
2.		
3.		
Outcome data		
1.		
2.		
3.		

(Collis & Foster, 2018)

Phase 4: Study

How to use these slides

Remember to delete this "How to" slide.

Recommendations:

- ❑ In this phase, you will compare the predictions made in the Plan phase to what occurred during implementation. Remind your team that this is not a "gotcha!" This is about improvement.
- ❑ In the "What to do in this phase" slide, use the analogy of building a house. During this phase, the house is inspected. We will study the actual construction (Do phase) and compare that work to the original blueprints (Plan phase) to consider our next steps in the Act phase.
- ❑ Review pages 28–33 of the Facilitators' Workbook for more details about the phase.

What to do in this phase

1. Compare initial predictions with actual occurrences.
2. Identify patterns and trends to inform next steps.

Compare predictions to actual occurrences

List the action steps: [From plan phase]		*Make predictions: [From plan phase]*	*Study actual occurrences:*
[WHO] Target person	**[WHAT]** Action steps	**[WHY]** Predict change	**[WHAT HAPPENED]** Report results from data
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		

- Analyze the data collected
- Report the results in the action plan template
- Describe what actually happened when the action step was implemented

(Cherasaro et al., 2015)

Identify patterns and trends to inform next steps

Tips for reviewing

- Describe, don't interpret.
- Remember we're learners.
- Take turns sharing.

Questions to ask

- Did our predictions match our results?
- What patterns do you see?
- What actions/events might have influenced implementation of the evidence-based practice?

Phase 5: Act

How to use these slides

Remember to delete this "How to" slide.

Recommendations:

- ❑ Make sure to congratulate your team members for their effort throughout the first four improvement phases and help them appreciate what the team learned. Remember that the process is about improvement, so missteps can become opportunities.
- ❑ In the "What to do in this step" slide, continue the analogy of building a house. The Act phase allows the homeowners to make the house their own. They can adjust or tweak items noted during the inspection that will improve how the home meets the needs of the family.
- ❑ Review pages 34–40 of the Facilitators' Workbook for more details about the phase.

What to do in this phase

1. Identify new learnings
2. Think about next steps, adjustments, and improvements

Reflect on next steps

- Congratulations on reaching the *Act* phase!
- It's time to reflect and decide next steps!

Think about next steps, adjustments, and improvements

What did we learn when we studied the data and information?

What revisions should we make to our activities and/or predictions?

What are our immediate next steps?

What are our long-term next steps?

- Individually record your thoughts on next steps by answering these four guiding questions.
- We will use a round-robin approach to share our learnings and discuss next steps.

(Cherasaro et al., 2015)

Identify new learnings

List the action steps: [From plan phase]		***Make predictions: [From plan phase]***	***Study actual occurrence: [From plan phase]***	***Identify new learnings:***
[WHO] Target person	**[WHAT]** Action steps	**[WHY]** Predict change	**[WHAT HAPPENED]** Report results from data	**[WHAT NEXT?]** Revise and improve action steps
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			

(Cherasaro et al., 2015)

- What insights do you have?
- What are new learnings?

Next Steps

How to use these slides

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Recommendations:

- ❑ Always end a meeting with next steps, clearly specifying who is doing what and what to expect in the next meeting.
- ❑ Given people's busy schedules, this might be a good time to get calendars out and verify the next meeting date and time.

Reflecting on the meeting

What is something we discussed that **squared** with your experience?

What are **three points** you want to remember?

What is a lingering question still going **around** in your mind?

Next steps

- Confirm meeting date
- Review to-do list
- Next meeting's objectives