Implementing a Continuous Improvement Process Video Series Descriptive Transcript

This descriptive transcript is intended to support web accessibility for the *Video 6: Act* in the video series, *Implementing a Continuous Improvement Process: A Video Series to Support the Use of REL Appalachia's Continuous Improvement Resources.*[1]

Table 1. Video 6: Act

Audio	Visual
These resources include a description of a five-phase continuous improvement process, along with templates and links to additional resources. You can access the full set of materials by clicking on the links in the description of this video below.	Screenshots of the *Continuous Improvement Coaching Facilitators' Workbook*.
You clarified your problem of practice as you set the foundation. You planned action steps, enacted those steps, and collected data to study the process. It's now time to dive into the final phase: *Act*.	A graphic depicting the five-phase continuous improvement process cycle with the following phases: 1) Set the Foundation; 2) Plan; 3) Do; 4) Study; 5) Act. Phases 1, 2, 3, 4, and 5 are highlighted as they are discussed.
To identify new learnings, schedule a team meeting and ask team members to individually respond to a set of guiding questions like those presented here. Provide the questions prior to the meeting or allocate individual "think time" during the meeting so that all members have time to thoroughly reflect and contribute to the discussion.	A sample discussion protocol with the following questions is shown: 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?

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[1] This descriptive transcript was developed for the *Implementing a Continuous Improvement Process* video series following World Wide Web Consortium (W3C) and W3C Web Accessibility Initiative standards. See: https://www.w3.org/WAI/media/av/transcripts/#descriptive

Audio	Visual
	A document icon is shown indicating that this content can be found on page 35 of the *Continuous Improvement Coaching Facilitators' Workbook.*
Based on what you learned from the implementation and outcomes data, your improvement team may decide to move forward and scale up your evidence-based practice to reach a larger number of students. Or, your team might decide to revise the action steps and conduct a second PDSA cycle to test the practice again. Making small adjustments to your plan and retesting can be more efficient than starting over with a new evidence-based practice.	An action plan template is shown. Under the "List the action steps' section of the template, space is provided to list the target person [WHO] and action steps [WHAT]. Under the "Make predictions" section of the template, space is provided to list predictions [WHY], *where applicable.* Under the "Study actual occurrences" section of the template, space is provided to report results from data [WHAT HAPPENED]. Under the "Identify new learnings" section of the template, space is provided to list revisions and improvements to action steps [WHAT NEXT?]. A document icon is shown indicating that this content can be found on page 37 of the *Continuous Improvement Coaching Facilitators' Workbook.*
[Music]	Logos of the five organizations that participated in the REL Appalachia continuous improvement coaching project: the Kentucky Valley Educational Cooperative, Jackson Independent School District, Johnson Central High School, Magoffin County High School, and Perry Central High School. The IES disclaimer is also displayed on the screen: "This video was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-C-0004 by Regional Educational Laboratory Appalachia administered by SRI International. The content of this video does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government."
[Music]	List of references cited during this presentation: Cherasaro, T. L., Reale, M. L., Haystead, M., & Marzano, R. J. (2015). Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies (REL 2015–080). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2015080.pdf Yamaguchi, R., Dempsey, K., Suarez, S., Campbell, A., Park, C. J., & Schaefer, V. (2020). Regional Educational Laboratory Appalachia: Facilitators' workbook for

Audio	Visual
	continuous improvement coaching. SRI International. https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/continuous-improvement-coaching_facilitator-workbook_Acc.pdf