Oxford

SCHOOL DISTRICT

Department of Curriculum and Instruction Norms

TIME
- Respect the time of all team members by only meeting when necessary.
- Start and end all meetings on time.
- Be on time for all meetings.

CONFIDENTIALITY
- Respect the voice of all team members by keeping topics of discussion in confidence.
- Maintain confidentiality regarding disagreements expressed during meetings.

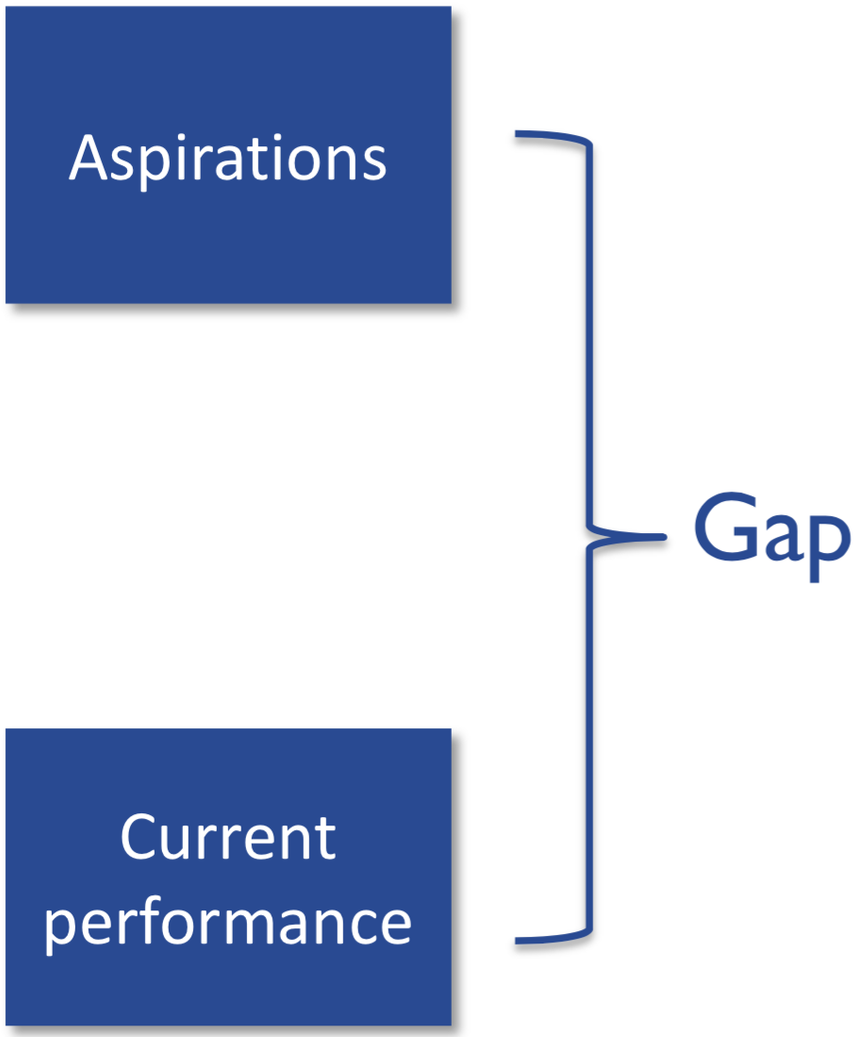
LISTENING
- Seek to listen first. Avoid interrupting others when they are speaking.
- Silence all cell phones during meetings.
- Avoid checking or sending text messages or emails during meetings.

EXPECTATIONS
- All team members are engaged and contribute to the team meeting.
- Come to meetings prepared.
- Be opened minded.
- Stick to the agenda.

DECISION MAKING
- Decisions are made in terms of what is best for students.
- Express disagreement with ideals not individuals.

Learning to Improve: How OSD Can Get Better at Getting Better

- ***Understand on a basic level what it feels like to apply improvement science techniques to solving educational problems***
- ***Reflect on the skills and capacities required to do improvement work in educational contexts***



Why are we getting the outcomes we are currently getting?

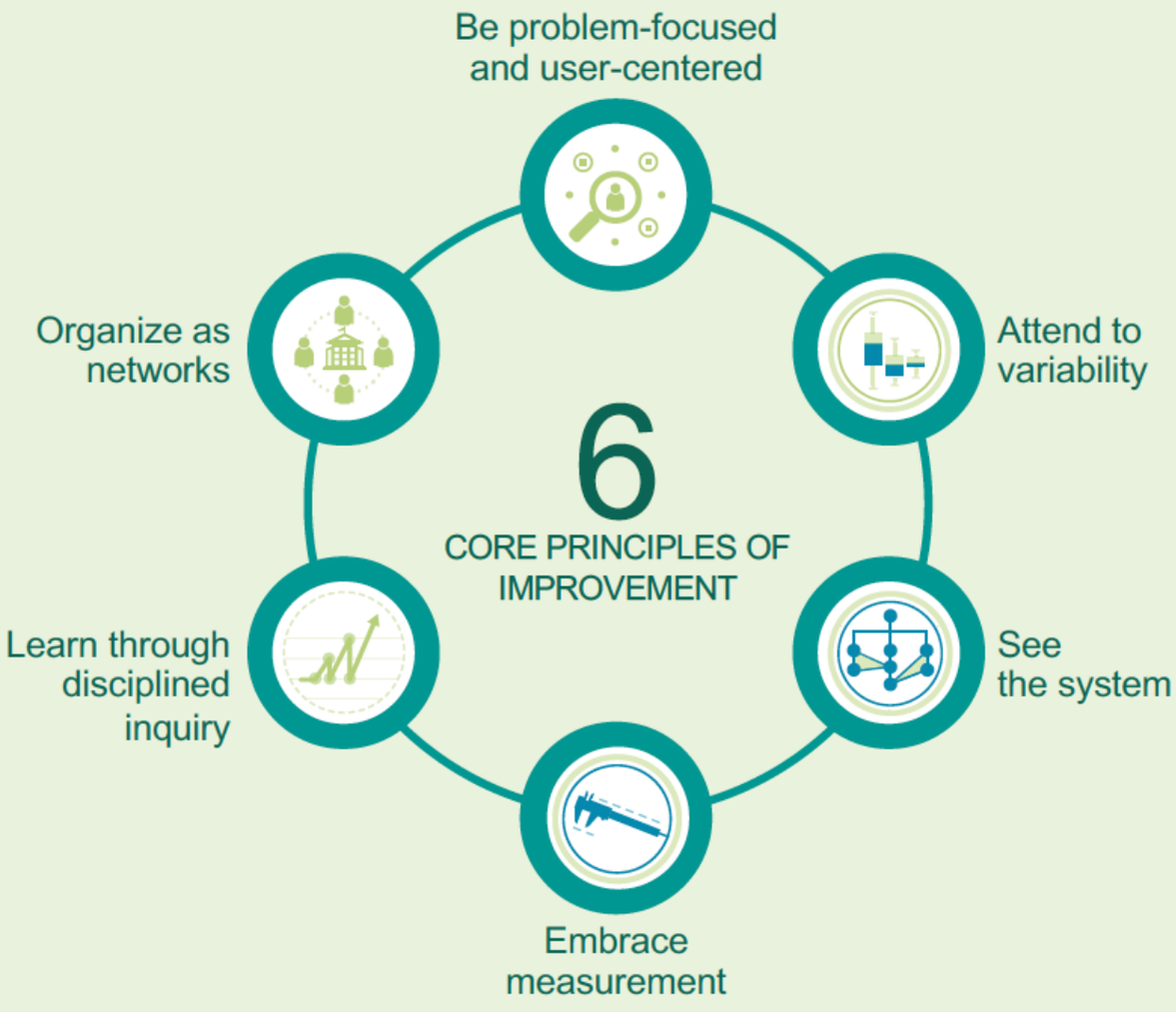
Let's go investigate.

Carnegie Foundation for the Advancement of Teaching

Education reform is characterized by:

"Miracle goals and no methods"

- W. Edwards Deming


Be problem-focused
and user-centered
Organize as
networks
Attend to
variability
6
CORE PRINCIPLES OF
IMPROVEMENT
Learn through
disciplined
inquiry
See
the system
Embrace
measurement

Some Reminders about an Improvement Practice

"Possibly wrong, definitely incomplete"

"Improvement is a team sport."

Keep young people – particularly those furthest from opportunity – at the center of our improvement work

"F.A.I.L = First Attempt in Learning"

"We're on a learning journey together."

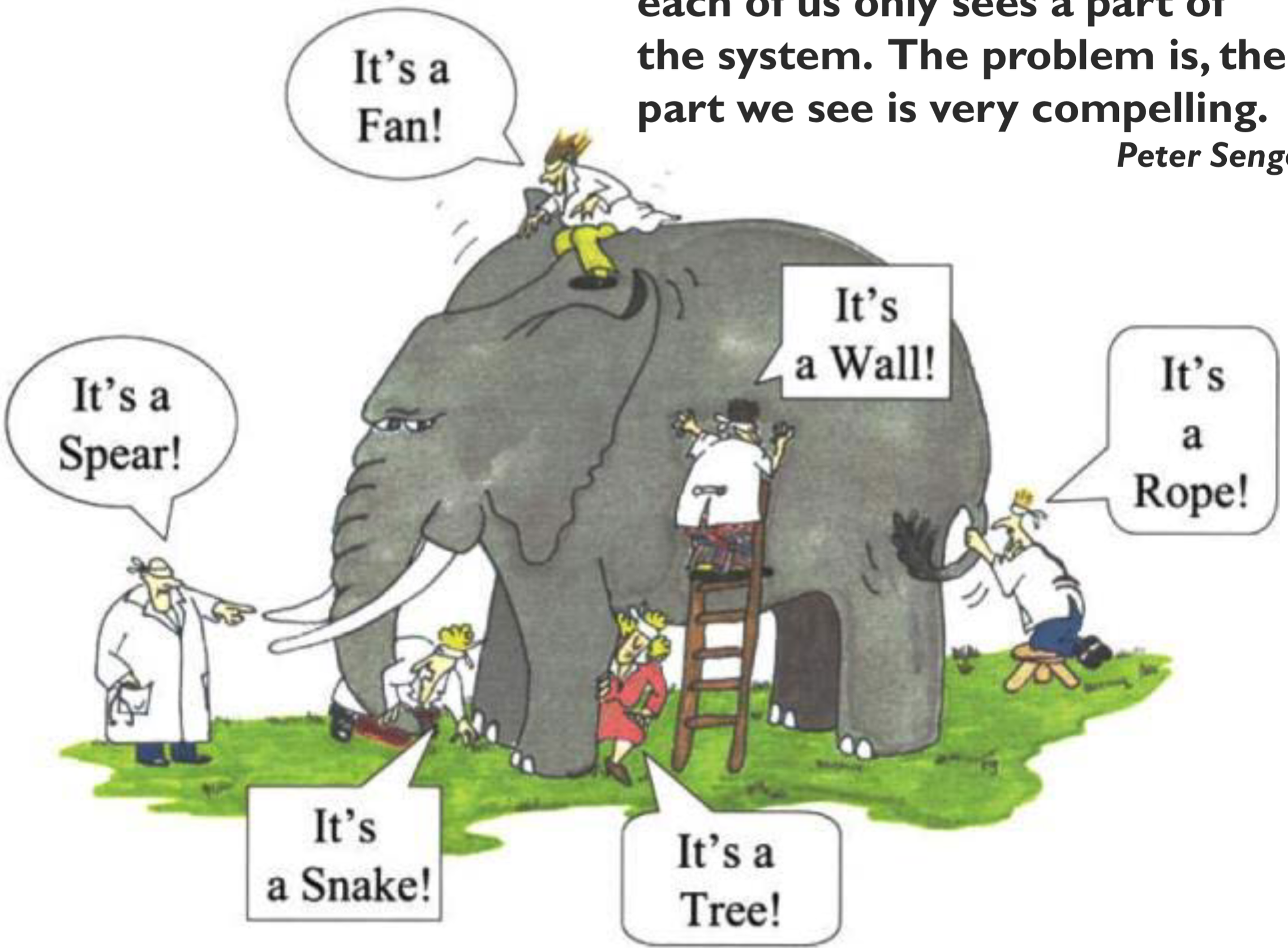
Understanding the Problem & the System that Produces It

“Every system is perfectly designed to achieve exactly the results it gets.”

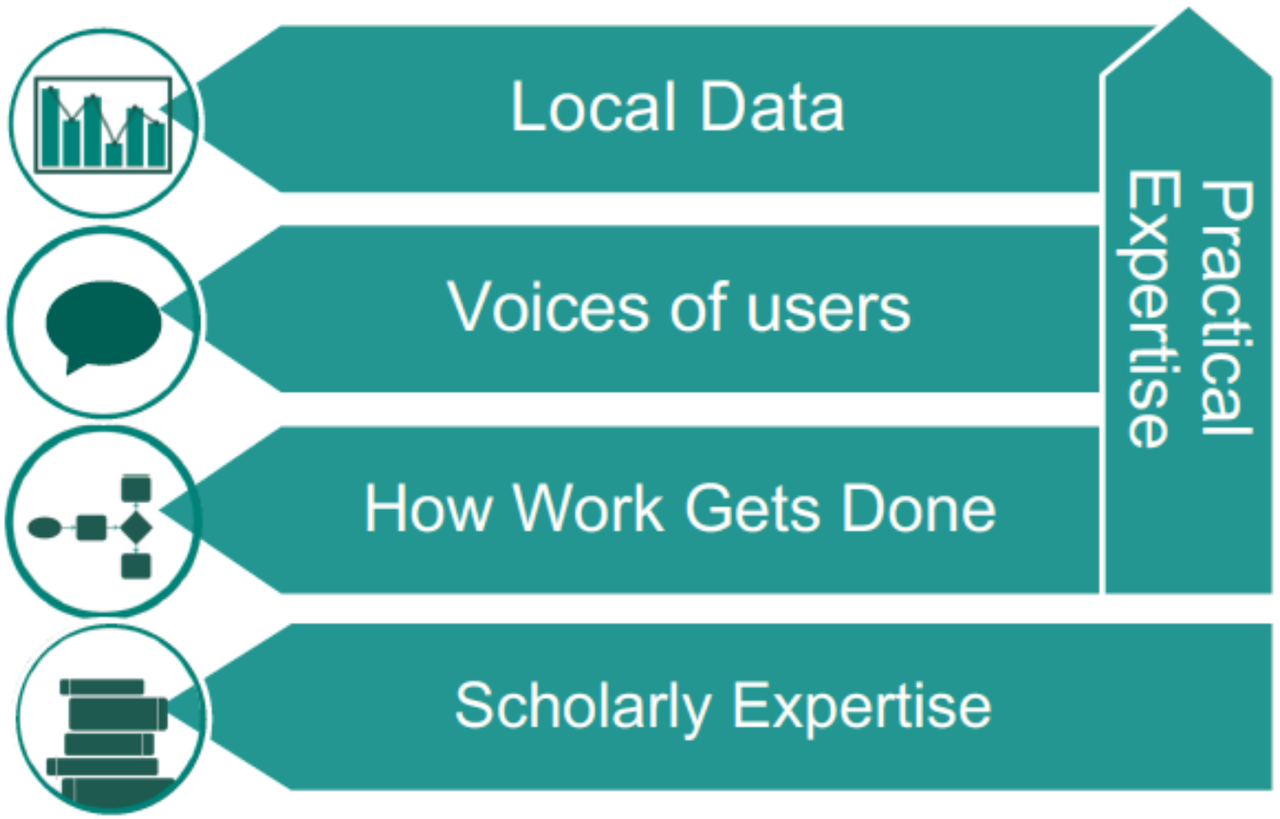
-Paul Batalden

By the very nature of systems, each of us only sees a part of the system. The problem is, the part we see is very compelling.

Peter Senge

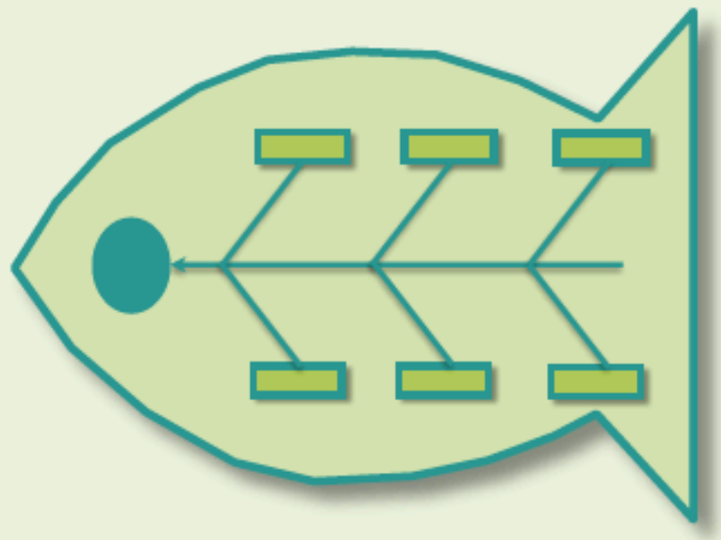


Types of Knowledge to Bring to Our Understanding



Fishbone Diagram

What is it? A summary of a group's understanding about the causes of the current problem



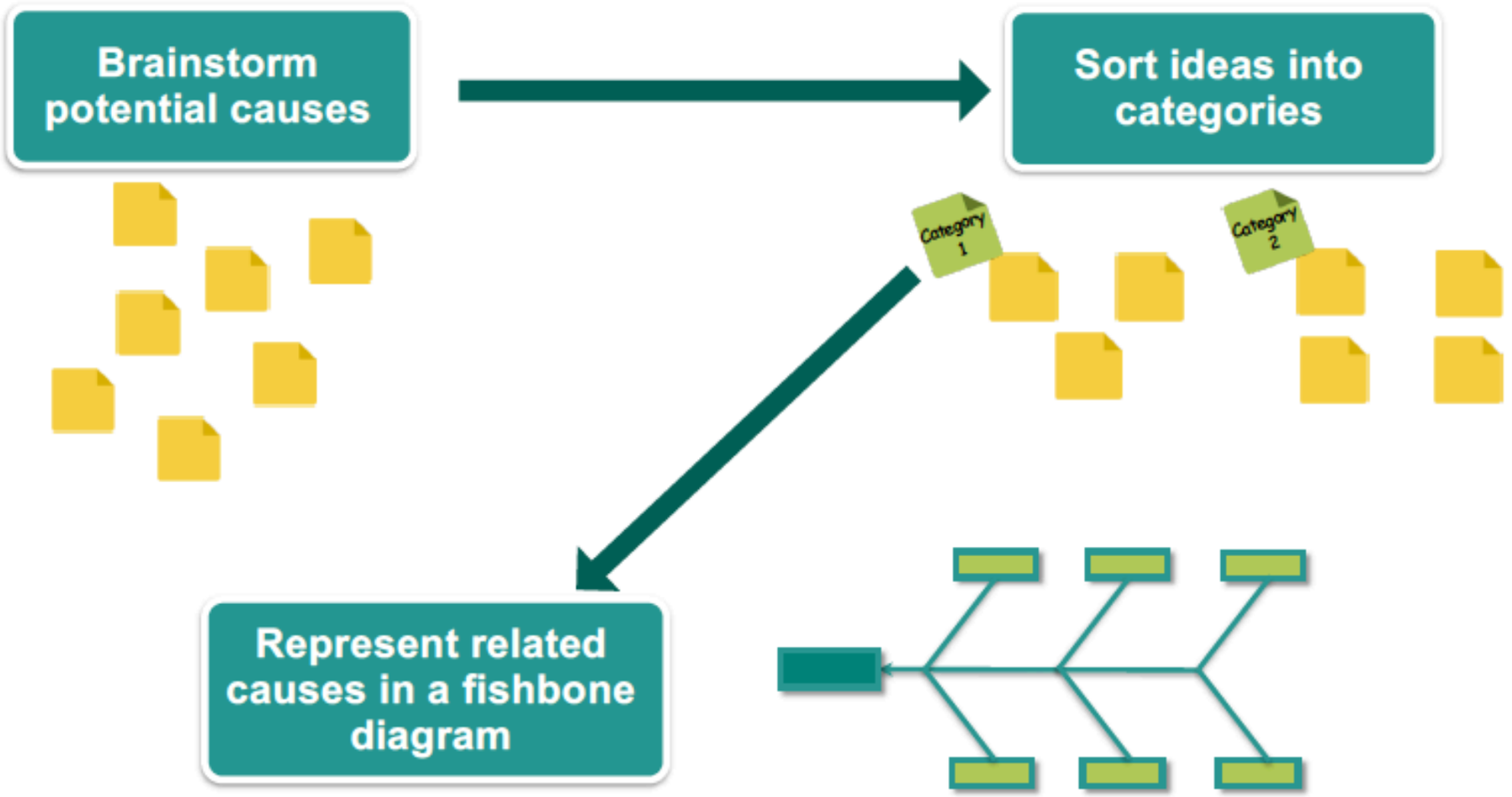
Why is it useful?

Visualize the causes of a problem at a high level.

Help with scoping and identifying areas to dig in deeper.

Builds consensus in the group.

How do you make a Fishbone Diagram?



The Five Why's

Teachers in some schools are receiving inadequate feedback.

Why?

There's not enough time to give feedback.

Why?

Administrators are too busy with building management and student discipline.

Why?

There are only two administrators in some of the school buildings.

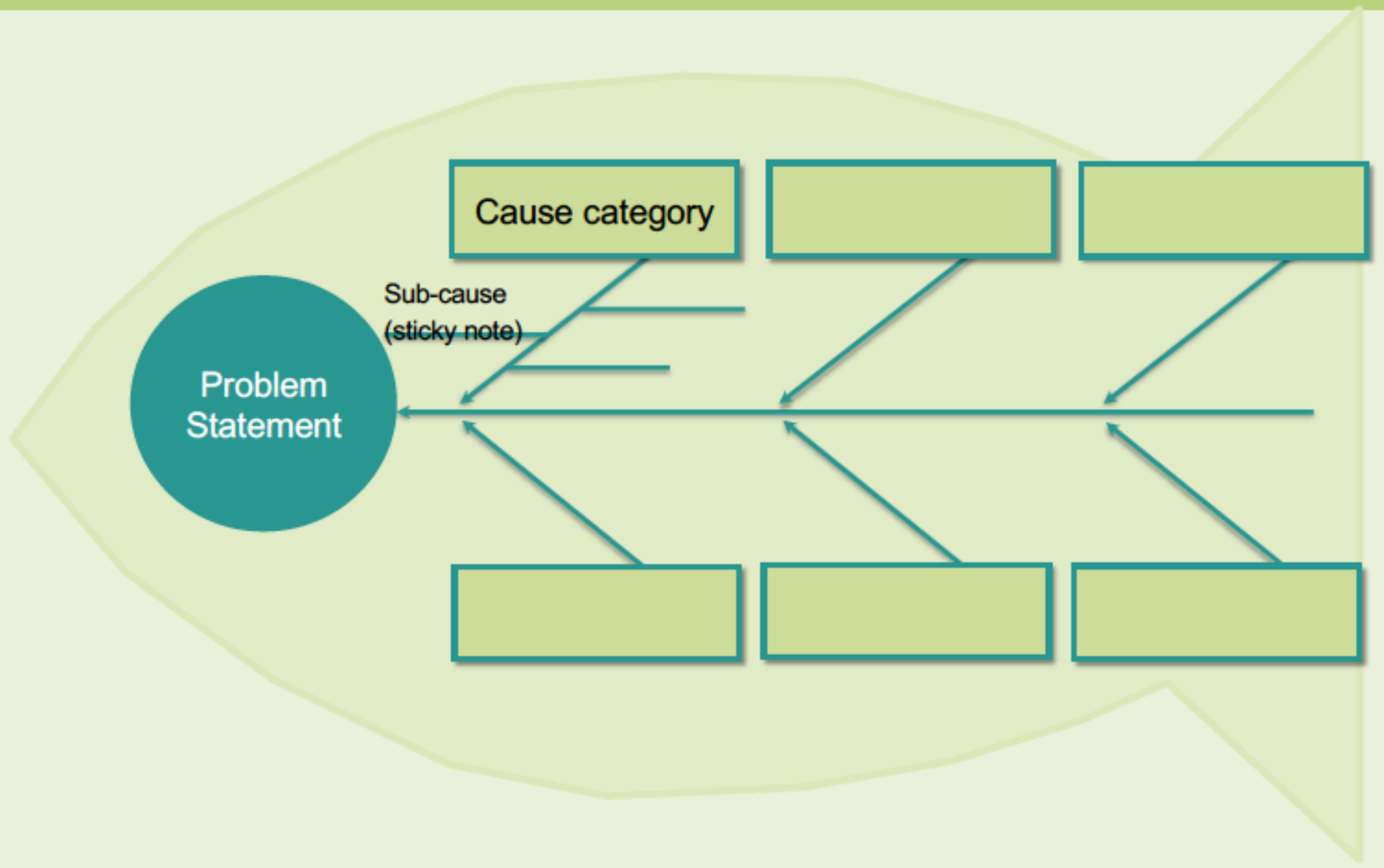
Why?

The instructional coach is not being deployed at some campuses.

Why?

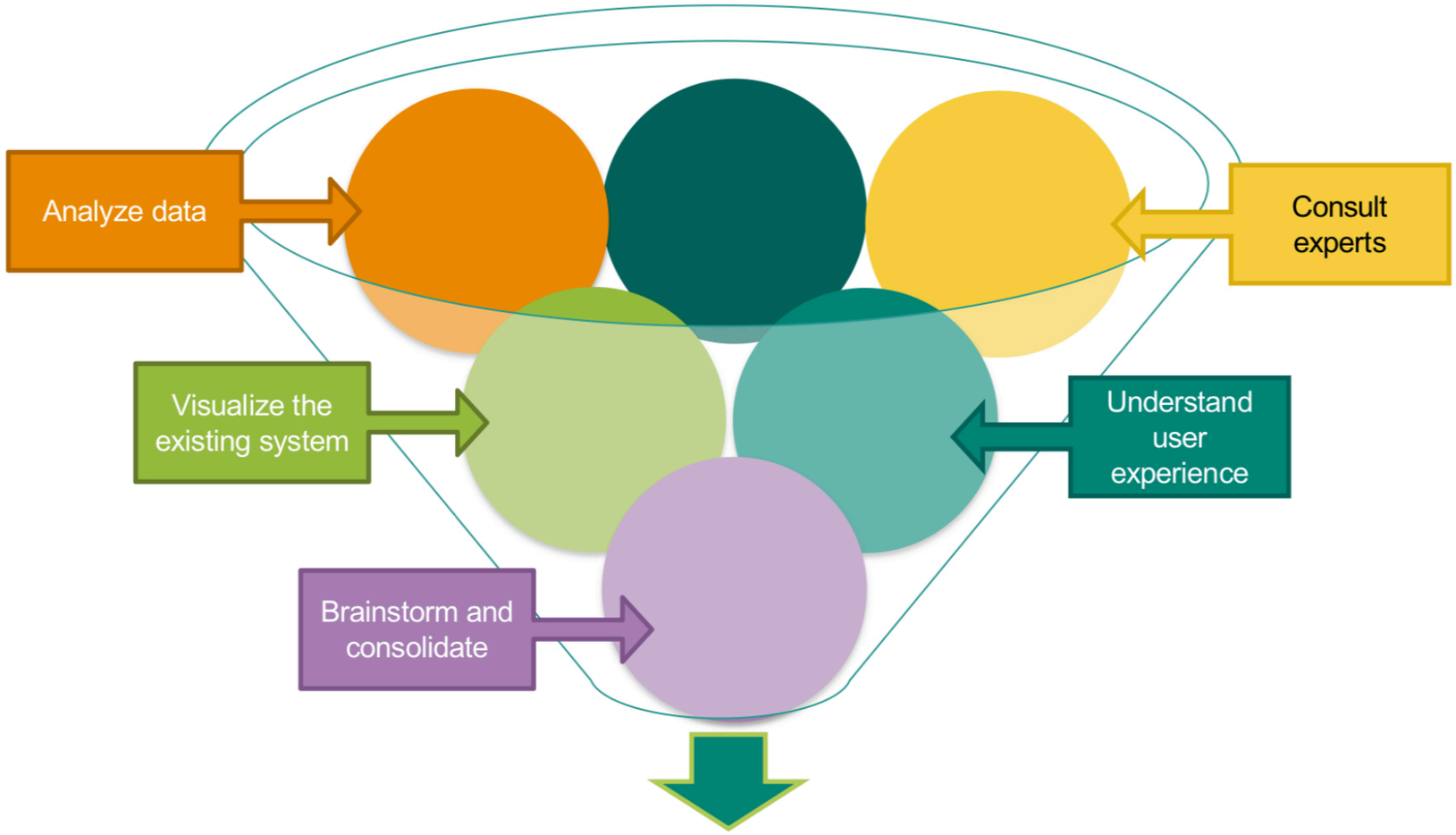
The instructional coach is often assigned to cover classes.

“Possibly Wrong, Definitely Incomplete” Revisiting the Fishbone Diagram

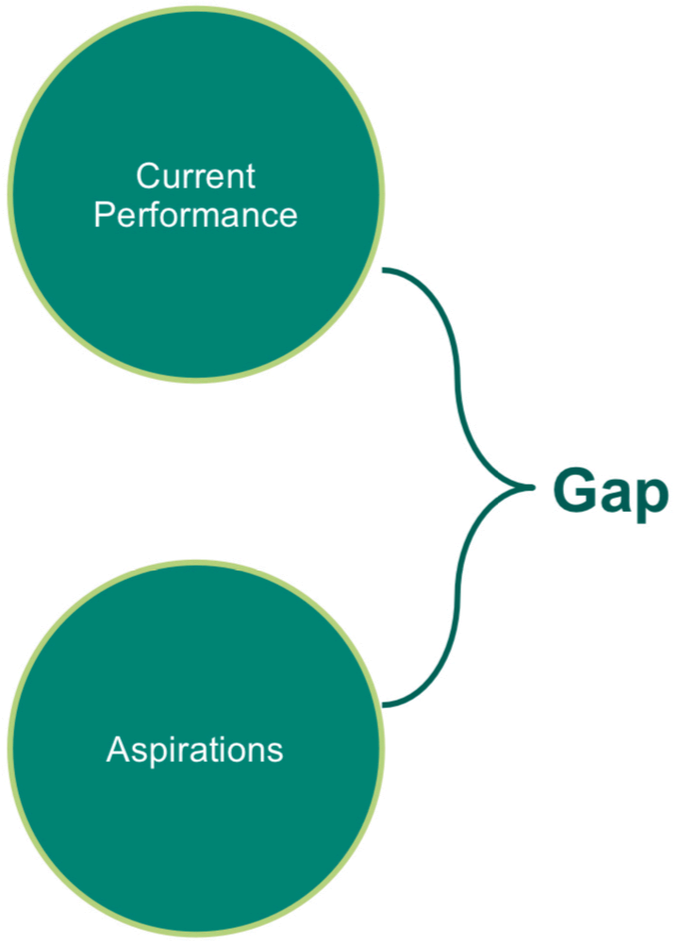


Theory of Practice Improvement

Leverage Understanding to Drive Improvement



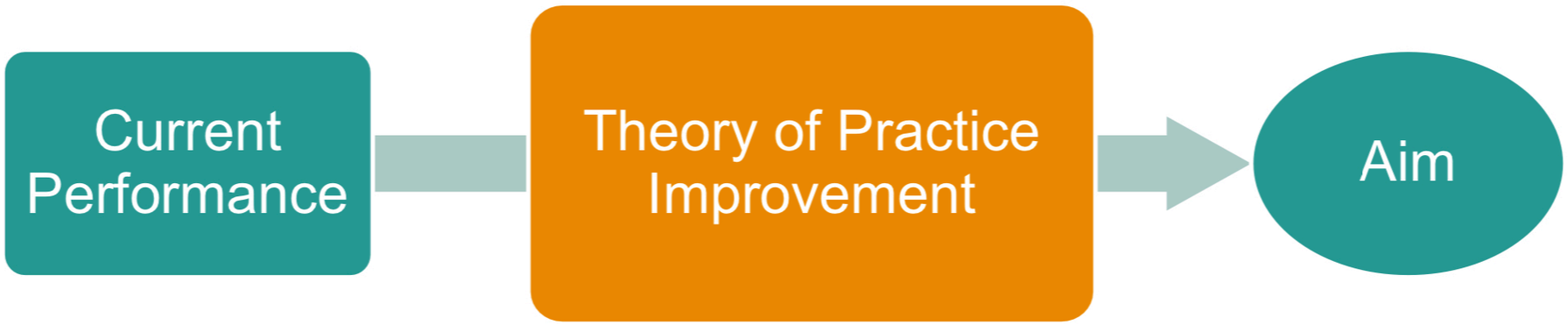
Theory of Practice Improvement



Why are we getting the outcomes we are currently getting?

How do we move from the current system to the one we would like to see?

Improvement Aspirations



What is a Theory of Practice Improvement?

A well-specified aim

+

A working theory of the high-leverage changes that we believe will lead to that aim

A **driver diagram** is an improvement tool used to visually communicate that theory

Theory Based Learning

What specifically are we trying to accomplish?	**AIM STATEMENT**
What change(s) might we introduce?	**THEORY OF PRACTICE**
Why do we think those changes may be an improvement?	**IMPROVEMENT/ DRIVER DIAGRAM**
How will we know if a change is an improvement	**MEASUREMENT AND DISCIPLINED INQUIRY**

Crafting an Aim Statement

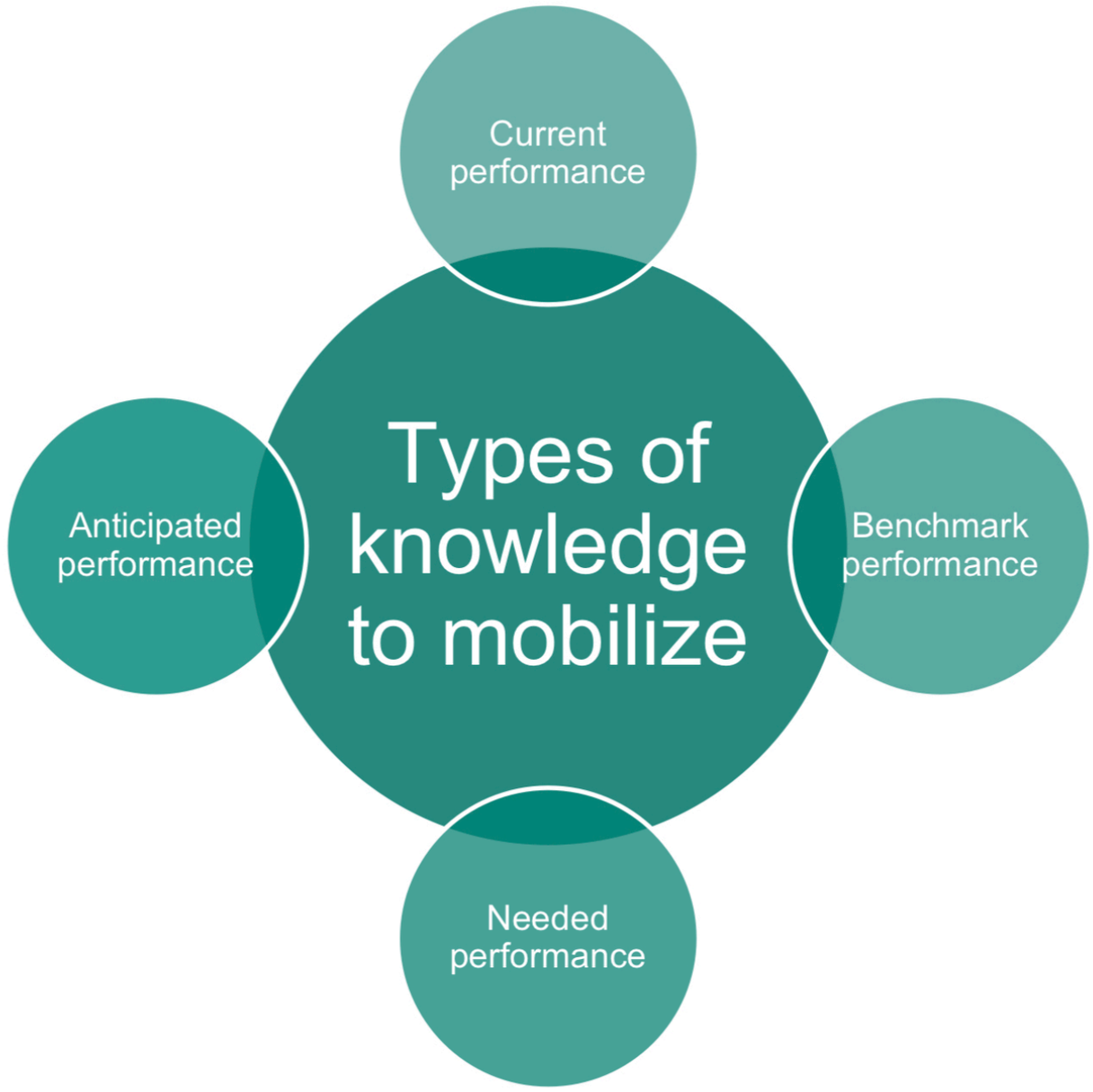
What specifically are we trying to accomplish?

What will be improved? (clear, operational definitions)

By how much? (measurable, specific, numerical goals)

By when? (time frame)

For what/whom? (target population/setting or system/process)



Considerations When Scoping an Aim

- What **aspect of the problem** will you work on? Whole thing or one component?

- Who is your **target population**?

- What is the appropriate **scale** to start? At one site? At multiple sites?

- And where is the will to do this work?

Evaluate these aim statements:

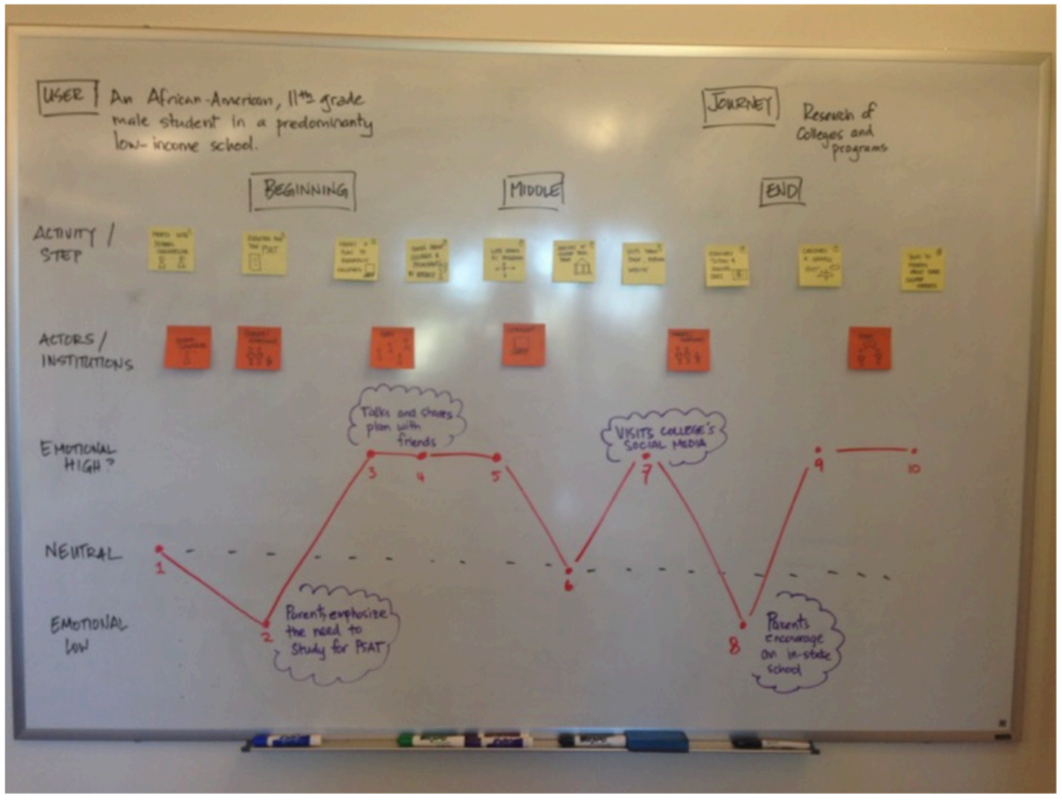
A Increase the percentage of district students who enroll in college.

B Reduce monthly absences to fewer than two absences per student by November 30, 2019.

C By June 2020, increase low-income students in the district who complete the FAFSA from 35% to 80%.

D By May 2025, increase 5th grade math proficiency from 17 to 51%.

Journey Maps Identify Emotional Highs and Lows

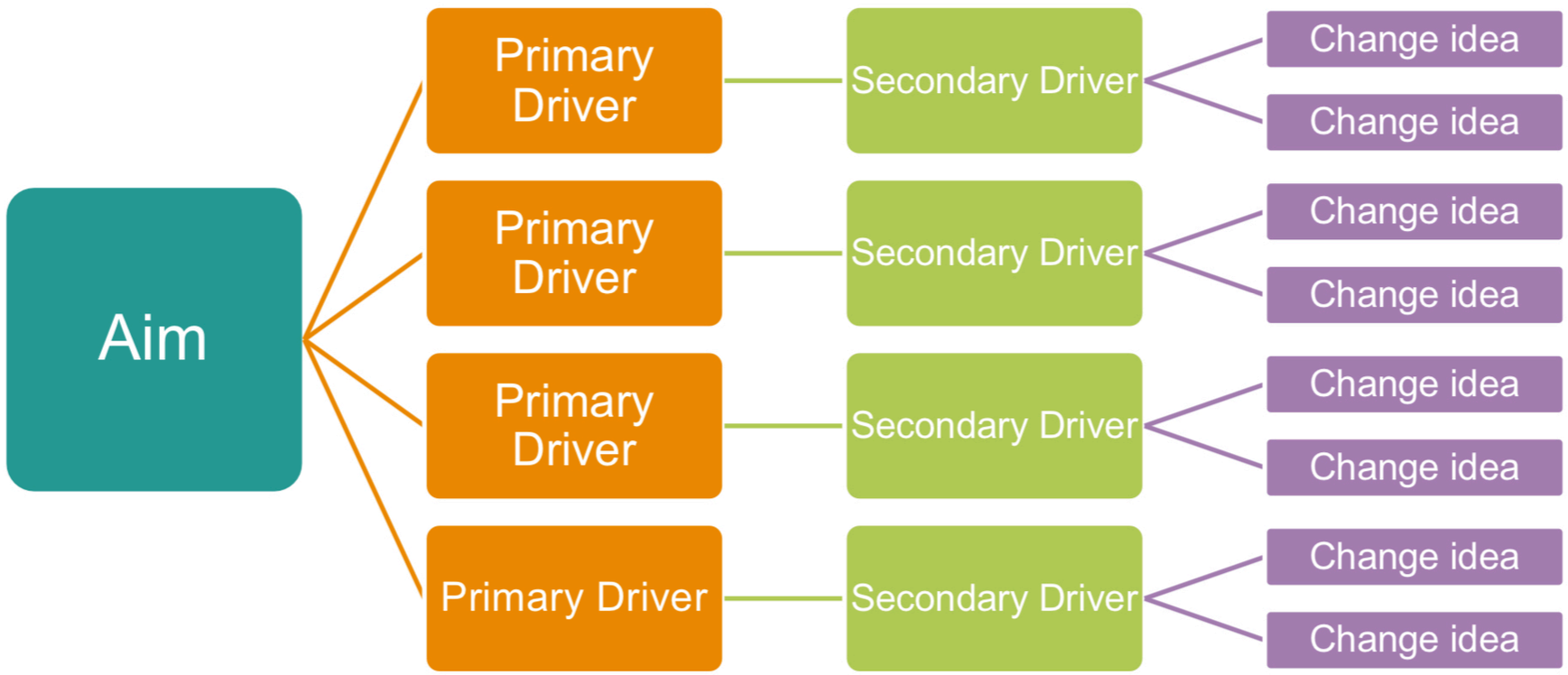


- Who's the user?
- What's the "journey" or experience?
- What are the activities in this "journey"?
- Where are the emotional highs and lows?
- Where are the opportunities for improvement?

Theory Based Learning

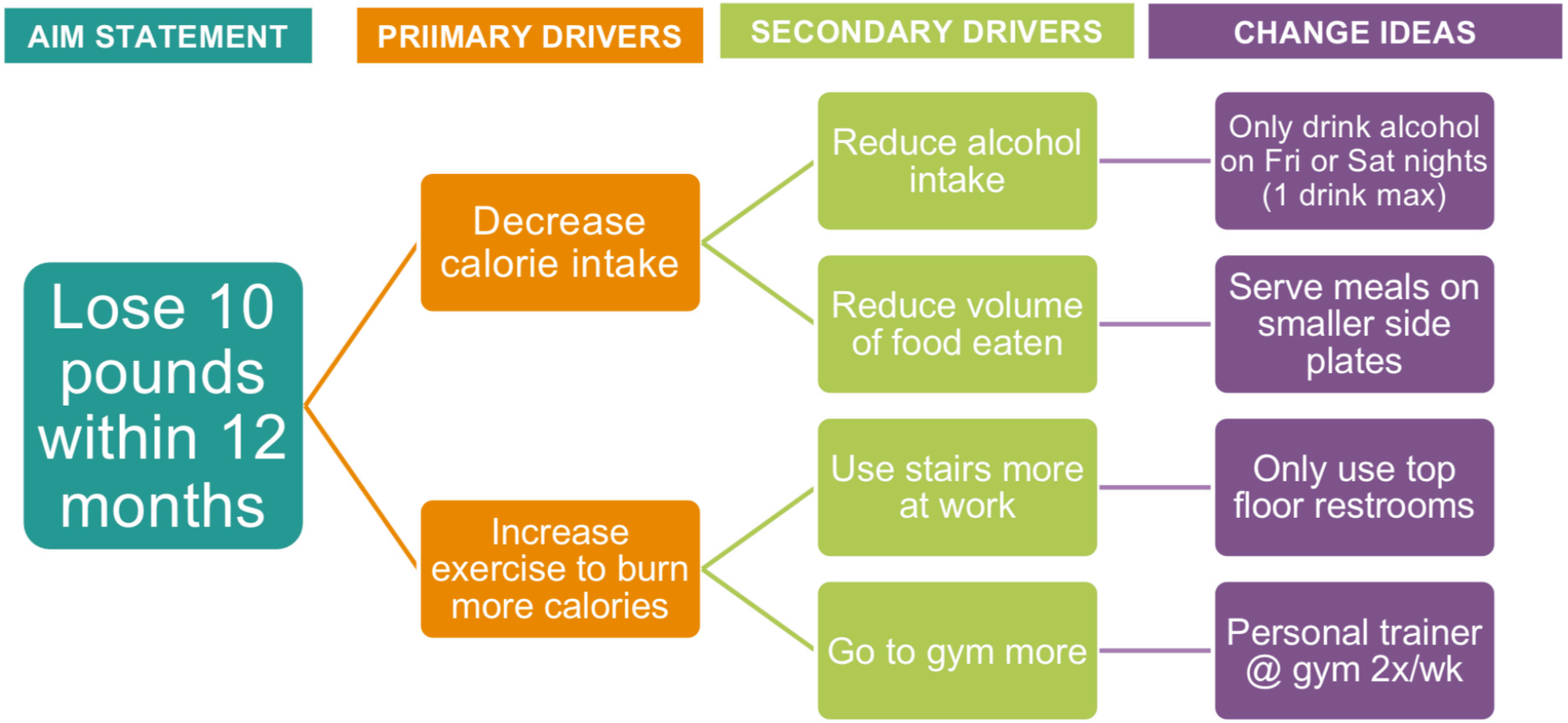
What specifically are we trying to accomplish?	**AIM STATEMENT**
What change(s) might we introduce?	**THEORY OF PRACTICE IMPROVEMENT/ DRIVER DIAGRAM**
Why do we think those changes may be an improvement?	
How will we know if a change is an improvement	**MEASUREMENT AND DISCIPLINED INQUIRY**

Working Theory of Practice Improvement

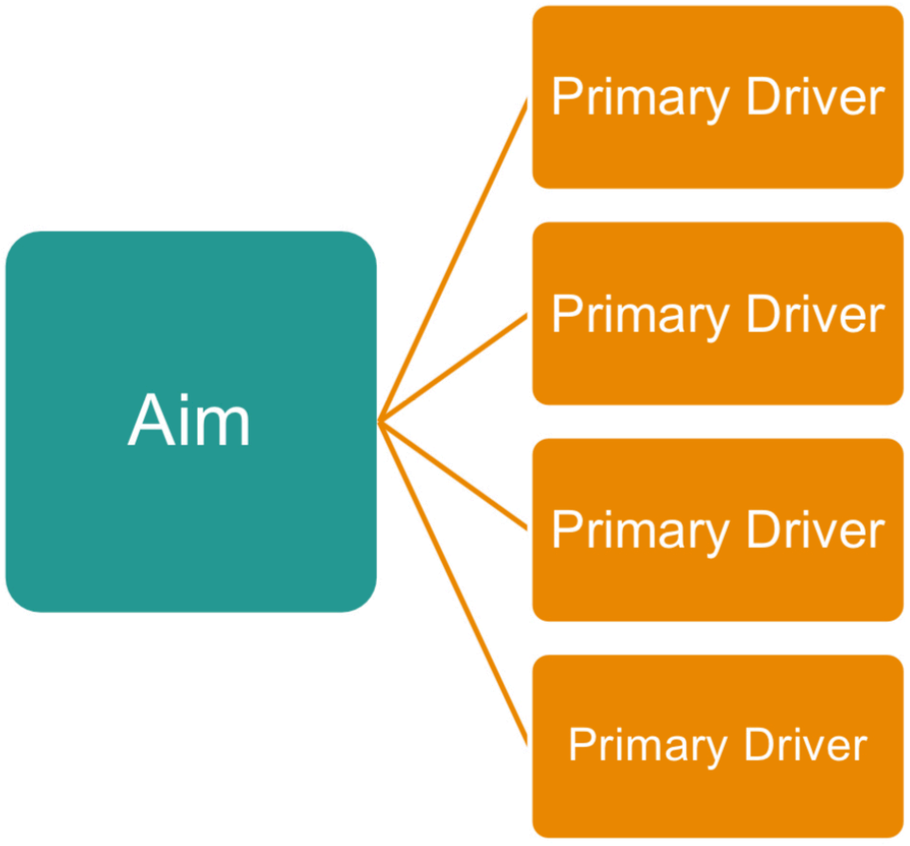


Possibly wrong, definitely incomplete.

Example Driver Diagram – Weight Loss



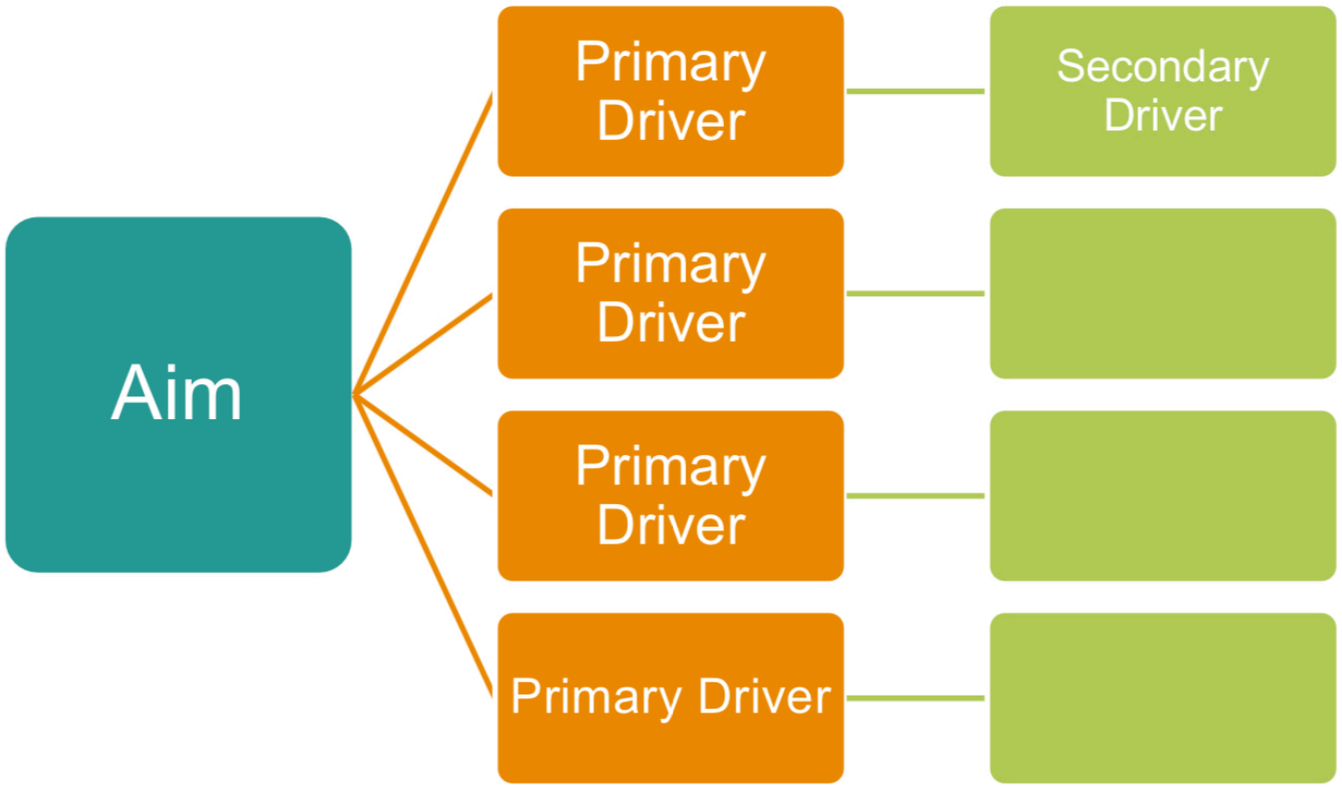
Tool for Articulating a Theory: Driver Diagram



Primary Drivers

- The **WHAT**
- 3-5
- Similar ”grain” size
- High leverage
- Within span of control

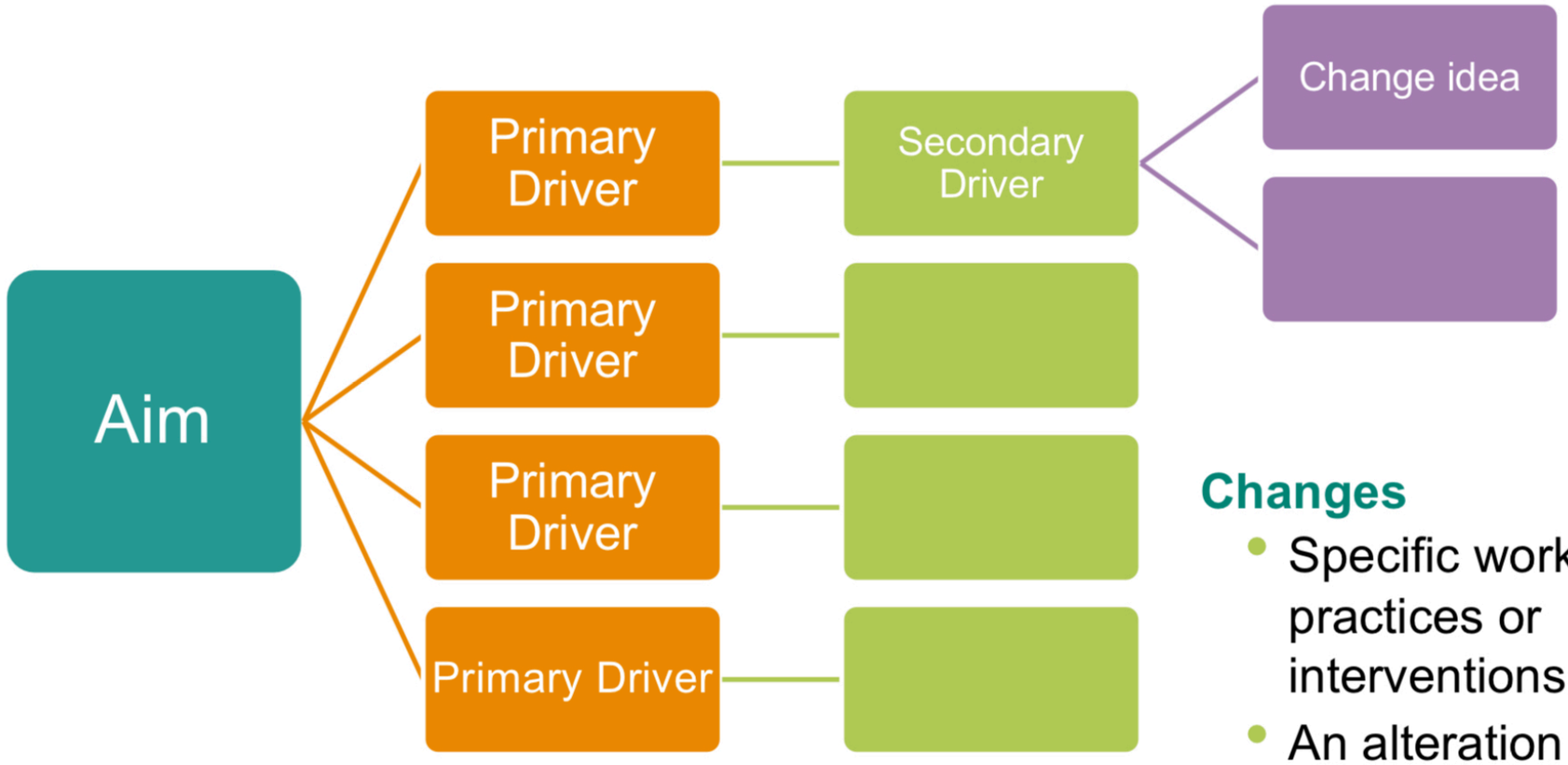
Components of a Driver Diagram



Secondary Drivers

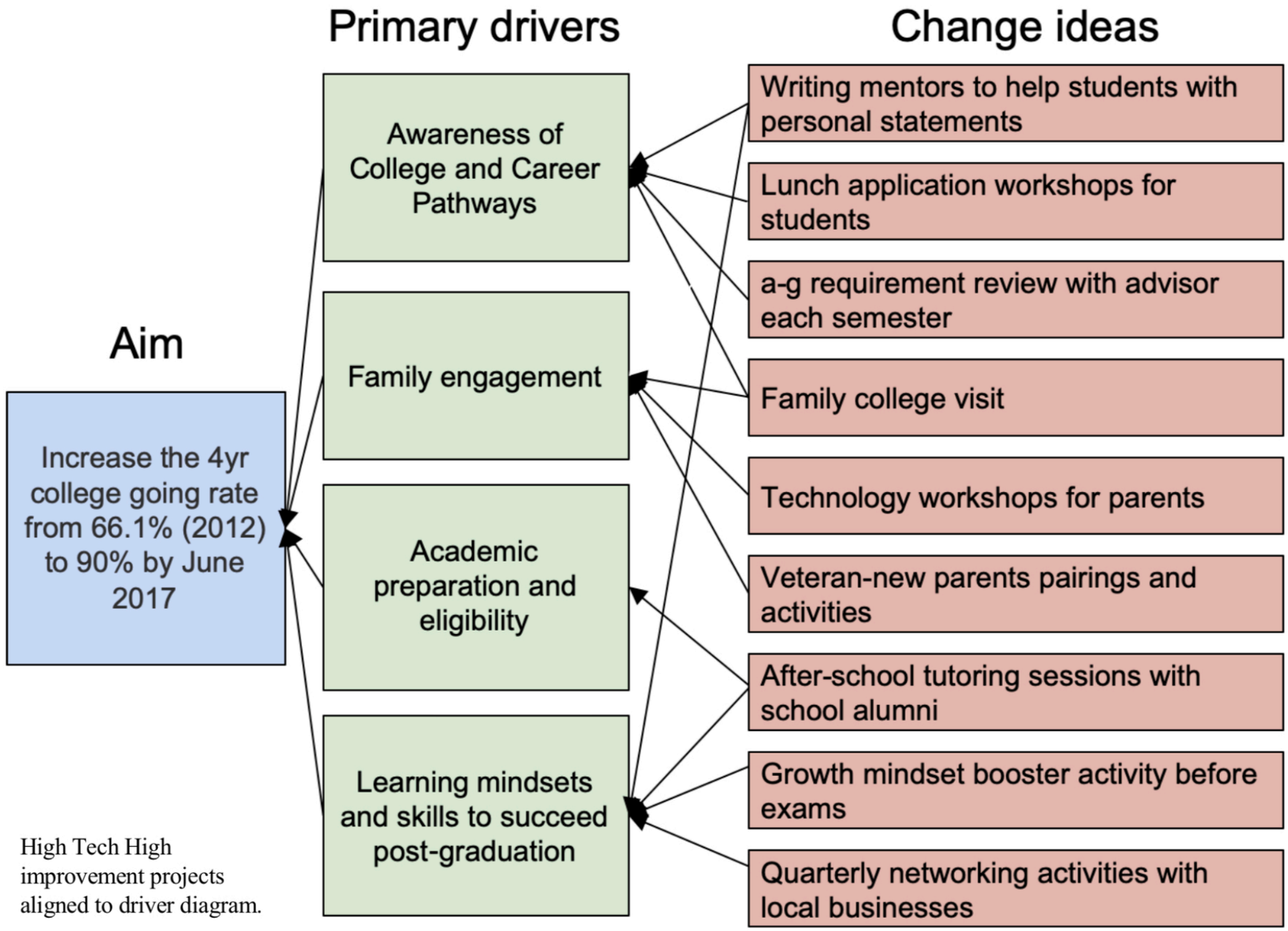
- The **WHERE**
- Specific leverage points in the system
- Norms, processes, structures, etc.

Components of a Driver Diagram



Changes

- Specific work practices or interventions
- An alteration to how work is done



High Tech High improvement projects aligned to driver diagram.