CARNEGIE FOUNDATION SUMMIT
on
IMPROVEMENT IN EDUCATION

2017

SAN FRANCISCO

March 27 – 29, 2017
San Francisco Marriott Marquis

PROGRAM

Carnegie Foundation
for the Advancement of Teaching

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

Variation in performance is the core problem to address.
The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.

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

We cannot improve at scale what we cannot measure.
Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.

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

Accelerate improvements through networked communities.
Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

Welcome to the Fourth Annual Summit on Improvement in Education.

In assuming the role of president of the Carnegie Foundation some eight years ago, I was encouraged by our board to envision a new direction for the Foundation's mission. This new direction has been anchored in a critical perspective about the state of our effort to improve schooling in America. In my view, our schools are gradually getting better, but our societal aspirations for what we want schools to accomplish are growing at a much faster rate. A chasm has emerged between these rising aspirations and what schools can routinely achieve, and this chasm is greatest for our most disadvantaged students and in our most disadvantaged communities. Addressing this problem has formed as one of the great social justice issues of our time.

Moreover, in the last eight years, it appears that everything is speeding up as we recognize that we now live in a global society where technology continues to transform our lives every day. Inevitably, this means that new demands will continue to be placed on our schools and likely at an ever-increasing rate. The conclusion seemed clear. We cannot keep doing educational reform as we always have. We have to go about improvement in a very different way.

To address this concern, we must find an answer to two big questions. First, how can our educational organizations continuously get better at what they do, including becoming more agile in responding to their rapidly changing external environments? Second, how can we as a field accelerate these processes of learning to improve, especially as we confront persistent, complex, and long-standing problems in our schools? It is here where the principles of improvement science carried out both within individual organizations and through networked communities offer great promise.

We are excited that a healthy, vibrant community of improvers is now emerging. We increasingly hear accounts of how lived experiences with the improvement principles are transforming the ways educators think and act inside their organizations. Schools and school districts, colleges and universities, charter management organizations and other educational entrepreneurs are demonstrating meaningful, measurable progress. They are reducing chronic absenteeism, increasing high school graduation rates, closing gaps in college success rates, and closing disparities in disciplinary infractions—to name just a few.

We now know that these principles, tools, and methods offer a most promising approach for attacking longstanding inequities in educational opportunities and outcomes. You will have an opportunity to learn about some of these extraordinary developments during the course of this year's Summit.

But we also acknowledge a new challenge. The improvement principles are powerful ideas, but they are also just that—ideas. Their ultimate power is in the excellence of their execution. Inevitably as more people in diverse contexts take up these principles, tools, and methods, increased variability will emerge in both processes and outcomes. How can we assure that as our movement grows in size, quality in execution also deepens?

So as we begin our fourth Summit on Improvement in Education, we recognize an expanded mission. We both continue to welcome newcomers to these efforts and now also highlight the best of what is emerging in our field. The Summit is a place to support each other, to learn together, and to exhort each other to continue to get better at what we do.

If this is your first Summit, I welcome you to an extraordinary community of improvers whose passion, insight, and diversity of backgrounds make this unlike any other professional education conference. For those who are here for their second, third, or fourth time, thank you for being on this journey with us. We are excited to learn from your experiences and findings, whether you are a teacher, administrator, researcher, policy-maker, philanthropist, or software engineer. Only by breaking down the typical work silos that separate us can we make headway on the grand education challenges of today and those of tomorrow.

Yes, by working together, we really can get better at what we do.

Warmest regards,

Tony

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Conference Information

NAME BADGES
Please wear your name badge throughout the conference. Your badge is required for access to all sessions, meals, and receptions. Badges may be recycled at the registration desk at the end of the conference.

WIRELESS INTERNET ACCESS
To access complimentary wifi in the meeting rooms, turn on your device's wireless connections, view available networks, and connect to the "Carnegie" network. Once connected, open a new web browser and enter the following network password: Carnegie2017.

MOBILE EVENT GUIDE
Our free mobile event guide features the full Summit schedule, session materials, speaker bios, and more. Use it to create your own Summit schedule and to connect with other attendees. To access the mobile event guide, download "Guidebook" from the Apple App Store or Android Marketplace and search for "Carnegie." A web version of the event guide is available at carnegiefoundation.org/summitguide.

PRESENTATIONS & HANDOUTS
The Summit continues to go green and will not provide hard copies of presentations or handouts. Instead, session materials will be available to download through the mobile event guide or any web browser at carnegiefoundation.org/summitguide. Available materials can be accessed on each session page.

SPECIAL MEALS
If you indicated a dietary restriction in your Summit registration form, a special lunch has been prepared for you. Please proceed to the "Special Meals" table during lunch service.

NEW! SOCIAL MEDIA CAFÉ
Connect with the Carnegie Foundation and your fellow Summit attendees! Check out the Social Media Café daily for Summit photos, snippets from keynotes and sessions, and to engage in inspiring conversations. Make sure to use #CarnegieSummit and tag @CarnegieFdn to get featured on our social stream. Follow us on Twitter and Facebook for the latest news and updates.

NEW! JOB BOARD
Post your organization's job openings and check for new opportunities at the Job Board next to Summit Registration.

PROGRAM CHANGES
Changes made to the conference program after publication will be reflected in the Program Changes sign located next to Summit Registration.

CONFERENCE VIDEOS & PHOTOS
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.

UNATTENDED BELONGINGS / LOST & FOUND
Please do not leave personal belongings unattended in meetings 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 registration desk.

BUSINESS SERVICES
The Marriott has a full-service Business Center located one floor below the lobby. It is open 7:00am-7:00pm daily. Guests may access the Business Center outside of these hours with their room key.

HOTEL CHECKOUT & LUGGAGE STORAGE
Hotel check-out is 11:00am. After checkout, complimentary luggage storage is available at the bell desk.

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

ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION
Grand Assembly

Accelerate initiation and development of improvement communities with the Carnegie Foundation's Networked Improvement Learning and Support (NILS) platform. Easily test change ideas, share results, and connect with a colleagueship of experts via mobile-friendly tools. Come learn more about this new platform at the following times:

Monday, March 27	Tuesday, March 28	Wednesday, March 29
12:15pm-12:45pm	12:15pm-12:45pm • 5:30pm-6:00pm	12:15pm-12:45pm

PRE-CONFERENCE COURSES

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. If you have not pre-registered and would like to attend, please visit the registration desk to sign up. Space is limited.

(PC1)   Improvement Science Basics

(PC2)   Organizing to Work in a Networked Improvement Community

(PC3)   Using Data for Improvement

(PC4)   Introduction to Design Thinking in Schools

(PC5)   Unleashing Large-Scale Social Change

(PC6)   System Leadership for Educational Progress

(PC7)   An Equity-Based Approach to School Transformation

BREAKOUT SESSIONS

During the General Conference, you can select from 45 sessions across five sets of breakouts on Tuesday and Wednesday, March 28 and 29. The breakout sessions are categorized under the following four strands and abbreviations:

(M)   Methods of Improvement Science and Networks

(I)   Applications of Improvement Science in Education

(N)   Networks in Practice

(L)   Improvement Leadership and Culture

SPONSOR-HOSTED SESSIONS

The 2017 Summit program also includes a set of Sponsor-Hosted Sessions on Wednesday morning at 7:00am.

(S1)   Improving Instruction One PDSA Cycle at a Time: Early Lessons from the Better Math Teaching Network
American Institutes for Research (AIR)

(S2)   Parents as Partners: Carnegie Corporation Grantees Share Strategies
Carnegie Corporation of New York

(S3)   Determining the Community: Using Social Network Analysis to Ensure the Right Folks are at the Table
Ewing Marion Kauffman Foundation

(S4)   GO Public Schools: Developing Family, Educator, and Community Leadership to Improve Local Public Schools
GO Public Schools, a Walton Family Foundation Grantee

(S5)   The Perfect Storm: Local Challenges, Accomplished Teachers, and Improvement Science
National Board for Professional Teaching Standards

(S6)   Bringing Leader Learning to Life
PEBC (Public Education & Business Coalition)

(S7)   Building a Sense of Belonging: A Fundamental Factor in Advancing Equity
Raikes Foundation

POSTER SESSIONS

Explore nearly 80 posters representing a range of improvement efforts taking place across the world that are significantly contributing to our growing improvement community. View them in the Poster Gallery located in Golden Gate Ballroom BC at your convenience. In addition, we have scheduled three Poster Sessions when presenters will be at their posters to discuss their work and answer your questions.

▸ Welcome & Poster Reception on Monday, March 27, 5:30pm-7:00pm

▸ Coffee Break & Poster Session on Tuesday, March 28, 3:00pm-4:00pm

▸ Final Poster Session on Wednesday, March 29, 11:30am-12:00pm

Schedule-at-a-Glance

Monday, March 27th

8:00am - 9:00am	Pre-Conference Continental Breakfast • Salon 7

9:00am - 4:00pm	**PRE-CONFERENCE COURSES**

(PC1) Improvement Science Basics, **Salons 4-6**	**(PC2)** Organizing to Work in a Networked Improvement Community, **Salons 14-15**	**(PC3)** Using Data for Improvement, **Golden Gate A**	**(PC4)** Introduction to Design Thinking in Schools, **Salons 10-11**
(PC5) Unleashing Large-Scale Social Change, **Nob Hill AB**	**(PC6)** System Leadership for Educational Progress, **Salons 1-3**	**(PC7)** An Equity-Based Approach to School Transformation, **Salons 12-13**	

12:00pm - 1:00pm	Pre-Conference Lunch • Salon 7
4:30pm - 5:30pm	**OPENING KEYNOTE • ANTHONY S. BRYK • SALONS 7-9**
5:30pm - 7:00pm	Welcome & Poster Reception • Golden Gate Ballroom BC

Tuesday, March 28th

7:30am - 9:00am	Continental Breakfast • Grand Assembly

9:00am - 10:15am	**BREAKOUT SET A**

(M1) Introduction to Improvement Science: A Learning-By-Doing Simulation, **Salons 10-11**	**(M2)** How Do We Improve? A Comparison Between Three Approaches to Improving Quality, **Salon 7**	**(M4)** Starting with the Problem to Avoid "Solutionitis", **Salons 1-3**	**(M13)** The Role of Narrative in Vitalizing a NIC, **Salons 14-15**	**(I1)** Improving Oral Language Development in New Zealand's Early Childhood Education Centres (ECEs), **Nob Hill CD**
(I2) Using Improvement Science to Address Early-Grade Literacy, **Salons 4-6**	**(N2)** Scoping a NIC Within An Existing Professional Community, **Nob Hill AB**	**(L1)** State-Level Partnerships for Student Success: Improving School Systems in a Context of Continuous Improvement, **Salons 12-13**	**(L5)** Leaders as Improvers: Developing Leaders for Social Justice through Improvement Science, **Golden Gate A**	

10:15am - 10:45am	Coffee Break • Grand Assembly

10:45am - 12:00pm	**BREAKOUT SET B**

(M1) Introduction to Improvement Science: A Learning-By-Doing Simulation, **Salons 10-11**	**(M3)** Building a Science of Improvement, **Salon 7**	**(M9)** Empathy Techniques for Pursuing Educational Equity, **Salons 12-13**	**(M14)** Setting Up Your NIC Hub, **Nob Hill AB**	**(I3)** Rethinking Professional Development with an Improvement Lens, **Salons 1-3**
(N4) Tracking Networks Through Social Network Analysis, **Salons 14-15**	**(L2)** Beating the Odds with Poverty-Challenged Youth: Schools Getting Better at Getting Better, **Salons 4-6**	**(L3)** Achieving Cultures of Improvement and Performance Excellence, **Golden Gate A**	**(L9)** How to Empower Improvement Science with the Interpersonal and Political Skills of Successful, Sustainable Change, **Nob Hill CD**	

12:00pm - 1:30pm	Lunch • Grand Assembly
12:15pm - 1:15pm	Lunch Roundtable Conversations • Grand Assembly

1:30pm - 2:45pm	**BREAKOUT SET C**

(M10) Developing Ideas for Change: Where Do Good Ideas Come From?, **Salons 10-11**	**(M15)** How to Design Successful Learning Sessions, **Salons 12-13**	**(M16)** Scaling Up Without Screwing Up, **Salon 7**	**(I5)** Practical Measurement: Usable Measures with Teachers, **Salons 1-3**	**(I9)** District-Led Improvement Efforts, **Golden Gate A**
(N1) Managing NIC Health, **Nob Hill AB**	**(L10)** Design-Based School Improvement: Addressing Issues of Equity and Social Justice, **Salons 4-6**	**(L11)** Achieving New Levels of Literacy Proficiency Statewide in Tennessee, **Salons 14-15**	**(L12)** A Scientific Approach to Communications About Improvement Science, **Nob Hill CD**	

3:00pm - 4:00pm	Coffee Break & Poster Session • Golden Gate Ballroom BC
4:15pm - 5:15pm	**KEYNOTE • BECKY MARGIOTTA AND JOE MCCANNON • SALONS 7-9**
5:15pm - 6:45pm	Networking Reception • Grand Assembly

Wednesday, March 29th

6:45am - 8:30am	Continental Breakfast • Grand Assembly

SPONSOR-HOSTED SESSIONS

7:00am - 8:00am	**American Institutes for Research (AIR)** Improving Instruction One PDSA Cycle at a Time: Early Lessons from the Better Math Teaching Network, **Salons 12-13**	**Carnegie Corporation of New York** Parents as Partners: Carnegie Corporation Grantees Share Strategies, **Nob Hill CD**	**Ewing Marion Kauffman Foundation** Determining the Community: Using Social Network Analysis to Ensure the Right Folks Are at the Table, **Salons 4-6**	**Walton Family Foundation** GO Public Schools: Developing Family, Educator, and Community Leadership to Improve Local Public Schools, **Nob Hill AB**	**National Board for Professional Teaching Standards** The Perfect Storm: Local Challenges, Accomplished Teachers, and Improvement Science, **Salons 10-11**	**PEBC (Public Education & Business Coalition)** Bringing Leader Learning to Life, **Salons 14-15**	**Raikes Foundation** Building a Sense of Belonging: A Fundamental Factor in Advancing Equity, **Salons 1-3**

8:30am - 9:30am	**KEYNOTE • PETER SENGE • SALONS 7-9**
9:30am - 10:00am	Coffee Break • Grand Assembly

BREAKOUT SET D

10:00am - 11:15am	**(M6)** Measurement for Improvement, **Salons 1-3**	**(M11)** Plan-Do-Study-Act Cycles as a Disciplined Approach to Practitioner Inquiry, **Golden Gate A**	**(M12)** Theory of NIC Development, **Nob Hill CD**	**(I7)** Using Improvement Approaches Within Systems and Schools: Lessons from New York City, **Salons 4-6**	**(I8)** Using Coaching for Instructional Improvement, **Salon 7**
	(N3) Cross-District Network Improvement Communities, **Salons 12-13**	**(L6)** How Improvement Science Advances Outcomes and Opportunity, **Nob Hill AB**	**(L8)** Challenges and Opportunities for Advancing Improvement Science in Federal and State Education Policy, **Salons 10-11**	**(L13)** Journeys Beyond the Neatline: Expanding the Boundaries of Education Reform, **Salons 14-15**	

11:30am - 12:00pm	Final Poster Session • Golden Gate Ballroom BC
12:00pm - 1:15pm	Lunch • Grand Assembly
12:00pm - 1:00pm	Lunch Roundtable Conversations • Grand Assembly

BREAKOUT SET E

1:15pm - 2:30pm	**(M5)** Seeing the System from the User's Point of View Through Journey Maps, **Salons 1-3**	**(M7)** Visualizations of Variation: Techniques for Displaying Data, **Salon 7**	**(M8)** Improvement Reviews: Consolidating Learning and Energizing Improvement Efforts, **Salons 10-11**	**(I4)** Using Improvement Methods to Strengthen Motivation and Engagement to Promote Student Success: Lessons from Two Networks, **Salons 14-15**	**(I6)** Building a Data Infrastructure that Supports Improvement, **Golden Gate A**
	(N5) Using Data to Drive Network Learning and District Change, **Salons 4-6**	**(N6)** Accelerating Learning Across Contexts, **Salons 12-13**	**(L4)** The Impact of Improvement Science Principles Within an Organization and the Districts it Serves, **Nob Hill CD**	**(L7)** Bringing Improvement Science Into Educator Preparation Programs through Accreditation, **Nob Hill AB**	

3:00pm - 4:00pm	**KEYNOTE • JEFF DUNCAN-ANDRADE • SALONS 7-9**

Breakout Session Strands

Methods of Improvement Science and Networks (M)	Applications of Improvement Science in Education (I)	Networks in Practice (N)	Improvement Leadership and Culture (L)

7:00am – 7:30pm
REGISTRATION OPEN
Grand Assembly

8:00am – 9:00am
PRE-CONFERENCE CONTINENTAL BREAKFAST
Salon 7

9:00am – 4:00pm
PRE-CONFERENCE COURSES

(PC1) Improvement Science Basics
Salons 4-6

This interactive pre-conference course is ideal for participants seeking a comprehensive overview of the basic tenets and tools of improvement science. It will provide an introduction to the foundational concepts in improvement science, hands-on activities with key improvement tools, and a case study of how this approach has been applied in education.

Sandra Park, Senior Associate, Director of External Offerings and Partnerships, Carnegie Foundation

Jon Benjamin, Internal Improvement Specialist, Carnegie Foundation

Manuelito Biag, Associate, Improvement Science, Carnegie Foundation

Christina Dixon, Associate, Network Initiation and Development, Carnegie Foundation

(PC2) Organizing to Work in a Networked Improvement Community
Salons 14-15

This pre-conference course provides an introduction to using the principles of improvement science within a networked improvement community (NIC). Participants will learn the essentials of initiating an effective NIC, including how to develop a disciplined approach to identifying the specific problem and analyzing the system that produces it. This course also explains the role and functions of a NIC hub and provides practical advice about how to establish a culture that supports collective learning. It is intended for those interested in, but not yet familiar with or deeply engaged in, working within a NIC.

Eva Mejia, Associate, Director of Network Initiation and Development, Carnegie Foundation

Melissa Chabran, Associate, Network Initiation and Development, Carnegie Foundation

Anna Kawar, Associate, Network Initiation and Development, Carnegie Foundation

Edit Khachatryan, Associate, Network Initiation and Development, Carnegie Foundation

(PC3) Using Data for Improvement
Golden Gate Ballroom A

This pre-conference course delves into how to develop and use measurement and data in the journey towards improving your system. Participants will learn to link their improvement ideas to concrete measures that they can use to understand if and how their system is improving. Measurement for improvement can be used easily and effectively by practitioners and those who support continuous improvement in real-time. Participants will learn about using data to examine variation and understand the system, they will learn how to create a system of measures to support improvement plans, and they will understand the resources and routines that are the building blocks of effective data use.

Sola Takahashi, Associate, Improvement Analytics and Measurement Development, Carnegie Foundation

Alicia Grunow, Senior Partner, Carnegie Foundation

Jon Norman, Associate, Analytics, Carnegie Foundation

(PC4) Introduction to Design Thinking in Schools
Salons 10-11

In this day-long workshop participants will learn about design thinking through a rapid-cycle, immersive design challenge. As part of the challenge, participants will work through all parts of the design thinking process as taught at Stanford's d.school: empathize, define, ideate, prototype, and test. The session will include reflection on the kind of learning mindsets at play in the different parts of the design process and how they can be applied in schools. Participants will also plan a design action to take back to their school, district, or organization after the conference.

Susie Wise, Director, K12 Lab Network, Stanford d.school

David Clifford, Senior Learning Experience Designer, Stanford d.school

Ariel Raz, Learning Experience Designer, Stanford d.school

Devon Young, Program Manager, Stanford d.school

(PC5) Unleashing Large-Scale Social Change
Nob Hill AB

In the realm of large-scale change, success requires losing control of thousands of people moving in the desired direction. The Billions Institute calls this "Unleashing," and participants in their workshop will learn how to apply their Model for Unleashing to their own scaling efforts. The workshop will begin with a candid case-study of the 100,000 Homes Campaign, which housed more than 100,000 chronically homeless Americans, highlighting the do's and don'ts of orchestrating change across a large geographic area. Participants will also hear from leaders in the field of education about their experiences of applying the Model for Unleashing.

Becky Margiotta, Co-Founder, Billions Institute; Former Director, 100,000 Homes Campaign, Community Solutions

Joe McCannon, Co-Founder, Billions Institute; Former Senior Advisor to the Administrator, Centers for Medicare and Medicaid Services (CMS), U.S. Department of Health and Human Services (HHS)

(PC6) System Leadership for Educational Progress
Salons 1-3

This workshop is for education leaders seeking to deepen the impact of their reforms from being isolated to a specific problem to creating systemwide change. Participants will learn how to apply the skills and capacities of "system leadership," which allows them to see and process the interdependencies in their broader system, while also leading their own organizations in a positive direction. True system leadership is somewhat rare in education, but it *is* possible to build capacity for system leadership and greater systemic awareness and impact through a dedicated focus and effective use of tools.

John Kania, *Global Managing Director, FSG; Systems Change Expert; Author of the Seminal Stanford Social Innovation article, Collective Impact*

Peter Senge, *Senior Lecturer at the Massachusetts Institute of Technology; Founding Chair, Society for Organizational Learning*

(PC7) An Equity-Based Approach to School Transformation
Salons 12-13

Offered by Partners in School Innovation, this course is designed to build an understanding of how to leverage improvement methodologies to understand and address core equity challenges. During the course, participants will learn methods of conducting a deeper and more rigorous diagnosis of a school's strengths and opportunities for growth. Case studies and examples from transforming schools will be used to demonstrate how to hone in on a high-leverage set of priorities and make systematic changes in teaching, leadership and school systems. Finally, participants will explore how their improvement efforts must also create time and space for educators to gain a deeper understanding of how issues of race, culture, class, and power play out in schools, and to develop the cultural proficiency needed to enact the changes their students need most.

Jaime Kidd, *National Director of Program Development and Support, Partners in School Innovation*

Bela Bhasin, *Senior Director of Program and Customized Support, Partners in School Innovation*

Amanda Meyer, *Associate, Improvement Science, Carnegie Foundation*

12:00pm – 1:00pm
PRE-CONFERENCE LUNCH
Salon 7

12:15pm – 12:45pm
ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION
Grand Assembly

Come learn more about the Carnegie Foundation's Networked Improvement Learning and Support (NILS) technology platform!

4:30pm – 5:30pm
OPENING KEYNOTE
Salons 7-9

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

5:30pm – 7:00pm
WELCOME & POSTER RECEPTION
Golden Gate Ballroom BC

Connect with attendees, speakers, and sponsors, and view the Summit posters during the welcome reception. Light hors d'oeuvres will be served and a complimentary drink ticket is included with your registration. Poster presenters, representing improvement efforts from around the globe, will be on hand to discuss their work. See page 22 for the Poster Directory.

4:30pm – 5:30pm
OPENING KEYNOTE
Salons 7-9

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

Anthony S. Bryk is the ninth president of the Carnegie Foundation for the Advancement of Teaching, where he is leading work on transforming educational research and development by more closely joining researchers and practitioners to improve teaching and learning. His latest book (co-authored with Louis Gomez, Alicia Grunow, and Paul LeMahieu), *Learning to Improve: How America's Schools Can Get Better at Getting Better* (2015) outlines for educators a more rigorous approach to improvement that allows the field to learn fast to implement well. Dr. Bryk comes to the Carnegie Foundation after teaching positions at Stanford University and the University of Chicago, where he where he helped found the Center for Urban School Improvement and the Consortium on Chicago School Research, which supports reform efforts in the Chicago Public Schools. Dr. Bryk holds a B.S. from Boston College and an Ed.D. from Harvard University.

7:00am – 4:30pm
REGISTRATION OPEN
Grand Assembly

7:30am – 9:00am
CONTINENTAL BREAKFAST
Grand Assembly

9:00am – 10:15am
BREAKOUT SESSIONS - SET A

(M1) Introduction to Improvement Science: A Learning-By-Doing Simulation
Salons 10-11

This **two-session block** provides an introduction to the work of improvement science through a simulation exercise. Participants will learn about and apply several improvement science tools, including aim statements, process analysis, plan-do-study-act cycles, and more. Through engaging with a specific improvement scenario, participants will gain a basic understanding of how the methods help us learn to improve. The session will culminate with participants reflecting on improvement science in education and connections to the contexts in which they work. We request that attendees join at the beginning of the first session (Set A) and stay through the second session (Set B) in order to gain full benefits of the exercise and out of respect for fellow learners. No one will be allowed to join midway. *(Introductory / New)*

Manuelito Biag, *Associate, Improvement Science, Carnegie Foundation*
Alicia Grunow, *Senior Partner, Carnegie Foundation*
Amanda Meyer, *Associate, Improvement Science, Carnegie Foundation*

(M2) How Do We Improve? A Comparison Among Three Approaches to Improving Quality
Salon 7

This session compares and contrasts three approaches used in the improvement of educational practice: Improvement Science carried out in networks, Design-Based Implementation Research, and Lean/Six Sigma methodology. Panelists will engage in a thought experiment in which they are given a common problem of practice and are asked to demonstrate how they would apply their particular improvement approach. Attendees will reflect on the similarities and differences between these approaches, and discuss their takeaways in an interactive session format. (*All Levels | New*)

Sandra Park, *Senior Associate, Director of External Offerings and Partnerships, Carnegie Foundation*
Bill Penuel, *Professor, Learning Sciences and Human Development, University of Colorado Boulder*
Cindy Veenstra, *Principal Consultant and Researcher, Veenstra and Associates*
Paul LeMahieu (moderator), *Senior Vice President, Carnegie Foundation*

(M4) Starting with the Problem to Avoid "Solutionitis"
Salons 1-3

When faced with an important and pressing problem, we are often tempted to jump straight to solutions before deeply understanding the problem itself. In this session, presenters will emphasize the importance of starting with the problem in improvement work and explore several approaches for doing so. Participants will use the "5 whys" to uncover and discuss the underlying causes of a common educational problem; build a fishbone diagram to represent their understanding of that problem; and apply interrelationship digraphs to prioritize causes. The session will feature examples from improvement work underway at High Tech High and conclude with a broader discussion of how participants can investigate problems in their own contexts. *(All Levels | Classic)*

Jon Benjamin, *Internal Improvement Specialist*, *Carnegie Foundation*
Ryan Gallagher, *Educational Research Specialist, High Tech High*
Isaac Jones, *Director, High Tech High North County*

(M13) The Role of Narrative in Vitalizing a NIC
Salons 14-15

Articulating a compelling, authentic, and intentional narrative as a means to build and sustain a community is an important component of networked improvement communities (NICs). This session will highlight examples of how NICs have worked on developing their narrative in the initiation and development of their communities, and will provide participants with an opportunity to reflect on their own NIC narrative. *(All Levels | New)*

Christina Dixon, *Associate, Network Initiation and Development, Carnegie Foundation*
Eva Mejia, *Associate, Director of Network Initiation and Development, Carnegie Foundation*
Charlene Stringham, *Assistant Superintendent, Instructional Services, Tulare County Office of Education*

(I1) Improving Oral Language Development in New Zealand's Early Childhood Education Centres (ECEs)
Nob Hill CD

How can improvement science help a nation improve oral language development in children? Now We're Talking, a collaboration between the New Zealand Ministry of Education and the organization, Ko Awatea, aims to improve the oral language skills of 85% of children in the nation's Early Childhood Education Centres (ECEs). This session focuses on how the project uses collaborative methodology from the Institute for Healthcare Improvement's Breakthrough Series to attain impressive early results that show an improvement across multiple process and outcome measures. Participants will gain insights into key improvement methods and strategies for employing in their own contexts.

Suzie Harris, *Early Language Specialist, Auckland Kindergarten Association*
Rebecca Lawn, *Project Manager, Ko-Awatea*
Emma Quigan, *Project Manager, COMET Aukland*
Sneha Shetty, *Improvement Advisor, Ko-Awatea*
Brandon Bennett (moderator), *Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation*

(I2) Using Improvement Science to Address Early-Grade Literacy
Salons 4-6

How can cities leverage diverse professional and social networks to strengthen early literacy? This session focuses on work designed to improve early literacy outcomes and the well-being of children in two communities. Presenters will discuss the tools, strategies, and lessons learned from the early-literacy NIC in Baltimore City Public Schools. Representatives from Cincinnati Children's Hospital and Cincinnati Public Schools will focus on cross-sector partnership development efforts, including early implementation progress and challenges during their pilot year. Participants will have access to the tools, materials, and resources used to guide and support NICs, and will leave with a better understanding of the key issues related to creating a safe and trusting space for facilitating productive partnerships.

Jarrod Bolte, *Consultant, Improving Education*

Cheryl Broadnax, *Assistant Superintendent, Cincinnati Public Schools*

Christina Williams Harding, *Senior Quality Improvement Consultant, Cincinnati Children's Hospital*

Sharon Greenberg (moderator), *Improvement Advisor and Literacy Consultant, Independent Contractor*

(N2) Scoping a NIC Within an Existing Professional Community
Nob Hill AB

This session will explore how organizations within an existing professional community established a networked improvement community (NIC). Presenters from the 100Kin10 network will describe how they shifted focus to a smaller part of their network focused on engineering classes. Presenters from the Kamehameha Schools will describe how they used data to select a common aim within the larger goal of increasing Native Hawaiian student success.

Sierra Fox, *Strategic Analyst, Kamehameha Schools*

Shawn Malia Kana'iaupuni, *Executive Consultant, Kamehameha Schools*

David Kanter, *Director of Research and Innovation, 100Kin10*

Matty Lau, *Research and Innovation Fellow, 100Kin10*

Melissa Chabran (moderator), *Associate, Network Initiation and Development, Carnegie Foundation*

(L1) State-Level Partnerships for Student Success: Improving School Systems in a Context of Continuous Improvement (The Threequel from 2015 & 2016)
Salons 12-13

How do you build a continuous improvement system that prioritizes the needs of the whole child, and tells the story of the whole school? This session will examine efforts by a state-level partnership in California—the CORE Districts, a nonprofit collaborative of ten districts representing over 1 million students—to roll out a unique approach to school accountability that includes academic, social-emotional, and culture-climate indicators. In this threequel to the prior two years' sessions, participants will learn about the impact and influence of culture-climate surveys, social emotional skills, and newly included measures of academic growth. CORE superintendents will then share their partnership efforts to implement cycles of improvement.

Noah Bookman, *Chief Accountability Officer, CORE Districts*

Devin Dillon, *Interim Superintendent, Oakland Unified School District*

Michael E. Hanson, *Former Superintendent, Fresno Unified School District*

Heather Hough, *Executive Director, CORE-PACE Research Partnership, Policy Analysis for California Education*

Rick Miller, *Executive Director, CORE Districts*

(L5) Leaders as Improvers: Developing Leaders for Social Justice through Improvement Science
Golden Gate Ballroom A

This interactive session will stimulate conversation about the role of improvement science in leadership development programs as they seek to prepare leaders capable of building organizations that are jointly equitable and high performing. Faculty from graduate-level leadership programs that are preparing educational professionals with the skills of improvement science will discuss the potential, challenges, and opportunities they face in integrating improvement science into their respective programs and organizations, and in supporting improvement efforts in K-12 schools. Participants will explore ways to "break the rules" in their own settings to develop more leaders for social justice and continuous improvement.

Stacey Caillier, *Director, Center for Research on Equity & Innovation, High Tech High Graduate School of Education*

David Laird, *Assistant Professor, Vanderbilt University*

James Liebman, *Founding Director, Center for Public Research and Leadership, Columbia University; Simon H. Rifkind Professor, Columbia Law School*

Jill Perry, *Executive Director, Carnegie Project on the Educational Doctorate (CPED); Research Associate Professor, Department of Administrative Policy Studies, University of Pittsburgh*

Louis Gomez (moderator), *Professor, Graduate School of Education and Information Studies, University of California, Los Angeles; Senior Fellow, Network Initiation and Development, Carnegie Foundation*

10:15am – 10:45am
COFFEE BREAK
Grand Assembly

10:45am – 12:00pm
BREAKOUT SESSIONS - SET B

(M1) Introduction to Improvement Science: A Learning-By-Doing Simulation
Salons 10-11

This is a **continuation of a two-session block**. In order to gain full benefits of the session and out of respect for fellow learners, attendees that have not participated in the first session (Set A) will not be allowed to join the second session (Set B).

Manuelito Biag, *Associate, Improvement Science, Carnegie Foundation*

Alicia Grunow, *Senior Partner, Carnegie Foundation*

Amanda Meyer, *Associate, Improvement Science, Carnegie Foundation*

(M3) Building a Science of Improvement
Salon 7

This session explores the interplay of improvement research and traditional program effectiveness research. Like effectiveness research, continuous improvement embraces building on research evidence and practicing disciplined inquiry. Both forms aim to create new knowledge for making progress on critical educational problems. However, there are also notable differences that are especially salient in the context of the Every Student Succeeds Act (ESSA). This session explores the relationship between the Tiers of Evidence and the press for local continuous improvement, both employed in ESSA. *(All Levels | Classic)*

Anthony S. Bryk, *President, Carnegie Foundation*

John Easton, *Vice President, Programs, Spencer Foundation*

Mark Kerr (moderator), *Associate Vice President, Communications, Carnegie Foundation*

(M9) Empathy Techniques for Pursuing Educational Equity
Salons 12-13

Being user-centered is at the core of building more just and equitable educational experiences for students. But what does it look like to actually put users at the center of our equity efforts? Based in the teachings of human-centered design, this session will explore how empathy can be leveraged in the pursuit of educational equity. Participants will discuss the mindsets behind empathy work and explore the potential of empathy work to combat bias, engage diverse stakeholders, and build culturally and community relevant solutions. Participants will learn several concrete empathy techniques for engaging students, families, and educators at the heart of an improvement effort. *(All Levels | New)*

David Clifford, *Senior Learning Experience Designer, K12 Lab Network, Stanford d.school*

Kenneth Fernandez, *Post-Baccalaureate Fellow, Collaborative Technology, Carnegie Foundation*

Susie Wise, *Director, K12 Lab Network, Stanford d.school*

(M14) Setting Up Your NIC Hub
Nob Hill AB

At the core of a networked improvement community (NIC) sits a group of individuals who carry out the critical functions necessary for its effective operation. These functions include improvement science, network initiation and development, analytics, collaborative technology, and content expertise. NICs leverage the best of what is known from research and practice. This session will describe these functions and show participants ways to operationalize them. Examples will include NIC hubs that are housed by different types of entities, such as county offices of education, state departments of education, and non-profit organizations serving schools. *(All Levels | New)*

Melissa Chabran, *Associate, Network Initiation and Development, Carnegie Foundation*

Christina Dixon, *Associate, Network Initiation and Development, Carnegie Foundation*

Edit Khachatryan, *Associate, Network Initiation and Development, Carnegie Foundation*

(I3) Rethinking Professional Development with an Improvement Lens
Salons 1-3

This session focuses on approaches to integrating improvement science methods in teacher professional development. Representatives from the UCLA Community School will discuss how and why faculty embraced improvement science to tackle core educational challenges in literacy. Participants will learn how professional development was reframed through the lens of improvement, and how literacy assessment data were used to cultivate strong norms of internal accountability and a shared language for tracking progress. Presenters from the Literacy Design Collaborative will focus on the use of improvement science methodologies to codify and strengthen teacher learning strategies through repeated, iterative tests of change across diverse school networks.

Leyda Garcia, *Principal, UCLA Community School*

Honey Gubuan, *Social Science Subject Area Coordinator, East Side Union High School District*

Karen Hunter Quartz, *Research Director, Adjunct Professor, University of California, Los Angeles*

Chad Vignola, *Executive Director, Literacy Design Collaborative*

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

(N4) Tracking Networks Through Social Network Analysis
Salons 14-15

Social network analysis (SNA) can shed light on the flow and concentration of information throughout large networks across a wide variety of structures. Social network theory draws attention to the structure of the network and to the nature of ties between individuals and the content of interaction. This session will provide an overview of SNA and showcase how two networks used it to further strengthen their networks. Participants will leave with an understanding of how networks refine and reimagine their structures and processes over time to foster system improvement, allowing for the strengthening and acceleration of their own work.

Marisa Cannata, *Research Assistant Professor, Vanderbilt University*

Maggie Hannan, *Graduate Researcher, University of Pittsburgh*

Ela Joshi, *Graduate Assistant, Vanderbilt University*

Alan Daly (reflector), *Chair and Professor, Department of Education Studies, University of California, San Diego*

Eva Mejia (moderator), *Associate, Director of Network Initiation and Development, Carnegie Foundation*

(L2) Beating the Odds with Poverty-Challenged Youth: Schools Getting Better at Getting Better
Salons 4-6

When state education agencies release children's test scores, schools that serve the most challenged populations—primarily those who live in poverty—generally cluster at the bottom of the list. But it need not be that way. The research reported in this session describes and explains differences between "odds-beating schools" and "typical schools" during dramatic innovation implementation. Participants will learn how district officers' and principals' boundary-related implementation leadership and shared instructional leadership routines paved the way for a composite theory of action.

Kristen Campbell Wilcox, *Assistant Professor, Department of Educational Theory and Practice, University at Albany, State University of New York*

Hal A. Lawson, *Professor, Department of Educational Policy and Leadership and Professor of Social Welfare, University at Albany, State University of New York*

Annette Trapini, *Principal, Blue Creek Elementary School, North Colonie Central Schools, New York*

(L3) Achieving Cultures of Improvement and Performance Excellence
Golden Gate Ballroom A

Process, culture, and capacity building are keys to improving complex systems; and professional learning, evidence, and behavior change can shift beliefs, but stories of impact can change hearts. Hear how the Pewaukee School District used the Baldrige Excellence Framework to increase performance excellence, with a graduation rate of 97%, and over 90% of students going on to attend a two- or four-year college (up from 68%). Participants will learn how to employ the framework's focus on people, plan, results, and process at the classroom, school, and district level to foster such a culture and attain better results. The School District of Menomonee Falls has also been on an improvement journey, with student performance at an all-time high, as is system culture. The Menomonee Falls Superintendent will describe how the PDSA process is used by the students to assess and shape their learning; while the principles of evidence-based leadership, change theory, and key Lean tools are deployed by staff and leaders to realize improved performance results. In addition, they will present their journeys to improve student performance.

Patricia Fagan Greco, *Superintendent of Schools, School District of Menomonee Falls*

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

Penny Carver (moderator), *Senior Fellow, Strategy and Business Development, Carnegie Foundation*

(L9) How to Empower Improvement Science with the Interpersonal and Political Skills of Successful, Sustainable Change
Nob Hill CD

Good school and district leadership is the hinge on which our promise to guarantee good education to all children, no matter the conditions of their birth, hangs. Improvement science is a comprehensive design for improving student results and the overall performance of a school system. The systemic nature of the design requires leaders with a wide range of skills that are teachable and learnable, and often unevenly distributed in a typical organization. This session will identify skills necessary for a leader to: build support over time, be persuasive, honor the interests of key constituencies, establish effective communication patterns, and orchestrate legitimate decision-making and institutional arrangements.

Jon Saphier, *President, Research for Better Teaching*

12:00pm – 1:30pm
LUNCH
Grand Assembly

12:15pm – 1:15pm
LUNCH ROUNDTABLE CONVERSATIONS
Grand Assembly

These facilitated Lunch Roundtable Conversations are an opportunity to share your experiences and challenges and hear from others. If you are interested, please grab a box lunch and join a table. Come early, space is limited!

Using Improvement for Professional Development
Michelle King, Associate Director of Communities, Learning Forward

Nicholas Morgan, Senior Consultant, Learning Forward

Teaching Improvement in Higher Education
Stacey Caillier, Director, Center for Research on Equity and Innovation, High Tech High Graduate School of Education

David Laird, Assistant Professor, Vanderbilt University

Improving Proficiency in Third Grade Literacy
Jarrod Bolte, Consultant, Improving Education

Sharon Greenberg, Improvement Advisor and Literacy Consultant

Biggest Mistakes and Struggles in Applying Improvement Science in Practice
Ryan Gallagher, Education Research Specialist, High Tech High

Lisa Clarke, Director, Policy and Partnerships, National Board for Professional Teaching Standards

12:15pm – 12:45pm
ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION
Grand Assembly

Come learn more about the Carnegie Foundation's Networked Improvement Learning and Support (NILS) technology platform!

1:30pm – 2:45pm
BREAKOUT SESSIONS - SET C

(M10) Developing Ideas for Change: Where Do Good Ideas Come From?
Salons 10-11

Developing ideas for change is a critical part of any improvement initiative. However, improvement teams may fail to leverage several key sources of high-quality ideas, limiting the impact of their improvement endeavors. This session will explore where change ideas come from, including research expertise, practice expertise from the field, and user-centered design methods. Participants will learn about techniques for leveraging existing knowledge, such as scanning, benchmarking, expert convenings, and interviewing. Participants will gain knowledge of a wide array of techniques and sources for developing change ideas that can be applied to their next change effort. (*Advanced | New*)

Alicia Grunow, Senior Partner, Carnegie Foundation

Uma Kotagal, Executive Leader, Population and Community Health and Senior Fellow, Cincinnati Children's Hospital Medical Center

(M15) How to Design Successful Learning Sessions
Salons 12-13

A key lever in helping a networked improvement community (NIC) reach its goals is making good use of the few times when network members come together for face-to-face meetings. Given the importance of learning during these gatherings, they are often referred to as learning sessions. Goals for these meetings include: building relationships, accelerating individual and collective learning, preparing for distributed action towards the NIC's aim, and professional development. This session will focus on key processes and facilitation moves used to achieve these goals. (*All Levels | New*)

Anna Kawar, Associate, Improvement Science, Carnegie Foundation

Eva Mejia, Associate, Director of Network Initiation and Development, Carnegie Foundation

(M16) Scaling Up Without Screwing Up
Salon 7

The ultimate goal of improvement efforts is often to affect outcomes at scale. This is no easy task—it is precisely in the scaling up of promising interventions where many of them fail. Educators are not alone in this challenge; scaling up is a core challenge across many industries. In this session, participants will learn from others' efforts, and discuss core obstacles to scaling and strategies for overcoming them. (*All Levels | Classic*)

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

(I5) Practical Measurement: Usable Measures with Teachers
Salons 1-3

Improvement approaches are grounded in the effective use of data; however, many educational settings lack the history and capacity to integrate data as part of their core improvement efforts. This session highlights separate efforts to support teachers' use of data for improvement. Participants will come away with specific recommendations and ideas supporting core improvement principles in districts and schools, as well as a more nuanced understanding of structural and cultural components of improvement initiatives that facilitate sustainability and growth over time.

Pamela Buffington, *Co-Director of Science and Math Programs, Education Development Center*

Kyle Moyer, *Manager of Continuous Improvement, Summit Public Schools*

Karen Shakman, *Research Scientist, Education Development Center*

Bill Penuel (moderator), *Professor, Learning Sciences and Human Development, University of Colorado Boulder*

(I9) District-Led Improvement Efforts
Golden Gate Ballroom A

This session focuses on district-wide applications of improvement approaches to improve systems outcomes. Leaders from the Fresno Unified School District and the University of California, Merced, will describe how improvement science principles have been used to ensure students have the widest array of post-secondary options by supporting them to apply to colleges/universities that "match" their college eligibility profiles. Participants will also learn how the Oakland Unified School District's School Performance Framework (SPF) is used to support continuous improvement processes, such as root cause analyses that give a richer understanding of problem areas, and cycles of inquiry to monitor progress and learn quickly whether changes are resulting in improvement.

Jorge Aguilar, *Associate Vice Chancellor, University of California, Merced*

Corey Donahue, *Coordinator, School Performance, Oakland Unified School District*

Michael E. Hanson, *Former Superintendent, Fresno Unified School District*

Don Peurach (moderator), *Associate Professor of Educational Policy, Leadership, and Innovation, University of Michigan School of Education; Senior Fellow, Networked Improvement Science, Carnegie Foundation*

(N1) Managing NIC Health
Nob Hill AB

Examining network health and understanding when and how to refine network structures, processes and tools are key to managing a networked improvement community (NIC). This session will introduce a NIC Development Framework that describes the various attributes of a NIC at multiple stages during its life cycle and the accompanying tools aimed at supporting the practice of network leaders. Presenters will highlight what NICs that have applied a set of shared health indicators have learned, and how they're using that knowledge to manage their NICs. Participants will also discuss leadership, culture, will, and ecological context issues.

Emma Parkerson, *Director, Strategic Projects, National Board for Professional Teaching Standards*

Kelly Reese, *Senior Researcher, American Institutes for Research*

Jennifer Russell, *Associate Professor of Learning Sciences and Policy, University of Pittsburgh; Fellow, Network Initiation and Development, Carnegie Foundation*

Shannon Provost (reflector), *Visiting Assistant Professor, Carroll School of Management, Boston College; Fellow, Network Analytics, Carnegie Foundation*

Edit Khachatryan (moderator), *Associate, Network Initiation and Development, Carnegie Foundation*

(L10) Design-Based School Improvement: Addressing Issues of Equity and Social Justice
Salons 4-6

At the heart of the effort to enact and scale up successful school reforms is the need for more robust links between research and practice. One promising approach is design development, a methodology widely used in other fields and only recently adapted to education, which offers a disciplined process for identifying practical problems, assessing evidence of outcomes, accounting for variability in implementation and results, and establishing a foundation for broader understanding of the problem and proposed solutions. This presentation, adapted from Rick's recently published book, *Design-Based School Improvement*, provides case studies and a practical guide for education leaders who are seeking to address issues of equity and social justice in their schools.

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

Matt Wayne, *Interim Superintendent, Hayward Unified School District*

(L11) Achieving New Levels of Literacy Proficiency Statewide in Tennessee
Salons 14-15

Achieving better results is not about the seemingly endless search for new programs and initiatives. It's about creating alignment and coherence across current work, filling gaps in practice, and ensuring that the execution leads to desired results. This session describes the Tennessee Department of Education's (TDOE's) approach for using improvement science to achieve higher levels of literacy proficiency for all children in the state. It will focus on the big questions that the department is grappling with as it takes a new approach to an old problem, such as how to ensure that change ideas build on and respond to initiatives already taking place; how to determine initial areas of focus and a strategy for building systemic change; how to balance the analytic approach of improvement science with the desire for rapid change and quick wins; and how to make the work of improvement science sustainable at all levels of the system. Program participants from across the state will share their perspectives, including members of the TDOE leadership team, directors of Tennessee's Centers of Regional Excellence, district and school administrators.

Meghan Curran, Executive Director, CORE (Centers of Regional Excellence)

Janice Fox, Executive Director, Upper Cumberland CORE

Ginger Leach, Executive Director, East CORE

Katherine McEldoon, Data Analyst, Tennessee Department of Education

Rachelle McManus, Director of Improvement Networks, Tennessee Department of Education

Nate Schwartz, Chief Research and Strategy Officer, Tennessee Department of Education

Mary Kathryn Wells, Executive Director, Improvement Networks, Tennessee Department of Education

Christina Dixon (moderator), Associate, Network Initiation and Development, Carnegie Foundation

(L12) A Scientific Approach to Communications About Improvement Science
Nob Hill CD

What are the most effective ways to frame communications, outreach, and advocacy on the topic of Improvement Science? This is an empirical question. To answer it, the FrameWorks Institute conducted a multi-method investigation into how policy stakeholders and practitioners in education think about issues related to quality, improvement, and use of data, and then systematically tested alternative ways of explaining and positioning these issues. The research yielded evidence-based framing strategies for generating understanding of the distinctive strengths of improvement science and networked improvement communities. Your teams can use these frames to increase support for the improvement science approach to solving problems.

Julie Sweetland, Vice President for Strategy and Innovation, Frameworks Institute

3:00pm – 4:00 pm
COFFEE BREAK & POSTER SESSION
Golden Gate Ballroom BC

The posters represent a range of improvement efforts taking place across the world and significantly contribute to our growing improvement community. Poster session presenters will be available to discuss their work and take questions during this time. See page 22 for the Poster Directory.

4:15pm – 5:15pm
KEYNOTE
Salons 7-9

Becky Margiotta and Joe McCannon, Co-Founders, Billion Institute

5:15pm – 6:45pm
NETWORKING RECEPTION
Grand Assembly

This is an opportunity to re-engage with people you've met at previous Summits and make new connections with other participants who share your goals and desire to learn more about improvement science. Hors d'oeuvres will be served; and a complimentary drink ticket for this event is included in your registration.

5:30pm – 6:00pm
ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION
Grand Assembly

Come learn more about the Carnegie Foundation's Networked Improvement Learning and Support (NILS) platform!

4:15pm – 5:15pm
KEYNOTE
Salons 7-9

Becky Margiotta and Joe McCannon, Co-Founders, Billion Institute

Becky Margiotta and Joe Mc-Cannon co-founded the Billions Institute, providing training and support to thousands of people and networks seeking innovative solutions to the world's most pressing challenges. Becky and Joe will transform your thinking on how to expand your impact, inspire creativity and energy across large groups, and use data as a guide to continuously improvise and improve.

6:45am – 8:30am
CONTINENTAL BREAKFAST
Grand Assembly

7:00am – 1:30pm
REGISTRATION OPEN
Grand Assembly

7:00am – 8:00am
SPONSOR-HOSTED SESSIONS
Please bring your breakfast to one of the following sessions:

(S1) American Institutes for Research (AIR)
Improving Instruction One PDSA Cycle at a Time: Early Lessons from the Better Math Teaching Network
Salons 12-13

The Better Math Teaching Network is a collaboration among New England high school math teachers, instructional leaders, and continuous improvement researchers who are working to create classrooms that are more strongly student-centered. Teachers test, refine and share student-centered instructional strategies with each other and with state-, district- and school-level instructional leaders. Presenters will describe how the network has evolved over its first 18 months, provide specific examples of student-centered change ideas that have been tested and refined, and discuss challenges and opportunities as the network continues to expand.

Kirk Walters, Managing Researcher, AIR

(S2) Carnegie Corporation of New York
Parents as Partners: Carnegie Corporation Grantees Share Strategies
Nob Hill CD

Carnegie Corporation of New York (CCNY) has launched a new Public Understanding portfolio, with a particular focus on engaging parents as partners - both in their own child's education and in broader education reform - in order to improve outcomes for students. Join us to hear from a panel of CCNY grantees who are using a diverse range of strategies to meet parents where they are: listening to, informing, engaging and organizing them, while recognizing and promoting their role as key stakeholders in American public education.

Linda Burch, Co-Founder and Chief Strategy Officer, Common Sense Media
Samantha Olivieri, Vice President of Program, GreatSchools
Matt Hammer, Founder and CEO, Innovate Public Schools

(S3) Ewing Marion Kauffman Foundation
Determining the Community: Using Social Network Analysis to Ensure the Right Folks Are at the Table
Salons 4-6

How do you know that your collaborative working groups are representative of the community? Who are the people that your community turns to in order to get the work of education improvement and innovation completed? This presentation describes the use of social network analysis to illuminate the human capital ecosystem in education in Kansas City. A systematic nomination and referral process was used to identify the key people in education in the metropolitan area and to characterize their interconnections, the ways they worked together, turned to each other for expertise, and supported decision-making. Presenters will share the lessons learned from these efforts.

Edith S. Gummer, Director, Education Research, Ewing Marion Kauffman Foundation

(S4) GO Public Schools
(Walton Family Foundation Grantee)
GO Public Schools: Developing Family, Educator, and Community Leadership to Improve Local Public Schools
Nob Hill AB

GO Public Schools believes that key education decisions must be informed by those closest to children -- families, teachers and others -- who provide critical user-based insights for system and school designs. Parent voice is also a key political force. Families and educators must be well informed in order to effectively leverage their influence in conversations about school quality and equity. CEO Jonathan Klein will share more about GO's efforts to inform, develop, and mobilize community leaders at every level - grassroots to grass tops - in support of providing an excellent and equitable education for all students.

Jonathan Klein, Co-Founder & CEO, GO Public Schools

(S5) National Board for Professional Teaching Standards
The Perfect Storm: Local Challenges, Accomplished Teachers, and Improvement Science
Salons 10-11

The Network to Transform Teaching (NT3) is an initiative that aims to ensure every student has access to accomplished teaching every day in 53 schools, across 29 districts, and in 10 states. NT3 is convened by the National Board for Professional Teaching Standards, a nonprofit with 30 years of experience working with practitioners to lead the transformation of the teaching profession. This session will explore how schools and districts can leverage the expertise of accomplished teachers to address local problems of teaching and learning. Participants will receive tools and resources to help identify and support teacher leaders as partners in system improvement.

Lisa Clarke, Director of Policy and Partnerships, National Board for Professional Teaching Standards
Suzanne Farmer, NT3 Site Director, Kentucky

(S6) PEBC (Public Education & Business Coalition)
Bringing Leader Learning to Life
Salons 14-15

Anchor Beliefs: Teachers and leaders are change agents. We believe in the power of *yet*, that all students are capable of achieving at high levels, even though they may not be there *yet*. In order to reach that goal, we must continuously evaluate our effect on student learning. Our job is to learn from students as we adapt and refine research-based methods to support all students to achieve high standards, to develop a passion for learning, and to make a positive impact. Lab Classroom teachers are lead learners who exemplify these practices and are able to articulate their journey as educators and the impact they have on student learning.

Mindy Armbruster, Chief Operating Officer, PEBC
Joyce Joyce, MEd, Executive Director of Education, PEBC
Sue Sava, MA, Executive Director of Stanley Teacher Prep, Director of Policy, PEBC

(S7) Raikes Foundation
Building a Sense of Belonging: A Fundamental Factor in Advancing Equity
Salons 1-3

Many of our improvement efforts in education aim to address opportunity and achievement gaps for historically marginalized students. Come learn from research and practice leaders about how building a sense of belonging and identity safety are fundamental to supporting ALL K-12 and post-secondary students to succeed.

Lisa Quay, Executive Director, Mindset Scholars Network
Masa Uzicanin, Executive Director, Sevenzo
Kia Franklin, Regional Director of Partnerships, Equal Opportunity Schools
Natasha Krol, College Transition Collaborative

8:30am – 9:30am
KEYNOTE
Salons 7-9

Peter Senge, Senior Lecturer, Massachusetts Institute of Technology

9:30am – 10:00am
COFFEE BREAK
Grand Assembly

10:00am – 11:15am
BREAKOUT SESSIONS - SET D

(M6) Measurement for Improvement
Salons 1-3

Measurement is essential to improvement and guides the learning of the improvement community. This represents a departure from more typical uses of measurement in education that stem from accountability or research paradigms. Participants will get an overview of how measurement is used in improvement science and an introduction to the kinds of measures that are useful in an improvement context. *(Introductory | Classic)*

Manuelito Biag, Associate, Improvement Science, Carnegie Foundation
Sola Takahashi, Associate, Improvement Analytics and Measurement Development, Carnegie Foundation

(M11) Plan-Do-Study-Act Cycles as a Disciplined Approach to Practitioner Inquiry
Golden Gate Ballroom A

This session introduces the Plan-Do-Study-Act (PDSA) cycle, explaining how it is used to learn about changes to practice. Participants run their own PDSA cycles through an interactive exercise and examine completed PDSA cycles from various educational contexts. The session will also explore the similarities and differences between inquiry in improvement science and other forms of inquiry in education, particularly action research. Participants will leave with an understanding of the connection between PDSA testing and inquiry, and how they may apply PDSA testing to their organizations. *(Introductory | New)*

Diane Cunningham, Senior Consultant, Learner-Centered Initiatives
Alicia Grunow, Senior Partner, Carnegie Foundation

8:30am – 9:30am
KEYNOTE
Salons 7-9

Peter Senge, Senior Lecturer, Massachusetts Institute of Technology
Peter Senge is a senior lecturer at the Massachusetts Institute of Technology Sloan School of Management. Senge lectures throughout the world on how to create organizations where people are encouraged to "continually expand their capacity" to learn, work collaboratively, and adapt quickly to change. His presentations have that uncommon ability to translate the abstract ideas of systems theory into concrete tools for understanding and leading economic and organizational change.

(M12) Theory of NIC Development
Nob Hill CD

What are the distinguishing features of a networked improvement community (NIC) and how do we expect one to develop over time? In this session, NIC scholars and coaches will share Carnegie's current theory of NIC development as well as the nuts and bolts of running a NIC. Participants will gain a clearer sense of how a NIC operates over time and be more equipped to decide whether a NIC is the right approach for their efforts. (*Introductory | New*)

Edit Khachatryan, *Associate, Network Initiation and Development, Carnegie Foundation*

Jennifer Russell, *Associate Professor of Learning Sciences and Policy, University of Pittsburgh; Fellow, Network Initiation and Development, Carnegie Foundation*

(I7) Using Improvement Approaches Within Systems and Schools: Lessons from New York City
Salons 4-6

The New York City Department of Education has been an early adopter of improvement approaches to support change within schools and across the system. This session focuses on two initiatives within the 1.1 million student school district. Participants will hear why and how the Office of Finance and Operations shifted from using data for accountability to using data for improvement, thereby transforming the daily work of complex systems in positive ways. Presenters will also discuss how improvement science approaches helped a middle school in NYC embed and sustain this new way of working in their school. Over the course of the first year, reflection on their successes and failures led the school to radically revise its strategies for building students' reading and math skills and adopting a new theory for how to support students' learning. By telling the story of this school's experience, the session delves into how both formal and informal adult learning fit into the improvement science model.

Carry Chan, *Founding Principal, School for Global Leaders*

Jane Mabe, *Director of Operations, Division of Teaching and Learnings' Office of Operations, New York City Department of Education*

Samuel Milder, *Manager of Applied Research, New York City Department of Education*

Ted Quinn (reflector), *Partner, The Wildflower Foundation*

Brandon Bennett (moderator), *Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation*

(I8) Using Coaching for Instructional Improvement
Salon 7

While coaching is a commonly used tool to support teacher professional development, it is subject to tremendous variation in process and outcome. This session focuses on the integration of improvement science principles in the context of coaching. Presenters will describe their coaching strategies for building trusting relationships, give examples of how schools used improvement science to make progress on school goals, and call attention to critical factors for engaging school teams in improvement science methods. Attendees will also hear how coaching for continuous improvement is transforming the way teachers engage in problem solving around student needs to strengthen their own practice. Presenters will showcase coaching tools such as PDSA cycles and visual management, and will actively engage participants in a cycle of coaching to demonstrate the value of the approach from teachers' and coaches' perspectives.

Faith Connolly, *Executive Director, Baltimore Education Research Consortium*

Jenny Kaufman, *Continuous Improvement Coach, Kimberly Area School District*

John Schultz, *Principal, Mapleview Intermediate School, Kimberly Area School District*

Marc Stein, *Professor, School of Education, Johns Hopkins University*

Ann Edwards (moderator), *Senior Associate, Director of Learning and Teaching, Carnegie Math Pathways, Carnegie Foundation*

(N3) Cross-District Networked Improvement Communities
Salons 12-13

Representatives from two statewide networked improvement communities (NICs) will share their initiation experiences in cross-district collaboration using networked improvement. The Pilot Florida Implementation Network is a community of five Florida districts working together to improve the quality of instruction across the state; and the Virginia student-led assessment NIC involves nine school districts in Virginia working toward leading meaningful assessment for learning. Presenters will describe their challenges in working across districts with limited face-to-face interaction, discuss how to make use of virtual collaboration tools, build will and motivation for the work and arrive at a common aim.

Valerie Greenhill, *President, EdLeader21*

Vanessa Hilton, *Assistant Superintendent, Pasco County Schools*

Ben Jackson, *Partner, TNTP*

Shannon King, *Manager, Fairfax County Public Schools*

Anna Kawar (moderator), *Associate, Improvement Science and Director, Tennessee Early Literacy Network, Carnegie Foundation*

(L6) How Improvement Science Advances Outcomes and Opportunity
Nob Hill AB

Equal opportunity and social advancement are bedrock American education aspirations. Sometimes, education delivers on the promise. Often, the education system does not. While not a panacea, improvement science and methods akin to it, have helped educators make remarkable progress toward equitable opportunity and outcomes. In this session, the presenters will discuss the basis for these results and review and critique two improvement initiatives, one in New York City and one in Los Angeles that are using improvement science methods to elevate educational equity from a value in name only to a priority for changes in practice.

Dion Bullock, *Deputy Chief of Staff, Division of Teaching and Learning, New York City Department of Education*

Louis Gomez, *Professor, Graduate School of Education and Information, University of California, Los Angeles; Senior Fellow, Network Initiation and Development, Carnegie Foundation*

Maritza Lozano, *Doctoral Candidate, University of California, Los Angeles*

Sonja Santelises (reflector), *CEO, Baltimore City Public Schools*

Angel Bohannon (moderator), *Post Baccalaureate Fellow, Carnegie Math Pathways, Carnegie Foundation*

(L8) Challenges and Opportunities for Advancing Improvement Science in Federal and State Education Policy
Salons 10-11

A panel of policy advocates and analysts will discuss the big challenges that states and districts face in implementing the Every Student Succeeds Act (ESSA). They will examine how improvement science and networked improvement communities can enhance the implementation of key provisions in ESSA, and highlight where improvement science can have the greatest impact.

Jeremy Ayers, *Vice President of Policy, Results for America*

Bethany Little, *Principal, EducationCounsel, LLC*

Rick Miller, *Executive Director, CORE Districts*

Vivian Tseng, *Vice President of Programs, WT Grant Foundation*

Ruth Lopez Turley, *Director, Houston Education Research Consortium; Professor, Rice University*

Jim Kohlmoos (moderator), *Principal, EDGE Consulting Partners; Senior Fellow, Strategic Field Building, Carnegie Foundation*

(L13) Journeys Beyond the Neatline: Expanding the Boundaries of Education Reform
Salons 14-15

Neatline - (nēt'līn) a border around the extent of a map. Education reform over the last two decades can be mapped or framed in multiple ways: sometimes reaching backward-- to record different understandings of history, divisions between nations or tribes, or systems of measurement—and at other times forward-- to identify new routes or chart future plans and possibilities. How do we map the education terrain today? Where are we in our journey? Can improvement science open up new pathways and possibilities to provide greater opportunity to all students? Drawing on his experiences from New Visions for Public Schools, Bob Hughes, Director of Education at the Bill and Melinda Gates Foundation, will reflect on emerging lessons around the use of continuous improvement and network strategies to improve education.

Robert Hughes, *Director, K-12 Programs, Bill & Melinda Gates Foundation*

11:30am – 12:00pm
FINAL POSTER SESSION
Golden Gate Ballroom BC

The posters represent a range of improvement efforts taking place across the world and significantly contribute to our growing improvement community. Poster session presenters will be on hand to discuss their work and answer your questions. See page 22 for the Poster Directory.

12:00pm – 1:15pm
LUNCH
Grand Assembly

12:00pm – 1:00pm

LUNCH ROUNDTABLE CONVERSATIONS

Grand Assembly

These facilitated Lunch Roundtable Conversations are an opportunity to share your experiences and challenges and hear from others. If you are interested, please grab a box lunch and join a table. Come early; space is limited!

Getting Improvement Started in Schools
Patricia Greco, Superintendent, School District of Menomonee Falls

JoAnn Sternke, Superintendent, Pewaukee School District

Developing Improvement Facilitators / Coaches
Uma Kotagal, Senior Fellow, Cincinnati Children's Hospital Medical Center

Christina Williams Harding, Senior Quality Improvement Consultant, Cincinnati Children's Hospital Medical Center

Motivation and Learning
David Yeager, Assistant Professor of Developmental Psychology, University of Texas at Austin; Fellow, Student Agency Improvement Community, Carnegie Foundation

Chris Hulleman, Research Associate Professor of Applied Developmental Science, Curry School of Education, University of Virginia; Fellow, Student Agency Improvement Community, Carnegie Foundation

How Improvement Science Supports Equity Goals
Dion Bullock, Deputy Chief of Staff for the Division of Teaching & Learning, New York City Department of Education

Chris Thorn, Director of Knowledge Management, Carnegie Foundation

12:15pm – 12:45pm

ONLINE LEARNING PLATFORM FOR NETWORKED IMPROVEMENT COMMUNITIES DEMONSTRATION

Grand Assembly

Come learn more about the Carnegie Foundation's Networked Improvement Learning and Support (NILS) platform!

1:15pm – 2:30pm

BREAKOUT SESSIONS - SET E

(M5) Seeing the System from the User's Point of View Through Journey Maps
Salons 1-3

To make progress on a complex problem, we must seek to better understand the system that produces it. This session introduces participants to journey mapping, a tool that enables improvers to depict and analyze users' experience with a particular problem. Journey mapping not only builds empathy for those we are trying to serve, but also helps an improvement team see the system from the user's point of view. Examples will be shared from an improvement initiative in which journey maps describing the experiences of elementary school students provided deep insights into the challenges of early grade literacy development. Participants will leave with an appreciation for systems thinking, and an understanding of how journey maps are a useful addition to their improvement toolkit. (*All Levels | New*)

Sharon Greenberg, Improvement Advisor and Literacy Consultant, Independent Contractor

Anna Kawar, Associate, Improvement Science and Director, Tennessee Early Literacy Network, Carnegie Foundation

Amanda Tinker, Assistant Principal, Lenoir City Schools, Tennessee Early Literacy Network

Deanna Zarichansky, Assistant Principal, Trousdale County Schools, Tennessee Early Literacy Network

(M7) Visualizations of Variation: Techniques for Displaying Data
Salon 7

This session will provide visualization techniques for displaying data in ways that allow improvers to see and learn from variation in performance. Examples will be shared from a school system that has displayed and learned from variation in its own performance data. Participants will leave with a foundational understanding of how they might apply these techniques to data collected from their own organizations and projects. Prior experience with improvement work is assumed, while prior analytic experience is helpful, but not required. (*Advanced | New*)

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

Amanda Meyer, Associate, Improvement Science, Carnegie Foundation

Howard Shen, Director of Data Analysis, Summit Public Schools

(M8) Improvement Reviews: Consolidating Learning and Energizing Improvement Efforts
Salons 10-11

This session introduces the improvement review as a tool for providing feedback and direction for an ongoing improvement project. Participants will receive a protocol for conducting an improvement review, as well as techniques and recommendations from teams who use reviews frequently. In addition, an educator team will conduct a real improvement review during the session, with coaching from external improvement advisors. Afterward, the team and participants will debrief the experience and discuss the utility of the improvement review in advancing learning and energizing improvement efforts. This session is primarily intended for individuals who are actively engaged in networked improvement communities or other improvement efforts.   (*Advanced | New*)

Ann Edwards, *Senior Associate, Director of Learning and Teaching, Carnegie Math Pathways, Carnegie Foundation*

Shelah Feldstein, *Mathematics Staff Development and Curriculum Specialist, Tulare County Office of Education*

Ryan Gallagher, *Educational Research Specialist, High Tech High*

Sandra Park, *Senior Associate, Director of External Offerings and Partnerships, Carnegie Foundation*

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

(I4) Using Improvement Methods to Strengthen Motivation and Engagement to Promote Student Success: Lessons from Two Networks
Salons 14-15

This session focuses on a pair of improvement efforts designed to develop and use school and classroom activities and routines to help motivate and engage adult and adolescent students. Representatives from the Carnegie Math Pathways network will discuss the development of Starting Strong and Staying Strong, two efforts used to promote students' productive persistence in mathematics across diverse community-college contexts. Participants will also learn about how improvement approaches helped adapt key principles and strategies for use in the middle grades. Both sessions will describe how particular methods (such as PDSA cycles and the use of practical measures) were used to translate research and theory on motivation and engagement into practical applications for students in community colleges and middle grades.

Kenn Barron, *Professor of Psychology, James Madison University*

Rachel Beattie, *Associate, Director of Productive Persistence, Carnegie Foundation*

Thomas Hartka, *Post-Baccalaureate Fellow, Motivation Research Institute, James Madison University*

Haley McNamara, *Post-Baccalaureate Fellow, Advancing Quality Teaching, Carnegie Foundation*

Zoe Stemm-Calderon (reflector), *Director of Education, Raikes Foundation*

(I6) Building a Data Infrastructure that Supports Improvement
Golden Gate Ballroom A

Improvement approaches often require different types of data, provided at more rapid cycles, than those collected for compliance or accountability purposes, making a new data infrastructure necessary. This session features two efforts to remake data systems to support improvement. The Proving Ground project at Harvard University supports 13 school districts and charter management organizations to pool their data, find comparison groups, and measure impacts of their own initiatives. While Harvard provides the infrastructure—a common database, software, training, and support—local decision-makers bring the interventions and do the learning together. Participants will also learn about efforts to develop data systems that support the use of "early-warning" indicators for student success. Representatives from New Visions for Public Schools will discuss how their data systems were designed to meet the needs of educators, and how these systems have evolved over time based on experience and results.

Susan Fairchild, *Senior Program Officer, Bill and Melinda Gates Foundation*

Tom Kane, *Walter H. Gale Professor of Education, Harvard Graduate School of Education*

Tran Keys, *Executive Director of Research & Evaluation, Santa Ana Unified School District*

Michele Meredith, *Deputy Director for School Improvement, New Visions for Public Schools*

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

(N5) Using Data to Drive Network Learning and District Change
Salons 4-6

This session will bring together teams from two networks doing parallel work in New York and Florida, and focus on how district leaders in each network are using data for leadership, engagement, and implementation improvement. Together with district leaders, representatives from the two hubs coordinating the work (the Bank Street Education Center and UPD Consulting) will engage participants through the planning and implementation process for each network, including sharing stories, lessons learned, and examples of how each process leveraged district and network-wide data to initiate change and inform learning within and across participating school systems. Through these cases, participants will learn strategies and processes for how data can be used to drive action and lead change in urban school

Elaine Budish, *Senior Consultant, UPD Consulting*

Tracy Fray-Oliver, *Deputy Executive Director, Bank Street Education Center*

Doug Knecht, *Executive Director, Bank Street Education Center*

Teresa Marcks, *Chief Academic Officer, Volusia County Schools*

Candice Bocala (reflector), *Senior Research Associate, WestEd*

Manuelito Biag (moderator), *Associate, Improvement Science, Carnegie Foundation*

(N6) Accelerating Learning Across Contexts
Salons 12-13

In this session, two networks will demonstrate how they facilitate knowledge creation and sharing using distributed testing, collective problem-solving, and technology platforms. Schools that Lead, a network of middle schools, share a common goal of cutting in half the number of ninth grade students who are retained in an effort to improve high school graduation rates. Through PDSA cycles and a series of change ideas from the larger Student Agency Improvement Community network, they have found a way to share information across their network and make progress toward that aim. The Student Success Network, comprised of 50 highly engaged member organizations, will share strategies they have used to maintain interest and engagement among members, structure their learning sessions, and highlight approaches to creating and refining solutions to shared challenges.

Nancy Carnevale, *Principal, Milford School Districts/Schools that Lead*

Lucy Herz Lapinski, *Program Director, Student Success Network*

Michele Savage, *Principal, Christina School Districts/Schools that Lead*

Ali Slack, *Director of Continuous Improvement, Student Success Network*

Melissa Chabran (moderator), *Associate, Network Initiation and Development, Carnegie Foundation*

(L4) The Impact of Improvement Science Principles Within an Organization and the Districts It Serves
Nob Hill CD

When the Pubic Education and Business Coalition (PEBC), a professional learning organization, began implementing improvement science in the districts it serves, staff realized that PEBC could benefit from similar improvement processes to increase the impact of its work on districts, leaders, teachers, and students. Participants will learn how inquiry cycles contribute to changes in both district and school leaders' framing of organizational needs and views about instructional practices, and in the leadership coaches' ability to align district initiatives with district goals and probe what leaders thought they knew about an initiative's success.

Belle Faust, *Executive Director, Innovation and Evaluation, PEBC*
Patty Hanrahan, *Deputy Superintendent, Englewood Public Schools*
Joyce Joyce, *Executive Director, Education, PEBC*

(L7) Bringing Improvement Science into Educator Preparation Programs through Accreditation
Nob Hill AB

The emphasis on improved teacher quality has expanded to include a greater focus on the effectiveness of educator preparation providers (EPPs), in particular to hold them accountable for their selection and training of pre-service teachers. EPP accreditation and associated accreditation standards represent a powerful lever for the systemic improvement of educator preparation and licensure. The Council for the Accreditation of Educator Preparation (CAEP) is the new single specialized accreditor of US education preparation, and its new standards shift the focus from inputs and compliance toward an evidence-based culture that values outcomes and continuous improvement. This session describes how CAEP is leading a culture shift within its own organization and in the EPPs that participate in the CAEP accreditation system. Participants will also get details from a comprehensive and enduring study being conducted by the Human Resources Research Organization (HumRRO) to evaluate the impact of the CAEP Standards.

Jennifer E. Carinci, *Director of Research, Innovation, and Data Strategy, Council for the Accreditation of Educator Preparation*
Sheila R. Schultz, *Manager, Educational Policy Impact Center, Human Resources Research Organization*

3:00pm – 4:00pm
KEYNOTE
Salons 7-9

Jeff Duncan-Andrade, *Associate Professor, San Francisco State University*

3:00pm – 4:00pm
KEYNOTE
Salons 7-9

Jeff Duncan-Andrade, *Associate Professor, San Francisco State University*
Jeff Duncan-Andrade founded the dual-language Roses in Concrete Community School in Oakland, California, to give disadvantaged children the same enrichment activities as children in wealthier schools. He also co-founded the Teaching Excellence Network and is an associate professor in education administration at San Francisco State University. Listening to his presentation, you'll understand why Duncan-Andrade advocates for an equitable model of education that views students' challenges as strengths. He will also explain why teachers must create a culture of caring before they can begin to help students achieve academic success.

Poster Directory

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The 2017 Summit features over 75 posters that represent a range of improvement efforts taking place across the world. Posters will be sorted by one of the four strands (Applications of Improvement Science in Education, Networks in Practice, Improvement Leadership and Culture, and Sponsor Posters) and have also been tagged with the following key words: Equity, Higher Education, Literacy, Measurement/Evaluation, Policy, Professional Development, Research, Scaling, STEM, Student Agency, and Teaching.

Applications of Improvement Science in Education

1   AACTE Black and Hispanic/Latino Male Teaching Initiative: Increasing Recruitment and Retention through Improvement Science
Equity, Research, Teaching

Amanda Lester, Associate Director for Member Engagement and Support, American Association of Colleges for Teacher Education (AACTE)

2   Building Quality Improvement and Innovation in Early Education Programs: The Fresno Language Project
Literacy, Professional Development, Scaling

Christine Sciarrino, Director of Early Childhood Practice and Innovation, Early Learning Lab

Kimberly Boller, Senior Advisor for Learning and Innovation, Early Learning Lab; Senior Fellow, Mathematica Policy Research

Deanna Mathies, Executive Officer of Early Learning, Fresno Unified School District

Maria Ceballos Tapia, Program Manager, Early Learning Department, Fresno Unified School District

Hedy Andersson, Program Manager of Community Initiatives, Early Learning Lab

Catherine Atkin, Executive Director, Early Learning Lab

3   Career Connection: Providing Equal Access to Meaningful Career Paths
Equity, Student Agency, Teaching

Dr. Michael Golden, CEO, Educurious

Jane Chadsey, VP School Solutions, Educurious

4   Developing Teacher-Leadership by Employing an Improvement Science Framework for Organizational Problem Solving
Professional Development, Teaching

Mrs. Rebecca D. Ensley, Principal, Jackson County Early College/ Doctoral Candidate (Ed.D), Western Carolina University Educational Leadership

Dr. Robert Crow, Ph.D., Assistant Professor of Educational Research in Educational Leadership at Western Carolina University

5   Establishing Baselines and Measuring Change: Approaches Used in a University's Large Introductory STEM Courses
Higher Education, Measurement/Evaluation, STEM

Stephanie Pulford, Associate Director, Instructional Research & Development, UC Davis Center for Educational Effectiveness

6   Expanding the Definition of Student Success: Measuring MESH in the Classroom
Measurement/Evaluation, Research, Teaching

Richard Fournier, Director of District Partnerships, Transforming Education

7   Going Beyond Fidelity: Adaptive Implementation as a School Improvement Approach
Policy, Research, Scaling

Ryoko Yamaguchi, President, Plus Alpha Research and Consulting

Laureen Avery, Director, UCLA Center X Northeast Region

Jason Cervone, Project Director, UCLA Center X

8   Improving Academic Outcomes in Math for Over-Age, Under-Credited Students
Policy, Student Agency, Teaching

Lynette Lauretig, Senior Director, Multiple Pathways, Office of Postsecondary Readiness, New York City Department of Education

Amanda Crowell, Ph.D., Senior Researcher, Eskolta School Research and Design

9   Learning Partners Program: Improvement Science and Interschool Collaboration in the New York City Department of Education
Equity, Professional Development, Scaling

Leah Grabelsky, Associate Director, Learning Partners Program, Office of Interschool Collaboration, New York City Department of Education

Anna Zucker-Johnson, Senior Director of Professional Learning & Knowledge Sharing, Office of Interschool Collaborative Learning, New York City Department of Education

10   Leveraging Relationships and Data to Advance Equity in School and Life
Equity, Measurement/Evaluation, Professional Development

Angela Jerabek, Executive Director, BARR Center

Maryann Corsello, Evaluation Director, BARR Center

Poster Directory

11 Middle Grades On-Track: Preparing Students for High School Graduation in the Middle Grades
Measurement/Evaluation, Research, Scaling

Angelica Fuentes, Manager of Professional Learning, UChicago Impact
Anne Frazier, Assistant Director of College Success, UChicago Impact

12 My Reviewers: Improve Student Writing and Writing Program Assessment
Measurement/Evaluation, Research, STEM

Joe Moxley, Professor and Director of Composition, University of South Florida

13 Preparing Highly Qualified Math and Science Teachers for Low-Income Schools through Partnerships
Higher Education, STEM, Teaching

Pamela J. Harris, Ph.D., Assistant Clinical Professor and Executive Director SEED Grant, Arizona State University
Carrie A. Lloyd, Ph.D., Senior Research Analyst, Arizona State University

14 Seeing the System in a Large Urban k12 School District: System Mapping and Implication for Improvement

Juli Coleman, Ed.D., Principal-in-Residence- District & School Improvement, San Diego County Office of Education
Dan Wolfson, Ed.D., Senior Director- District & School Improvement, San Diego County Office of Education

15 *Semper ad Meliora*, Always Towards Better Things: One School's Quest for Improvement Through Disciplined Inquiry.
Professional Development, Teaching

Terrie Jones, Deputy Principal - Head of Learning Innovation, Ravenswood School for Girls, Australia
Amy Van Arkkels, Director, Teaching Quality and Ravenswood Institute, Ravenswood School for Girls, Australia

16 Using Improvement Science to Develop, Test, and Scale Up Psychological Interventions in Schools
Research, Scaling, Student Agency

Thomas Hartka, Post-Baccalaureate Fellow, James Madison University
Kenn Barron, Professor of Psychology, James Madison University
Chris Hulleman, Research Associate Professor, University of Virginia

17 Using Structured Inquiry and Root Cause Analysis to Propel Rapid Improvement
Measurement/Evaluation

Elizabeth Chu, Senior Director, Research, Content, Curriculum, Center for Public Research and Leadership, Columbia University
Jim Liebman, Professor of Law, Columbia Law School; Founding Director, Center for Public Research and Leadership, Columbia University

Networks in Practice

18 An Intervention Program for the Advancement of Education Among Indigenous People's Children in the State of Pahang, Malaysia
Higher Education

Hazlina Faizal, Senior Assistant Registrar, Universiti Malaysia Pahang
Zainal Bahri, General Manager, UMP Advanced Education

19 Before the Network: A Statewide Listening Strategy to Define a Common Problem of Practice
Equity, Research, Teaching

Julie Kallio, Graduate Research Assistant, University of Wisconsin – Madison
Francis Redmon, Graduate Research Assistant, University of Wisconsin – Madison

20 Beyond Accountability: Improving the Use of Information to Support Teaching and Learning
Measurement/Evaluation, Professional Development, Teaching

Mariann Lemke, Managing Researcher, AIR
Amy Proger, Researcher, AIR

21 Beyond Fidelity: Building School Networks to Incubate Innovation
Scaling

Anne Wang, Ph.D., Evaluator, Education Development Center
Frank DeVito, Senior Technical Assistance Specialist, Education Development Center

22 Building a Blueprint for Collaboration: The NIC Process as a Template for Advancing Clinical Partnerships
Policy, Scaling, Teaching

Christine Smith, Ph.D., Assistant Dean, School of Education, University at Albany, SUNY
Amanda Lester, Associate Director for Member Engagement and Support, American Association of Colleges for Teacher Education (AACTE)

23 Constructing a Professional Networked Improvement Community of Promising Practices on a Transdisciplinary Spectrum of Instruction
Literacy, Professional Development, Teaching

Enrique A. Puig, Director, University of Central Florida
Sandra L. Robinson, Professor, University of Central Florida
Laurie O. Campbell, Assistant Professor, University of Central Florida
Viki Kelcher, Assistant Professor, University of Central Florida
Nicole Olcese, Assistant Professor, University of Central Florida
Andrea Gelfuso, Assistant Professor, University of Central Florida
Jeanette Garcia, Assistant Professor, University of Central Florida

24 Getting Better Together: A Networked Approach to the Use of Common Metrics to Improve Teacher Education
Higher Education, Measurement/Evaluation, Teaching

Robin White, Senior Director, Program and Policy Development, FHI 360
Daria Taylor Paul, Director of Assessment and Research, College of Education, Minnesota State University, Mankato

25 Helping Families Initiative
Equity, Measurement/Evaluation, Policy

John M. Tyson, Jr., Executive Director, Helping Families Initiative, Volunteers of America Southeast
Dr. Michael Lawson, Assistant Professor College of Education, University of Alabama
Brandon Bennett, Principal Advisor, Improvement Science Consulting; Fellow, Improvement Science, Carnegie Foundation

26 Initiating a Cross-Governance Level Networked Improvement Community to Improve Mathematics Fluency Skills for Struggling Learners
Equity, Research, STEM

Amy Proger, Ph.D., Researcher, American Institutes for Research
Brianne Monahan, Research Associate, American Institutes for Research

27 Innovations for Improving College & Career Readiness in Rural Schools
Higher Education, Measurement/Evaluation, Scaling

Christine Mokher, Ph.D., Senior Research Scientist, CNA Education
Christopher Sun, Research Analyst, CNA Education

28 On-Demand Modules: Redefining Teacher Professional Development
Professional Development, Scaling, Teaching

Brian Nethero, Executive Director, Sanford Inspire Program – Mary Lou Fulton Teachers College, Arizona State University

29 Problem-Based Enhanced Language Learning: Ensuring 100% Content Accessibility to 100% of Students
Equity, Professional Development, STEM

Wendy Farr, PBELL Grant Director
Bradley Bostick, PBELL Coach

30 Spreading an Improvement Culture in a Large Organization: A Case Study from Healthcare
Measurement/Evaluation, Scaling

David Yeager, Ph.D., Assistant Professor, University of Texas at Austin
Tania Lyon, Ph.D., Director of Organizational Performance Improvement, St. Clair Hospital and Adjunct Assistant Professor, University of Pittsburgh

31 Supporting Effective Teams: A Move Towards Sustainable NICs
Measurement/Evaluation, Professional Development, Teaching

Juanita Zerda, Director of Implementation, Rennie Center
Sinead Chalmers, Research and Policy Analyst, Rennie Center

32 The Learning Forward Redesign PD Community
Measurement/Evaluation, Professional Development, Teaching

Michelle King, Associate Director, Communities, Learning Forward
Nick Morgan, Senior Consultant, Learning Forward

33 The National UTeach Network: Improving University-Based STEM Teacher Preparation
Scaling, STEM, Teaching

Kimberly Hughes, Director, The UTeach Institute, University of Texas, Austin

34 The Network to Transform Teaching (NT3): Schools Fostering Collaborative Professionalism to Support Student Learning
Professional Development, Scaling, Teaching

Lisa Clarke, Director of Policy and Partnership, National Board for Professional Teaching Standards

35 The Story of a Networked Improvement Community's 10-Year Success – and Counting
Measurement/Evaluation, Research, STEM

Carla J. Thompson, Ed.D., Professor, Research & Advanced Studies, & Director, Community Outreach Research and Learning (CORAL) Center, University of West Florida

36 The Strategic Data Project and Proving Ground: Bridging the Gap Between Education Research and Local Decisions
Measurement/Evaluation, Policy, Professional Development, Research

Bi Vuong, Director, Proving Ground, The Center for Education Policy Research (CEPR) at Harvard University

Alison Guerriero, Partnerships Manager, The Center for Education Policy Research (CEPR) at Harvard University

37 Will. Power. and NIC Mindfulness: William Paterson University's Commitment through Partnerships to Diversify Educator Preparation
Equity, Higher Education, Teaching

Dorothy Feola, Associate Dean, College of Education, William Paterson University

Sharon Leathers, Director, Holmes Programs, College of Education, William Paterson University

38 Wondering Whether Your Ed Tech Is Having an Impact? How the RCE Coach Can Help
Measurement/Evaluation, Research

Erica Snow, Learning Analytics Lead Scientist, SRI International

Alexandra Resch, Associate Director and Senior Researcher, Mathematica Policy Research

75 Reflections on the Process of Implementing a Large Scale Teacher Improvement Programme throughout Kazakhstan
Measurement/Evaluation, Research

Dr. Elaine Wilson, Senior Lecturer, University of Cambridge

Improvement Leadership and Culture

39 A Fresh Look at Continuous Improvement in a Complex Distributed University Environment
Higher Education, Measurement/Evaluation

Rocco Cappalla, Quality (Finance) Manager, Financial Management Services, Stanford University

Ellie Maldonado, Planning Director, School of Humanities and Sciences, Stanford University

40 Accelerating a Leadership Culture: A Case Study from the Nation's Most Innovative University
Higher Education, Professional Development, Scaling

Dr. Minu Ipe, Senior Knowledge Enterprise Architect and Senior Fellow of Leadership and Institutional Design, Arizona State University

May Busch, Senior Advisor and Executive in Residence, Arizona State University

41 An Integrated Approach to Continuous Improvement and Systems Change
Professional Development, Scaling

Eliza Fabillar, Senior Project Director, Education Development Center

Frank DeVito, Senior Technical Assistance Specialist, Education Development Center

42 Building a Shared Narrative Across Coalitions of Stakeholders to Transform Teaching
Equity, Higher Education, Teaching

Suzanne Farmer, Site Director, Kentucky Network to Transform Teaching

43 Building Improvement Capacity of Early Career Professionals: Lessons Learned from Carnegie's Post Baccalaureate Fellowship Program
Measurement/Evaluation, Professional Development

Angel (Xiao) Bohannon, Post-Baccalaureate Carnegie Math Pathways Fellow, Carnegie Foundation

Nicholas Zurlo, Post-Baccalaureate Student Agency Improvement Community Fellow, Carnegie Foundation

44 Data Meetings and Practices that Drive Everyday Decision Making
Measurement/Evaluation, Professional Development

Andrew Waters, Director of REAL Kids, Harlem RBI & DREAM Charter School

Joseph E. Luesse, Director of Evaluation and Research, Harlem RBI & DREAM Charter School

45 Engaging Families to Improve Student Success During the Transition to High School
Equity, Professional Development, Research

Martha Abele Mac Iver, Associate Professor, Johns Hopkins University

46 Evaluating Principal Effectiveness in Ensuring Equity and Responsiveness to Students
Equity, Measurement/Evaluation, Professional Development

Maureen Costello, Director, Teaching Tolerance, Southern Poverty Law Center

Willis Hawley, Professor of Education and Public Policy, University of Maryland

47 Faculty Development: Evidence-based and Faculty-driven
Higher Education, Professional Development, Teaching

Elaine Maldonado, Professor, Director of Faculty Development and Center for Excellence in Teaching, Fashion Institute of Technology, State University of New York

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61 Teaching Writing Skills in High School Science: Improvement Science as a Vehicle for Teacher Collaboration and Development
Equity, Literacy, Professional Development, STEM, Teaching

Heather Haines, Science and Technology/Engineering Department Chair, Newton North High School; Senior Fellow, Knowles Science Teaching Foundation

62 The Emergence of the LAUSD Cultural Proficiency Network
Equity, Literacy, Professional Development, Research, Teaching

Delia Estrada, Local Options Oversight Committee, AALA Rep, LAUSD

Marco A. Nava, Administrative Coordinator, LAUSD

Ileana M. Dávalos, Director, LAUSD

Michelle Barker, Administrative Coordinator, LAUSD

Martha V. Cortes, Program and Policy Development Coordinator, LAUSD

Jonathan Lesser, Program and Policy Development Specialist, LAUSD

63 Using Continuous Improvement Approaches to Achieve Scale: Implications for Depth, Spread, Ownership, and Sustainability
Research, Scaling

Marisa Cannata, Research Assistant Professor, Vanderbilt University

Stacey Rutledge, Associate Professor, Florida State University

Sponsor Posters

64 CNA Education: Translating Research into Action for Student Success
Equity, Measurement/Evaluation, Research

Dr. Patricia Kannapel, Senior Research Scientist, CNA Education

Dr. Christine Mokher, Senior Research Scientist, CNA Education

Mr. Christopher Sun, Researcher, CNA Education

Ms. Liza Cordeiro, Senior Advisory, Marketing, CNA Education

65 Identifying Effective Student-Centered Learning Practices Via a Networked Improvement Community (NIC)
Equity, Student Agency, Teaching

Carrie Scholz, Senior Researcher, American Institutes for Research

Victoria Cirks, Senior Technical Assistance Consultant, American Institutes for Research

66 Project ASCENT: Achieving STEM Course Effectiveness through Networked Teachers
Professional Development, STEM, Student Agency, Teaching

Nicole Gillespie, Executive Director, Knowles Science Teaching Foundation

Heather Haines, Science and Technology/Engineering Department Head, Newton North High School

67 Quality Improvement Approach Reduces Chronic Absenteeism in Chile
Professional Development, Research

Carolina Valdivieso, Communications Director, Fundación Educacional Oportunidad

68 School Improvement and Innovation Pathways
Measurement/Evaluation, Professional Development, Research

Dale Lewis, Executive Director, McREL International

Kris Rouleau, Consulting Director, McREL International

69 The Better Math Teaching Network: Testing, Refining and Sharing Student-Centered Teaching Strategies
Professional Development, STEM, Teaching

Kirk Walters, Managing Researcher, AIR

70 The Intersection of Learning, Improvement, and Data
Measurement/Evaluation, Research, STEM

Andrew Krumm, Senior Education Researcher, Center for Technology in Learning, SRI International

Jared Boyce, Education Researcher, Center for Technology in Learning, SRI International

71 The Parallel Application of Improvement Science in Systemic Professional Learning
Professional Development, Scaling, Teaching

Belle Faust, Ph.D., Executive Director of Innovation & Evaluation, PEBC
Joyce Joyce, MEd, Executive Director of Education, PEBC

72 Using Improvement Science to Understand and Address Racial Opportunity Gaps in Mathematics
Equity, Measurement/Evaluation, Professional Development

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GUIDANCE FOR VIEWING POSTERS

Make the most of your poster viewing time with these tips:

Background/rational
Look for a description of the problem and why it is important to the organization.

Improvement team
Look for who is doing the improvement work and their roles.

Aim of the work
Look for a specific aim, goal, or statement of purpose.

Theory of improvement
Look for a theory of improvement or an improvement framework that guides the work. If a theory is not articulated, look for the changes that have been purposefully introduced to help reach the organization's goal.

Data displays & measures
Look for data and visual displays that illustrate progress towards the aim or goal. If data are not included, look for measures that they plan to use to track progress. Also, look for data showing what was going on prior to the improvement effort.

Concrete examples
Look for specific improvement activities or changes that were tested, along with any PDSA (Plan-Do-Study-Act) improvement cycles. In addition, look for improvement activities used to understand the problem, such as a process map, a system analysis, or user interviews.

Learning/findings
Look for lessons learned as a result of the improvement efforts.

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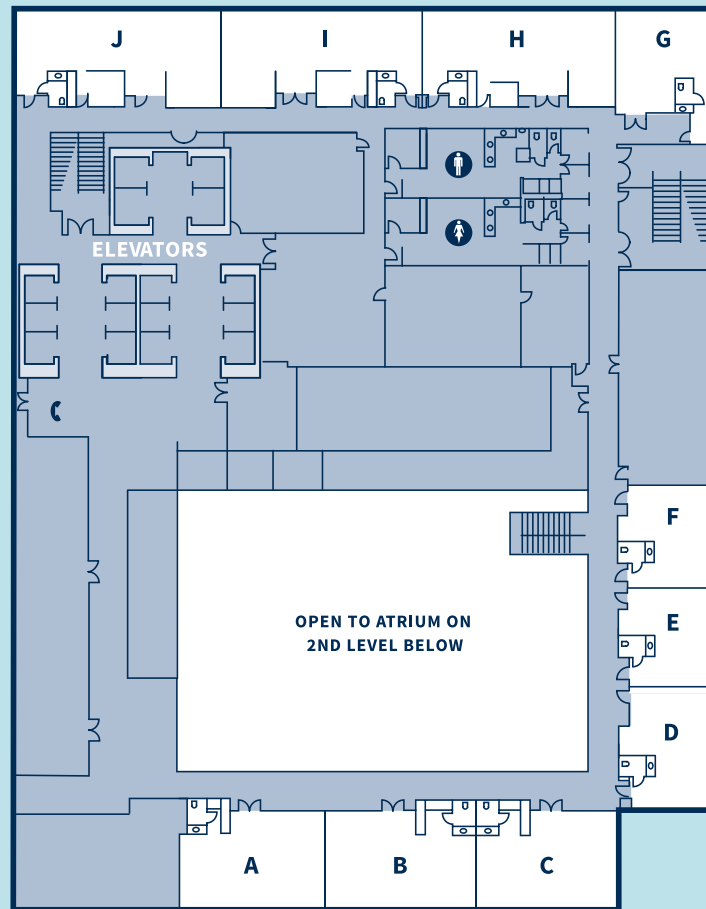**Kyle Moyer**, *Manager of Continuous Improvement, Summit Public Schools*

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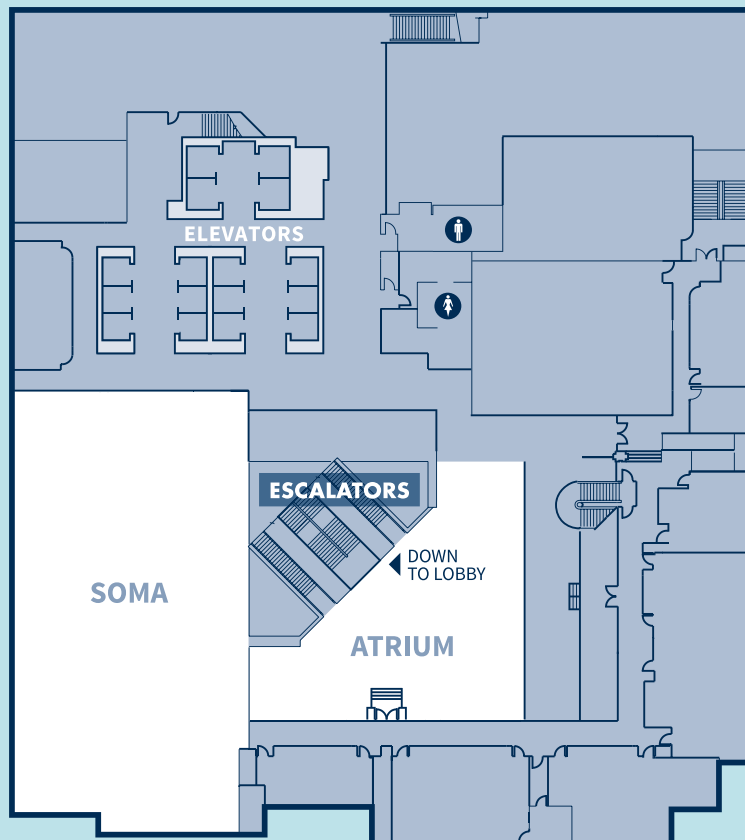
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Conference Maps

Pacific Rooms
4TH Level

J I H G

ELEVATORS

F

E

OPEN TO ATRIUM ON
2ND LEVEL BELOW

D

A B C

2ND Level

ELEVATORS

ESCALATORS

DOWN
TO LOBBY

SOMA

ATRIUM

Conference Maps

Golden Gate Ballroom
B2 Level

GOLDEN GATE BALLROOM A

POSTER SESSIONS
GOLDEN GATE BALLROOM BC

SOCIAL MEDIA CAFÉ

MISSION CORRIDOR TO YERBA BUENA BALLROOM

TO LOBBY ▶

ELEVATORS

BUSINESS CENTER

LAUREL

Yerba Buena Salons & Nob Hill
Lower B2 Level

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SALONS 10-11

KEYNOTES
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SALON 7

SALON 1-3

SALON 4-6

LUNCH ROUNDTABLES

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