



The Path to Success: *Refining Your Practice through Continuous Improvement*

October 2022 – FCSC

Susie Bello, Antonio Cejas, Rachael Havey



Knowledge is Opportunity.



Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.





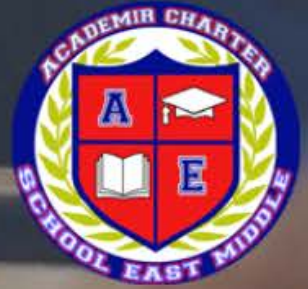
Our Vision

To impact and inspire education providers to advance and enable pathways for success for all learners

Our Mission

To serve as a trusted partner in advancing learning

ACADEMIR SCHOOLS



“EXPECT EXCELLENCE”

“Expect Excellence”

Dr. Susie Bello



Dr. Antonio R. Cejas



“To bring up children properly, we must love them, and love them all equally.”

St. Marcelino Champagnat





Impact

- **Key Characteristic: Growth in Learning**
- **Standard 24:** Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.



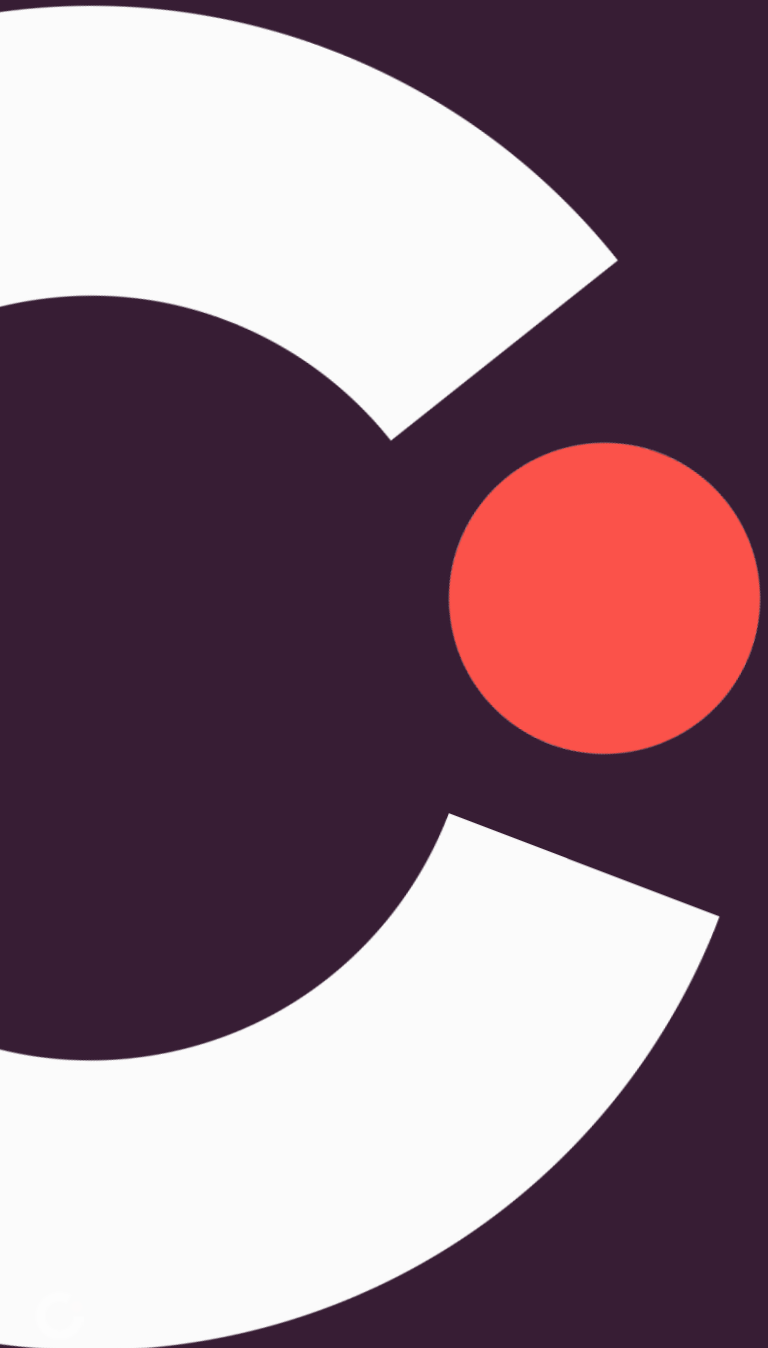
Impact

- **Key Characteristic: Leadership of Learning**
- **Standard 24:** Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.



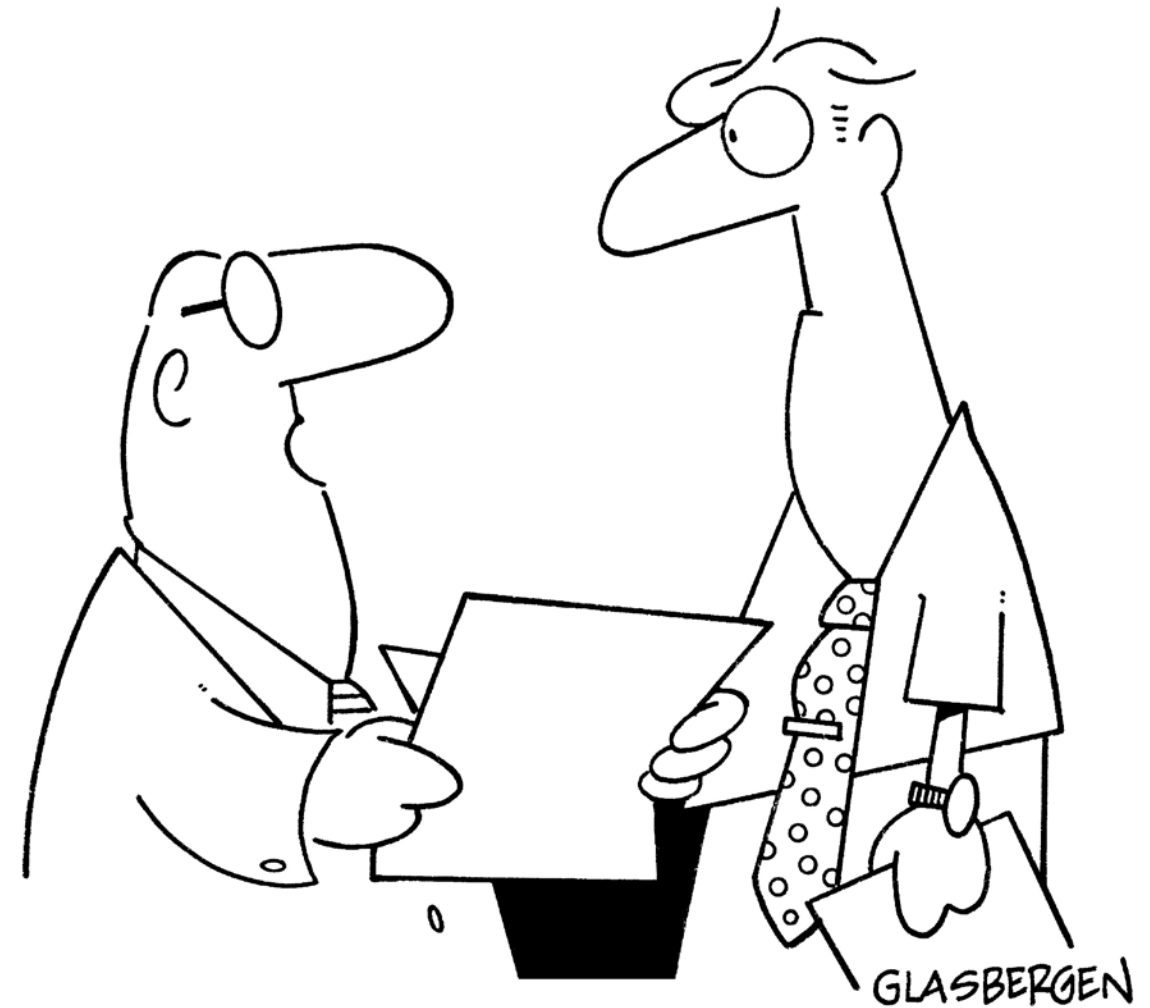
Purpose

- **Understand Cognia's Continuous Improvement Process**



Defining continuous improvement

Continuous improvement?




“I want you to find a bold and innovative new way to do everything exactly the same way we’ve been doing it for 25 years.”



Anticipatory Guide activity

<p>What does “continuous improvement” mean to you?</p>	<p>Who should be involved in continuous improvement?</p>
<p>Why should institutions engage in continuous improvement?</p>	<p>When should continuous improvement take place?</p>





“Continuous improvement is an **embedded** behavior within the **culture** of a school that **constantly** focuses on the conditions, processes, and practices that will **improve teaching and learning.**”

Mark A. Elgart, Ed.D.



Why engage in continuous improvement?

Schools that excel at continuous improvement:

- Demonstrate a commitment to the practice
- Take a holistic approach planning academic and non-academic measures
- Examine the whole learning environment, beyond the curriculum
- Embed measurement science in the improvement process
- Adopt a research-based framework
- Implement a balanced assessment system
- Use data to define strategies and priorities
- Bring in community voices



Every institution,
regardless of where
they are today,
can be better tomorrow.



Challenges

- Identify **three challenges** that you are facing within **your role/school** that are linked to **instruction and/or leadership**





Understanding Cognia's Continuous Improvement Process

Continuous Improvement System

Reflect, evaluate, and adjust

- Determine action effectiveness
- Hold collaborative discussions to discuss results
- Make decisions to continue or change action

Imagine the possibilities

- Gather data to understand current reality
- Identify trends to imagine the future
- Determine the connections between current reality and future trends

Build momentum and capacity

- Implement the strategies
- Monitor and adjust action
- Ensure stakeholder participation

Communicate with stakeholders

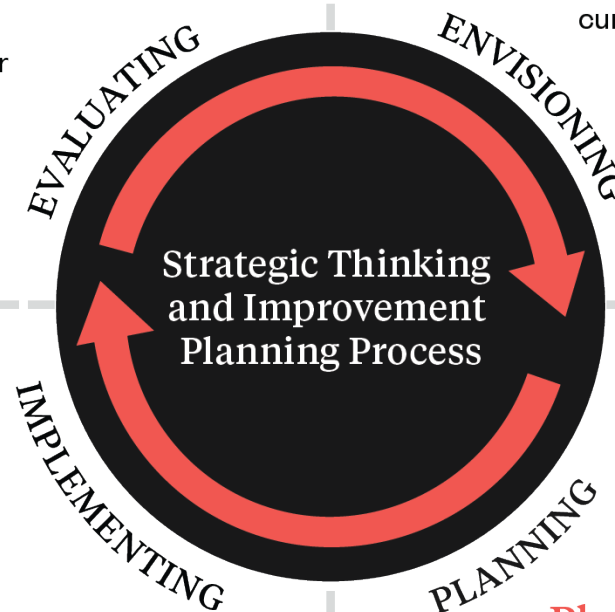
- Share what you've learned with your stakeholders
- Collaborate to determine priorities
- Ensure the vision aligns to priorities

Initiate the journey

- Engage in training
- Build acceptance and stakeholder buy-in
- Deploy the plan

Plot the journey

- Align priorities with goals
- Develop a plan to improve and sustain practices
- Identify strategies to fulfill the priorities



Cognia Improvement Platform

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Password

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cognia[™]



myJourney[™]

-  Observations
-  Diagnostics
-  Surveys
-  Strategies
-  Assessments
-  Workspace
-  Trusted Partners





Getting started



- **Imagine** the possibilities
- **Communicate** with stakeholders

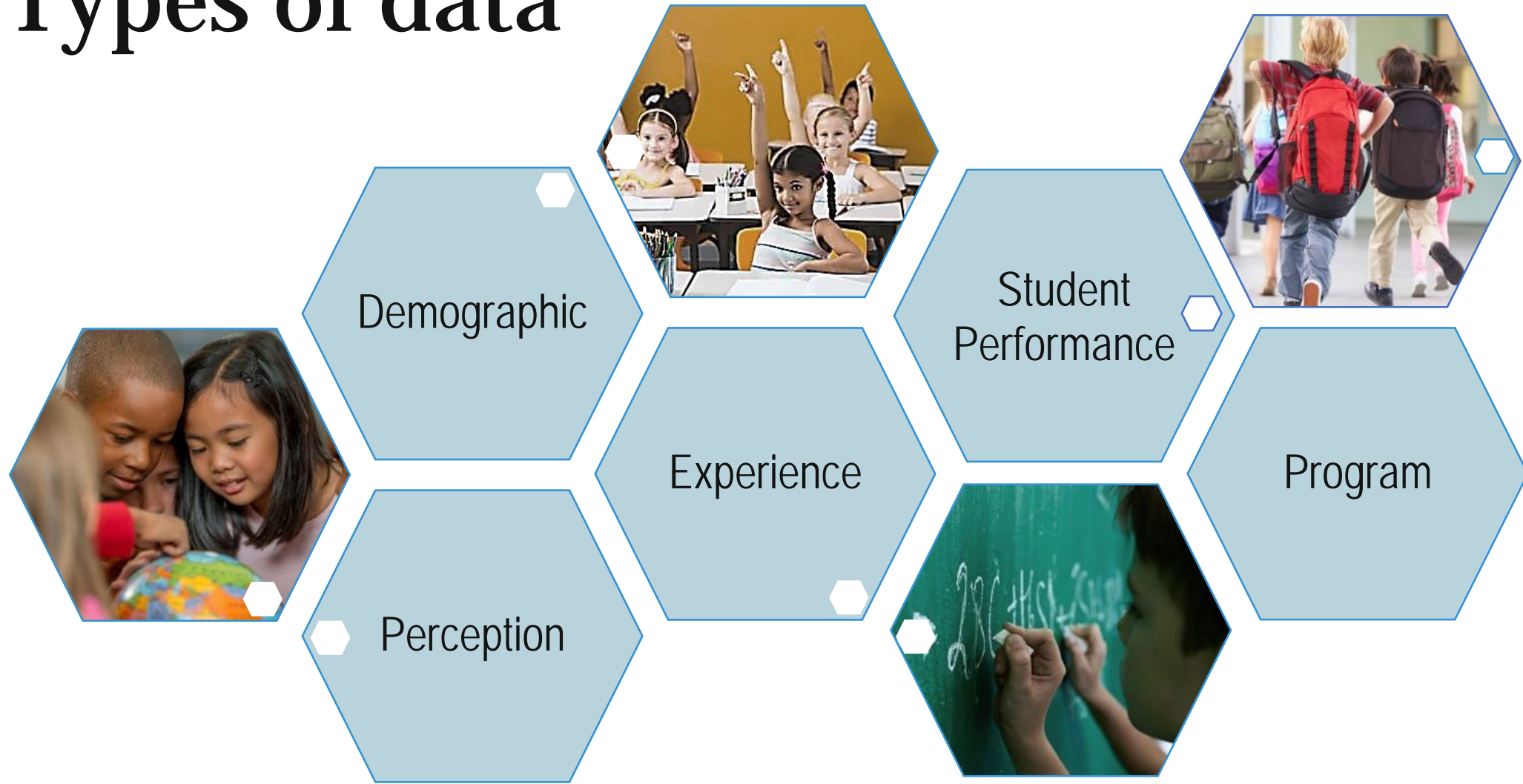


Current reality

- How do you know?
- Adaptive vs. technical



Types of data





Some examples of key data to support continuous improvement

- Gaps between aspirations and current reality
- Strategies, initiatives, and implementation ideas to narrow the gaps
- Current results
- New competencies
- Adaptive and 21st century progressive work
- Professional growth
- Problem-solving responsibility shifts among stakeholders
- Timelines
- On-going analysis
- Collaborations

Group Activity: Adaptive vs Technical

Earlier, you identified three challenges within your role or school site. Determine whether...

Each challenge is either:

A technical issue

An adaptive issue



Step One

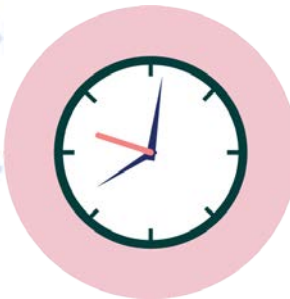
Individually, categorize each challenge.

Step Two

Share your reasoning with a partner.

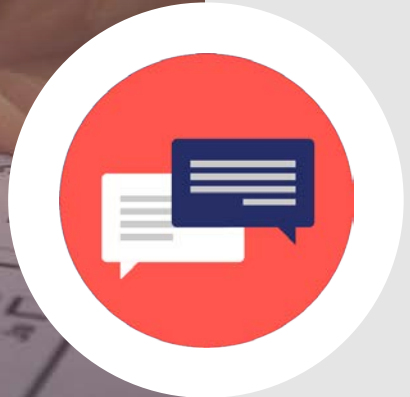
Step Three

Share your thoughts on your partner's challenges.





Stakeholder Feedback





Surveys and inventories

- Culture and Climate Survey
- Student Engagement Survey
- Inventories (found under Surveys)
- Custom Surveys
- Other



Using surveys and inventories for continuous improvement

Surveys and inventories can help institutions:

- Determine if the perception (survey) matches the experience (inventory)
- Gather data to help elevate stakeholders' voice
- Enable meaningful data collection and analysis
- Support sharing and collaboration



Student engagement

- How do you know?





Collect student engagement data

- Classroom observation tool
- Focused on students, not teachers
- Identify observable and quantifiable evidence of classroom environments conducive to learning

Effective Learning Environments Observation Tool[®] (eleot[®]) learning Environments

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning



A teacher in a light blue shirt and tie stands at the front of a classroom, pointing towards a whiteboard. Several students in the foreground have their hands raised, indicating an interactive lesson. The whiteboard behind the teacher has some faint writing, including the word 'PENDING'. On the wall to the right, there are colorful letters 'M' and 'A'.

Using eleot for continuous improvement

- eleot reports
- eleot observations
- Student Engagement Reviews
- eleot calibrations



Moving forward



- Plot the journey
- Initiate the journey



Institution Planning

- How do you develop your plans?
- How do you measure success in your institution?
- What needs assessments do you use?
- How do you self-evaluate?
- How do you determine if an initiative worked?





Diagnostics and Strategies



Analyze and synthesize collected data

← diagnostics

Central High School - School Quality Factor Diagnostic

Settings

B. HEALTHY CULTURE

C. HIGH EXPECTATIONS

D. IMPACT OF INSTRUCTION

1. Learners monitor their p

a. To what degree is this p

b. How embedded is this pra

2. Learners demonstrate suc

a. What proportion of learn

b. With what frequency do l

3. Instructional staff mon

a. How embedded is this pra

b. What proportion of instr

4. Instructional staff dem

a. How embedded is this pra

b. What proportion of instr

5. Leadership monitors and

a. With what frequency do l

b. To what degree is this p

c. Observational staff mon

Download CSV

D. IMPACT OF INSTRUCTION

The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

Effective Practices/Conditions

1. **Learners** monitor their progress and are supported when they are not meeting expectations.

a. To what degree is this practice implemented?

Fully implemented

Mostly implemented

Partially implemented

Planned for the future

b. How embedded is this practice in institutional culture?

Fully embedded

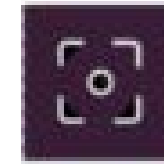
Mostly embedded

Partially embedded

Not embedded

2. **Learners** demonstrate success in achieving challenging goals.

a. What proportion of learners is achieving success?



Diagnostics

← diagnostics New Diagnostic

My Diagnostics

3 diagnostics Filter by All

Name	Creator	Last Modified	Target Date	Status
School Quality Factor for CHS School Quality Factor for Systems	Abigail Ellis Central High School	Jan 22 2017		Draft
Central High School - School Quality Factor Diagnostic School Quality Factor for Schools	Abigail Ellis Central High School	Jan 23 2017	Feb 17 2017	
CHS 1-22-17 School Quality Factor for Systems	Abigail Ellis Central High School	Jan 23 2017	Feb 28 2017	





Strategies

Strategic thinking:

- Is used to strategically plan
- Helps to see the big picture and the operational implications

Plans Plans

All (8) Download

District	Strategies
	8
Total:	8

e|Prove strategies

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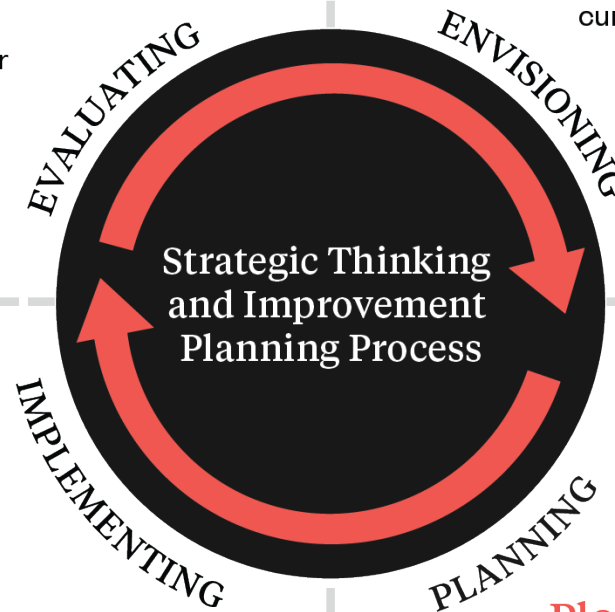
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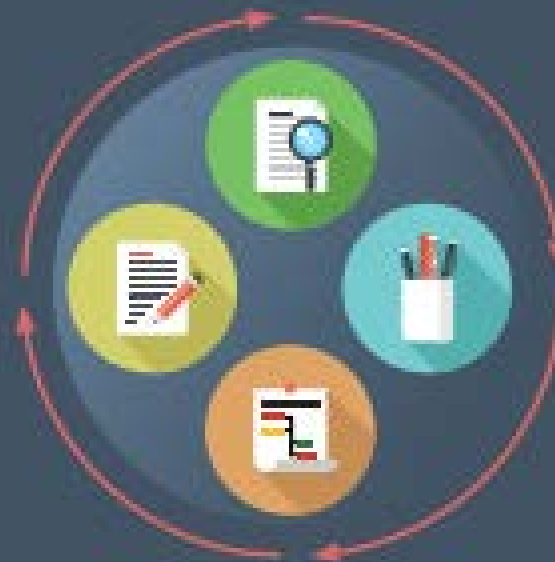




Strategies



inFocus:
A Guide for
Strategic Thinking
and Improvement
Planning



ENVISIONING PHASE

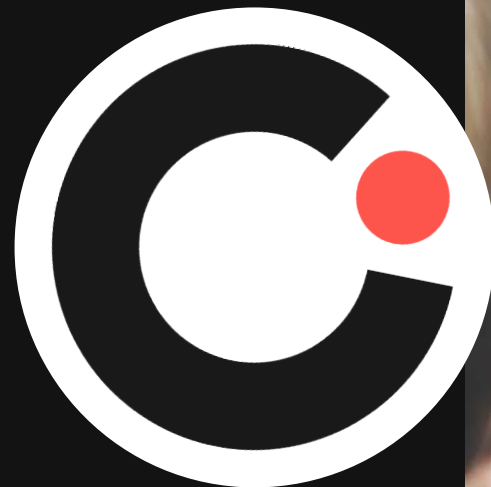
PLANNING PHASE

IMPLEMENTING PHASE

EVALUATING PHASE

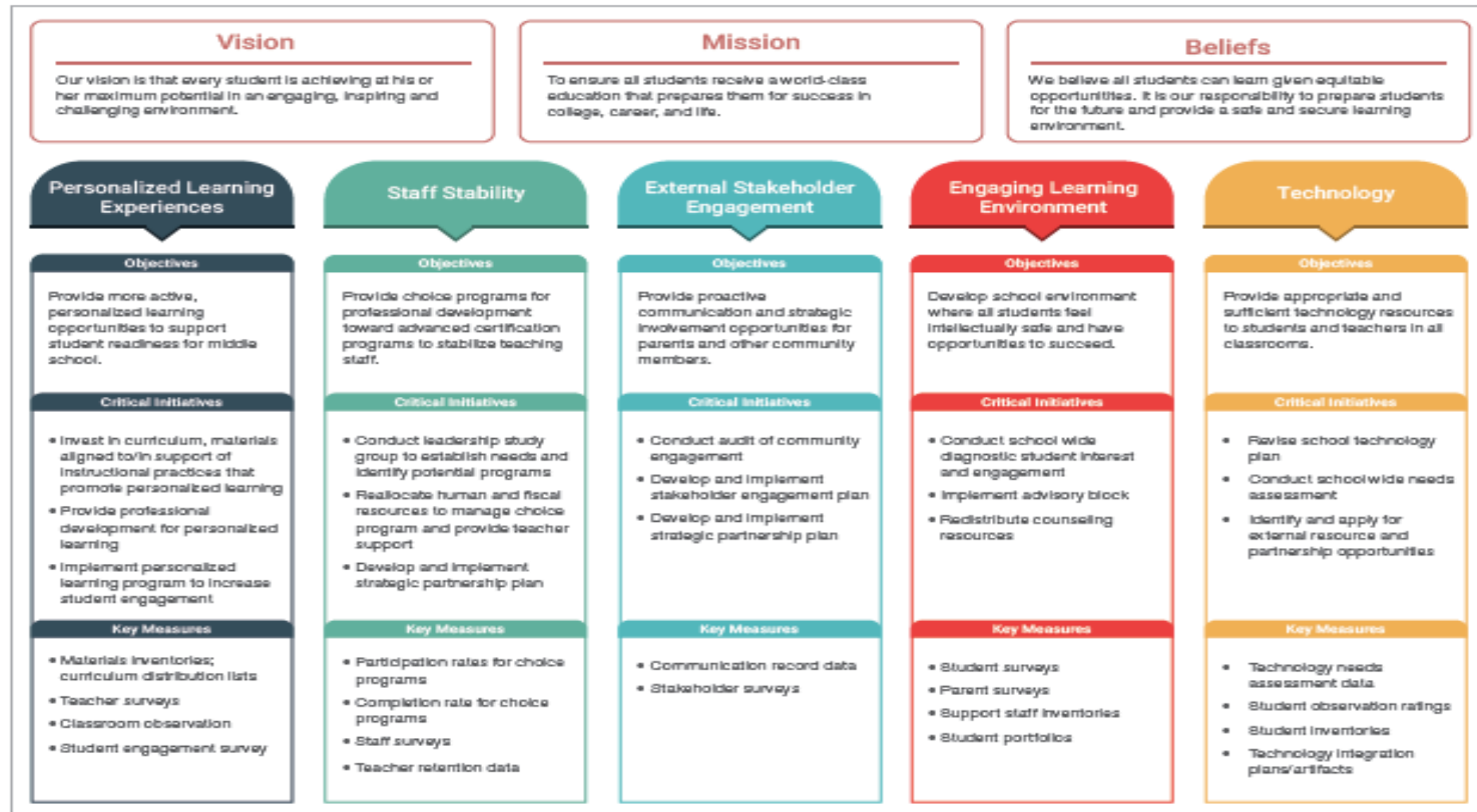
Strategies outputs

- Strategy map
- Improvement plan
- Implementation plan
- Theory of action



Output of planning phase: Strategy map

Example: Lincoln Elementary School





Output of planning phase: Annual improvement plan

08/01/2018 - 06/03/2019

Personalization

Objective
Provide more active, personalized learning opportunities to support student readiness

Critical Initiative

Invest in curriculum, materials aligned to/in support of instructional practices that promote personalized learning

Start Date: 08/01/2018 **End Date:** 05/31/2019

Key Measures

Material inventories; curriculum distribution list
Classroom walkthrough data

Critical Initiative

Provide professional development for personalized learning

Start Date: 08/01/2018 **End Date:** 05/31/2019

Key Measures

Teacher Survey
Classroom observation; teacher evaluation



Output of implementing phase: Annual implementation plan

08/01/2018 - 05/31/2019

Personalization

Critical Initiative

Provide professional development for personalized learning

Objective: Provide more active, personalized learning opportunities to support student readiness

Activity

Collect data regarding teachers' current knowledge

Person responsible: coaches and leadership team

Launch Date: 07/25/2018

Required Resources:

Financial Resource: \$0.00

Other Resource: staff surveys

Activity Measure(s)

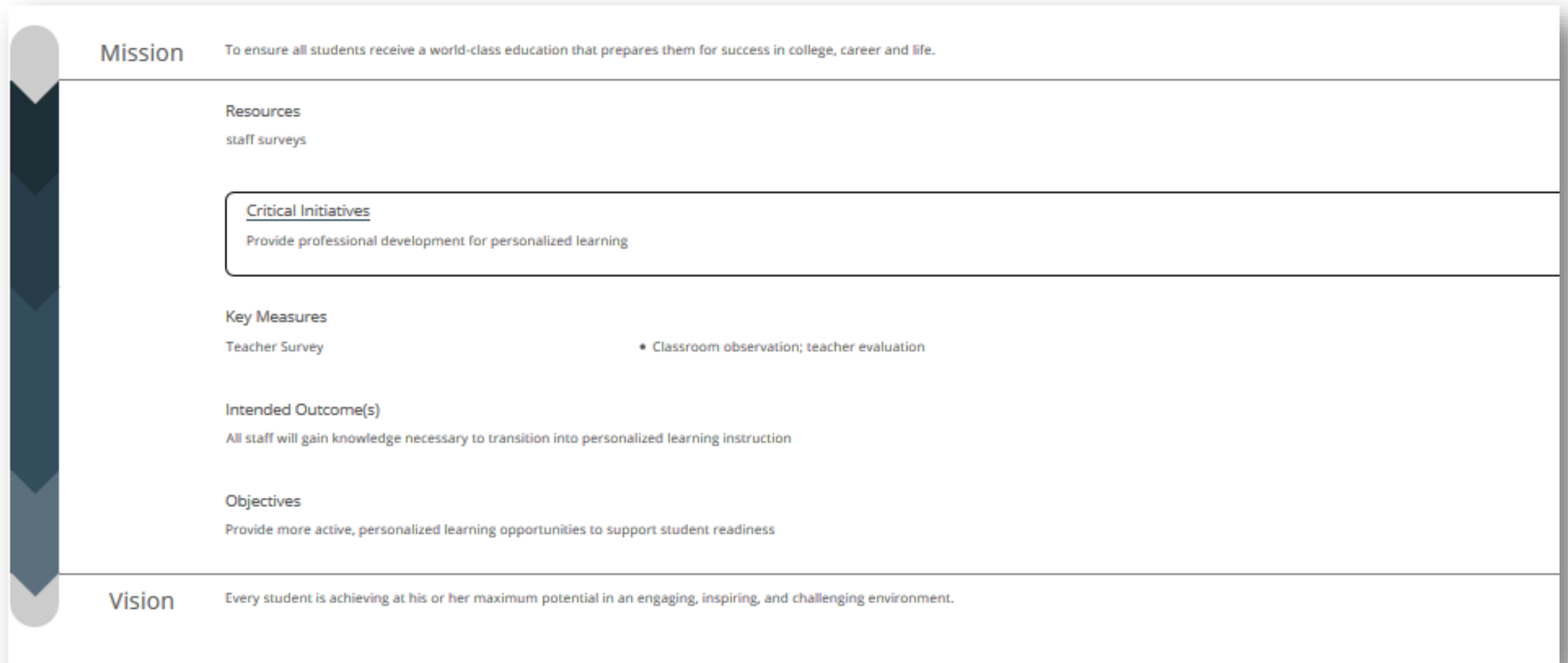
Classroom observations, Teacher self-assessment surveys. Professional learning credits (PLC) minutes

Benchmark(s)

Benchmark:

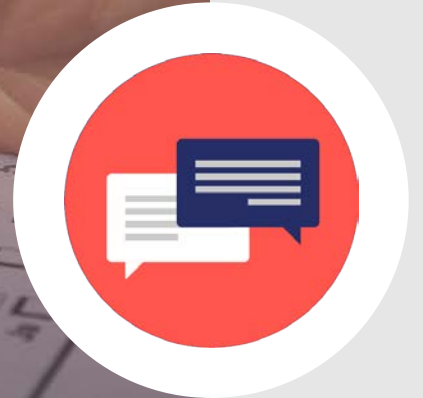
Target Date:

Overall output: Theory of action





How could the strategies outputs support your continuous improvement?





Using Strategies for continuous improvement

- Moves institutions beyond accountability and compliance-driven approaches
- Cultivates a culture of continuous improvement
- Pushes institutions to think differently, strategically
- Provides a process and a tool
- Drives evaluating the parts and the whole, continuously



Making change



- **Build** momentum and capacity
- **Reflect**, evaluate, and adjust



Analyze improvements

- Stakeholder feedback surveys
- Select classroom observations
- Teacher Observation Tool
- Student performance
- Discipline
- Attendance
- Theory of Action

Communication is critical



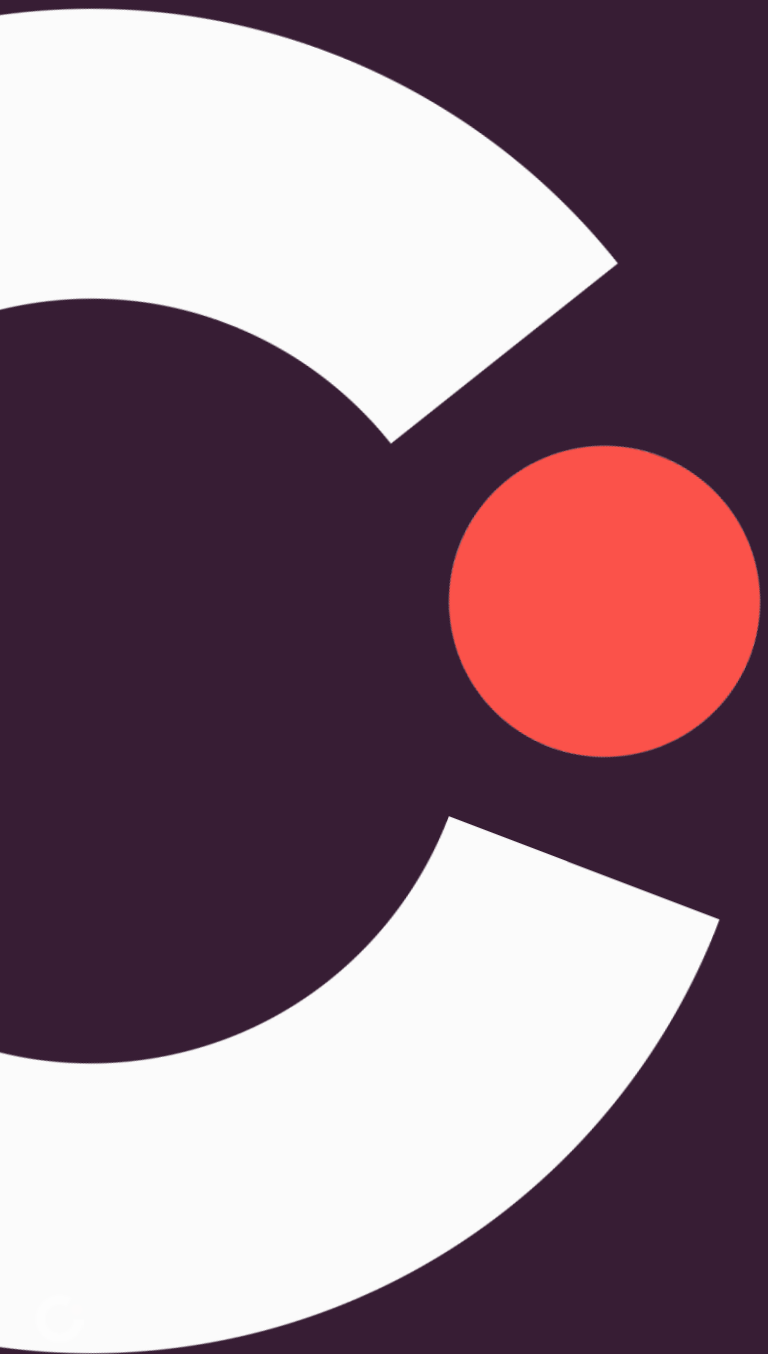
- Share what you have learned with your stakeholders
- Collaborate to determine vision
- Define strategic goals in support of the vision

Questions?



Learn more at Cognia.org





Resources for continuous improvement

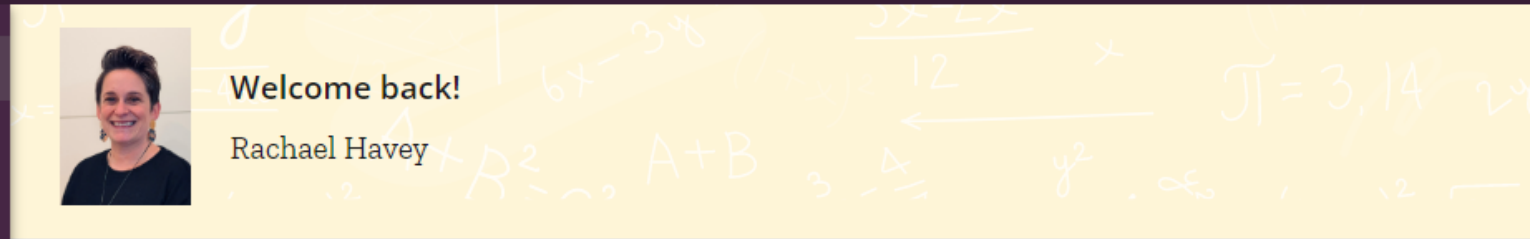


- My Home
- Learning Community
- Canvas ↗
- myJourney ↗
- cognia.org ↗



Welcome back!

Rachael Havey



- GUIDED TOUR
- GUIDED TOUR PDF
- ADMIN GUIDE PDF

Learning Community

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View your Learning Center progress and access Cognia courses and educational materials



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myJourney



Access myJourney

Volunteer

Become a Volunteer

Join a team to contribute your perspective and learn from other dedicated professionals.



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Spotlight Videos

The Source

Join Us



Resources - <https://extranet.cognia.org/>



Cognia Improvement Network

Cognia.org
Conferences and Events
myJourney

Resource Pages

As you engage in your continuous improvement journey, consult these resources and tools to help you manage the process. Some available resources and tools include policies and procedures, Performance Standards, Diagnostics, Engagement Review details and eProve tutorials.

- Catholic Schools and Systems
- Charter School Authorizers
- Corporations/Corporation Systems
- Digital Learning Institutions
- Early Learning Institutions
- Education Service Agencies
- Extended Learning
- Postsecondary Institutions
- Schools



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-  Surveys
-  Strategies
-  Assessments
-  Workspace
-  Trusted Partners





“ Without continual growth and progress, such words as **improvement, achievement, and success** have no meaning.”

Benjamin Franklin

Questions for AcadeMir

Reach out to:

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How Cognia Helps You

Want more information? Want to set up eleot sweeps, calibrations, custom training, or consulting?

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