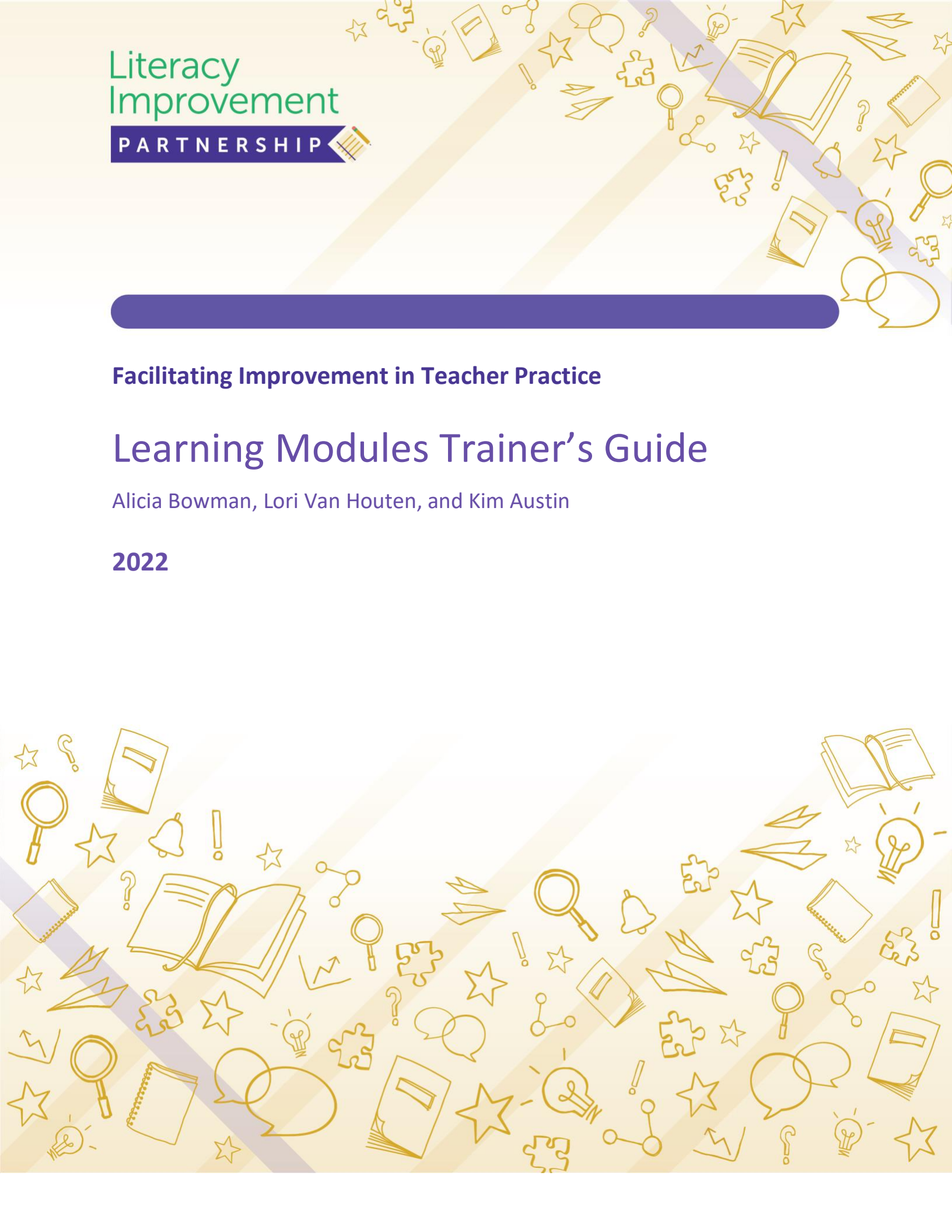# Literacy Improvement

PARTNERSHIP

Facilitating Improvement in Teacher Practice

Learning Modules Trainer's Guide

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Acknowledgments

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Table of Contents

Introduction

This guide is designed to help trainers use the collection of professional learning modules entitled *Facilitating Improvement in Teacher Practice* to lead professional development for individuals who facilitate professional learning, including district coaches, principals, site-based coaches, and teacher leaders.

The modules aim to help these facilitators support teachers in improving Tier 1 instruction. Specifically, facilitators will learn to implement continuous improvement processes, guided by goals and data, and strengthen teacher collaboration.

The intended outcomes of the module series are to do the following:

- Build the capacity of facilitators to lead teacher learning and develop teams.
- Support the establishment of collaborative structures and routines that embed continuous improvement methods and improve teacher practice.
- Provide guidance for developing a culture of collaboration that supports transparency and organizational learning.

These professional learning modules grew out of a collaboration between the Regional Educational Laboratory West (REL West) and the Washoe County School District in Nevada. REL West and Washoe leveraged continuous improvement methods that enabled educators across all levels of the system to improve professional learning for K–6 achievement in literacy.

Learning modules overview

This professional learning resource collection consists of eight learning modules, each of which has a trainer slide deck, with suggested speaker notes, and a participant workbook. Additionally, there are four videos to supplement the series. Figure 1 shows the learning arc of the modules—with the green parts of the arrow representing setting up the context and developing the team and the purple parts of the arrow representing the inquiry cycle.

Figure 1. Modules and their learning arc
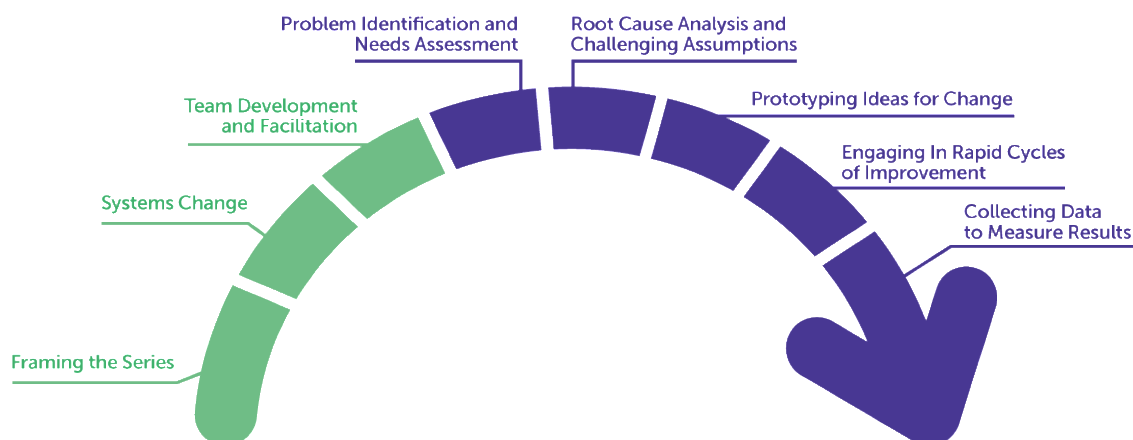
Table 1. Module descriptions

Module	Learning targets	Topics/agenda	Time
Framing the Series	• Understand why continuous improvement is important for student success. • Consider the expectations for the series and what success looks like. • Begin to build a community of practice.	• What is continuous improvement, and why is it important? • Expectations for the series • Defining success • Developing a learning community	90 mins.
Systems Change	• Learn about systems and how you can impact systems improvement. • Understand the role of equity in systems improvement work. • Learn about some ways to begin to develop a theory of improvement for your work.	• Definition of a system • Seeing the system • Surfacing inequities • How systems improve • Theory of improvement	120 mins.
Leading Improvement Work	• Learn about some key routines and structures for continuous improvement. • Learn about some key strategies for building and developing teams. • Understand the role of the facilitator in leading improvement work.	• What is a successful meeting? • The role of an improvement facilitator • Team development • Shifting unproductive discourse • Meeting structures	120 mins.
Problem Identification and Needs Assessment	• Use multiple methods to identify and prioritize areas for improvement. • Explore some methods for identifying a high-leverage problem to solve. • Consider the impacts of scope and scale of an improvement effort.	• Identifying your priority needs • Empathy interviews • Identifying a problem to solve • Problem scope and scale for improvement projects	120 mins.
Root Cause Analysis and Challenging Assumptions	• Understand the importance of finding the root cause. • Explore some methods for root cause analysis. • Understand the importance of challenging assumptions.	• What is a root cause analysis? • Finding a root cause • Making mental models visible	120 mins.

Module	Learning targets	Topics/agenda	Time
Prototyping Ideas for Change	• Understand the difference between a change concept, a change idea, and a prototype. • Understand some guidelines for selecting a change idea. • Understand what evidence-based practices are. • Practice developing a prototype.	• Selecting a change idea • Using evidence-based practice to identify a change idea • Prototyping	120 mins.
Engaging in Inquiry Cycles	• Understand the inquiry-cycle process. • Understand how rapid-testing cycles can help an organization learn.	• Engaging in inquiry cycles • Introduction to the Plan-Do-Study- Act (PDSA) cycle • Building confidence in changes	120 mins.
Measuring Improvement	• Explore different types of data to measure improvement. • Learn about useful data visualizations for teacher inquiry. • Consider how to spread and scale your improvements.	• Measuring improvement • Measures of the system • Monitoring progress • Gathering data • Turning data into information • Implementation and sustainability	120 mins.

Structure of This Guide

This *Learning Modules Trainer's Guide* is organized by module. For each module, the guide includes the module's learning targets, topics, key points, necessary materials, and preparation and planning activities. As you plan to facilitate each module, refer to the module slide deck and participant workbook, reflect on key concepts that you want to emphasize, and think about where you might need to spend more time with your group.

Module Overview

Module 1: Framing the Series

Learning targets
- Understand why continuous improvement is important for student success.
- Consider the expectations for the series and what success looks like.
- Begin to build a community of practice.

Topics
- What is continuous improvement, and why is it important?
- Expectations for the series
- Defining success
- Developing a learning community

Key points
- The overall goal of this work is to improve Tier 1 instruction with a systematic, collaborative, job-embedded continuous improvement process.
- The modules are based on reflecting on instructional practice, guided by goals and data.
- The modules are designed to support educational leaders—principals, coaches, and teacher leaders—in engaging in this type of learning together with teachers.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and the facilitation notes for Module 1. Note key points you want to emphasize and relevant examples you can share.
- Determine any opening warm-up activities or energizers you want to add.
- Decide how you want to group participants. Do you want to have groups that are created intentionally and stay together throughout the modules, or select groups randomly?
- Watch the Facilitating Improvement Professional Learning Series video.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.
- Add additional team time to begin the action-period work to this module, if you choose. This module has less content than the following modules.
- Read "The Culture Builder" by Roland Barth.

Module 2: Systems Change

Learning targets
- Learn about systems and how you can impact system improvement.
- Understand the role of equity in systems-improvement work.
- Begin to develop a theory of improvement for your work.

Topics
- Definition of a system
- Seeing the system
- Surfacing inequities
- How systems improve
- Theory of improvement

Key points
- Complex systems are systems within systems, each of which have the following components: leadership, context, culture, resources, and processes.
- Unless we slow down and surface and acknowledge our mental models and the assumptions, beliefs, and dispositions that shape them, it will be difficult to identify and solve the right problem.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Determine any opening warm-up activities or energizers you want to add.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.
- Watch the Improving School Systems video, and consider whether you want to use that video or the slides in your presentation.

Module 3: Leading Improvement Work

Learning targets
- Learn about some key routines and structures for continuous improvement.
- Learn about some key strategies for building and developing teams.
- Understand the role of the facilitator in leading improvement work.

Topics
- Leading improvement work
- Team development
- Promoting positive group dynamics
- Meeting planning and facilitation
- Meeting routines in action: learning huddles

Key points
- It is worth the time and effort to lay groundwork for productive discussions by building strong teams and promoting positive group dynamics.
- Establishing expectations for collaboration and following simple but set routines allow teachers to focus on content in a safe environment.

Materials
- PowerPoint deck

- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Determine any opening warm-up activities or energizers you want to add.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.

Module 4: Needs Assessment and Problem Identification

Learning targets
- Use multiple methods to identify and prioritize areas for improvement.
- Explore some methods for identifying a high-leverage problem to solve.
- Consider the impacts of scope and scale of an improvement effort.

Topics
- Identifying your priority needs
- Identifying a problem to solve
- Locus of control, scope, and scale

Key points
- It is essential to fully understand a problem before trying to solve it.
- A needs assessment goes beyond quantitative data.
- Important data can be obtained from the individuals closest to the problem.
- Improvement problems are often complex but can be broken down into something that can be addressed.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Watch the video about Lemmon Valley's improvement story, *Learning to Improve Instruction: One Team's Story*, and consider whether you want to use that video or the slides in your presentation.
- Determine any opening warm-up activities or energizers you want to add.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.
- Review the "Empathy interview" content, and prepare for a mock interview with a volunteer. You may choose any everyday topic for your interview. Consider talking to a few participants prior to the session to see whether they might be willing to volunteer to be interviewed.

Module 5: Root Cause Analysis and Challenging Assumptions

Learning targets
- Understand the importance of finding the root cause.
- Explore some methods for root cause analysis.
- Understand the importance of challenging assumptions.

Topics
- What is a root cause analysis?
- Finding a root cause
- Making mental models visible

Key points
- Finding the root cause of a problem allows for a problem to be eliminated rather than just addressing the symptoms.
- There is no single correct way to find the root cause of a problem.
- Surfacing mental models allows teams to go beyond their assumptions and past their individual experiences.
- Unproductive discourse may signal shifts in conditions or mindsets that are needed for improvement efforts to be successful.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Determine any opening warm-up activities or energizers you want to add.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.
- Familiarize yourself with the root cause analysis protocols.

Module 6: Prototyping Change Ideas

Learning targets
- Understand the difference between a change concept, a change idea, and a prototype.
- Understand some guidelines for selecting a change idea.
- Understand what evidence-based practices are.
- Practice developing a prototype.

Topics
- Selecting a change idea
- Using evidence-based practices to identify a change idea
- Prototyping

Key points
- Change ideas are broad concepts, and prototypes are the tangible activities to implement change ideas.

- Teams should seek change ideas that have high impact with a low or reasonable amount of effort. The change should lead to improvement for every student, not just some students. This is the central point of this module's "equity pause."
- Care must be taken to be sure that underlying negative assumptions or unproductive discourse does not drive the selection of a change idea or inform the development of a prototype.
- Starting with research or an evidence-based practice or protocol as a change idea is a good way to keep a team focused on objectively addressing the problem.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Determine any opening warm-up activities or energizers you want to add.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.
- Familiarize yourself with the root cause analysis protocols.
- Watch the video Prototyping Ideas for Change, and consider whether you want to use the video or the slides in your presentation.

Module 7: Engaging in Inquiry Cycles

Learning targets
- Reflect on how inquiry cycles can help your team learn.
- Understand the steps of the inquiry-cycle process.
- Consider how to build confidence in changes and adopt new practices.

Topics
- Engaging in inquiry cycles
- Introduction to the Plan-Do-Study-Act (PDSA) cycle
- Building confidence in changes

Key points
- Rapid cycles help educators take intentional and disciplined action toward resolving systemic problems, reflecting on their actions, and taking new action based on those reflections.
- A PDSA cycle is a four-stage problem-solving model used to test a prototype for change.
- Learning huddles are a type of inquiry meeting intentionally designed for one of three purposes: understanding a problem, identifying changes and planning for prototyping, and studying the results.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Determine any opening warm-up activities or energizers you want to add.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.
- Familiarize yourself with PDSA cycles and different inquiry protocols.

Module 8: Measuring Improvement

Learning targets
- Explore different types of data to measure improvement.
- Learn about useful data visualizations for teacher inquiry.
- Consider how to spread and scale your improvements.

Topics
- Measuring improvement
- Measures of the system
- Monitoring progress
- Gathering data
- Turning data into information
- Implementation and sustainability

Key points
- Understanding and using measures are a necessary part of developing an improvement culture.
- There are multiple types of measures, and all of them are important in improvement efforts.
- Without measures, you will not know whether your change is really an improvement.
- Monitoring progress is a necessary part of continuous improvement.

Materials
- PowerPoint deck
- Participant workbooks
- Sticky notes
- Chart paper
- Markers

Preparation and planning
- Read through the PowerPoint deck and facilitation notes. Prepare examples for slides where needed.
- Determine any opening warm-up activities or energizers you want to add.
- Think of some examples of data use at each stage of an improvement cycle. Alternatively, become more familiar with the Lemmon Valley example and how the third-grade team used data to improve writing conferences and student writing.
- Create a feedback survey.
- Familiarize yourself with the participant workbook.

Appendix 1: U.S. Education Timeline (*Module 2*)

A timeline of U.S. education

1647: The General Court of the Massachusetts Bay Colony decrees that every town of 50 families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about the Calvinist religion.

1779: Thomas Jefferson proposes a two-track educational system, with different tracks, in his words, for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance, Jefferson says, by "raking a few geniuses from the rubbish."

1785: The Continental Congress (before the U.S. Constitution was ratified) passes a law calling for a survey of the "Northwest Territory," which includes what is to become the state of Ohio. The law creates "townships," reserving a portion of each township for a local school. From these "land grants" eventually came the U.S. system of "land grant universities," the state public universities that exist today. To create these townships, the Continental Congress assumes it has the right to give away or sell land that is already occupied by Native people.

1790: Pennsylvania state constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children's schooling.

1805: New York Public School Society formed by wealthy businessmen to provide education for poor children. Schools are run on the "Lancasterian" model, in which one "master" can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience, qualities that factory owners want in their workers.

1817: A petition presented in the Boston Town Meeting calls for establishing a system of free public primary schools. Main support comes from local merchants, businessmen, and wealthier artisans. Many wage earners oppose it because they don't want to pay the taxes.

1820: First public high school in the U.S., Boston English, opens.

1827: Massachusetts passes a law making all grades of public school open to all pupils free of charge.

1830s: Most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

1846–1856: 3.1 million immigrants arrive, a number equal to one eighth of the entire U.S. population. Owners of industry need a docile, obedient workforce and look to public schools to provide it.

1837: Horace Mann becomes head of the newly formed Massachusetts State Board of Education. Edmund Dwight, a major industrialist, thinks a state board of education is so important to factory owners that he offers to supplement the state salary with extra money of his own.

1840s: Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being exposed to a Protestant curriculum.

1848: Massachusetts Reform School at Westboro opens, where children who have refused to attend public schools are sent. This begins a long tradition of "reform schools," which combine the education and juvenile justice systems.

1848: The war against Mexico ends with the signing of the Treaty of Guadalupe-Hidalgo, which gives the United States almost half of what was then Mexico. This includes all of what is now the U.S. Southwest, plus parts of Utah, Nevada, and Wyoming, and most of California. The treaty guarantees citizenship rights to everyone living in these areas, mostly Mexicans and Native people. It also guarantees the continued use of the Spanish language, including in education.

1851: State of Massachusetts passes its first compulsory education law. The goal is to make sure that the children of poor immigrants get "civilized" and learn obedience and restraint, so they make good workers and don't contribute to social upheaval.

1852: Two years after California became a state, the legislature passes a bill barring African American children from schools. The First State Convention of Colored Citizens of the State of California met in 1854 and in a public pronouncement chafed against this discriminatory measure.

1864: Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as four years old are taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools, whose goal, as one BIA official put it, is to "kill the Indian to save the man."

1865–1877: African Americans mobilize to bring public education to the South for the first time. After the Civil War, and with the legal end of slavery, African Americans in the South make alliances with White Republicans to push for many political changes, including for the first time, rewriting state constitutions to guarantee free public education. In practice, White children

benefit more than Black children.

1870: California devised a formula of ten. When African Americans, Asian Americans, or American Indians numbered ten students, a school district was empowered to create separate schools for White and non-White children.

1872: Harriet Ward attempts to enroll her daughter Mary Frances in an all-White school in San Francisco. When the principal refuses to admit her, Ward files suit. *Ward v. Flood* (1873) was California's first case challenging educational segregation. However, the California Supreme Court, in its ruling, foreshadowed the logic of the U.S. Supreme Court in *Plessy v. Ferguson* (1896) in using the principle of "separate but equal."

1885: The case of *Tape v. Hurley* would force local and state officials to address public education for Chinese youth. In 1884, Joseph and Mary Tape, both immigrants from China, attempt to enroll their U.S.-born daughter Mamie into the neighborhood public school. Principal Jennie Hurley refuses admittance and the Tapes file suit. The state Superior Court confirms the right of Mamie Tape to attend the neighborhood school.

1893–1913: Size of school boards in the country's 28 biggest cities is cut in half. Most local district- (or "ward") based positions are eliminated, in favor of citywide elections. This means that local immigrant communities lose control of their local schools. Makeup of school boards changes from small local businessmen and some wage earners to professionals (like doctors and lawyers), big businessmen, and other members of the richest classes.

1896: *Plessy v. Ferguson* decision. The U.S. Supreme Court rules that the state of Louisiana has the right to require "separate but equal" railroad cars for Blacks and Whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools.

1905: The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

1917: Smith-Hughes Act passes, providing federal funding for vocational education. Big manufacturing corporations push this, because they want to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control.

1921: California school law (Political Code 1662) is amended to read as follows:

"The governing body of a school district shall have power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Chinese, Japanese, or Mongolian parentage. When such schools are established, Indian children or children of Chinese, Japanese, or Mongolian parentage must not be admitted into any other school."

1924: An act of Congress makes Native Americans U.S. citizens for the first time.

1930–1950: The NAACP brings a series of suits over unequal teachers' pay for Blacks and Whites in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure result in some increase of spending on Black schools in the South.

1932: A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.

1945: At the end of World War II, the G.I. Bill of Rights gives thousands of working-class men college scholarships for the first time in U.S. history.

1947: The Anderson Bill passes, the direct result of the *Mendez* case. This measure repeals all California school codes mandating segregation dating back to the 1850s and is signed into law by then Governor Earl Warren, who seven years later would preside over the *Brown* case.

1948: Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations, and others, with huge grants from the Rockefeller and Carnegie Foundations. These testing services continue the work of eugenicists like Carl Brigham (originator of the SAT), who did research "proving" that immigrants were feeble-minded.

1954: *Brown v. Board of Education* of Topeka. The Supreme Court unanimously agrees that segregated schools are "inherently unequal" and must be abolished. Almost 45 years later in 1998, schools, especially in the north, are as segregated as ever.

1957: A federal court orders integration of Little Rock, Arkansas, public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all-White Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order, not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

1968: African American parents and White teachers clash in the Ocean Hill/Brownsville area of New York City over the issue of community control of the schools. Teachers go on strike, and the community organizes freedom schools while the public schools are closed.

1974: *Milliken v. Bradley*. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner-city districts from White students in wealthier White suburban districts.

1974: *Lau v. Nichols*, California, a unanimous U.S. Supreme Court ruling that establishes the judicial mandate for bilingual education for Chinese-speaking students. The case became a significant milestone within the legacy of Asian American activism and a remedy to inequality in education

1976: The California Supreme Court holds that education is a fundamental right under the equal protection clause of the state constitution in *Serrano v. Priest*. The high courts in Connecticut and Wyoming followed suit in 1977 and 1980.

Late 1970s: The so-called "taxpayers' revolt" leads to the passage of Proposition 13 in California, and copycat measures like Proposition 2-1/2 in Massachusetts. These propositions freeze property taxes, which are a major source of funding for public schools. As a result, in 20 years California drops from first in the nation in per-student spending in 1978 to number 43 in 1998.

1980s: The federal Tribal Colleges Act establishes a community college on every Indian reservation, which allows young people to go to college without leaving their families.

1990s: Most states and districts adopt Outcome-Based Education (OBE) in some form or another. (A state would create a committee to adopt standards and choose a quantitative instrument to assess whether the students knew the required content or could perform the required tasks.)

1990s: The standards-based National Education Goals (Goals 2000) are set by the U.S. Congress. Many of these goals are based on the principles of outcomes-based education, and not all the goals were attained by the year 2000 as was intended.

1992: California became the second state in the nation to enact charter legislation granting local school and county boards of education the ability to grant "charters." These charters began with up to a five-year contract between the granting agency and charter school operator, delineating mutually agreed-upon goals and operating procedures.

1994: Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feelings spread across the country.

1994: The Goals 2000: Educate America Act (P.L. 103-227) is signed into law on March 31, 1994, by President Bill Clinton. The Act provides resources to states and communities to ensure that all students reach their full potential.

1996: California passes Proposition 209, which outlaws affirmative action in public employment, public contracting, and public education. Other states jump on the bandwagon with their own

initiatives, and right-wing elements hope to pass similar legislation on a federal level.

1997: President Clinton signs the bill reauthorizing and amending the Individuals with Disabilities Education Act (IDEA). The amendments require states to

- include students with disabilities in state and districtwide testing programs;
- establish performance goals and indicators for students with disabilities;
- ensure that students with disabilities have access to the general curriculum;
- ensure that the IEP (individualized education program) addresses positive behavioral intervention strategies, if appropriate, in the case of a student whose behavior impedes his or her progress;
- ensure, along with local education agencies, that parents are members of any group that makes placement decisions or any other decisions regarding the child; and

- inform parents about the educational progress of their child, by means such as periodic report cards, at least as often as parents of nondisabled children.

1998: California breaks the post–Mexican-American War 1848 Treaty of Guadalupe-Hidalgo by passing Proposition 227, which made it illegal for teachers to speak Spanish in public schools.

2002: The No Child Left Behind Act requires all public schools receiving federal funding to administer a statewide standardized test annually to all students. Schools that receive Title I funding through the Elementary and Secondary Education Act of 1965 must make Adequate Yearly Progress (AYP) in test scores (e.g., each year, fifth graders must do better on standardized tests than the previous year's fifth graders).

2006: Beginning with the class of 2006, students in California public schools are required to pass the California High School Exit Examination (CAHSEE) to demonstrate competency in grade-level skills in reading, writing, and mathematics to earn a high school diploma.

2008: State Superintendent of Public Instruction Jack O'Connell delivers his fifth annual State of Education Address and unveils an ambitious, comprehensive plan aimed at closing California's pernicious achievement gap that exists between students who are White and students of color, as well as with English learners, students in poverty, and students with disabilities.

2010: More than 40 states adopt the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Educational standards describe what students should know and be able to do in grades K–12 in English language arts and math.

2010: The Texas School Board adopts revisions to the Texas social studies curriculum. The revised curriculum plays down the role of Thomas Jefferson among the founding fathers, questions the separation of church and state, and claims that the U.S. government was infiltrated by Communists during the Cold War.

2011: The Arizona state legislature passes a bill (HB 2281) that effectively bans ethnic studies programs in Arizona. The new law prohibits any curricula that

1. promote the overthrow of the United States government;

2. promote resentment toward a race or class of people;

3. are designed primarily for pupils of a particular ethnic group; and

4. advocate ethnic solidarity instead of the treatment of pupils as individuals.

Under this law, the state can withhold up to 10 percent of a district's funding for a violation.

2011: California adopts the Fair, Accurate, Inclusive, and Respectful Education Act, also known as the FAIR Education Act (Senate Bill 48). The law compels the inclusion of the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people into educational textbooks and the social studies curricula in California public schools by amending the California Education Code.

It also revises the previous designation of "Black Americans, American Indians, Mexicans, Asians, [and] Pacific Island people" to instead be "Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, and European Americans." It also amends an existing law by adding sexual orientation and religion into a list of characteristics (which already included race, ethnicity, nationality, gender, and disability) that schools are prohibited from sponsoring negative activities about or teaching students about in an adverse way.

2016: The California Multilingual Education Act gives California public schools more control over dual language acquisition programs. Proposition 58 effectively repeals the English-only requirement of Proposition 227.

2017: California adopts AB 19: California College Promise, which allows first-year, full-time students at all 114 California community colleges to attend their first year of college for free.

2017: California adopts AB 699 and AB 21: Immigration and Citizenship Status. These bills prohibit public schools, community colleges, and California State University and University of California campuses from collecting information or documents about the immigration status of students, faculty, and staff and their families.

2017: California officially abandoned its high school exit exam, following a two-year hiatus of the test beginning in 2015. Students are no longer required to pass the exit exam as a condition of receiving their diploma for graduation.

Source: Adapted from Applied Research Center, "Historical Timeline of Public Education in the US,"

https://www.raceforward.org/research/reports/historical-timeline-public-education-us, and California Department of Education Laws and Codes, https://leginfo.legislature.ca.gov.

Appendix 2: Discourse Quotes for Promoting Positive Group Dynamics (*Module 3*)

Use these quotes for the small group activity in Module 3, Slide 36. Assign a set of quotes to each group. Small groups discuss each quote and share why they believe it is a particular language and, if it is unproductive language, what they might say to help shift the discourse.

Set #1

I barely have time to teach my grade-level standards; how can you expect me to teach the content they should have had years ago and do my job?	These parents need to make sure their children are prepared for school or they should expect that their child will fall behind.
So many of our students move around. How can you expect us to fill all of their gaps?	We need to focus on *motivation*, not this new curriculum! Students can't learn from us if they are not motivated to learn.
I can seem to teach this student. I'm fairly certain she needs to be assessed for special education.	I have been working this way successfully for many years. I don't see why I need to change now.

Set #2

I can't seem to teach this student. I'm fairly certain she needs to be assessed for special education.	I've been working this way successfully for many years. I don't see why I need to change now.
If the administration would just let us do our jobs, then we would be able to teach these students.	If we just had better attendance, students would do better in school. This is out of my control.
There is so much violence in their lives. How can you expect them to learn when they live in those conditions?	The students don't pay attention in class. Their behavior makes it impossible for me to teach.

Set #3

With these new standards, most of our parents can't help their children at home.	The problem is that the students/parents don't care.
There is not enough time in the day to do everything that is being asked of us.	Why are we just hearing about this now? We were not asked for our input.
The administration just blames us for all of the problems.	We spend too much time sitting around in meetings instead of actually doing something productive.

Set #4

The administration just blames us for all of the problems.	We spend too much time sitting around in meetings instead of actually doing something productive.
They keep bringing in consultants when we have the knowledge in-house to solve our own problems.	A new leader, a new program. Well, I'm going to keep doing what I'm doing, because this too will pass.
They keep asking us to do more; I don't have time for what I'm already trying to do.	I don't see how this is going to make a difference. I don't think they even have a plan.

Appendix 3: Meeting Checklists (*Module 3*)

Before the meeting

Planning and materials development

- Meeting planning checklist
- Create a facilitator's agenda.
- Community agreements/roles.
- Meeting outcomes.
- Activity directions based on type of meeting (general, learning huddle, or check-in).
- Determine who will facilitate each portion of the agenda.
- Identify possible contributions from staff or bright spots that might be included in the meeting.
- Determine if any content support will be necessary for the meeting.
- Schedule a facilitation debrief meeting and prepare for any work between meetings (general or learning huddles).

Materials development checklist

- Review the facilitator's agenda to develop content slides and activities.
- Create participant agendas and handouts. (These may include a huddle protocol, note-taking documents, and so on.)
- Designate persons responsible for preparation tasks.
- Determine when materials need to be ready.
- Review materials before the meeting to ensure everything is ready.

Pre-facilitation checklists

- Organizational systems
- Create accountability process (products to collect, timelines, expectations).
- Identify how you will collect the team's work products and where they will be stored (online folders, binders, and so on).
- Develop team meeting feedback survey/tool.

Communication

- Identify the learning/support needs of each team member and where differentiated support might be needed.
- Check with facilitators and clarify roles and responsibilities for the meeting.
- Check in with team leads/members to make sure they know what to bring to meetings.
- Invite content specialists who may be able to support the work.

Preparation

- Review learning huddle protocol and materials.
- Add facilitation notes to a facilitator version of the protocol.
- Anticipate any possible team dynamic issues and how you might respond.
- Review the agenda and materials to make sure everything is prepared and you have enough copies.

During the meeting

Meeting facilitation processes

- Open with an icebreaker or warm-up.
- Review community agreements.
- Collect notes and artifacts.
- Establish and agree on clear next steps.
- Collect feedback.

After the meeting

After-action review

- Review participant feedback.
- Debrief meeting after completion with any co-planners.
- Use participant feedback and debrief to identify areas for improvement.
- Send reminders to teams regarding deliverables.
- Support data collection with suggested tools.

Appendix 4. Preparing for Empathy Interviews (*Module 4*)

Whom will you interview?

- Identify the area of work your team is investigating.
- Brainstorm individuals to interview.
- Narrow your list down to people you think might be open to participating

What will you ask?

Select/design your interview questions (3–5 questions).

Examples:

"What was your best/worst/craziest/most memorable experience with [area of focus]?"

"Could you give me an example about a time when . . . ?"

"What would I find surprising about . . . ?"

How will you plan?

Think about the conditions for the interview.

- Where, when, how long?
- Live interview, video meeting, or conference call?
- How will you record your findings (notes, video, etc.)?

Decide who will make contact to schedule each interview.

- Coordinate introductions from someone not on your team (if needed).
- Contact the interviewee and schedule for the team.

Guidelines for empathy interviews:

- The most important part of the interview is listening
- Even if they pause before answering, resist helping them by suggesting an answer.
- Don't be afraid of silence.
- Listen for inconsistencies.
- Be aware of nonverbal cues: consider body language and emotions.
- Ask "*why?*"

Appendix 5: Root Cause Analysis Tools (*Module 5*)

5 Whys? root cause analysis

Define the problem: [Insert the problem you have identified]

- Ask the question, "Why is this problem happening?" and brainstorm responses.
- Go through the list and eliminate any responses that are assumptions.
- As a team, select a response from those that remain that you agree is a primary cause of the problem.
- Repeat this questioning process up to five times or until you are unable to generate responses.
- Look at each response that you selected and decide whether each response is a concern or an area you can control. (A concern is a contributing factor that is outside of your team's ability to directly change. "Control" refers to contributing factors that are within your locus of control.)

1   (Why is that?)

2   (Why is that?)

3   (Why is that?)

4   (Why is that?)

5   (Why is that?)

Note: If your last answer is something you cannot control, go back up to the previous answer.

Source: Adapted from a free template by The IPL LLC.

Force field analysis

This protocol is intended to help you better understand the forces that support and hinder your improvement efforts. This process can be used to focus a system investigation or as a root cause analysis tool.

Materials: Sticky notes, chart paper, markers

Roles:

- *A **facilitator*** to guide the group through the process.
- *A **timekeeper*** to make sure you have time for all the steps.

Activity norms:

- Share the air—step up, step back, invite others in.
- Hard on the content, soft on the people.
- Focus on learning, not judging.
- Stick to the protocol.

Draw a large T-chart on your chart paper.

Step 1: Brainstorm individually (5 minutes): Brainstorm the following on sticky notes (one force per note):

- **Supporting forces (left):** What is supporting progress for our work?
- **Restraining forces (right):** What is hindering progress for our work?

Step 2: Share and cluster supporting forces (8 minutes): Each person shares one supporting force. If others have a similar force, you can start to group those sticky notes together on the LEFT side of your chart paper. Continue to share, building on one another's ideas and adding new forces.

- Give clusters a category name or combine into one description.

Step 3: Share and cluster restraining forces (8 minutes): Each person shares one restraining force. If others have a similar force, you can start to group those sticky notes together on the RIGHT side of your chart paper. Continue to share, building on each other's ideas and adding new forces.

- Give clusters a category name or combine into one description.

Step 4: Review the restraining forces and identify those that are within your locus of control. Review the supporting forces for possible levers your team may use to address the remaining restraining forces.

Source: Lewin, K., & Cartwright, D. (1951). Field theory in social science: Selected theoretical papers. U. of Michigan.

Snowballing root cause analysis

The Snowballing method supports individual thinking and group collaboration by supporting a group through a repetitive brainstorming and refining process leading to group consensus. Snowballing is best used with small to medium groups (4–8 participants).

Materials: notepaper, pens or pencils, chart paper, markers

Roles:

- *A **facilitator*** to guide the group through the process.
- *A **timekeeper*** to make sure you have time for all of the steps.

Activity norms:

- Share the air—step up, step back, invite others in.
- Hard on the content, soft on the people.
- Focus on learning, not judging.
- Stick to the protocol.

Round 1: Individual brainstorm (5 minutes): Think about the problem that your team developed and brainstorm possible causes. Select the three that you feel are the most significant causes, and note why you selected them.

Round 2: Pair share (8 minutes): Each person shares their top three root causes and reasons for selecting them to compare ideas. Collaboratively narrow your responses to four possible root causes.

Round 3: Quad share (10 minutes): Each pair shares their top four root causes and reasons for selecting them with another pair. Collaboratively narrow your responses to five possible root causes.

Round 4: Whole-group share (10 minutes): Each quad shares their top four root causes and reasons for selecting them with another quad. Collaboratively narrow your responses to five possible root causes.

Fishbone diagram root cause analysis

A fishbone diagram is a tool that can be used for a variety of purposes, including to identify underlying factors or causes of a problem. A fishbone diagram is a way to produce a visual representation of cause and effect. A fishbone diagram can be helpful by directing the team to look at what might not otherwise be considered categories and to think of possible causes in each category. Participants should include individuals who have personal knowledge of the problem from multiple perspectives.

Materials: sticky notes, chart paper, markers

Roles:

- A *facilitator* to guide the group through the process.
- A *timekeeper* to make sure you have time for all of the steps.

Activity norms:

- Share the air—step up, step back, invite others in.
- Hard on the content, soft on the people.
- Focus on learning, not judging.
- Stick to the protocol.

Directions: The team using the fishbone diagram tool should carry out the following steps.

Step 1: Agree on a specific problem statement. This is written at the mouth of the "fish."

Step 2: Agree on the major categories of causes of the problem (written as branches from the main arrow).

Step 3: Individually brainstorm all the possible causes of the problem. Write each cause on a separate sticky note.

Step 4: Cluster the causes in related groups, and create a category for each cluster. Causes may relate to several categories and can be duplicated. Review the individual causes for each cluster and eliminate anything that may be a symptom instead of the underlying problem. Also, check for assumptions.

Step 5: Write the categories in the spaces at the end of each "big bone."

Step 6: Place the causes that are on the individual sticky notes on the smaller bones for each category.

Step 7: Review each category again and see if you can brainstorm any additional causes.

Step 8: Look at each category and related causes and identify those that might have the highest leverage and are in your locus of control.

Tip: You can use group collaboration software such as Padlet to complete the clustering activities.

Appendix 6: Huddle Protocols (*Module 7*)

Learning huddle protocol (Problem identification)

Norms

- Safe space for learning, no judgment.
- All teach, all learn.
- (*additional norm generated by team during institute*)
- (*additional norm generated by team during institute*)
- (*additional school or district norm*)

Facilitation roles

- Facilitator: lead agenda
- Timekeeper: keep group on time
- Note-taker: bullet points, questions and aha's, Google doc
- Process observer: note if norms are being met, group is staying focused

Agenda

North star: improve student outcomes in …

Goal: to develop a community of learners by supporting students to…

1. Review community agreements (*choose one to focus on today*) (1 minute)

2. Review relevant data for your identified goal (10 minutes)

- What is something your students are struggling with?
- Identify a specific problem to solve together.

3. Why are your students struggling? (10 minutes)

- Use the 5 Whys protocol to identify some possible root causes.

(*Note-taker collects root causes in a Google doc)*

4. Next steps (round robin) (5 minutes)

- How will you learn more about the root causes of your identified problem?

5. Huddle feedback (4 minutes)

- Rate your huddle using the huddle success criteria.

Learning huddle protocol (Identifying changes and developing prototypes)

Norms

- Safe space for learning, no judgment.
- All teach, all learn.
- (*additional norm generated by team during institute*)
- (*additional norm generated by team during institute*)
- (*additional school or district norm*)

Facilitation roles

- Facilitator: lead agenda
- Timekeeper: keep group on time
- Note-taker: bullet points, questions and a-ha's, Google doc
- Process observer: Note if norms are being met, group is staying focused

Agenda

North star: Improve student outcomes in ...

Goals: To develop a community of learners by supporting students to ...

1. Review norms (*choose one to focus on today*) (1 minute)

2. Round-robin (1 minute each)

   - For your identified problem, what more did you learn about possible root causes?
       - Which root cause would have the greatest impact versus effort if addressed?

3. Discussion: identify possible change ideas for your selected root cause (10 minutes)

   - What ideas do you have coming out of your root cause analysis?
   - What success have others with the same problem had?
   - What are the evidence-based practices for this problem?

(*Note-taker collects change ideas in a Google doc*)

4. Activity: begin to create a prototype of a change idea to test. (10 min)

   - Create a sketch or model of your prototype and share with your team.
   - How, when, and with whom will you test your prototype?
   - What data will you collect?

5. Next steps

   - Finish developing your prototype and complete a very small-scale test before the next meeting.

6. Huddle feedback (4 minutes)

   - Rate your huddle using the huddle success criteria.

Learning huddle protocol (Studying the results of a test)

Norms

- Safe space for learning, no judgment.
- All teach, all learn.
- (*additional norm generated by team during institute*)
- (*additional norm generated by team during institute*)
- (*additional school or district norm*)

Facilitation roles

- Facilitator: lead agenda
- Timekeeper: keep group on time
- Note-taker: bullet points, questions and a-ha's, Google doc
- Process observer: note if norms are being met, group is staying focused

Agenda

North star: Improve student outcomes in ...

Goals: To develop a community of learners by supporting students to …

1. Review norms (*choose one to focus on today*) (1 minute)

2. Round-robin: in one word, how are you feeling about progress toward your goals?

3. Discussion: What did we learn from our tests? (10 minutes)

- Were you able to test your prototype?
- What data did you collect?
- What do you notice about your data?
- Will you adapt, adopt, or abandon your prototype?

(*Note-taker records what each teacher learned*)

4. Work time (10 minutes)

- Make adjustments to your prototype (adapt).
- Begin to prepare for a larger test (adopt).
- Create a sketch or model of a new prototype (abandon).

5. Share out (5 minutes)

- Briefly share what you worked on with your team.

6. Next steps

- Finish adjusting/developing your prototype, and complete a test before the next meeting.

7. Huddle feedback (4 minutes)

- Rate your huddle using the huddle success criteria.

Appendix 7: Building Confidence in Changes (*Module 7*)

How do we know when to try a new change idea?

We tested the change idea, and it went well, but we are not confident that the results were valid or will be consistent.	Repeat the change idea to learn more.
We tested the change idea and realized that it could be improved or that our measures did not answer our questions.	Adapt the change idea or measures.
We tested the change idea and were either unable to implement it or saw no consistent positive results.	Abandon the change idea.
We tested the change idea multiple times and are seeing consistent positive results (shifts in data).	Adopt the change idea.

Use this table to document the prototypes your team has tried and identify promising practices by determining the confidence in each prototype.

Change ideas/prototype	Language of commitment (# of tests	Confidence in change idea 1 – not confident to 3 - confident

Appendix 8. Data Conversations: Identifying Measures (*Module 8*)

Different measures for different purposes

Early data conversations can be used to identify what teams want to learn and what data to collect.

Task	What do you want to learn?	Possible measures
Establishing a routine* *(e.g., morning meeting, partner reading, think-pair-share)*	• Which steps worked? • Which steps were hard? • Did you feel as if there were any steps missing? • What made the routine easy to use? What made it hard?	• Teacher reflection/notes. • Student participation data. • Pacing data.
Implementing a practice* *(e.g., a scaffolding strategy, shared writing)*	• How frequently did you use the practice? • Did the practice have the intended impact? • What made the practice easy to use? What made it hard?	• Teacher reflection/notes • Checklist • Formative assessment data
Improving a process* *(e.g., writing mini-lesson, writing conference)*	• How easy was the process to follow? • Was anything missing or irrelevant? • Was anything confusing? • Were there any places where it broke down? • Did you get the desired result? • What made the process easy to use? What made it hard?	• Teacher reflection/notes • Checklist
Monitoring student progress	• How well are students understanding content? • What misconceptions do students have? • Which students need more support? • What implications are there for your instruction?	• Formative assessments • Topic assessment • Curriculum assessment

* A **routine** is a course of action to be followed regularly because the act establishes habits designed to positively impact instruction and student outcomes. A **practice** is an activity you repeat to improve skill in a particular instructional strategy. A **process** is a series of activities or events to produce a desired result.