

Looks Like, Sounds Like, Feels Like

When I envision the "perfect" _____,
it:

Looks Like

Sounds Like

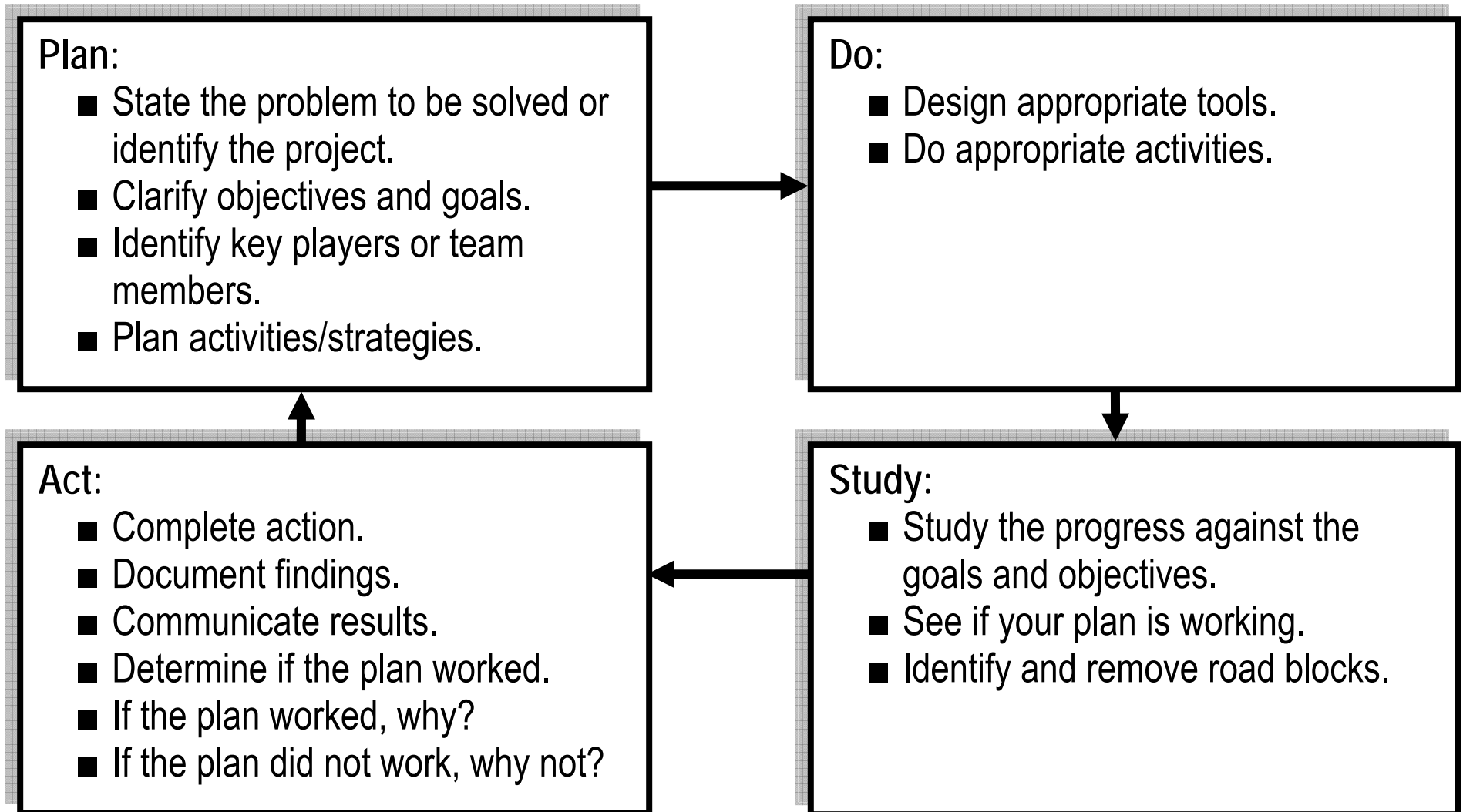
Feels Like

Plus/Delta

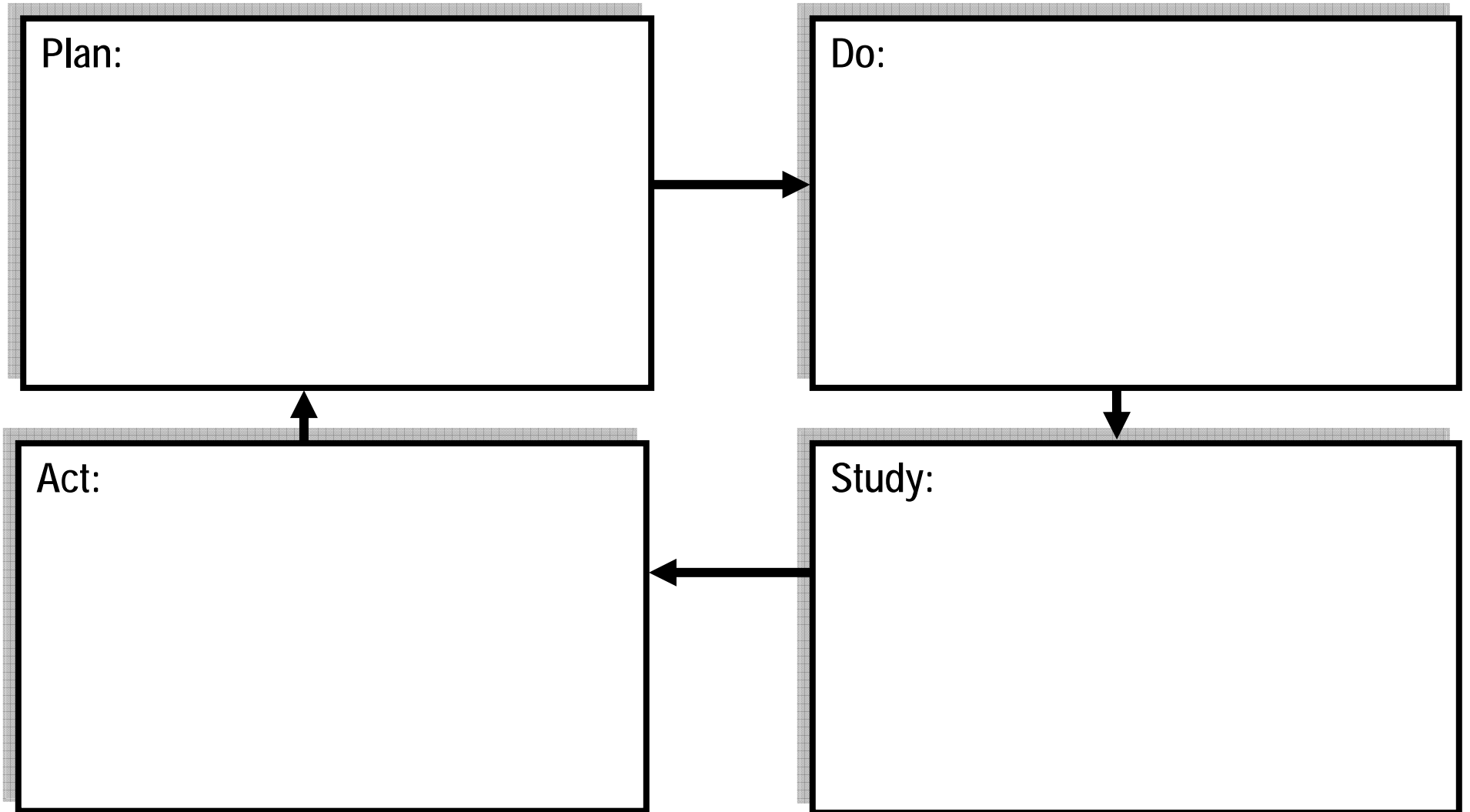
Plus + (What is working that we want to continue?)	Delta Δ (Opportunities for improvement)

Plan Do Study Act

The Plan Do Study Act (PDSA) process/cycle was developed for scientists at Bell Laboratory. This model is research-based and has proven to be one of the best strategies used by organizations to ensure continuous improvement.



Plan Do Study Act



Linkages Chart for the Essentials of Baldrige-Guided School Improvement Planning up front with the quality tools

The Linkages chart shows the interrelationship and interdependency of all of the Baldrige Categories and Core Values.

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Stakeholder Focus

What questions:

Based on the data—

1. What are the educational needs of all students and subgroups of students?
2. What are the expectations of students and stakeholders?
3. What are the levels of satisfaction/dissatisfaction of students and stakeholders?

How questions:

1. How does the school determine student (including subgroups of students) and stakeholder needs and expectations? What processes will be used to disaggregate data?
2. How does the school determine and build student and stakeholder levels of satisfactions or dissatisfaction?

Faculty and Staff Focus

What questions:

1. What are the professional development and resource needs of the staff to implement the school improvement plan?
2. What is the staff's level of satisfaction and dissatisfaction with the current work systems and school environment?

How questions:

1. How does the school determine the needs for professional development to utilize their full potential in meeting the school's goals/objectives?
2. How does the school maintain a work environment and staff support climate that contribute to the well-being, satisfaction, and motivation of all staff members?

Toolbox for Teachers

Leadership

What questions:

1. What are the vision, mission, values, and performance expectations of the school?
2. What will be done to communicate the school's vision, mission, values, goals/objectives, and performance expectations?
3. What is the monitoring plan for determining what is working and what is not working?

How questions:

1. How are the school's vision, mission, values, and performance expectations developed, including the participation of all stakeholders?
2. How will the school's vision, mission, values, goals/objectives, and performance expectations be communicated to all stakeholders?
3. How is the school's performance monitored and how is the information used for continuous improvement?

Strategic Planning

What questions:

1. Based on student and stakeholder needs, expectations, and requirements, what are the measurable, priority school improvement goals/objectives?
2. What are the action plans for the goals/objectives? (who, what, when)
3. What monitoring plan will be used to ensure that the action plans are implemented effectively?

How questions:

1. How does the school engage all stakeholders in the school in the school improvement planning process?
2. How are action plans developed and monitored?
3. How are professional development plans (PDPs) and actions developed to support the plan?

Process Management

What questions:

1. What are key processes that have been put in place to support and sustain the SIP goals/objectives and actions within each category?

How questions:

1. How are key processes defined, designed, and deployed to support and sustain the SIP goals/objectives and actions within each category?
2. How have key processes been aligned and integrated to maximize efficiency?
3. How is the Plan Do Study Act (PDSA) model used for continuous improvement?
4. How are quality tools used to enhance participation and facilitation of processes?

Performance Results

What questions:

1. What summative measures will be used to establish baseline data and to determine progress with School Improvement Plan (SIP) goals (e.g., student achievement, student and stakeholder satisfaction, staff training and well-being, leadership systems, benchmarking, key processes and systems)?

How questions:

1. How well are we doing in achieving our goals/objectives and action plans?
2. How will our results be used to improve our school and guide our school improvement planning process?

Information and Analysis

What questions:

1. What formative measures have been identified to use along the way to make sure that we are on the right path with the actions in each category?
2. What tools are in place to take corrective and rapid action, if needed (e.g., PDSA)?

How questions:

1. How were formative measures identified or developed to monitor progress?
2. How often is data collected, analyzed, and shared with stakeholders?
3. How do schools ensure the quality and availability of needed data and information?
4. How are the data used for continuous improvement?

Action Plan

An **Action Plan** is a tool that individuals and groups use to record tasks that need to be completed in order to reach targeted goals.

Example:

Goal—Complete homework.

Who	What	Resources	When
Student	Bring assignment notebook to class	Pencil Assignment notebook Glasses	Every day
Student	Copy homework assignment into notebook	Pencil Assignment notebook Glasses	As soon as seated in the classroom
Teacher	Assignment written on board	Chalkboard/chart paper	Before class
Homework Buddy and Student	Check assignment book for completeness and accuracy	Assignment notebook	Immediately after assignment is recorded
Student	Get signature from teacher	Assignment notebook Pencil	As leaving class
Student	Take assignment notebook and materials home	Assignment notebook Binder Homework materials	End of day
Parent	Provide space and time for homework completion	Table/desk Light Materials Quiet	Each evening
Student	Actively complete homework	Materials needed	Each evening during time established
Student	If confused, get help from parent or homework buddy	Materials Phone	As needed
Student & Parent	Have parent check off that homework has been completed	Completed assignment Assignment notebook	Each evening
Student	Put completed assignment in binder	Completed assignment Binder	When completed
Student	Take homework/binder/completed homework assignment to class	Homework Binder	Next day

Action Plan

Who	What	Resources	When

Bone Diagram

A Bone Diagram is a planning tool that helps organizations define their current and desired states. This tool includes the driving and restraining forces of the Force Field Analysis.

Drivers

- Clear expectations
- Flow charts
- Behavior monitoring charts
- Personal responsibility
- Clearly defined consequences
- Commitment
- Shared responsibility
- Group meetings to discuss progress

Desired State

- Productive afternoons
- Maximum time on task
- Active listening
- Excellent work quality
- Organized dismissal

Transition Period

Present State

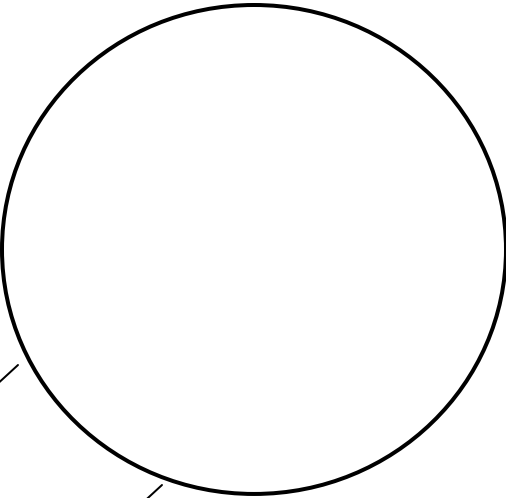
- Chaotic afternoons
- Time off task
- Listening issues
- Poor quality of work
- Disruptive dismissal

Restrainers

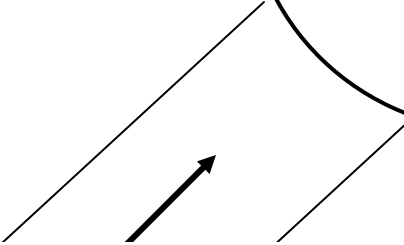
- Adverse attitudes
- Negative attitudes
- Apathy
- Poor communication
- No pride in work
- Do not want to get involved
- Expect quick results
- Do not want responsibility
- Past practice and habits

Bone Diagram

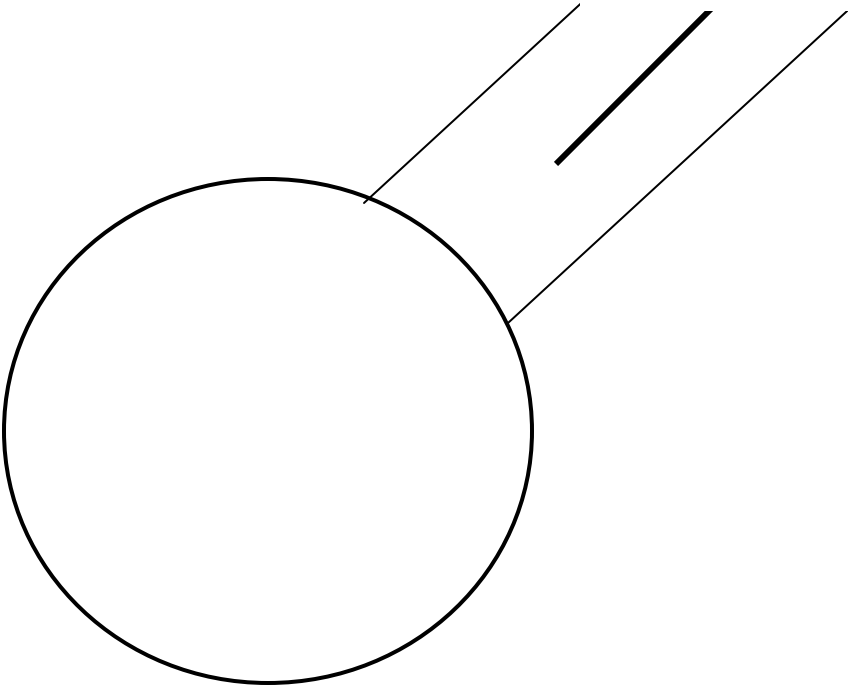
Drivers



Transition Period



Restrainers



Checklist

Purpose: The purpose of a checklist is to help keep track of progress in completing tasks.

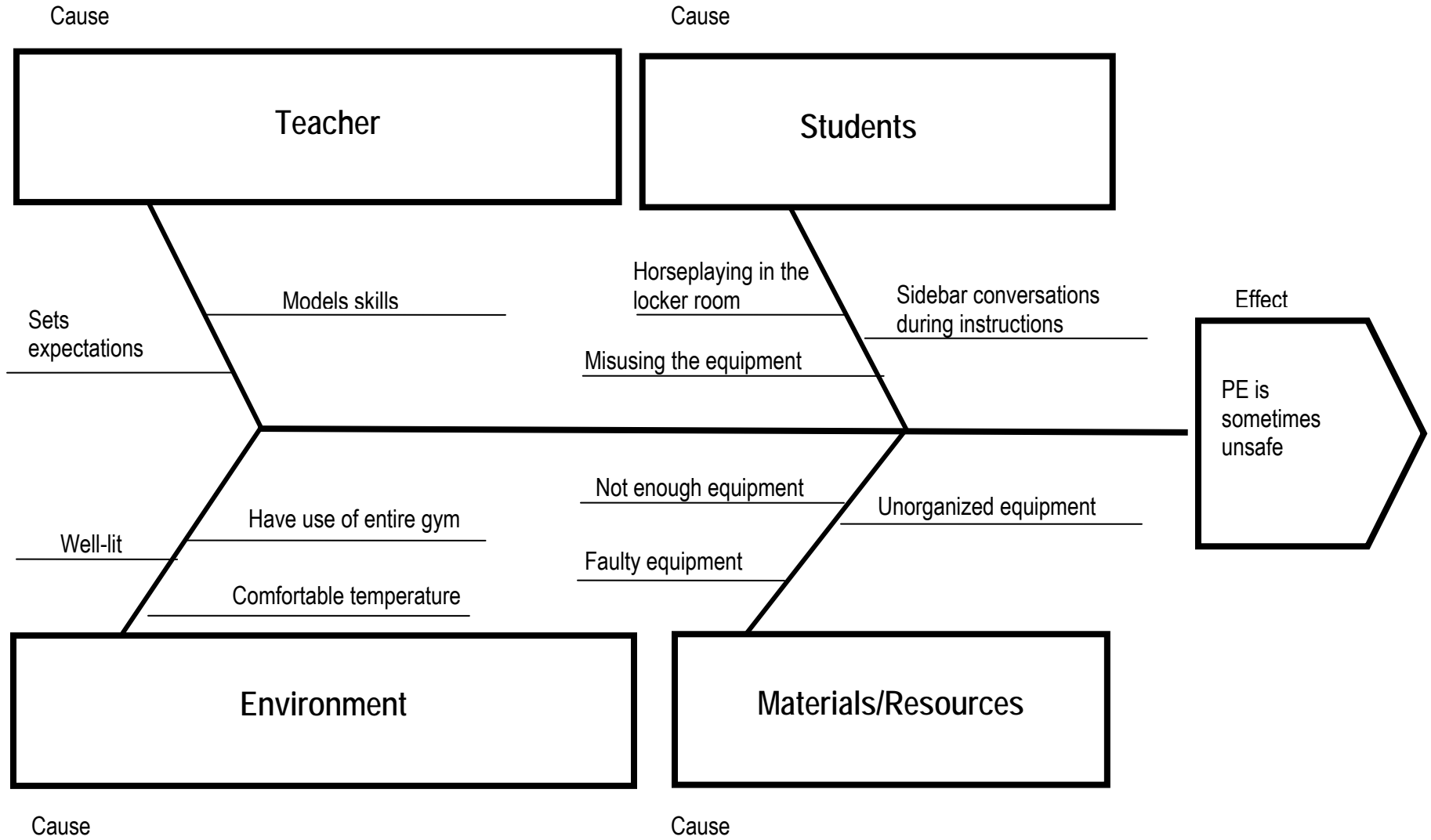
Centers	When Completed
Word Work	
Poem	
Writing	
Listening	
Game	
Word Wall	
Drama	
Free Choice	

Work Completed with the Substitute Teacher

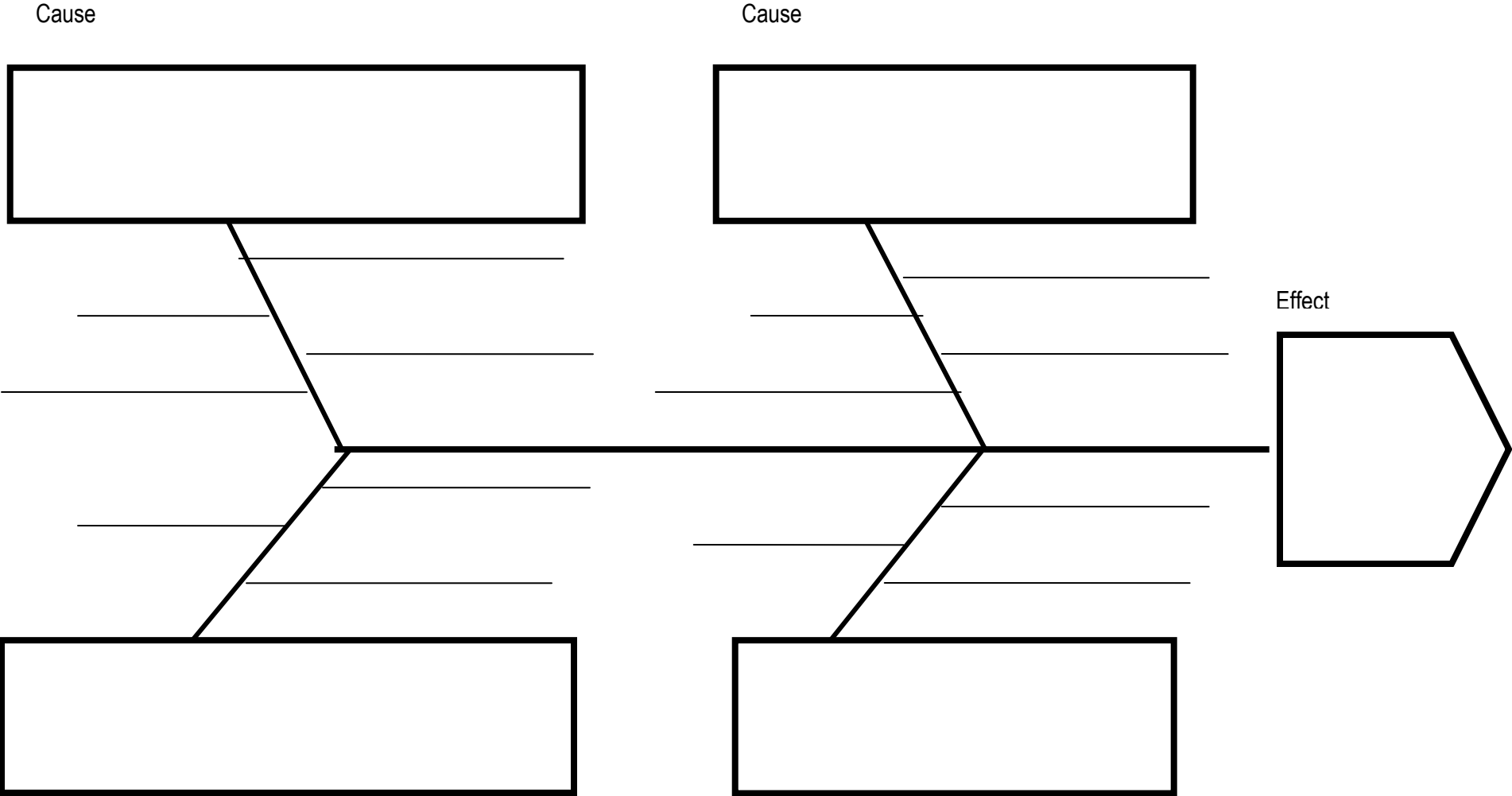
Subject	None	Some	All
Warm-up			
Reading work			
Math work			
Writing			
Science			
Social Studies			

Fishbone Diagram

The Fishbone Diagram helps groups to determine root cause. (It does not establish actions to solve the problem.)



Fishbone Diagram



Five Whys

The Five Whys helps to drill down and identify the root cause of a problem. The question “why” is asked five (or more) times.

Why are our team meetings unproductive?

Answer: We spend too much time talking and sharing stories about things that happen in our classrooms.

Why do we spend too much time talking about personal things and sharing stories about things that happen in our classrooms?

Answer: We don't have a focus for our meetings.

Why don't we have a focus for our meetings?

Answer: We aren't organized with an agenda.

Why aren't we organized with an agenda?

Answer: We don't have a process for developing an agenda.

Why don't we have a process for developing an agenda?

Answer: We haven't taken time to look at our data to assess our needs.

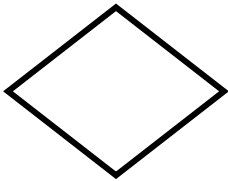
Flow Chart Symbols



Task box



Meeting



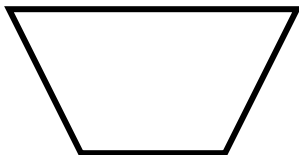
Decision diamond



More information on another flow chart



Report

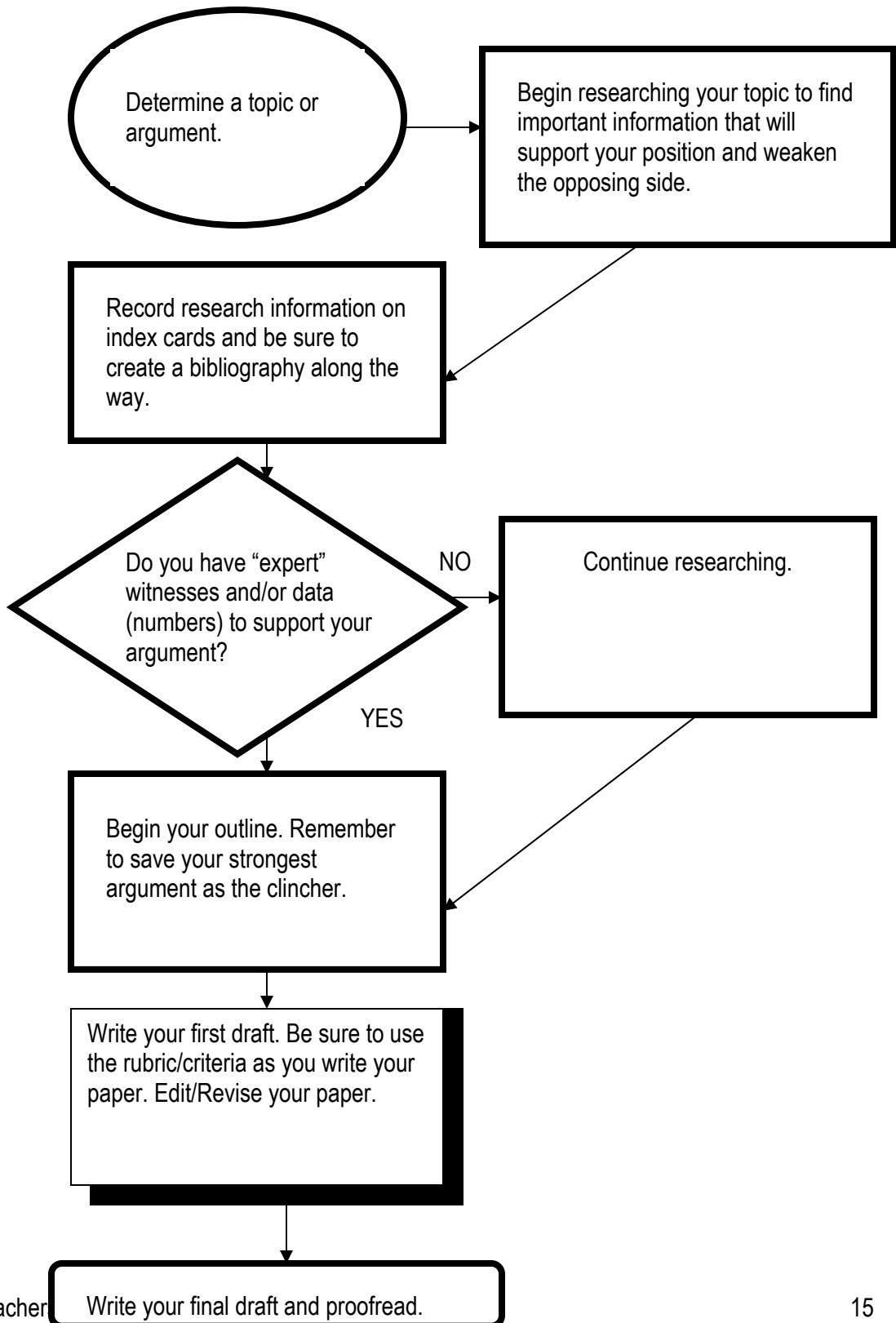


End

Flow Chart

Flow Charts enable groups to clearly define, communicate, and monitor multi-step processes.

Writing a Persuasive Paper



Force Field Analysis

Force Field Analysis is a tool used to analyze current behaviors/beliefs that may be “driving” the group to reach the target goals, and those practices/beliefs that are preventing groups from reaching the goal. Once the preventers have been identified, action plans may be written to address the issues.

Goal: Score 80% or above on our unit test.

Drivers: What are we currently doing that is helping us reach our goal?	Preventers: What is keeping us from reaching our goal?
Studying before the test Paying attention in class Taking notes Asking for help Completing our homework Completing our study packet Knowing how to study Commitment	Off-task behavior Incomplete work Irresponsibility Choosing not to study Leaving materials in school Avoiding help Poor attitude Lack of effort
How do we maintain and strengthen the drivers?	How do we reduce the preventers?

Next steps: Action Plan

What needs to be accomplished?	Who will be responsible for the task?	When will task be completed?
Complete all homework assignments	Students Parents	Every night
Finish study guide questions	Students	By next Thursday

Force Field Analysis

Goal: _____

Drivers	Preventers
How do we maintain and strengthen the drivers?	How do we reduce the preventers?

Who	What	When

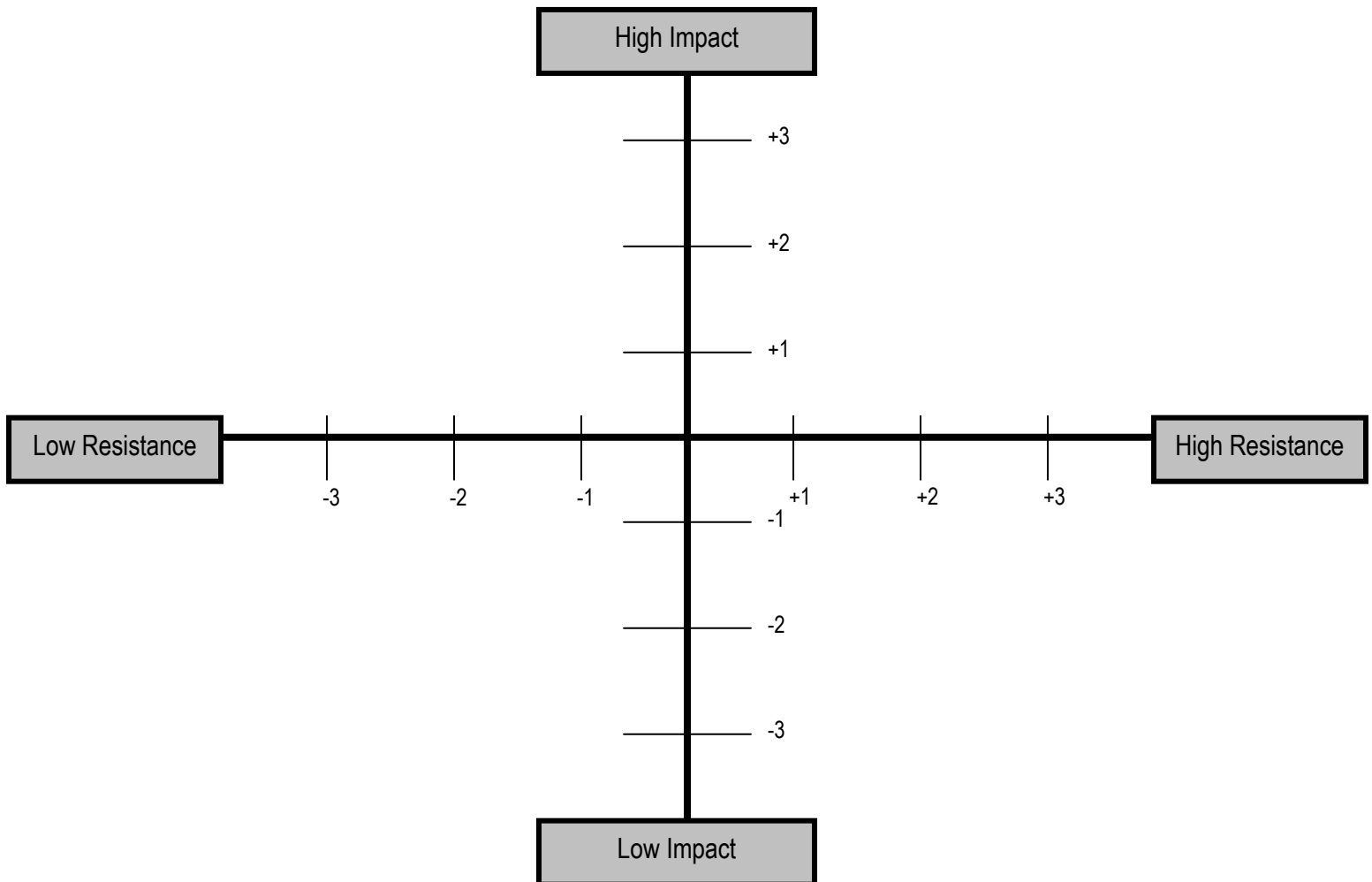
Four Quadrant Diagram

The Four Quadrant Diagram may be used with small groups to determine individual or group perception. Once areas have been identified, other tools such as the Force Field Analysis, PDSA, and/or Action Plan may be used to address high resistance/high impact areas. (Please note that other quadrant descriptors can be used, such as high/low expectations, high/low support, high/low achievement, etc.)

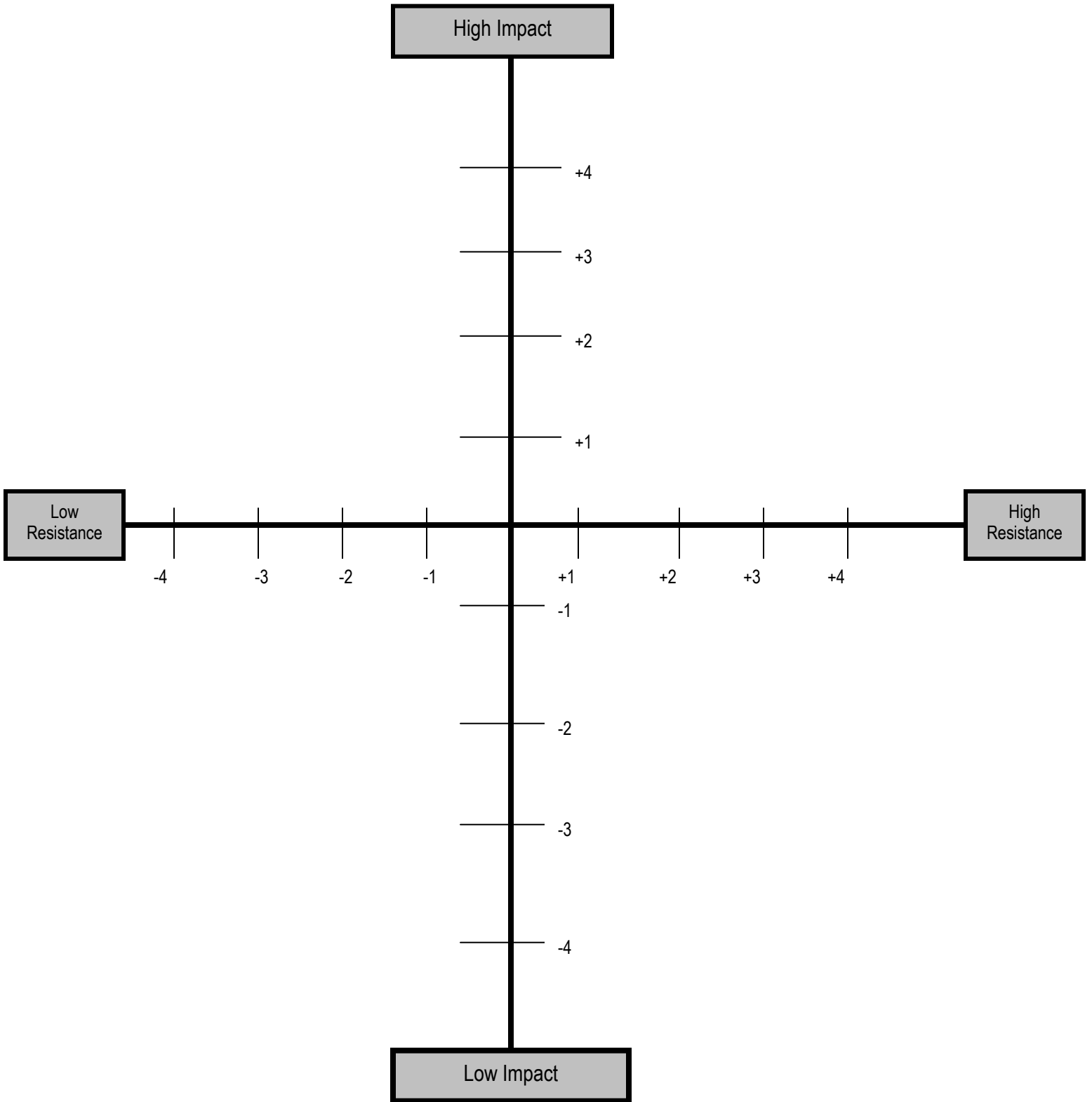
Goal: To implement Baldrige-based Classroom Learning Systems throughout our school.

Where would you place the following?

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Setting classroom Ground Rules • Defining "My Job, Your Job, Parents' Job, Our Job"? • Using Affinity Diagrams • Using Consensograms • Using Plus/Deltas • Writing a class mission statement • Defining Core Values • Holding class meetings • Taking Surveys | <ul style="list-style-type: none"> • Using the PDSA process • Using a Force Field Analysis • Setting class goals • Creating class action plans • Keeping class data • Posting class data (no personal identification) • Setting individual goals • Using student data notebooks | <ul style="list-style-type: none"> • Sharing "Quality Tools I've Used" at staff meetings • Holding Baldrige training sessions during staff meetings • Attending a Baldrige quality academy • Continuously referring to classroom ground rules, jobs, mission statement |
|---|---|--|

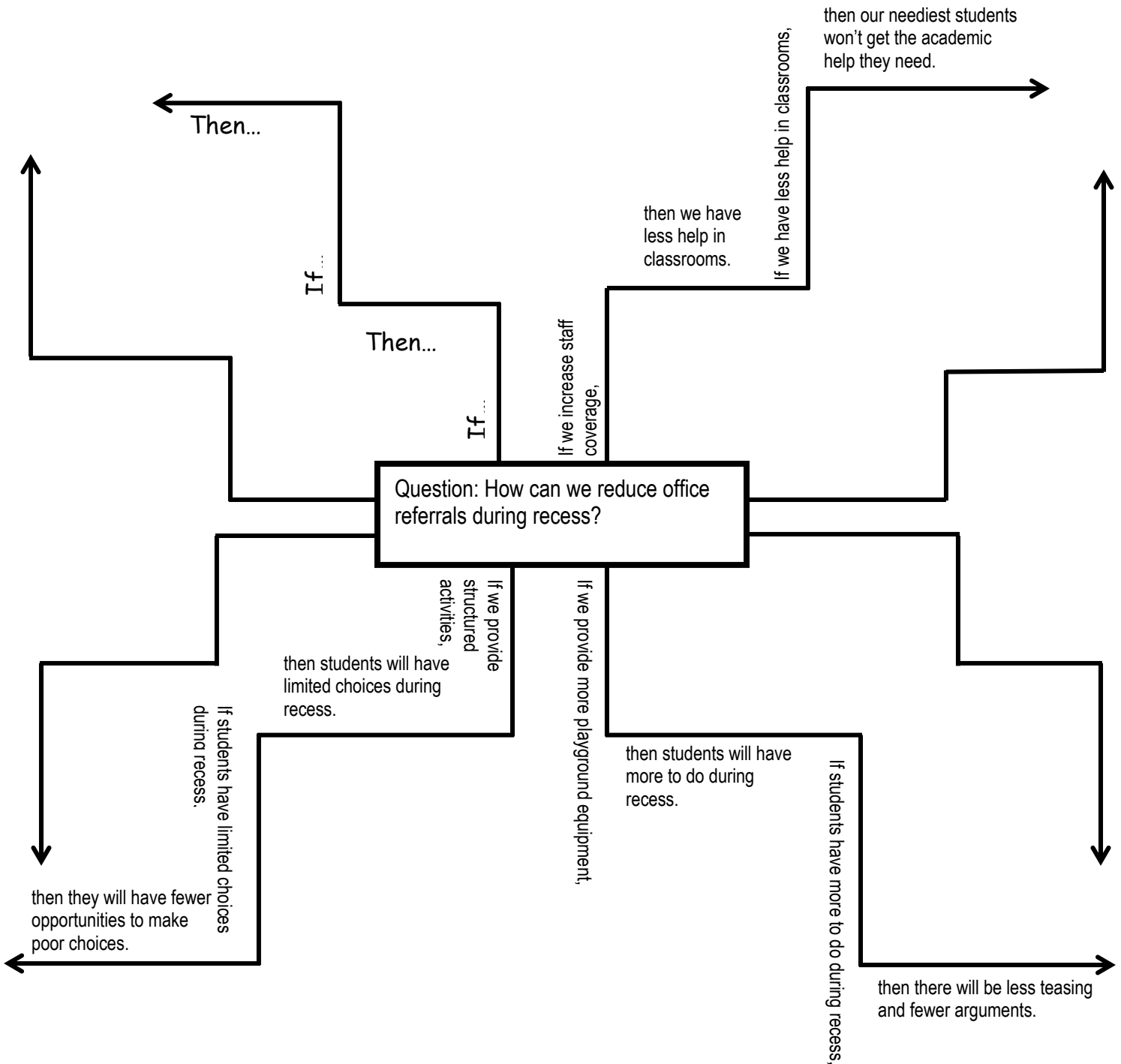


Four Quadrant Diagram

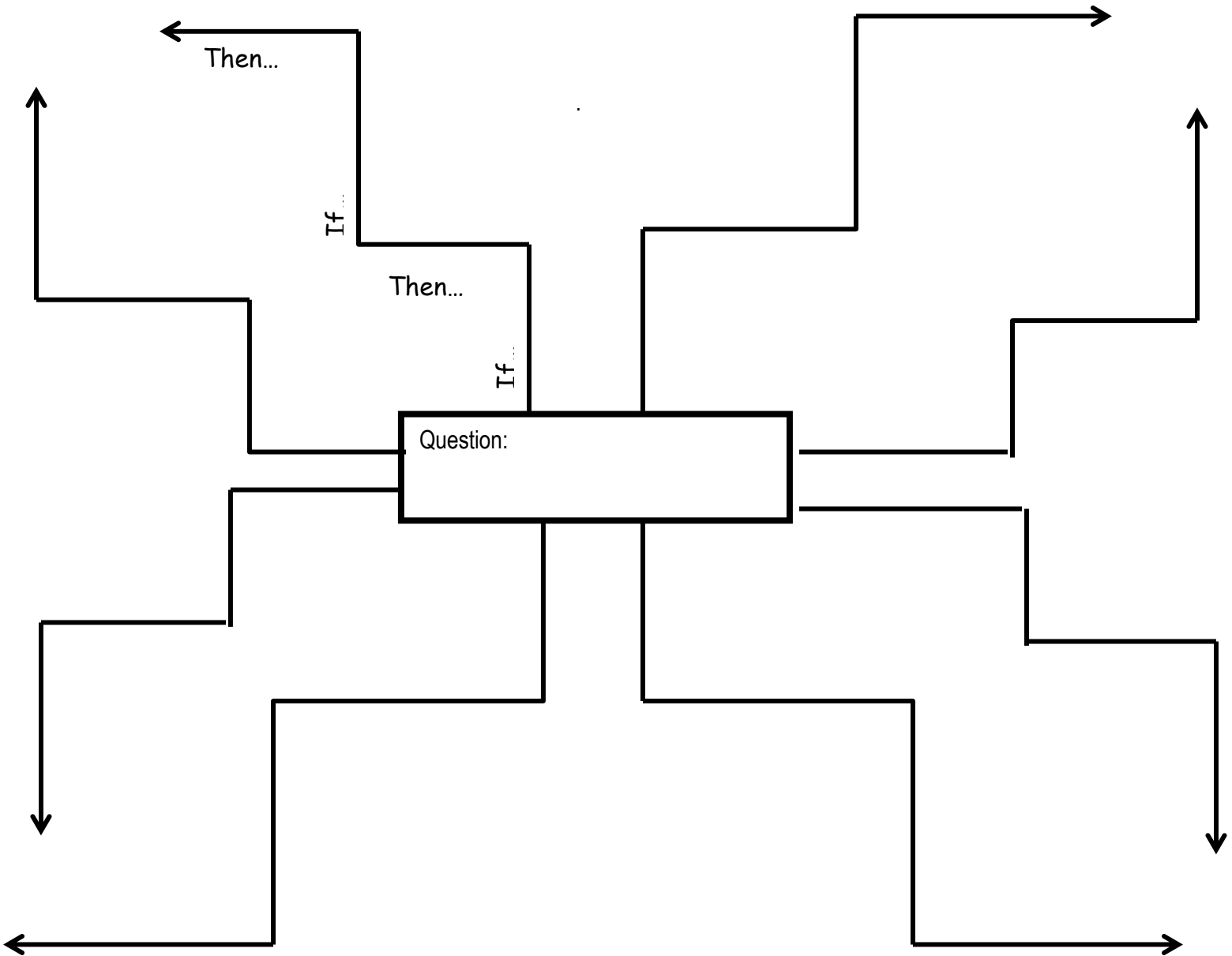


If...Then

If...Then is a projection tool used to predict possible consequences that might occur when organizations are planning for change. It shows predicted “domino” effects of decision making.



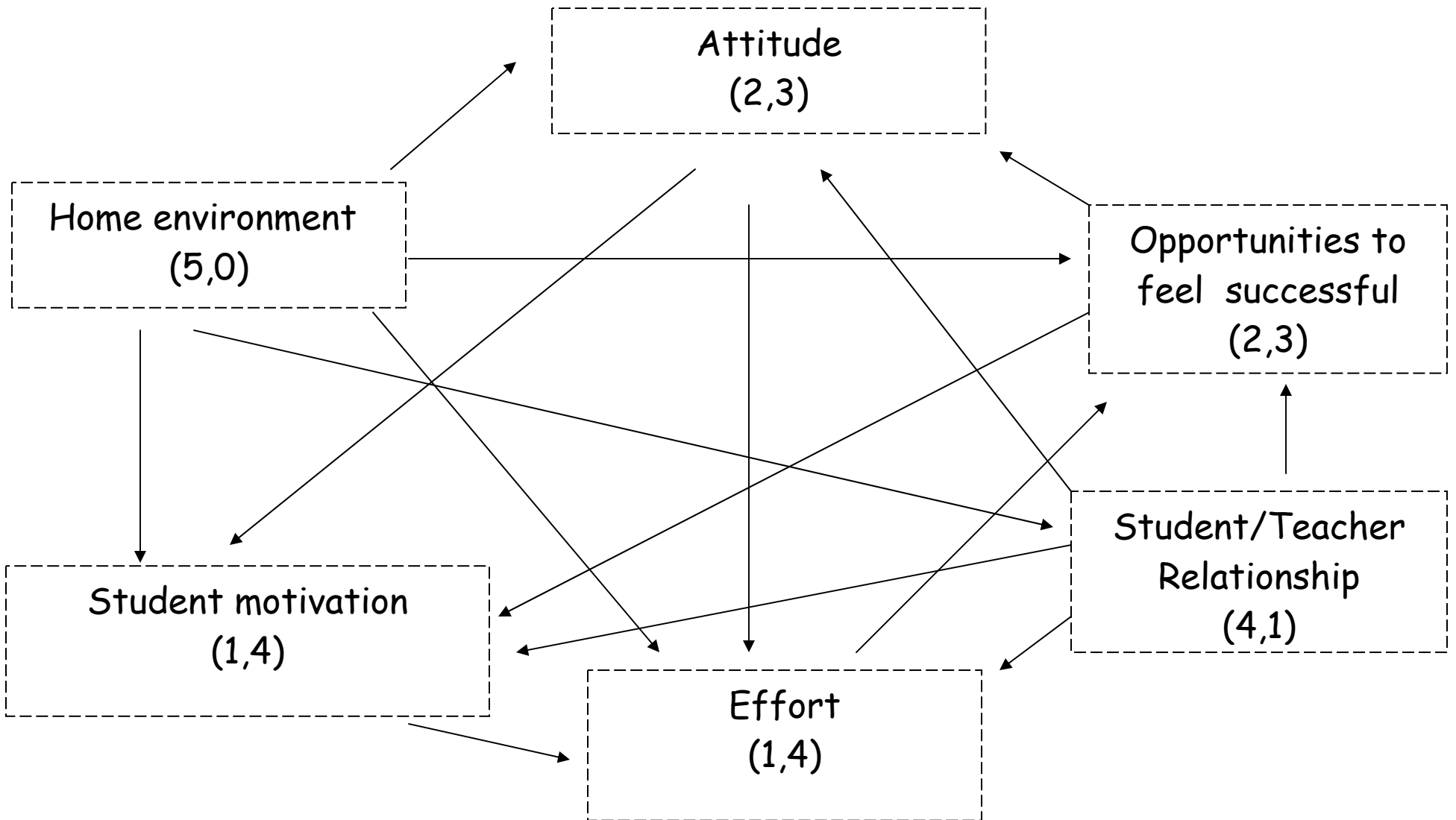
If...Then



Interrelationship Diagram

An Interrelationship Diagram helps to identify the cause and effect relationship between two factors.

What factors contribute to student success?



Interrelationship Diagram

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Question: _____

Factor 1

Factor 6

Factor 2

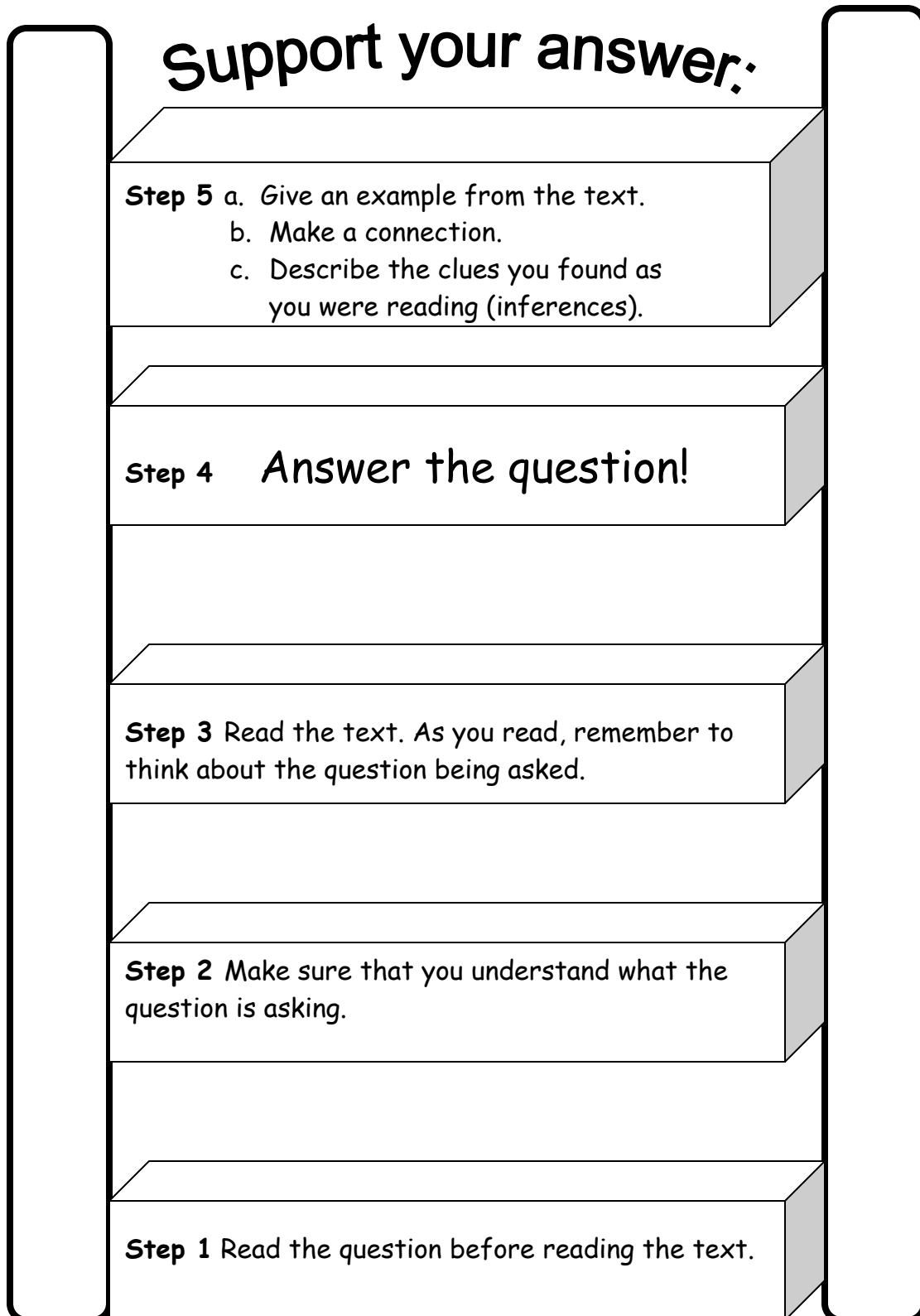
Factor 5

Factor 3

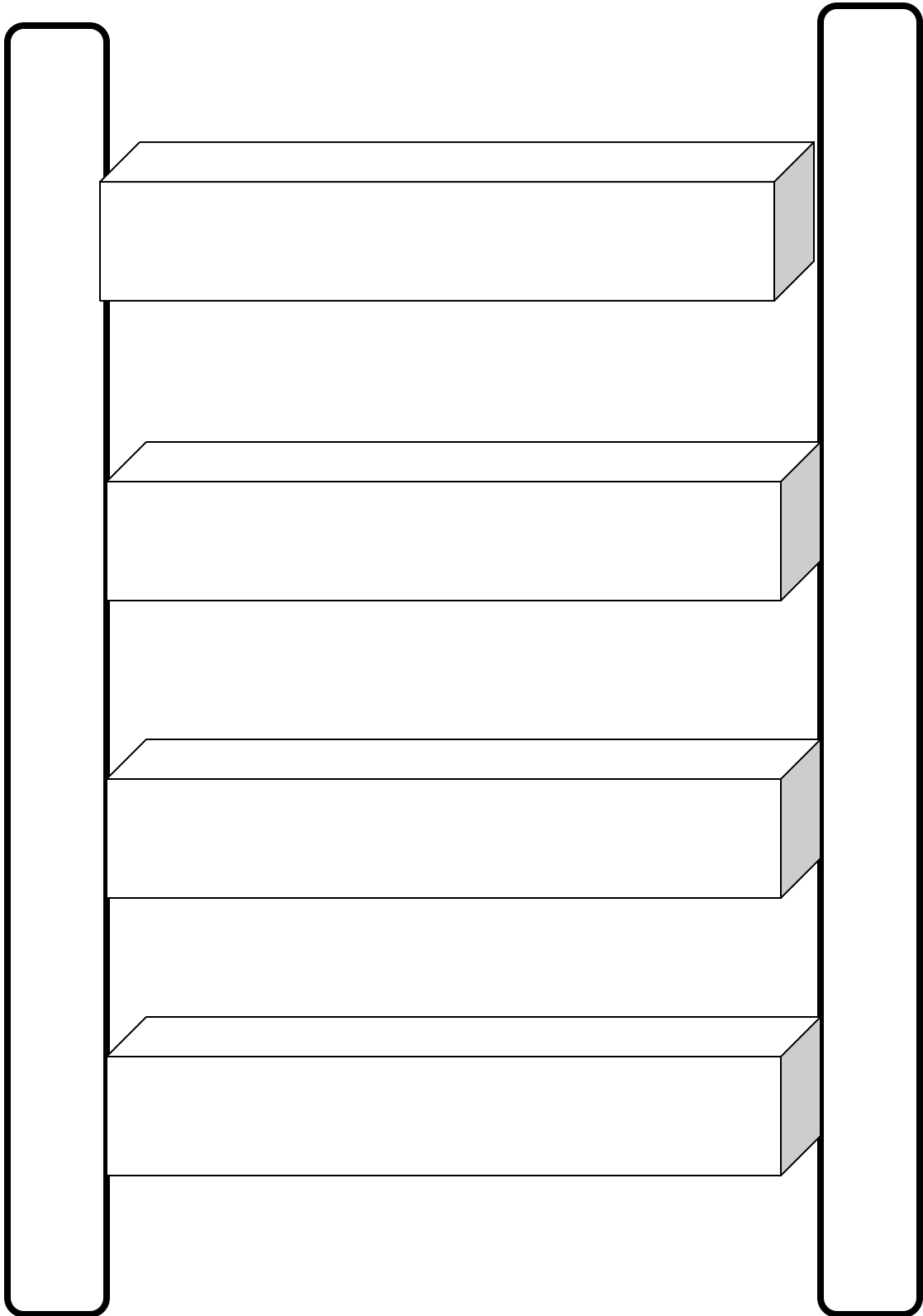
Factor 4

Ladder

The Ladder provides a graphic organizer that allows groups to list the steps that will lead them to the desired state.



Ladder

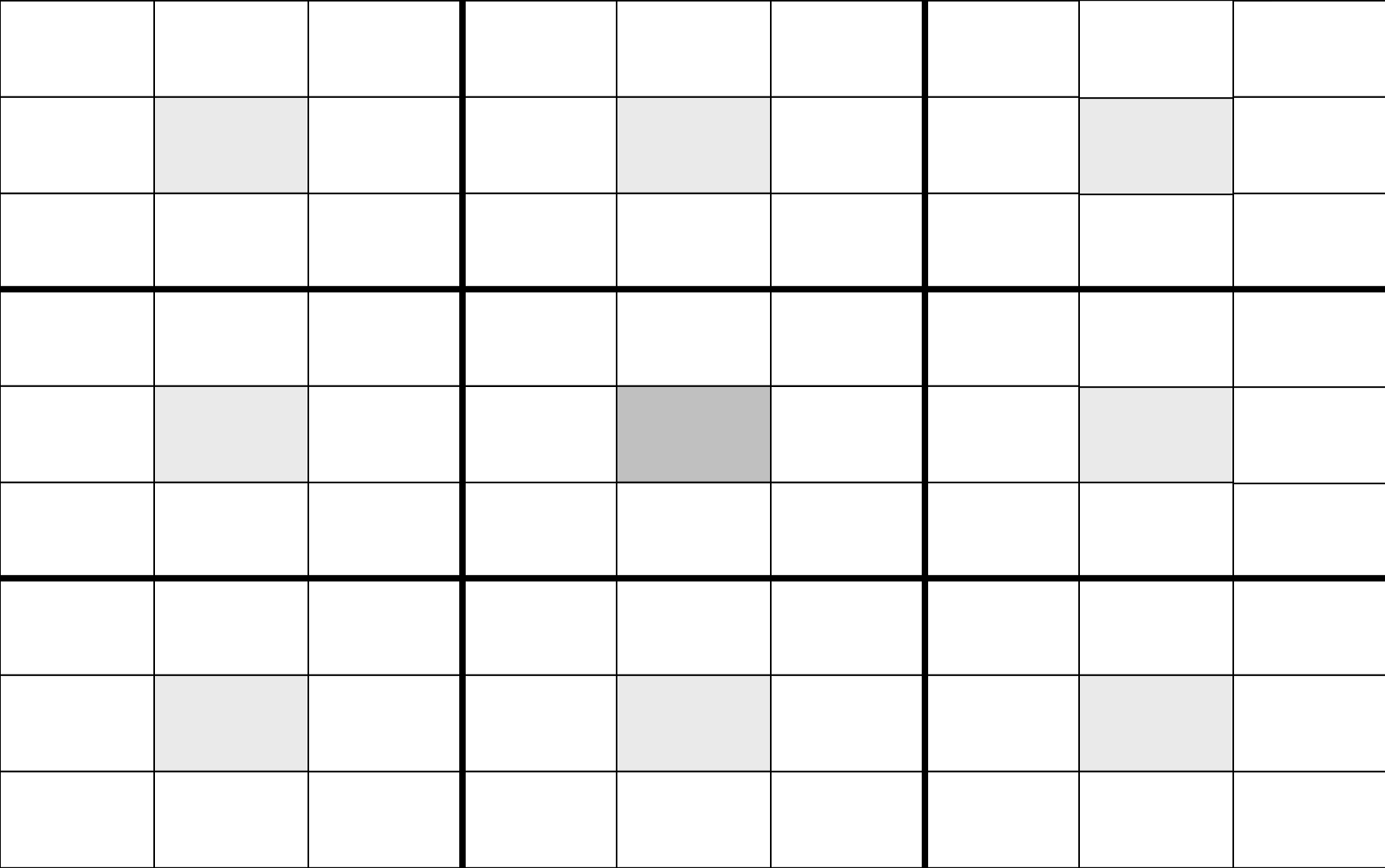


Lotus Diagram

The Lotus Diagram is a brainstorming and organizational technique that enables the group to define key concepts as well as all the parts of the whole.

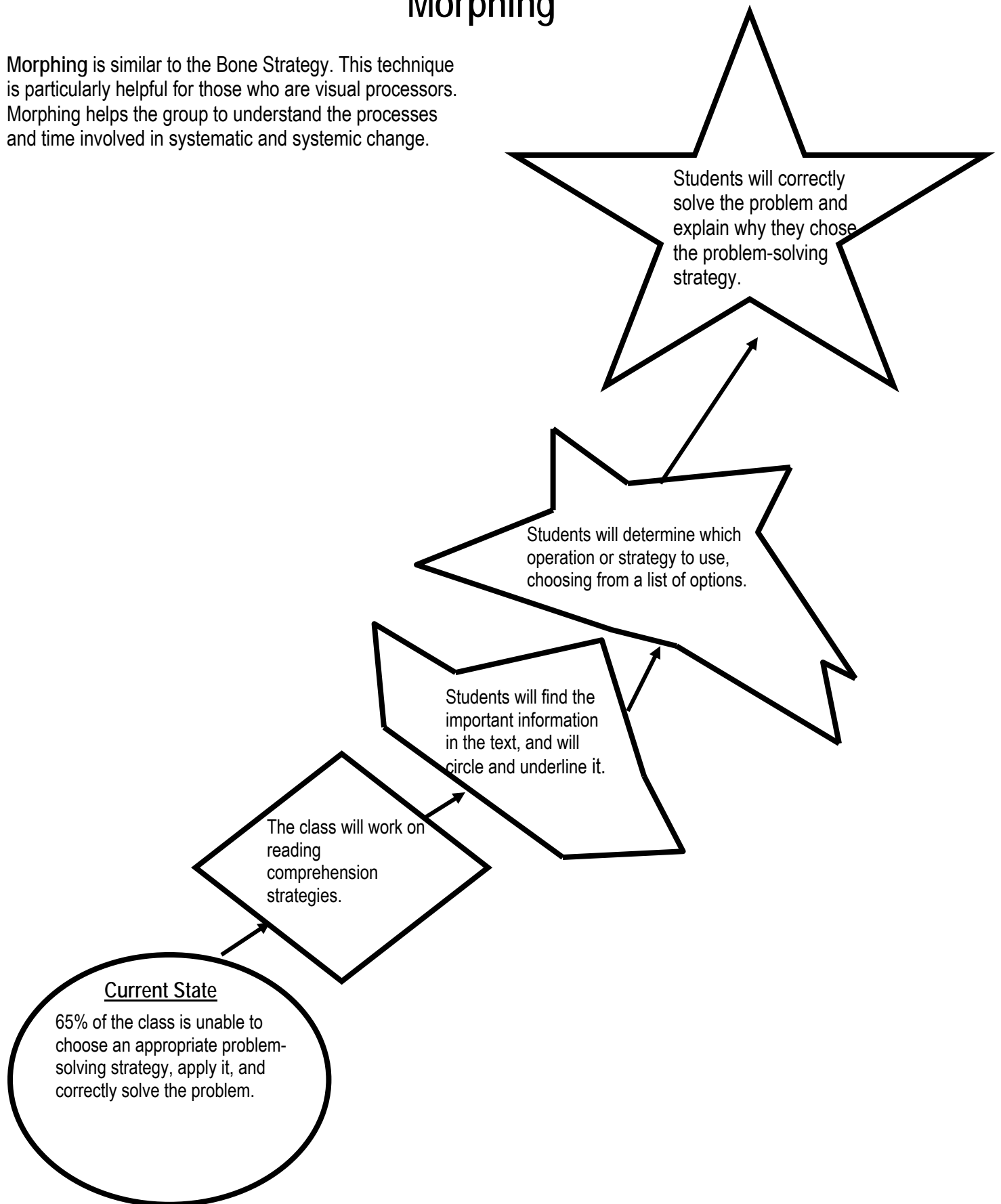
	Outline			Bibliography			Note-Taking Strategy	
			Outline	Bibliography	Note-Taking Strategy			
	Mini Lessons		Mini Lessons	Research Report	Format		Format	
			Oral Report	Multiple Resources	6 Traits of Writing			
	Oral Report			Multiple Resources			6 Traits of Writing	

Lotus Diagram

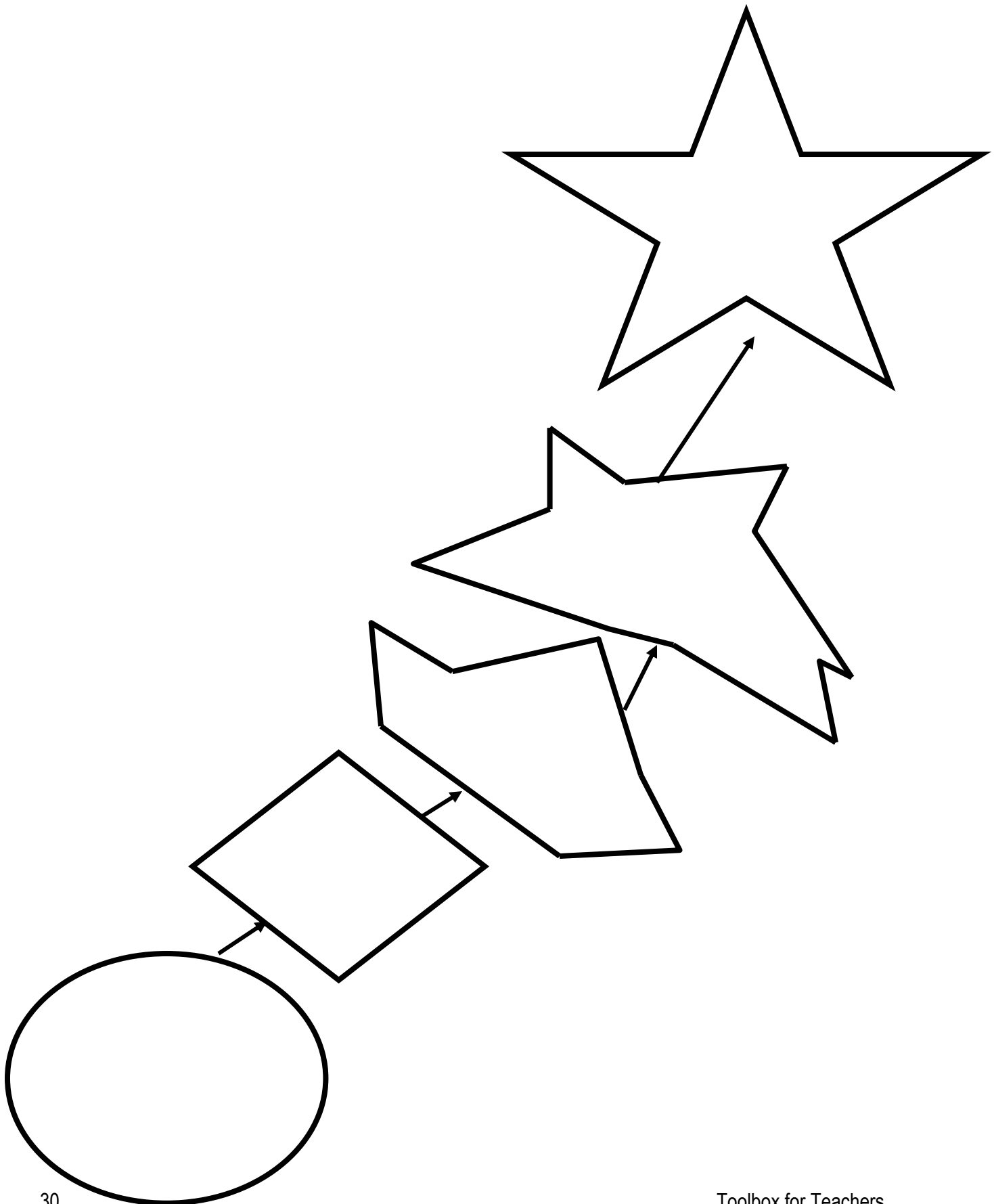


Morphing

Morphing is similar to the Bone Strategy. This technique is particularly helpful for those who are visual processors. Morphing helps the group to understand the processes and time involved in systematic and systemic change.

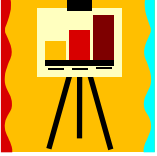





Morphing


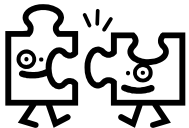
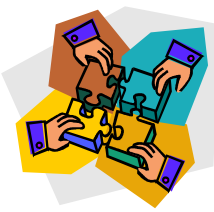
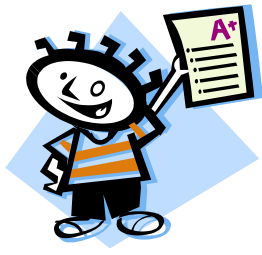


ORID

Focused Conversation Data Analysis

<p style="text-align: center;">O</p> <p style="text-align: center;">Objective Level</p> 	<ul style="list-style-type: none"> ✓ To examine the data ✓ To identify factual information 	<ul style="list-style-type: none"> ✓ What do you see? ✓ What factual statements can you make based on the data?
<p style="text-align: center;">R</p> <p style="text-align: center;">Reflective Level</p> 	<ul style="list-style-type: none"> ✓ To encourage participants to make connections ✓ To encourage free flow of ideas and imagination 	<ul style="list-style-type: none"> ✓ What surprised you? ✓ What encouraged you? ✓ What discouraged you? ✓ How does this make you feel?
<p style="text-align: center;">I</p> <p style="text-align: center;">Interpretive Level</p> 	<ul style="list-style-type: none"> ✓ To identify patterns and determine their significance or meaning ✓ To articulate underlying insights 	<ul style="list-style-type: none"> ✓ What does the data tell us? What new insights do you have? ✓ What good news is there for us to celebrate? ✓ What doesn't it tell us and what else might we need to know? ✓ What areas of need seem to arise?
<p style="text-align: center;">D</p> <p style="text-align: center;">Decisional Level</p> 	<ul style="list-style-type: none"> ✓ To propose next steps ✓ To develop an action plan ✓ To make decisions ✓ To experience "coming together" 	<ul style="list-style-type: none"> ✓ What are our proposed next steps? ✓ What decisions can we make? ✓ What is our action plan for moving forward?

ORID

Data Conversation Step	Your Comments
<p>O</p> 	
<p>R</p> 	
<p>I</p> 	
<p>D</p> 	

Parking Lot

The Parking Lot technique is commonly used as a summative evaluation after a lesson or meeting. It incorporates the plus/delta strategy with a questions and future ideas component.

Example: Feedback from Baldrige Workshop

<h2>What's working?</h2> <ul style="list-style-type: none">▪ The information was valuable.▪ We were able to spend time planning.▪ The strategies can be used immediately.▪ The pacing was excellent.▪ We don't feel overwhelmed!	<h2>What questions do you have?</h2> <ul style="list-style-type: none">▪ Will this take away from instructional time?▪ What are the expectations?
<h2>What are the next steps?</h2> <ul style="list-style-type: none">▪ Leadership team will determine scope and sequence for implementation.▪ Teams will reach consensus.▪ Volunteers will make poster templates.▪ Staff development time will be used for more training.	<h2>Ideas</h2> <p>(Additions, deletions, and/or modifications?)</p> <ul style="list-style-type: none">▪ Model the mission statement lesson.▪ Choose three quality tools to focus on.

Parking Lot

What's working?	What questions do you have?
What are the next steps?	Ideas (Additions, deletions, and/or modifications?)

Problem Statement

The Problem Statement tool enables a group to clearly define a problem. This strategy enables teams to communicate in a logical, risk-free, and open environment. Once the statement has been developed, teams may work toward solving the problem using a variety of problem-solving/process-thinking tools.

Step One: The facilitator introduces the problem to the group. Next, the group brainstorms possible causes. The group also describes how this problem impacts the organization.

Problem Statement
<p>The greatest amount of office referrals occur during the transition time between classes. Students who are sent to the office lose instructional time.</p> <p>Possible Causes:</p> <ul style="list-style-type: none"> • Bullying • Horse play in the hallway • Too much time between classes • Not enough adult supervision • Expectations have not been clearly defined and monitored
Impact on the Organization
<p>Students who are sent to the office end up missing too much class. Once students are sent back to class, their behavior is usually disruptive and disrespectful. This impacts the culture in the classroom and affects the quality of instruction.</p>
Desired State
<p>Students use appropriate behavior in the hallways. All students arrive to class on time and are ready for learning when the bell rings. There are no office referrals during transitional time between classes.</p>

Step Two: Using the ideas from the brainstormed list, the group determines which behavior(s) they believe to be the root cause of the problem. Weight voting or a consensogram may be used to help the group reach consensus. Action plans are written to address the problem.

Action Plan

Who	What	When
Teacher	Teachers will stand outside doorway. Teachers will document tardy students and give data to SDT.	Before and after each class
Staff Development Teacher	SDT will collect and post data.	Weekly
Administrators	Administrators will clearly communicate hallway expectations. Administrators will sweep hallways and stairwells. Administrators will implement discipline policy.	Before and after each class
Students	Students will be responsible for following hallway procedures.	Before and after each class

Problem Statement

Problem Statement
Impact on the Organization
Desired State

Who	What	When

