

Learning to Improve within a K-12 School Organization

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Presentation outline

1. Setting the context
2. Our improvement journey
3. Building our improvement capability
4. Application: Two examples



- 1,000 students K-12; 78% Latino, 13% Asian, 44% English Learners, 90% socioeconomically disadvantaged.
- diverse and accomplished faculty; 49 teachers, three administrators, support staff
- partners with UCLA to support teaching, research, and enrichment
- Los Angeles Pilot Schools--within district reform in partnership with the union and community
- co-located with 5 other schools on historic campus with social justice legacy



Our Improvement Journey

2007-09

New school design & planning: foreground teacher autonomy, professionalism and learning

UCLA partnership hires lead teachers and principal who then hire accomplished faculty

UCLA partners through teacher education & supports for professional learning

2009-11

School opens (K-5, K-11, then K-12)--focus on operations

Lead teachers and partners establish the Professional Learning Plan--a year-long action research cycle

Create databases and assessment infrastructure to support learning, research & accountability

2011-14

A teacher-initiated effort to create an alternative evaluation system, based on multiple measures of teaching quality

Develops capacity for data collection and use, yet too time intensive and focused on individual versus collective learning

Faculty vote to revert to district system

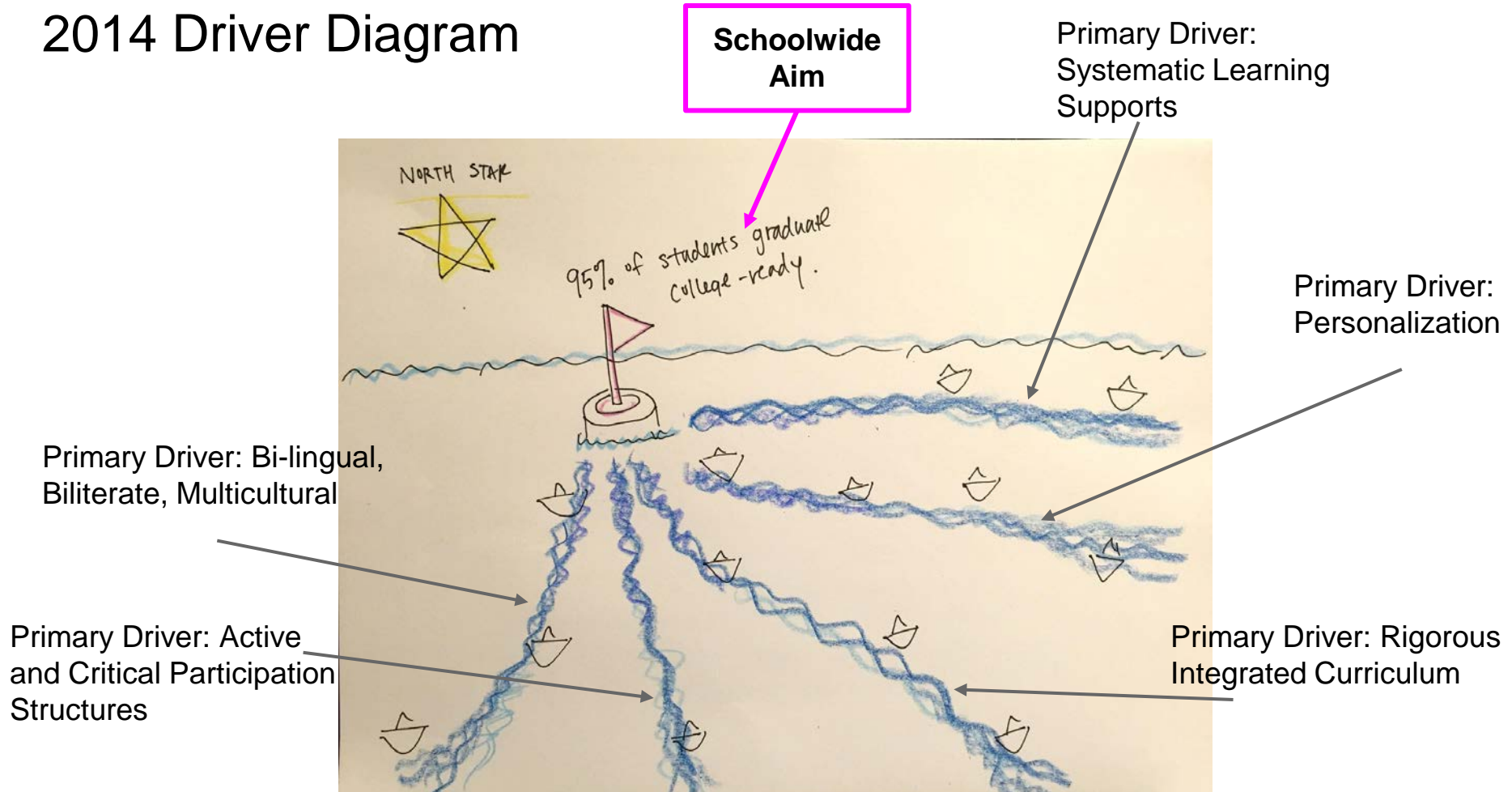
2014-present

School-wide focus on improvement science tools to enhance professional learning in Dens and Departments

Leadership team uses tools to see and strengthen system for professional learning

Advocacy for teacher-powered structures to ensure integrity of implementation

2014 Driver Diagram

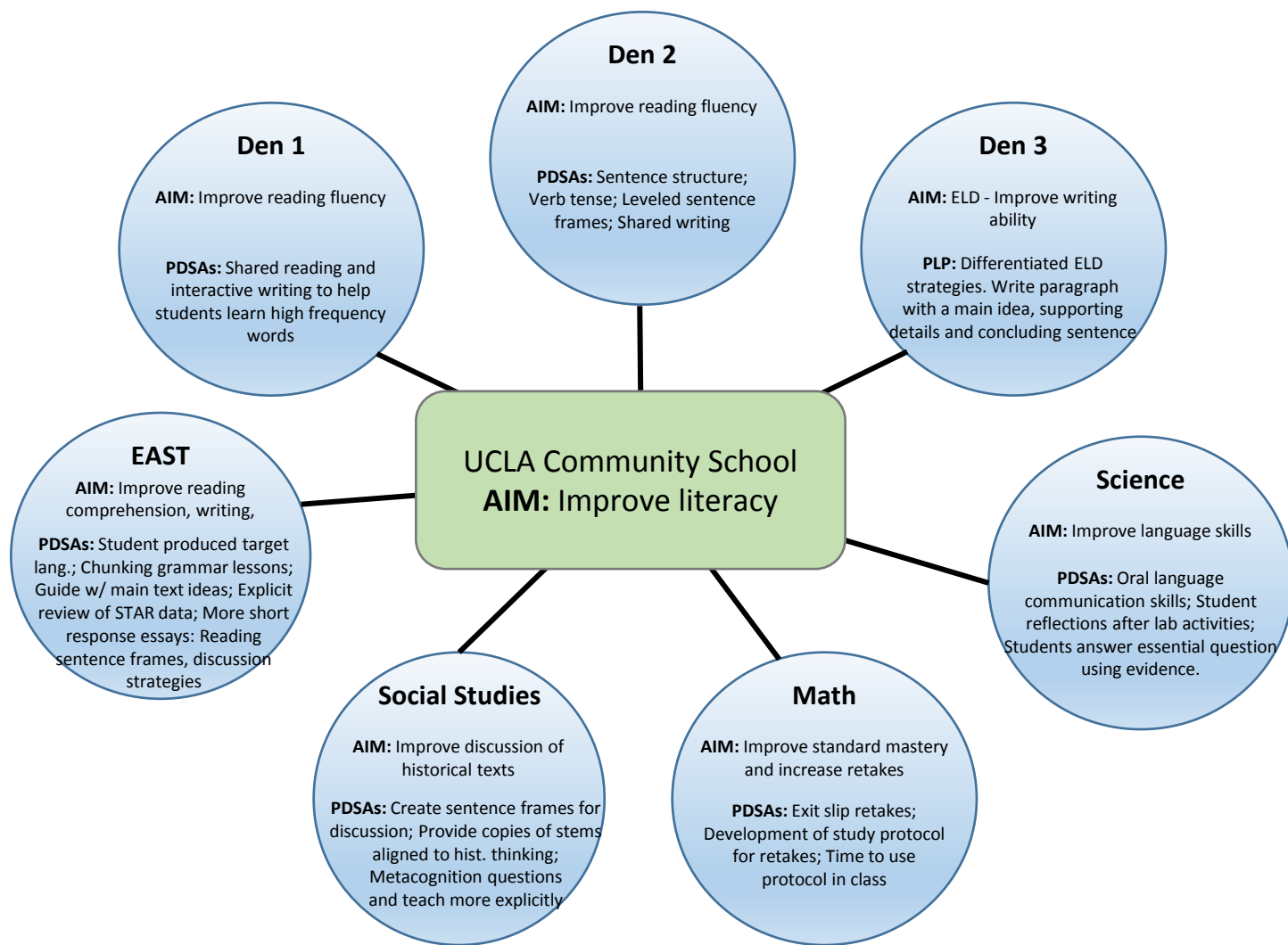


Micro and macro

- Leadership team attended to school-wide improvement (MACRO); teachers focused on quality of practice (MICRO)
- Annual structure for professional learning: blended Professional Learning Plan with PDSA Cycles
- PDSA cycles to improve school-wide PD on literacy
- Coaching, conferences, common read, use of tools



Den 2 Improvement Review Fishbowl

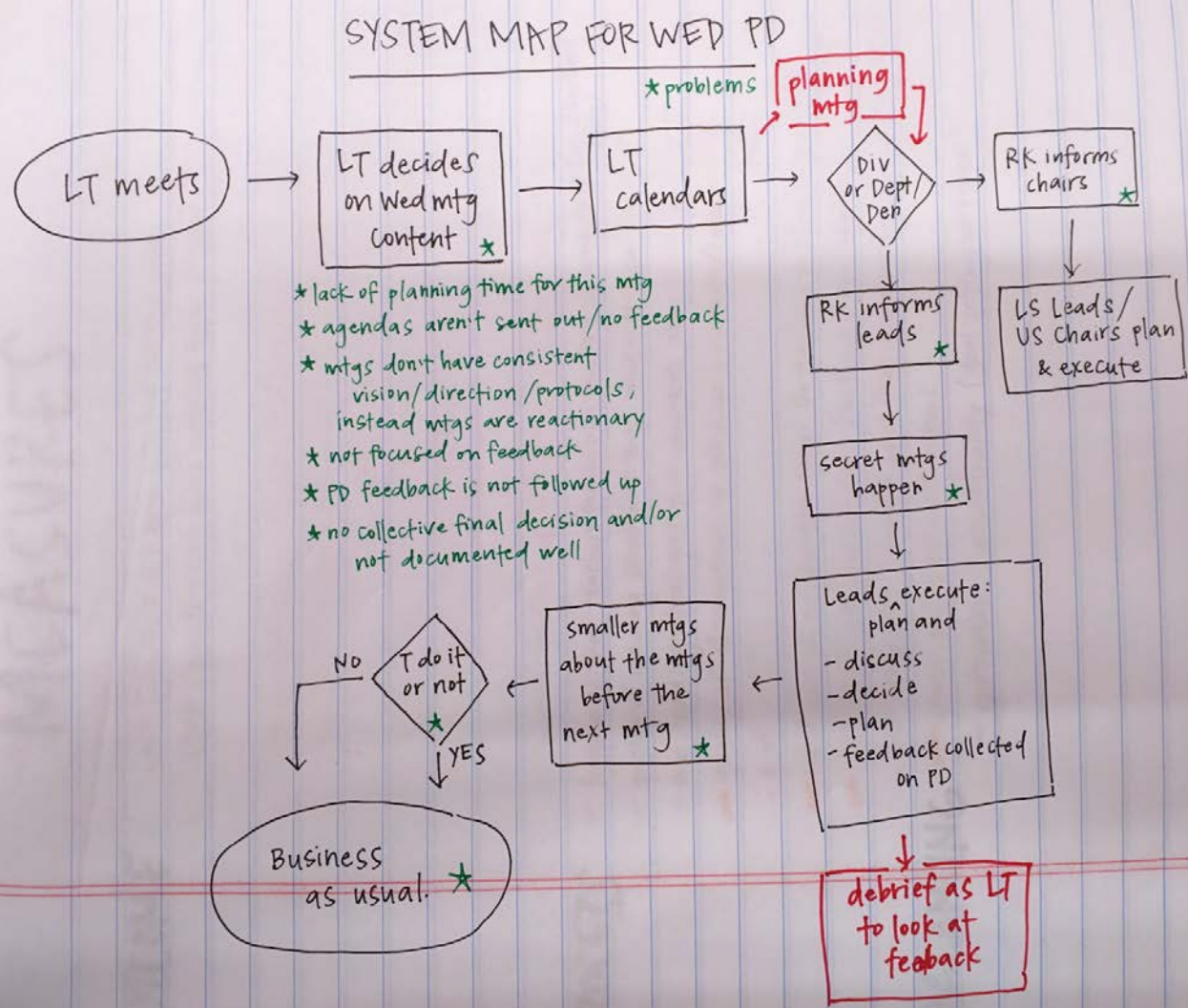


Role of Senior Leadership



- Advancing the school's vision and mission by staying focused on the North Star.
- Strategically identifying root causes and developing high impact change ideas on both macro and micro levels.
- Facilitating professional learning by coaching teams through PDSA cycles of improvement.

Tool example: Seeing the Process, Filling the Gaps



2017-2018 Professional Learning Plan



Team Name	
Lead Teacher	
Den/Department Chair	
Member Names and Teaching Assignments	

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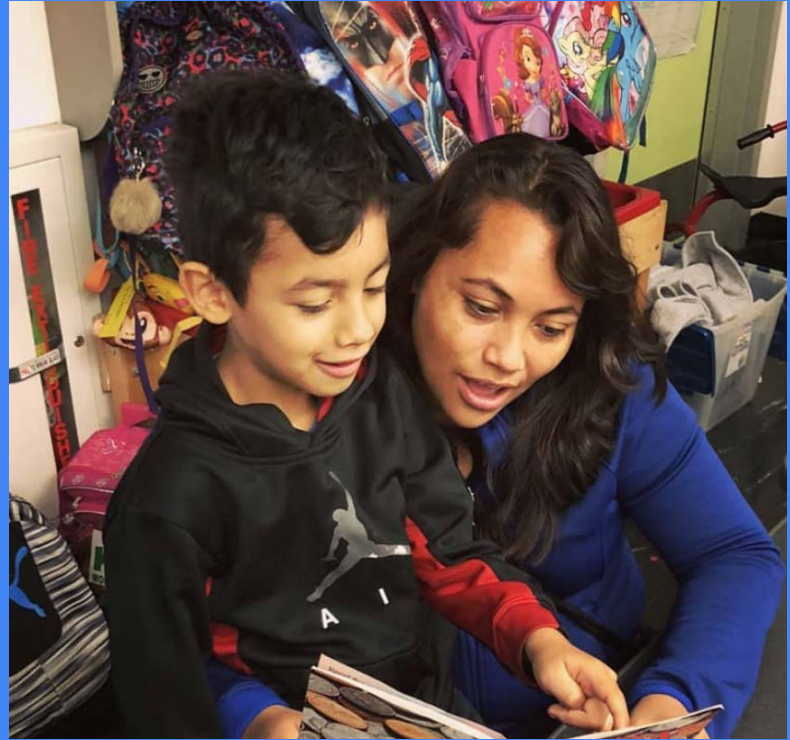
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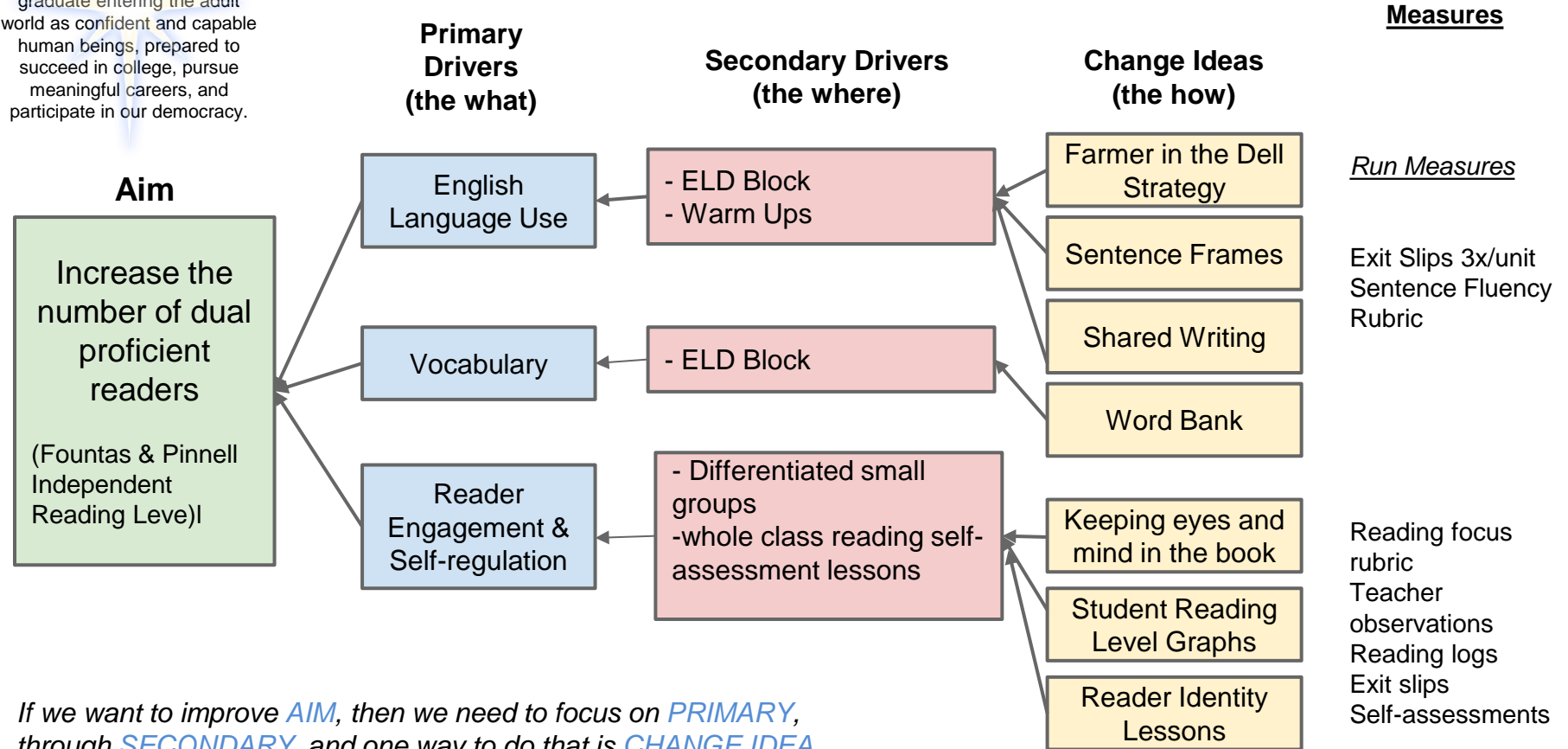
Den 2 Story



North Star

UCLA-CS students will graduate entering the adult world as confident and capable human beings, prepared to succeed in college, pursue meaningful careers, and participate in our democracy.

Den 2 Theory of Action to Improve Literacy (2016-2018)



*If we want to improve **AIM**, then we need to focus on **PRIMARY**, through **SECONDARY**, and one way to do that is **CHANGE IDEA**.*

"Definitely incomplete, possibly incorrect"

Keeping My Eyes and Body in the Book

Student Checklist

Goal: *I can focus by keeping my eyes and body in the book!*

Keep my eyes on the words



Notice when I am distracted



Think about my reading



Refocus when I am distracted



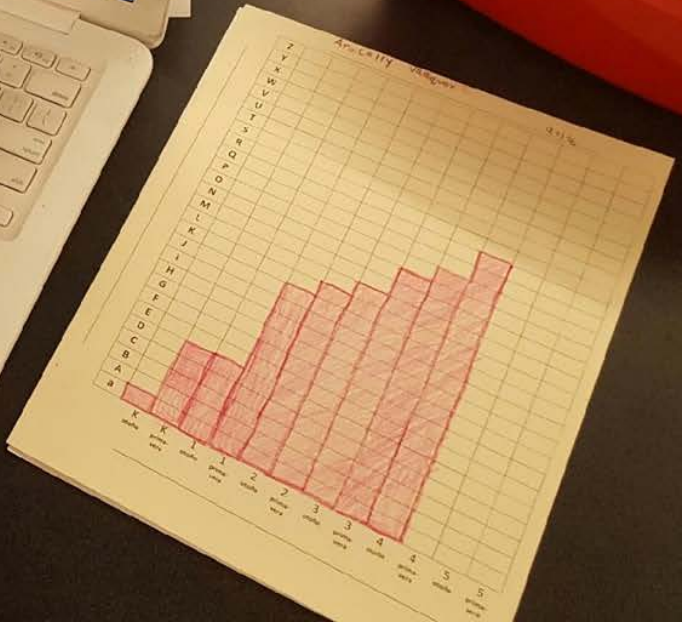
Revised Reading Focus Rubric

Name of student _____ Date _____ Teacher _____

Reading Focus Behaviors	3-Mostly	2-Sometimes	1-No
Keeping eyes on the words			
Thinking about your reading			
Noticing when distracted			
Refocusing when distracted			

Reading logs measure engagement, volume, stamina, and reading widely

Date	Began Reading	Ended Reading	Title	Genre	Level	Interest				
						1	2	3	4	5
						1	2	3	4	5
						1	2	3	4	5
						1	2	3	4	5



Log Reflection

What did you learn about yourself as a reader?

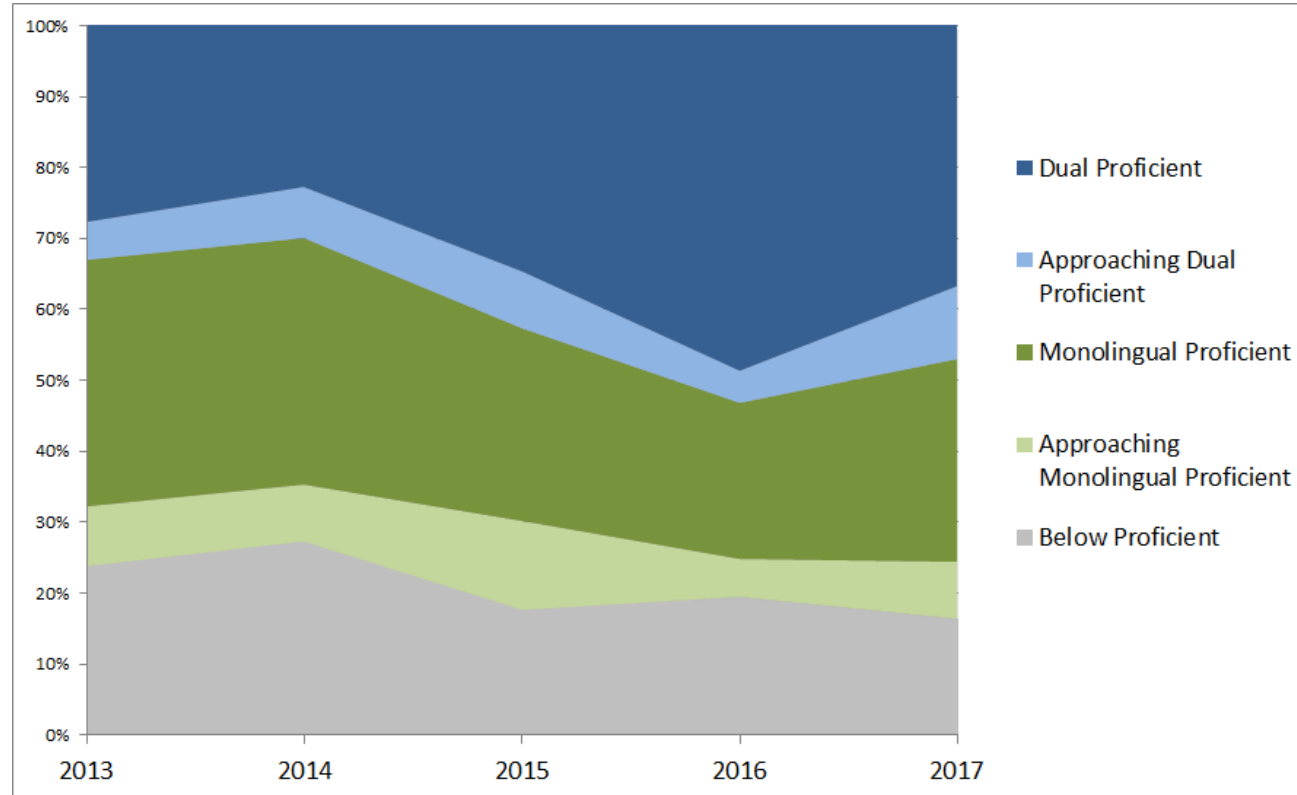
I learned

How can your book log help you to become a better reader?

My book log can help me become a better reader by

Biliteracy Data: Tracking evidence of progress

- Seizing local autonomy over assessment to define “Dual language proficiency”
- Assessment: Fountas & Pinnell Independent Reading Level (BAS)
- Administered in fall and spring, in both Spanish and English



6-12 Grades Story



North Star

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6th-12th Grades Theory of Action to Improve Literacy (2016-2018)

Primary Drivers (the what)

Listening

Speaking

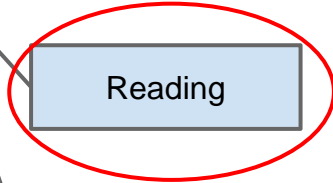
Reading

Writing

Aim

Increase the number of students meeting reclassification rate

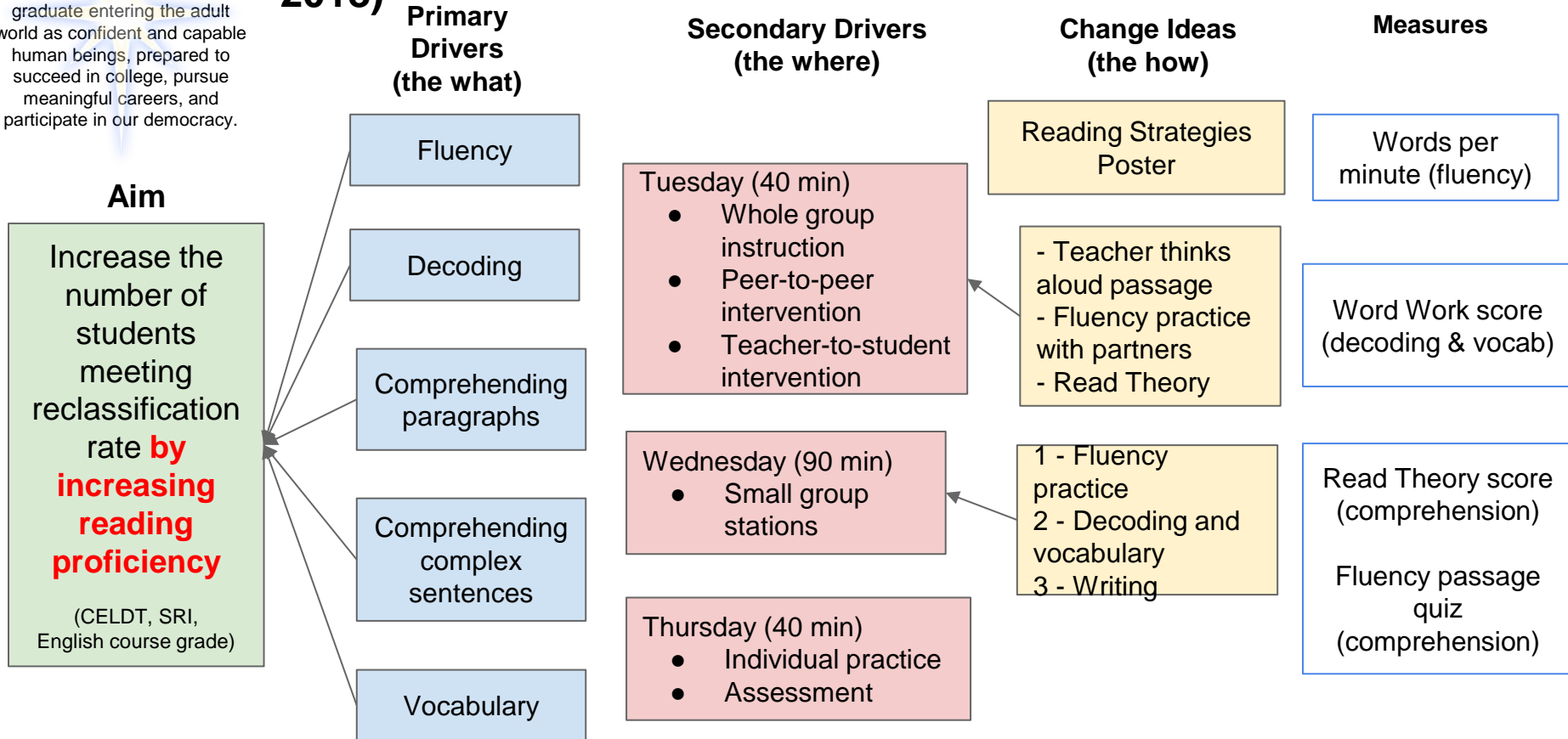
(CELDT, SRI, English course grade)



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6th-12th Grades Theory of Action to Improve Literacy (2016-2018)





READTHEORY *Reading and Writing, Improved.*

What can you do when reading gets confusing?

Re-read slowly



Whisper Read



Break down words (or) Use context clues

PREFIX/ROOT/SUFFIX

Visualize



Chunk sentences

Chunk / a sentence / like this!

Title of Read Theory article: *Dear Mrs. Stern,*

<p>Create an outline as you read.</p> <ul style="list-style-type: none"> <i>Even pedagogical year</i> <i>Even learned</i> <i>Even love his teacher</i> <i>Even learn about solar system</i> <i>Even will become a scientist</i> 	<p>Sketch an image that represents the main idea.</p>
<p>Copy a long sentence that is confusing and chunk the sentence.</p> <p><i>I was very fortunate to have you as a teacher</i></p> <p><i>mid 2DP</i> <i>Grade 5</i> <i>550 L</i> <i>100%</i></p>	



Read Theory: Coaching Protocol

Before Reading:

- While you **whisper-read** to me, be on the look-out for sentences that you do not understand. Times when you are reading words, but **getting no meaning**.

Reading:

(After each paragraph)

- Is there a sentence you did not understand? (If not, make the call to move on or pick one for them to examine.)
- Read the sentence silently and figure out the **chunks**. Let me know when you're ready.
- Read to me the first chunk. What do you **visualize**?
- Read to me the next chunk.
 - What do visualize now?
 - Are you adding to your visualization or seeing a new image?
- (Repeat until finished.)
- Now, I'd like you to **paraphrase** the sentence to me using your own words.

When finished:

- Take a look at the **text structures**, what structure do you think this passage is using?
- How do you know?

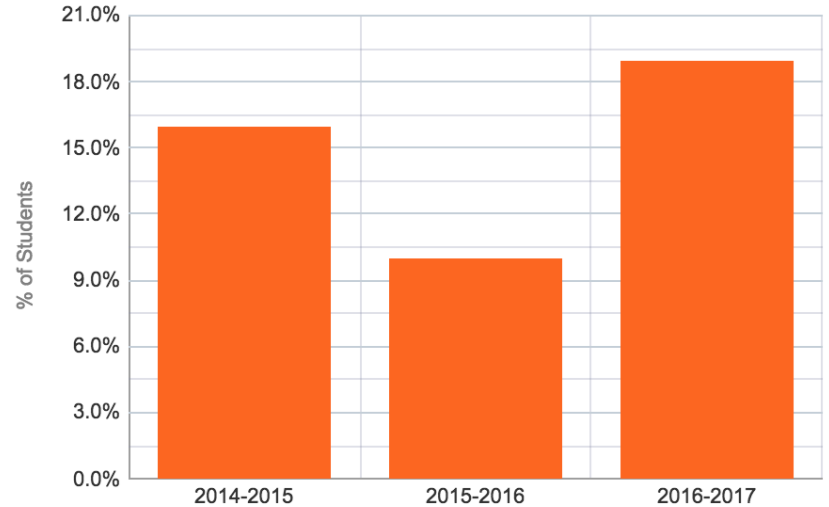
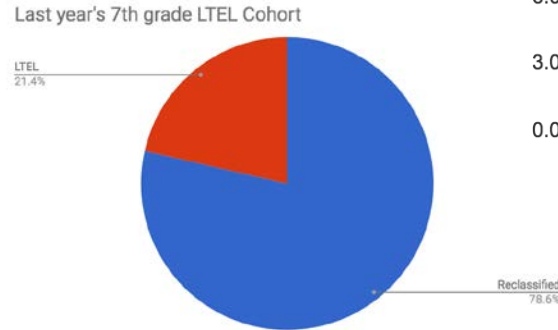
Question:

- Read the question and determine if you need to break it apart. (If so, chunk it.)
- What are two answers you can **eliminate**?
- Now, let's go back to the text and **research** the answer.
 - Considering the text's structure, what paragraph will it be in?
 - Go back to that paragraph and **skim** for the answer.
 - What is the answer? How do you know?

				SRI			Inventory			Read Theory											
	Grade	SpEd	WH	2016	2017	change	8/18	11/17	change	Base	9/8	9/15	9/22	10/3	10/10	10/17	10/24	10/31	11/14	11/28	12/8
EOVANY	7	IEP	S	612	474	-138	12	20	8	430	427	411	413	409	406	415	422	395	404	405	410
	7	(COST)	S	636	554	-82	36	37	1	480	435	465	458	524	543	537	521	502	510	516	519
ANTONIO	7	IEP	S	853	785	-68	14	15	1	690	510	550	560	547	526	543	543	543	545	535	535
TH M	7	IEP	S	555	525	-30	17	19	2	150	435	575	495	486	501	494	492	518	515	525	533
STEVEN	7	IEP	S	675	663	-12	12	17	5	460	322	316	334	311	310	331	353	359	359	369	374
JAN	7	(COST)	S	523	527	4	24	27	3	660	387	376	384	401	424	429	445	480	482	474	475
ABIGAIL	7	IEP	S	413	418	5	23	18	-6	360	470	485	462	487	473	429	435	430	430	416	418
N	8	IEP	E	469	486	17	20	22	2	450	461	533	544	416	422	425	429	435	435	444	446
ENISE	7	(COST)	E	571	618	47	20	22	2	730	780	698	698	708	708	693	688	665	669	646	647
SAISY	8	IEP	E	209	270	61		35	--	450	460	577	538	464	472	478	487	502	509	504	498
ADOLFO	7		E	720	789	69	31	29	-2	250	364	485	488	494	500	512	528	542	549	552	553
	7	IEP	E	368	548	180	29	34	6	490	700	431	452	461	463	470	457	461	459	467	460
S DEREK	8	IEP	E	196	432	236	34	35	1	350	350	338	372	483	487	492	496	501	504	515	517
AL	7	(COST)	E	42	335	293	30	36	6	350	*	350	235	270	299	325	325	368	378	389	392

Reclassification: Tracking evidence of progress

- Leveraging district measures to support school's literacy goal
- Reclassification criteria:
 - CELDT assessment for speaking, listening, reading, and writing
 - RI assessment for reading
 - English course grade
- Administered multiple times a year





Connection to the
school-wide aim:

improve literacy
to
reach 95% college-
ready aim





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Center for Community Schooling

Advancing K–12 University-Assisted
Community Schools

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