



# SABES Program Support PD Center

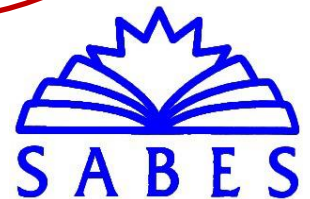
## Planning for Continuous Improvement Session 1: Preparing to Plan

February 8, 2023

9:30 a.m. – 1:00 p.m.

**While we're getting ready to begin...**

**Type into the chat one "ground rule" for engagement that we should follow during this PD series.**



# Welcome to the Planning for Continuous Improvement

## Session I: Preparing to Plan

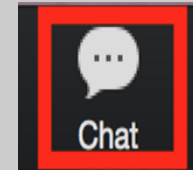
**Webinar Controls (PC)** can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).



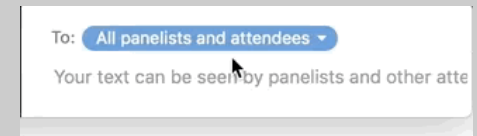
\*Meeting Controls for Mac appear as shown below:



You can **access chat** by clicking the icon on the control bar



To change who you are chatting with, click the drop down beside "To:"



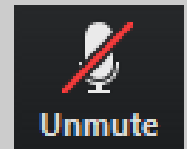
Click **Raise Hand** to notify host if you have a question or comment.



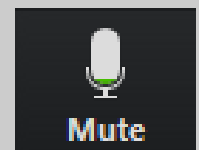
Click **Lower Hand** to lower it.



Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.

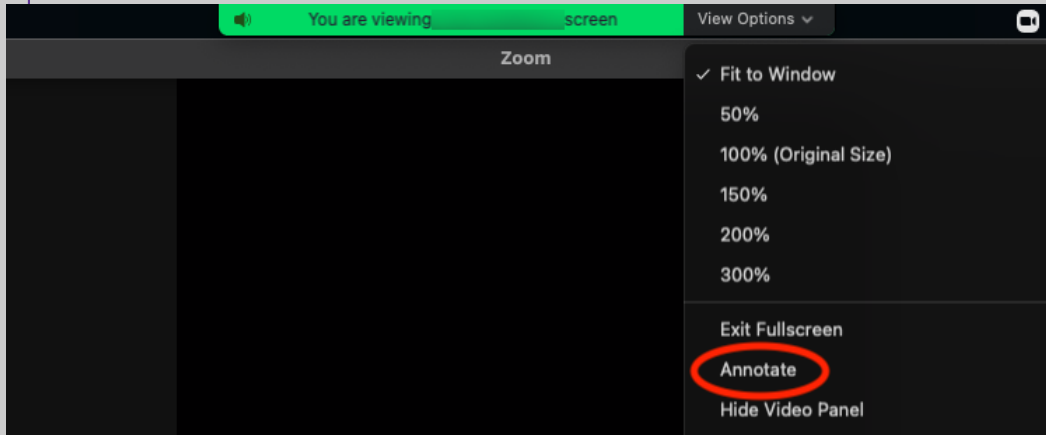


Click the **Mute** button to mute yourself.



**Contact:** [maegan\\_morris@worlded.org](mailto:maegan_morris@worlded.org)  
or via chat :)

## How To Annotate Your Screen



You can annotate the screen by clicking on the View Options button at the top of your screen and selecting Annotate.



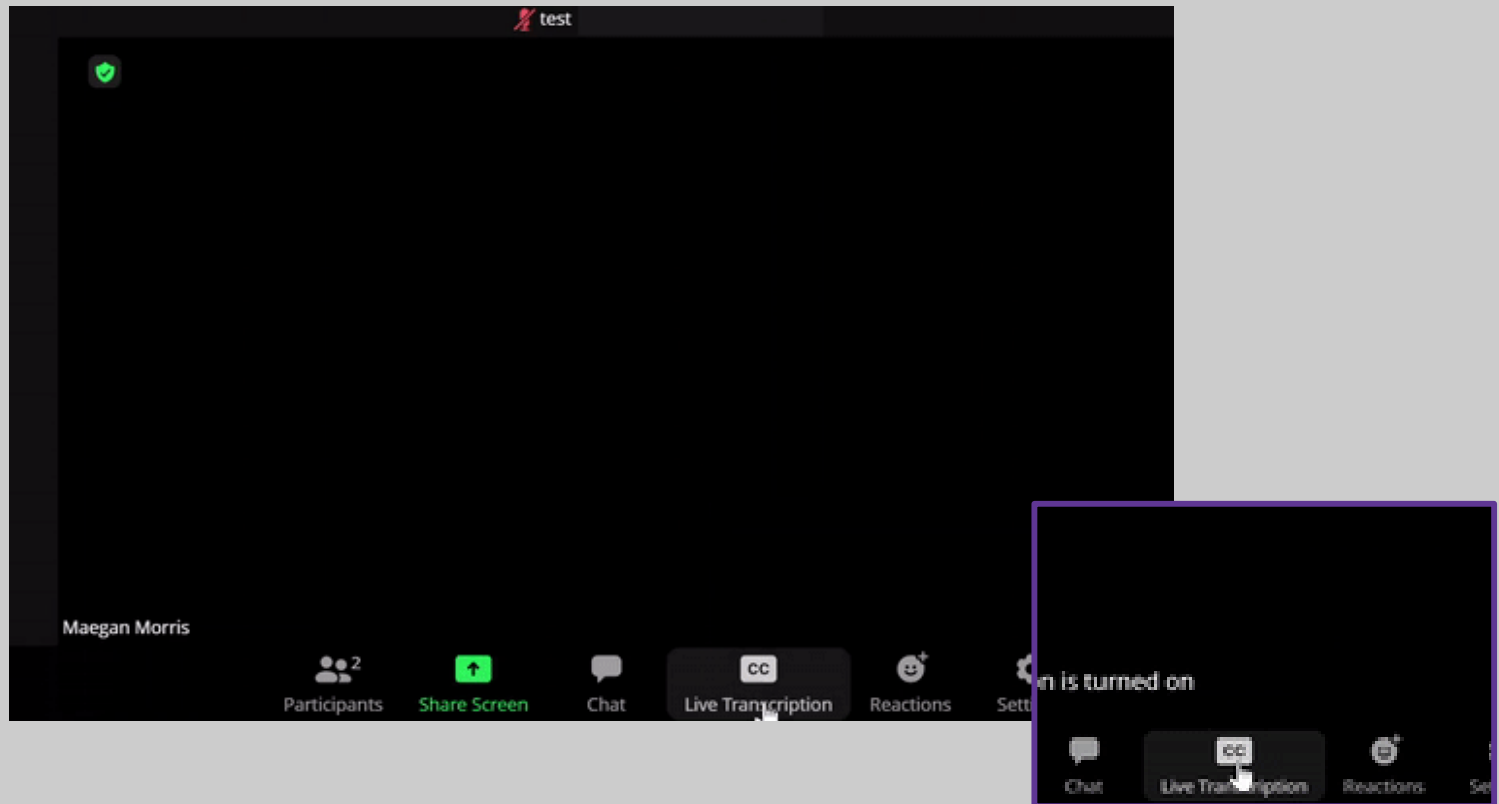
Clicking annotate will trigger the annotation menu.  
Here you can select different tools for annotation.

To stop annotating, click the red x and close the annotation menu.

Contact: [maegan\\_morris@worlded.org](mailto:maegan_morris@worlded.org)

## *How to turn on Live Transcriptions!*

To turn on Live Transcriptions for zoom meetings click the Live transcript button. Then click Request. To turn this feature off, click the Live transcript button, and select Hide Subtitle



# Contact Us!

## **Presenters**

Luanne Teller

SABES Program Support PD Center Director

World Education

617.385.3748

Mina Reddy, EdD

Program Management and Educational Leadership PD Specialist

## **Tech Support**

Juliana Campellone



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## Getting Started Together

While we provide you with an overview, please type  
in the chat:

*What ground rules would you like to set for  
our work together?*



## SABES Program Support PD Center

### **Planning for Continuous Improvement: Overarching Goal**

Using an inclusive, equitable access frame and theory of change model, directors and their program teams effectively implement an ongoing, cyclical continuous improvement process informed by data that strengthens instruction, learning, and student outcomes.



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## Planning for Continuous Improvement Series

- **2/8: Session 1:** Preparing to Plan
- **3/8: Session 2:** Leading with Data for Continuous Improvement
- **3/29: Session 3:** Developing a Continuous Improvement Plan
- ***In-Program Work:***
  - *Finalizing the Continuous Improvement Plan (Spring)*
  - *In Between Session Check In (Summer)*
  - *Implementing the Continuous Improvement Plan (Fall)*
- **Fall 2023 TBD: PCI Summit** - Reflecting on the Planning Process (Date TBD)







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## Resources

These resources are for participants in the SABES Program Support PD Center *Planning for Continuous Improvement* PD series.

You can download these attachments, which can be found at the end of this posting.

### ***Session 1: Preparing to Plan***

- Performance Accountability: For What? For Whom? And How?
- PCI Session 1 Participant Materials
- PCI Continuous Improvement Planning Cycle



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## Today's Session 1 Goal

Program leadership teams implement a continuous improvement planning cycle by convening an inclusive team that effectively supports this process based on their individual program contexts.



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## Today's Learning Objectives

1. Describe at least three ways to make a planning process inclusive.
2. Support a culture of reflection, mutual accountability, innovation, and openness to change in your program
3. Identify the five pre-planning steps.
4. Be fully prepared to apply the five pre-planning steps within your program.
5. Develop a time line, assemble a team, and assign lead responsibility for each step of the planning process.



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***Alone we can do so little,  
together we can do so much.***

*Helen Keller*

1. Tell us: your name, program name, and where your program is located.
2. Introduce other members of your program team with you.
3. Tell us one thing you hope to change about your practice as a result of participating in this PD.



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## IPQ 9: Educational Leadership

Educational leaders guide a ***continuous improvement planning process*** that supports high quality practices and a shared vision for student and staff success with the goal of improving students outcomes.

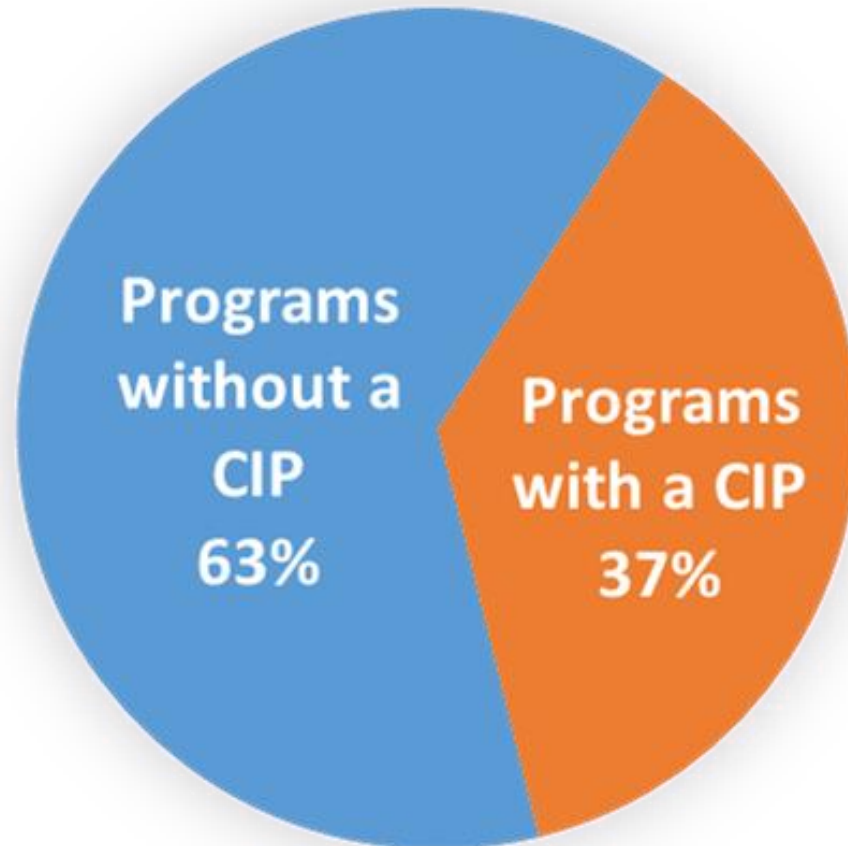
### ACLS Policy (p. 32)

Engage in a continuous improvement planning process that involves all stakeholders, including students, and incorporates their feedback, reflections, and recommendations for improvement.



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## CIPs in Programs:





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“Change is a  
**process,**  
not an event.”

Hall, G., and Hord, S. (2011). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Pearson.



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## *Question/Premise*

### Question

What does good performance look like?

### Premise

*Continuous Improvement and Theory of Change*  
are ***not***, by definition, deficit models.





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## *Fostering a Culture of Innovation*



### Core Principle 1

Willingness to experiment,  
tolerance for failure,  
but highly disciplined

Pisano, G. (2019). The Hard Truth about Innovative Cultures. *The Harvard Business Review*. January-February, 2019. Boston, MA: Harvard Business Publishing. Photos courtesy of Grace Chon.



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## *Fostering a Culture of Innovation*

### WHAT'S THE DIFF? Trust and Psychological Safety

Psychological safety is the belief that your environment is safe for interpersonal risk-taking. It's similar, but slightly different from, trust.

#### TRUST

Will **YOU** give others the benefit of the doubt when you take a risk?



*"Bob is probably going to freak out if I disagree with him."*

#### PSYCHOLOGICAL SAFETY

Will **OTHERS** give you the benefit of the doubt when you take a risk?



*"My team expects me to speak up. It's how we do things."*

## Core Principle 2 Unwavering honesty and psychologically safe

Pisano, G. (2019). The Hard Truth about Innovative Cultures.  
*The Harvard Business Review*.

January-February, 2019. Boston, MA: Harvard Business Publishing 18

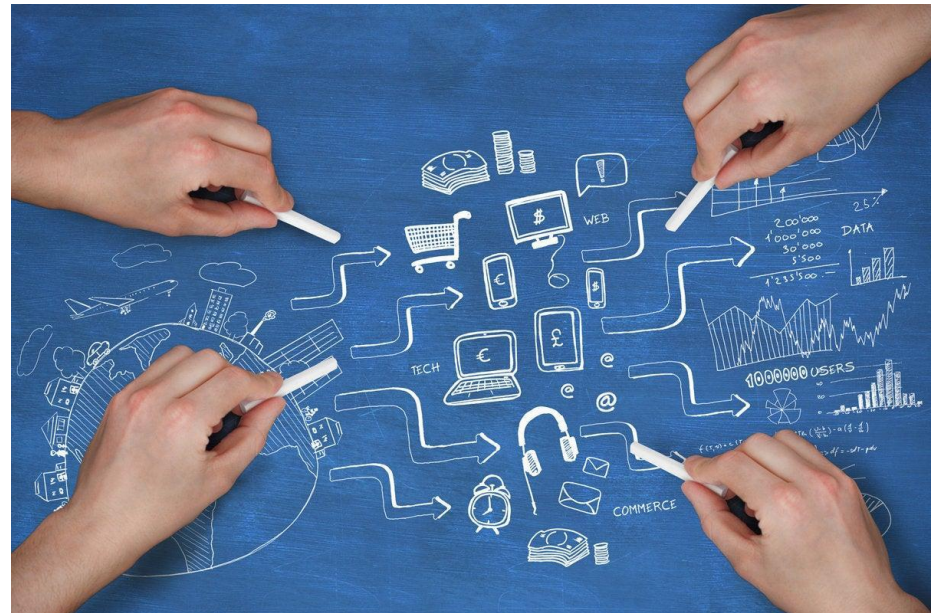


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## *Fostering a Culture of Innovation*

### Core Principle 3

Strive for  
*Collaboration*  
over *Consensus*



Pisano, G. (2019). The Hard Truth about Innovative Cultures. *The Harvard Business Review*. January-February, 2019. Boston, MA: Harvard Business Publishing.



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## *Fostering a Culture of Innovation*

### Core Principle 4

## Inclusive Leadership

“In high performing teams, the cost of speaking out is lowered, the cost of silence is raised”

Nick Pope  
Global Learning Director - Unilever  
#HRVision





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### Performance Accountability: ***Ownership vs. Buy-In***

*“Accountability works best if stakeholders – those who have an interest in the outcomes of the system – agree on what success looks like.”*

Merrifield, J. (1999). Performance Accountability: For What? To Whom? And How? *Focus on Basics*. (3)B. Boston, MA: World Education.



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## Steps for Creating Learning Organizations with Mutual Accountability

1. Bring the full range of stakeholders into the process
2. Provide support, including for those who have the least information and power
3. Increase flow of information among stakeholders
4. Emphasize learning, continuous improvement, engagement, shared responsibility, and mutual accountability

<sup>1</sup>Merrifield, J. (1999). Performance Accountability: For What? To Whom? And How? *Focus on Basics*. (3)B. Boston, MA: World Education.



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Something to think about...

These concepts align with our ADEI work:

Dominant Culture	vs.	Culture of Innovation
Paternalism	→	Shared Ownership
Perfectionism	→	Tolerance for Risk
Either/or Thinking	→	Collaboration, not consensus

What are the implications for your team?



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## Discussion

- What does *good performance* look like?  
*For what are we accountable? To whom?*
- What does *mutual accountability* look like?
- What do you need to *build capacity*?





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## **Breakout Groups:**

Fostering a Culture of Innovation, Ownership, and Accountability (20 minutes)

***Please choose someone to report out!***

1. Take 1 minute each to share how these principles make you think differently about leading change.
2. How/do the concepts about inclusion and ownership help you think about engaging and supporting staff, including those who are reluctant to face change?
3. What do you expect to be the greatest challenge/s?



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## Report Out

1. What did you feel was most significant in thinking about these concepts related to change?
2. What resources and strategies might be useful in addressing some of the identified challenges?

What else surfaced?



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## Planning in Action

Vote with your feet! Agree or Disagree?  
Annotate this slide.

**Planning should include all staff.**

**AGREE**

**DISAGREE**



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## Planning in Action

Vote with your feet! Agree or Disagree?

**Planning should include students.**

**AGREE**

**DISAGREE**



# SABES Program Support PD Center

## Planning in Action

Vote with your feet! Agree or Disagree?

**Your local workforce development board (WDB)  
should be part of your planning process.**

**AGREE**

**DISAGREE**



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## Planning in Action

Vote with your feet! Agree or Disagree?

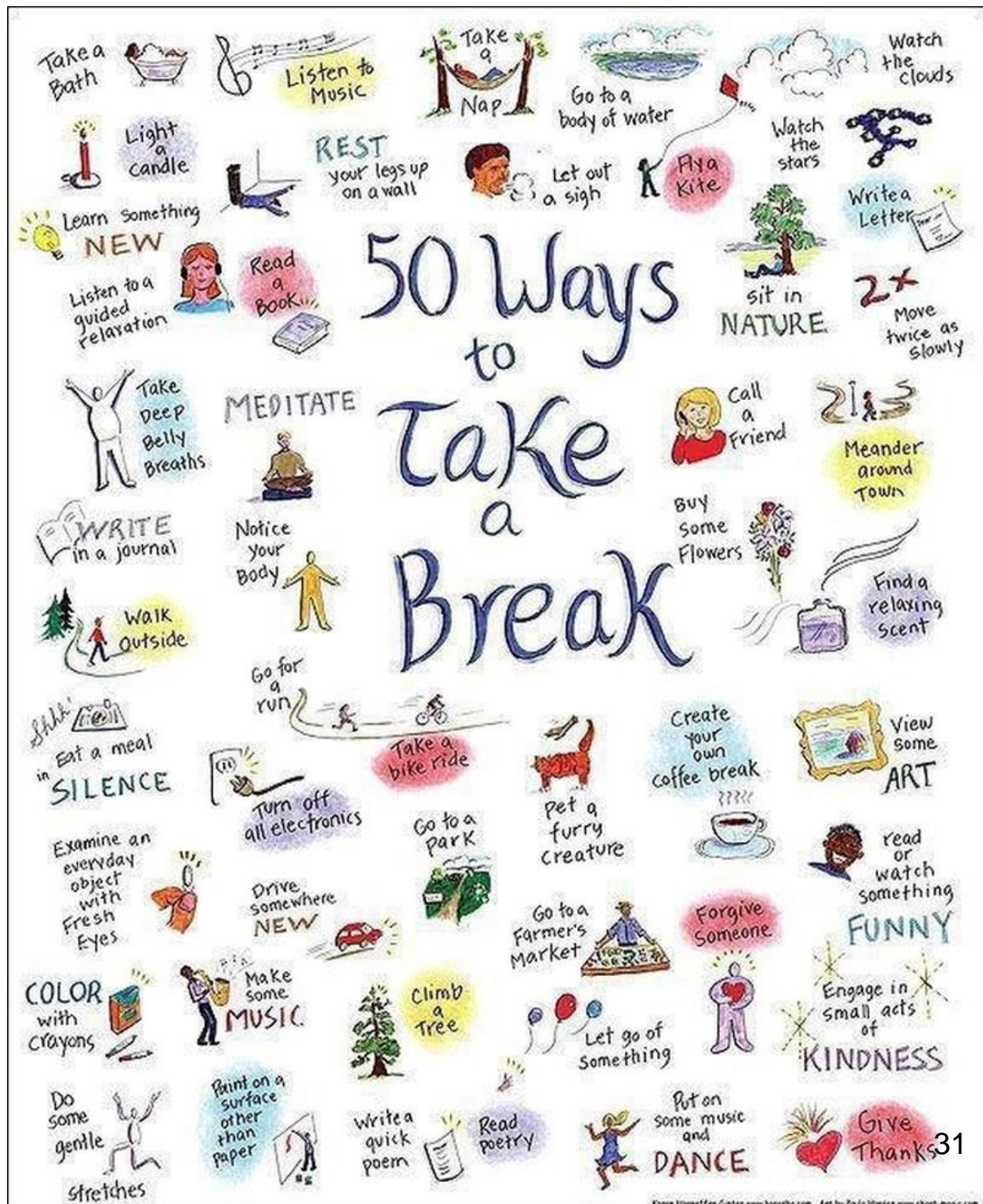
**Planning teams should be able to make major decisions.**

**AGREE**

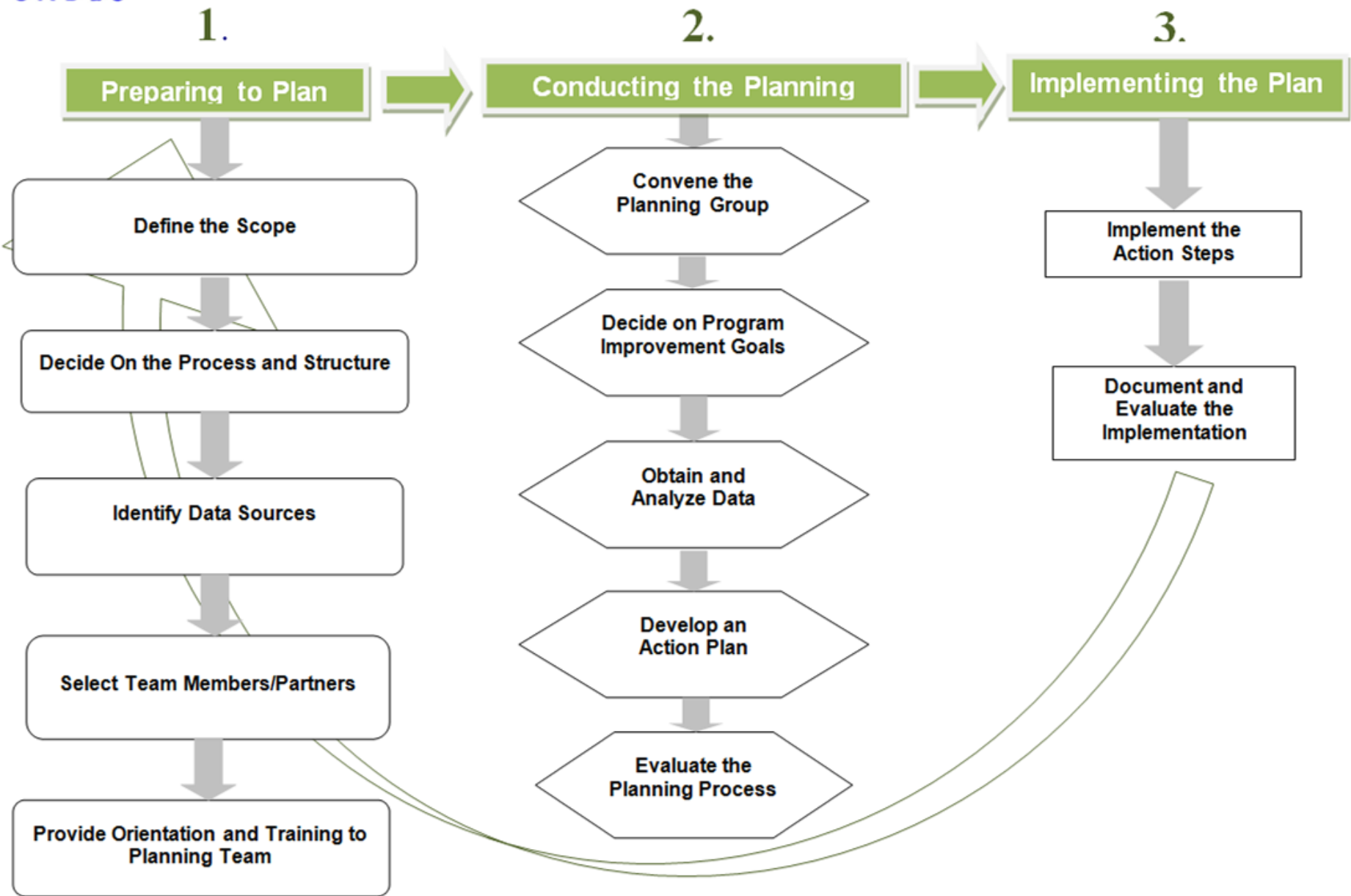
**DISAGREE**

# 15 minute break

Come back at



# The Program Continuous Improvement Planning Cycle







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## Step 1: Define the Scope

### **Indicators of Program Quality (IPQs)**

Indicator 1: Program Design

Indicator 2: Equitable Access

**Indicator 3: Career Pathways Collaboration**

**Indicator 4: Curriculum**

**Indicator 5: Instruction and Assessment**

Indicator 6: Student Progress

Indicator 7: Advising and Student Support Services

**Indicator 8: Organizational Support**

**Indicator 9: Educational Leadership**

Indicator 10: Fiscal and Data Accountability



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## Preparing to Plan Steps

1. Define the Scope
2. Decide on the Process and Structure
3. Identify Data Sources
4. Select Team Members/Partners
5. Provide Orientation and Training to the Planning Team



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## Handout : Preparing to Plan Questionnaire

### 1. Define the Scope and Timeframe

- a. What scope of work might be manageable and most meaningful?

### 2. Decide on the Process and Structure

- a. What do you expect to be essential skills and perspectives for this planning process? How will you ensure that you have adequate representation on the team to represent the needed depth and breadth?

### 1. Identify Data Sources

- a. What questions do you have that need data to answer?

### 2. Select Team Members/Partners

- a. Using the process outlined in step two, select members for your team.

### 3. Convene and Orient the Team (Including role in decision making)

- a. What specific skills/training is needed to prepare everyone to be part of the process?



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## Breakout Room Guiding Questions (20 minutes)

1. How long a time period will your plan cover (1, 2, or 3 years)?
2. Who should be on your planning team?
3. Who else should be consulted in the planning process?



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## Report Out

What questions came up?

Comments?

How are we doing?

**BACK IN  
5  
MINUTES**



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## Poll

Think of a time when you have been part of a planning process. Where have you encountered challenges/barriers?

1. Define the Scope
2. Decide on the Process and Structure
3. Identify Data Sources
4. Select Team Members
5. Provide Orientation



# SABES Program Support PD

## Center

### Pitfalls and Strategies

Steps	Rationale	Pitfalls	Strategies
<b>1. Define the Scope</b>	Clarity about what is feasible, time line, expectations, and boundaries will establish guidelines for the process.	<ul style="list-style-type: none"> <li>• The scope is too ambitious or unrealistic</li> <li>• Or...it's too weak—it has no possibility of actually leading to meaningful change</li> <li>• The scope is not specific, clear, or transparent to all</li> <li>• It does not consider other perspectives or priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to the organization culture and context.</li> <li>• Identify where buy-in and different perspectives are valuable.</li> <li>• Consider the timing and plan so it doesn't conflict with major potential barriers like refunding cycles.</li> <li>• Don't decide to tackle something that won't or can't be supported at the organizational level.</li> </ul>
<b>2. Decide on the Process and Structure</b>	Clarity about the process and structure will ensure that you get the right people on your team and transparency will help them to stay.	<ul style="list-style-type: none"> <li>• Lack of interest to volunteer or serve on the team if it doesn't have decision-making authority.</li> <li>• Process isn't authentic (looks like it's inclusive but actually is not)</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest about the roles and responsibilities. Don't expect more than what's reasonable for people to devote to this process.</li> <li>• Make participation voluntary. Don't force people to be part of a process they don't support.</li> </ul>

Steps	Rationale	Pitfalls	Strategies
<b>3. Identify Data Sources</b>	<p>An effective planning process should be based on what we “know” (because it’s based on evidence), not on what we “suspect” (because we’ve made assumptions).</p>	<ul style="list-style-type: none"> <li>● Lack of awareness of where to find relevant and valid data.</li> <li>● Lack of staff who are comfortable and have time to explore, compile, and analyze data.</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm what types of data are available.</li> <li>● Assign someone who can do this work. Who can serve this role on your team?</li> <li>● Be sure to draw from multiple sources and use both quantitative and qualitative data.</li> </ul>
<b>4. Select Team Members/ Partners</b>	<p>An effective planning process benefits from multiple perspectives from people who are committed and engaged. They need and deserve to understand their role, responsibilities, and commitment.</p>	<ul style="list-style-type: none"> <li>● Deciding who can (availability) and should (expertise) be part of the team.</li> <li>● Politics about who “must” be part of the team, even if they don’t necessarily have time or expertise that is beneficial.</li> <li>● Logistics: Good people are always busy. When, where, and how to coordinate meetings can be challenging.</li> <li>● Need to build community and trust</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that decisions are made based on the expertise and availability of people according to the specific scope and goals of the process.</li> <li>● Make participation voluntary...no “arm twisting”</li> <li>● Create a doodle poll to capture common possible meeting times</li> <li>● Be up-front about the need for a group orientation.</li> </ul>
<b>5. Provide Orientation and Training to Planning Team</b>	<p>A smooth planning process begins by making sure that everyone is on the same page and fully understands the scope, their roles, and the process.</p>	<ul style="list-style-type: none"> <li>● Logistics</li> <li>● Lack of time, interest</li> <li>● Lack of resources</li> </ul>	<ul style="list-style-type: none"> <li>● Intentionally plan to incorporate activities that build community and trust among members.</li> <li>● Provide written materials that clearly outline and explain the scope, roles, and responsibilities of members on the team.</li> <li>● Look for local staff who can support this process.</li> </ul>





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## Breakout Room Guiding Question (15 minutes)

***Begin by assigning someone to report out!***

Think about planning processes you've been involved with in the past, what difficulties emerged, and what steps were or could have been taken to address them?

Think also about our big picture questions:

- How long a time period will your plan cover (1, 2, or 3 years)?
- Who should be on your planning team?
- Who else should be consulted in the planning process?

***Use Handout 6 if needed***



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## Next Steps

**You**

1. Complete the **Session 1 Evaluation** (~ 5 minutes)
2. Email us with questions/topics for support
3. Send the **PCI Planning Team Form** to Luanne by 3/1
4. Find **3 data elements** to bring to the next session.
  - At least 1 should be from LACES/Desk Review
  - At least 1 should NOT be from LACES/Desk Review
5. Begin work on the **Pre-Planning Questionnaire**



# SABES Program Support PD Center

## Save the Dates

**Wednesday, March 1**

Return Session 2 Registration List to Luanne

**Wednesday March 8**

*Session 2: Leading with Data for Continuous Improvement*  
9:30 a.m. – 1:00 p.m.

**Wednesday, March 29**

*Session 3: Developing a Continuous Improvement Plan*  
9:30 a.m. – 1:30 p.m. (includes lunch break)



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## Next Steps

**Mina  
&  
Luanne  
will...**

1. Email you the Session 2 Team Registration form
2. Check in with you by email



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## Reflection and Sharing

1. Key learnings from this session. What was surprising? Unclear?
2. Questions I have at the end of this session: where might I need support?



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## Let's Review

