###

Continuous Improvement Planning

Session 3: Developing a Continuous Improvement Plan

Handouts

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# **Handout 1** | Session Overview

## Session Goal

Program improvement teams learn and practice an inclusive process for developing, monitoring, and evaluating a continuous improvement plan that is designed to promote meaningful change and that strengthens instruction, learning, and student outcomes.

## Learning Objectives

* Use an inclusive process to choose an area of focus, develop a continuous improvement goal, and write an action plan that are aligned to your program’s mission, vision, and values.
* Write at least one indicator of success for a goal and three measurable benchmarks for an objective.
* Chart a process and timeline for monitoring and evaluation.
* Identify potential challenges and strategies for managing change.

## Pre-Work

* Continue to assemble your planning team (Steps 5 and 6 of the Pre-Planning Questionnaire).
* Begin to discuss 1-3 IPQs that you might want to focus on.
* Collect data to your IPQ(s) and make a plan to use the ATLAS protocol with your planning team to narrow your focus and choose specific goals.
* Check in with your accountability partner.

Homework

* If your program doesn’t have a mission, vision, and values, consider assembling a team to develop these.
* Assemble your planning team to choose an area (or multiple areas) of focus, begin to develop goals, and begin to write your action plan.
* Create a plan for monitoring and evaluation.
* Check in with your accountability partner and with your facilitators/coaches

# **Handout 2** | The SABES Continuous Improvement Planning Template

Program Name:

Fiscal Year/s: From to

|  |
| --- |
| Goal:Reason for choosing this goal: |

IPQ (Check one or more)

|  |  |
| --- | --- |
| 1: Program Design | 6: Student Progress |
| 2: Equitable Access | 7: Advising and Student Support Services |
| 3: Career Pathways Collaboration | 8: Organizational Support |
| 4: Curriculum  | 9: Educational Leadership |
| 5: Instruction and Assessment | 10: Fiscal and Data Accountability |

Reason for choosing this/these IPQ/s:

Indicators of Success:

*

**Objective 1:**

Benchmarks:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
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**Objective 2:**

Benchmarks:

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| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
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**Action Plan Checklist**

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| --- | --- |
|  | The goal is aligned with vision, values, and priorities. |
|  | The goal will be achieved if the objectives are achieved. |
|  | The activities include all major steps to reach the objective. |
|  | The activities are in a logical sequence. |
|  | The indicator matches the goal. |
|  | The benchmarks are measurable or observable. |
|  | The timeline is realistic. |
|  | A specific person or small group is responsible for each activity. |
|  | The plan includes opportunities for reflection and adjustment. |

# **Handout 3** | Matrix for Selecting Areas for Improvement

Adapted from *Getting Excited About Data: How to Combine People, Passion, and Proof*, Edie L. Holcomb. Corwin Press, Inc., 1999.

1. Choose your three guiding values. As a starting point, you may consider the 3 originally suggested by this PD: urgency, importance, and feasibility.

Urgency: how soon the problem needs to be addressed

Importance: how essential the issue is to the organization

Feasibility: likelihood that you can effect change in this area

1. As a group, brainstorm a list of topics.
2. Individually, rank each topic from 1 to 5 on each criterion, with 5 being highest*.* Add up the numbers and rank order the top 3-5 topics.
3. As a group, discuss the individual rankings and agree on a group ranking of priorities.

The top priority may not necessarily be the topic with the highest number. For example, if a topic has top rankings on urgency and importance, but a very low ranking on feasibility, the group may decide that it is not practical to work on it at this time.

*Scale: 1 (lowest) to 5 (highest)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic and IPQ** | **Urgency** | **Importance** | **Feasibility** | **Total** | **Individual Ranking** | **Group Ranking** |
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# **Handout 4** | Goal-Setting Templates

1. Take notes on your understanding of what each one entails.
2. Choose one that resonates with your team. Use it to rewrite the goals in Handout 5.

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| --- | --- |
| **Type of Goal** | **Your Understanding** |
| [SMART/SMARTIE Goals](https://www.managementcenter.org/resources/smartie-goals-worksheet/) |  |
| [OKR Goals](https://jeffgothelf.com/blog/what-is-an-okr-here-are-the-basics/) |  |
| [CLEAR Goals](https://www.reviewsnap.com/blog/comparing-smart-goals-vs-clear-goals/) |  |
| [FAST Goals](https://sloanreview.mit.edu/article/with-goals-fast-beats-smart/) |  |
| [One-Word Goals](https://www.linkedin.com/pulse/lead-your-team-intent-how-single-word-can-unite-/) |  |
| Holcomb Template  | By [when?], students will [do what?], as evidenced by an [increase/decrease] of [what indicator?], as demonstrated by or on [what evidence?]. |

# **Handout 5** | Writing Goals & Indicators

Use a goal-setting method from Handout 4 to rewrite each of the following goals. Make sure that your rewritten goal includes at least one indicator of success.

|  |
| --- |
| We will increase student enrollment this year. |
| We will create student leadership opportunities. |
| We will develop a new hire orientation process for staff.  |

# **Handout 6** | Writing Objectives & Benchmarks

Choose one of the goals from handout 5, or one of your program’s goals. Write 1-2 objective/s and 1-2 benchmark/s.

|  |
| --- |
| **Goal:** |
| **Objective:****Benchmarks:** |
| **Objective:****Benchmarks:** |

#

# **Handout 7** | Case Studies: Managing for Change

Read one of the following scenarios and discuss with your group.

## Scenario 1

Carolina, the director of Community Education Solutions, was exhausted. She had spent the whole weekend pulling together and examining data from the program. She had prepared numerous charts and graphs and drawn several conclusions from the data. She arrived at work on Monday morning at 7:00 am and started planning the changes needed in the program to achieve better outcomes. At 9:00 am she went into the staff meeting, which was attended by two full-time advisors, a full-time administrative assistant, a full-time teacher, and six part-time teachers. She projected the charts, explained her analysis, and outlined the changes that were needed.

Carolina was surprised by the reaction. She had expected the staff to be impressed with the data and excited to move forward. Instead, these were some of the responses:

* “Why do we have to write a new curriculum? Students love our classes; their evaluations are so positive!”
* “There’s nothing we can do about students missing classes. They have poor attitudes and can’t make a commitment.”
* “Students have complicated lives. Sometimes they can’t find a babysitter, and they get sick a lot. We have to adjust our classes each night according to who is there. Nothing is going to change that.”

###

### Guiding Questions

* How can Carolina move forward with her staff?
* What techniques can she use to reduce her own stress and exhaustion?

##

## Scenario 2

The Sunrise Adult Education Program used an inclusive process to develop a two-year plan for continuous improvement. They agreed to address retention problems surfaced by the data by changing classroom structures and routines. Students had complained that they couldn’t see their progress. Each session seemed like a self-contained unit with no connection to the previous week. The continuous improvement plan included the development of curriculum units; all teachers would provide students with a syllabus for the unit and clearly indicate times for formative and summative assessment.

This went well for the first semester after adoption of the plan. Then in the next semester, as the director made informal visits to classes, she noticed that many teachers had slipped back into their old methods.

###

### Guiding Question

* What happened? What could she do?

##

## Scenario 3

The Waterville Valley Adult Basic Education Program went through a process with their community partners to redefine a vision and mission. They decided that it would benefit their students and their community to add an integrated education and training component, which would be new to their agency. Their community SWOT analysis indicated that there was a need for entry-level IT workers. Their student survey showed that IT was one of the top three fields that students were interested in. With great enthusiasm, the program included the development and implementation of this new component on their draft continuous improvement plan.

Among the program’s two advisors, however, the enthusiasm was short-lived. They started talking among themselves about all the extra responsibilities that this new program would entail for them. They already felt overloaded with filling classes, tracking data, filling out paperwork, helping students deal with crises, working with students on career plans, organizing workshops, and collaborating with teachers on students’ learning issues. How were they going to take on a whole new area? They shared their concerns with other staff, who also began complaining about how much was expected of them and how hard they had to work.

###

### Guiding Question

* What can the director do to move the IET idea forward on the continuous improvement plan while allaying staff concerns about overload?

# **Handout 8** | Sample Action Plans

## Sample 1: We’re All About Our Learners

**Program Name:** We’re All About Our Learners

**Fiscal Year/s:**  FY25, 7/1/2024 - 6/30/2025

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| --- |
| **Goal:** By June 30, 2023 review, revise, and finalize ESOL curriculum units demonstrating alignment with the new Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS) through the use of in-house rubrics and support from the SABES PD Center for ESOL. |

**IPQ** (Check one or more)

|  |  |
| --- | --- |
| 1: Program Design | 6: Student Progress |
| 2: Equitable Access | 7: Advising and Student Support Services |
| 3: Career Pathways Collaboration | 8: Organizational Support |
| **4: Curriculum**  | 9: Educational Leadership |
| **5: Instruction and Assessment** | 10: Fiscal and Data Accountability |

**Indicators of Success:**

* ESOL staff will reach consensus that units are aligned with relevant standards and benchmarks found in the MA ELPs.
* Feedback from the SABES PD Center for ESOL confirms that alignment is in place.

**Objective 1:** Using our internal curriculum alignment rubric, review each ESOL Level Curriculum to crosswalk current standards alignment with those outlined in the new MA ELPs**.**

**Benchmarks:** Rubrics for each level are completed, and areas of strength and gaps are identified.

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| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| Attend SABES ESOL PD Center online overview of the new ELPs | Director, Sally S., (lead ESOL teacher) | 5/30/23 | ESOL Professional Standards: An Introduction (online) (Staff PD time already in FY23 budget) | All ESOL teachers have been engaged and registered for the online May offering |
| Convene ESOL team and plan meetings for review; reach out to SABES ESOL PD Center for guidance and to request that they review our draft revisions in early FY24 | Sally S. | 7-1-23 | Funding for PD time for staff; Check ESOL PD Center offerings | Sally has agreed to take on this task; teachers for the team have been identified |
| Complete review of curriculum units and rubric; prioritize recommendations for changes needed  | Sally S. (working with the ESOL Review Team) | 11/30/23 | Funding for staff time to review and write |  |

**Objective 2:** Using information from the crosswalk and other feedback, revise curriculum for full alignment with the MA ELPs**.**

**Benchmarks:** Curriculum is aligned, reviewed by SABES, and piloted by teachers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| Submit draft revisions to the SABES ESOL PD Center for review; request feedback by March 1, 2024 | Director, Sally | 1/10/24 | Support from the SABES PD Center for ESOL |  |
| Complete final revisions based on feedback from SABES; review with director | Sally, ESOL team | 3/30/24 | Summary report of feedback from SABES;Funding for staff time to review and revise curriculum based on feedback;Time for director to review and provide feedback |  |
| Convene ESOL teachers and provide orientation to revised curriculum. Plan to pilot new lessons in FY25 | Director, Sally, ESOL Teachers | 4/30/24 | Final draft of revised curriculum; Planned time for staff-led curriculum writing and review; SABES ESOL PD Center PD offerings |  |
| Pilot new curriculum and incorporate recommendations | Sally, ESOL Teachers | 5/30/24 | Staff planning and meeting time;Feedback rubric |  |
| Finalize curriculum based on all feedback. | Sally, ESOL team | 6/30/24 | Summary report of feedback from pilot;Staff planning and meeting time |  |

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## Sample 2: Randolph Community Partners

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| Note: The Randolph Community Partnership and Berkshire Community College Adult Education Program have generously agreed to share their draft continuous improvement plans for participants in the CIP PD only. ***They should not be shared outside of this work***. Like all programs, they acknowledge that their plans are works in progress. *Also, please note that the IPQs and action plan template have changed since this plan was developed.* |

**Program Name:** Randolph Community Partners

**Fiscal Year/s:** FY19-FY20

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| --- |
| **Goal A:** By September 1, 2019, RCP will be accessible to all learners and all staff is able to accommodate individual learning and physical differences. |

**IPQ** (Check one or more)

|  |  |
| --- | --- |
| 1: Program Design | 6: Student Progress |
| **2: Equitable Access** | 7: Advising and Student Support Services |
| 3: Career Pathways Collaboration | 8: Organizational Support |
| 4: Curriculum  | 9: Educational Leadership |
| 5: Instruction and Assessment | 10: Fiscal and Data Accountability |

**Objective 1:** By 6/30/2019, 100% of staff will be aware of at least 3 strategies/resources/PD opportunities for supporting students with learning differences.

**Benchmarks:** Printout of SABES notification of preferences in each staff person’s file.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| All staff will update their PD accounts with SABES to receive updates relating to Access and Equity. | All staff | 5/3/2019 | SABES flyer on how to update accounts. | Completed |

**Objective 2:** By October 30, 2019, all staff will attend a disabilities training with Mass Rehab, SABES, and/or Easter Seals.

**Benchmarks:** Staff meeting discussion and notes on how people will use what they learned in their interactions with learners.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| Contact Mass Rehab to schedule potential on-site training. | Director | 4/30/2019 | Staff time | Have reached out several times and am having a difficult time getting a response. |
| Contact SABES to learn about ADA PD and PD on addressing learning disabilities. | Director | 4/30/2019 | Staff time | Staff have registered for trainings with both SABES and LINCS. |
| All staff will attend at least one ADA/LD PD event. | Director, Ed Advisor, Teachers | 01/31/2020 | Staff time | All staff are currently registered for or have completed at least 1 ADA training. |

|  |
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| **Goal B:** By June 30, 2020, increase career pathways options into healthcare field for students by contextualizing curriculum and instruction. |

**IPQ** (Check one or more)

|  |  |
| --- | --- |
| 1: Program Design | 6: Student Progress |
| 2: Equitable Access | 7: Advising and Student Support Services |
| **3: Career Pathways Collaboration** | 8: Organizational Support |
| **4: Curriculum & Instruction** | 9: Educational Leadership |
| 5: Instruction and Assessment | 10: Fiscal and Data Accountability |

**Objective 1:** Create a contextualized curriculum to aid our students in obtaining employment in the health care field.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| Review Southeastern Massachusetts Labor Market Blueprint with local WDB. | Director, Chair of RCP Board, Dean Rizzo | April 2019 | * Southeastern Massachusetts Labor Market Blueprint
* Staff time
 | Meeting took place 4/30/19. |
| Review data/trends report relating to health care careers supplied by local WDB. | Director, Ed Advisor, Teachers | June 2019 | Southeastern Massachusetts Labor Market Blueprint | Our local WDB applied for a grant which we signed on as a partner. This grant is specifically for the health care industry and training students for careers. |
| Meet with BIDMC/Milton to assess needs for curriculum adjustments to align with entry level healthcare occupations. | Director | October 2019 | *The Theory and Application of Contextualized Teaching and Learning…(ERIC, eric.ed.gov)* | Scheduling time for BIDMC proved challenging. Director met with a rep from Intelycare (healthcare staffing agency) for feedback on incorporating specific units from the American Red Cross CNA curriculum. |
| Assemble a curriculum team to review and revise curriculum. | Director and Lead Teachers | January 2020 | Funding for staff time | ED and Lead Teachers have worked on units and scope and sequences have been developed. |
| Solicit feedback from SABES support PD centers on draft curriculum. | Director, teachers | February 2020 | SABES PD support centers |  |
| Adapt instruction and advising to assure students have technology, job readiness and study skills need for next steps. | Teachers, Advisor, Tech | January 2020 | * SABES PD support
* Funding for staff meeting and time
* Curriculum document
 | Students have begun testing on Northstar Digital Assessment. Workplace units are being incorporated in February. |
| Invite representatives from healthcare industry to meet students to discuss health care career options and opportunities. | Director | April 2020 | Staff time | Presentation is being planned for April or May. |
| Arrange for students to participate in a job shadow or field trip to BIDMC health care facility. | Director, BIDMC rep | May 2020 | Staff time |  |

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## Sample 3: Berkshire Community College Adult Education Program

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| Note: The Randolph Community Partnership and Berkshire Community College Adult Education Program have generously agreed to share their draft continuous improvement plans for participants in the CIP PD only. ***They should not be shared outside of this work***. Like all programs, they acknowledge that their plans are works in progress. *Also, please note that the IPQs have changed since this plan was developed.* |

**Relevant IPQ:** **Indicator 4: Curriculum and Instruction, Standard 4.1**

**SMART Goal:** By June 30th, 2020 review, revise and finalize all ESOL Scope and Sequences demonstrating alignment with the new Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS) through the use of in-house rubrics and support from the SABES PD Center.

**Indicators of Success:** ESOL staff will reach consensus that Scope and Sequences are aligned with relevant standards and benchmarks found in the MA ELPS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Measures** |
| Attend SABES online overview of new ELPS | Program Director, Curriculum Coordinator, ESOL Team  | August 30, 2020 | LACES ESOL Professional Standards: An Introduction S training. |  |
| Convene ESOL team and plan monthly meetings for review; reach out to SABES for a Coach | Ana S. | 8/1/19 | Check SABES for add’l PD’s, budget for add’l curriculum meetings for all ESOL staff |  |
| Teachers complete revision of respective S&S’s | ESOL Instructors | 3/1/20 |  Curriculum hours and meetings |  |
| Convene ESOL team to review changes and ensure continuity between levels | ESOL Team | 3/23/20 | Curriculum Meetings |  |
| Submit draft revisions to SABES for Review | Director, Ana | 4/15/20 | SABES PD/Coach |  |
| Complete final revisions based on feedback from SABES | ESOL Team | 5/15/20 | SABES Feedback, Curriculum Meetings |  |

**Relevant IPQ:** **Indicator 4: Curriculum and Instruction, Standard 4.2 and 4.4**

**SMART Goal:** By June 30th, 2020 classroom instructors will use evidence based practices to improve student learning gains.

**Indicators of Success:** Teachers will regularly use assessments to inform instruction and for differentiation.

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| **Activity** | **Who** | **Timeline** | **Resources/Professional Development** | **Progress Measures** |
| Teachers to complete the online PD, “Formative Assessments” through LINCS, if needed | ESOL Team | October 1, 2019 | SABES, Lincs, PD Hours |  |
| Teachers to include assessment information and how results informed instruction and differentiation on Lesson Plans | ESOL TEAM | November 1, 2019 | Lesson plans, planning time |  |
| Teachers to convene monthly to share and discuss assessment ideas, differentiation methods and how instruction has been informed | ESOL TEAM | Beginning October 2019 | Curriculum Meeting Hours |  |

**Relevant IPQ:** **Indicator 6: Advising and Student Support, Standard 6.3**

**SMART Goal:** To increase the number of seats utilized so that by June 30, 2020 we have reached the target of 87 *active* seats for at least six months.

**Indicators of Success:** Student attendance will be an average of 80% each month.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/Professional Development** | **Progress Measures** |
| ALP staff will read “Persistence: Helping Adult Education Students Reach Their Goals” and complete the Leaner Persistence Program Self- Assessment prior to Staff Pre-Meeting on August  | ALP Staff | August 28, 2019 | Staff meeting hours, article and assessment from LINCS |  |
| Develop a more robust orientation that addresses the importance of persistence and problem solves potential obstacles | Director, Advisor | August 15, 2019 | Persistence article, Framingham Adult ESOL and Advisor Training documents |  |
| A comprehensive monthly attendance review and follow up program | Director, Advisor, Administrative Assistant and teachers | Beginning September 30, 2019 | LACES |  |
| Make up packages for students absent due to family illness and emergencies | Teachers | October 2019 | Pre-Meeting and Curriculum hours |  |
| Refer students to community partners as necessary and track outcome on shared document | Advisor, Director | Beginning September 30, 2019 | Advising Hours |  |
| Include in the attendance policy procedures for dismissal from program after two months of falling below the 80% attendance target. | Advisor, Director, Teachers | September 30, 2019 | Pre Meeting Hours |  |

**Relevant IPQ: Indicator 3, Career Pathways, Standard 3.1**

**SMART Goal:** By June 2020, to increase student and staff awareness of and connection to WIOA and community partners.

**Indicators of Success:** Staff and students will know who community and WIOA partners are and how to access their services directly or through advisor when necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/Professional Development** | **Progress Measure** |
| Schedule WIOA and community partners to attend staff meetings bimonthly to educate staff on agency services. (If/when not possible, advisor or community partner will present on the agencies) | Director, Advisor, Community partner | Beginning October 2019 | Staff meetings, Community Partner and Advisor hours, HUB and WIOA meetings, visits and calls to agencies |  |
| Expand the guest speaker program to include applicable WIOA partners and more social service community partners | Director, Advisor, Community Partner | Beginning October 2019 | HUB and WIOA Meetings, phone calls to agencies |  |
| Advisor and/or Director to attend Shared Customer meetings in Pittsfield monthly  | Advisor/Director | Beginning September 2019 | Shared Customer Meeting held at PALC on Tuesdays  |  |
| Reach out to Berkshire County Outstationing Coordinator to maximize their impact on our students | Director | August 2019 | Meeting with Outstationing Coordinator |  |
| Refer students to WIOA partners when possible and track outcome on shared document | Advisor, Director | Beginning November 1, 2019 |  |  |

**Relevant IPQ:** **Indicator 6: Advising and Support Services, Standard 6.1**

**SMART Goal 1**: By June 30th, integrate goal oriented career pathway goals into lessons.

**Indicator of Success:** Students will be able to articulate their individual career goals and the steps necessary to achieve those goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/ Professional Development** | **Progress Measure** |
| Teachers and advisor introduce career planning during first two weeks  | Teachers | September 2019 | Orientation, Class time |  |
| Member of advising meets with students individually to better understand career goals and begin goal setting process | Advisor/Director | Fall semester 2019 | Advising hours, Career Planning Form,  |  |
| Teachers and Advisor convene to adjust career pathway lesson plans based on student goals | Teachers, Advisor | Fall semester 2019 | Curriculum Meetings, one-to-one teacher and advisor meeting, Integrating Career Awareness Curriculum |  |
| Teachers integrate career planning into lessons throughout year and advisor is present for at least one lesson each semester | Teacher | June 2020 | Planning hours, Lesson plans, Integrating career awareness |  |
| Member of advising team checks in with students throughout the year and documents progress | Advisor/Director | Throughout the year |  |  |

#

# **Handout 9** | References

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