2011 National Quality Education Conference

Inspiring Quality Education Worldwide: A Systems Perspective

Register by October 8 and receive early-bird prices!

http://nqec.asq.org
# 2011 NQEC Conference Schedule Overview

## Saturday, November 5

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<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>11:00 a.m. – 4:00 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>Noon – 4:00 p.m.</td>
<td>Preconference Workshops</td>
</tr>
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## Sunday, November 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>7:30 a.m. – 8:30 a.m.</td>
<td>Light Continental Breakfast</td>
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<tr>
<td>7:30 a.m. – 4:00 p.m.</td>
<td>Registration, Bookstore, and Exhibits Open</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Welcome, Announcements</td>
</tr>
<tr>
<td>Introduction—Education Team Excellence Recognition Award</td>
<td>Follett Software Special Demonstration Session</td>
</tr>
<tr>
<td>10:00 a.m. – 10:30 a.m.</td>
<td>Refreshment Break With Sponsors and Exhibitors</td>
</tr>
<tr>
<td>10:30 a.m. – 11:45 a.m.</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>Education Team Excellence Recognition Award Presentations</td>
<td>Follett Software Special Partner Presentation Session</td>
</tr>
<tr>
<td>11:45 a.m. – 1:00 p.m.</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>1:00 p.m. – 2:15 p.m.</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>Education Team Excellence Recognition Award Presentations</td>
<td>Follett Software Special Partner Presentation Session</td>
</tr>
<tr>
<td>2:15 p.m. – 2:45 p.m.</td>
<td>Refreshment Break With Sponsors and Exhibitors</td>
</tr>
<tr>
<td>2:45 p.m. – 4:00 p.m.</td>
<td>Concurrent Sessions</td>
</tr>
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## Monday, November 7

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Light Continental Breakfast</td>
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<tr>
<td>8:00 a.m. – 3:30 p.m.</td>
<td>Registration, Bookstore Open</td>
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<tr>
<td>8:00 a.m. – 2:15 p.m.</td>
<td>Exhibits Open</td>
</tr>
<tr>
<td>8:30 a.m. – 9:30 a.m.</td>
<td>Welcome, Announcements</td>
</tr>
<tr>
<td>Keynote Speaker: Michael Perich, Consultant, Systemwide Continuous Improvement, Montgomery County Public Schools, Rockville, MD</td>
<td>Follett Software Special Partner Presentation Session</td>
</tr>
<tr>
<td>9:30 a.m. – 10:00 a.m.</td>
<td>Refreshment Break With Sponsors and Exhibitors</td>
</tr>
<tr>
<td>10:00 a.m. – 11:15 a.m.</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>Education Team Excellence Recognition Award Presentations</td>
<td>Follett Software Special Partner Presentation Session</td>
</tr>
<tr>
<td>11:15 a.m. – 12:30 p.m.</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>12:30 p.m. – 1:45 p.m.</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>Education Team Excellence Recognition Award Presentations</td>
<td>Follett Software Special Partner Presentation Session</td>
</tr>
<tr>
<td>1:45 p.m. – 2:15 p.m.</td>
<td>Refreshment Break With Sponsors and Exhibitors</td>
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## Tuesday, November 8

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<tbody>
<tr>
<td>7:30 a.m. – 8:30 a.m.</td>
<td>Light Continental Breakfast</td>
</tr>
<tr>
<td>7:30 a.m. – 9:15 a.m.</td>
<td>Invitation to NQEC 2012</td>
</tr>
<tr>
<td>Announcement of ETER Award Recipients &amp; Display Poster Winners</td>
<td>Follett Software Special Partner Presentation Session</td>
</tr>
<tr>
<td>8:00 a.m. – 10:00 a.m.</td>
<td>Registration and Bookstore Open</td>
</tr>
<tr>
<td>9:15 a.m. – 9:45 a.m.</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td>9:45 a.m. – 11:00 a.m.</td>
<td>Concurrent Sessions</td>
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Conference proudly sponsored and supported by:

[ASQ Logo]

[Education Division Logo]

Register today at http://nqec.asq.org/.
Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model

The existence of a great plan is essential but inadequate without an efficient and effective deployment plan. Learn how deployment is done the quality way to enhance communication and buy-in, and smooth the implementation of an aligned instructional approach on all fronts. What are the pitfalls to watch out for? Who should be involved? How should participation be embedded in deployment? What action steps are needed to ensure smooth deployment? Find out these answers and more in sessions focused on improving instruction and easing deployment—keys to achieving innovative and enhanced learning for all.

Education Reform Based on Systems and Process Management

School systems across the world are approaching the education system as just that—a system—and achieving lasting results in student growth and increased stakeholder satisfaction. With much advancement in system and performance management worldwide over the past decade, the education community is incorporating its findings and realizing results. Best practices in stakeholder involvement, systemic alignment, plan development and deployment, identification of key processes, tracking performance, and building a cultural foundation for a highly functioning education system are just a few aspects highlighted. Systems thinking, such as that used with the Malcolm Baldrige National Quality Award process, improves education innovation and overall institutional effectiveness for student success. In addition, schools of education can help to affect education reform with a leadership curriculum that includes ideas from the Baldrige process and plan-do-study-act quality improvement ideas.

Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction

Are educators still drowning in data? While data collection may become easier with new technologies and databases, interpretation and application of data in daily instruction may still remain challenging. Are educators collecting the right data? Does interpretation lead to the formulation of viable educational options, such as the design of individualized or customized instruction, the creation of predictors of learning difficulties, and the implementation of new instructional systems that advance student learning outcomes?

Closing the Gap: Underrepresented Populations

Educators applying quality principles and tools systemically with students from underrepresented populations close the gap in student achievement. Focusing on student growth models and individualized plans, aligning to the district’s overall instructional process, and applying quality tools, techniques, and approaches to educating students of color, low-income, and first-generation students and adults play a major role in the advancement of learning. This track also includes the importance and successes of these individuals entering the fields of science, technology, engineering, and math.

Quality Teachers and the Role They Play in Student Achievement

Quality teachers and the role they play in student achievement, as well as improving teacher quality and enhancing student achievement, are essential goals for educators, administrators, and parents. Improvement is imperative. Some tactics and approaches—highly publicized and increasingly controversial—can distract us, however, from meeting these goals.

What are the best practices and most innovative approaches serving practitioners today—and, as a result, serving students? Quality includes supporting people in their endeavors to achieve, improve, and deliver. Effective hands-on approaches that support practitioners and enhance participation and performance reflect best practices that emerge out of continuous process improvement. Engagement with professional learning communities and their collaborative, team-oriented style often serves as a viable catalyst that leads in this direction.
JAY MARINO
Superintendent, Dunlap Community Unit School District 323, Peoria, IL

Jay Marino is the superintendent of schools in Dunlap Community Unit School District 323 in Peoria, Ill. He received his bachelor’s degree in elementary education from the University of Northern Iowa, a master’s degree in educational administration from Arizona State University, and educational specialist and doctorate degrees from Western Illinois University. Marino also serves as an international consultant assisting American and European school organizations in their continuous improvement efforts.

He has served regionally as the chair of the Iowa Quality Center’s Advisory Council and nationally as the chair of the ASQ K-12 Educational Advisory Committee. He is currently the K-12 systems chair for ASQ’s Education Division. Marino has been actively involved in state quality award programs as an applicant and an examiner and has assisted in obtaining state quality award recognition for school districts in which he has worked in both Iowa and Illinois.

Marino has served as an editor and author for several publications including Quality Across the Curriculum: Integrating Quality Tools and PDSA With Standards (Quality Press, 2004). He was the lead content expert and authored ASQ’s ImpaQT Training™ for the School, a two-day training for teachers and administrators. Marino was also the first moderator of the ASQ Quality in Education blog, which is designed to promote continuous improvement in education.

JAN POLDERMAN
Director of Magistrum, Dutch Center for Educational Leadership, Netherlands

Jan Polderman is the director of Magistrum at the Dutch Center for Educational Leadership in the Netherlands. The center is owned by seven universities that cooperate in the field of leadership in education. The center provides surveys, development, education, and support.

Prior to this role, Polderman worked as a director of quality and innovation for a consulting firm, project manager and consultant for national innovation projects, and trainer and consultant for schools, school boards, and police academies. He wrote publications about managing educational special needs and quality in organizations, and was a lead auditor for quality systems. He started his career as a schoolteacher in elementary schools.

MICHAEL PERICH
Consultant, Systemwide Continuous Improvement, Montgomery County Public Schools, Rockville, MD

Michael Perich has held various leadership positions, including 15 years as an elementary and secondary school principal. During his tenure in Montgomery County Public Schools, he led the implementation of the Malcolm Baldrige Education Criteria for Performance Excellence, developed a Baldrige-guided school improvement planning process, established three Baldrige Quality Academies, directed the preparation and development of the 2010 application for the Malcolm Baldrige National Quality Award, and led the development of a process management and improvement initiative resulting in the formalization of key processes throughout the district.

Register today at http://nqec.asq.org/.
WORKSHOPS: Saturday, November 5

**Success Through a Systems Model:**
A Tool for Every Category WKSP1
Cindy McClung, School District of Lee County, Fort Myers, FL; Bob Hoglund, Bob Hoglund Inc., Tempe, AZ; Don Bryant, School District of Lee County, Fort Myers, FL

**Overview of the Baldridge Framework for Continuous Improvement for K-12 Educators WKSP2**
Rebecca Martin, Cedar Rapids Community Schools, Cedar Rapids, IA; Jay Marino, Dunlap Community Unit School District 323, Peoria, IL

Connecting the Dots: A Roadmap for Aligning School Districts to Continuous Improvement School Districts WKSP3
Perry Soldwedel, Soldwedel Consulting LLC, Chicago, IL; Mark Van Clay, Mark Van Clay Consulting LLC, Lake Forest, IL

**Data in the Classroom WKSP4**
Lee Jenkins, From LtoJ Consulting Group Inc., Scottsdale, AZ

**EDUCATION REFORM BASED ON SYSTEMS AND PROCESS MANAGEMENT**

**Process Management and Improvement:**
The Forgotten Component of Organizations’ Accountability Systems M06
Michael Perich, Montgomery County Public Schools, Rockville, MD

Using Lean to Save Jobs, Reduce Costs, and Improve Performance in Education S01
David Smith, Evansville Vanderburgh School Corporation, Evansville, IN; Betty Ziskovsky, Lean Education Enterprises Inc., Shoreview, MN

Continuous Improvement in School Climate Through a Data-driven Discipline Program S03
Laura Walker, Metropolis Elementary, Metropolis, IL; Jason Hayes, Massac County High School, Metropolis, IL

A Systemic Approach to Strategic Alignment S07
Brandy Macchia and Arlene Kane, School District of Lee County, Fort Myers, FL

**Quality Process + Quality Culture = Quality System S10**
Patricia Wagar, Sue Groszek, and Frank Sever, Mayfield City Schools, Mayfield Heights, OH

**Using the Malcolm Baldrige National Quality Award Process to Reform Districts and Schools to Meet Increasing Accountability Requirements S11**
Jim Shipley, Jim Shipley & Associates, North Redington Beach, FL
What You Don’t See CAN Hurt You: The Staggering Cost of Waste Hidden in School Processes
Betty Ziskovsky and Joseph Ziskovsky, Lean Education Enterprises Inc., Shoreview, MN

Begin With the End in Mind
Karen Chambers and Stephanie Reese, Greenville County Schools, Greenville, SC

Process Improvement in the Classroom: Strategic Planning to Assure Student Mastery
Joseph Ziskovsky and Betty Ziskovsky, Lean Education Enterprises Inc., Shoreview, MN

Six Sigma and Baldrige: Building Blocks to a Continuous Improvement System in Higher Education
Patricia Schmillen, Illinois Central College, East Peoria, IL

Shelby Danks, Hurst-Euless-Bedford Independent School District, Bedford, TX

Measuring Your Mission: Dashboards and Scorecards
JoAnn Sternke and Mark Hansen, Pewaukee School District, Pewaukee, WI

Developing Organizational Excellence: The Only Goal Worth Pursuing
Robert Ewy, J&J Associates, Metairie, LA; Mark Keen, Cindy Keever, and Dave Mundy, Westfield Washington Schools, Westfield, IN

Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
Got the Data! Need the Decisions
Becky Martin, Ann Buckley, and Stephanie Stulken, Cedar Rapids Community Schools, Cedar Rapids, IA

The Power of Minding the Gap
Sharon Boutwell and Freda Corbell, Katy Independent School District, Katy, TX

Closing the Achievement Gap Using a School-wide Systems Approach
Jennifer Cole, Tamra Gedde, Moise Trujillo, and Rosalba Mendoza, Roswell Independent School District, Roswell, NM

Measuring Proficiency and Growth to Inform Instructional and Curricular Improvement
William Herman and Bill Breisch, Monona Grove School District, Monona, WI

Data-informed Lesson Design With Quality Tools
Rebecca Martin, Stephanie Stulken, Ann Buckley, and Amy Russell, Cedar Rapids Community Schools, Cedar Rapids, IA

Closing the Gap: Underrepresented Populations
High School Math: It IS About Numbers!
Christi Brown, Suzanne Byrd, and Sharon LaTouf, Tucumari High School, Tucumari, NM; Alicia Hatch, Jim Shipley & Associates, North Redington Beach, FL

Increasing Special Education Achievement Through Progress Monitoring and Data Teams
Amber Del Gaiso and Lainie Sgouros, Special School District, Town and Country, MO

Empowerment Through Engagement: Implementing Student-led IEPs
Mandy Ellis, Brooke Mair, and Sarah Urbanc, Dunlap Community Unit School District 323, Peoria, IL

Math Advantage: A Quality Math Intervention Program
Jean Richardson, Mayfield City Schools, Mayfield Heights, OH

Quality Teachers and the Role They Play in Student Achievement
Improved Student Learning Through Instructional Coaching
Amy Russell, Stephanie Stulken, and Ann Buckley, Cedar Rapids Community Schools, Cedar Rapids, IA

Continuous Improvement at Work in a Quality High School
John Barrington, Desiree Masters, and Pat Gornik, Dunlap Community Unit School District 323, Peoria, IL

The Essential Facts System™: Engaging Students for Improving Long-term Learning
Tami Miller and Michele Brinn, Carolina First Center for Excellence, Greenville, SC

Asking vs. Telling Increases Student Achievement and Responsibility
Bob Hoglund, Bob Hoglund Inc., Tempe, AZ; Cindy McClung, School District of Lee County, Fort Myers, FL

Register today at http://nqec.asq.org/.
Workshop and Session Descriptions

SATURDAY, NOVEMBER 5

Workshops (Additional fees apply)

Noon – 4:00 p.m.

WKSP1
Success Through a Systems Model: A Tool for Every Category
Cindy McClung, Coordinator of Curriculum and Staff Development, and Don Bryant, Principal, Fort Myers Middle Academy; School District of Lee County; Fort Myers, FL; and Bob Hoglund, President; Bob Hoglund Inc., Tempe, AZ

When teachers begin learning about Baldrige quality, they often perceive it to be a business model and question its application to education. This workshop will provide hands-on experiences that will demonstrate the relevance of each Baldrige category to the classroom. Participants will learn and practice quality tools that will help them to build a culture of quality to improve student achievement. Participants will explore which tools are the best fit for choosing, collecting, and analyzing data pertaining to each Baldrige category to effectively plan, implement, and evaluate an improvement process. We will share the experiences gained through the past eight years of implementing a system approach in a school district of more than 80,000 students and more than 100 schools, including a peer-school site visit program based on the Baldrige site visit model.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

WKSP2
Overview of the Baldrige Framework for Continuous Improvement for Professional Development K-12 Educators
Rebecca Martin, Continuous Improvement/Professional Development Facilitator; Cedar Rapids Community Schools; Cedar Rapids, IA; and Jay Marino, Superintendent; Dunlap Community Unit School District 323; Peoria, IL

This workshop will introduce participants to the Baldrige Performance Excellence Program and its state affiliate programs with a strong focus on the use of the Education Criteria for Performance Excellence for K-12 school systems. Participants will learn the program’s purpose, values, and criteria, including leadership, strategic planning, customer focus, workforce focus, measurement, process management, and performance results. Innovative practices from past award-winning K-12 school systems will be shared. The process for applying for the Baldrige Award and/or a state quality award will be described, including the application, consensus review, site visit, and feedback report. Participants will engage in an interactive discussion and exercise that will enable them to determine the readiness of their school system to enter a state program or the national program. This discussion will also indicate how Baldrige systems thinking can help to improve the academic achievement of disadvantaged students. This workshop is sponsored by ASQ’s Education Division as part of the division’s effort to promote use of the Baldrige Program’s Education Criteria for Performance Excellence.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

WKSP3
Connecting the Dots: A Roadmap for Aligning School Districts to Continuous Improvement School Districts
Perry Saldwedel, Consultant; Saldwedel Consulting LLC; Chicago, IL; and Mark Van Clay, Consultant; Mark Van Clay Consulting LLC; Lake Forest, IL

Getting everyone behind a district-wide continuous improvement effort, much less sustaining such an effort over multiple years, is daunting work. Yet that is the expectation in today’s educational climate, even as there has been no roadmap that describes how this work should be accomplished. Now there is such a roadmap. Based on Phi Delta Kappa’s July 2011 book-of-the-month selection, Aligning School Districts as PLCs, this interactive workshop focuses on how to put all levels of a school district together to support a continuous improvement effort based on measurable results. Two of the book’s authors present four alignment constants—foundational elements that impact every level of a school district. These four alignment constants provide the systemic glue that binds the school district to common purposes as the constants play out across three district roles (strategic, tactical, and operational) and nine non-negotiables that drive successful, district-wide continuous improvement efforts. Based on the authors’ successful continuous improvement work in scores of districts, this workshop blends solid best practices and research with practical, engaging tools to provide that roadmap toward district-wide continuous improvement.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member, Business Leader
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

WKSP4
Data in the Classroom
Lee Jenkins; From L to J Consulting Group Inc.; Scottsdale, AZ

In far too many classrooms the teachers—not the students—own the data. What does it look like when the students own the data? Students who collect, organize, and graph the data are participants in the data-based decision making. Come see, practice, and apply what you learn to your setting. This workshop mixes visuals from classrooms, simulations of classroom processes, practice graphing, and time to apply to various subjects and grade levels, pre-K to 12.

Focus Area: Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
Target Audience: Teacher, Administrator
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

Register today at http://nqec.asq.org/.
How do you analyze the data to make instructional decisions resulting in increased achievement and learner confidence? When working through the plan-do-study-act (PDSA) cycle, after teacher teams complete the plan, execute in-process measures, and gather the data for the do, they often get stuck on study and act. Learn a proficiency-based process to analyze in-process/formative assessment data to identify learner needs and make instructional decisions. The results of this analysis of student work protocol will guide the next steps in the PDSA cycle. Students are motivated by the targeted feedback, and teachers use the data to adjust and differentiate instructional strategies. The presenters will share results of increased performance for students, including subgroups that traditionally have difficulty keeping pace. Applying this process will lead to action and results for the study and act steps in the PDSA cycle.

**Focus Area:** Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction  
**Target Audience:** Teacher, Administrator  
**Grade Level:** Elementary Schools, Middle Schools, High Schools  
**Presentation Level:** Has a moderate level of understanding and is familiar with the tools available

**SESS03**  
**Continuous Improvement in School Climate Through a Data-driven Discipline Program**

Laura Walker, Principal; Metropolis Elementary School; and Jason Hayes, Principal;  
Massac County High School; Massac County School District; Metropolis, IL

Are your classrooms interrupted with repeated student misbehavior? Are your offices overrun with discipline referrals? Put an end to these distractions and empower staff and students to build a positive school climate. In this session, participants will learn how the Massac County School District used the continuous improvement process to reduce student discipline problems and improve its school safety and climate. Participants will learn how to use data to facilitate solutions to both common cause and special cause discipline problems.

**Focus Area:** Education Reform Based on Systems and Process Management  
**Target Audience:** Teacher, Administrator, School Board Member  
**Grade Level:** Elementary Schools, Middle Schools, High Schools  
**Presentation Level:** New to the continuous improvement process

**SESS04**  
**High School Math: It IS About Numbers!**

Christi Brown, District Math Coordinator/Math Teacher; Suzanne Byrd, Math Teacher; and Sharon LaToff, Math Teacher; Tucumcari High School; Tucumcari, NM; and Alicia Hatch, Consultant; Jim Shipley and Associates; North Redington Beach, FL

This session will teach participants how a New Mexico high school, with a large economically disadvantaged student population, used continual improvement to close the achievement gap in math. The Tucumcari High School math goal led students to achieve 33-percent growth in math proficiency in one year. This session will focus on the process that was followed to reach this goal: data collection and analysis, goal setting, scheduling intervention math labs to meet students’ needs, use of high-yield instructional strategies, student buy-in to the process, and use of PDSA to monitor the effectiveness of the process and strategies.

**Focus Area:** Closing the Gap: Underrepresented Populations  
**Target Audience:** Teacher, Administrator, School Board Member  
**Grade Level:** High Schools  
**Presentation Level:** Has a moderate level of understanding and is familiar with the tools available
The Agora School District will share its story about how it became one of the first school systems to embrace and implement a systematic approach to continuous improvement in its 26 schools. The presenters will share key aspects of their continuous improvement journey, including: the formation of school leadership teams, the implementation of transcending professional learning communities, the challenges of implementing a district-wide initiative, and the early successes realized. This session will be illustrated with multimedia examples of practical implementation.

Focus Area: Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
Target Audience: Administrators and Teachers
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

SESS07
A Systemic Approach to Strategic Alignment
Brandy Macchia, Principal; and Arlene Kane, Reading Coach; Tropic Isles Elementary School; School District of Lee County; Fort Myers, FL

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” – Anne Frank. Creating a system to track student achievement data that aligns with district, school, grade level, classroom, and individual goals is important in promoting learning success and improving overall academic performance. To accomplish this, schools and teachers must know where students are, set a goal as to how far they can go, and then track their progress along the way to make sure they are moving forward. This session will demonstrate how to reform your system to have systemic alignment by redesigning and monitoring the use of data to align it with a strategic plan from school-wide down to individual student progress as a way to promote learning success. Participants will understand the use of a strategic map complete with goals, strategic objectives, measures, and action plans that drive continuous improvement.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools
Presentation Level: New to the continuous improvement process

SESS08
Continuous Improvement at Work in a Quality High School
Jahn Barrington, Science Teacher and High School Science Department Chair; Desiree Masters, Math Teacher; and Pat Gormik, Biology Teacher; Dunlap High School; Dunlap Community Unit School District 323; Peoria, IL

This session will focus on how quality tools have taken a high-performing high school to increased excellence. The presenters will show how secondary mathematics and science teachers have used quality tools to enable their students to track their performance and set realistic goals. Specific topics will include the use of data centers and data binders for students to assess their performance. The session will also look at the use of the continuous improvement model for RTI and differentiated education models.

Focus Area: Quality Teachers and the Role They Play in Student Achievement
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

SESS06
Implementing Continuous Improvement in the Netherlands
Rien Spies, Director; Dutch Center for Educational Leadership, Agora School District; Netherlands, and Jay Marino, Superintendent; Dunlap Community Unit School District 323; Peoria, IL

Schools around the world are facing the challenge of preparing students to be 21st-century learners. Educational systems that create a culture of change that focuses on continuous improvement are meeting this challenge. This session will focus on the process of implementing a continuous improvement approach in a Dutch school system.

Register today at http://nqec.asq.org/.
SESS09
Six Sigma and Baldrige: Building Blocks to a Continuous Improvement System in Higher Education
Patricia Schmillen, Six Sigma Master Black Belt; Illinois Central College; East Peoria, IL

This session will participate through Illinois Central College’s (ICC) continuous improvement (CI) journey and explain how the present system has evolved. They will learn how the college uses the Baldrige criteria to identify gaps and establish next steps, and how a Six Sigma program provides structure and the tools to implement changes. Participants will gain insight into how ICC’s system of CI has helped the college save money, increase efficiencies, and drive quality improvement college-wide. CI project examples will demonstrate the benefits of a process management and improvement system in higher education. Improvement initiatives at the college are data-driven and focused on student needs and requirements to better serve students in key areas such as applications, admissions, testing, financial aid, and billing. Improvements reduce turnaround time, enhance communication, and provide quality service. This session will also cover staff training and how it strengthens and supports CI to position the college for sustainable change.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member, Business Leader
Grade Level: Higher Education
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

SESS10
Quality Process + Quality Culture = Quality System
Patricia Wagner, Guidance Counselor; Sue Grzesek, School Board President; and Frank Sever, Head of Buildings, Grounds, and Equipment; Mayfield City Schools; Mayfield Heights, OH

The Mayfield City School District has been working since 2002 to develop, implement, and improve its quality processes. This session will take you step-by-step through the district’s journey, from laying the foundation of its initial training to the implementation of its leadership model to its ongoing process of continuous improvement and the development of a quality system.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

2:45 p.m. – 4:00 p.m.

Education Team Excellence Award Live Presentation:
Westfield Washington Schools (Summer R.O.C.K.S.), Westfield, IN

SESS11
Using the Malcolm Baldrige National Quality Award Process to Reform Districts and Schools to Meet Increasing Accountability Requirements
Jim Shipley, President; Jim Shipley & Associates; North Redington Beach, FL

This session focuses on the systematic application of the Malcolm Baldrige Education Criteria for Performance Excellence. Featured are the seven high-impact system components necessary to accelerate improved school and district performance. This improvement methodology utilizes a systems approach based on the Baldrige criteria. The approach focuses on leadership, planning, and the support systems required to systematically improve. This session will also include strategies to engage staff, students, and stakeholders in supporting improvement to turn around performance at the district, school, and classroom levels.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

SESS12
The Power of Minding the Gap
Sharon Boutwell, Assistant Superintendent for Leadership and Organizational Development; and Freda Corbell, Executive Director for Research; Katy Independent School District; Katy, TX

Learn from one district’s journey to capitalize on the middle of the K-12 continuum to establish focus at the district, campus, and student levels and make the most of shrinking resources to inform instructional practice and organizational structures.

Focus Area: Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
Target Audience: Teacher, Administrator
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

SESS13
Using a Data-driven Framework and the Principles of UDL to Incorporate iPad Technology Into Daily Instruction for Students With Special Needs
Autumn Kelley, Director of Curriculum and Instruction; Specialized Educational Services Inc. (SESI); Yardley, PA

Innovative, data-driven, and responsive to the needs of all learners, Specialized Education Services Inc. (SESI) has developed and implemented a model of instructional delivery that uses the Apple iPad as a central portal of instructional delivery to support the learning needs of students with learning disabilities, emotional disabilities, and autism in its 42 school sites in nine states across the nation. This session will target three key areas: the use of data to provide post-PC technology-based supports on an individual, classroom, and school-wide level, applications that deliver learning results for students who are not experiencing learning achievement using traditional methods, and a look at how the use of iPad technology systemizes the delivery of the principles of Universal Design for Learning (UDL) to the classroom and student levels of learning. The work of this systematic model of learning instruction has been featured in Education Week and in several articles in local newspapers throughout the nation central to the various SESI school locations. Coverage of iPad use in the classrooms as a way to integrate the wonders of tablet computing in supporting students with special needs is supportive of the model’s success.

Focus Area: Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
Target Audience: Teacher, Administrator, Parent
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

Register today at http://nqec.asq.org/.
Washington schools’ development of common instructional checks couples a
and in-depth learning utilizing the formative assessment process. Westfield
which facilitates immediate feedback for flexibility in instructional practices
this session will focus on the development of a continuous growth model,
Westfield, iN
Joe Montalone, principal of Maple glen elementary; Westfield Washington schools;
Mark Keen, superintendent; dave Mundy, executive director of Learning systems; and
Registration Level:
Presentation Level: New to the continuous improvement process

SESS14
Math Advantage: A Quality Math Intervention Program
Jean Richardson, Math Specialist; Mayfield Middle School; Mayfield City Schools;
Mayfield Heights, OH
Participants will learn about the evolution of Math Advantage, a middle school
math intervention program, and what Mayfield Middle School discovered
about the academic, social, and emotional needs of striving students.
Focus Area: Closing the Gap: Underrepresented Populations
Target Audience: Teacher, Administrator, School Board Member, Parent,
Business Leader
Grade Level: Middle Schools
Presentation Level: Has a moderate level of understanding and is familiar
with the tools available

SESS15
The Essential Facts System™: Engaging Students for Improving
Long-term Learning
Tami Miller, Manager; Carolina First Center for Excellence; Greenville, SC; and Michele
Brinn, Director for Workforce Development; Greenville Chamber and Director for
Carolina First Center for Excellence; Greenville, SC
Experience this spiraling approach to curriculum firsthand while learning how
to implement The Essential Facts System™ in your classroom! Participants will
take part in quizzes, graphing results, and creating a culture that engages
students in the learning process and celebrating all-time bests.
Focus Area: Quality Teachers and the Role They Play in Student Achievement
Target Audience: Teacher, Administrator, School Board Member, Parent
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar
with the tools available

MONDAY, NOVEMBER 7
Concurrent Sessions
10:00 a.m. – 11:15 a.m.

Education Team Excellence Award Live Presentation:
Honeoye Falls-Lima Central School District (HF-L Quality Education Design Team),
Honeoye Falls, NY

SESM01
Effective Formative Assessment: Common Instructional Checks
Mark Keen, Superintendent; Dave Mundy, Executive Director of Learning Systems; and
Joe Montalone, Principal of Maple Glen Elementary; Westfield Washington Schools;
Westfield, IN
This session will focus on the development of a continuous growth model,
which facilitates immediate feedback for flexibility in instructional practices
and in-depth learning utilizing the formative assessment process. Westfield
Washington Schools’ development of common instructional checks couples a
version of Lee Jenkins’ assessment model, along with predetermined grade-
level essential standards to empower students through individual student
graphing folders and displaying classroom/grade level data.
Focus Area: Instructional Improvement and the Ability to Facilitate
Deployment Using a Quality Model
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

SESM02
Process Improvement in the Classroom: Strategic Planning to Assure
Student Mastery
Joseph Ziskovsky, Director of Operational Excellence; and Betty Ziskovsky, CEO; Lean
Education Enterprises Inc.; Shoreview, MN
This session identifies a critical problem for all education institutions: the
domino effect of cumulative learning lost due to incomplete curriculum
delivery and the failure of students to master what is delivered each year in
the classroom. The prevalence of the problem is manifested in the common
lament of teachers everywhere: “Why didn’t the kids learn this before
they got to my room?” That failure affects the school’s ability to succeed in
reaching its strategic academic goal. Classroom strategic plans provide a
means of ensuring that deployment of the school or district’s academic goal
is successfully accomplished at the classroom level. This session chronicles the
development, implementation, results analysis, and adjustment of a classroom
strategic plan that ensured that the entire assigned curriculum was completely
delivered in such a way that students mastered it.
Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member, Parent
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

SESM03
Increasing Special Education Achievement Through Progress
Monitoring and Data Teams
Amber Del Gaiso and Lainie Sgouros, Progress Monitoring Data Coaches; Special School
District; Town and Country, MO
This session will describe an initiative to implement progress monitoring and
data teams with special educators, and the impact on student achievement.
Benchmark data revealed that students with disabilities demonstrated higher
than expected weekly rates of improvement, suggesting a positive correlation
between data-based instructional decision-making and student achievement.
Participants will learn practical strategies for implementing a system of data
collection and analysis to inform instruction.
Focus Area: Closing the Gap: Underrepresented Populations
Target Audience: Teacher, Administrator
Grade Level: Elementary Schools, Middle Schools
Presentation Level: New to the continuous improvement process

Register today at http://nqec.asq.org/.
Data-informed Lesson Design With Quality Tools

Rebecca Martin, Continuous Improvement/Professional Development Facilitator; Stephanie Stulken, Teacher/Continuous Improvement Trainer; Ann Buckley, Teacher/Continuous Improvement Trainer; and Amy Russell, Continuous Improvement Curriculum Facilitator; Cedar Rapids Community Schools; Cedar Rapids, IA

Districts spend time discussing what needs to be done to increase student achievement, close the achievement gap, and encourage student engagement. Teachers respond by saying “I’m working as hard as I can. What do you want me to do?” Often minimized is the “how to” for teachers to enhance their skills to reach all learners. This session targets the “how.” The overview explains a system that uses student in-process/formative data to inform the teacher to target instruction, design lessons, maximize time, and engage students in the learning process. This system integrates the lesson design process with PDSA and professional learning community key questions. Participants will learn a lesson design format that not only includes reframing SMART targets and guided practice, but one that also embeds assessment. Participants will leave with a process, tools, and templates to implement the system in their classrooms.

Focus Area: Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
Target Audience: Teacher, Administrator
Grade Level: Elementary Schools, Middle Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

LEADing Your School to a Quality Future

Michele Brinn, Director; Workforce Development; Greenville Chamber and Director; Carolina First Center for Excellence; Greenville, SC; and Tami Miller, Manager; Carolina First Center for Excellence; Greenville, SC

This session will provide an opportunity for participants with all experience levels to learn how school leadership serves as the key to building effective quality cultures in their schools. Attendees will examine how various leadership styles are used to create and sustain cultures of success based on the foundations of continuous quality improvement through LEAD principles: leadership, example, attitude, and deployment.

Focus Area: Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
Target Audience: Teacher, Administrator, School Board Member, Business Leader
Grade Level: Elementary Schools, Middle Schools, High Schools, Higher Education
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

12:30 p.m. – 1:45 p.m.

Education Team Excellence Award Live Presentation:

Westfield Washington Schools (Common Instructional Checks Team), Westfield, IN

Process Management and Improvement: The Forgotten Component of Organizations’ Accountability Systems

Michael Perich, Consultant, Systemwide Continuous Improvement; Montgomery County Public Schools; Rockville, MD

Participants will learn how to begin moving their organization toward becoming a more process-centered organization by using specific tools and building the capacity of staff. Specifically, participants will learn how to develop inputs, guides, outputs, and enablers (IGOEs) to help identify the interrelationships and interdependencies of key processes across their organization. They will also use process mapping models to formalize key processes including swim lane maps and subprocesses. Participants will distinguish the difference between tasks, activities, processes, and systems and will begin developing a process management and improvement system in their organization.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teachers, Administrators, School Board Members
Grade Level: Elementary Schools, Middle Schools, High Schools, Higher Education
Presentation Level: New to the continuous improvement process

Closing the Achievement Gap Using a School-wide Systems Approach

Jennifer Cole, Principal; Tamra Gedde, 6th Grade Teacher; Moise Trujillo, Math Teacher; and Rosalba Mendoza, ELL Teacher; Mesa Middle School; Roswell Independent School District; Roswell, NM

Participants will learn how a systems approach improves student learning and closes the achievement gap. Mesa Middle School will provide achievement data that show gains that took place when a systems approach was implemented school-wide.

Focus Area: Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Middle Schools
Presentation Level: Has integrated the tools and concepts into a systematic approach

Asking vs. Telling Increases Student Achievement and Responsibility

Bob Hoglund, President; Bob Hoglund Inc.; Tempe, AZ; and Cindy McClung, Coordinator of Curriculum and Staff Development; School District of Lee County; Fort Myers, FL

This interactive session will examine two of the many strategies that helped an elementary school change from a culture of “We’re doing pretty well for the kind of kids that we have” to a culture of “Our kids are worth whatever it takes,” and how this success is now being spread to the district level through professional development and school site visits. From a school and classroom perspective, participants will learn the process used to initiate and sustain success in the areas of student achievement, student behavior, and teacher satisfaction. By using Dr. Glasser’s Questioning Process, participants will experience the importance of “asking” vs. “telling.” Using the questioning process, participants will see how to help students set academic and behavioral plans and participate in class meetings. Additionally, attendees will participate in activities such as the questioning process, class meetings, and using an academic conference to help students analyze their own data.

Focus Area: Quality Teachers and the Role They Play in Student Achievement
Target Audience: Teacher, Administrator, School Board Member, Parent
Grade Level: Elementary Schools, Middle Schools, High Schools

Register today at http://nqec.asq.org/.
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

SESM09

Shelby Danks, Instructional Specialist; Hurst-Euless-Bedford Independent School District; Bedford, TX

This session will describe how to use various process maps to articulate, define, and describe the key work processes of individual support personnel and professional learning communities. The ADDIE and adapted SIPOC processes will be shared to illustrate how to define the requirements, outputs, goals, key work processes, and process measures for any instructional support function in a K-12 school district setting. Also, innovative process maps will be shown and other data visualizations and tools will be offered as examples of innovations that have been derived from the utilization of these key work processes.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, Business Leader
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

SESM10
Walking the CI Journey

Mark Oesterle, Principal; Diamond Canyon Elementary; Deer Valley Unified School District; Anthem, AZ; and Terri Iles, Consultant; Jim Shipley & Associates; North Redington Beach, FL

Using classroom walkthrough data to guide successful implementation of a systems approach to continuous improvement is a best practice used at Diamond Canyon Elementary. Walkthrough data is gathered, reported, and utilized to improve instruction, modeling the PDSA improvement cycle in the process. The presenters will share their administrative PDSA board and walkthrough data with participants, along with many classroom examples from their CCI journey. If your school is working toward continuous, systemic, long-range classroom improvement, join this interactive session.

Focus Area: Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
Target Audience: Teacher, Administrator
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

2:15 p.m. – 3:30 p.m.

SESM11
Measuring Proficiency and Growth to Inform Instructional and Curricular Improvement

William Herman, Technology Director; and Bill Breisch, Director of Instruction; Monona Grove School District; Monona, WI

Educators have come to realize the importance of analyzing not only how well groups of students are performing academically, but also how rapidly they are learning. Both measures are crucial in informing instruction and curriculum design. Because it is tedious and cumbersome to hand-calculate statistical information about the proficiency and growth of student groups, an open source software tool called Ascent has been developed to do these calculations and enable quick, on-the-fly student group comparisons. Ascent was developed at Monona Grove School District in 2010-2011 and is funded by a grant from Wisconsin’s Department of Public Instruction. It currently incorporates MAP and Explore, Plan, ACT data. Learn how Ascent can be used to display group proficiency data and measure the growth of student groups over time. Participants will learn ways this analysis can point to instructional and curricular areas in need of improvement, and ways the tool can be used to study cohorts over time for the purpose of program evaluation. Finally, participants will learn from a case study how growth analysis exposed a curricular area of concern in the presenters’ own school district, and the curricular changes the district made in response.

Focus Area: Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

SESM12
Measuring Your Mission: Dashboards and Scorecards

JoAnn Sternke, Superintendent; and Mark Hansen, Chief Academic Officer; Pewaukee School District; Pewaukee, WI

Connecting your mission to your key performance measures remains a challenge for any organization. Learn how one K-12 school district moved toward data-driven decision-making using the Baldrige Criteria for Performance Excellence and a dashboard and scorecard process. Participants will learn how dashboards and scorecards can impact an organization’s performance, and they will have a chance to begin designing their own dashboard or scorecard template.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools, Higher Education
Presentation Level: New to the continuous improvement process

SESM13
Empowerment Through Engagement: Implementing Student-led IEPs

Mandy Ellis, Learning Intervention Specialist; Brooke Mair, Director of Special Services; and Sarah Urbanc, 3rd Grade Teacher; Dunlap Community Unit School District #323; Pekoria, IL

This session will cover classroom applications for implementing student-led IEPs. Steps for implementing student-led IEPs will include introducing students to the IEP document, engaging students in soliciting feedback from key stakeholders, using student data binders to write meaningful goals, using technology to prepare systematic presentations, and using quality tools to make IEP decisions.

Focus Area: Closing the Gap: Underrepresented Populations
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

Register today at http://nqec.asq.org/.
SES14
Team Recognition for Excellence in Education

Ken Leeth, Owner, Common Sense Quality Solutions, Elkhart, IN; Kenneth Getkin, Educational Services Consultant, Office Depot, Moon Township, PA

This session will give a description of the Education Team Excellence Recognition Process, which provides educators with the opportunity to capture national and international recognition for the winning schools’ team-based quality improvement efforts. It will also show how the ETRE criteria can be used as a process roadmap for continuous improvement efforts and to improve overall team performance.

Focus Area: Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
Target Audience: Teacher, Administrator, School Board Member, Business Leader
Grade Level: Elementary Schools, Middle Schools, High Schools, Higher Education
Presentation Level: New to the continuous improvement process

SES15
Begin With the End in Mind

Karen Chambers, Principal; Sue Cleveland Elementary; Greenville County Schools; Piedmont, SC; and Stephanie Reese, Principal; Ellen Woodside Elementary; Greenville County Schools; Pelzer, SC

This session will discuss the successes at the elementary level by using the plan-do-study-act (PDSA) cycle to cultivate reform and to develop leadership in students through character education and academic success. Learn how two rural elementary schools are using PDSA item analysis and benchmark testing to close the achievement gap and maintain continuous progress for students. Participants will hear video testimonials from students and teachers working through the process.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Teacher, Administrator, School Board Member, Parent, Business Leader
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: New to the continuous improvement process

TUESDAY, NOVEMBER 8

Announcement of ETRE Award Recipients & Display Poster Winners
Team Presentation Highlights with Q&A

Concurrent Sessions
9:45 a.m. – 11:00 a.m.

SEST01
Classroom Learning System Walkthroughs: Supporting Implementation of a Systems Approach to Continuous Improvement in the Classroom

Marilyn Wescott, Marlene Parra, Consultants; Jim Shipley & Associates Inc.; North Redington Beach, FL

This session will address how the widely used practice of classroom walkthroughs can be used to link high-quality curriculum, instruction, and assessment with the essential components of a Baldridge-based approach to classroom improvement. Attendees can expect to leave with an increased understanding of classroom walkthroughs as an implementation and engagement strategy, examples of Baldridge-based walkthrough tools, and a plan for aligning current walkthrough practices to quality improvement initiatives.

Focus Area: Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
Target Audience: Teacher, Administrator, School Board Member
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

SEST02
Developing Organizational Excellence: The Only Goal Worth Pursuing

Robert Ewy, Consultant; JJ and Associates; Metairie, LA; and Mark Keen, Superintendent; Cindy Keever, Director of Student Support Programs; and Dave Mundy, Executive Director of Learning Systems; Westfield Washington Schools; Westfield, IN

This interactive session focuses on the specifics of how to manage performance and processes that drive a school district to excellence. A management calendar and related activities that lead to a well-planned, well-managed organization capable of achieving outstanding results will be shown and discussed.

Focus Area: Education Reform Based on Systems and Process Management
Target Audience: Administrator, School Board Member, Business Leader
Grade Level: Elementary Schools, Middle Schools, High Schools
Presentation Level: Has a moderate level of understanding and is familiar with the tools available

Register today at http://nqec.asq.org/.
SEST03  
**Improved Student Learning Through Instructional Coaching**

Amy Russell, Continuous Improvement Curriculum Facilitator; Stephanie Stulken, Teacher/Continuous Improvement Trainer; and Ann Buckley, Teacher/Continuous Improvement Facilitator; Cedar Rapids Community Schools; Cedar Rapids, IA

How do you take professional development from having its 15 minutes of fame to professional practice that grows roots and even matures over time? Learn how one district uses instructional coaches to engage colleagues in differentiated professional development that supports professional practice, purposeful instruction, and improved student success. As the role of instructional coaching grew, the district discovered the power of collaboration and reflective practices when working one-on-one, in professional learning communities, and with the entire staff. Coaches connect with teachers and paraprofessionals in ways that celebrate and validate their work but also stretch them professionally. Grade level teams develop a targeted focus on SMART goals, using quality processes and tools in a deeper and more effective manner. Learn the challenges and successes along the way towards improving student learning through instructional coaching.

**Focus Area:** Quality Teachers and the Role They Play in Student Achievement  
**Target Audience:** Teacher, Administrator  
**Grade Level:** Elementary Schools  
**Presentation Level:** New to the continuous improvement process

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SEST04  
**Don’t Tell Us We’re a Failing School … Creating Change That Really Matters**

Judith Touloumis, Principal; and Antoinette Hallam, 2nd-Grade Teacher; Carlos Rey Elementary; Albuquerque Public Schools; Albuquerque, NM

Carlos Rey Elementary will tell its seven-year story of creating systems improvement at a large (nearing 1,000 students) elementary school that encompasses a population with 100-percent free and reduced lunch students, including approximately 50-percent ELL. Attendees will learn how the staff created aligned teams and processes that gave them the tools to truly change student learning results at a school that had had consistently poor achievement. Attendees will also gain insight into how the school created internal support processes to help sustain established systems.

**Focus Area:** Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model  
**Target Audience:** Teacher, Administrator, School Board Member, Parent, Business Leader  
**Audience:** Elementary Schools, Middle Schools, High Schools, Higher Education  
**Presentation Level:** Has a moderate level of understanding and is familiar with the tools available

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SEST05  
**What You Don’t See CAN Hurt You: The Staggering Cost of Waste Hidden in School Processes**

Betty Ziskovsky, CEO; and Joseph Ziskovsky, Director of Operational Excellence; Lean Education Enterprises Inc.; Shoreview, MN

Process improvement and management requires the identification of value-adding process steps. Any step that does not add value is, by definition, a waste. To improve a process, waste is reduced or eliminated. Improving processes always results in saving costs because when the waste is eliminated, so is the associated cost. This session introduces educators to the nine types of waste in education service delivery processes. Waste is never planned in any process, but it is pervasive. It is so much a part of our daily work that we don’t even see it. Learning to know what to look for enables people to see waste in their processes—the first step in improving it. Eliminate the waste and recover the money that didn’t need to be spent—money that’s freed for other school needs. This session includes the opportunity for attendees to learn what various forms of waste can look like. They will then have the opportunity to apply that learning by interactively analyzing a real-life school scenario for the nine wastes it demonstrates.

**Focus Area:** Education Reform Based on Systems and Process Management  
**Target Audience:** Teacher, Administrator, School Board Member, Parent, Business Leader  
**Grade Level:** Elementary Schools, Middle Schools, High Schools, Higher Education  
**Presentation Level:** New to the continuous improvement process
LIVE PRESENTATION:
SUNDAY, NOVEMBER 6
10:30 A.M. – 11:45 A.M.
INSTITUTION NAME: ASA CLARK MIDDLE SCHOOL
TEAM NAME: ASA CLARK MIDDLE SCHOOL IMPROVEMENT TEAM
TEAM TYPE: IMPROVEMENT TEAM
LOCATION: PEWAUKEE, WI
This team is guiding our school’s first steps towards meeting the strategic goal of 100% of 8th-grade students being proficient in “using electronic information and knowledge tools to interpret, analyze, compose, and communicate” by June of 2014. Through the use of a PDSA model and a variety of quality assurance tools such as an affinity diagram, a decision-making matrix, and a fishbone diagram, they have successfully implemented the first steps of this improvement process by creating a digital learning environment consisting of well-trained teachers who authentically embed technology into their teaching and learning practices.

LIVE PRESENTATION:
SUNDAY, NOVEMBER 6
1:00 P.M. – 2:15 P.M.
INSTITUTION NAME: RAMAIAH INSTITUTE OF MANAGEMENT STUDIES
TEAM NAME: RIMS EXCELLENCE TEAM
TEAM TYPE: ASSURANCE OF LEARNING TEAM
LOCATION: BANGALORE, INDIA
Grades are widely used to measure student performance. Unfortunately, grades do not reflect the extent to which learning goals have been achieved. Assurance of Learning (AOL) is an assessment mechanism that seeks to quantify the effectiveness of learning on a scale.

LIVE PRESENTATION:
SUNDAY, NOVEMBER 6
2:45 P.M. – 4:00 P.M.
INSTITUTION NAME: WESTFIELD WASHINGTON SCHOOLS
TEAM NAME: SUMMER R.O.C.K.S.
TEAM TYPE: SCHOOL IMPROVEMENT TEAM
LOCATION: WESTFIELD, IN
Summer retention of learning is a hot topic among the nation’s school districts. Westfield Washington Schools’ (WWS) Summer R.O.C.K.S (Reviewing Online Content [and] K-8 Standards) program is a kindergarten through 8th grade summer outreach program which provides “from-home” learning through a variety of challenging activities. The nearly zero cost, data-driven, web-based experience promotes student retention of previously learned information and provides an introduction of next grade level concepts and skills. Online information is controlled and created by teachers and allows for daily interaction between students and staff. Course work is delivered through time tables which support a full summer of learning and through grade level specific links.

LIVE PRESENTATION:
MONDAY, NOVEMBER 7
10:00 A.M. – 11:15 A.M.
INSTITUTION NAME: WESTFIELD WASHINGTON SCHOOLS
TEAM NAME: COMMON INSTRUCTIONAL CHECKS TEAM
TEAM TYPE: SCHOOL IMPROVEMENT TEAM
LOCATION: WESTFIELD, IN
Westfield Washington Schools (WWS) strategically plans for non-interrupted, continuous growth for its students, its staff, and its programs. Throughout the district’s five years of study of the Baldrige Performance Criteria for Excellence, the need for a formative assessment model was identified. Teacher-leader collaboration resulted in the creation of WWS’ Common Instructional Checks (CICs), a model for frequent assessment that drives timely, meaningful adjustment to instruction and extinguishes the need for start-of-the-year review, protecting instructional time.

Discover strategies for individual student graphing of goals, for displaying classroom/grade level data, and for driving classroom discussion around immediate student feedback. The WWS team will share sample measures, instruments, and guidelines as well as trend data showing successes of the approach.

LIVE PRESENTATION:
MONDAY, NOVEMBER 7
12:30 P.M. – 1:45 P.M.
INSTITUTION NAME: HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT
TEAM NAME: HF-L QUALITY EDUCATION DESIGN TEAM
TEAM TYPE: CONTINUOUS IMPROVEMENT PROCESS TEAM
LOCATION: HONEOYE, NY
Facing a budget revenue shortfall of 14%, the Honeoye Falls-Lima Central School District sought to make difficult budget cuts while maintaining its high-performing status and customer satisfaction through refinements in its long-standing program budget process. A new budget prioritization process and reporting approach were developed for internal stakeholder use. Diner discussions and a program budget website approach were developed for external stakeholder use. Implementation of these changes yielded improved budget vote results, increased parent satisfaction ratings, and the identification of new efficiencies leading to a ranking from a regional business journal of #1 in administrative efficiency. Join us for the story of how multiple quality tools supported this successful process improvement.

For more information, visit http://nqec.asq.org/team-award or email gbalagopal@asq.org.
YOU HAVE MADE THE IMPROVEMENT IN YOUR SCHOOLS
Why not show the world? Finalists in other years have showcased their achievements in using PDSA and other tools to meet AYP in math, closing the achievement gap between schools within the district, and lowering employee healthcare costs by operating a highly efficient medical center within the school district’s operational structure.

DEMONSTRATE YOUR SCHOOL’S DEDICATION TO EXCELLENCE
Teamwork is essential in education. Teachers, administrators, staff, and parents work together to give students every possible opportunity to learn. The Education Team Excellence Recognition Process showcases what teams accomplish in our schools.

NEW THIS YEAR!
Mentors are available for each applicant team.
ASQ gratefully acknowledges the following volunteer mentors:
Jeanne Baxter, Kenneth Getkin, Theron Post, Rhonda Rabbitt, and Betty Ziskovsky.

LIVE PRESENTATIONS at ASQ’s National Quality Education Conference
To be held in Fall 2012

Team finalists will be selected from a preliminary round to participate in the LIVE presentations at NQEC.

Why Teams Participate in the Education Team Excellence Recognition Process
SEE HOW YOUR SCHOOL MEASURES UP
By aligning your process to ASQ’s best practices, you will see how your team’s practices and results measure up to the Education Team Excellence Recognition criteria. You can also use this experience and feedback to help in other quality initiatives like pursuing the Malcolm Baldrige National Quality Award.

SHARE AND COMPARE
Showcase your best practices and target your current efforts to make strides in student achievement in your district. The ETER is also an opportunity to capture national recognition for your school’s improvement efforts. Past recipients have received local and national press coverage for their good work.

RECEIVE A QUALITY FEEDBACK REPORT
The quality feedback report is based on proven criteria that are specific, timely, and applicable to inspire your professional work and your students’ learning. This report will help you identify strengths and areas for continued improvement within your project scope. Because it is aligned to best practices, you will also get a benchmark to compare with other schools involved in the ETER.

RECEIVE NATIONAL RECOGNITION
ASQ is The Global Voice of Quality™. Through advancing learning, promoting quality improvement, and uniting professionals from all backgrounds, ASQ is the worldwide authority on quality and continuous improvement.

FOR MORE INFORMATION
For more information on the 2012 Education Recognition Award Process, please email Geetha Balagopal at gbalagopal@asq.org.

ASQ would like to thank the following 2011 Final Round Judges for their support:

- Jeanne Baxter, Partner, Quality Education Associates
- Kenneth Getkin, Education Quality Service Consultant, Office Depot
- Ken Leeth, Owner, Common Sense Quality Solutions
- Liz Menzer, Executive Director, Wisconsin Center for Performance Excellence
- Gary Turner, President, Turner Consulting
- Glenn Walters, Deputy Cabinet Secretary, New Mexico Higher Education Department
- Betty Ziskovsky, CEO, Lean Education Enterprises, Inc.

Register today at http://nqec.asq.org/
Travel Information

Hotel and Transportation Information
2011 National Quality Education Conference
November 6–8, 2011
Hyatt Regency Indianapolis, Indianapolis, IN

Hotel

Hyatt Regency Indianapolis
One South Capitol Avenue
Indianapolis, IN 46204
General Phone: 317-632-1234
Reservations: 888-421-1442 (Passkey Reservations System)
Monday – Friday, 9:00 a.m. – 8:00 p.m., EST
Fax: 317-616-6299
Website: www.indianapolis.hyatt.com
Reservation Link: https://resweb.passkey.com/go/ASQU

Room Rates

$125 single/double occupancy; $145 triple/quad occupancy; plus applicable taxes (currently 17%, subject to change). All reservations must be accompanied by a first-night room deposit or guaranteed with a major credit card. When phoning in your reservation, please refer to the NQEC Group Rate when making reservations. Note: Do not call the hotel to make reservations; reservations are being taken by the Passkey Reservations System, either via the reservation link or the number listed above.

Internet Service – Complimentary in-room internet is available to all attendees booking with the NQEC hotel room block; otherwise, there is a $9.95 charge per day. Wireless internet is available in all public areas of the hotel except meeting rooms.

Hotel Parking – All NQEC attendees receive a 20% discount on valet parking. Regular parking rates are: Valet overnight: $30.00; valet up to eight hours: $20.00; self-parking $22.00 per day. ASQ does not validate and/or pay for parking.

Hotel Location

Located in the heart of downtown Indianapolis, the Hyatt Regency Indianapolis is easily accessible to the Indiana Convention Center, Circle Centre Mall, and Lucas Oil Stadium via a convenient skywalk with a wide range of entertainment and dining options.

Cancellation

Notification of cancellation of individual reservations must be received 48 hours prior to the day of arrival to avoid cancellation charges of one night plus taxes.

Hotel Purchase Orders

Purchase orders must be sent to the attention of the Credit Manager at the Hyatt Regency Indianapolis at the above address or faxed to 317-616-6039. All requests must be received a minimum of six weeks (September 22, 2011) prior to arrival and all charges must be identified and totaled (i.e., room and tax; room, tax, and incidentals, etc.). All purchase orders must be paid 30 days prior to the arrival date.

To make purchase order reservations, call the hotel directly at 317-616-6104 and ask for Adrienne Redmond, reservations coordinator, or email adrienne.redmond@hyatt.com and get a confirmation number. Note: When making purchase order reservations, please make sure to ask for Adrienne Redmond directly; do not call the Passkey Reservations System.

Include your confirmation number with the purchase order and send it to the Credit Manager at the hotel. Attendees who do not wish to use a credit card to guarantee their reservation must inform reservations that they will be settling charges with a purchase order. Reservations will be held without a credit card guarantee but will be released if purchase orders are not received 30 days prior to the arrival date. Please contact Marjorie Maupuy at ASQ at 800-248-1946 x7272 or mmaupuy@asq.org with any questions.

Cut-off Date

Reservations must be made by Thursday, October 13, 2011. Attendees are encouraged to make hotel reservations early.

Check In/Out

Check In: 3:00 p.m.
Check Out: Noon (no late checkouts can be provided)

Airport Information

Indianapolis International Airport (IND)

Website

www.indianapolisairport.com

Location from hotel

Approximately 11 miles.

Airlines

Air Canada, Air Tran, American/American Eagle, Continental, Delta, Frontier, Southwest, United, and US Airways

Shuttle Information

The Ground Transportation Center is located on Level 1 of the Parking Garage for all transportation needs. Taxi: $35.00; IndyGo Green Line Downtown/Airport Express (www.indygo.net): $7.00 one-way (prices subject to change).
Please print clearly or type the following information:

Are you an ASQ Full or K-12 member?  ☐ Yes  ☐ No

Member or customer number (if applicable): __________________________________________

First name for badge: __________________________________________

Mr./Ms./Mrs./Dr.: __________________________________________

Organization/School: __________________________________________

Title: __________________________________________

Address: __________________________________________

Apt./Ste.: __________________________________________

City, State/Province: __________________________________________

Zip/Postal Code: __________________________________________

Country: __________________________________________

Phone: __________________________________________

Fax: __________________________________________

Email: __________________________________________

If you have any questions or concerns, please call ASQ Customer Care at 800-248-1946.

If you have a disability and/or special needs, please let us know so that we may provide information regarding your needs.

Saturday, November 5, 2011 • Noon – 4:00 p.m.

☐ Workshop 1  ☐ Workshop 3
Success Through a Systems Model: Connecting the Dots: A Roadmap for
A Tool for Every Category Aligning School Districts to Continuous
Fee: $159 Improvement School Districts Fee: $159
WKSP1 WKSP3

☐ Workshop 2  ☐ Workshop 4
Overview of the Baldrige Framework Data in the Classroom
for Continuous Improvement for K-12 Fee: $159 Fee: $159
Educators WKSP2 WKSP4

Concurrent Sessions
Sunday, November 6
10:30 a.m. – 11:15 a.m.
☐ SES501  ☐ SES502  ☐ SES503
☐ SES504  ☐ SES505  ☐ FS51
1:00 p.m. – 2:15 p.m.
☐ SES506  ☐ SES507  ☐ SES508
☐ SES509  ☐ SES510  ☐ FS52
2:45 p.m. – 4:00 p.m.
☐ SES511  ☐ SES512  ☐ SES513
☐ SES514  ☐ SES515
Monday, November 7
10:30 a.m. – 11:15 a.m.
☐ SES501  ☐ SES502  ☐ SES503
☐ SES504  ☐ SES505

One-day $259 ☐ Sunday ☐ Monday ☐ Tuesday

GROUP DISCOUNT
Groups of five or more will receive the discounted rate. All registrants must be from the same organization, and all registrations must be received at the same time to qualify for this discount.

Groups (5-19) ☐ $399 each
Groups (19+) ☐ $369 each

Registration includes daily light continental breakfast, refreshment breaks, two lunches, all concurrent sessions, and conference materials. Workshops are available at an extra fee.

WORKSHOP AMOUNT DUE . . . . . . . . . . . . . $___________
REGISTRATION AMOUNT DUE . . . . . . . . . . $___________
TOTAL AMOUNT DUE . . . . . . . . . . . . . . . . $___________

PAYMENT INFORMATION
Registration must be accompanied by payment in full for all selected activities. Funds payable in U.S. dollars, drawn on a U.S. financial institution. Purchase orders must be sent along with completed online registration via mail to the attention of ASQ Customer Care, PO Box 3005, Milwaukee, WI 53201-3005; via fax to 414-272-1734, Attn: ASQ Customer Care; or via email to help@asq.org with “NGQC Purchase Order” in the subject line. All phone registrations or faxes must include the number of a major credit card that will be charged for the registration fees (MC/VISA/AMEX accepted). Do not follow-up phone, fax, or online registrations with a mail-in registration. All registrations (whether phoned, faxed, mailed, or completed online) will be confirmed by mail with a receipt and confirmation letter within two weeks of receipt.

I would like to receive information from conference sponsors and exhibitors via email. ☐ Yes SVY1

I would like to receive the free Education Brief e-newsletter. ☐ Yes SVY2

Please indicate whether you work in:
☐ Elementary education
☐ Secondary education
☐ Higher education

SVY3 SVY4 SVY5

☐ MasterCard  ☐ Visa  ☐ American Express

☐ Purchase order no. ___________________________ (please attach documentation)

Card number ________________________________ expiration date ________________

Name on card  _____________________________________________________________

(please print)

Signature _________________________________________________________________

(please attach documentation)

☐ If you have a disability and/or special needs, please let us know so that we may help facilitate your attendance at the conference. Check this box and attach information regarding your needs.

If you have any questions or concerns, please call ASQ Customer Care at 800-248-1946.

Register today at http://nqec.asq.org/.
The 2011 National Quality Education Conference is your best opportunity to learn from educators around the globe.

NQEC is the leading conference focused on the use of quality tools and concepts to improve U.S. K-12 schools. It is an outstanding event for educators, school leaders, and administrators seeking awareness, commitment, refinement, and measurable progress in applying continuous improvement tools. NQEC is also a great event to network with educators from across the country and around the world.

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- Instructional Improvement and the Ability to Facilitate Deployment Using a Quality Model
- Education Reform Based on Systems and Process Management
- Moving Beyond Data Analysis to Data Interpretation and Use in Daily Instruction
- Closing the Gap: Underrepresented Populations
- Quality Teachers and the Role They Play in Student Achievement

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http://nqec.asq.org/

Join ASQ’s K-12 professional learning community of educators. ASQ’s K-12 membership is tailored to the professional learning needs of educators. All of the benefits of K-12 membership center on positive learning outcomes for students.

K-12 Member Benefits – Join as a school or as a district!
- One complimentary or one 50% discount on registration to NQEC.
- Free library of ASQ Quality Press books.
- Journal and publication subscriptions.
- Education e-newsletter.
- Discounts on all ASQ products and services.

For a full list of benefits, visit www.asq.org/k12membership.