

TPEP AND SYSTEM RELIABILITY: WINTER, 2015



AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

Nine ESDs. One Network.
Supporting Washington's Schools and Communities.

SESSION NORMS

- Pausing
- Paraphrasing
- Posing Questions
- Putting Ideas on the Table
- Providing Data
- Paying Attention to Self and Others
- Presuming Positive Intentions



SESSION LEARNING TARGETS

PARTICIPANTS WILL...

- Understand the **Continuous Improvement Process** and its role with the District TPEP Leadership Team.
- Understand the current TPEP landscape of their District Team and District Staff.
- Identify a data-driven process to locate gaps within a system and develop a plan to address those gaps.



ON A POST IT OR NOTE CARD, JOT.....

- What are three words which emerge if you think of the following:
 - **Toyota**
 - **Honda**
 - **Subaru**



CONTINUOUS IMPROVEMENT: DEMING

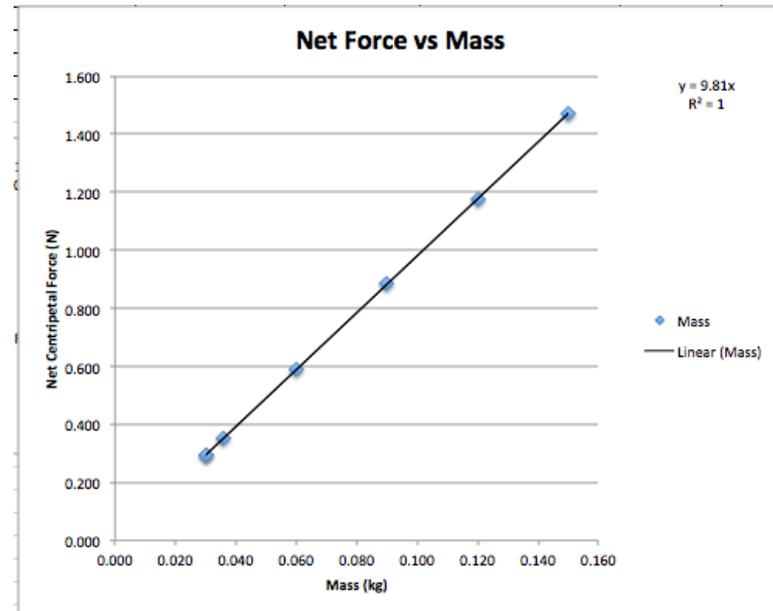
- Japan post-WW2:
Toyota

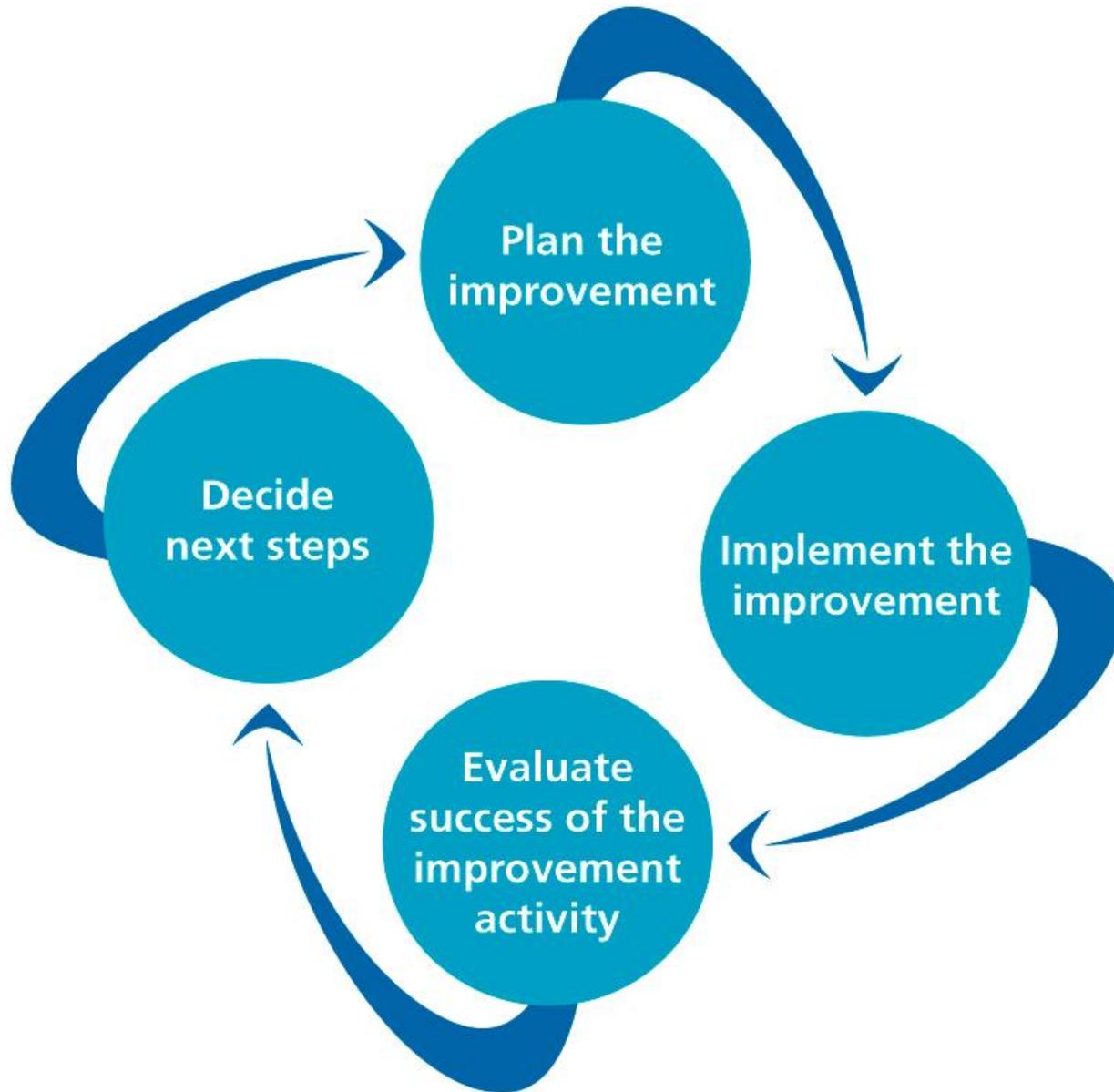
- USA in 1981: Ford

You can expect what you inspect. (Deming)

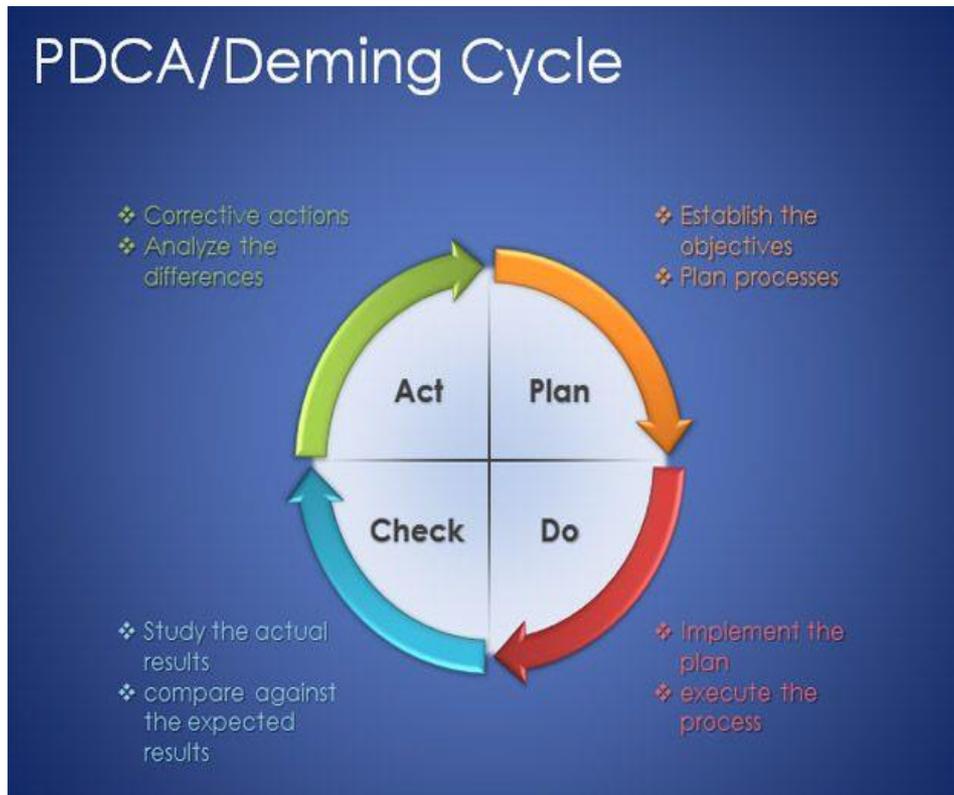
What does variation try to tell us about a process or a system?

In God we trust; all others must bring data.





DEMING'S PDCA CYCLE: EMBEDDED IN THE CONTINUING SYSTEM



- Plan
- Do
- Check/Study
- Act
- Analyze
- Plan again
- ...

CONTINUOUS IMPROVEMENT

- Build a quality (continuous improvement) culture. Positive and Constructive.
- Drive out fear.
- Provide organization-structural assurance for continuing feedback system.
- Respond to customers needs and solve problems timely.
- Standardize the procedure and continuously improve it.

PROBLEM SOLVING FOR TPEP: YOUR CONTINUOUS EFFORT

1. Identify problems as an opportunity
2. Analyze the problem: to find root causes
3. Develop optimal and cost effective solutions
4. Implement changes: system wide
5. Study the results: worked or not? Need adjustment?
6. Standardize solution: Keep problems from reoccurring.

YOUR TPEP PD PLAN

WHAT DO YOU RECALL ABOUT...

- The Plan?
- Your Role?
- **Record for 10 minutes**



LEARNING FROM OUR TEAM DATA

Sieve of Eratosthenes (10 × 10)

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Primes:
 2, 3, 5, 7,
 11, 13, 17,
 19, 23, 29,
 31, 37, 41,
 43, 47, 53,
 59, 61, 67,
 71, 73, 79,
 83, 89, 97

Needed:

Heterogeneous groups of
 3-5

A recorder

Your reflections

20 minutes

Report out: what are 2-3
 ideas to remember?



LEARNING FROM OUR TPEP SURVEY DATA: INITIAL ANALYSIS

Rules of Engagement:

Follow your norms

Work in heterogeneous pairs

Examine all displays

Use the protocol

predict

observe

infer

DISTRICT TPEP SURVEY: PREDICTIONS

What do I think the results will be re :

1. Knowledge of the work of the TPEP Leadership team?
2. Understanding of the IFW?
3. Understanding of the self-assessment process?
4. Understanding of the Goal Setting process and tools?
5. Knowledge of the PD plan made by the TPEP Leadership team?

From these Groups:

- Admin
- Teachers
- T:
Comprehensive
- T: Focused

FOR THE NEXT 60-70 MINUTES.....

Rules of Engagement:

Follow your norms

Work in heterogeneous pairs

Examine all displays

Use the protocol

~~predict~~

observe

infer

Take your break as you need it

DONE? ONE ADDITIONAL ANALYSIS STEP...

- Each pair examines notes for 1-2 Data Summaries (Use the **INFERENCES** Page)
- That pair prepares a poster report to the group for each Data Summary, to include :
 - What top 1-2 **messages** from the data?
 - What **good news**?
 - What top 1-2 **opportunities** exist for future actions?
- 20 minutes to create reports
- Report out

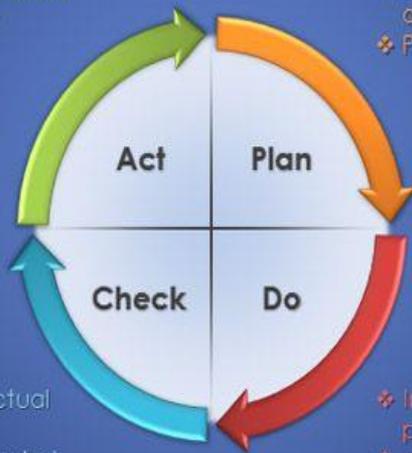
LUNCH!



DEMING'S PDCA CYCLE: EMBEDDED IN THE CONTINUING SYSTEM

PDCA/Deming Cycle

- ❖ Corrective actions
- ❖ Analyze the differences



- ❖ Establish the objectives
- ❖ Plan processes

- ❖ Study the actual results
- ❖ compare against the expected results

- ❖ implement the plan
- ❖ execute the process

- Plan
- Do
- Check/Study
- Act
- Analyze
- Plan again
- ...

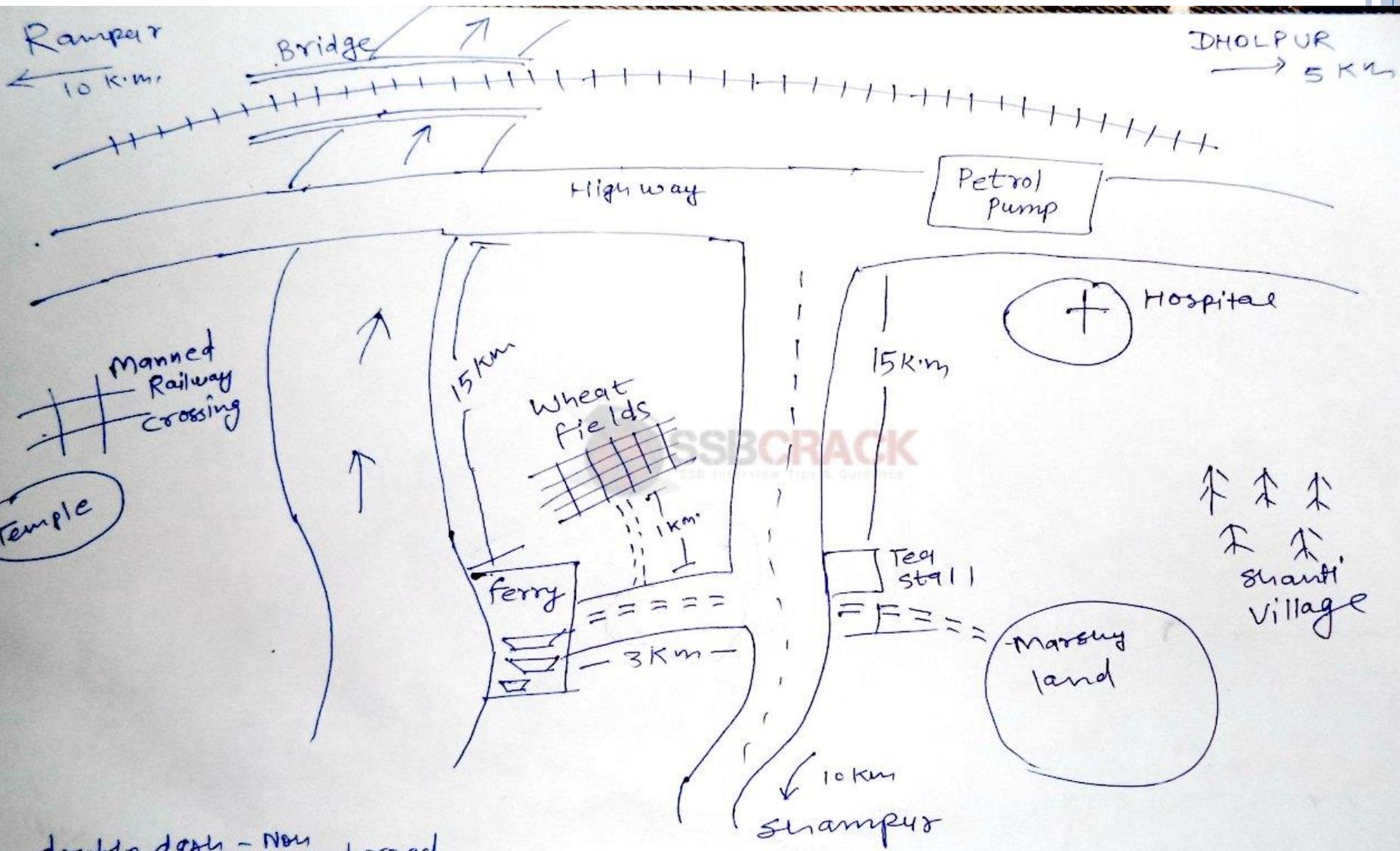
WHAT NEXT?

You have planned and done.

You have studied.

Now...what are the opportunities?

- ✓ Action planning.
- ✓ Communication of the plan.
- ✓ Persistence in monitoring the plan.
- ✓ Making Data part of the monitoring.



double dash - Non metalled road
 single dash - Metalled road

Scale - approximate distances are given for help

THANKS!!

- Evaluations
- Clock Hours

