Our Vision

To impact and inspire education providers to advance and enable pathways for success for all learners

Our Mission

To serve as a trusted partner in advancing learning

Your success is our mission.

Cognia is a forward-thinking, nonprofit organization laser-focused on improving educational opportunities for all learners.

Knowledge is Opportunity.

Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.

The Cognia Network

129
years of knowledge and expertise in continuous improvement

40,000
schools and districts

94
countries

18,000,000
students

The world's largest accreditation and improvement network

Over a 3-year period, Cognia teams have spent:

29,282

hours observing

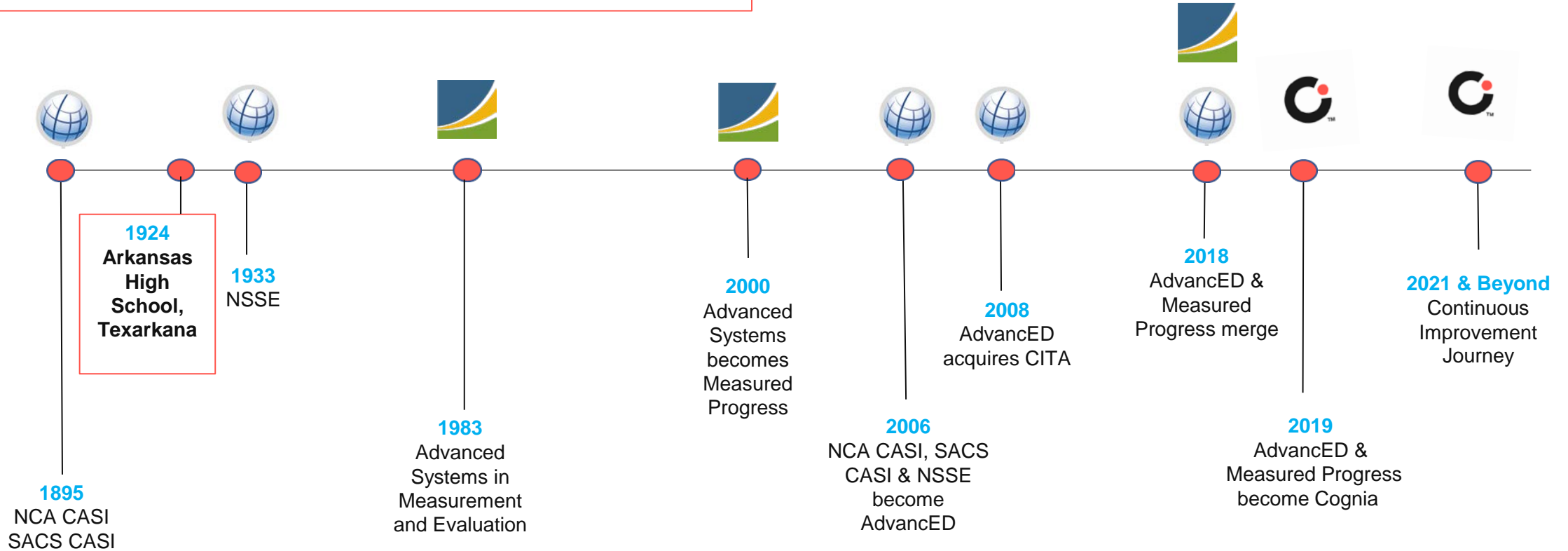**87,845**

classrooms

5,264

schools

History At-a-Glance

Longest Cognia Accredited Schools in Arkansas
- Arkansas High School, *Texarkana*, 1924
- Rogers High School, *Rogers*, 1937
- Marked Tree High School, *Marked Tree*, 1952
- Nettleton High School, *Jonesboro,* 1965

1895
NCA CASI
SACS CASI

1924
Arkansas High School, Texarkana

1933
NSSE

1983
Advanced Systems in Measurement and Evaluation

2000
Advanced Systems becomes Measured Progress

2006
NCA CASI, SACS CASI & NSSE become AdvancED

2008
AdvancED acquires CITA

2018
AdvancED & Measured Progress merge

2019
AdvancED & Measured Progress become Cognia

2021 & Beyond
Continuous Improvement Journey

Pathways of Support

Improvement Solutions & Professional Learning

Accreditation & Certification

Assessment

Purpose

Learn more about how a Continuous Improvement Model can support you on your continuous improvement journey.
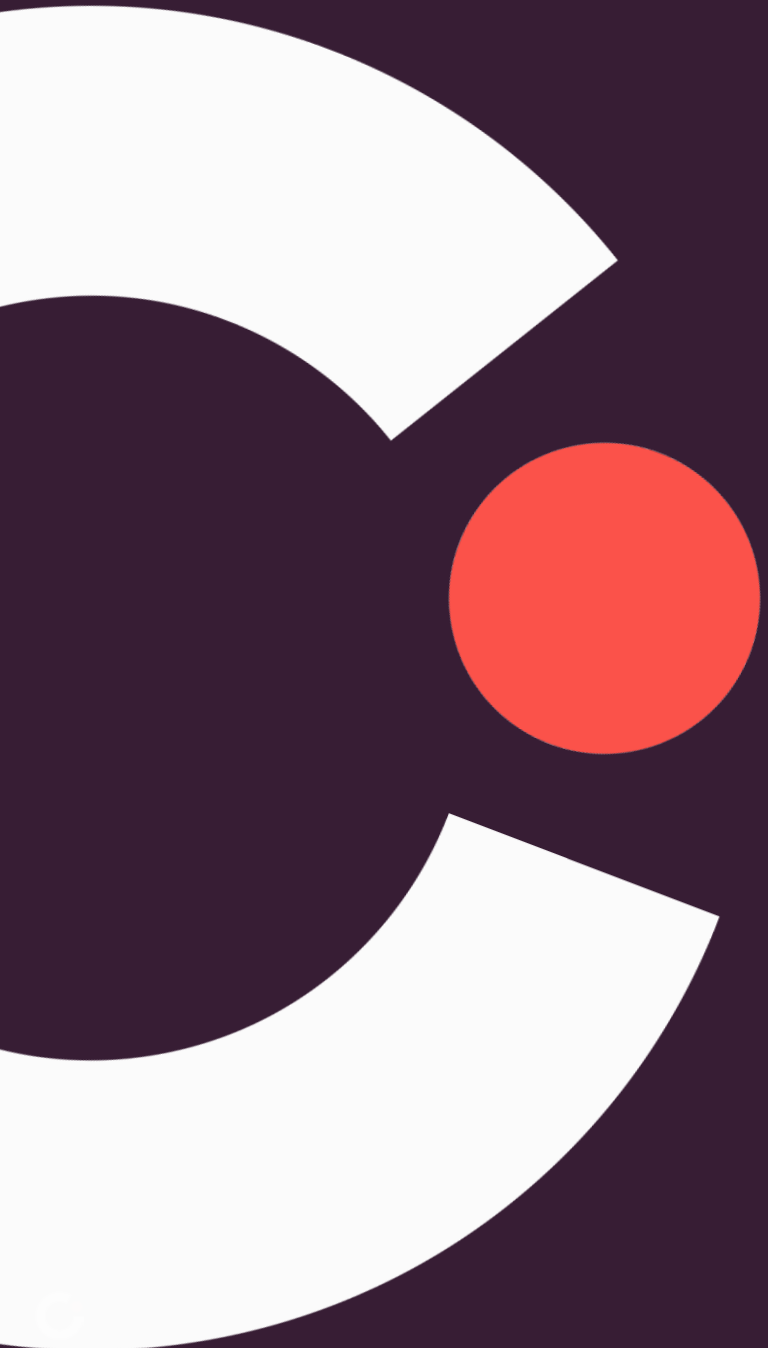
Objectives

Learn about an improvement model & supporting resources
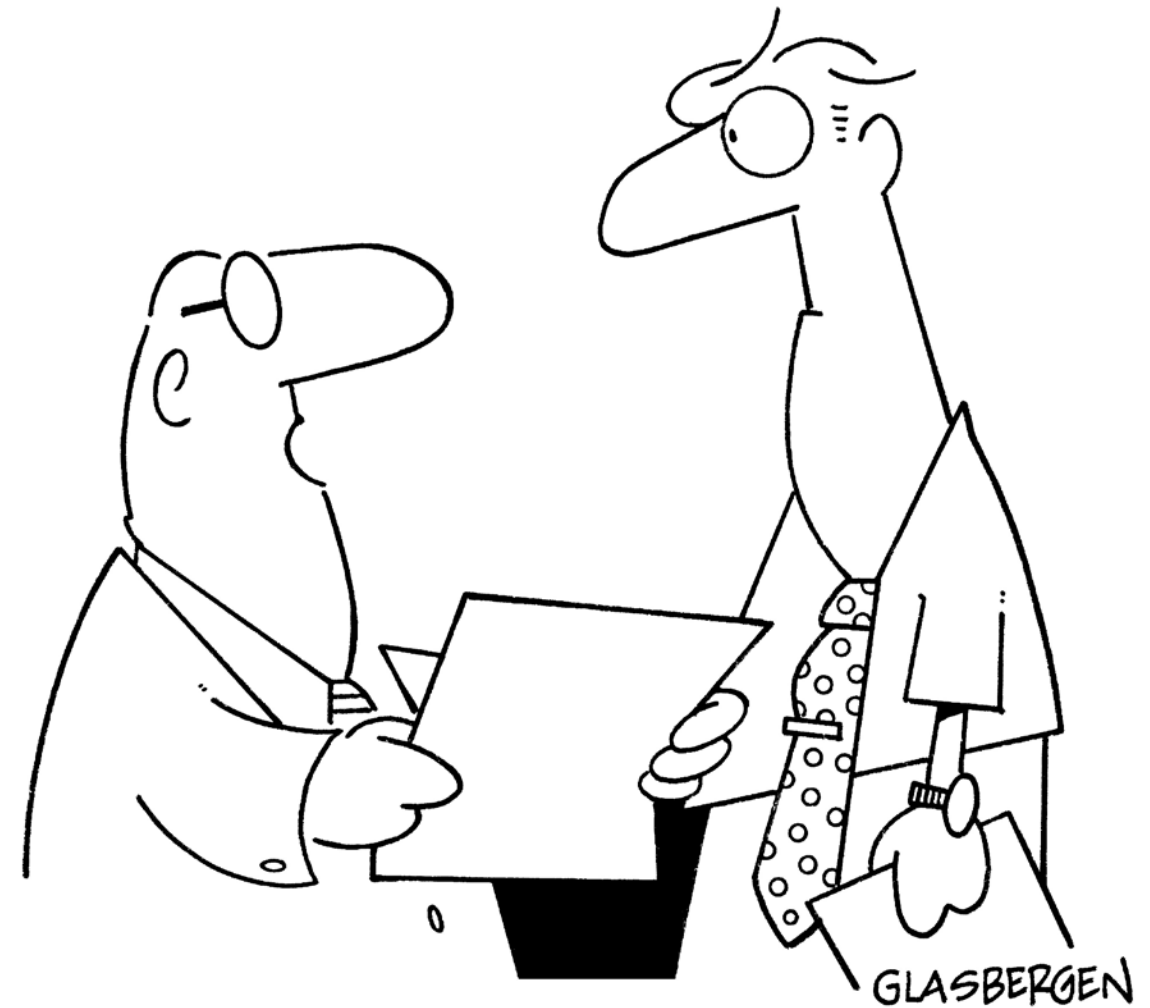
Examine a high-level overview of support resource tools

Hear more about how tools can support your continuous improvement

Defining continuous improvement

Continuous improvement?

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glasbergen.com

GLASBERGEN

"I want you to find a bold and innovative new way to do everything exactly the same way we've been doing it for 25 years."

Let's brainstorm together on paper...

What does "continuous improvement" mean to you?	Who should be involved in continuous improvement?
Why should institutions engage in continuous improvement?	When should continuous improvement take place?

"Continuous improvement is an **embedded** behavior within the **culture** of a school that **constantly** focuses on the conditions, processes, and practices that will **improve teaching and learning**."

Mark A. Elgart, Ed.D.

Why engage in continuous improvement?

Schools that excel at continuous improvement:

- Demonstrate a commitment to the practice
- Take a holistic approach planning academic and non-academic measures
- Examine the whole learning environment, beyond the curriculum
- Embed measurement science in the improvement process

- Adopt a research-based framework
- Implement a balanced assessment system
- Use data to define strategies and priorities
- Bring in community voices

Every institution,
regardless of where
they are today,
can be better tomorrow.
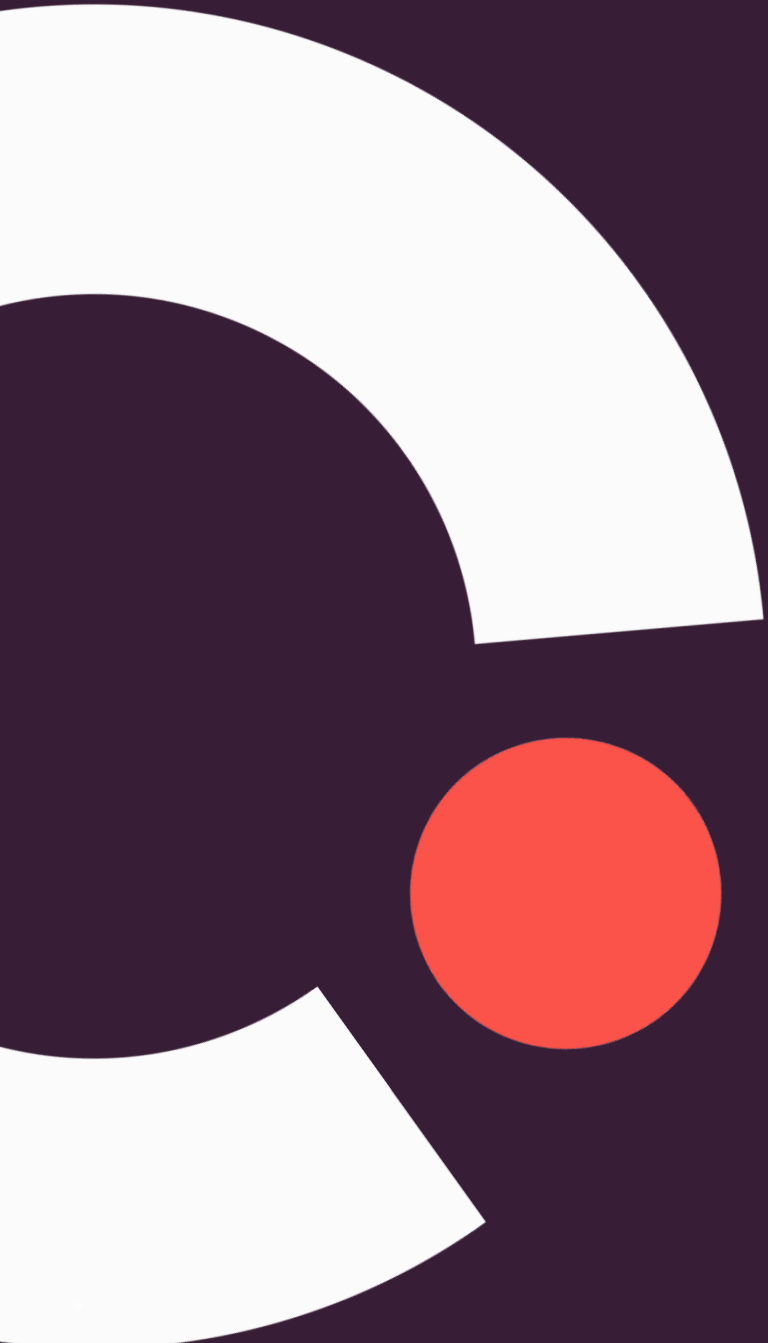
Understanding Cognia's Continuous Improvement Model

Cognia Continuous Improvement Model

Cognia Continuous Improvement Model

Reflect, evaluate, and adjust
- Determine action effectiveness
- Hold collaborative discussions to discuss results
- Make decisions to continue or change action

Build momentum and capacity
- Implement the strategies
- Monitor and adjust action
- Ensure stakeholder participation

Initiate the journey
- Engage in training
- Build acceptance and stakeholder buy-in
- Deploy the plan

Imagine the possibilities
- Gather data to understand current reality
- Identify trends to imagine the future
- Determine the connections between current reality and future trends

Communicate with stakeholders
- Share what you've learned with your stakeholders
- Collaborate to determine priorities
- Ensure the vision aligns to priorities

Plot the journey
- Align priorities with goals
- Develop a plan to improve and sustain practices
- Identify strategies to fulfill the priorities

EVALUATING ENVISIONING IMPLEMENTING PLANNING

Strategic Thinking and Improvement Planning Process
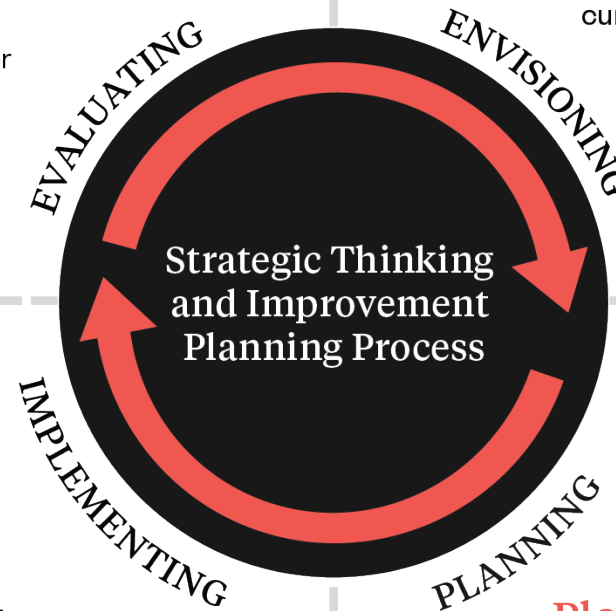
Resources

State-of-the-art continuous improvement productivity resources should include the following:

Documentation and evidence

Stakeholder feedback

Strategic planning and evaluating for effectiveness

Learning environment data

Formative assessment data

Envisioning: Getting started

- **Imagine** the possibilities

- **Communicate** with stakeholders

What data is collected and analyzed at the district and school level that influences your current reality?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting in Interactivity to let participants vote for their favorites

Types of data

Demographic

Perception

Experience

Student Performance

Program
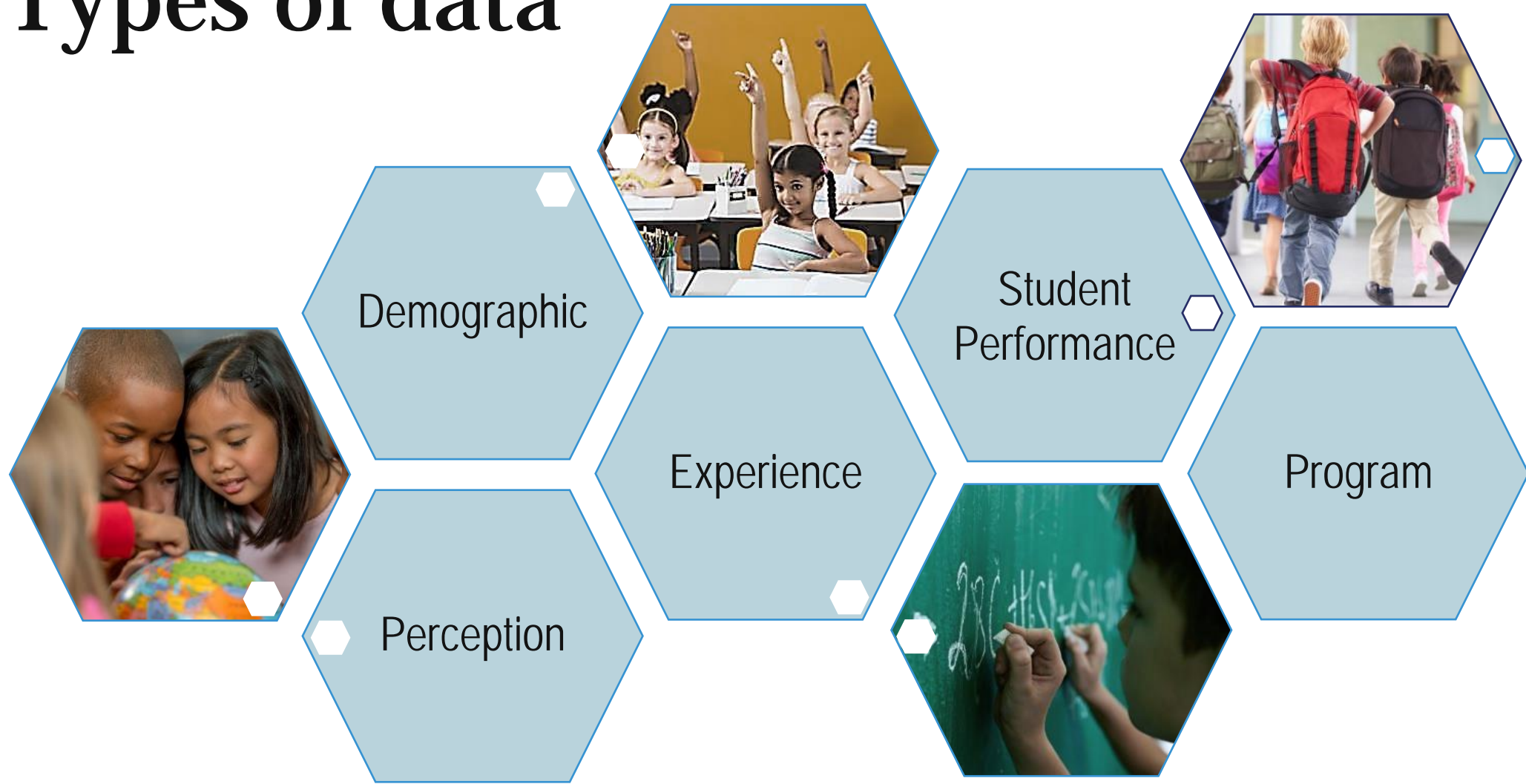
Surveys and inventories

- inFocus Guide & Strategies
- Diagnostics
- Surveys
- eleot & Teacher Observation Tool
- Cognia Learning Community & Communities of Practice
- Formative Assessment Library

Using surveys and inventories for continuous improvement

Surveys and inventories can help institutions:

- Determine if the perception (survey) matches the experience (inventory)
- Gather data to help elevate stakeholders' voice
- Enable meaningful data collection and analysis
- Support sharing and collaboration

Types of surveys and inventories

- Culture and Climate Survey

- Student Engagement Survey

- Inventories

- Custom Surveys

- Other

Who are the stakeholders?
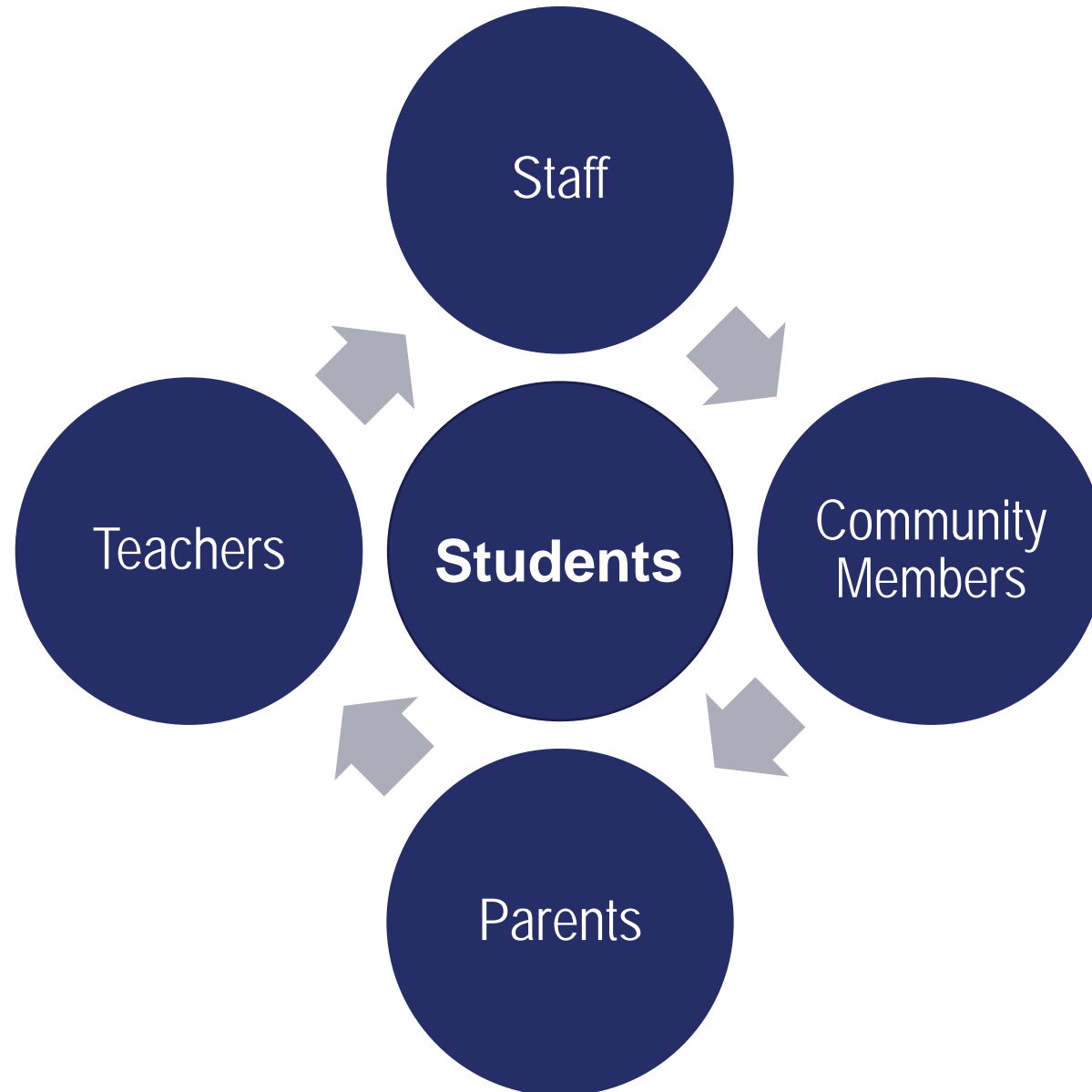
Why use certified content in surveys?

- Certified content provides validity and reliability.

- Aligned to be used as an ongoing tool to sustain stakeholder feedback in continuous improvement.

Teacher observation tools with the greatest impact should…

- Promotes learner-centric instruction

- Encourages effective teaching and learning practices

- Provides rich formative data for teachers and administrators

- Provides clear and focused feedback

Teacher Observation Tool

Rich formative data

Authenticity of strategies

Immediate feedback

Guides teacher skills and improvement

What does ACTIVE student engagement really look like?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting in Interactivity to let participants vote for their favorites

Effective Learning Environments includes...

- Equitable Learning

- High Expectations

- Supportive Learning

- Active Learning

- Progress Monitoring and Feedback

- Well-Managed Learning

- Digital Learning

An effective observation tool measuring student engagement should...
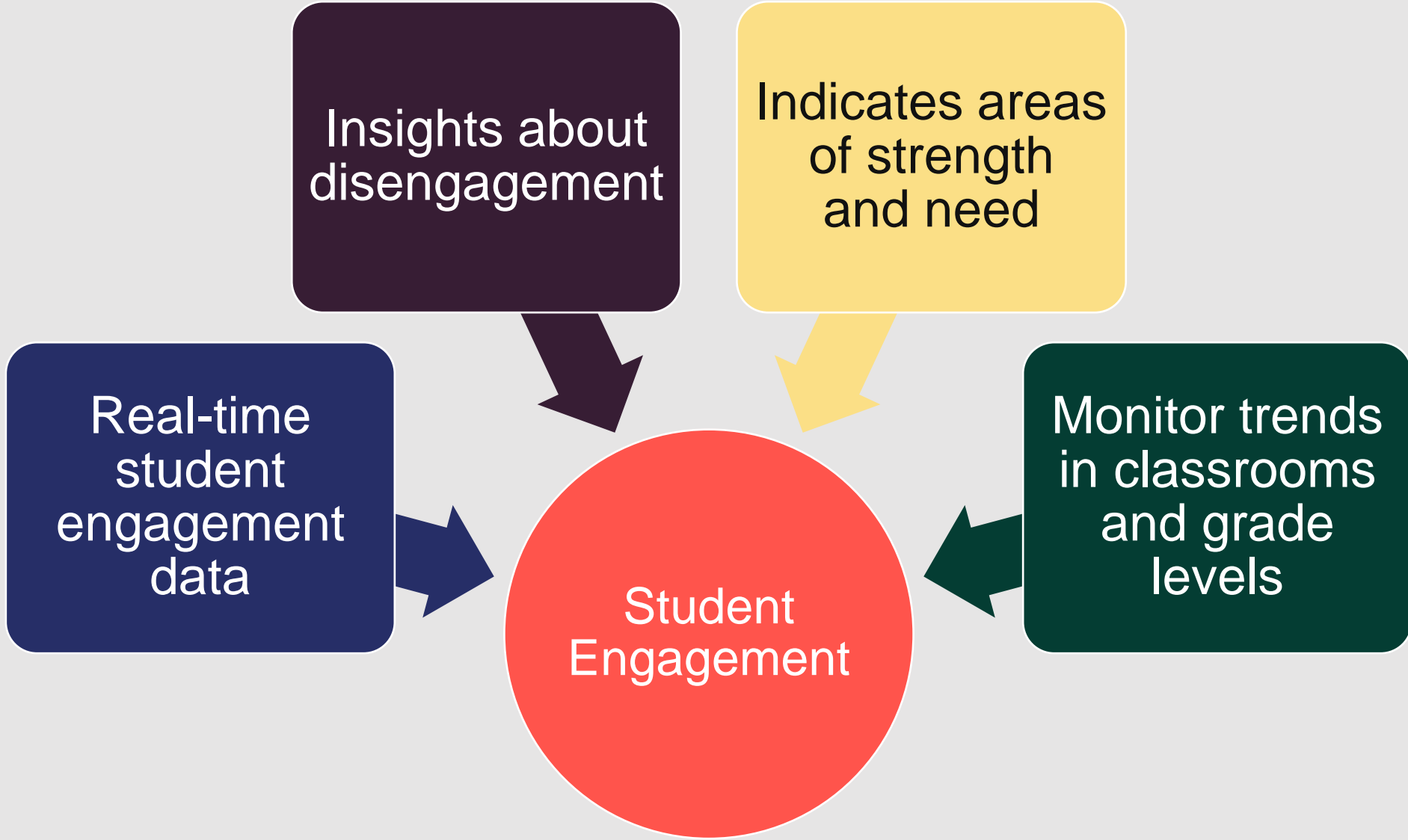
Diagnostics

inFocus Guide & Strategies

Diagnostics

Surveys

Observation Tools

Cognia Learning Community & Communities of Practice

Formative Assessment Library

School Quality Factors Self-Assessment for continuous improvement

- Uses the seven quality factors from effective schools' research and experiential data from Cognia for continuous improvement

- Promotes dialogue and reflection

- Enables diagnostic and evidence-based needs analysis

- Supports collaboration

- Streamlines data/document collection

7 Quality Factors of Schools includes...

- Clear direction

- Healthy culture

- High expectations

- Impact of instruction

- Resource management

- Efficacy of engagement

- Implementation capacity

Self-Assessment diagnostic for continuous improvement

- Promotes self-reflection through the lens of the Cognia Performance Standards

- Promotes dialogue with all stakeholder groups

- Enables diagnostic and evidence-based needs analysis

- Supports collaboration

- Streamlines data/document collection

Collect data

Clean data

Self-Assessment

Repeat

Synthesize data

Evaluate results
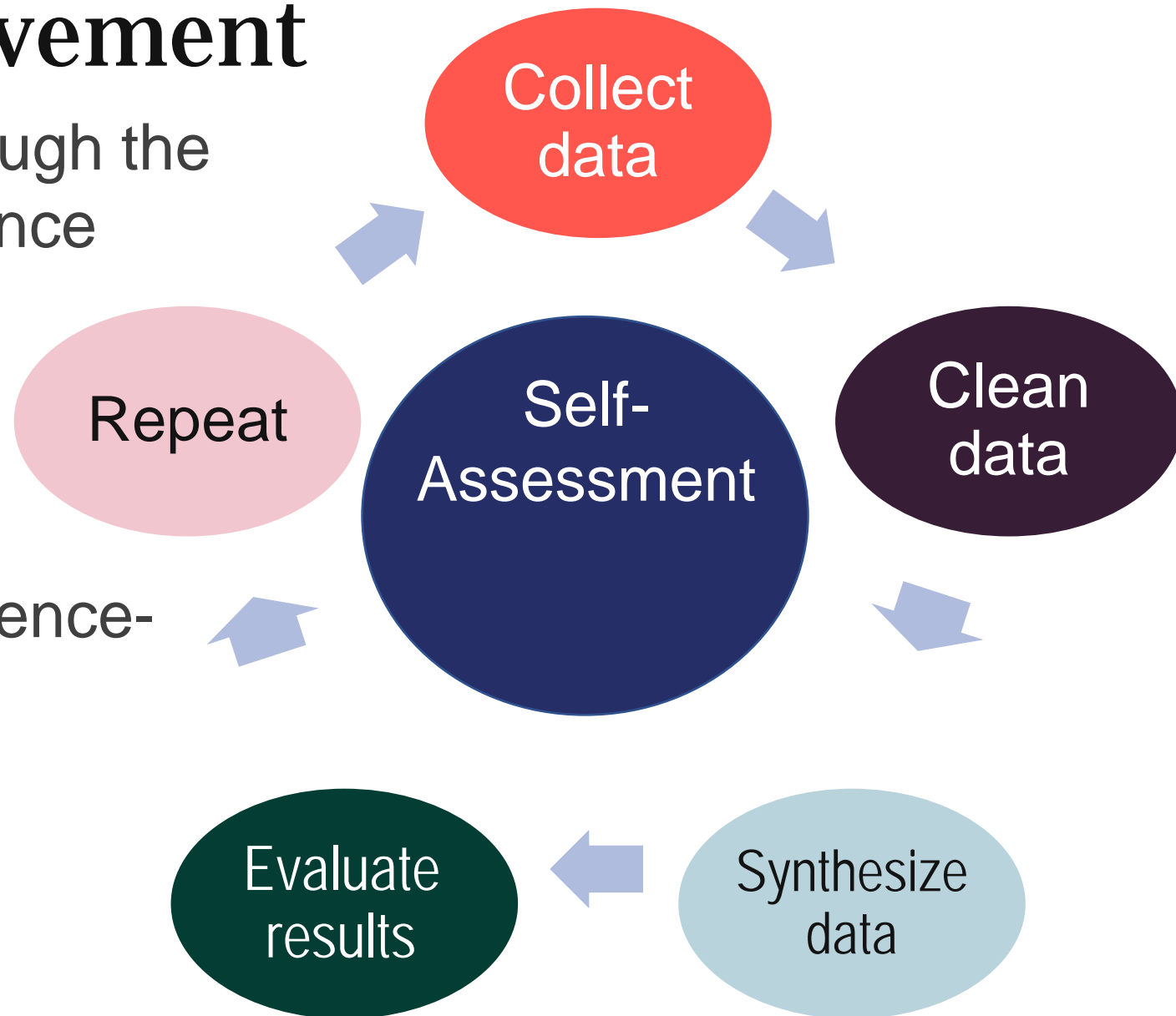
Planning and Implementing: Moving Forward

- **Plot** the journey

- **Initiate** the journey

Institution Planning

- How do you develop your plans?
- How do you measure success in your institution?
- What needs assessments do you use?
- How do you self-evaluate?
- How do you determine if an initiative worked?

Strategies

- 🧩 inFocus Guide & Strategies ⬅
- 🩺 Diagnostics
- 📋 Surveys
- 👓 eleot & Teacher Observation Tool
- 👥 Cognia Learning Community & Communities of Practice
- 🧠 Formative Assessment Library

inFocus Guide & Strategies

- Practitioners guide to strategic thinking and improvement planning

- Connecting all planning into one

- Online place to capture data, progress and evaluation

- Concise, customized outputs –
  - Strategy map
  - Annual improvement plan
  - Annual implementation plan
  - Theories of action

cognia™

inFocus:
A Guide for
Strategic Thinking
and Improvement
Planning

ENVISIONING PHASE
PLANNING PHASE
IMPLEMENTING PHASE
EVALUATING PHASE

www.advanc-ed.org

Output of planning phase: Strategy Map

Example: Lincoln Elementary School

Vision	Mission	Beliefs
Our vision is that every student is achieving at his or her maximum potential in an engaging, inspiring and challenging environment.	To ensure all students receive a world-class education that prepares them for success in college, career, and life.	We believe all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

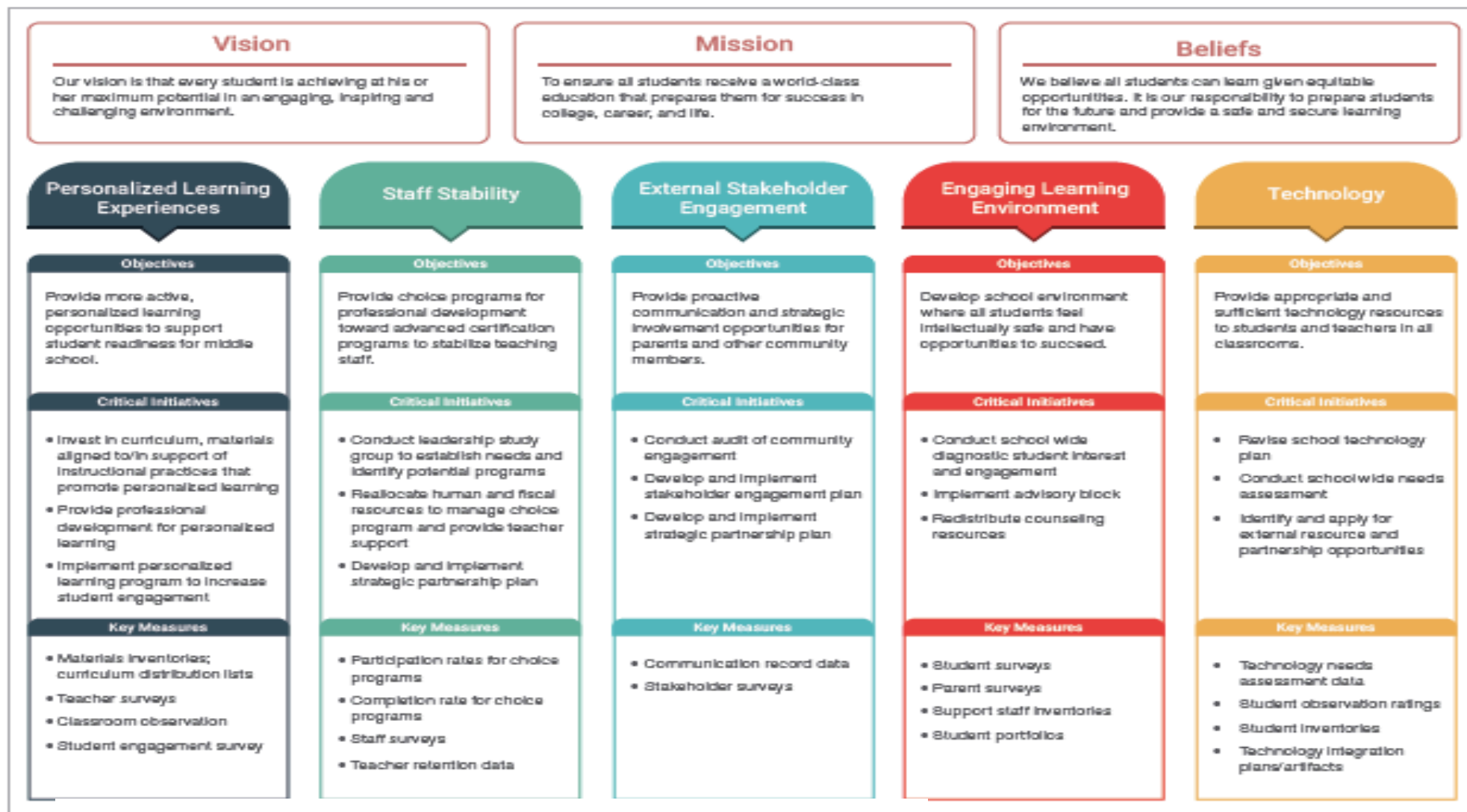| Personalized Learning Experiences	Staff Stability	External Stakeholder Engagement	Engaging Learning Environment	Technology
Objectives Provide more active, personalized learning opportunities to support student readiness for middle school.	**Objectives** Provide choice programs for professional development toward advanced certification programs to stabilize teaching staff.	**Objectives** Provide proactive communication and strategic involvement opportunities for parents and other community members.	**Objectives** Develop school environment where all students feel intellectually safe and have opportunities to succeed.	**Objectives** Provide appropriate and sufficient technology resources to students and teachers in all classrooms.
Critical Initiatives • Invest in curriculum, materials aligned to/in support of instructional practices that promote personalized learning • Provide professional development for personalized learning • Implement personalized learning program to increase student engagement	**Critical Initiatives** • Conduct leadership study group to establish needs and identify potential programs • Reallocate human and fiscal resources to manage choice program and provide teacher support • Develop and implement strategic partnership plan	**Critical Initiatives** • Conduct audit of community engagement • Develop and implement stakeholder engagement plan • Develop and implement strategic partnership plan	**Critical Initiatives** • Conduct school wide diagnostic student interest and engagement • Implement advisory block • Redistribute counseling resources	**Critical Initiatives** • Revise school technology plan • Conduct schoolwide needs assessment • Identify and apply for external resource and partnership opportunities
Key Measures • Materials inventories; curriculum distribution lists • Teacher surveys • Classroom observation • Student engagement survey	**Key Measures** • Participation rates for choice programs • Completion rate for choice programs • Staff surveys • Teacher retention data	**Key Measures** • Communication record data • Stakeholder surveys	**Key Measures** • Student surveys • Parent surveys • Support staff inventories • Student portfolios	**Key Measures** • Technology needs assessment data • Student observation ratings • Student inventories • Technology integration plans/artifacts

Source: Template Image from AdvancED eProve strategies application, 2019

Output of planning phase: Annual improvement plan

08/01/2018 - 06/03/2019

Personalization

Objective
Provide more active, personalized learning opportunities to support student readiness

Critical Initiative

Invest in curriculum, materials aligned to/in support of instructional practices that promote personalized learning

Start Date: 08/01/2018   **End Date**: 05/31/2019

Key Measures

Material inventories; curriculum distribution list

Classroom walkthrough data

Critical Initiative

Provide professional development for personalized learning

Start Date: 08/01/2018   **End Date**: 05/31/2019

Key Measures

Teacher Survey

Classroom observation; teacher evaluation

Output of implementing phase: Annual implementation plan

08/01/2018 - 05/31/2019

Personalization

Critical Initiative
Provide professional development for personalized learning

Objective: Provide more active, personalized learning opportunities to support student readiness

Activity
Collect data regarding teachers' current knowledge

Person responsible: coaches and leadership team	**Launch Date:** 07/25/2018

Required Resources:
Financial Resource: $0.00
Other Resource: staff surveys

Activity Measure(s)	**Benchmark(s)**	
Classroom observations, Teacher self-assessment surveys. Professional learning credits (PLC) minutes	Benchmark:	Target Date:

Overall output: Theory of action

Mission — To ensure all students receive a world-class education that prepares them for success in college, career and life.

Resources

staff surveys

Critical Initiatives

Provide professional development for personalized learning

Key Measures

Teacher Survey — • Classroom observation; teacher evaluation

Intended Outcome(s)

All staff will gain knowledge necessary to transition into personalized learning instruction

Objectives

Provide more active, personalized learning opportunities to support student readiness

Vision — Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging environment.

Using Strategies for continuous improvement

- Moves institutions beyond accountability and compliance-driven approaches

- Cultivates a culture of continuous improvement

- Pushes institutions to think differently, strategically

- Provides a process and a tool

- Drives evaluating the parts and the whole, continuously

Learning Communities and Communities of Practice
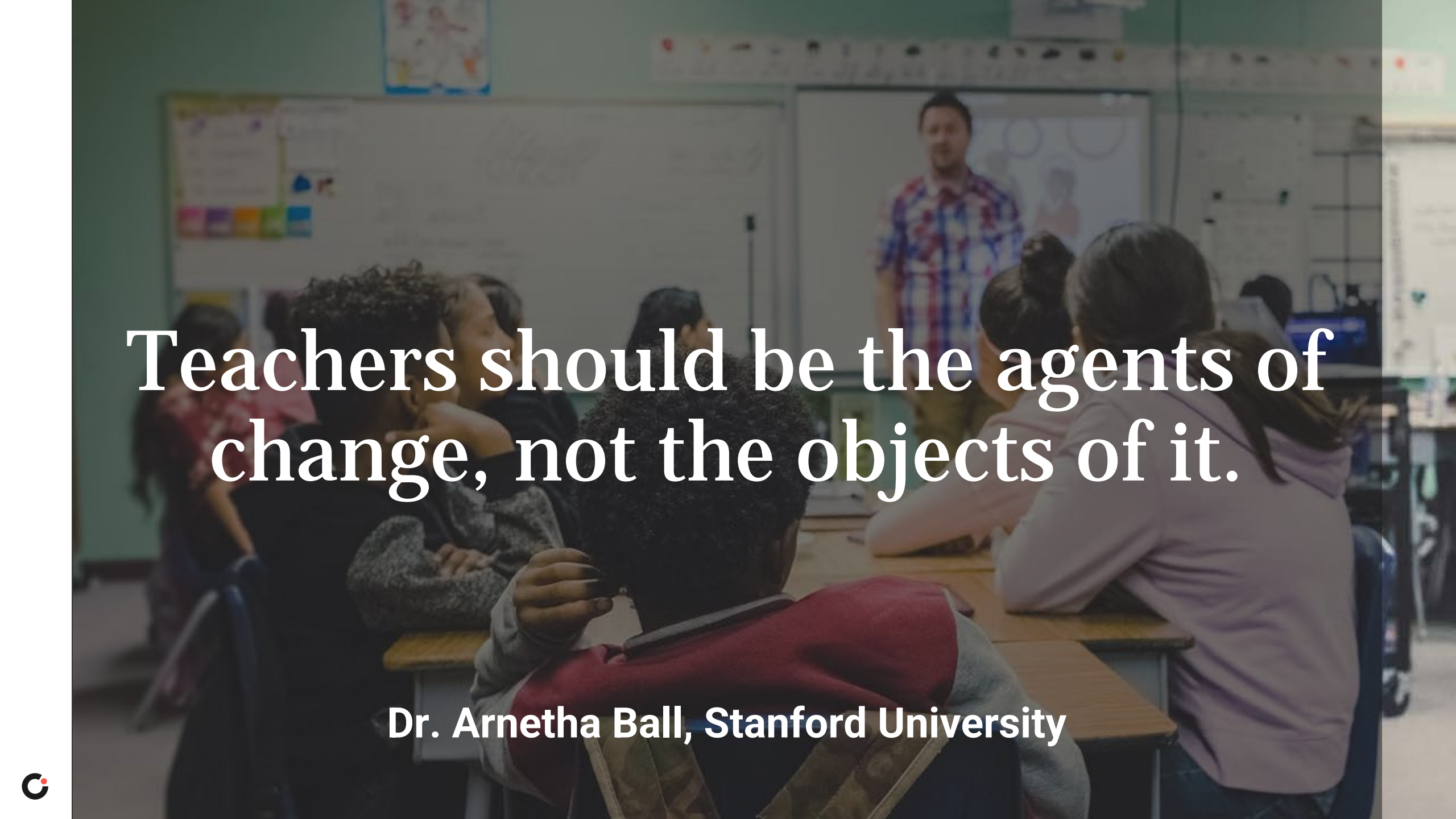
Teachers should be the agents of change, not the objects of it.

Dr. Arnetha Ball, Stanford University

Only 34 percent of teachers think professional development has improved over the years in helping them prepare for the changing nature of their jobs.

Model of Generative Change

Metacognitive Awareness → Ideological Becoming → Internalization → Generativity

Dr. Arnetha Ball

Ball, Arnetha F. "Toward a Theory of Generative Change in Culturally and Linguistically Complex Classrooms." American Educational Research Journal, vol. 46, no. 1, 2009, pp. 45–72., doi:10.3102/0002831208323277.

CLC Learning Lab

Spark
- Inspiration
- Curiosity

Reflect
- Notice
- Practice

Grow
- Adjustments
- Goals

Tinker
- Preparation
- Interaction

Source: The Learning Innovation Catalyst (LINC)

BLENDED COACHING
&
PERSONALIZED PROFESSIONAL LEARNING
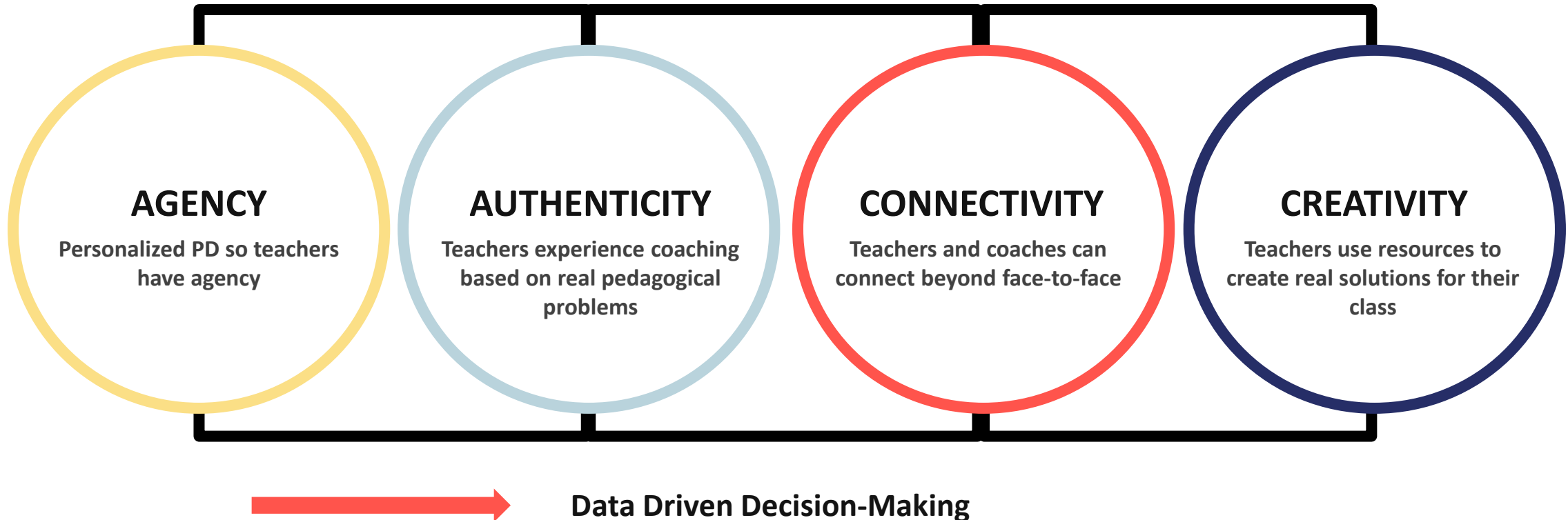
AGENCY

Personalized PD so teachers have agency

AUTHENTICITY

Teachers experience coaching based on real pedagogical problems

CONNECTIVITY

Teachers and coaches can connect beyond face-to-face

CREATIVITY

Teachers use resources to create real solutions for their class

Data Driven Decision-Making

CLC models the learning we want teachers to create for their students.

Cognia Learning Community

Community in Action

Explore the new Cognia Learning Community, an online innovative professional learning experience.

LEARN MORE

What is the Cognia Learning Community?

- Relevant, differentiated content

- Virtual visibility

- Just-in-time coaching

- Teacher and leader community

Evaluating: Making change

- Build momentum and capacity

- Reflect, evaluate, and adjust

Analyze improvements

- Examples
  - Stakeholder feedback surveys
  - Student engagement and teacher observations
  - Student performance
  - Discipline
  - Attendance
  - Theories of action

Communication is critical

- Share what you have learned with your stakeholders

- Collaborate to determine vision

- Define strategic goals in support of the vision

Cognia Member Resources

- inFocus Guide & Strategies
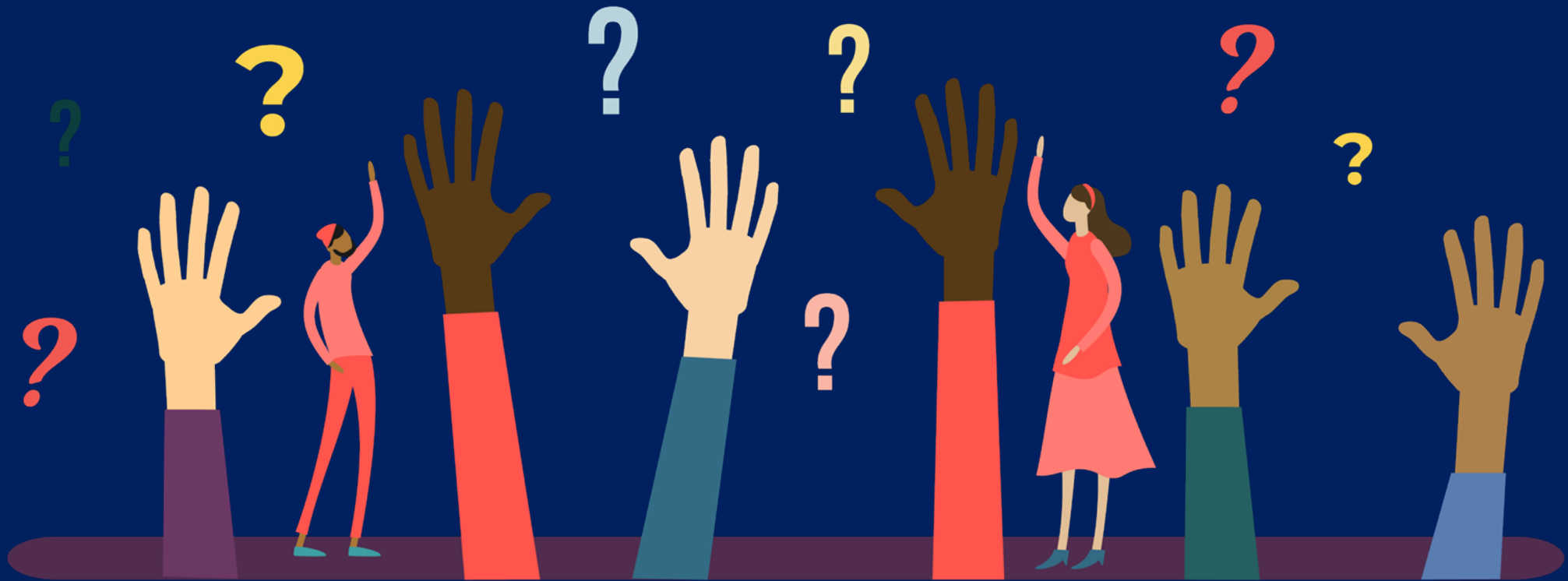- Diagnostics
- Surveys
- Observation Tools
- Learning Communities & Communities of Practice
- Formative Assessment Library

Questions?

Learn more at Cognia.org

How Cognia Helps You

Want more information? Want to discuss membership, set up eleot sweeps, calibrations, custom training, or consulting?

Contact:
Dr. Jeremy Stinson
Arkansas Director
Jeremy.Stinson@Cognia.org
769-572-1434

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