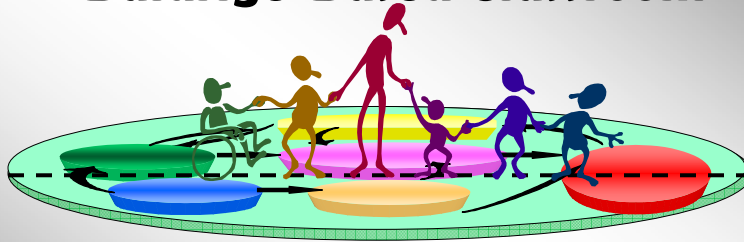


# Achieving Performance Excellence in a Baldrige-Based Classroom



Danielle Romine  
2<sup>nd</sup> Grade Teacher  
Demonstration Classroom  
Tecumseh Local Schools  
New Carlisle, Ohio

## *Background, Common Ground*

### **You can expect to leave with:**

- A clear picture of what a Baldrige based 2<sup>nd</sup> grade classroom might look like and sound like
- An understanding of the strategic role of the teacher and operational role of the student
- Ideas for involving 2<sup>nd</sup> graders in improving the classroom learning system
- Ideas for helping 2<sup>nd</sup> graders manage their own learning goals and performance results



## ***Turn to your neighbor...***

- What do you hope to learn from this session?
- What do you want to take away to implement in your classroom or to support teachers in implementation?

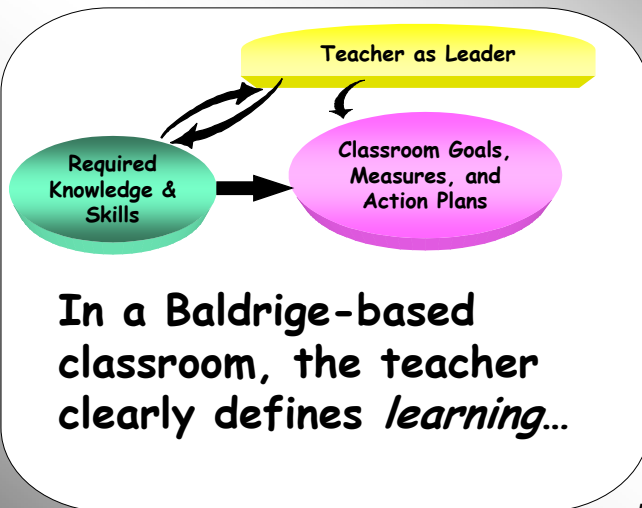
## ***For example...***

- What does a teacher do so that 6 and 7 year old children know what they need to improve their learning?
- Can 6 and 7 year olds learn how to analyze their own learning data?
- How do 6 and 7 year olds build personal learning goal setting and PDSA into their daily routines?

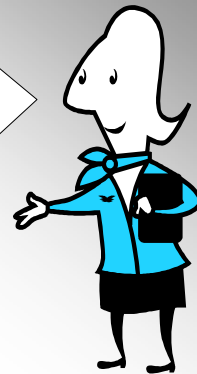
**What does a Baldrige-based  
2<sup>nd</sup> grade classroom look like  
and sound like?**

5

*Looks like, sounds like...*



**In a Baldrige-based  
classroom, the teacher  
clearly defines *learning*...**

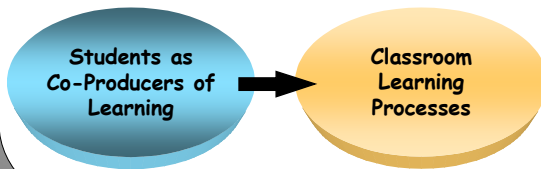


*Used with permission of  
Jim Shipley & Associates, Inc.*

6

Looks like, sounds like...

So the students can produce the *learning* and have a voice in improving the way *learning* happens in the classroom.



Used with permission of Jim Shipley & Associates, Inc.

Looks like, sounds like...

Collecting and studying the data lets teachers and students know how well their system is working to produce the barbell - *learning*.

Classroom Learning Results

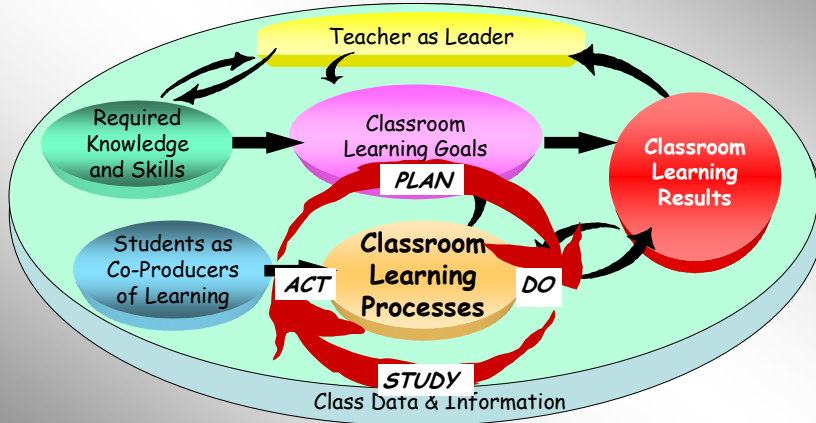


Class Data

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Looks like, sounds like...

When we put all the pieces together, we see the classroom as a learning system...








...and the Plan-Do-Study-Act Cycle as the systematic way teachers and their students improve the classroom learning results.

9

Looks like, sounds like...

### *In a nutshell...*

-  All students know what they are learning and why it is important
-  All students know where they are performing compared to where they need to be
-  All students have a voice and a choice in making the way learning happens in the classroom better
-  All students use PDSA to improve their personal learning systems so they can move from where they are to where they need to be
-  All students assume responsibility for their learning

10

*Looks like, sounds like...*

## Developing a Mission

### **Our process...**

1. Talk about the following:

- Why are we here
- What do we need to do well together
- How will we know when we've been successful

2. Affinity Process

- record ideas with a buddy
- whole group puts the ideas together

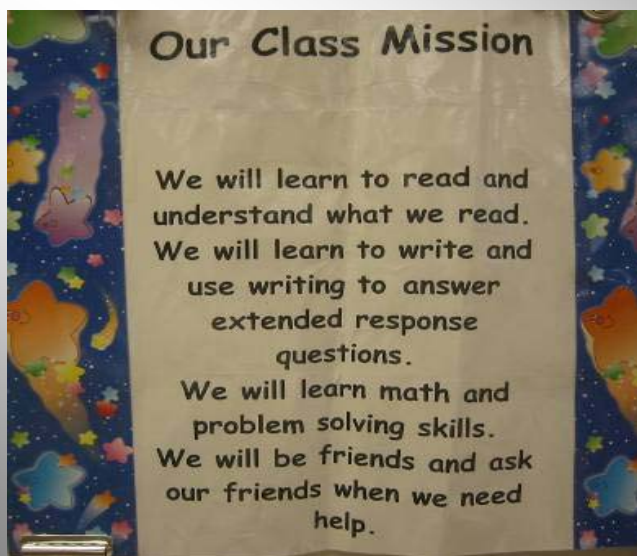
3. Publish a formal statement

4. Post in the room

11

*Looks like, sounds like...*

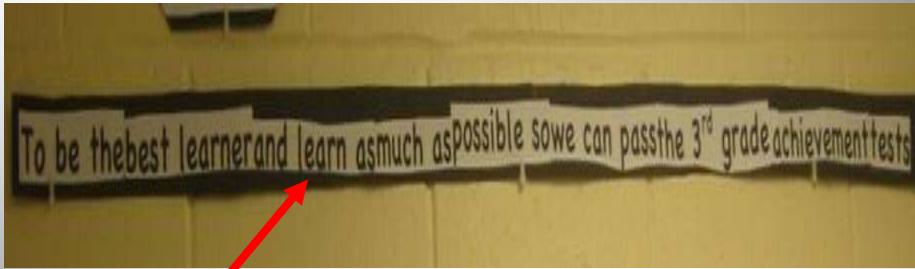
## Developing a Mission



12

*Looks like, sounds like...*

## Developing a Class Mission



Help students focus  
on what is important-  
*learning*

13

*Looks like, sounds like...*

## Setting Classroom Learning Goals

Stakeholder expectations  
Academic Content Standards  
State Achievement Test  
District Quarterly Assessment  
Building Level Expectations  
\*diagonistic reading assessment (DRA)

They are what they are!!!

14

Looks like, sounds like...

## Strategic Goals

### Our Reading Goals

- We will read at or above DRA Level 28
- We will be readers of fiction and non-fiction
- We will learn comprehension strategies
- We will score 80% or better on 2<sup>nd</sup> grade reading diagnostic tests
- We will pass the 3<sup>rd</sup> grade reading achievement test

15

### Our Friendship Goals

We will be respectful and kind to each other

### Our Math Goal

- Be able to complete 50 plus and minus problems in **3** minutes
- explain our thinking by answering extended response questions
- Complete our math homework 90% of the time
- Use thinking skills to solve problems
- Pass math quarterly assessment

16

Looks like, sounds like...

Class decisions based on needs

ACS in kid-friendly language

Analyzing 4<sup>th</sup> quarter assessments

Correlation of DRA to assessments

Take class goal to the personal level

Color code ACS

green "I've got it"

red "I've not mastered yet"

DRA levels

17

Student colors red or green depending on their level of mastery

Ohio Academic Content Standards in kid friendly language

Page 2 of 12

*Looks like, sounds like...*

## Building a Learning Community



'Eye to Eye and Knee to Knee'  
to discuss and share our  
thinking

19

*Looks like, sounds like...*



20

*Looks like, sounds like*



21

*Looks like, sounds like...*

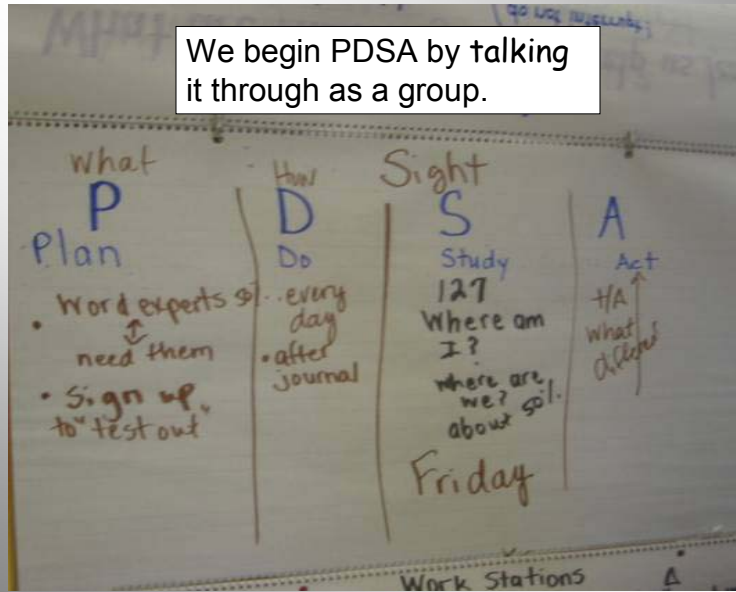


22

Looks like, sounds like...

## PDSA of Classroom Learning Processes

We begin PDSA by talking it through as a group.

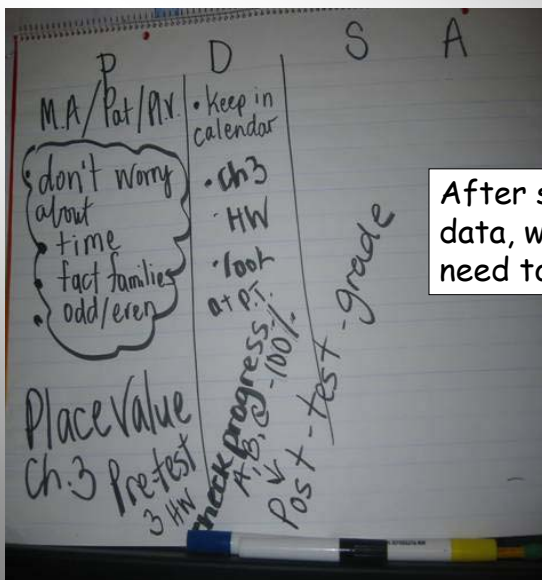


23

Looks like, sounds like...

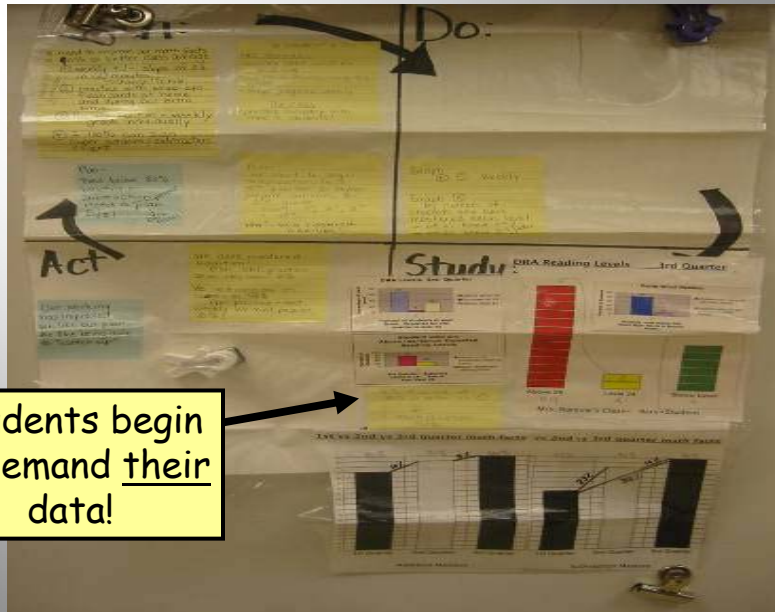
## PDSA of Classroom Learning Processes

After studying our pre-test data, we determine where we need to focus in math.



24

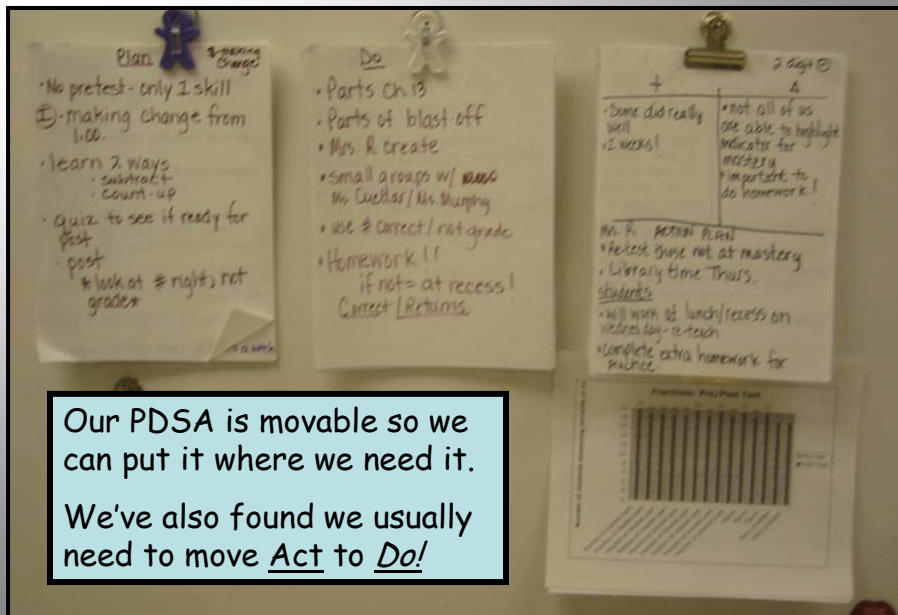
Looks like, sounds like...



Students begin to demand their data!

25

Looks like, sounds like..

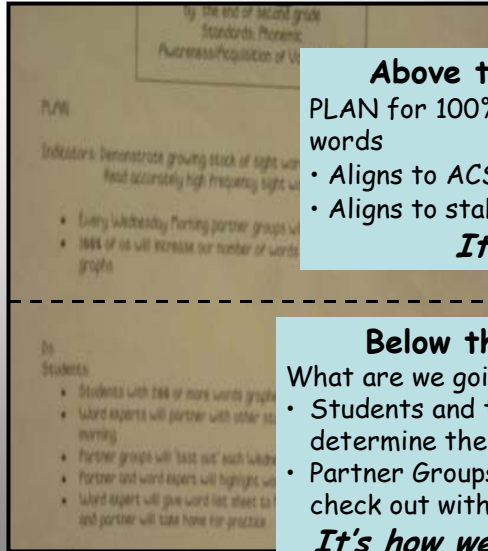


Our PDSA is movable so we can put it where we need it. We've also found we usually need to move Act to Do!

26



**Role of teacher, role of students**



**Above the line (strategic):**  
 PLAN for 100% of us to read all sight words

- Aligns to ACS
- Aligns to stakeholder requirements

***It is what it is!***

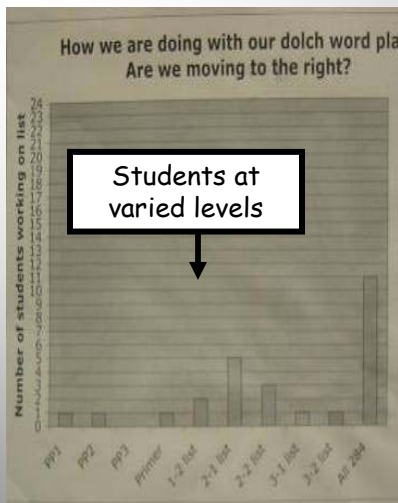
**Below the line (operational):**

What are we going to DO to get there?

- Students and teacher work together to determine the best practices
- Partner Groups; Word Experts; System to check out with teacher

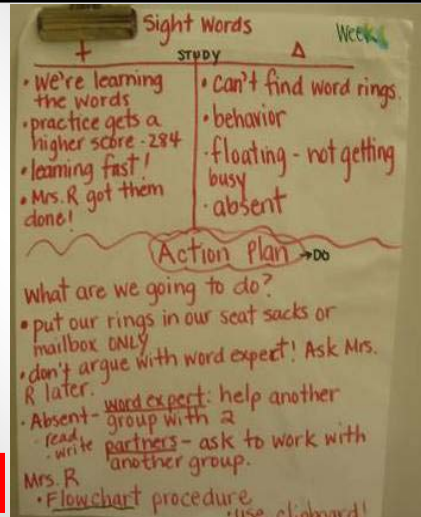
***It's how we learn what we need to learn!***

**Role of teacher, role of students**



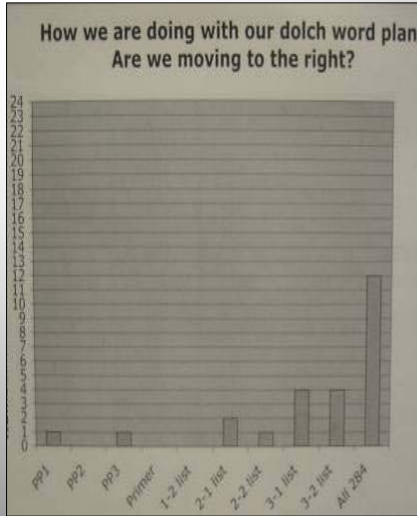
Students at varied levels

**What's Working; What's Not working**  
**Our Action Plan for the next week**



**Week One: Study our Data**

Role of teacher, role of students



Week 5: Study Our Data

What's Working;  
What's Not working

Our Action Plan for  
the next week

Handwritten notes on a clipboard:

- data shows we're learning our words / graph moving
- thinking that 8 will soon know all 284!
- getting rid of Hoaters/adding morning work
- looking at opportunities for indicators

Keep up with word rings!

**ACTION PLAN**

What will Mrs. R. do

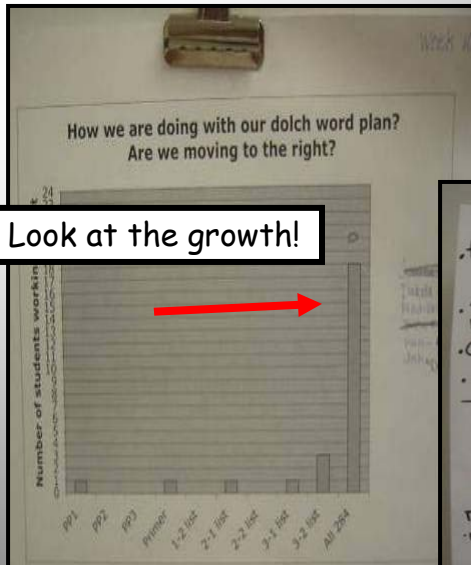
- update class graph

What will Students do different?

- 3.1/3.2 people practice 2-3 times and try to get to 284 by Christmas!

Student and  
Teacher  
Responsibility

Role of teacher, role of students



Look at the growth!

What's Working; What's  
Not working

Our Action Plan for the  
next week

Handwritten notes on a clipboard:

- + from 11/24 to 18/24!
- Some going through ring more than 1.
- Corey
- 3 on 3:2 list

Week 10  
-forgetting to do word rings!  
-practice more

**ACTION PLAN**

What we are going to do...

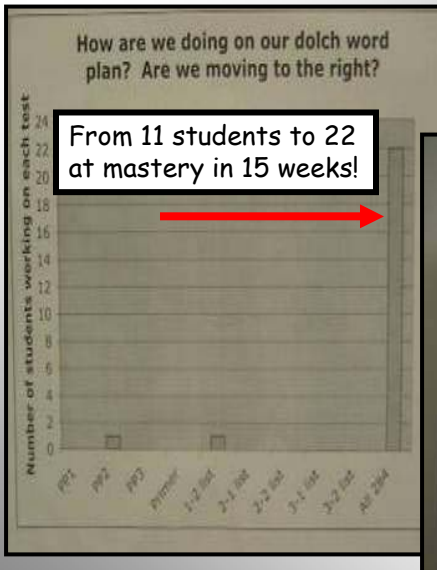
practice, don't forget

Mrs. R. do

- make reminder to put on desks.

Week 10: Study Our Data

Role of teacher, role of students



From 11 students to 22 at mastery in 15 weeks!

What's Working; What's Not working  
Our Action Plan for the next week

Dakota has all 284  
Madison has all 284  
Luis working great with Jason  
we have almost met our goal

**Goal Met!**

Action Plan  
Luis needs to make his own Dolch goal since most/all of us are at 100%  
Luis still work with Jason on word rings

we will no longer use this plan. Luis will work on word rings

Week 15: Study Our Data

Role of teacher, role of students

What P Plan  
Word experts need them  
Sign up to test out

How D Do  
every day  
after journal

Sight S Study  
127  
Where am I?  
where are we? about soil.  
Friday

A Act  
HA  
What allowed?

Work Stations A

After studying our sight word data we begin to develop our PDSA.

**Role of teacher, role of students**

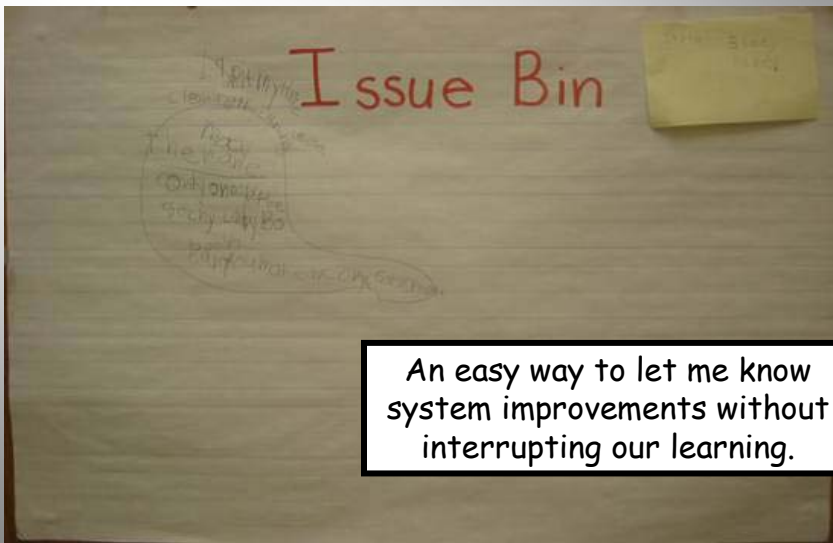


Bringing their plan together is an example of the teacher working on the system so the kids can work in the system.

Buddy Groups with the star indicating the "word expert"

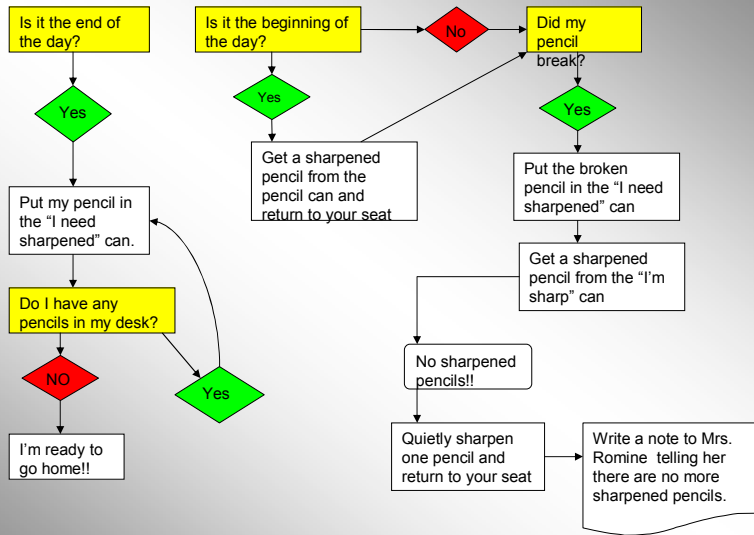
Word rings are located near organizer

**Role of teacher, role of students**



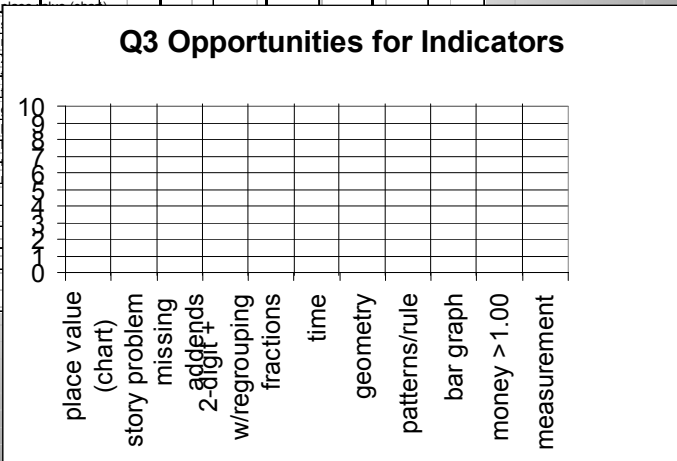
An easy way to let me know system improvements without interrupting our learning.

### Role of teacher, role of students



### Role of teacher, role of students

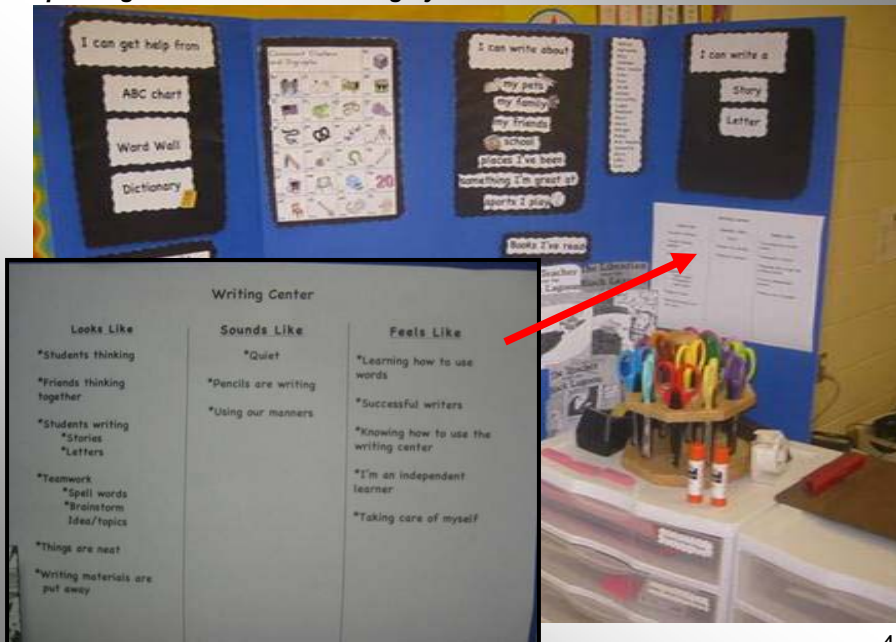
Homework Check Off	Monday	Tuesday	Wednesday	Thursday	Friday
	Yes, I did my HW	No, HW room	Yes, I did my HW	No, HW room	Yes, I did my HW
Samantha					
Chelsea					
Jake					
Juan					
Madison					
Skyla					
Jacob					
Macy					
Adrienne					
Mario					
Morgan					
Kelsey					
Pablo					
Kristoffer					
Sofia					
Billy					
Ashley					
Logan					
Zachary					



**What are some ideas for involving 2nd graders in improving the classroom learning system?**

39


*Improving the classroom learning system...*



40

**Improving the classroom learning system...**

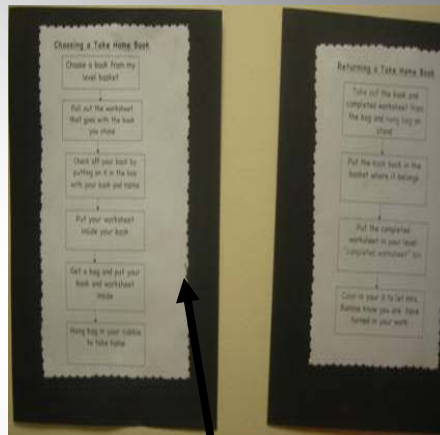
**Listening Work Station**



Looks Like	Feels Like	Sounds Like
Students at listening station:	Students at the listening station feel:	Students working at the listening work station:
Know what to do	Good	Talk quietly
Are Organized	Nice	Do not talk while they listen
Can Work as a team	Respectful	Use words like please and thank you
Share		
Are respectful		
Can work independently (work by themselves)		
Are responsible for putting things away and rewinding tapes		

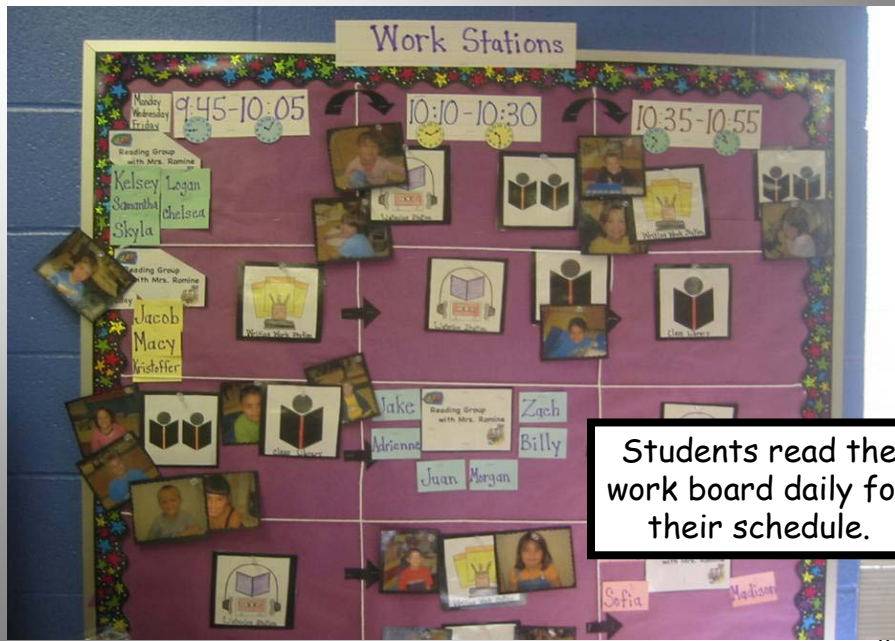
Definable, repeatable,  
predictable for  
systems in the  
classroom

**Improving the classroom learning system...**



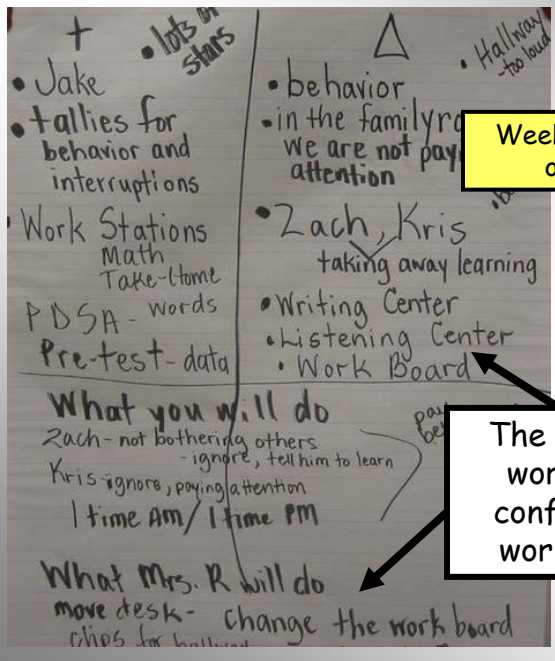
Flowchart for how to  
check out a book and  
how to return a book

Improving the classroom learning system...



Students read the work board daily for their schedule.

Improving the classroom learning system...



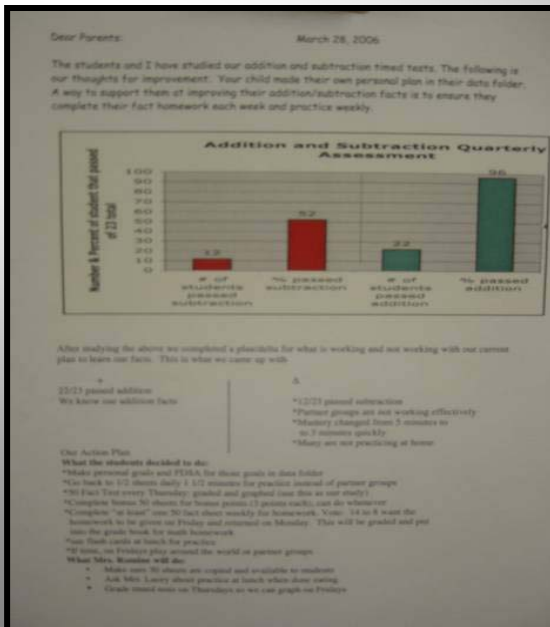
Weekly plus/delta to see how our system is working

The students felt the work board was too confusing so I had to work on that system

Improving the classroom learning system...



Improving the classroom learning system...



Involving the family by sending home and explaining to our families where we are in our learning and how the home system can support our school system.

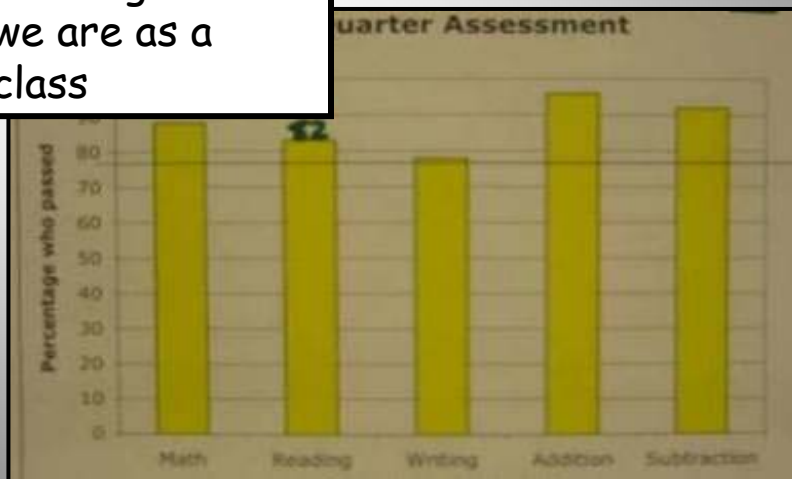


**What are some ideas for helping 2nd graders manage their own learning goals and performance results?**

49

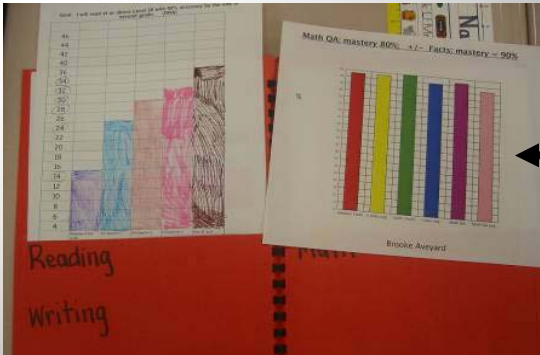
*Student learning goals and performance results...*

Knowing where we are as a class

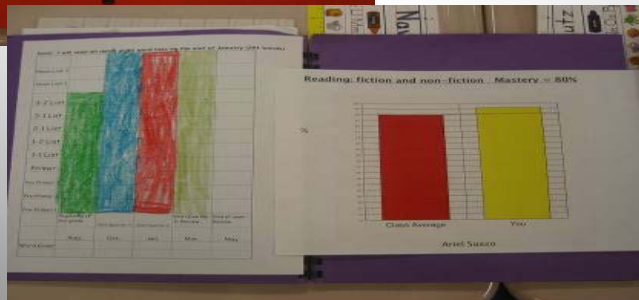


50

**Student learning goals and performance results...**



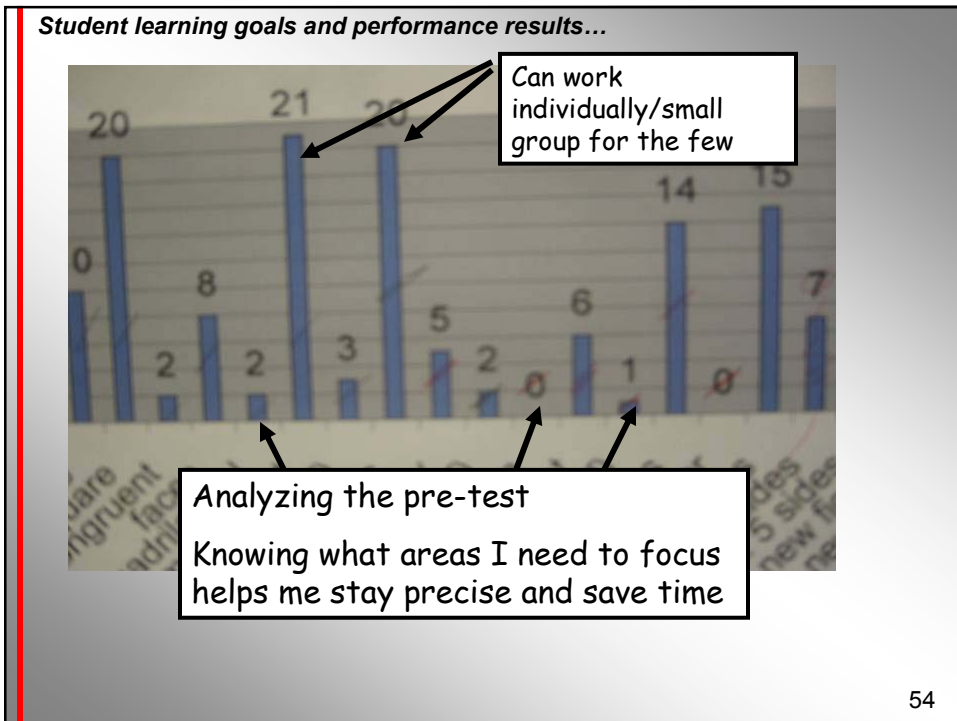
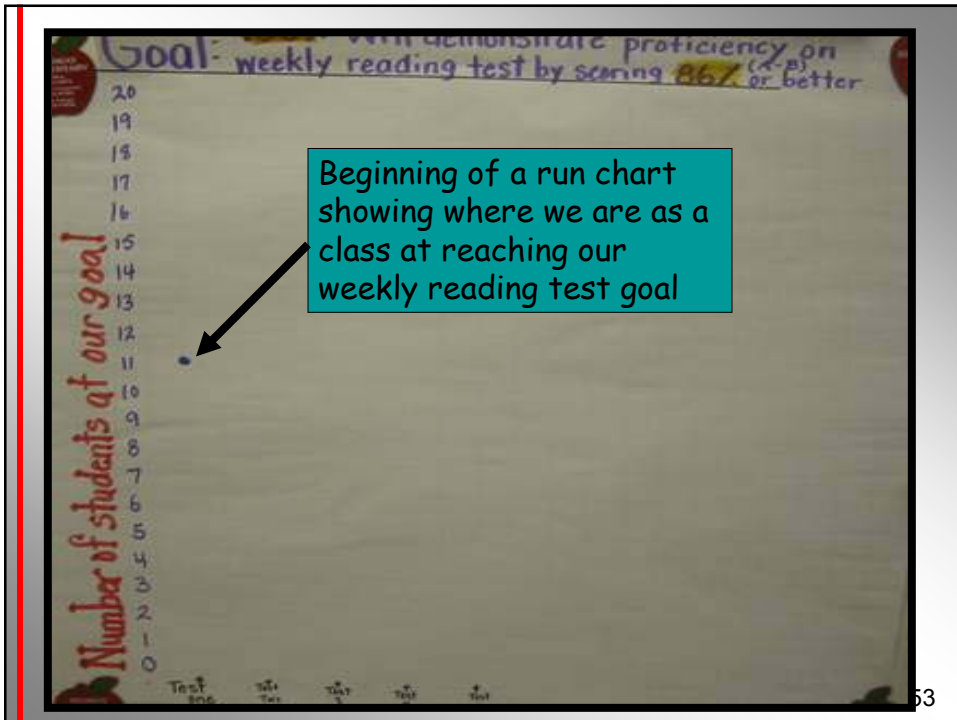
So... the students can compare where they are in their learning



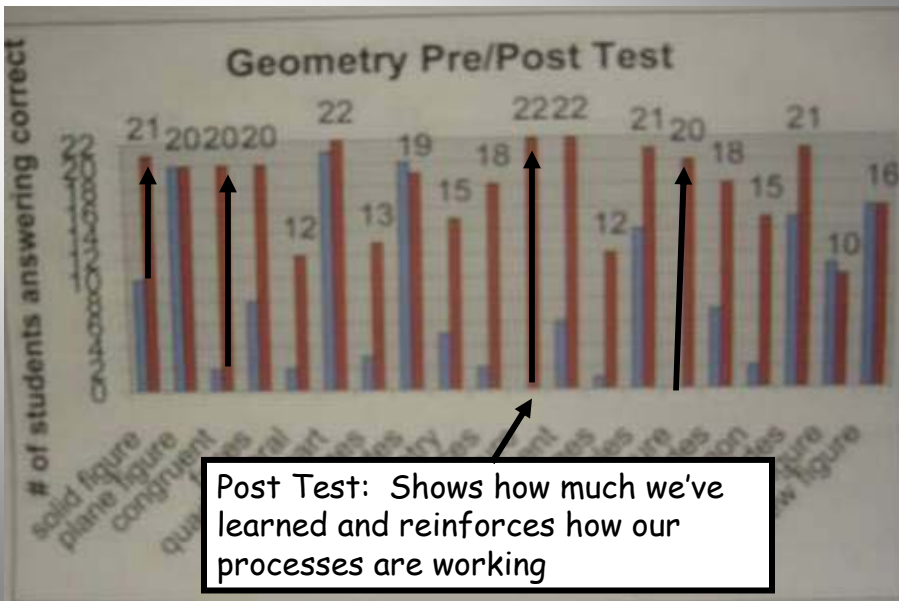
**Student learning goals and performance results...**



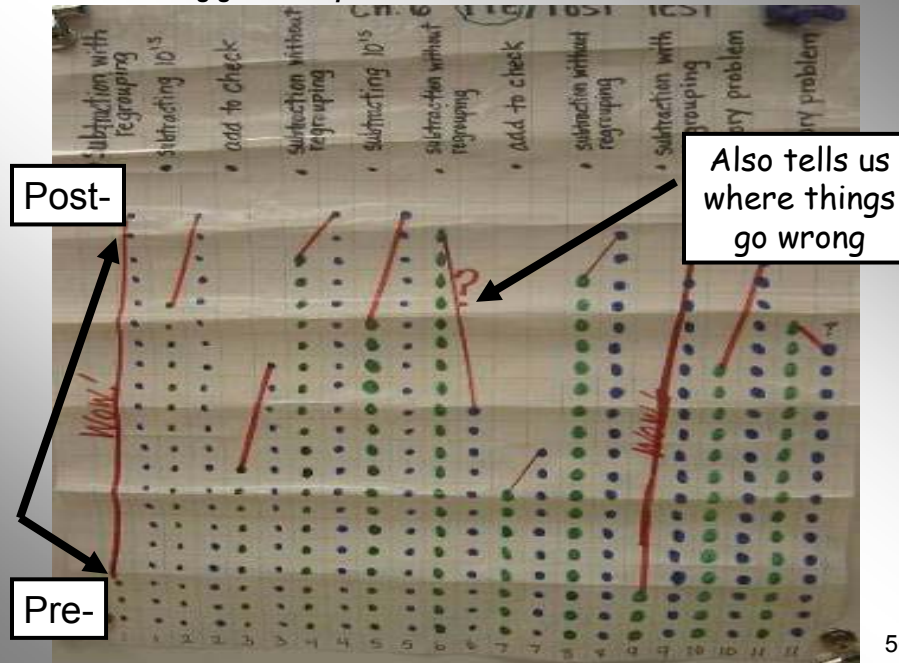
Where am I compared to the class



Student learning goals and performance results...



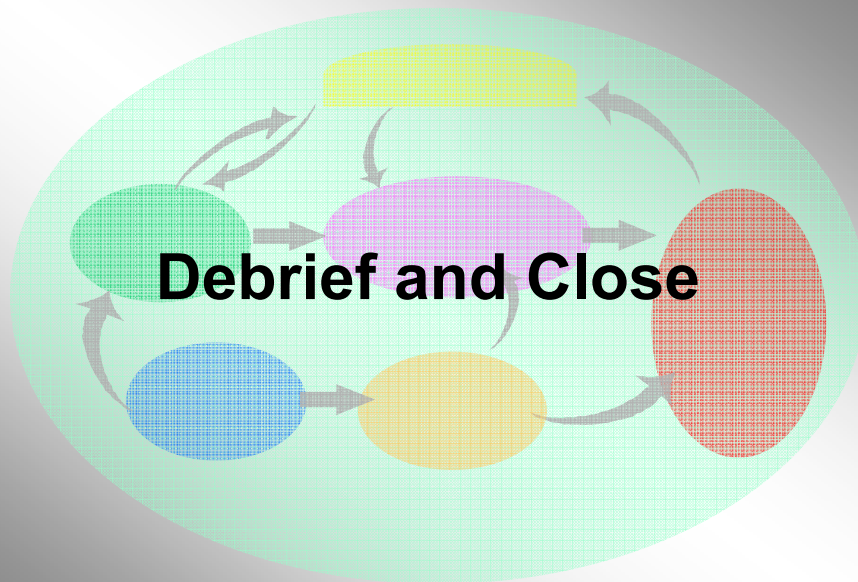
Student learning goals and performance results...



## My top 5 strategies for helping learners learn ...





1. At the beginning of the year focus on process and think about what you want the students to look like at the end of the year.
  - *Begin with the end in mind!*
2. Work on the system, so kids can work in the system.
  - *If something isn't going quite right..... fix the system.*
3. Involve the students by giving them a voice and choice in their learning
4. Use the data to keep the focus in the classroom on learning
5. Involve students in using comparison data
  - *Help them see where they currently are in their learning compared to where they need to be.*
  - *Partner with young learners to create a plan for closing the gap!*

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## Key Ideas...

-  Young children are quite capable of being good partners in the continuous improvement of classroom learning system
-  The teacher has to work on the system so that students can work effectively in the system
-  Honesty really is the best policy – students and their families deserve to know where they are compared to where they need to be in their learning  
and
-  The teacher has the responsibility to create the type of learning environment where no child is left behind

+ Strengths of this Presentation	△ Opportunities for Improvement
<i>What helped your learning during this session?</i>	<i>What changes would you suggest to make it better?</i>

*Debrief and close...*

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