

PDSA- TEAM IMPROVEMENT GUIDE

Use With Koalaty Kid Workbook

Define The System (page 66)

- Purpose:** to have a description of all the characteristics of the system that is being studied and to begin gathering data on the system
- Outcome:** a complete description of the system, a project statement, and data
- Tools:** process diagram, flow chart, operational definition, sampling, check sheet, run chart

School: Frances Willard

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Team Member's Names:

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Background Information (page 42)

Area of Opportunity: Reading Comprehension

Based on ISAT scores and teacher assessments (Theme test, DRA, QRI, ISEL, TOPA, and Gates) we have found that our students need to improve in their reading comprehension. We plan on utilizing Quality Tools and procedures to improve reading comprehension.

Reasons for Selection:

Reading comprehension is a key component in all curriculums, as witnessed by our recent Science and Social Studies ISAT scores. We believe comprehension needs to improve to raise scores in all curricular areas.

Name of Process to Improve (write as a phrase):

Reading Comprehension

Who is the primary customer of the process? (Customer can be internal or external)

Students and Teachers

What is the most important need of the customer as it relates to the process you have chosen?

To be able to read with understanding and become a competent reader.

What is the purpose of the process? (the purpose will always be to meet the customer's needs)

The purpose of this process is to enable the students to become life-long readers.

What is the output of the process? (what does this process produce or deliver to accomplish its purpose?)

Competent readers will show improvement in assessments and become life-long readers.

What does the customer expect of the output?

The customer expects to read with understanding and enjoyment.

Team Activities To Complete:

Complete the process diagram. What resources are currently being used to produce the product or service? (use process form- example on page 69)

Show a step-by-step picture of the process by creating a flow chart on a separate piece of paper (example on page 71). What obvious problems, omissions, or disconnects did the team find in the flow chart?

Discussion:

* We discussed how some students are unable to understand that they do not comprehend a story.

SYSTEM DEFINITION

CUSTOMER:

Students

CUSTOMERS' NEEDS

To become a competent reader

SYSTEM NAME: Reading Comprehension

CUSTOMER EXPECTATIONS:

To be able to read and understand in variety of genres and settings.

MATERIALS

Graphic organizers
Books on tapes
School library
A.R.
Software/technology
Reading series
Professional library

INFORMATION AIDS

Professional resources
Study groups
Professional Development
Assessments

PURPOSE:

To improve students' reading comprehension

P R O C E S S

OUTPUT:

Comprehending text at grade level or above

Classroom
Flexible groups
Cooperative groups
Co-op teaching
Time on task
Well lit

Technology
Listening center
Overheads
Basic classroom equipment/furniture

Students
Teachers
Parents
Resource teachers
Support Staff
Administration

ENVIRONMENT

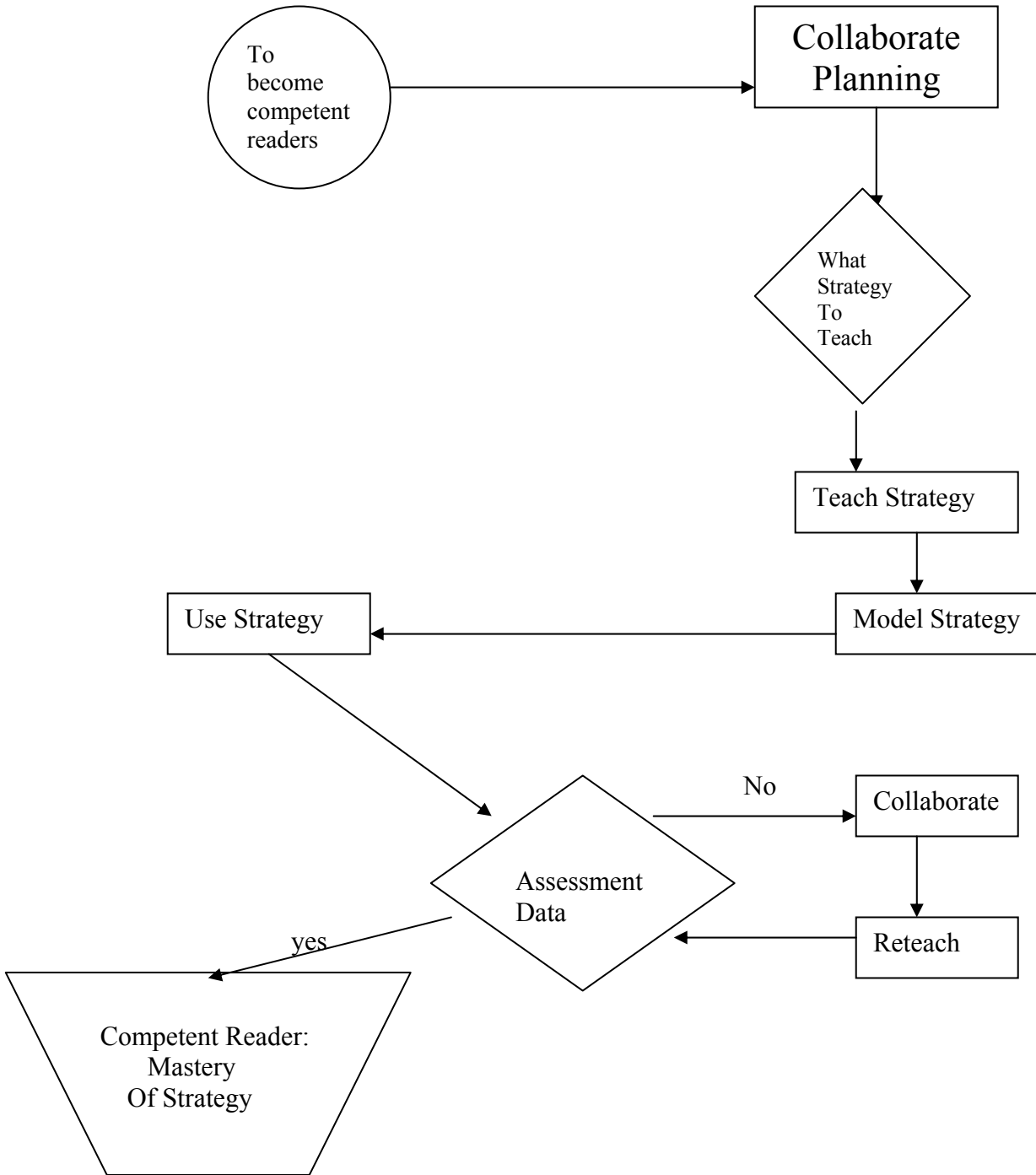
EQUIPMENT

PEOPLE

Reading Comprehension

Student

Teacher



Measurement (page 74)

How will the team know whether improvements have been made to the system? What are good indicators of how the process is doing?

What are the measures that will be used? (choose one or two critical measures)

Measure 1: Self-Monitoring

Measure 2:

Project statement (page 75):

To improve Reading Comprehension, as measured by student's self-monitoring.

Define each of the measures selected so that all involved will easily understand just exactly what they mean. Complete the "*operation definition*" form for each quality measure.

_____ Complete the operational definition on the following pages

Operational Definition (page 76-77)

Now that a project statement has been written and decisions have been made as to what will be measured, details of how to get those measures need to be determined.

Quality Measure: 1

1. **Characteristic of interest:** Self-Monitoring

2. **Measuring instrument:** We will use a checklist that will monitor the number and amount of time spent teaching self-monitoring.

3. **Method of test:** Teachers will record the number of times self-monitoring is taught as well as the amount of time spent on the lesson. Specific strategies will be taught and checked off the checklist. Strategies taught would be based upon grade levels taught.

4. **Decision criteria:** Teachers will keep a tally of the number of times a student uses the self-monitoring strategy. Minutes will be rounded up to determine the length of teaching time.

Operational Definition (page 76-77)

Now that a project statement has been written and decisions have been made as to what will be measured, details of how to get those measures need to be determined.

Quality Measure: _____

1. Characteristic of interest:

2. Measuring instrument:

3. Method of test:

4. Decision criteria:

Sampling/Data Gathering Plan (80-81)

After all measures have been defined, additional decisions have to be made. The first two of these is how much and how often will measurements be taken (also called sampling).

Define Measure # 1 :

<u>What Data</u>	<u>How</u>	<u>How Much</u>	<u>How Often</u>	<u>Where</u>	<u>Who</u>	<u>Methods</u>
Self-monitoring	Teacher's tally the number of times a strategy is used	K-6	Daily for 2 weeks	In our classrooms	Teachers and students	Check sheet

Define Measure # _____ :

<u>What Data</u>	<u>How</u>	<u>How Much</u>	<u>How Often</u>	<u>Where</u>	<u>Who</u>	<u>Methods</u>

Define Measure # _____ :

<u>What Data</u>	<u>How</u>	<u>How Much</u>	<u>How Often</u>	<u>Where</u>	<u>Who</u>	<u>Methods</u>

Team Assignment (page 83):

_____ Create a check sheet for at least one of your identified measures (see example on page 83)

_____ Carry out the data collection plan accordingly.

