



Transformation Lab Change Packages

Executive Summary

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Virginia Adams Simon, Ed.D., Educator Quality Center Data and Improvement Coach, Erin Ramirez, PhD, Cal State Monterey Bay, Allegra Brown, EdM, Cal State Dominguez Hills.

Abstract

This executive summary highlights the work of the [Center for Transformational Educator Preparation Programs \(CTEPP\) Transformation Lab \(TLab\)](#) and the products of participating improvement teams. Each campus team has used data-driven continuous improvement methods and improvement science frameworks to identify and understand problems, propose changes, and test the efficacy of those changes both locally and within the systemwide networked TLab environment. Each has authored a change package that encapsulates their data-driven, collaborative improvement efforts towards developing and scaling equity-driven teacher preparation program processes and practice. This paper is designed to give readers a few highlights of the practices improved by each campus.

The CTEPP Vision

Ten¹ CSU Educator Preparation programs participated in a grant-funded statewide project launched in 2021, supported by the Bill and Melinda Gates Foundation Transformation Center initiative. CTEPP's vision is that CSU's educator preparation programs provide national leadership in quality, diversity, equity, and inclusion. The CSU strives for aspiring teachers who are Black, Indigenous, and People of Color (BIPOC) to thrive in its programs. CSU declares that all graduates will enter the teaching profession prepared to disrupt systemic oppression and engage with socially just educational practices; they will work toward the transformation of inequitable structures and advance greater equity in student outcomes.

¹ Sacramento State, Stanislaus State, Chico State, Cal Poly Pomona, Cal Poly Humboldt, Cal Poly San Luis Obispo, Cal State Northridge, Cal State LA, Cal State Long Beach, Cal State Bakersfield.

To achieve this vision, CTEPP needed to provide a supportive space for teams to do research and development work; a space that allowed them to learn intentionally and document learnings that can be spread more broadly. The Transformation Lab was that space.

The [Key Transformation Elements](#) (KTEs) represented the primary levers of systems change that guided the work. In the TLab, teams were guided to use data-driven continuous improvement practices (KTE 5) to identify and focus their learning to address equity imperatives within one or two of the other KTE levers.

Methodology

CTEPP leadership recognized that utilizing improvement science methodologies within a network with others focusing on a similar problem has been proven to provide institutional teams with a shared set of tools and vision that both deepens and accelerates learning and improvement (Bryk, Gomez, et al., 2016, Ch. 6). All teams met together for working sessions 3-4 times per year. [The Educator Quality Center](#) served as the support hub for the network, providing campus specific and systemwide teacher preparation pipeline and perception data to support campus aims. In-between sessions, each team convened bi-weekly and was supported monthly by an improvement coach supplied by EdQ or faculty on special assignment experienced with improvement coaching.

“Improvement science is a methodological framework that is undergirded by foundational principles that guide scholar-practitioners to define problems, understand how the system produces the problems, identify changes to rectify the problems, test the efficacy of those changes, and spread the changes (if the change is indeed an improvement.)” (Hinnant Crawford, 2019, p. 29).

Change Packages

A key product of each team’s work after their second year in the TLab was the documentation of their learning and progress in a *Change Package*. The purpose of a *Change Package* is to document the activities and results of an improvement project that enables others working on a similar problem to learn and accelerate their progress towards a similar goal. A campus team or group of teams are ready to document their work in a *Change Package* when they have made measurable progress towards their aim and have high confidence that one or more of their interventions will be successful if tried elsewhere (Bennett, B. 2020).

The objective that undergirded the design of the TLab was to empower teams to improve their programs by collecting the data and measures that best illuminated the inequities they have the power to address and then working to understand those problems from a systems perspective before jumping to solutions. Taking a systems view helps improvers see more clearly where and how their interventions may make an impact and who should be at the table when designing those interventions (Hinnant-Crawford, 2020 pg. 100. Senge, 2006, pp.73-74).

In the table below, team improvement coaches have highlighted a few key examples of this approach along with the practices that were improved and their impact on the system. Examples fall into three program improvement areas aligned to the KTEs. For more detailed information about each of these highlights, please review the full change packages linked in the left-hand column.

1. Essential Partnerships for Recruitment, Retention and Employment of BIPOC Teacher Candidates (KTE 1)
2. Justice-Oriented Program Content and Culture (KTE 2-3)
3. Supportive Clinical Placement, Fieldwork and Supervision (KTE 4)

Essential Partnerships for Recruitment, Retention and Employment of BIPOC Teacher Candidates

Campus	Data Examined	Program Improvement	Impact
San Luis Obispo	<ul style="list-style-type: none"> • Employment rates of Latinx completers • Conducted interviews with Latinx alumni 	<ul style="list-style-type: none"> • Launched partnership w/ County HR Directors to increase # of Latinx teachers hired and staying in SLO • Presented at regular HR meetings, iterating on the best approach for garnering support and buy-in • Formed joint sub-committee to examine data and evaluate hiring efforts of Latinx candidates in the county 	<ul style="list-style-type: none"> • Established shared goal for improving hiring practices for Latinx candidates • Data-sharing meetings now part of regular practice

Sacramento	<ul style="list-style-type: none"> Disaggregated application and enrollment data Analysis of notes from phone calls Tracked and examined BIPOC candidate coursework and field experiences and needs 	<ul style="list-style-type: none"> Partnered w/ San Juan Unified School District (SJUSD) for school site perspectives High-touch follow-up with all accepted BIPOC candidates to increase matriculation Engaged in collaborative data meetings to address BIPOC candidates needs Increased supports for BIPOC candidates (before, during, and after program) 	<ul style="list-style-type: none"> Increased by 10% the retention of matriculated BIPOC students earning SS credential in a 10-month period Continuum of support for BIPOC students pursuing careers within SJUSD Regular data sharing b/ween Sac and SJUSD
Chico	<ul style="list-style-type: none"> Disaggregated undergrad enrollment compared w/ disaggregated credential program applications Interviewed and surveyed Oroville students 	<ul style="list-style-type: none"> Partnered with Oroville High School to launch Grow Your Own Program to close gap by generating early interest in teaching Iterating on design for next cohort 	<ul style="list-style-type: none"> Participants report feeling welcomed and more likely to consider applying to Chico in the future
Northridge	<ul style="list-style-type: none"> Disaggregated application and enrollment data Information session participation data Analysis of notes from phone calls 	<ul style="list-style-type: none"> Partnered w/ credential office staff to collect data on all outreach efforts Implemented high-touch follow-up from Dept. Chairs beginning w/ Info. Sessions through to successful enrollment in classes Iterated on best timing and personnel to conduct follow-up 	<ul style="list-style-type: none"> Enrollment of BIPOC candidates rose significantly in 2020-2021.

Justice-Oriented Program Content and Culture

Campus	Data Examined	Program Improvement	Impact
Pomona	<ul style="list-style-type: none"> • CalTPA First-time pass rates • Conducted interviews with candidates and university supervisors 	<ul style="list-style-type: none"> • Faculty engaged in PDSA cycles in their classes: Aligned one High Leverage Practice (HLP) w/ asset-based pedagogy, enacted the HLP, and shared outcomes 	<ul style="list-style-type: none"> • Faculty shared practices to be adopted across courses • Department-wide change and continuous data-sharing at monthly and bi-monthly meetings • Increases of pass rates: 4% MS, 7.5% SS and 6.9% overall
Los Angeles	<ul style="list-style-type: none"> • Syllabi analysis of opportunities to practice social justice pedagogy • Student end-of-year surveys 	<ul style="list-style-type: none"> • Supervisor/mentor institutes on social justice pedagogy 	<ul style="list-style-type: none"> • Learned about need to support lecturers teaching credential courses w/ developing and modeling social justice activities • Surfaced need for more structures/models for ongoing collaboration and dialogue b/ween LA and school sites

Supportive Clinical Placement, Fieldwork and Supervision

Campus	Data Examined	Program Improvement	Impact
Long Beach	<ul style="list-style-type: none"> • CalTPA submission & pass rates • Student surveys on their perception of CalTPA 	<ul style="list-style-type: none"> • CalTPA support class w/ consistent social & emotional learning support and low student teacher ratio (25:1) 	<ul style="list-style-type: none"> • Students taking the course submitted CalTPA at near 3x the rate of students who did not take course. • Students reported feelings of confidence submitting CalTPA doubled from the start to end of course.
Bakersfield	<ul style="list-style-type: none"> • Completion rates of Black candidates 	<ul style="list-style-type: none"> • Developed Ideal process map of improvement support and trained 	<ul style="list-style-type: none"> • Retention rates for Black candidates improved by 17% over three years.

	<p>compared to submission rates of improvement plans</p> <ul style="list-style-type: none"> • Interviews w/ supervisors & students 	<p>supervisors w/ a series of scenario-based strategies</p> <ul style="list-style-type: none"> • Iterated on design of trainings and tools based on feedback from users. 	
Stanislaus	<ul style="list-style-type: none"> • Placement rates of BIPOC candidates over last 2 years compared to K-12 student demographics • Interviewed teachers of color in MDSO to gain insights 	<ul style="list-style-type: none"> • Launched partnership w/ Modesto School District (MDSO) to better serve clinical placements of BIPOC candidates • Created relationships w/ school leaders to better synchronize placement process and communication • Iterated on best approach based on findings 	<ul style="list-style-type: none"> • Placement rates of BIPOC candidates at MDSO doubled over a two-year period
Humboldt	<ul style="list-style-type: none"> • Audit of feedback forms for DEI prioritized skills • Analysis of observation notes of supervisor engagement levels in training sessions and meetings 	<ul style="list-style-type: none"> • Developed streamlined processes, training and improved forms • Iterated on design of trainings and tools based on feedback from users. 	<ul style="list-style-type: none"> • Critical awareness surfaced for continued clinical supervisor support related to feedback on DEI prioritized skills

For more information about the Transformation Lab, contact Ginger Adams Simon, Data and Improvement Coach at the Educator Quality Center: gsimon@calstate.edu.

Sources

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