

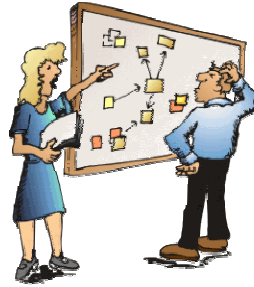
## Go With the Flow

By Carla Carrarini

Our Baldrige training as a whole, provided me with tons of food for thought and practice. As a visual learner and a teacher of the arts, I was especially drawn to the use of graphics to give life to information. Teachers know that movement and shapes are more appealing to readers than unrelieved text.

In our alternative high school, many many students enroll throughout the school year. Even in more traditional settings, welcoming students new to the class is part of every teacher's routine. Each newcomer must be brought up to speed efficiently. He or she will integrate into the community of learners and progress more quickly if daily procedures are made clear. Taking a Baldrige approach by systemization of process works well to that end, particularly for self-guided tasks.

During the QCS training, the trainers suggested using the good old flow chart. Refreshed in memory, I jumped on it with both feet and created a hand-made one the very next day on my classroom white board. I used it to explain the warm-up process to a student new to my English 5-6 class.\* Then I showed him a sample of the product I expected to see (in the form of actual student work) and how his



*Understanding the process*

entries will be scored On a busy day, my student-aide or any classmate can also take a new student through the process.

The flow chart is a basic tool ~ or one more rightly termed a "gadget." But, like every neat gadget, it serves many a purpose. It's a way to present the peer editing procedure with proof-reading steps, checking for conventions, content and rhetoric. My students will be building flow charts as part of their response to literature. All students can use refreshers on procedures ranging from crossing the street alone to plot analysis. Flow charts are handy for big jobs and small!

Applications of these "gadgets" extend beyond any specific content area of course. My esteemed colleague Mr. Jim Brown, a mathematics teacher, is using them to keep students aware of the steps to problem solving. He also shared a website where *Free Flowchart Templates* are available for download. (Thanks, Mr. Brown!)

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## Spring Calendar Highlights

*Professional Growth Opportunities  
For salary credit*

This Spring, LBUSD is offering several Continuous Improvement (Baldrige) workshops. The following is just a sample of what's available through the Professional Development Catalog.

- ✓2 Day QCS
- ✓Developing Classroom Culture
- ✓Developing Student Leadership Roles
- ✓Creating Data Sheets on the Computer
- ✓Using Data in the Classroom
- ✓Classroom Toolkit
- ✓Data Analysis
- ✓PDSA cycle
- ✓Goal Setting and Action Planning
- ✓Survey Development
- ✓Short Cycle Assessments
- ✓Creating Flowcharts

For further information or to register for any of these courses, please go to [www.lbschools.net](http://www.lbschools.net) or contact the Baldrige office.



*Please take some time to take our online survey on the LBUSD website. Go to "Baldrige Excellence"*

***Baldrige Mission: To Improve Student Achievement in Academics and Behavior Through a District-Wide Commitment to Continuous Improvement.***

## And the Consensus Is. . .

By Karen Maine

(From page 1)

Now, that lopsided hand drawn flowchart is GONE from the white board. It's been replaced by a very professional looking version (created using OMNIGIRAFFE) that has 3-D shading and fun shapes like stars. Download your own flow chart maker, complete with tutorial, from OMNIGROUP.COM and then go to "OMNIGIRAFFE" where there is a button to download flowchart templates.

A final reason to add flow charts in your classroom is environmental. Positing charts that students are able to copy into their learning journals reduces the need for handouts. Recycling and using a minimum of paper is part of our "green" classroom policy.

So, the next time you find yourself attempting to describe a process requiring decision-making, steps, or a sequence of any kind, consider the humble flow chart.

\* This meets district English 5-6 standard #1 as a word study exercise using the Los Angeles Times Newspaper.



### BALDRIGE STORIES WANTED

Have you had a great experience using the Quality Tools or would you like to share something that has worked well for you? If the answer to either of these questions is "yes", the editors of the Baldrige Blurb would like to include your Baldrige stories in the next issue of the *Blurb*. Please contact MTraver or K Maine both @lbusd.k12.ca.us.



I teach algebra CD. Last September, I asked my students to use a consensogram, placing a "vote" dot on a chart labeled with levels from 1 to 5, to identify their skill-comfort level in algebra. A consensogram is a chart that shows the frequency of distribution of responses, measures a class's perceptions and allows students to view their responses in relation to the entire class. I told them that putting their dot on level "5" would mean they felt confident enough with their skills that they would be able to teach others how to work algebra problems successfully. A "4" meant that they could help someone else understand a concept, but not necessarily be able to teach it. Three meant that they felt comfortable working with another person on an assignment, but would not always be able to figure a problem out on their own. A level of "2" indicated that they needed a lot of help, and a level of "1" meant that they struggled ALL of the time.

The line of central tendency on the class consensogram was just under "3". Pretesting the students told me that most of them had developed strong skills during algebra AB, so I felt that they should have had a higher level of confidence in their algebra skills. The class discussion that followed opened my eyes to what the students felt they needed.

In January after having followed some of their suggestions (more practice time in class, combinations of simple and difficult problems, peer test-taking), I did another consensogram. This time, the line was at 4. Their confidence level is improving and the consensogram helped open the dialog that created the improvement.



## Shout-outs

Jefferson teachers **Mikel Edillon, Deborah Sowell** and **Olga Galaviz** deserve kudos for their continued use of the Quality Tools and PDSA (Plan, Do, Study, Act) with their students to improve their academic success and personal growth.

**HILL CLASSICAL MIDDLE SCHOOL** staff and students for receiving the "Dispelling the Myth" award presented in San Francisco recently by the Education Trust. Congratulations, Hill, for being a *Baldrige school in action*.



### DAP-C

The Data Analysis Program Certificate (DAP-C) is now available to LBUSD staff! You can find out more about this exciting new certificate program at [www.lbschools.net](http://www.lbschools.net) under Strategic Planning or contact Cindy Young at ex. 8393.



"Celebrate what  
you've accomplished,  
but raise the bar a  
little higher each  
time you succeed."

--Mia Hamm



You can reach the district Baldrige trainers at: FAnderson, PDavis, HFigueroa, LFigueroa, LGaa, EHall, CHoward, RJongerius, KKahl, KMaine, AMaitlen, RPeterson, ESeto, DSnyder, MTaylorFitoussi, MTraver and CYoung all at [lbschools.net](http://lbschools.net)