

# **Koalaty Kid Club**



**Lou Ann Casey**

**Kristie Charles**

**School District #15  
Hunting Ridge School  
Palatine, Illinois**

## Introduction

ASQ's Education Division and Koalaty Kid program team thank Kristie Charles and Lou Ann Casey for allowing us to post their handbook on the Education Division Web site. Most of the materials in this handbook were created by Kristie Charles and Lou Ann Casey, teachers at Hunting Ridge School in the Baldrige Award winning Palatine School District in Palatine, IL. Two of the quality tools, used with permission from ASQ Quality Press, the fishbone diagram template and the Pareto lesson are from Thinking Tools for Kids by Barbara Cleary and Sally Duncan, published 1999.

We give permission to teachers to freely use this handbook to create their own Koalaty Kid Clubs.

Sincerely,  
John Dew  
Chair, ASQ Education Division

## **Koalaty Kid Starts Up We Need Your Help**

Koalaty Kid Club 2004 – 2005 will begin in October! We will be meeting once a month during the noon hour throughout the year, but have changed our format a bit.

Instead of teaching a new Quality Tool each month, the students will teach the tool one month and report and discuss other uses the next month. This way your students will have two months to practice and apply each tool.

You will find a form attached asking you to list your two Koalaty Kids. You may consider choosing students that **were** reps last year. Reps need to be responsible, good listeners, cooperative, and not afraid to speak before their peers. The more students we can provide training as leaders, the better we'll be.

Please return your forms to either Kristie or Lou Ann by October 15. Thanks for all of your help in making this another successful year! ☺

Kristie Charles & Lou Ann Casey

### **Schedule 2004-2005**

October 22	Affinity to determine this year's topics
November 19	Teach
December 17	Share
January 21	Teach
February 25	Share
March 18	Teach
April 22	Share
May 20	Plus/Delta exit for evaluation of year



## KOALITY KID CLUB

Teacher Name \_\_\_\_\_

Room Number \_\_\_\_\_

Representatives \_\_\_\_\_

\_\_\_\_\_

Please return to Lou Ann Casey by Friday, October 15<sup>th</sup>. Thank  
you!

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## KOALATY KID CLUB REPRESENTATIVE

NAME: \_\_\_\_\_

ROOM # AND  
TEACHER: \_\_\_\_\_

I am aware of and give my child permission to be a Koalaty Kid Club Representative. I understand that my child will represent his/her class by giving up lunch recess for Koalaty Kid Club meetings. He/she will attend all meetings and teach his/her class the Quality Tool that is modeled at the meeting. If my child receives poor grades or makes poor behavior choices, I understand that he/she may be asked to resign from the Koalaty Kid Club. A sack lunch and drink is required on meeting days.

**The following dates have been set aside for Koalaty Kid Club meetings: October 22, November 19, December 17, January 21, February 25, March 18, April 22, May 20.**

If the representative is present at school he/she **MUST** attend these meetings.

**Parent Signature/Permission:**

\_\_\_\_\_  
**Student Signature:**

Mrs. Charles & Mrs. Casey  
Koalaty Kid Club Advisors

**Congratulations on being chosen to be a  
representative for your classroom for the  
Koalaty Kid Club!**

You should be VERY proud of yourself! You exhibit some  
AWESOME qualities that your teacher feels will help to  
make this club a success!

**Our first meeting will be on Friday, October 22**

We will meet in the Resource Center at noon. **All Koalaty  
Kids will eat lunch from 12:30 to 1:00 on meeting dates.  
You MUST bring a sack lunch on meeting dates.**

We are looking forward to meeting you!  
Mrs. Charles and Mrs. Casey

Other meeting dates: November 19, December 17,  
January 21, February 25,  
March 18, April 22, May 20



# Quality Quick Sheet



<i>If You Want To:</i>	<b>Expand Your Thinking</b>	<b>Gather Ideas</b>	<b>Group Ideas</b>	<b>Connect Ideas</b>	<b>Sequence Steps</b>	<b>Draw A Picture of Data</b>	<b>Track Facts</b>	<b>Get Group Consensus</b>	<b>Solve Problems</b>
<b>These tools may be helpful:</b>	<i>Brain-storming</i>	<i>Affinity Diagram</i>	<i>Affinity Diagram</i>	<i>Fishbone Diagram</i>	<i>Flowchart</i>	<i>Histogram</i>	<i>Check Sheet</i>	<i>Light Voting</i>	<i>PDSA</i>
	<i>Brain-Writing</i>	<i>Brain-storming</i>	<i>Fishbone Diagram</i>	<i>Relations Diagram</i>	<i>Action Plan</i>	<i>Run Chart</i>	<i>Line Graph</i>	<i>Nominal Group Technique</i>	<i>Force Field</i>
	<i>Nominal Group Technique</i>	<i>Lotus Diagram</i>	<i>Lotus Diagram</i>	<i>Radar</i>		<i>Pareto Diagram</i>		<i>Consensogram</i>	<i>Fishbone Diagram</i>
	<i>Affinity Diagram</i>	<i>Checksheet</i>	<i>Consensogram</i>	<i>Scatter Diagram</i>		<i>Radar</i>			<i>Radar</i>
		<i>Survey</i>				<i>Control Chart</i>			<i>Pareto Diagram</i>
		<i>Questionnaire</i>							<i>Tree Diagram</i>
		<i>Focus Group</i>							
		<i>Interview</i>							
		<i>Issue Bin</i>							



QUALITY TOOL	DESCRIPTION
<i>Affinity Diagram</i>	Relationship or similarity; brainstormed ideas are sorted into categories that have a relationship to each other. Good for assessing prior knowledge, vocabulary awareness, or concept attainment.
<i>Bar Chart</i>	Visual display of data; also called histogram; can be a Pareto diagram.
<i>Brainstorming</i>	Used to generate a large number of ideas in a short period of time. Participants call out ideas-no evaluation or judgement should be made-all ideas are recorded.
<i>Brainwriting</i>	Nonverbal brainstorming when team members write ideas on sheets of paper, then exchange papers and write more ideas.
<i>Cause-and-Effect Chart</i>	See Fishbone diagram.
<i>Check Sheet</i>	Tool to organize data collection. Often organized in rows or columns, with data occurrences checked off or tallied.
<i>Consensogram</i>	Used to identify knowledge or opinions of a group on certain concepts or issues.
<i>Fishbone Diagram</i>	Helps discern contributing factors to an outcome or problem. Also know as cause-and-effect diagrams. Causes are recorded on the bones of the fish - effect in the head. Also used to develop whole-part relationships, i.e. novel elements, event & elements that contributed to it.
<i>Flowchart</i>	Visual documentation of a process. Shows step-by-step approach to a specific process by using symbols to denote tasks, decisions, and stages. Can be general process or deployment (specific roles assigned to tasks).
<i>Focus Group</i>	Type of survey - used to gather attitudes and concerns from a small group, usually randomly selected. Interview takes notes on responses.
<i>Force Field Analysis</i>	A problem-solving tool used to analyze driving and restraining forces that surround a proposed change.
<i>Histogram</i>	Bar chart that provides visual representation of data. Bars are arranged in order with respect to time, size, volume, etc.
<i>Interview</i>	Type of survey - used to gather open-ended responses, either face-to-face or by phone, from a small group.
<i>Issue Bin</i>	Captures ideas/questions that deserve further clarification or discussion at a later or more appropriate time. Also called bin or parking lot.
<i>Light Voting</i>	Way to determine consensus by allowing team members to cast weighted votes to designate items with their greatest support. Total number of points for a item determines which item to choose. Related to nominal group technique.
<i>Line Graph</i>	Also know as run chart.
<i>Lotus Diagram</i>	Organizes and breaks down broad topics into components. Done on folded paper - nine squares. Each of the exterior squares can be further broken down into 9 subtopic squares. (called a mega lotus)
<i>Nominal Group Technique</i>	Way to determine consensus by allowing team member to cast weighted votes to designate their greatest support. Total number of "hits" an item gets (not weight of vote) determines items to choose. Related to light voting.
<i>Pareto Diagram</i>	A bar chart giving a visual representation of data in order of its frequency (greatest to least). Highest bar represents priority action item.
<i>PDSA Cycle</i>	Plan-Do-Study-Act, a cycle that reflects continuous improvement. Uses the scientific method in relation to systemic improvement and problem solving.
<i>Questionnaire</i>	Type of survey - used to collect data from a large group. Can be open response (short answers) or based on a continuum from negative to positive.
<i>Radar</i>	Gives a picture of the strengths and weaknesses of a system. Performance is rated on spokes around a hub. Points are connected to form a visual interpretation of results.
<i>Relations Diagram</i>	A pictorial representation of the cause-and-effect relationships among elements of a problem or issue.
<i>Run Chart</i>	A line graph of data plotted over time.
<i>Scatter Diagram</i>	Graph showing the relationship between two factors. The pattern formed by the plotted dots help to analyze causes and indicates if a true relationship exists.
<i>Survey</i>	Used to collect knowledge/opinions of a targeted group. Can be written, phone, or face-to-face. Used to discover customers' views (external and internal) of supplier's performance.
<i>Tree Diagram</i>	Identifies actions to solve a problem or implement a solution. Moves thinking from broad goals to specifics. Answers the question: How can this be accomplished?

# Plus/Delta

## Overview:

A Plus/Delta is a very simple tool that allows everyone to consider the pluses-or what went well, and the deltas-what could be changed to improve the process.

## Directions:

1. Introduce the symbols that are used when doing a Plus/Delta:
  - + What went well? What are the strengths of the process that we have gone through?
  - ▲ What are the needs improvement areas? What could we change to improve the process?
2. Decide on the process that you are going to Plus/Delta. Write on the top of the chart this process.
3. Begin by asking your classmates the question and ask if they can offer any ideas that would fit on the Plus side of the chart. Write down ALL responses.
4. Repeat the process for the Delta side of the chart.
5. Talk about the ideas that have been shared on both sides of the chart. Make a plan to continue implementing the ideas that made the process work well(pluses) as well as make a plan to improve need improvement areas.(deltas)

## IDEAS FOR USING A PLUS/DELTA:

- To reflect on the day, the week, the month
- To close out a project or a unit
- To evaluate a cooperative group activity
- To take another look at the role of your Classroom Mission Statement
- To evaluate the quality of an assignment, project,...

# Plus/Delta

## Materials Needed:

Chart paper

Marker

Tape or a magnet to put chart on the board while you're working with it

## What you need to do before you do a Plus/Delta with your class:

1. Talk with your teacher about the topic that you are going to do your Plus/Delta on. Some ideas are:

- \*reflecting on the day, the week, the month

- \*to close out a project or a unit

- \*to evaluate a cooperative group activity

- \*to take another look at the role of your Classroom Mission Statement

- \*to evaluate the quality of an assignment, project,...

## Plus/Delta

### With your class:

1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to be doing a Plus/Delta together as a class."
3. Tell them that "A Plus/Delta is a quality tool for looking at what went well and what could be changed to improve a process."
4. Say "Today we are going to be doing a Plus/Delta on \_\_\_\_\_."
5. Tell them that "Before we start we need to learn some of the symbols that we use in a Plus/Delta."
  - + Tell them that "This sign means that this is where we are going to write what went well."
  - ▲ Tell them that " This sign means that this is where we are going to write areas needing improvement."
6. Begin to do the Plus/Delta. Ask them "Does anyone have an idea that can be added to the Plus side of the Plus/Delta?" As they give you an idea, write it under the appropriate symbol. Repeat with the Delta side of the chart.
7. When done, tell your class "Now we have a Plus/Delta to show us \_\_\_\_\_. Ask your class "What information does this Plus/Delta give us to help us to be better students?"
8. When you are finished, you may need to rewrite your Plus/Delta more neatly. Ask your teacher if you can hang it in the classroom for students to use.

**AWESOME JOB KOALATY KID CLUB MEMBER!**



## Koalaty Kid Council Representative Evaluation



It is important for feedback to be given to each Koalaty Kid Representative. While the representative for your class is conducting their lesson, please complete the following survey. Then, please find a moment or two to meet your representatives so they know how well they did and suggest any improvements that can be made. Please put your survey in Lou Ann's box. Thanks. ☺

Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

## **FLOWCHART OVERVIEW**

A flowchart is a simple, easy to construct chart that shows the major steps of a process. It provides you with a step-by-step picture that can be used to plan stages of a project or to describe a current process. Flowcharts give you the chance to look at something as a whole, which allows you to make decisions of how to pace yourself better, delegate jobs, and determine specific responsibilities. Flowcharts also help you to determine which steps are more complex and might require more time or a little extra help.

### **Directions:**

1. Decide the purpose of the flowchart that your class will participate in.
2. Introduce the symbols that you will be using in your flowchart.
3. Explain the use of each symbol and provide an example.
4. Encourage your class to focus on the major steps and sub-steps, and not to get bogged down in detail. For example: If you were flowcharting their morning process, "alarm goes off" could be seen as a major step, but "turn off alarm" is a detail that might not be necessary.

5. Encourage your class to anticipate or visualize what actually happens, what could happen, and what needs to happen to complete your flowchart.
6. Write along the top of your piece of chart paper the people involved in this sequence.
7. Determine the start point, choose the appropriate symbols, and draw them on a piece of chart paper.
8. Continue with the major steps and sub-steps.
9. Review each step and identify necessary resources, barriers, and issues.
10. Remember, your flowchart can and should be modified to accommodate change.

**Flowchart ideas:**

- \*setting up the classroom
- \*preparing for a new unit
- \*planning a field trip
- \*helping to make transition times more smooth
- \*keeping the room/desks clean
- \*ready for the beginning of the day
- \*making sure homework is QUALITY and done on time

# Flowchart

## **Materials Needed:**

Chart paper

Marker

Tape or a magnet to put your chart on the board

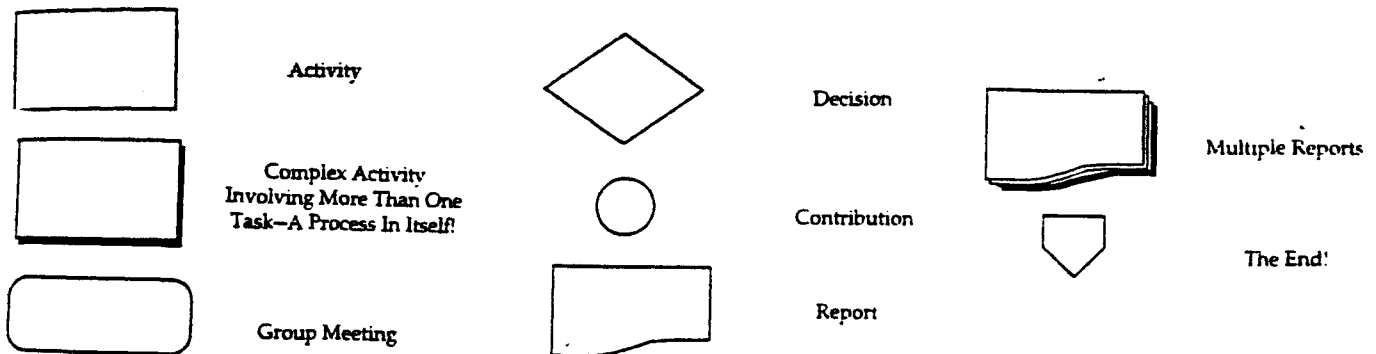
A copy of each flowchart symbol with a description

## **What you need to do before you do a Flowchart with your class:**

1. Talk with your teacher about possible topics for your class flowchart.
2. Make sure you have read all of your instructions of how to teach a flowchart including what each symbol stands for.

# FLOWCHART SCRIPT

1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to be doing a Flowchart together as a class today."
3. Tell them that "A flowchart is a simple, easy to construct chart that shows the major steps of a process. It provides you with a step-by-step picture that can be used to plan stages of a project or to describe a current process."
4. Say "Today we are going to be doing a Flowchart on \_\_\_\_\_ . As we do it on the large chart, you will be copying the same thing on your piece of paper."
5. Say, "Here are the important symbols that you need to understand to do a flowchart."



6. Say, "Take a minute and visualize what actually happens, what could happen, and what needs to happen to complete our flowchart?"
7. Say, "What symbols do you think we will need to use with the flowchart we are making today?"

Take the symbols that you will not be using off the board. Keep them close just in case.

8. Say, "Who will be the people that will be involved in this process?" Write the names of these people across the top of your chart paper. Tell, "Please write down the names of the people that will be involved in this process across the top of your paper too."
9. Say, "Where should our flowchart begin?" Write the first step on the flowchart.
10. Say, "What would the next step be? Remember to not get bogged down in minor details."
11. Continue through your flowchart stopping to clarify as you go.
12. Say, "Now that our flowchart is completed, we will try to pay close attention to the steps that we have created and see if it helps to make a difference. We will continue to visit the flowchart and make changes to it based on how we are doing."



## Koalaty Kid Council Representative Evaluation



It is important for feedback to be given to each Koalaty Kid Representative. While the representative for your class is conducting their lesson, please complete the following survey. Then, please find a moment or two to meet your representatives so they know how well they did and suggest any improvements that can be made. Please put your survey in Lou Ann's box. Thanks. ☺

Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

# Lotus Diagram

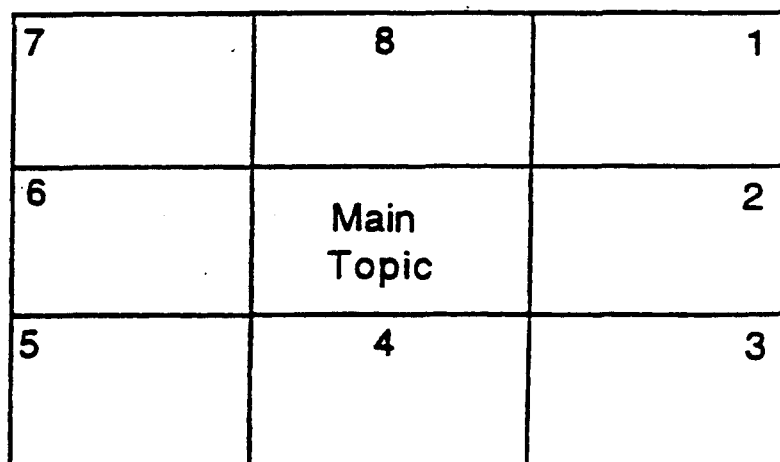
## OVERVIEW:

A lotus diagram is helpful when you want to expand a topic to show what you know or what you have learned.

## DIRECTIONS:

1. Choose the topic.
2. On a piece of paper, record all you know about the topic.
3. Decide on categories for the information. Do you have enough information to form 8 categories?
4. Use a piece of chart paper and fold it into thirds lengthwise.
5. Fold the paper into thirds widthwise.
6. Unfold the paper. You should have 9 rectangles or squares.
7. Find the center rectangle and outline it with a bright colored marker. Place the topic in this rectangle.
8. Beginning in the upper right hand corner rectangle, number each around the center from 1 to 8 as shown below in Figure 1.
9. Place each category name in a rectangle around the center.
10. Students can now record what they now about each category.

Figure 1



## Lotus Diagram

### **Materials needed:**

Chart paper

Markers

Magnets

Lotus charts for each student

### **What you need to do before you do the activity with your class:**

1. Talk with your teacher about the topic that you are going to use for your lotus diagram. **This meeting should happen before Dec. 3.**

Some ideas are:

- Checking prior knowledge before a new unit
  - Recording and organizing new information from what you have read
  - Studying for a test
  - Areas of interest to be investigated after a unit
2. Construct the Lotus diagram on the chart paper using Figure 1. You will use this with your class.
  3. Ask your teacher to make a copy of the Lotus for each student in your room
  4. Schedule a time with your teacher to do the Lotus diagram with your class. Please have it completed by Dec. 14.

## Lotus Diagram

### With your class:

1. Take a deep breath and relax. You'll do great!
2. Explain that, "We are going to be doing a Lotus diagram together as a class."
3. Tell them that, "A lotus diagram is a quality tool for recording information that you know or have learned about a particular topic. It helps you organize the information under categories you create to help you remember what you have learned. Tell them, "Today we will be completing a Lotus diagram about \_\_\_\_\_."
4. Tell them, "The information we get from doing this Lotus will help us to remember important facts about our topic."
5. Point to the Lotus diagram you have prepared on the chart paper. Ask your classmates, "Tell me what you know about the topic." Your partner can record facts on the board.
6. When you have enough information, ask the students to "Help us decide on categories for all of the information."
7. Record each topic at the top of each rectangle.
8. Then say, "We are now ready to place the facts into the best category."
9. When all of the facts have been placed on the lotus, say, "Now we can remember these facts a little better and can see the connections too!"



## Koalaty Kid Council Representative Evaluation



It is important for feedback to be given to each Koalaty Kid Representative. While the representative for your class is conducting their lesson, please complete the following survey. Then, please find a moment or two to meet your representatives so they know how well they did and suggest any improvements that can be made. Please put your survey in Lou Ann's box. Thanks. ☺

Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

## **Fishbone Overview:**

A fishbone diagram looks like the skeleton of a fish. The purpose of the fishbone diagram is to get to the main causes for something. A fishbone diagram can help to figure out why a process worked well or didn't work well.

### **Directions:**

1. Introduce the fishbone diagram.
2. Decide on the process that you are going to fishbone. Write on the head of the fish.
3. Begin by asking your classmates the question and ask what would be something that would be the cause or effect of what was written in the head. Put on major bones of the fish.
4. Add ideas that would fall under each category.

**Fishbone diagrams help to get to the bottom of things. They solve the mystery.**

Some ideas for using a fishbone in the classroom:

- \*not paying attention in school
- \*talking while the teacher is teaching or a peer is talking
- \*forgetting your homework
- \*quality work looks like...
- \*being late to school
- \*doing poorly on a test, report card
- \*keeping classroom clean and tidy
- \*meeting a goal
- \*unit review
- \*breaking down a lesson
- \*narrative elements
- \*how to earn a courtesy catcher

## **Fishbone**

### **Materials Needed:**

Chart paper

Marker

Tape or a magnet to put chart on the board while you're working with it

### **What you need to do before you do a fishbone with your class:**

1. Talk with your teacher about the topic that you are going to do your fishbone on. Some ideas are:

**\*see fishbone overview for classroom ideas**

## **Fishbone**

### **With your class:**

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1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to do a quality tool called a fishbone together as a class today."
3. Tell them that "A fishbone looks like the skeleton of a fish. The purpose of the fishbone is to get to the main causes for something. A fishbone can help to figure out why a process worked well or didn't work well."
4. Say "Today we are going to be doing a fishbone on "How To Have A Great 3<sup>rd</sup> Grading Period".
5. Begin to do the fishbone. Ask them "Does anyone have an idea of something that caused what is written in the head of the fish to happen or not happen? We are looking for big headings to write on the major bones of the fish first."
6. After all of the major bones are filled ask "Does anyone have ideas that can fit under each category that is written on the major bones of the fish to better clarify it?"
7. Continue adding ideas to your fishbone.
8. Pick an area or two that is a major cause or effect of your topic. Say "What area do you think is the major cause or effect of this topic?"
9. Say "Let's try to work on this area(s) to help this topic get better or let's try to continue doing what we are doing so that we continue to be successful."
10. When you are finished, hang your fishbone in a place where your peers can look at it everyday.

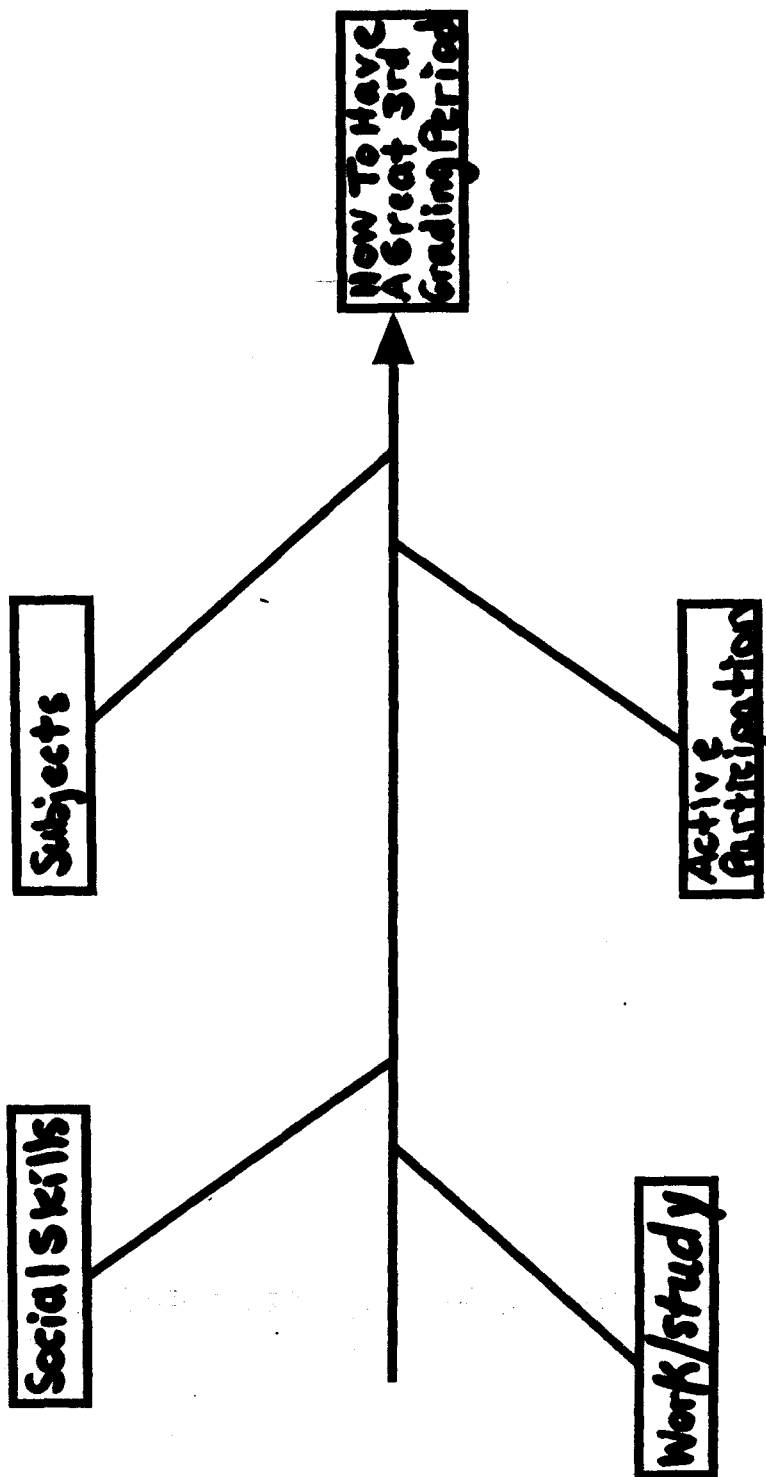
**Awesome job Koalaty Kid club member!**

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

## FISHBONE DIAGRAM TEMPLATE



## Pareto Diagram

Pareto charts are probably the most simple data analysis tool. A Pareto chart is a series of vertical bars lined up in a descending order-from high to low-to reflect frequency, importance, or impact. Because of the descending order, Pareto charts quickly draw everyone's attention to the most important factor-providing an at-a-glance snapshot of priorities.

### Directions:

1. Decide on the process you are going to do the Pareto chart on.
2. Introduce the process of a Pareto chart.(use your teaching notes)
3. Construct a graph with a vertical and horizontal axis.
4. Divide the vertical axis into even increments with the selected units of measure.
5. You will need to get the information for the horizontal axis from your class.
6. After a week of gathering data, plot the data as bars. Start with the largest category at the far left. Continue plotting data from the largest to smallest.

### IDEAS FOR USING AN PARETO DIAGRAM:

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

## **Pareto Diagram**

### **Materials Needed:**

Chart paper

Marker to draw Pareto chart

Individual chart

Tally sheet or another tool to gather data

Teacher Feedback Sheet

### **What you need to do before you do an Pareto diagram with your class:**

1. Talk with your teacher about the topic that you are going to do your Pareto chart on. For some ideas, see your other sheet.
2. Construct the graph on a large piece of chart paper.
3. Label the vertical axis as well as give your graph a title.
4. Copy the same information on the individual graph.  
When you meet with your class, they will help you finish the Pareto chart by giving you the information to write on the horizontal axis.
5. Set up a teaching date.
6. Review your teaching notes prior to this date.
7. After a week, you will need to set up another teaching date to add your data to the Pareto chart.

## Pareto Diagram

### With your class:

1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to be doing another quality tool called a Pareto chart together as a class today."
3. Tell them that "A Pareto chart is a series of vertical bars lined up in a descending order-from high to low-to reflect frequency, importance, or impact."
4. Say, "Today we are going to set up a Pareto chart that will help us keep track of the number of times/and reasons we \_\_\_\_\_"
5. Explain "On your desk you have a copy of the chart that we will be working with on the board. As we gather the data we will write it on the class chart and you will be responsible to write it on your own individual copy." See if there are any questions so far.
6. Begin to talk about the horizontal labels. Write them on the large chart as your class copies the same information on their individual charts.
7. Say, "For the next week we will be keeping track of the number of times each thing and then we will return to our Pareto chart and plot our data."
8. Say, "What would be the best way to gather this information?" You might want to mention a tally sheet for gathering your information.
9. After a week, set up a new date to put the gathered information on your Pareto chart.

10. Say, "Now we have the data needed to complete the Pareto chart. Let's put the data on the chart together."  
Make a vertical bar for each horizontal label.
11. Say, "What does our Pareto chart help us to know? How will we work at giving this attention and improving it to have better results?"

# Bird Sighting: Check Sheet

Hummingbirds

~~||||~~ ~~||||~~ ~~||||~~

Loons

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Thrushes

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Finches

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Pigeons

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Cardinals

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Buntings

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Juncos

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Sparrows

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Robins

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Grackles

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Owls

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Terns

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Mergansers

Geese

~~||||~~ |||

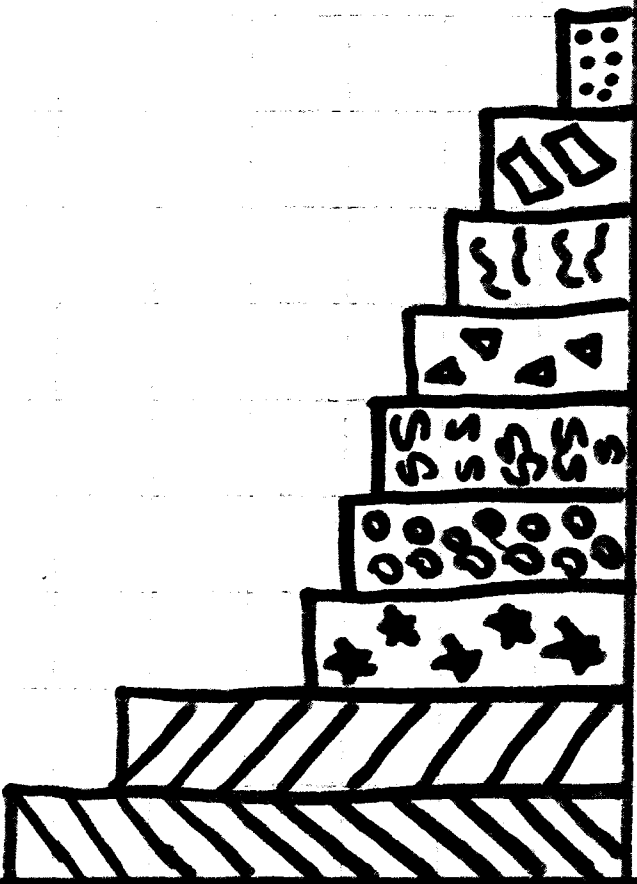
Title \_\_\_\_\_

Name of \_\_\_\_\_

Number of \_\_\_\_\_

# Bird Sightings

Number of Birds  
 0 5 10 15 20 25 30 35 40 45 50



Other  
 Thrushes  
 Name of Birds  
 Geese  
 Cardinals  
 Pigeons  
 Grackles  
 Hummingbirds  
 Robins  
 Finches  
 Sparrows



## Koalaty Kid Council Representative Evaluation



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Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

\_\_\_\_\_

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

## Affinity Diagram

An affinity diagram is a lot like brainstorming in that it gathers lots of ideas. But it also takes this brainstorming one step further: organizes ideas into categories. Affinity diagrams taps into both sides of the brain. The “right brain” generates lots of ideas; the “left brain” begins to analyze and organize.

### Directions:

1. Decide on the process you are going to do the affinity diagram on.
2. Introduce the process of an affinity diagram.(use your teaching notes)
3. Have your classmates generate ideas using the small posttest notes that you have been given.(one idea per note) This activity is done independently and quietly!
4. Put your peers in small groups to discuss their individual ideas. As they discuss, ask them to try to organize their ideas in similar categories.
5. Take time to allow each group to share their affinity diagram.

### IDEAS FOR USING AN AFFINITY DIAGRAM:

\*

\*

\*

\*

\*

# Affinity Diagram

## **Materials Needed:**

Chart paper

Post-it notes

Marker to highlight categories

Teacher Feedback Sheet

## **What you need to do before you do an affinity diagram with your class:**

1. Talk with your teacher about the topic that you are going to do your affinity diagram on. For some ideas, see your other sheet.

## Affinity Diagram

### With your class:

1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to be doing another quality tool called an Affinity Diagram together as a class today."
3. Tell them that "An affinity diagram is a lot like brainstorming in that it gathers lots of ideas. But it also takes this brainstorming one step further: organizes ideas into categories."
4. Say, "Today we are going to be doing an affinity diagram on \_\_\_\_\_"
5. Explain "On your desk you have a pad of post-it notes. We would like you to brainstorm as many ideas as you have about our topic \_\_\_\_\_. Only write one idea on each post-it. This is to be done quietly!"
6. Give your peers a few minutes to do this activity.
7. Tell your class "Now as a group discuss your ideas and as you are discussing see if you can put your ideas into categories that show how they are similar."
8. Allow your class to work on this for awhile. Walk around and help your peers with possible categories for their ideas.
9. Have each group share their affinity diagram with the rest of the class.



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Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

\_\_\_\_\_

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

# **Radar**

## **Overview**

A Radar is a quality tool that allows you to rate your knowledge on a subject/topic.

### **Directions:**

1. Decide on the process that you are going to Radar.
2. Pick the subheadings for each arm coming out of the center of the Radar.

### **For example:**

See Sample Attached

3. Ask your classmates to rate their knowledge about each subheading.
4. Make a plan for how you are going to improve your ratings or maintain your ratings. (use an affinity diagram or a fishbone)

### **IDEAS FOR USING A RADAR:**

- Subject areas in school
- Writing prompt using the rubric
- What makes quality work?
- Criteria for a project

# **Radar**

## **Materials Needed:**

Chart paper

Individual copies of the Radar

Marker

Tape or magnet to put chart on the board while you're working with it

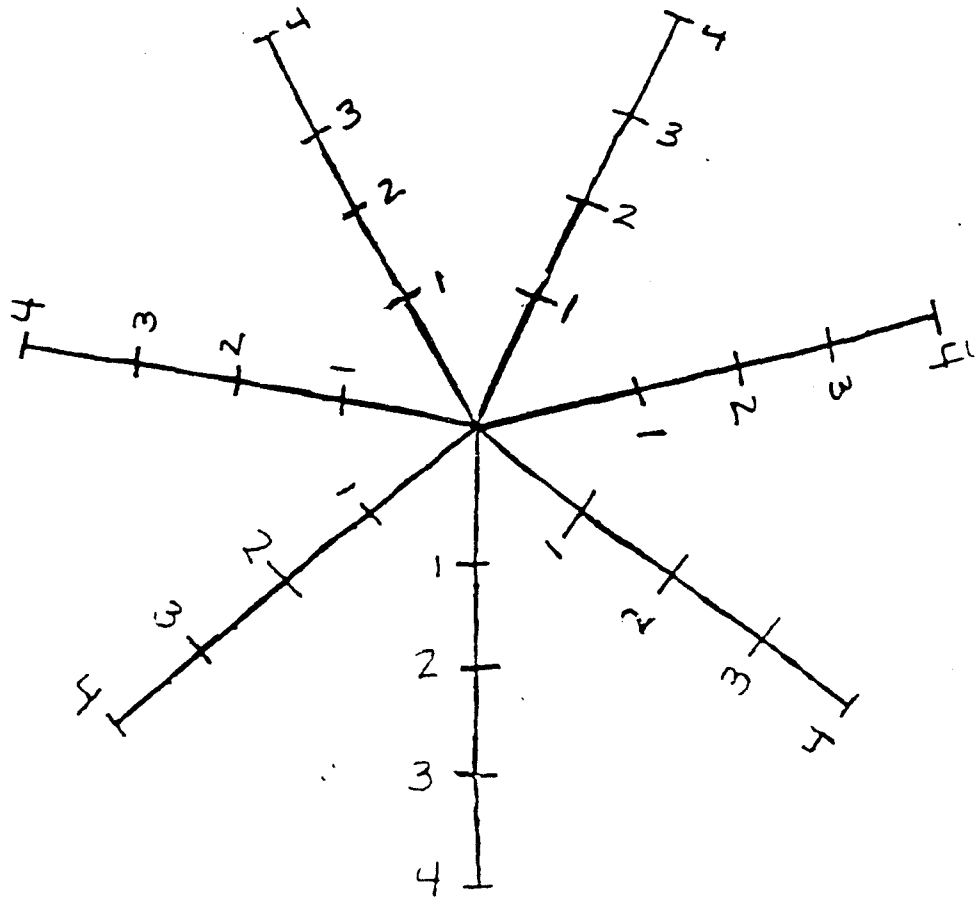
## **What you need to do before you do a Radar with your class:**

1. Talk with your teacher about the topic that you are going to do your Radar on. Some ideas are: see bottom of previous sheet

## Radar

With your class:

1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to be doing a Radar together as a class."
3. Tell them that "A Radar is a quality tool that allows you to rate your knowledge of some topic or subject."
4. Say "Today we are going to be doing a Radar on \_\_\_\_\_ . As we do it on the large chart, you will be copying the same thing on your individual chart."
5. As a class decide what should be the subheadings on the Radar.
6. Tell "The numbers on the lines will show your knowledge of each heading. The number 1 is the lowest. The number 5 is the highest."
7. Tell "Now look at each subheading and rate your knowledge of each using a 1-5, 5 being the highest/most."
8. When done, tell your class, " Now you have your own Radar to show you \_\_\_\_\_ ."  
Ask your class, "What does your Radar tell you?"



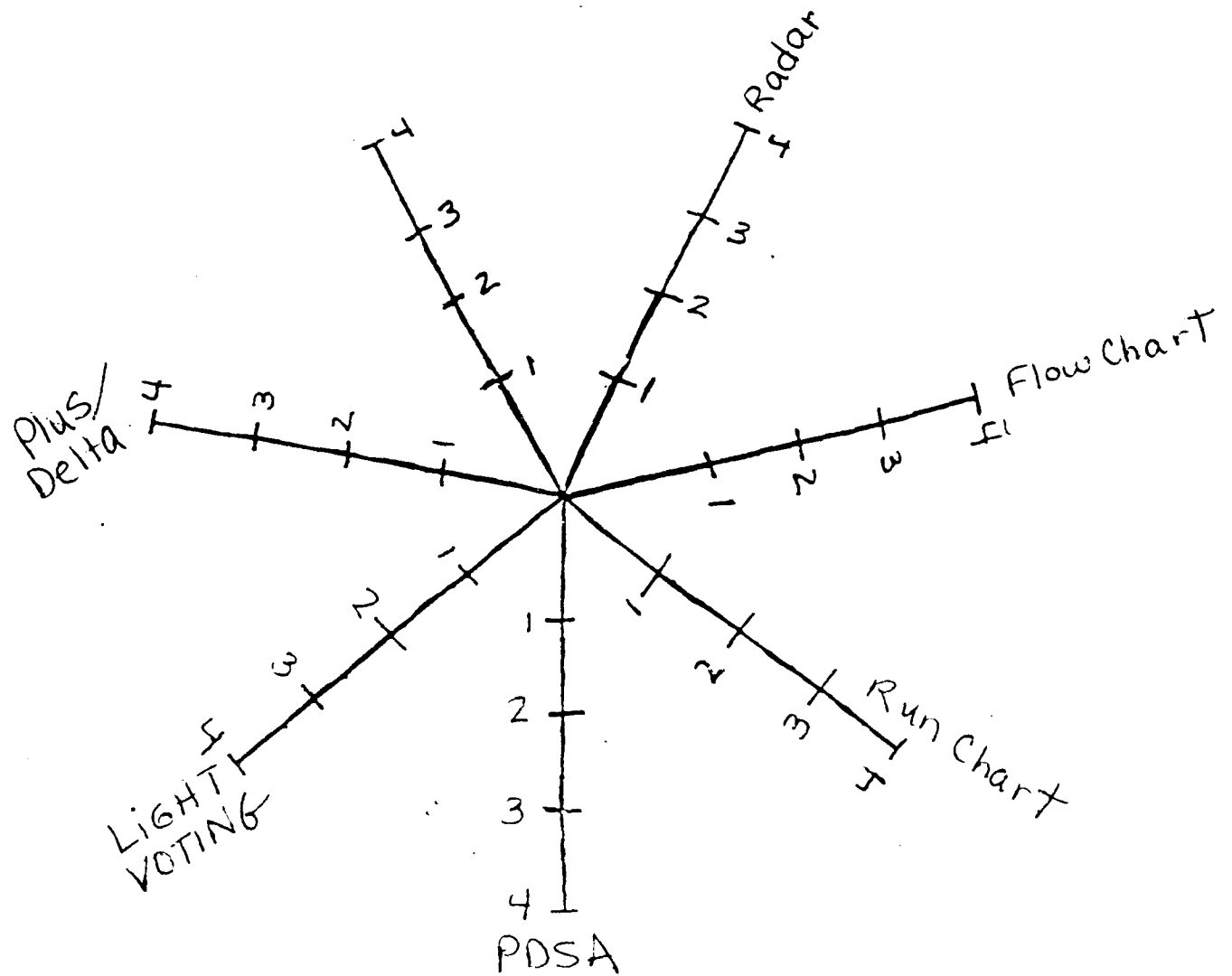
0 = I have never heard of it before

1 = I have heard of it, but don't know what it looks like

2 = I have heard of it, and know what it looks like, but I could not explain it

3 = I can explain it if someone asked

4 = I can teach it to someone



0 = I have never heard of it before

1 = I have heard of it, but don't know what it looks like

2 = I have heard of it, and know what it looks like, but I could not explain it

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Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

\_\_\_\_\_

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

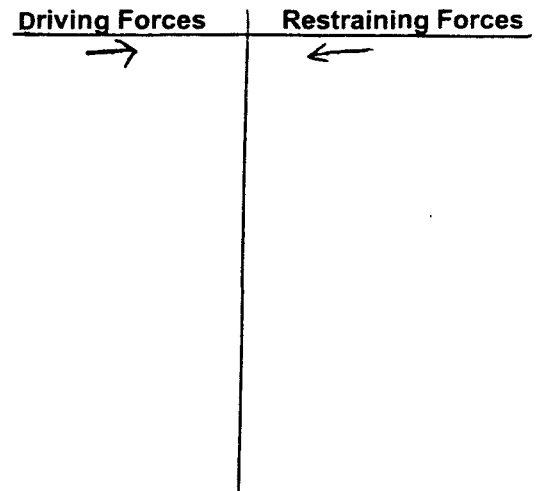
Would you use this tool with your class? If yes, what ways would you use the tool?

# Force Field Analysis

## OVERVIEW:

Force Field Analysis is helpful when trying to make a yes/no decision. It gets people thinking about the “driving” forces (things which move you toward your goal) and the “restraining” forces (things which keep you from your goal). It helps students make better decisions because they can see what is helping them make their goal and what is stopping them from making their goal.

Goal:



## DIRECTIONS:

1. Introduce the tool and explain the meaning of “driving” and “restraining” forces.
2. Decide on the goal or problem to do the force field analysis on.
3. Decide if you are going to do it in cooperative groups, partners, or whole class.
4. Prepare the force field chart. Write the goal/issue for the title. Draw a line down the center of the chart. Write “Driving forces” on the left side beneath the topic heading and write “Restraining forces” on the right side. It is sometimes helpful to draw arrows reflecting the directions of thought → ←
5. Write the driving and restraining forces that effect the goal or problem on the appropriate side of the chart.
6. Review and prioritize the listed forces.
7. Decide on an action to be taken to decrease the restraining forces.

## Force Field Analysis

### Materials needed:

Chart paper

Marker

Magnets

### What you need to do before you do a force field analysis with your class:

1. Talk with your teacher about the topic that you are going to do our force field analysis on. **This meeting need to happen before March 17.**  
Some ideas are:
  - A goal for the class
  - A problem occurring during inside recess
  - A problem occurring in the classroom
  - The goal of making everyone feel respected on the inside and out of Hunting Ridge School
2. Draw the force field analysis t-chart on the chart paper. Write the problem or goal at the top.
3. Schedule a time with your teacher to do the force field analysis with your class. **Try to have it completed by Apr.4.**

## Force Field Analysis

### With your class:

1. Take a deep breath and relax, you'll do great!!
2. Explain that "we are going to be doing a force field analysis together as a class."
3. Tell them that "a force field analysis is a quality tool for helping to find the things or driving forces that help us reach a goal or solve a problem. It also helps us find the things or restraining forces that stop up from reaching a goal or solving a problem. Tell them that "today we will be completing a force field analysis about \_\_\_\_\_."  
(fill in goal/problem you discussed with your teacher)
4. Tell them that "the ideas we get from doing this force field analysis will help us improve \_\_\_\_\_."
5. Point to the force field analysis you drew on the chart paper. Review the goal and ask your classmates to "tell me some things that are helping us reach this goal or that help us not have this problem in our classroom. These are the driving forces." Write down each students response as they tell it to you. Be sure it is a driving force, though. If you are not sure ask your teacher for help.

Once your classmates are finished listing the driving forces go on to the restraining forces.

6. "Tell me some things that are causing us to not reach this goal or are causing this problem in our classroom. These are the restraining forces. Write down each students response as they tell it to you. If you are not sure ask your teacher for help.
7. When you are finished listing the driving and restraining forces, ask your teacher to help you choose one restraining force that your class could look at more closely and try to help your class fix so that you can meet your goal or solve your problem.
8. Tell you class "if we all try to fix this restraining force, more people may be able to achieve our goal or our problem might be closer to being solved.



## Koalaty Kid Council Representative Evaluation



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Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

## **Run Chart Overview:**

A Run Chart is a line graph that shows data points plotted in the order in which they occur. They are used to show trends and shifts in a process over time.

### **Directions:**

1. Decide on the process that you are going to graph on a Run Chart.
2. Give your graph a title and label its vertical and horizontal axis.
3. Over the next few weeks, place your data on your Run Chart.
4. Study your Run Chart as a class and make decisions based on what it shows.

Some ideas for using a Run Chart:

- Transition times during the day
- How many students are ready for announcements
- Progress in multiplication/division timed tests
- Progress in final tests for math, social studies, science, etc.
- Progress in weekly Spelling reviews

# Run Chart

## **Materials needed:**

Chart Paper/Grid paper

Graph paper

Marker

Tape or magnet

## **What you need to do before you do a Run Chart with your class:**

1. Talk with your teacher about the topic that you are going to use for your Run Chart.
2. Set your grid paper up with a horizontal and vertical axis. You will be adding a title and labels with your class.
3. Decide if you want your class to also keep an individual Run Chart. If so, provide each student with a sheet of graph paper.
4. Decide how often you will update your Run Chart.

## Run Chart

### With your class:

1. Take a deep breath and relax. You'll do great!
2. Explain that, "We are going to be a Run Chart together as a class."
3. Tell them that "A Run Chart is a line graph that shows data points plotted in the order in which they occur. They are used to show trends and shifts in a process over time."
4. Say, "Today we are going to start a Run Chart that will chart our progress in \_\_\_\_\_." If you would like to have each student do the Run Chart, pass out the pass graph paper here.
5. As a class decided what the title and labels should be on your graph.
6. Say, "Each day, we will be plotting our data on our Run Chart and will be watching to see what it is going to tell us. We will make adjustments where needed to show an upward movement of the points on the graph."
7. When done ask, "Does anyone have any questions?"



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Koalaty Kid Council Representatives' Names \_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

Quality Tool Presented \_\_\_\_\_

What activity did they choose to use for their lesson?

Presentation: How effectively did your Koalaty Kid Representative explain the tool?

**+ (things they did well)**

**▲ (suggestions for improvement)**

Did they speak in a voice in which the whole class could hear?

Would you use this tool with your class? If yes, what ways would you use the tool?

## **PDSA OVERVIEW**

PDSA is an acronym which stands for PLAN, DO, STUDY, ACT.

**A PDSA is a quality tool that allows one to state a problem, set goals, plan an activity that will hopefully solve the problem, check the progress of reaching the goals that were set and then talk about the findings and decide what your next step should be.**

Directions:

1. Decide as a class what you would like to use the PDSA cycle for. (It might be a good idea to use what you are tracking on your run chart.)
2. Pass out the individual copies of the PDSA to your class. (You might want to enlarge this cycle on a piece of poster board or chart paper for your class to easily copy.)
3. Begin by stating the problem that you are wishing to solve in the PLAN box. Talk about the goal that you wish to work towards, who is involved and the activity that you will begin to do to help reach this goal.
4. Next, fill in the DO box talking about the design tool, who will be the one that will keep track for the class, and begin the activity.
5. After that, fill out the STUDY box by setting a date in which your class will return to the PDSA to check the progress towards the goal. Is it working? If not, remove the roadblocks and proceed ahead.
6. You will return to the PDSA on the date you stated in the STUDY box and talk about your findings. Make changes based on these findings, and set up a new PDSA cycle.

# **PDSA**

## **Materials Needed:**

copies of the PDSA Cycle(enough for each student in your class)

chart or piece of poster board with PDSA cycle drawn on it(you might want to ask your teacher to laminate this so it can be used over and over again)

marker

tape or magnet to put chart on the board while you're working with it

## **What you need to do before you do the PDSA cycle with your class:**

1. Talk with your teacher about the topic in which you will do a PDSA cycle on.
2. Enlarge the PDSA cycle on either a piece of chart paper or a piece of poster board. Ask your teacher to laminate it for you.
3. Make individual copies of the PDSA sheet for your classmates.

## PDSA

### With your class:

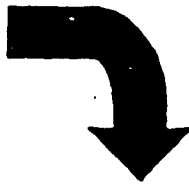
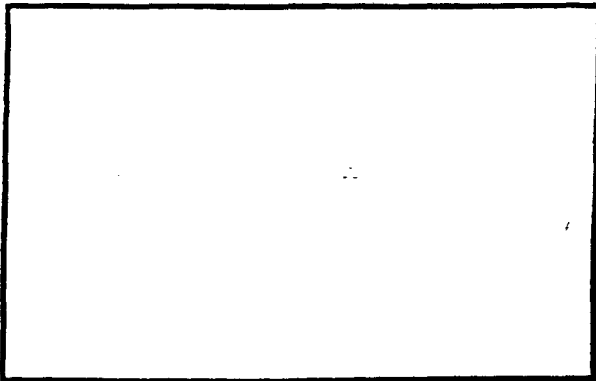
1. Take a deep breath and relax! You'll do great!
2. Explain that "We are going to be doing a PDSA Cycle together as a class."
3. Tell your peers that "A PDSA Cycle is a quality tool that stands for Plan, Do, Study, Act. It allows one to state a problem, set goals, plan an activity that will hopefully solve the problem, check the progress of reaching the goals that were set and then talk about the findings and decide what your next step should be."
4. Say, "Today we are going to be doing a PDSA Cycle on \_\_\_\_\_ . As we do the PDSA Cycle on our chart/poster board, you will be copying the plan onto your own copy of the PDSA Cycle."
5. Say, " The problem we are trying to solve in our classroom \_\_\_\_\_ should be written in the PLAN box. What are the goals that we want to work towards? Who will be involved in this process?" Write the information you receive from your class in the PLAN box. The rest of your class should be copying this information down on their paper.
6. Say, "In the DO box, we are going to write down the tool that we are going to use to help us reach this goal. Does anyone have an idea?" Accept all answers and then decide as a class which tool would be most beneficial. Write this tool down in the DO box. Have the class copy this into their DO boxes.
7. Say, "In the STUDY box we are going to write a date in which we will return to our PDSA Cycle and check our

progress towards the goal. What date would you like to revisit our PDSA Cycle?" Say, " When we return to our PDSA Cycle, we will be asking the question Is it working? If not, we will need to talk about and remove any roadblocks that are in the way and ZOOM ahead."

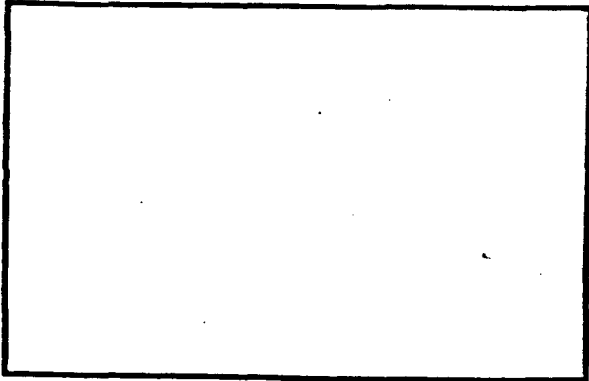
8. Say, "We will not write anything into the ACT box until we return to our PDSA Cycle on \_\_\_\_\_.(date) Then we will study our findings and make changes based on our findings. A new plan will be designed and a new PDSA Cycle will be started."

# PDSA

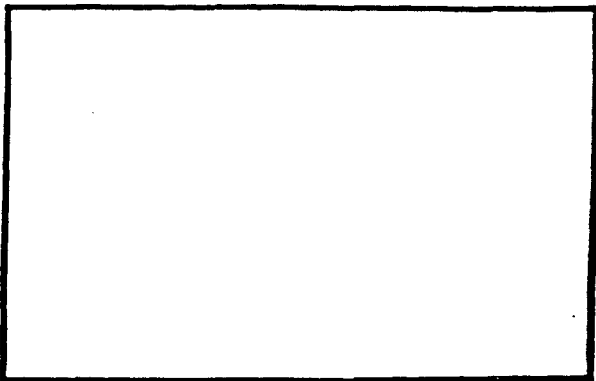
Plan



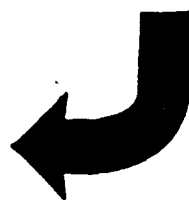
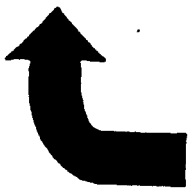
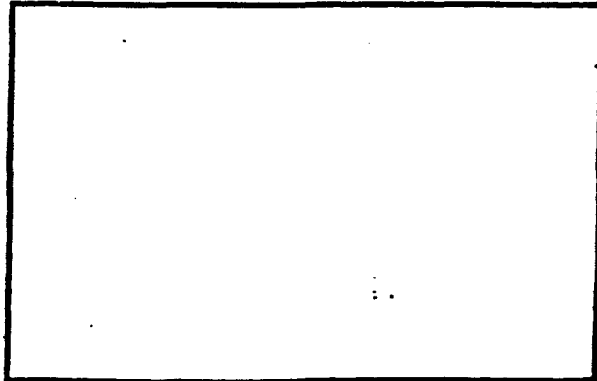
Act



Do



Study



# **PDSA CYCLE**

## **◆ PLAN:**

- ◆ **Define the current situation or system**
- ◆ **Understand the processes or systems that will be improved**  
(example: the process for learning spelling)
- ◆ **Gather baseline data for definition of the system**
- ◆ **Assess the current situation: Gather data to describe the processes as they are currently working**
- ◆ **Analyze causes: Identify causes of the variations or problems and develop theories to address these**

## **◆ DO:**

- ◆ **Try out a theory of how to improve the current situation or system**
- ◆ **Test ideas on a small scale**

## **◆ STUDY:**

- ◆ **Study the results; determine the impact of the test actions by using data.**

## **◆ ACT:**

- ◆ **Standardize the actions: If the theory has been successful, apply it more widely throughout the system**
- ◆ **Plan for ongoing improvement: Continue to gather data and monitor the process for continuous improvement or select another process to address**

My Personal PDSA

Name: \_\_\_\_\_

Alex C.

GOAL:  
To improve my knowledge of multiplication and division facts

\* Look at original plan to keep focus




PLAN:

- practice w/ flashcards daily
- identify which fact families are most difficult for me


DO:

DO:

- Continue to practice 20 minutes
  - study strategies for x, such as 9
  - ⋮
- 

STUDY:

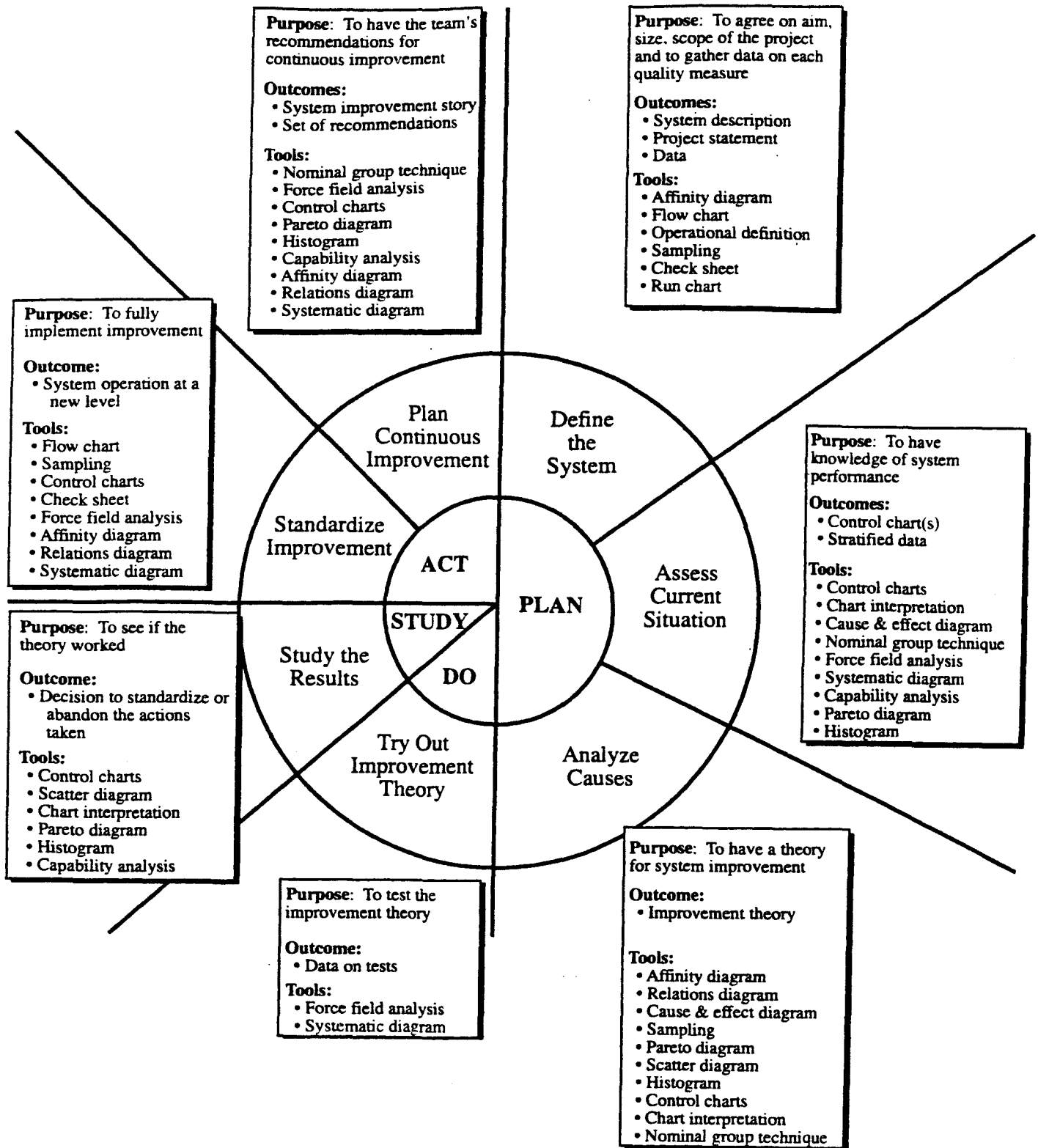
I will evaluate myself every Friday with a computer self-test



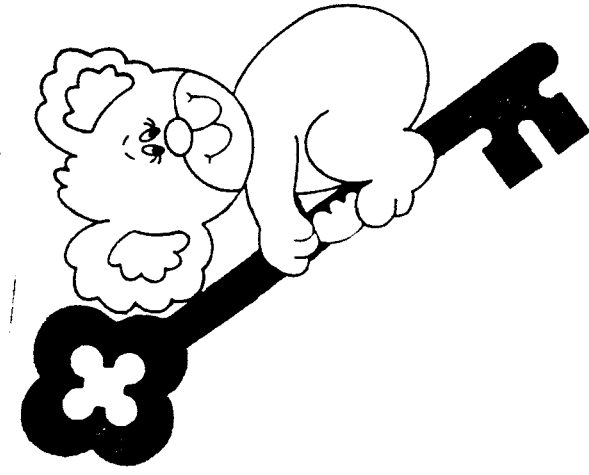
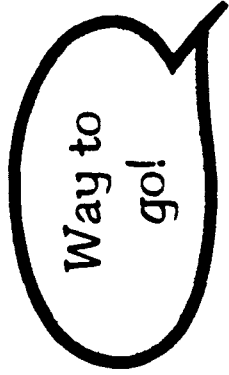
ACT:

- Results improve; continue cycle
- Conference w/ Mrs. C. every week
- No improvement after 3 weeks, review and adjust plan

# SYSTEM IMPROVEMENT



# Koalaty Kid Club Award



Presented To: \_\_\_\_\_

For completing \_\_\_\_\_  
Koalaty Kid Activities

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Principal \_\_\_\_\_