



## Taking Ownership

by Amanda Hankel, editor

As the new editor at the ASQ, I am traversing the steep learning curve that goes along with starting a new position.

Learning names, faces, software programs, processes—it's all part of getting accustomed to a new organization in the first few weeks.

Thankfully, I've been provided with several detailed documents that outline processes specific to my job. Essentially, these are sets of instructions on which I can lean until it all becomes second nature.

As I've read and worked through the processes, piecing together the steps for different projects, I've already begun to make my own "tweaks" to some of the processes—slightly changing aspects of the process to better suit my individual skill set and schedule. These instructions are incredibly helpful, but as I get more accustomed to the job, I need to make it—and all the processes that go with it—my own.

I was further reminded of the importance of taking ownership in the processes we follow as I worked on the content for this issue of *Primary & Secondary Education Brief*, with its focus on "Education Reform on Systems and Process Management."

In this month's issue, you'll find several articles about how school districts are taking ownership of their processes and systems in order to improve quality.

For example, Shelby Danks, a continuous improvement specialist for Hurst-Euless-Bradford Independent School district, outlines in the article "[The Addie Model: Designing, Evaluating Instructional Coach Effectiveness](#)," how using the Analysis-Design-Develop-Implement-Evaluate (ADDIE) model of instructional design can help a school to continuously improve the effectiveness of instructional coaches.

In another article, "[New Problems Require New Solutions](#)," Betty Ziskovsky of Lean Education Enterprises Inc. writes that in order for schools to achieve academic excellence, they must first conquer operational excellence by mastering quality and improvement processes. According to Ziskovsky, today's schools face unprecedented challenges, and only after improving their processes through traditional methods will they truly achieve the academic quality for which they are looking.



In the article, "[Managing Processes Instead of Having Them Manage Us](#)," JoAnn Sternke and Mark Hansen of the Pewaukee School District in Wisconsin discuss their district's decision to take ownership over processes to better match needs for improvement, rather than letting the process manage them and remaining stagnant in their quality efforts.

Finally, in "[When Students and Teachers Take Responsibility for Learning](#)," Karen Chambers from Sue Cleveland Elementary discusses her school's transition to a systems-based approach that involved students and teachers taking responsibility for learning. In the article, you can view examples of tools teachers in the school developed to improve processes for themselves and their students.

All of these articles demonstrate how school administrators, teachers and even students can take well-established, proven processes and evaluate them for improvements that could better suit their schools' individual needs.

Having standard systems and processes in place is crucial in any school. The ability to follow proven guidelines that have worked for others in the past lays the groundwork for quality. Still, it's important to take these established processes and adapt them to make them work for *you*.

No district, teacher or student is exactly alike. Each faces its unique set of obstacles and challenges. Taking ownership of the processes your school has in place and constantly evaluating them for changes and improvements can help you take your quality efforts to the next level, and get you closer to the ultimate goal—the highest quality student education possible.

*What's your take? Email me at [amanda.hankel@asq.org](mailto:amanda.hankel@asq.org)*