

Schlechty Center: Coaching for Design

Day 1: Monday, September 9, 2013

Intros

- When the winds of change blow, some build walls and some build windmills.
- Concept of driving out talent in the profession
- Talking about teachers who are “able to get away with a lot”
 - Not perceived as teachers within the community
- Kids with higher grades
 - 10 most influential parents and matching students with similar test scores
 - Full grade higher by juniors of influential parents even though same test scores
- How is the way schools are organized (system) affecting teaching and student learning?
 - “Going native” talking to those within versus talking to those without (superintendents and school districts versus higher education)
- Need help by outsiders to create the conditions outside which make it conducive to deal with inside (i.e. ‘bring up the idea’)
- If you were a kid, why would you do this? (in reference to a lot of schoolwork)
 - We’re competing with an information world for which we’re not prepared to compete

Facilitators: Larry Holt and Deanna Howard

Beginning C4D

- How do I create an engagement centered school as a coach?
 - Look at it through the eyes of the facilitator
- What do I want to ask Phil Schlechty? Chapter 5?
- Will all practice coaching within the 4 days - all about trust

Organization

- www.edmoto.com, group w4s6pv
- <http://www.schlechtycenter.org/>,

Beginning of Session Thoughts

- Purposefully slow: The culture of school does not support reflection
- Coaching Circle Prompts: page 172-173
- When should I design?: Page 175
 - What is expected in a design circle? Page 176

Coaching for Design: Starting the Basics

- The designer is the expert on the end user. The coach asks the right questions to lead the designer to the right answer
- Is/Is Not is on slide
- Never giving answers. Instead “have you thought about?”...“have you considered?”
- Video clip #1 What is Design? Design Session 01 by David Ngo
 - In our daily life it’s quite easy to determine bad design
 - form and function
 - great design is innovative and revolution but so elegant it seems simple once created
 - how do we come up with great ideas more often? (flashes of brilliance is a myth)
 - Need process!
 - discussion questions are on the slide

- **Follow up conversation: not everything is worthy of design. Exact same convos we have about SAMR! Has to be a leverage point!**
- Do a good design, faulty design walk. Tangible, unanticipated design flaws, etc
 - protect from adverse effects by looking at physical and outside before digging into personal and teaching

Design Teams

- District (building capacity at the building level such as sending use here. Work on social system and learning organization) LTA
- School (creating engagement centered schools so kids learn at profound levels. School and classroom standards. What will we do as a staff?) LET
- Work (creating engaging experiences for staff or students so they learn at higher levels what we want them to learn) PLC w/ Coach (though may or may not be same age, content, school, etc)
 - Forming a work design team slide describes putting together and characteristics

Step 1: Knowing the Who - Identifying their thoughts, values and motives

- Page 149 for adults
- 10 design qualities - identify those with the most impact
- Had groups do a coaching circle to share 10 qualities about just "The Who"

Day 2: Tuesday, September 10, 2013

Phil Schlechty Q&A:

- Where trust is lacking or the stake is high, not protecting kids from failure can be a fatal design flaw
 - failure often has more impact via family life than for those who don't have that support at home
 - must teach failure to high performing kids. much more failure may have less impact on a lower performing kid. (ie kid who asks why he got 2 points off).
 - Protect from initial failure if setting up a high threat situation -- what kind of support do the kids need
 - "only 2 things you've got are quality of the work and nature of your relationship."
- How to move from algorithms to heuristic devices?
 - The nature of business - book
 - The funnel of knowledge - out there is a mystery. How are the way schools are organized affect what teachers do? There is a mess out there, and we need a way to make sense of it. Heuristics are ways of organizing things so we can begin to talk about it. Out of that you develop propositions which can in turn become programmatic
 - Heuristic device = merit badge. People get so caught up in what they're doing, they can't look beyond. The box contains them == we must create cognitive dissonance.
 - Ideas get made, they leave, and people are so busy doing what they're doing that they forget it. They're already caught up in their current program/algorithm. Heuristic = open. Algorithm = close (pushes certainty on uncertain situations). CREATE DISCOMFORT!
- No time to think outside the box. Don't want to change/resist. What do we do?
 - working on the resisters is hopeless. Recognize it, isolate it, understand them, and encourage/support the ones who will change
 - if you are a leader, you are sufficiently removed from the resisters. Your best bet is to work on those who will change (who are closer) to try to make progress. If they're going to keep their buddies, they've got to change.
 - WHY IS THE HS CHOOSING THE TEACHER LEADERS THAT THEY DO? ARE THEY THE AGENTS OF CHANGE?
- It needs to be people who are closer, so is that why we have district/school design teams?

- no, you're not asking design teams to lead the change, you're asking them to design it. BUT, it may be the same people when in a different role
 - when a sup/principal is on a design team, they need to shed their role
 - "you don't realize how hard we worked to put that in place...etc"
- Trying to take this work and embed it in what we do. Would you suggest keeping PLC structure in place, or restructure for the design process?
 - If you have a good process in place, then let them work on the design as a work design team. That's not a district or a school design team.
 - much more overlap between design teams and PLCs than there are between design teams of school improvement teams. Design teams need to be innovative think outside the boxers, not necessarily reps from each dept or group -- in the latter, they are there to 'represent' their cause.
- Our coaching model has moved from reflective practice to a continuing conversation/developmental process. See this as a natural fit because that could be a piece of it. Call in a coach to discuss "affirmation" for example.
 - it takes a sup who thinks to do the kind of stuff you're talking about. He's "here."
 - sups underestimate the most important relationship is with their principals. Line authority needs to be lined up, or it won't work.
 - sometimes we lock up our most talented people in central offices. Managers of programs versus thinkers.
 - Sup have to build capacity to support continuous innovation with support from the central offices
 - continuous conversation and innovative leadership
 - OUR SYSTEM TALKS ABOUT INNOVATION/PLANS. WHAT PIECES DO WE PUT INTO PLACE TO MAKE IT HAPPEN OR DO WE JUST HAVE A LOT OF "MANAGERS OF PROGRAMS?"
 - elementary schools are easier to change than HS because they're not as embedded in the community. So many organizations are involved in the HS that their autonomy is affected.
- The ability to push this kind of change lies at the doorstep of the principal. This is what separates the algorithm from the real work. They must believe in the core business. (wow versus real -- SAME AS THE iPADS. Are we taking the same lessons and making them version 2.0, or are we transforming/designing?)
- System of accountability is changing, but wanting to move to become a learning organization. How can we keep our feet in both?
 - 6 systems in Schlechty book. who is in charge of what; who reports to whom. If you look at all reform movements, they work through these systems.
 - The direction, knowledge and recruitment/induction systems are the only ones that will impact learning. This is such a huge part of sustaining via induction system.
- Phil Schlechty final words
 - working on the work is a way of increasing the chances that there will be engagement. Some people already do it intuitively, but the WotW framework gives you a tool to use as needed. If content is interesting then you're good...but what if it's boring? How do you get kids to learn things they don't care about? Each one of the design qualities is a way to approach it.
 - If you've got work that's engaging, it gains attention, but that's not enough. (3 other pieces)
 - Engagement isn't a variable - it's a construct made up of a bunch of variables. (grapes story...need bunchiness). Attention, commitment, meaning and value, persistence = bunchiness. Because people don't understand that, they do walk throughs. Engagement is a way of gaining compliance (versus strategic) ie "engagement compliance." Engagement produces a particular kind of compliance. This type of compliance leads to profound learning. the 10 design qualities are about MEANING AND VALUE ONLY which is often overlooked in profound learning.
 - "There's no question that we need attention. But sometimes we work so hard to get attention

that we destroy commitment.”

- how do we get him to want to do it? He does a lot of meaningless stuff that he finds meaning in.
- Question pops up on suggestions for getting people to understand engagement: Give people experiences of entertainment, compliance, etc.
- Steve McCammon L
 - Look at discussions within PLCs. Look at baseline data...look at schoolhouse standards. Use the results of baseline data to move forward with PD.

Thoughts on Design

- Page 45
 - the word chaos -- this is where we solve problems. We don't have all the answers predetermined. planning assumes order. Important to explain to teachers!
 - are we often confusing completing tasks with actual work?
 - Schlechty - bloom's describes the amount of effort, NOT the amount of learning necessarily.
 - continue to explore designing versus planning (there is a very important place for both). Once you've designed you often times need to plan
 - Critical elements = 10 design qualities.
 - Design begins with who. Plan begins with what and when.
- Belief statements on page 57 - determine who we send next
- The Deep Dive video (grocery card redesign)
 - page 50
 - timeboard deadline -- interesting
 - void of titles or permanent assignments (every situation is unique in the business of people)
 - see deep dive guidelines
 - vote with a post-it
 - fail often in order to succeed sooner -- how do we explain this to parents/community?
 - coaching and the C4D advanced protocol is what brings focus to the chaos
 - another video about how the process has developed by Kelly

Day 3 - Wednesday, September 11, 2013

Cards activity thought:

- If “clear and compelling standards” is either 1) not of value to our “who” or 2) not possible to make the standards compelling (meaning we will be relying heavily on other design qualities to engage our kids), are we setting ourselves up for non-engagement by immediately sharing that non-compelling learning target with our kids?

The Value of Voice video SNL “Cheeseburger”

- Value of the voice

Customer Service Feedback Protocol

- Look through examples of feedback
- Protocol on page _____

Teacher as Leader, Designer and Guide to Instruction

- Person activity

Day 4: Thursday, September 12, 2013

G School based on PBL and Technology

Talk with Phil

- PLC's are powerful vehicles when they are used in systematic way where the right questions are being asked
- The culture tends to preserve itself unless someone has the gull to bring up the needed changes
- Hard on work, soft on people
- If schools don't address creating a safe environment, you're not going to be able to get to WotW
- If you want to have some serious conversation, then you need to realize there be a pocket of people who aren't going to have conversations
- Former coaches who've become bad principals because they forgot it was the principal that made them great
- Why football is better than high school - book by anthropologist
- What language do you use to deal with the test, but still create the positive culture of what we want for our kids?
 - If you focus on the quality of work, the test will take care of itself
 - "they never talked about the test" (went from lowest performing to highest performing)
 - If you use those strategies, they're for low performing kids. They're designed to gain ritual compliance
 - leadership that inspires trust and believes in teachers
 - the test scores are all that is transparent. We're not doing a good job at schools to make our other (more meaningful) successes transparent
 - TX - some of the superintendents in the highest performing schools are the ones criticizing the system. "Winning, but in the wrong game."
 - You have to be very careful about what you celebrate. Some of the worse schools I've seen are high performing schools. Put emphasis on the test, but the kids are a mess. Positive rewards for negative consequences
 - finally figured out why the scores are so low...too many kids are marking the wrong answer. There are lots of ways to get kids to mark the right answer...but how do we get them to learn?
 - Workshop: What the scores don't tell us
 - schools are not good listening places. We bring parents in and talk to them more than listen to them
 - people will understand if you talk with them, not at them

The Role of Teacher and the Learning Organization

- Page 163 chart on role of various people
- Making connections if one person is doing their role, it's easier for others to do theirs

Marilynn (Fairdale HS), Elaine (Washington State, WotW coordinator), Sharlinda (Teacher)

- Marilynn
 - Do you really know what it's like to be a kid here?
 - Followed some students. Had a 40% dropout rate of teachers!
- Elaine
 - Sometimes you hit a "sweet spot" and you don't know why. You debrief afterwards, but did nothing prior to to make sure kids were engaged
 - People will request WOW Academy team if they have a need to design
 - Coaches get stipends to work with the teachers
 - Include students at the secondary level when they design. Focus groups prior to designing and defining the "Who." Then pull back after design to "bounce off" the ideas
- Sharlinda

- Teacher, works with Phil for 3 years
- Put together a handbook. set up a schedule for groups to meet 4.5 weeks at a time, then switch. 45 minutes every other day to do the learning on WotW
- Design team facilitates the above groups, then 2 people got trained to coach
- Phil
 - On how to identify trailblazers/pioneers: Keep your ego behind their work. Do their best to give credit to others, even though they deserve it.
 - School teacher (book) - about the lack of “counter identifiers” in the school system

Understanding the Impact of Mental Models

- See the world > do things > respond
- story - Neanderthal
- Influence the results we get! (thereby reinforce)