

Zoom Recording from 3/30/2021



# Build a Sense of Renewal Through Agile Practices

*Pathway 3: Responsive Leadership*

April 30, 2021



*Symposium: How might we lead with persistence in our present and future normal*

Connecticut Department of Education + Education Elements

Slides today: [bit.ly/CTDept0430](https://bit.ly/CTDept0430)

## Check in | Share in the Zoom chat

**1** I am ready to learn something new.

**2** I can learn truths that have already been proven.

**3** I will embrace a new idea to produce new results.

**I think better as I think better thoughts.**

**I will think further to go further.**

# Introduction | Grateful to be learning with each of you today!



## Anthony Kim

Founder & CEO

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@anthonx

- Author of *The New School Rules*, *New Team Habits* and *Personalized Learning Playbook*
- Focus: School Design, Responsive Leadership, Organizational Design
- Las Vegas, Triathlons, Souffle



## Drew Schantz

Senior Design Principal

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- Reimagining education through an entrepreneurial lens
- Focus: School (re)Design, Competency-Based Education, human-centered design
- San Fran Bay Area, dog dad, Alfred Hitchcock movies



## Kelly Freiheit

Partner

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- Previously a blended learning instructional coach and teacher
- Focus: Building networks, Teaming, Student-Centered Learning
- Charlotte, Gardening, Bike Rides

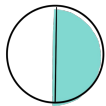
# Agenda

- Identify where you district

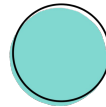
OPENING



SPARK



EXPAND



PRACTICE



APPLY



DEBRIEF

Check-in, Objectives

Where are you today?

Learnings from a K-Shaped  
Economy

Accelerating Learning -  
Breakout Rooms

Commit to Sharing Your  
Learnings with Your Teams

Check Out

# Recap from October | Building Treatment Plans for Recovery

## The Injury

### Fewer Teachers

Reduction of quality teachers: retire, quit, jobs with learning pods, and online offerings

### Academic Gaps

Significant gaps in learning, far below grade level, no standardized testing data from Spring 2020

### Long-term Health Precautions

Physical distancing and face mask norm for 2 years

### Trauma

Staff and students have acute traumatic experiences from isolation, illness, death, bullying, abuse

## Treatment

### Get Good on Video

Need to get the best teachers in a district providing instruction. Students are used to this.

*Active ingredient: Equitable access to quality teachers*

### 1:1 or 2:1 Tutoring

[High-dosage tutoring as a class](#)

*Active ingredient: Lots of attention to students that need it most. Increases attendance and engagement as well.*

### Portfolio of instructional model options

Families will continue to opt for online, learning labs, traditional models. Need to provide choices.

*Active ingredient: Back off one teacher one classroom*

### SEL & Adult Care

Even when online, student need locations to be safe and get services they need.

*Active ingredient: Safe facilities with meals, counseling, nursing.*

## Recovery

### Focus on Individual Teacher Strengths

Instead of jack of all trades, teachers specialize in instruction, relationships, intervention

### Deeper Experience

Put quality teachers to do tutoring instead of less experienced and help build confidence of students.

### Options to meet different family needs

Service orientation instead of monopoly. Dynamic adjustment to resources as needs change.

### Race and equity progress

Dismantling systems of racism and limitations in opportunities creating in-equities, for students and families.

# Where are you today?

***Self-assess:** Understand where you want to engage + network with other CT on.*



## You have 10 points, how would you allocate your points?



**My team is trying to determine a shared purpose for using data that will engage a cross-section of stakeholders.**

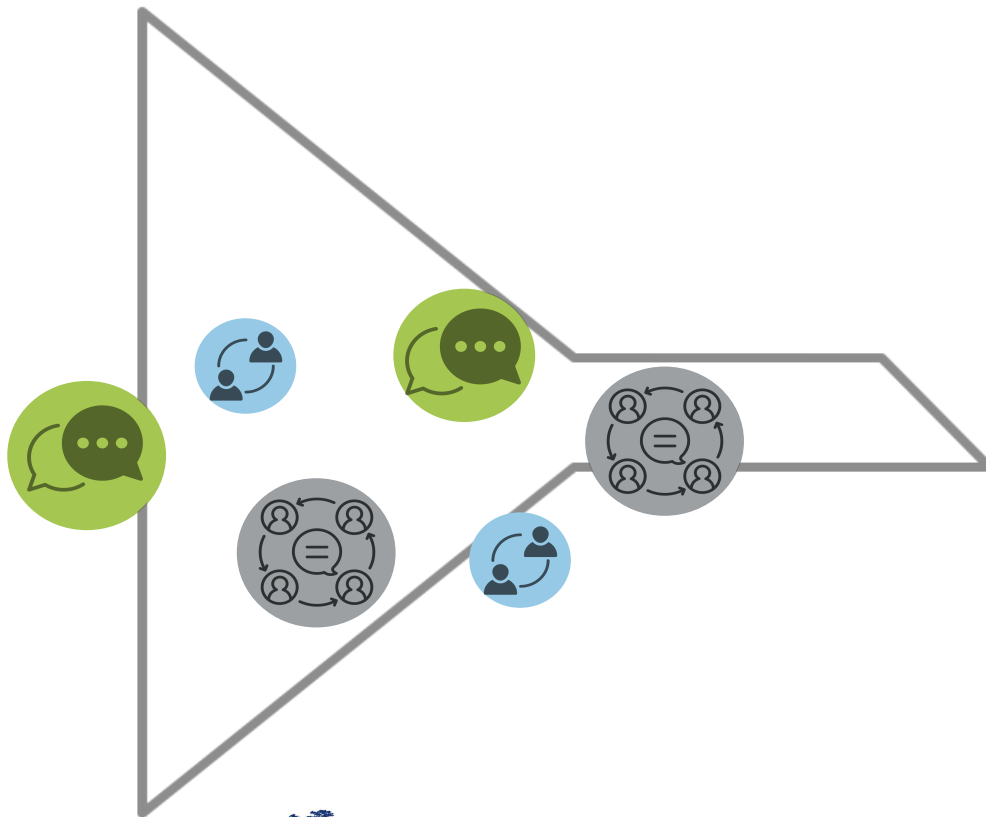


**My team wants to seek to understand the leadership pipeline and develop a system-wide strategy.**

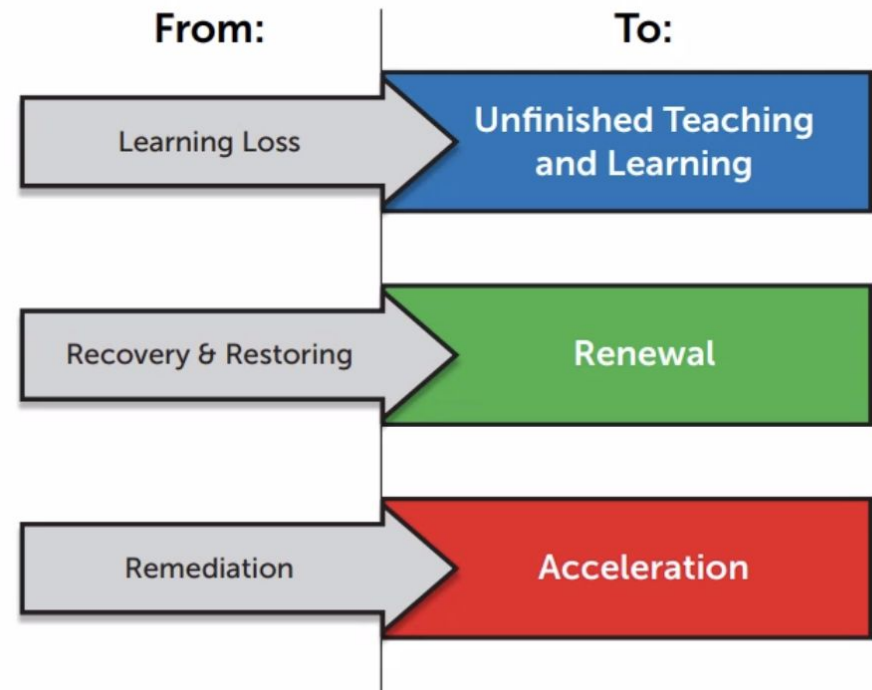


**My team has consistent data use processes and protocols that are used across schools and teams to accelerate learning.**

# Building Agile Practices to Support AccelerateCT



## Shifting Mindset

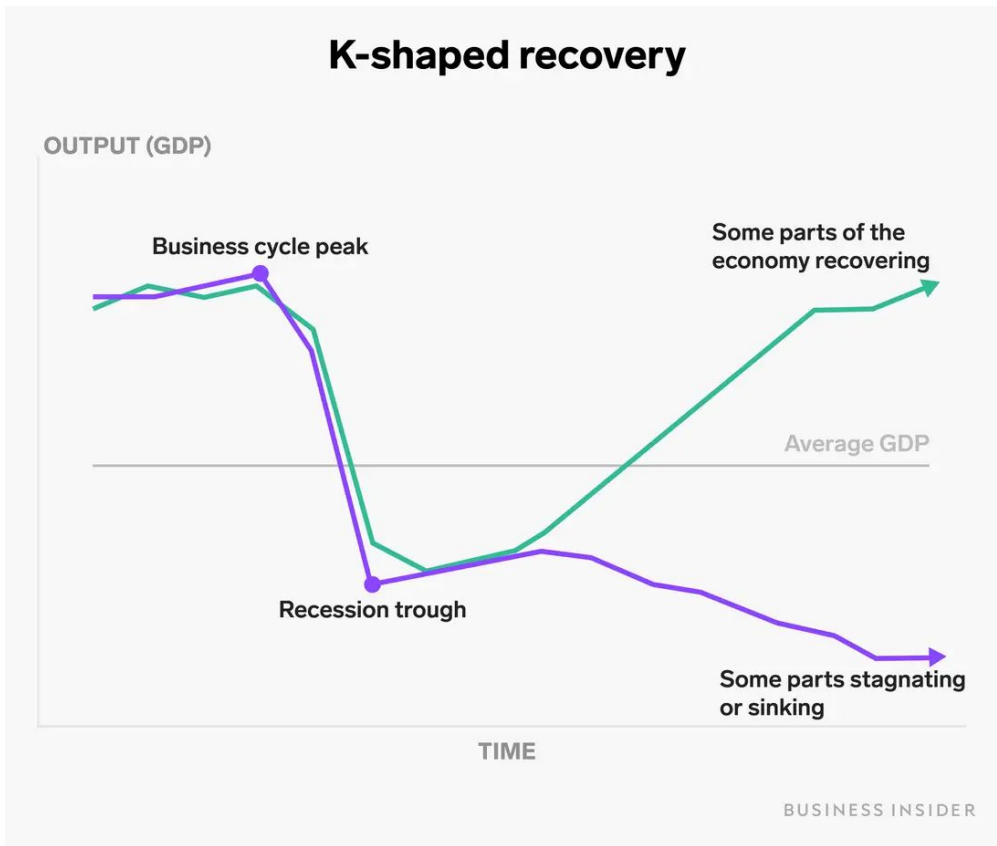




# K-Shaped Education

*Focusing on accelerating learning*

# Economy Recovery Show Growing Disparities



CBS News

"K-shaped" economic recovery shows pandemic's uneven impact, even a year later

"K-shaped" economic recovery shows pandemic's uneven impact, even a year later ... Roughly 4 in 10 Americans say they're still feeling the ...  
2 weeks ago



Washington State Wire

Morning Wire: K-shaped recovery, Budget proposals, Equity bills

This is exactly what the K-shaped recovery looks like in the real world ... stories of small businesses navigating through the COVID economy.  
22 hours ago



Washington State Wire

"Managing through crisis" - How the K-shaped recovery looks ...

Amid reports that a "K-shaped" recovery from the economic impacts of the COVID-19 pandemic is widening inequality, how do the different ...  
2 days ago



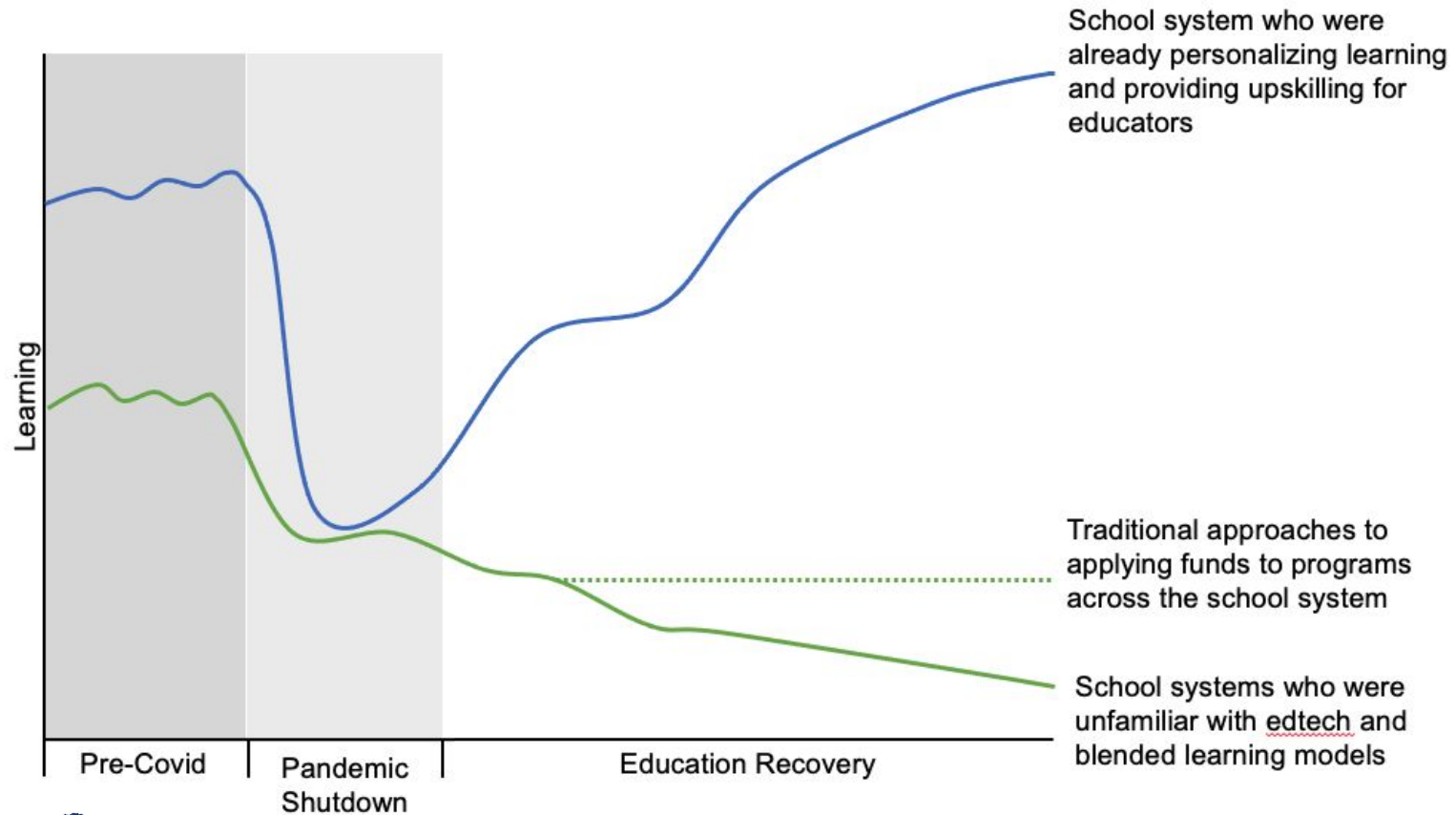
ABC27

York County embraces "K-Shaped" economic recovery plan

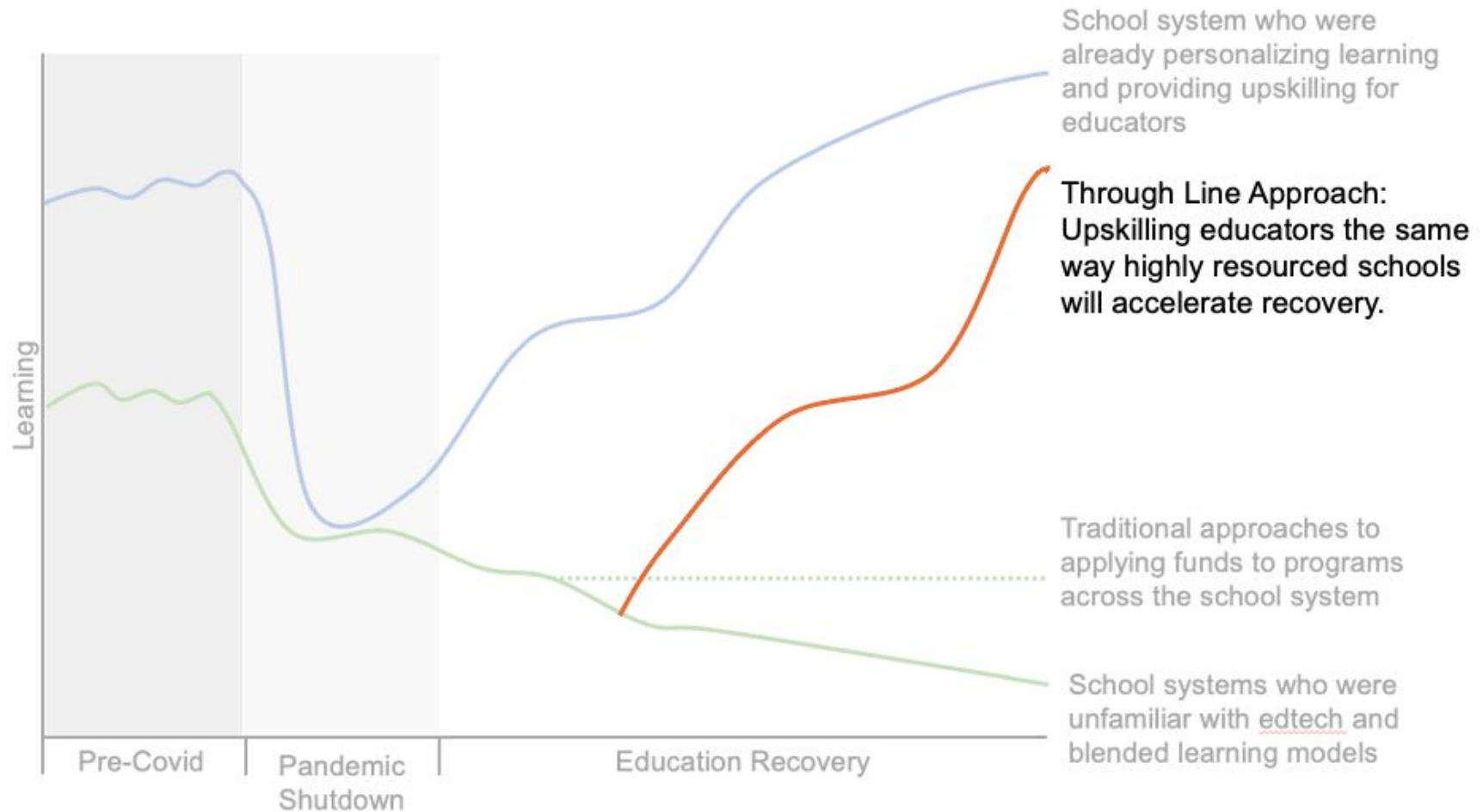
YORK, Pa. (WHTM) — Experts call it a "K-Shaped" economic recovery plan. It's happening nationally and in the Midstate. York County is no ...  
2 weeks ago



# Education Recovery Will Look Similar



# Aligned District Strategy Can Make the Difference



# Workforce Conditions Are Changing

## Overview of Post-COVID-19 Future of Work Trends

Accelerated Trends	New Impacts	Pendulum Swings
<ul style="list-style-type: none"><li>• Remote work increases</li><li>• Expanded data collection</li><li>• Employer as social safety net</li><li>• Contingent worker expansion</li></ul>	<ul style="list-style-type: none"><li>• Separation of critical skills and critical roles</li><li>• Humanization (and dehumanization) of workers</li><li>• Emergence of new top-tier employers</li></ul>	<ul style="list-style-type: none"><li>• Shift from designing for efficiency to designing for resilience</li><li>• Increase in organization complexity</li></ul>

Source: Gartner

*Our prior assumptions about what families need are no longer valid*

## Twitter announces employees will be allowed to work from home 'forever'

The company said those who want to return to the office won't likely do so until at least September and reopening will be 'careful'

- [Coronavirus - live US updates](#)
- [Live global updates](#)



BUSINESS NEWS DECEMBER 15, 2020 / 5:40 AM / UPDATED 3 MONTHS AGO

## Fleeing New Yorkers resulted in an estimated \$34 billion in lost income -study

By Jonnelle Marte

2 MIN READ



# Necessity of Throughlines for Learning Successfully

## Leadership

Systems level thinking and decision-making. Focus on developing teachers and staff to execute on strategies.

2



1

## Strategies

Determining which critical approaches will be taken to serve diverse student and community needs

## Teacher access to skills and knowledge

3

Content and communities which foster skill development and knowledge transfer

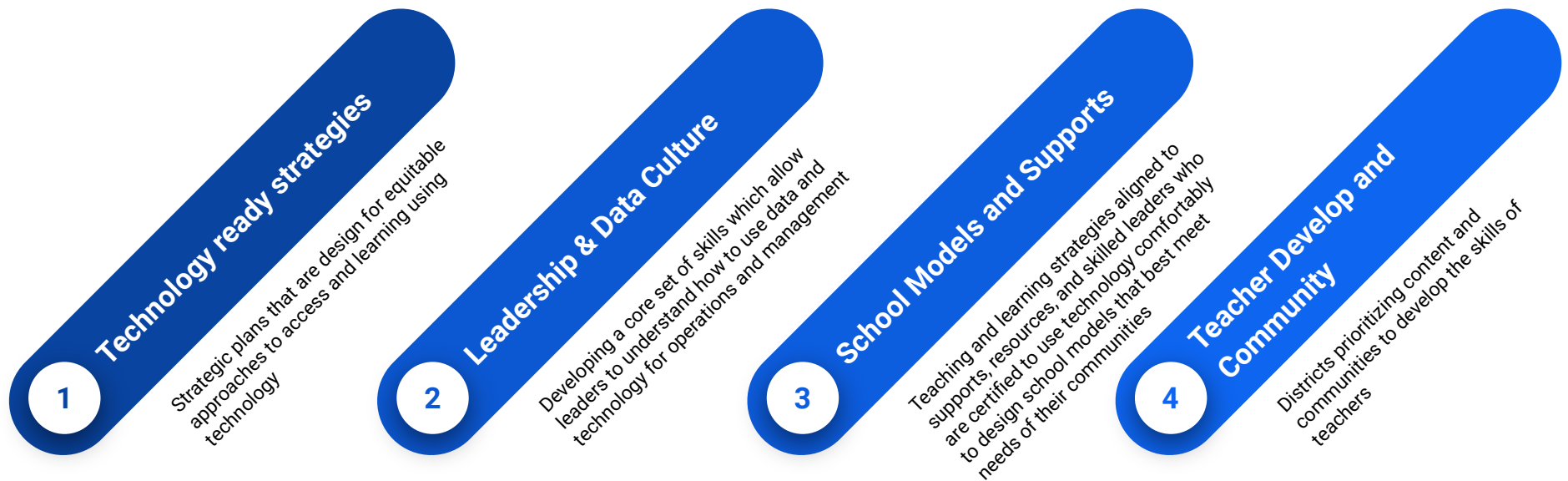
## Throughlines

Things the pandemic taught us:

- Not all teachers are equally prepared to teach in a tech enabled world
- Students are successful in different conditions
- Many families need training to support their students
- Leadership also needs support in understand how to teach and operate with technology
- Instructional programs disregard leveraging teaching/learning

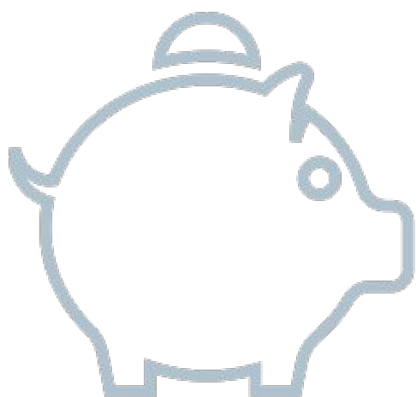
# A Through Line from Strategy to Classroom

Efforts across the system need to be aligned and move together





# Did the new learning of a K-shaped education make you reimagine how to allocate your 10 points?



**My team is trying to determine a shared purpose for using data that will engage a cross-section of stakeholders.**



**My team wants to seek to understand the leadership pipeline and develop a system-wide strategy.**



**My team has consistent data use processes and protocols that are used across schools and teams to accelerate learning.**

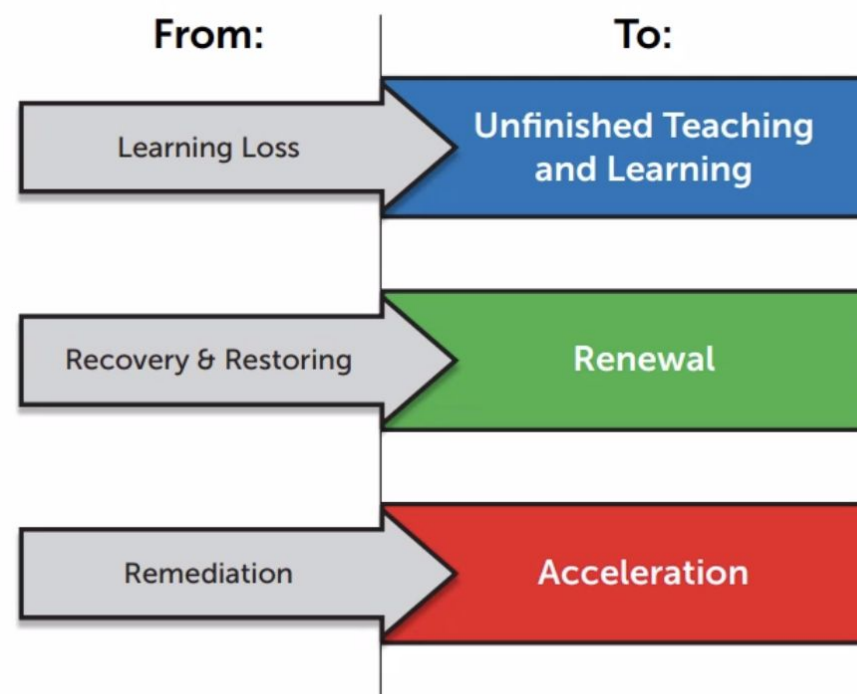
# Addressing the K-Shaped Education with the Mindset

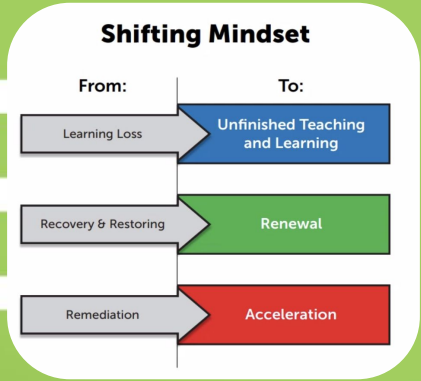
If you are deeply curious about *engaging in the four-step process for developing a data culture to address unfinished teaching and learning* you'll join the "[Developing a Data Culture with Your Community.](#)"

If you want to explore *the factors on how to support your system of leaders to accelerate performance as an organization* you'll join the "[Systems of Leadership.](#)"

If you want to *experiment with approaching learning with the essentials to accelerate learning* you'll join the "[Accelerating Learning with the Essentials.](#)"

## Shifting Mindset

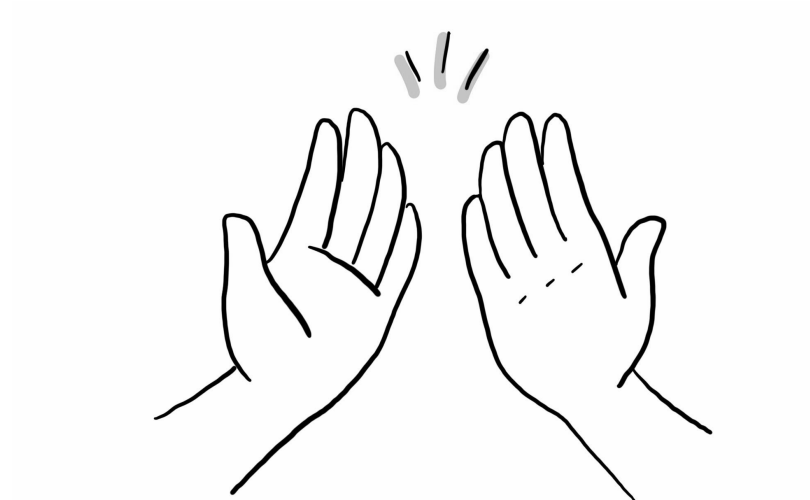




learning from my  
break out room  
that someone  
else shared

**Check out** | Share in the Zoom chat

**I have inspired**  
**to** \_\_\_\_\_.





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Slides today: [bit.ly/CTDept0430](https://bit.ly/CTDept0430)



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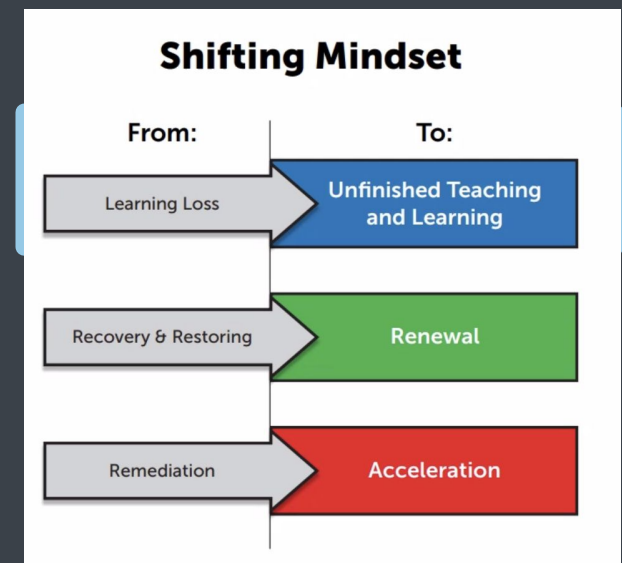


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# Developing a Data Culture with Your Community



- *Build common understanding on the essential elements of a data culture*
- *Engage in the four-step process for developing a data culture to address unfinished teaching and learning*



*But most of the advancements specific to education data have been focused on producing more and better data or building technical systems (such as platforms and dashboards) for displaying data. Without equal investment in data culture, or the human factors related to understanding and using data, the efforts tied to data quality, infrastructure, and technology **will fail to have an impact.***

- *For Good Measure: A Guide for Building Strong Data Culture in Schools, Education Elements*



# What we know to be true working with districts?

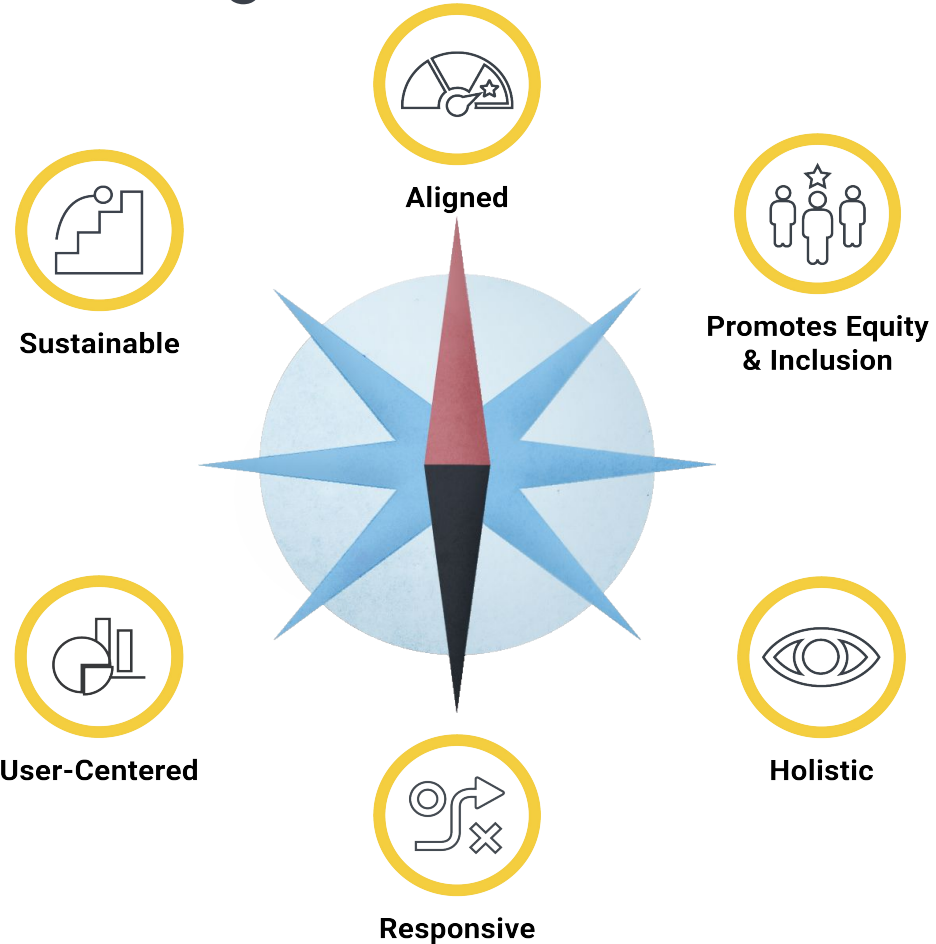
**Beliefs:** what the district and its stakeholders believe to be true about data.

**Norms:** the rules and expectations that guide data use and the practices that are inherently reinforced.

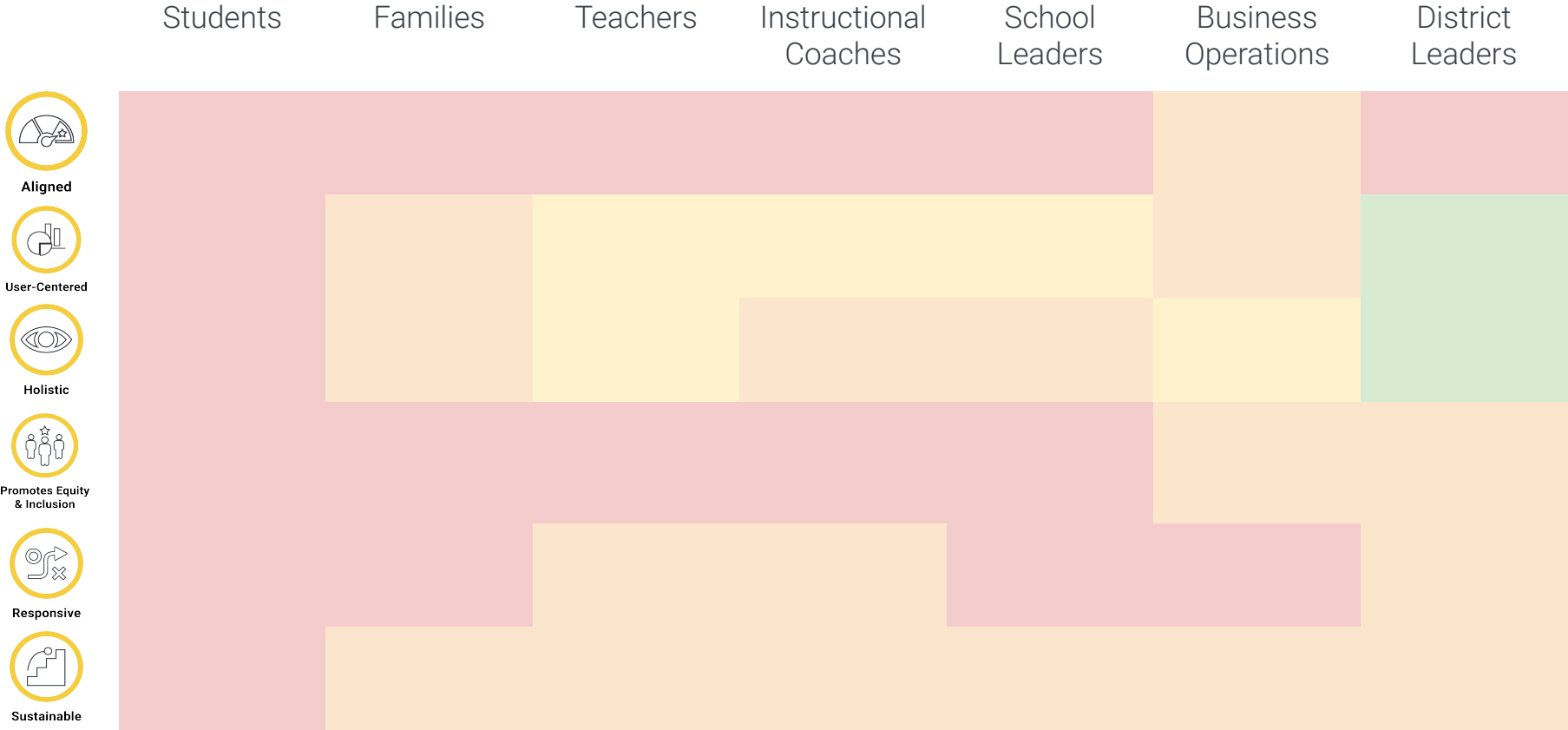
**Spaces:** where data are used, stored, and shared.

**Resources:** the data the district has chosen to collect and the tools available for accessing and using the data.

**Values:** the standards that are used to decide what is good and what is bad, what is right and what is wrong; the guidelines used for using data.



# Step 1 | Take Inventory of Current Data Culture



## Step 2 | Articulate Your District's Why for Data Culture

**IS**

Accessible  
to all

[insert idea]

**IS NOT**

A checkbox  
process

[insert idea]

**DOES**

Inform  
pivots in our  
strategic  
plan

[insert idea]

**DOES NOT**

Remain  
siloed  
w/one  
department

[insert idea]

# Step 3 | Plot priorities

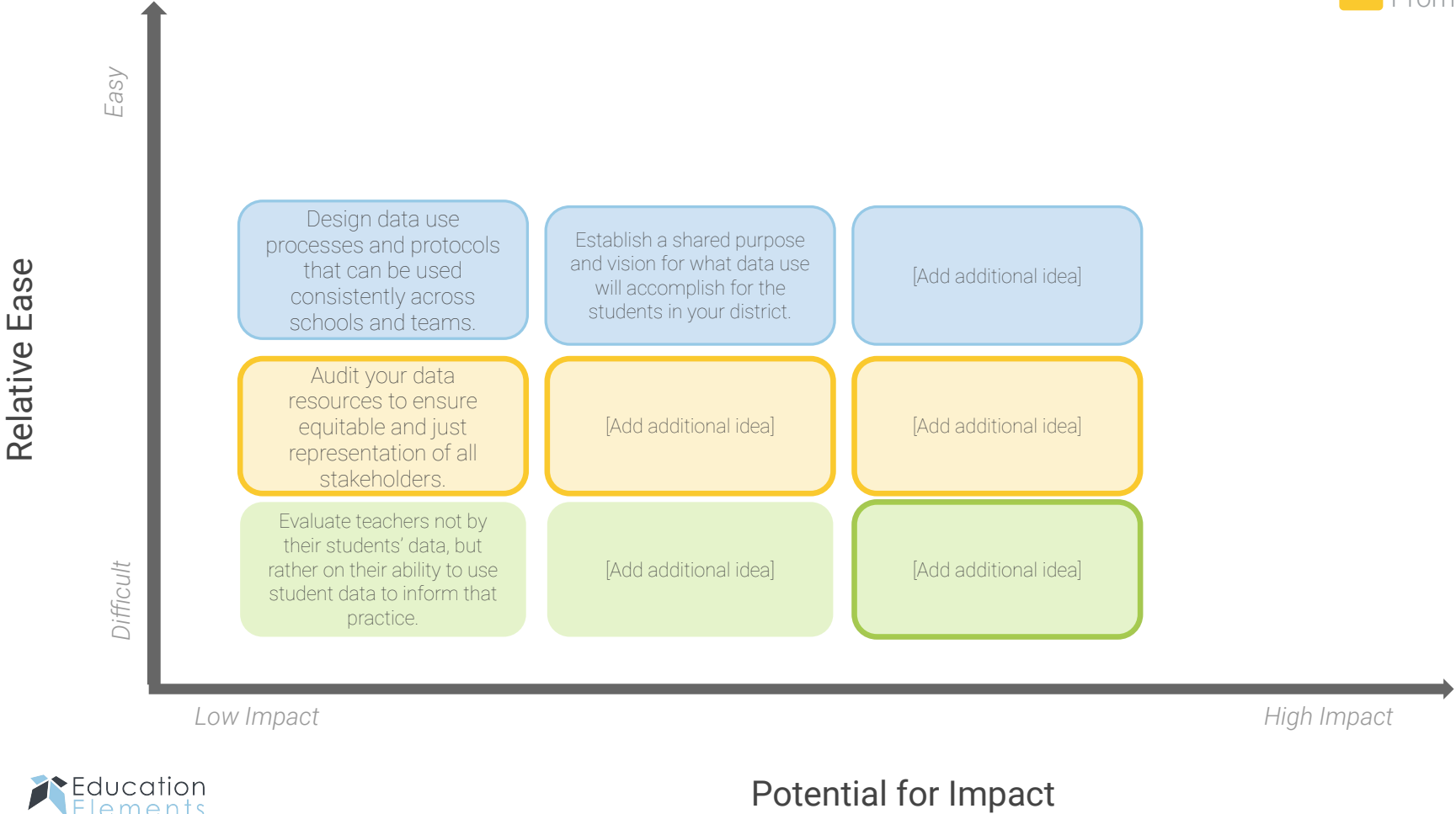


Predicting these are our elements to prioritize.

- Aligned
- Sustainable
- Promotes Equity + Inclusion

# Step 3 | Plot priorities

- Aligned
- Sustainable
- Promotes Equity + Inclusion



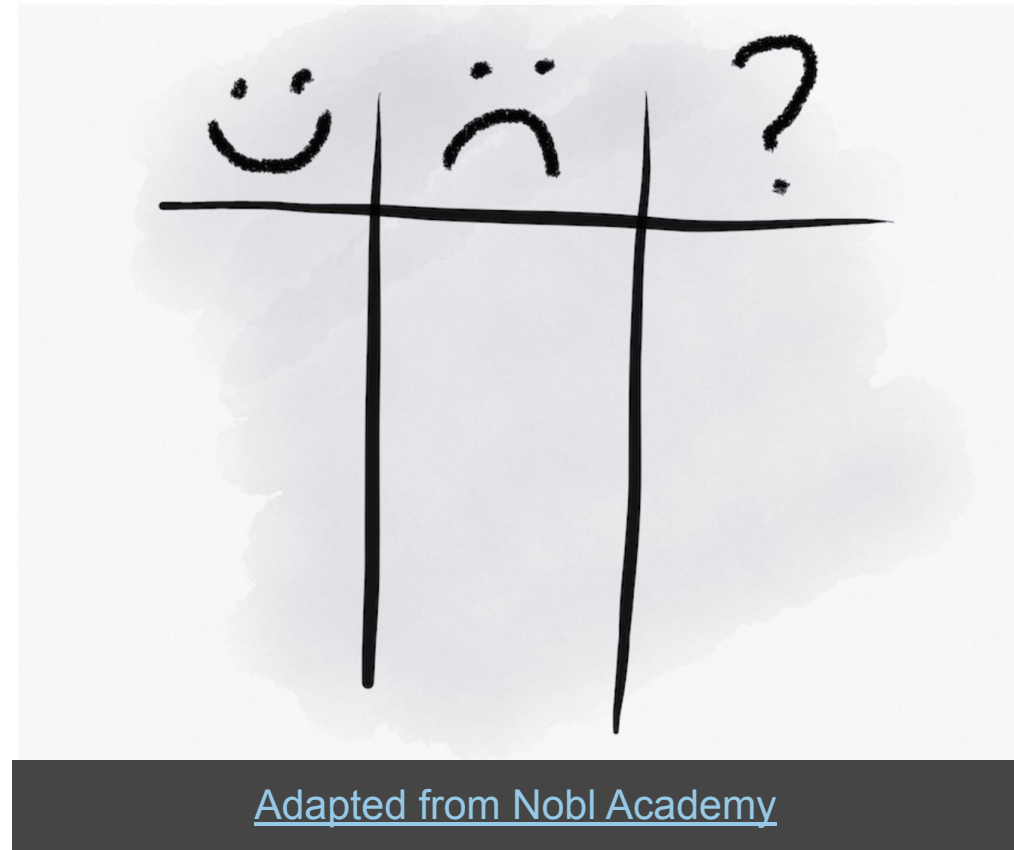
## Step 4 | Build in Pivot Points

In order to be truly responsive to changing needs, teams must evolve and the data systems and practices used must also evolve.

### Key Strategy: Team Retrospectives

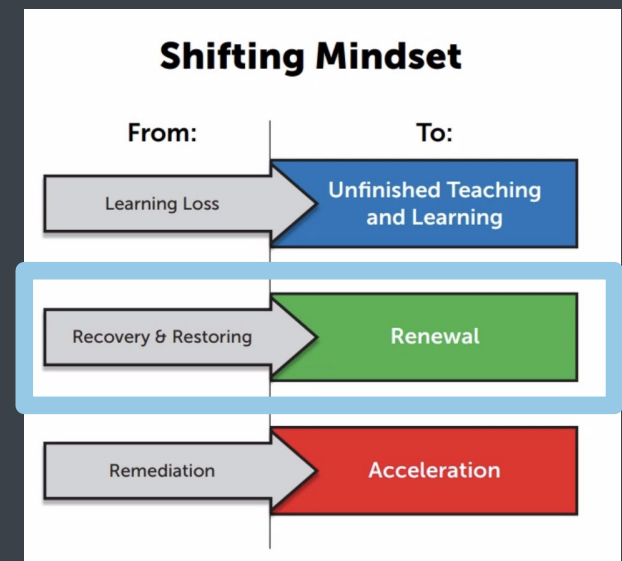
- 😊 : What are key practices and habits on your team that are positively contributing to data culture?
- 😞 : What are the practices/habits that are hindering data culture?
- 🤔 : What are the practices/habits that aren't doing much of anything?

Identify next steps from 🤔 or 😞.







# Systems of Leadership

- *Explore the factors on how to support your system of leaders*
- *Understand the key decision factors and decision points that will renew the way your teams work to accelerate performance as an organization*





CATEGORY	BUILDERS	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN ALPHA
<b>Slang terms</b>	 <p>We prefer proper English if you please</p> <p>Born: &lt; 1946 Age: 74+</p>	 <p>Be cool Peace Groovy Way out</p> <p>Born: 1946-1964 Age: 55-73</p>	 <p>Dude Ace Rad As if Wicked</p> <p>Born: 1965-1979 Age: 40-54</p>	 <p>Bling Funky Doh Foshizz Whassup?</p> <p>Born: 1980-1994 Age: 25-39</p>	 <p>🔥 Fam GOAT Slay Yass queen</p> <p>Born: 1995-2009 Age: 10-24</p>	 <p>lit yeet hundo oof rn idrc</p> <p>Born: 2010-2024 Age: under 10</p>
<b>Social markers</b>	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	Trump / Brexit 2016
<b>Iconic cars</b>	 Model T Ford Final, 1927	 Ford Mustang 1964	 Holden Commodore 1978	 Toyota Prius 1997	 Tesla Model S 2012	 Autonomous vehicles 2020s
<b>Iconic toys</b>	 Roller skates	 Frisbee	 Rubix cube	 BMX bike	 Folding scooter	 Fidget spinner
<b>Music devices</b>	 Record player 1949	 Audio cassette 1963	 Walkman 1979	 iPod 2001	 Spotify 2008	 Smart speakers 2010
<b>Leadership style</b> L - Leader l - New leaders	 Controlling	 Directing	 Coordinating	 Guiding	 Empowering	 Inspiring
<b>Ideal leader</b>	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
<b>Learning style</b>	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
<b>Influence/advice</b>	Officials	Experts	Practitioners	Peers	Forums	Chatbots
<b>Marketing</b>	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)

Source: mccrindle.com.au



# What is the purpose of responsive leadership (15 min)

1. Equity, responsive, innovation - all requires constant change.
2. Can we define it?
  - a. **Peter Senge's definition of leadership:** it is a system's capacity to shape its future. **Leadership** is a system capacity, not an individual trait or the possession of power and authority. Certainly people with power and authority have an important role to play in shaping the future of an organization.
  - b. In some ways we are defining the attributes of a leader of **a learning organization**.

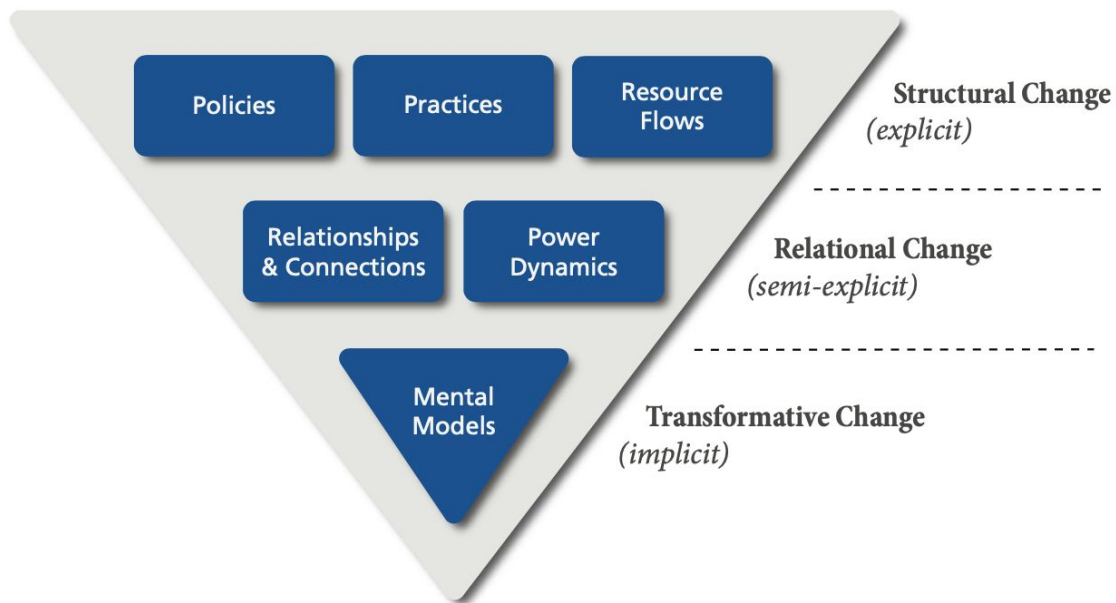
Senge defines a 'learning organization' as a dynamical system that is in a state of continuous adaptation and improvement.

<https://www.youtube.com/watch?v=MQMRMAmT2gg>

Peter Senge identified five (5) basic **disciplines** or components of a learning organization: 1) systems thinking; 2) personal mastery; 3) mental models; 4) shared vision; and 5) team learning. People need structures and systems that are conducive to learning, reflection, and engagement. The 5 components of the learning organization were conceptualized to help people become active participants in understanding their reality at present and shaping it for the future.

# How do you change systems then?

## Six Conditions of Systems Change



**Policies:** Rules and regulations

**Practices:** Procedures and shared habits

**Resource Flows:** How assets are allocated

**Relationships & Connections:**  
Communications between different actors

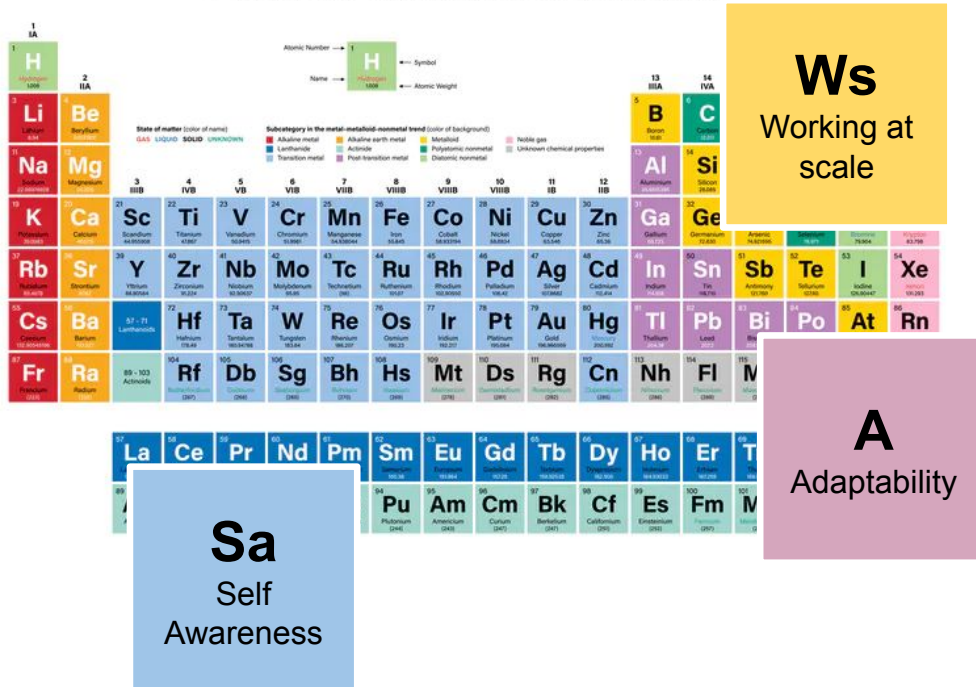
**Power Dynamics:** Decision-making power and influence

**Mental Models:** Habits of thought - deeply held beliefs

[Kania, Kramer. Senge The Water of Systems Change. June 2018](#)  
[Full article here](#)

# Why design a system of leadership?

Periodic Table of the Elements



- Just like a periodic table builds all the wonderful things on this Earth. Each organization needs to have a set of leadership skills.
- These skills are leadership resources that allow an organization to build.
- Like any resource some have to be mined. Some are more rare. Some you can't see but it's needed, like the air we breathe.

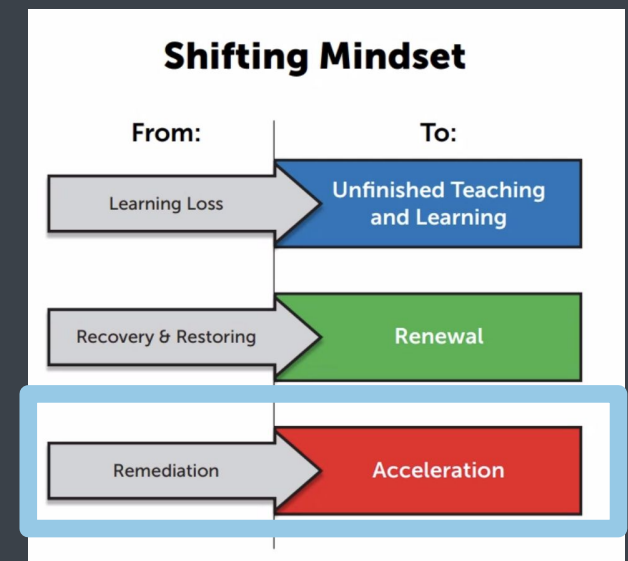
# ADAPT Approach to Systems Leadership

- A** **Appraise:** We need to calibrate the investments to date. Where investments in leadership have been made or ignored. This appraise process will allow us to see how the value of the leadership system increase over time.
- D** **Design:** We can design with you where you will get the more leverage in your leadership program. Sometimes organizations continue to invest in the same areas expecting different results.
- A** **Adopt:** The whole organization needs to understand the systems and how you develop through the system. This involves clarity around skills needed within different parts of the organization.
- P** **Practice:** Leadership is developed through deliberate opportunities which give people space to practice. We focus on the deliberate practice specific leadership elements.
- T** **Teach:** Knowledge is deepened when individuals can teach others leadership. We help you design systems of support which allow this transfer of knowledge to occur.

# The Essentials of Learning



- *Explore how your district could reimagine how, when, and what learning looks like*
- *Experiment with approaching learning with the essentials to accelerate learning*



# Revisiting the “When” of Learning



Take a few minutes to read the article.

- What’s sticking with you?
- What are your thoughts about Mahtomedi Minnesota Public Schools decision to shift language from hours in a classroom to hours of instructional services?

**“Instructional hours is like punching a timeclock in a factory, and we strive to move beyond that factory-based school model.”**



# You're Going on Vacation!

**Congrats!** You just won an all-expense paid trip to a private island! Someone needs to take over your role while you are out for the next month.

1. What are the **top five core functions** of your job? Write them down on a sticky note or piece of paper
2. **Prioritize** those core functions from least to most important
3. **When** should your replacement develop the necessary skills related to the top five core functions? **How** would you propose they develop those skills?

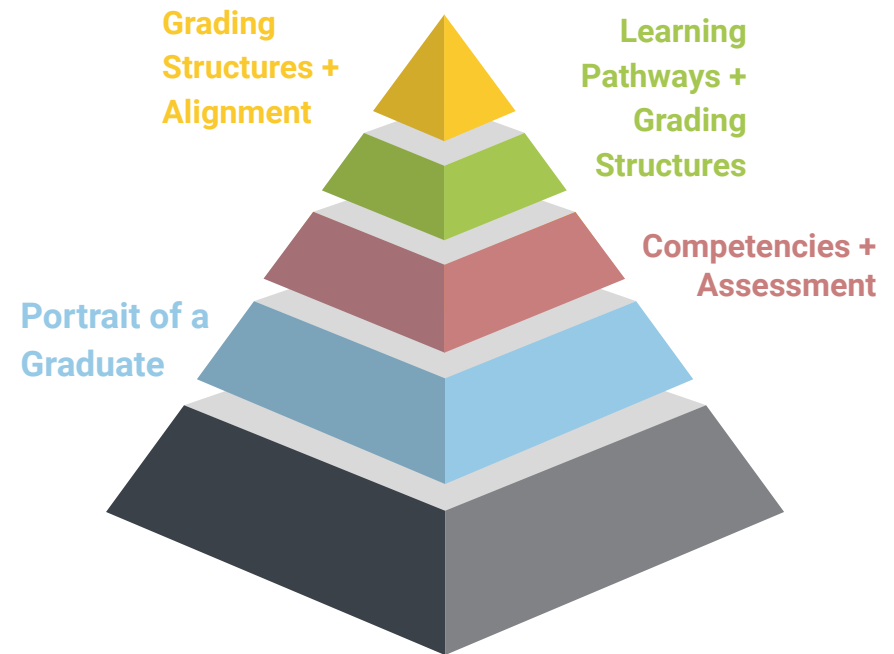




# Back to CBE

**Congrats!** You just won an all-expense paid trip to a private island! Someone needs to take over your role while you are out for the next month.

1. What are the **top five core functions** of your job? Write them down on a sticky note or piece of paper
2. **Prioritize** those core functions from least to most important
3. **When** should your replacement develop the necessary skills related to the top five core functions? **How** will you know if they are successful?
4. What **habits/mindsets** are important to apply in your work?



# What is a Competency?

**Competency** = a student's ability to apply clusters of standards to execute a particular performance task;  
a student's enduring understanding

**A.k.a. Rigorous goals for learning**

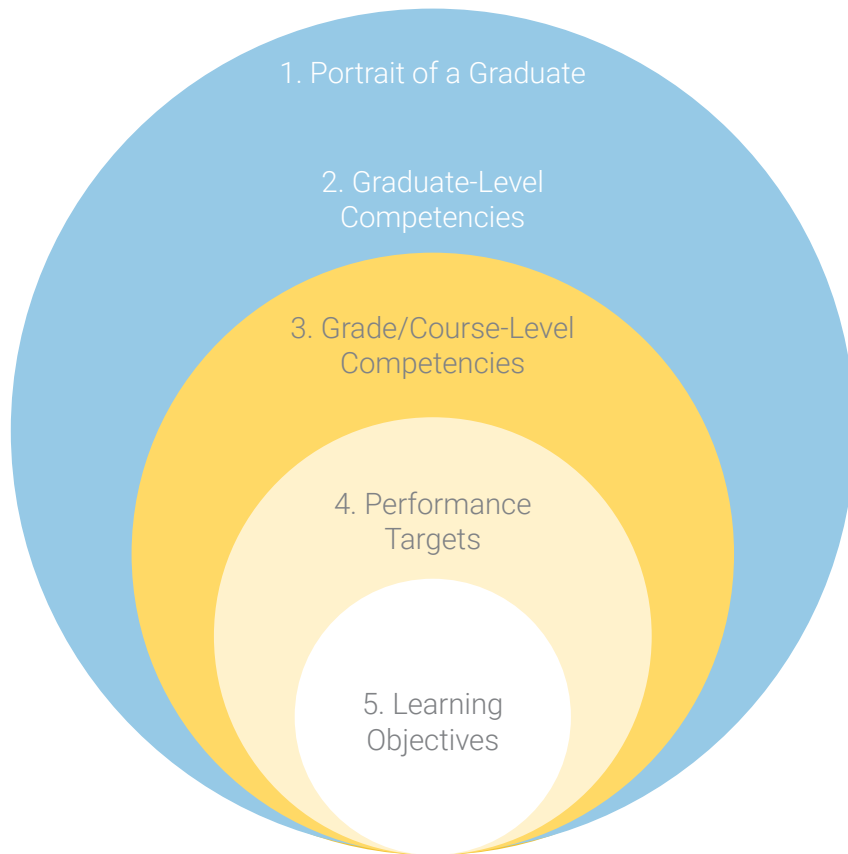
# CBE = Mission Critical Knowledge

- Distilling essential learning down to competencies allows us to determine what is **truly** important for a student to know/be able to do
- Opportunities to leverage competencies to combat schooling loss/support learning acceleration
- Connection to graduate outcomes – how does a single learning objective connect to the vision that we have for graduates of our schools?

How are you leveraging competencies/thinking about mission critical learning in your school or district?



# Competency Strata



## Cross-Curricular

### Portrait of a Graduate

Serves as a collective vision that articulates the community's aspirations for all students. Locally developed and globally positioned, the POG serves as a north star for system transformation.

#### 2 Content Area, System-Wide Graduate-Level Competencies

Content area competency statements, used to identify a major concept area of learning on which grade level, grade span, course curriculum, assessment, and grading are anchored.

**Graduation Requirement:** Yes  
**Reporting Method:** Transcripts + Report Cards  
**Assessment Method:** Body of evidence. Students demonstrate achievement through a body of evidence evaluated through common rubrics.

#### 4 Content Area Performance Targets

An "I can" statement that is both a learning and assessment target within a unit of work or a performance task. Performance indicators are assessed by students and teachers and should be categorized by depth of knowledge.

**Graduation Requirement:** No  
**Reporting Method:** Progress Reports  
**Assessment Method:** Graded summative assessments are used to evaluate the achievement of performance targets.

#### 3 Content Area Grade/Course-Level Competencies

Competency statements customized to the content of a particular grade level, grade span, or course. These the major concept areas within a discipline.

**Graduation Requirement:** Yes  
**Reporting Method:** Transcripts + Report Cards  
**Assessment Method:** Verification of competency. Students demonstrate achievement through aggregate performance on summative assessments over time.

#### 5 Content Area Learning Objectives

Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators

**Graduation Requirement:** No  
**Reporting Method:** Teacher Feedback  
**Assessment Method:** Ungraded formative assessments are used to evaluate student learning progress