



# The Designer's Mindset

## Leading Change Through Design Thinking

Learning Forward 2018 | December 5, 2018 | 1:00pm-3:00pm

Elizabeth Deterra and Carl McLendon, LTISD | Tony Borash, ALP



Session Agenda: <http://bit.ly/designermindsetlf18>

### Session Description:

Modeled after the multi-stage approach employed with Lake Travis ISD's cadre of site-based leaders, this session will inspire action through a series of design cycles geared around shifting to a learner-centric model for teaching and learning. Through needfinding, ideating, and prototyping, participants will emerge with next steps for empowering and amplifying change within their school communities alongside the ability to apply Design Thinking approaches to future leadership and learning goals.

### Outcomes: Participants will...

- Learn from LTISD's experiences and lessons learned** in using a design cycle approach to professional learning when implementing a shift in a district learning model.
- Develop understanding of Design Thinking** as a means and method of engaging in human-centered problem solving, as well as the ability to apply Design Thinking principles to future leadership and learning goals.
- Increase capacity for leading change** through a designer's mindset by focusing on needfinding with respect to the perspectives of the student, teacher, and administrator when planning for adoption of a learner-centric approach to teaching and learning.
- Ideate, prototype, and iterate actionable next steps** for empowering and amplifying change within their school communities.

Time	Activity
1:00-1:15	<b>Welcome, Introductions, and Norms - <a href="#">Slide Deck</a></b> Introduction to Design Thinking and Leader As Designer concept
1:15-1:45	<b>Team-based Design Challenge:</b> Redesign the Conference Experience
1:45-2:00	<b>Lake Travis ISD's Story</b> of infusing design thinking into leadership professional learning
2:00-2:45	<b>Facilitated Design Cycle</b> focused around school and district change initiatives <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Define scope and scale</b> of a change initiative</li> <li><input type="checkbox"/> <b>Empathize with a key stakeholder</b> involved in the change initiative</li> <li><input type="checkbox"/> <b>Refine the problem</b> based on the needs / pain points that stakeholders may experience</li> <li><input type="checkbox"/> <b>Ideate potential solutions</b> that would address the problem / mitigate the pain points</li> <li><input type="checkbox"/> <b>Prototype an identified solution</b> such that it could be field-tested</li> <li><input type="checkbox"/> <b>Test and solicit feedback</b> on design solution prototype</li> <li><input type="checkbox"/> <b>Incorporate feedback</b> into design solution</li> </ul>
2:45-3:00	<b>Debrief, Closure, and <a href="#">Session Survey</a></b> (Session ID <b>3410</b> )

## Additional Resources

### How Might We Learn More about Design Thinking in Action?

- ❑ [MVIFI Design Thinking overview and resources](#)
- ❑ [Design Thinking Resource Library](#)

### How Might We Access Methods and Tools for Engaging in Design Thinking?

- ❑ [IDEO Design Toolkit Methods](#)
- ❑ [Stanford d.school Tools for Taking Action](#)
- ❑ [Design@Darden Tools for Design Thinking](#)

## About the Presenters

[Elizabeth Deterra](#) is a part of a team of passionate ever growing learners dedicated to designing experiences in Lake Travis ISD that will propel our students and educators from our 'current' reality toward 'aspirational'. Elizabeth is a former classroom teacher, campus administrator, and currently serving others through the role of Assistant Superintendent of Learning & Teaching in LTISD. Follow her on twitter [@LizDeterra](#)

[Carl McLendon](#) is a member of the team of learners focused on redesigning the public school experience for the students of Lake Travis ISD which has been a traditionally successful school district in Austin, Texas. A former middle/high school and college teacher, technologist, and learning technologies administrator, Carl currently serves as the Director of Learning & Teaching for Secondary in LTISD. Follow him on twitter [@carlmc](#).

[Tony Borash](#) is first and foremost a learner, dedicated to cultivate teams of learners & learning by investing in people, bringing shape to ideas, and seeking first to understand. A former physics teacher, lead coach, and district administrator in Albemarle County, Virginia, Tony currently serves as Senior Education Consultant with [Advanced Learning Partnerships \(@ALPlearn\)](#), teaming with K-12 educators across North America to inspire and design shifts that empower learners to own their learning. Follow him on twitter at [@tborash](#).

## Context for LTISD & ALP's Partnership

In 2014, Lake Travis ISD (TX), Dell EMC, and Advanced Learning Partnerships first collaborated toward actualizing a vision that shifted from direct instruction to building a classroom culture for innovation and student-driven learning. This learner-centric transformation began with a cohort of 20 "NextGen" teachers, which quadrupled in size over three years. During the 2017-18 school year, full engagement of the site-based leadership team represented the next key phase of this cultural shift, as principals took on the roles of designer, connector, and change agent in this "Tipping Point" moment to translate the NextGen successes into actionable steps to transform learning experiences across their respective campuses.

## Research Base for Professional Learning Approach

Schools and districts that apply purposeful strategies to foster deeper learning competencies (e.g. problem-based learning, authentic learning experiences, student voice) can see improvements in student learning across a range of backgrounds and initial achievement levels (Bitter 2014). Site-based and district leaders serve as the principal designers of the systems and structures that promote the scale of those strategies across a learning organization (Senge 1990). Engaging leadership teams in professional learning focused on development of those structures through an iterative, ongoing, and job-embedded approach is more likely to lead to transfer into practice. (Darling-Hammond, 2009).