Learn, Grow, Serve: Design-based Leadership for Transformational Change

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#VBLearnGrowServe
Session Learning Objectives:

Participants will...

• Examine a design-based approach for personalized professional learning centered around leadership and problems of practice;

• Identify characteristics of adaptive and technical problems;

• Explore multiple processes and protocols for effectively facilitating change; and

• Identify the roles of shared and innovative leadership in challenging the status quo and sustaining change efforts.

#VBLearnGrowServe
Using the Note Tracker
Who inspired you to be who you are and where you are today?
Exploring Leadership...Take a Stand

Leads from the front

Why did you choose this leader?

Leads within the ranks

Leads from the rear
Do you think it takes a different skill set to be a leader within or outside of education?
Exploring Leadership...Take a Stand

What are the challenges of having a title or not having a title?
Who We Are

Big Picture
• 66,820 students
• 86 schools and secondary/post-secondary specialty centers.
• 5,000 teachers/ 10,000 employees

Our Office
• 6 professional learning specialists, 2 coordinators, and 1 director.
• High level oversight of professional learning for ALL staff
How We Started

How might we build capacity of teacher leaders?

Challenges:
• Disconnected from practice
• Perception of administrators as barriers
Our Influences

coherence
The Right Drivers in Action for Schools, Districts, and Systems
Michael Pulliam • Joanne Quinn

The Practice of ADAPTIVE LEADERSHIP
TOOLS AND TACTICS for Changing Your Organization and the World
Ronald Heifetz • Alexander Grashow • Marty Linsky

DESIGN THINKING for School Leaders
Five Roles and Mindsets That Ignite Positive Change
Alyssa Gallagher • Kami Thordarson

Gamestorming
A Playbook for Innovators, Rulebreakers, and Changemakers
Dave Gray • Sunni Brown • James Macanufo

IDEO

d. Institute of Design at Stanford

+ACUMEN, THE WORLD'S SCHOOL FOR SOCIAL CHANGE

Interaction Institute for Social Change

Framing the Challenge
All educators are courageous change agents who together inspire and sustain a school culture of learning, growing, and serving that results in coherence among ideas, people and actions. These educators act from a shared belief that each student deserves teachers who do their best to bring out their best.
Principles Grounding Our Solution

- Networked learning
- Authentic Problems of Practice
- Design thinking
- Leadership focus for teachers and administrators

- A year-long team-based learning experience
- A team consisted of one assistant principal and up to 5 teacher leaders on the Instructional Leadership Team
- 24 schools applied in 2018-2019; 10 currently
Learning Sequence

• Framing the Challenge/ Design Thinking- Three Full Days in the Summer
  • Characteristics of Leadership
  • Effective Instructional Leadership Teams
  • Creating a Shared Vision
  • Dimensions of Success
  • Challenge of Change
  • Identifying the Challenge
  • Systems Thinking
  • Design Thinking

• Design Cycles- Three Quarterly Meetings (3 hours during the school day)
Identifying the Challenge
List one or more challenges, each on a different index card.
“The most common cause of failure in leadership is produced by treating adaptive challenges as if they were technical problems.”

—Heifetz, Grashow, & Linsky, 2009, p.19

Identifying the Challenge
Technical

• Are easy to recognize and you know how to solve it
• Often can be solved by an authority or expert
• Can be solved with facts, logic or subject matter expertise
• Have solutions that can be implemented quickly – even by edict

Adaptive

• May be a recurring situation that keeps coming back
• Are difficult to define let alone develop a solution for
• Require a change to behaviors, norms, and ways of working
• “Solutions” require experiments and new discoveries
Managing Disequilibrium

The Balcony – where you see the big picture; get perspective in the midst of action

The Dance Floor – where the day-to-day work gets done; full of action, to-dos, noise and deadlines
Categorize your challenges as technical or adaptive.

**Technical**
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**Adaptive**
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Identifying the Challenge
### Ripe and Ready Matrix

<table>
<thead>
<tr>
<th>Ripeness</th>
<th>Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Crisis is acknowledged</td>
</tr>
<tr>
<td>High</td>
<td>Take on the issue directly</td>
</tr>
<tr>
<td>Low</td>
<td>Group looking for technical solution</td>
</tr>
<tr>
<td>Low</td>
<td>Build allies and partners before ripening</td>
</tr>
</tbody>
</table>
The Design Process:
Empathize and Define
Why Design Thinking?

Design Thinking: A 5 Stage Process

1. Empathise
2. Define
3. Ideate
4. Prototype
5. Test

Design Process: Empathize and Define
Design Process: Empathize and Define
Design Process: Empathize and Define

Empathize
• Perspective Taking
• Staying out of judgement
• Recognizing emotions in others
• Communicating the emotion you recognize

The truth is, rarely can a response make something better—what makes something better is connection.

Brené Brown
Empathy Interviews

User/Stakeholder:
• Share your story

Interviewer/Listener:
• Ask why
• Encourage storytelling
• “Tell me about at time…”
• Ask neutral questions
• Extract headlines & big ideas
• Watch for nonverbal cues
• Listen for inconsistencies
Design Process: Empathize and Define
[Image of two people looking at a whiteboard with text: "A square best intentions  Engage fully  Integrate new learning."

Design Process: Empathize and Define

______________ needs a way to ________________
because/but ________________.

Helpful Hints:
1. Use VERBS
2. Defined directly from user traits
3. Look for disconnects
Managing...

- Uncertainty
- Communication
- Time
The Design Process: Ideate, Prototype, Test, Evaluate, Iterate
Let’s Practice

The Worst Possible Idea

1. **Brainstorm** the worst possible ideas for your needs statement. The more extreme, the better.

   *Example: If your need is a better marketing strategy, then think of the worst possible ideas ways to market.*

2. **Cluster** the bad ideas.

3. **Turn** those horrible ideas into **good** ones. Cover the spectrum.
   a. Consider the ideas’ opposites OR
   b. Look for aspects within the terrible ideas that might inspire a good idea OR
   c. Remove the worst attribute and replace it with something else.
The Design Process: Ideate, Prototype, Test, Evaluate, Iterate
Three Dimensions of Success

The Design Process: Ideate, Prototype, Test, Evaluate, Iterate
Time for Reflection

Tell a partner at your table about a time in your work that a design strategy could have provided clarity and direction.

The Design Process: Ideate, Prototype, Test, Evaluate, Iterate
YES
"I'm not that creative" is a profoundly dangerous myth. The only unique contribution that we will ever make in this world will be born of our creativity.

We are makers.

Brené Brown
The Design Process: Ideate, Prototype, Test, Evaluate, Iterate
Iterate

The Design Process: Ideate, Prototype, Test, Evaluate, Iterate
Ignite Talks
Data Review: The Results
Impact on Instructional Leadership Teams

Teachers & Specialists
- 91% of teachers & 72% of specialists noted positive impact
- Clarity, unification
- Increase in teacher voice
- Bringing awareness to areas for improvement & processes for improvement

Assistant Principals
- 91% of APs noted positive impact
- Shared voice & leadership
- Recalibration & reorganization
- Common vision
- Teacher-centered model
- Cohesion and clarity

*Lean survey data from 33 teachers, 18 specialists, and 11 assistant principals participating in the Leadership Academy.
Personal Impact

Teachers & Specialists
• 100% of teachers & specialists noted positive impact
• Increased ownership and leadership
• Calibration of leadership styles
• Empowerment through strategies and mindsets for change
• Increased capacity in shared and change leadership
• Increased autonomy

Assistant Principals
• 100% indicated positive growth in their capacity as a leader of change
• Ability to foster a collaborative culture
• Ability to gain multiple perspectives in the change process
• Application of the design thinking process
• Understanding the nature of adaptive challenges

*Lean survey data from 33 teachers, 18 specialists, and 11 assistant principals participating in the Leadership Academy.
Principals Communicate Impact*:

**Impact on the ILT:**
- Provided direction & clear vision
- Challenged “old school” role of the ILT
- The ILT became more teacher-led and focused
- Empowered teachers as leaders

**Impact on the School:**
- Admin understands the current teacher perspective
- Teacher ownership over vision
- Staff learned to manage the pace and challenges of change
- Teachers given more voice and choice
- Teachers feel safe to take more risks

*Lean survey data of 9 out of 24 principals with teams participating in the Leadership Academy.*
What Did We Learn

• Principals needed and wanted to be involved.
• There needed to be time for reflection and processing for role alike groups as well as school teams.
• Testing needed to start early in the school year to allow for iteration.
• Teams wanted to share (Exhibitions of Learning).
• Some teams need personalized coaching in between sessions.
• There is interest from Central Office teams.
Reflection and Next Steps
I like...I hope...I wonder...

What did you like about the content and processes today?
What hopes do you have for next steps?
What questions do you still have?
Post-Session Evaluation

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Session ID: 3209

NOTE: Session ID should be in all CAPS and is case-sensitive.