UNBOUNDED STANDARDS INSTITUTE

Share Your Learning!

Let your voice be heard.

SHARE YOUR LIGHTBULB MOMENTS AS THEY HAPPEN!

Use #StandardsInstitute on Twitter and Facebook and be sure to follow @UnboundEdu for the latest.
The Week at a Glance

<table>
<thead>
<tr>
<th>Day</th>
<th>Ideas</th>
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<tr>
<td>Monday 8:30–4:30</td>
<td>Focus on Language, Equity, and Learners</td>
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<tr>
<td>Tuesday 8:30–4:30</td>
<td>Standards Aligned Writing to Build Knowledge, Language, and Vocabulary</td>
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<td>Wednesday 8:30–4:30</td>
<td>Equity in Student and Teacher Practices</td>
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<td>Thursday 8:30–4:30</td>
<td>The Intersection of Quality Math Tasks and Instruction Promoting Mathematical Discourse</td>
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<td>Friday 8:30–2:30</td>
<td>Systems Thinking for Leaders Who Want Different Results</td>
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Objectives and Agenda

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<th>Objectives</th>
<th>Agenda</th>
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<tr>
<td>Participants will be able to:</td>
<td>I. Opening and Activator</td>
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<td>• Examine the role of bias in the communities of the schools/organizations</td>
<td>II. Your Leadership Challenge</td>
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<td>they serve.</td>
<td>III. Diagnosing the System</td>
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<tr>
<td>• <strong>Use a systems approach</strong> to diagnose the current state of a content</td>
<td>IV. Lunch</td>
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<td>area of focus.</td>
<td>V. Adaptive Challenge? Technical Problem?</td>
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<td>• <strong>Develop a plan</strong> that includes actions that address both adaptive</td>
<td>Or Both?</td>
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<td>challenges and technical problems.</td>
<td>VI. Approaches to Change</td>
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<td>VII. Illusion of the Broken System</td>
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# Systems Thinking for Leaders Who Want Different Results

**Feedback on Feedback**

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<th>Plus</th>
<th>Delta</th>
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Norms That Support Our Learning

• Take responsibility for yourself as a learner.
• Honor timeframes (start, end, activity).
• Be an active and hands-on learner.
• Use technology to enhance learning.
• Strive for equity of voice.
• Contribute to a learning environment in which it is “safe to not know.”
• Identify and reframe deficit thinking and speaking.
Our Approach

Our learning is grounded in the intersection of the standards, content, aligned curriculum, and the equitable instructional practices that are essential for closing the opportunity gap caused by systemic bias and racism.
Unpacking Equity

Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.

Equity systematically promotes fair and impartial access to rights and opportunities.

Equity may look like adding supports and scaffolds that result in fair access to opportunities or creating opportunities for all voices to be heard.

*Educational* Equity ensures that all children—regardless of circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

*We become change agents for educational equity when we acknowledge that we are part of an educational system that holds policies and practices that are inherently racist and that we have participated in this system. We now commit to ensuring that all students, regardless of how we think they come to us, leave us having grown against grade-level standards and confident in their value and abilities.*
We are the gatekeepers of academic language in the classroom. We must provide students with well-structured, intentional opportunities for collaboration that amplifies academic language.

We experience the world through our culture, language, and values. We must be intentionally inclusive of students whose culture, language, and value system may be unfamiliar or different from ours. This includes holding space for academic English, while also making the classroom a safe space for students to use variants of English and languages other than English.

Academic English proficiency is critical for all students. We must model academic language, provide instruction using grade-level complex text and tasks, and ensure opportunities for students to practice academic language in an academic context.

There is no scope-and-sequence for the acquisition of knowledge and language, and all student knowledge and language are assets. We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.
Keynote Debrief

At your tables, discuss the keynote:
Look over the fact sheet you’ve created about your organization.

- What do these facts say to you about your organization?
- Do you see what you would expect?
  - What surprises you?
  - What makes you hopeful?
  - What worries you?
- Where do you see the most need for improvement?
- Which 1 or 2 challenges do you want to tackle NOW?
“The reality is that any social system (including an organization or a country or a family) is the way it is because the people in that system (at least those individuals and factions with the most leverage) want it that way.”

The Iceberg Model

EVENTS
What happened?

PATTERNS AND TRENDS
What’s been happening?

UNDERLYING STRUCTURES
What sort of structures or processes might explain what’s been happening?

MENTAL MODELS
What is the thinking that creates or allows these structures, patterns, and events to occur?

CULTURAL AND INSTITUTIONAL VALUES
What are the values that are instilled in the organization or community that are shaping this behavior?
Unpack Your System

**Identify the Challenge** – 5 min
Reflect on an organizational challenge that you thought about this week.

**Reflection** – 10 min
Reflect on each of the iceberg prompts to consider what lies underneath your event.

**Share** – 10 min
With one partner, share your high-level reflections about the event.
Reflect and Write

What does this mean for you as a leader?

• Consider your Mental Models analysis. In what ways do low expectations, racism, and bias play a role in the challenge you face?

• What messages or actions have you done in the past? Name them. What about this needs to change?

• What do you now think about the way you have been leading this work?
Adaptive or Technical? Or Both?

“An adaptive challenge is one which the team may have no idea how to solve.” Adaptive challenges can only be addressed through shifts in people’s values, beliefs, behaviors, priorities, habits, and loyalties. Adaptive challenges require learning.

“Technical problems have known solutions” that can be implemented by someone, somewhere. Not easy or unimportant, but the problem is well-defined. Technical problems require resources and expertise.

“Problems do not always come neatly packaged as either adaptive or technical. Most problems come mixed, with the technical and adaptive aspects intertwined.”
## Technical Problem vs. Adaptive Challenge

<table>
<thead>
<tr>
<th>TECHNICAL PROBLEMS</th>
<th>ADAPTIVE CHALLENGES</th>
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<tbody>
<tr>
<td>1. Often lend themselves to routine solutions using skills and experience readily available—but can be very complex (e.g., organ transplants)</td>
<td>1. Novel or difficult-to-resolve challenges that require changes in values, beliefs, relationships, roles, and approaches to work</td>
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<td>2. Easy to identify</td>
<td>2. Difficult to identify; easy to deny</td>
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<tr>
<td>3. Often solved by an authority or expert</td>
<td>3. People with the problem do the work of solving it</td>
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<td>4. Require change in just one or a few places; often contained within organizational boundaries</td>
<td>4. Require change in numerous places; usually cross organizational boundaries</td>
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<tr>
<td>5. People are generally receptive to technical solutions</td>
<td>5. People try to avoid the work of “solving” the adaptive challenge</td>
</tr>
<tr>
<td>6. Solutions can often be implemented quickly—even by edict</td>
<td>6. “Solutions” require learning—multiple experiments and new discoveries. They can take a long time to implement and cannot be implemented by edict.</td>
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## LEADING ADAPTIVE CHANGE

### Technical Problem vs. Adaptive Challenge

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<th><strong>TECHNICAL PROBLEMS</strong></th>
<th><strong>ADAPTIVE CHALLENGES</strong></th>
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<tbody>
<tr>
<td>Take medication to lower blood pressure</td>
<td>Change lifestyle to eat healthy, get more exercise and lower stress</td>
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<tr>
<td>Train people in resolving conflict or have the manager adjudicate it</td>
<td>Team members see themselves as able and empowered to represent their concerns and resolve conflicts directly.</td>
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<tr>
<td>Implement policies requiring hand washing and use of sanitizers</td>
<td>Encourage health care workers to challenge colleagues who do not clean their hands</td>
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LEADING ADAPTIVE CHANGE

Quick Paired Talk

5 minutes each

Which parts of your challenge are adaptive? Which are technical?

Have you been applying technical fixes to the adaptive work?

What have you done to get adaptive shifts so far?

“An adaptive challenge is one which the team may have no idea how to solve.” Adaptive challenges can only be addressed through shifts in people’s values, beliefs, behaviors, priorities, habits, and loyalties. Adaptive challenges require learning.

“Technical problems have known solutions” that can be implemented by someone, somewhere. Not easy or unimportant, but the problem is well-defined. Technical problems require resources and expertise.

“Problems do not always come neatly packaged as either adaptive or technical. Most problems come mixed, with the technical and adaptive aspects intertwined.”
The Illusion of the Broken System

“Embarrassing or not, the organization prefers the current situation to trying something new where the consequences are unpredictable and likely to cause losses for key parties.”

“Successful adaptive changes build on the past rather than jettison it ...”

The first step in any adaptive challenge is to take a step back to see how your system is responding to it.”

Approaches to Change
Approaches to Change

1. **Focus on Institutions** — Change the practices and policies of community institutions (such as banks, schools, hospitals, courts, or local government).

2. **Focus on Leadership** — Develop leaders who reflect the racial, ethnic, and cultural makeup of the community.


4. **Focus on Relationships** — Bring people together to build relationships and work for change.

5. **Focus on Community Impact** — Before we start new projects, let’s assess their impact on all racial, ethnic, and cultural groups.

6. **Focus on Economics** — Help create economic success for people from all racial, ethnic, and cultural backgrounds.

7. **Focus on Self-reliance** — Support efforts by people of color to build success.
Approaches to Change

- Have we already tried any of these approaches? Which ones? What happened?
- Are there approaches that you like better? Why?
- What other approaches can you think of?
- Which approaches address racism in our institutions?
- What approaches won’t work? Why?
- Which approaches will you start with?
Describe Your Leadership Challenge

- How would you describe the situation as you are currently experiencing it? Are there any recent events or activities that have occurred regarding this challenge?

- How would you describe the ideal for this challenge and the reality as it exists now? How wide is that gap and in what ways?

- What successes have you experienced that could be leveraged?

- Who are some of the major players involved? What would they say about this challenge?
Build a Plan

**Action Plan Template**

**Goal:** (Identified goal you are addressing with this strategy)

**Proposed Strategy:** (Create an action plan for each strategy in your Positive School Discipline Plan)

<table>
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<tr>
<th>ACTION STEPS</th>
<th>PERSONAL/FAMILY RESPONSIBLE</th>
<th>RESOURCES NEEDED</th>
<th>PROGRESS INDICATED AT BENCHMARK</th>
<th>COMPLETION DATE</th>
<th>EVIDENCE OF IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you'll need to do to implement the strategy</td>
<td>Who is responsible for carrying out each action step</td>
<td>What resources you'll need both internally and externally to complete each action step</td>
<td>How you know that you have made progress on each action step</td>
<td>When you expect to complete each action step</td>
<td>The result of completing each action step</td>
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Prepare to share out...

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<th>What?</th>
<th>By When?</th>
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Whip Around

• What did you accomplish during your planning time?

• What actions are you committing to?
1. Click on the grey ‘Daily Survey’ link
2. Choose the appropriate link for today’s survey, i.e. Day 1, and continue to new window
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