Systems Thinking for Leaders Who Want Different Results

Winter 2020
## The Week at a Glance

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<th>Day</th>
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<td>Focus on Language, Equity and Learners</td>
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<td>Tuesday</td>
<td>Standards-Aligned Writing</td>
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<td>Adapting Curriculum for Equity</td>
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<td>The Intersection of Quality Math Tasks and Instruction</td>
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<td>Friday</td>
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*Standards INSTITUTE*
Objectives and Agenda

### Objectives

Participants will be able to

- use a systems approach to diagnose the current state of a content area of focus.

- develop a plan that includes actions that address both adaptive challenges and technical problems.

### Agenda

I. Opening and Activator

II. Your Leadership Challenge

III. Diagnosing the System

IV. Lunch

V. Adaptive Challenge? Technical Problem? Or Both?

VI. Action Planning

VII. Illusion of the Broken System
### Feedback on Feedback

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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.
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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.
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 is an asset. We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.
What Are We Really Seeing?
SYSTEMS THINKING

Are We Seeing What’s Really There?
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?
SYSTEMS THINKING

Share Your Challenge

Pairs share.

7 minutes each

Introduce your challenge using the reflection questions you completed.
"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."

SYSTEMS THINKING

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?
SYSTEMS THINKING

Unpack Your System

**Individually** – 5 min. to identify an Event

**Paired exercise** – 20 min.
Using the Iceberg, Partner A guides Partner B through each of the questions. Practice coaching by probing, restating, paraphrasing. Do not tell stories of your own.

**Switch roles** – 20 min.
Repeat exercise

**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?
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?
“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.”

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 though 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.”
**SYSTEMS THINKING**

**Quick Paired Talk – 10 min.**

5 min. 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 though shifts in people’s values, beliefs, behaviors, priorities, habits, and loyalties. Adaptive challenges require learning.

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“Problems do not always come neatly packaged as either adaptive or technical. Most problems come mixed, with the technical and adaptive aspects intertwined.”
SYSTEMS THINKING

Build a Plan

For this issue, this year, I want to:

✔
In order to do that, by Spring, I will . . .

✔
So that in the Summer, I can . . .

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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.”

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We Take Data Seriously

Please fill out the survey located here: standardsinstitutes.org/institute/summer-2019

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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