

Moving Forward

Mathematics 6-12 | Pathway 2 | Day 5

The Week

Day	Ideas
Monday 10:00–4:30	ALIGN Should my unit of study be aligned to the standards and shifts?
Tuesday 10:00–4:30	ADAPT Why adapt my unit for students who are have unfinished learning?
Wednesday 8:30–4:30	TASKS & DISCOURSE Why prepare for student engagement?
Thursday 10:00–4:30	TEACH What does standards-aligned instruction look like?
Friday 10:00–2:30	MOVING FORWARD Why prepare to implement change?

Four days of “Practicum”

Thank You for Your Feedback!



Objectives & Agenda

Objectives

Participants will be able to:

- **Diagnose the current state of mathematics instruction at school using a systems approach.**
- **Develop an action plan that addresses adaptive challenges and technical solutions to change.**

Agenda

- I. Opening
- II. Planning for Success
- III. Systems Thinking

Lunch

- IV. Action Planning
- V. Sharing & Refining

Norms That Support Our Learning

- Take responsibility for yourself as a learner.
- Honor time frames (start, end, and 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.

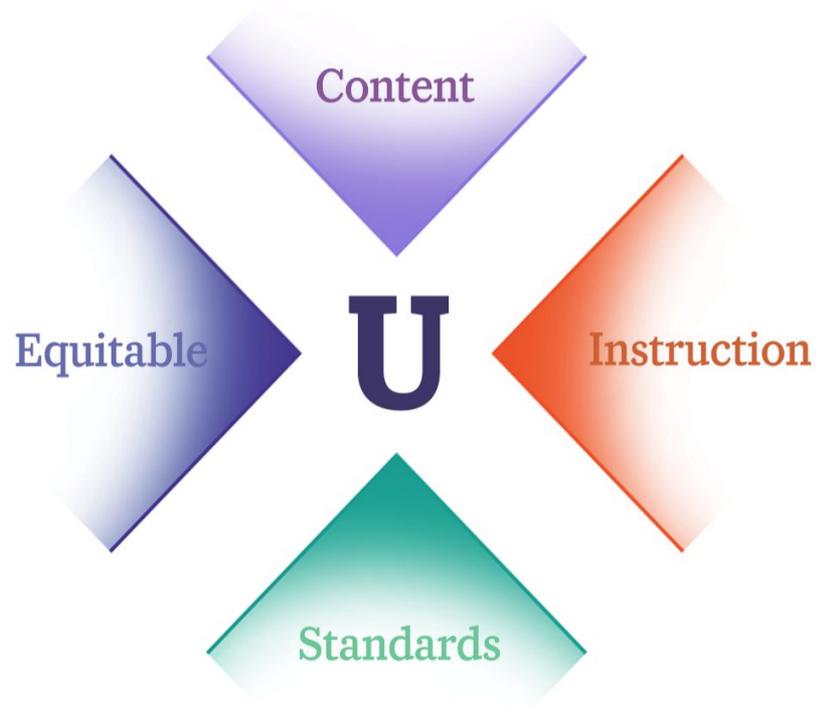
Keynote

- What resonated with you from this morning's keynote?
- What new information did you learn, or what surprised you?
- How will this keynote affect your practice?
What might you do differently in light of this information?

Standards INSTITUTE

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.





II. Planning for Success

Based on the learning from each day at Institute, **what do you want to see happening differently** in math classrooms for students?

How will you know change is happening?

What will **teachers and administrators** be doing differently? How will you know?

Day 1 – Aligning

Day 2 – Adapting

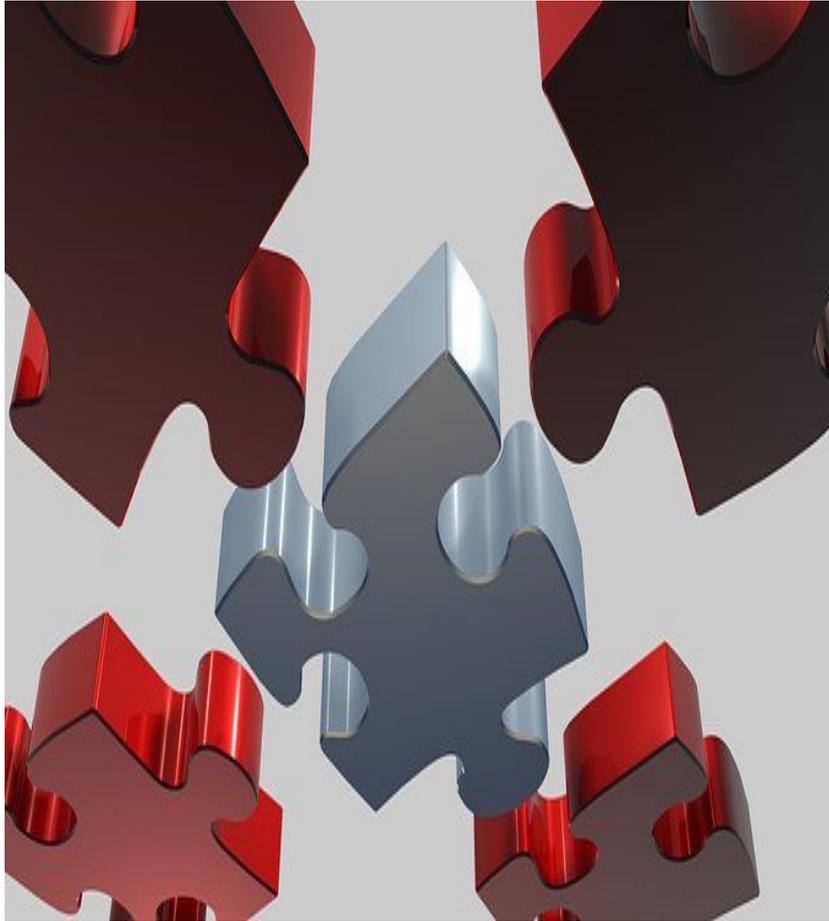
Day 3 – Tasks & Discourse

Day 4 – Teaching

Describe Your Instructional 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?

Share Your Challenge



Pairs Share

7 minutes each

Introduce your challenge using the reflection questions you completed.

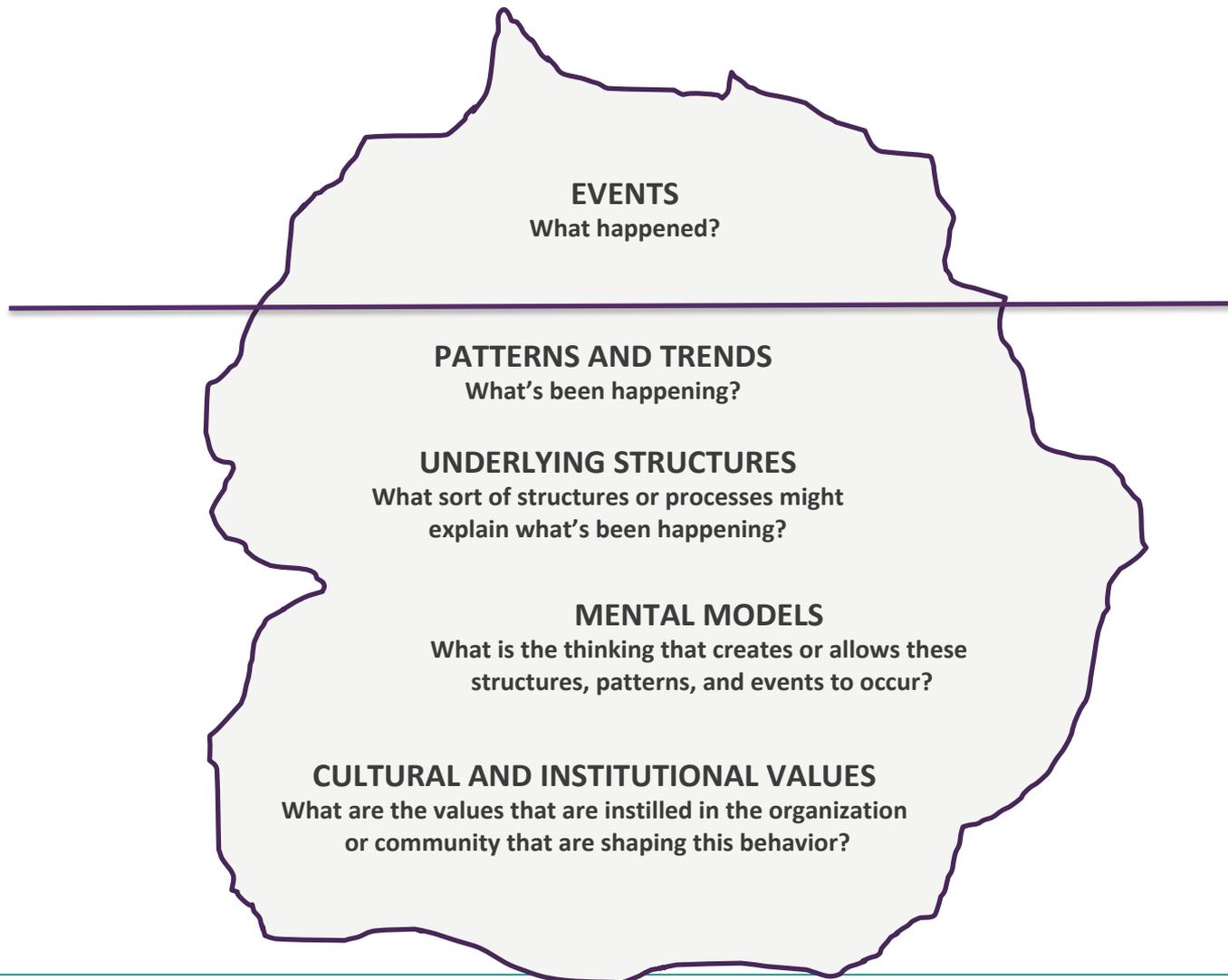
III. The Illusion of the Broken System

"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."

—Heifetz, Grashow and Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World.*



The Iceberg Model



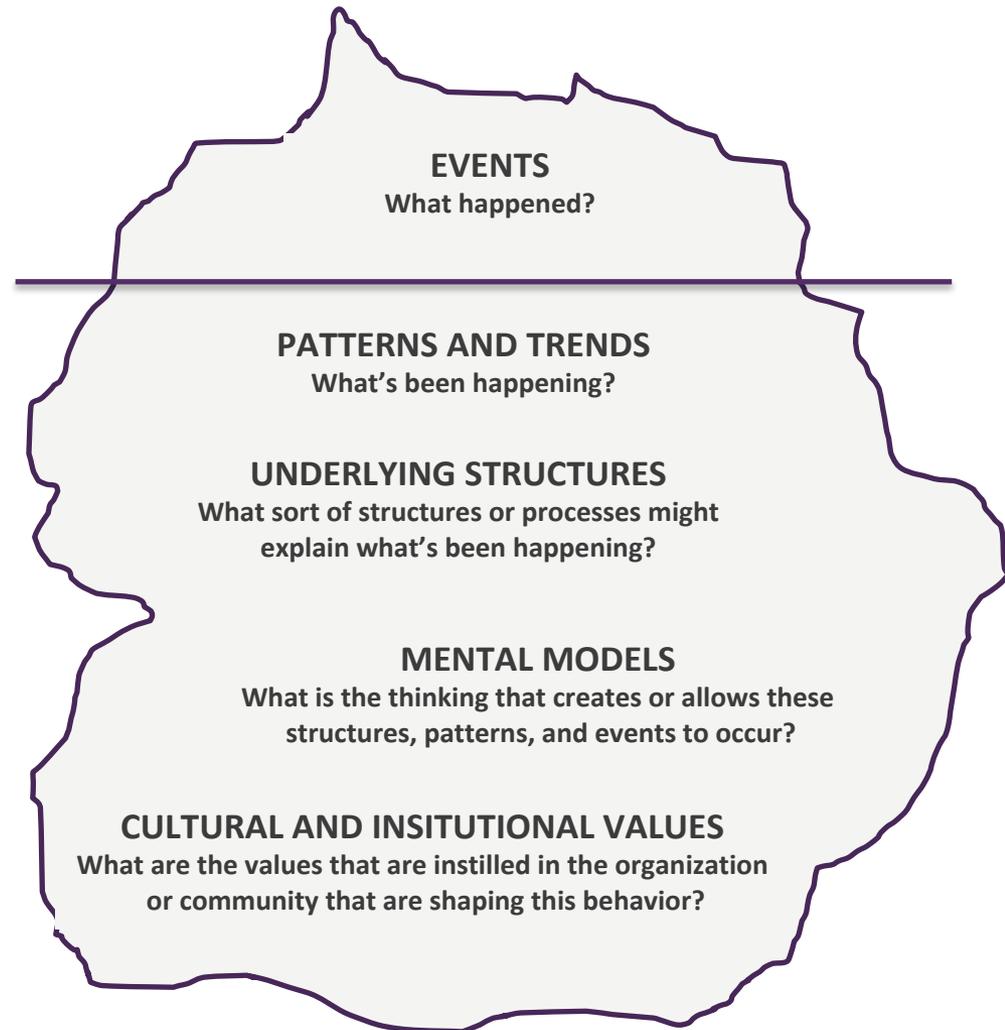
Unpack Your System

Individually – 5 min to identify an Event

Paired Exercise – 10 min

Using the Iceberg, Partner A guides Partner B through each of the questions. Practice coaching by probing, restating, and paraphrasing. Do not tell stories of your own.

Switch Roles & Repeat – 10 min





“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.”

—Heifetz, Grashow and Linsky. The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World

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.”

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?

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Adaptive challenges can only be addressed through **shifts in people’s values, beliefs, behaviors, priorities, habits and loyalties.**
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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.”

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

...lvárního žánru je
to tenkrát bylo?
bulváru?

...zníků. K tisknutí si sestrojili pří-
...vní tiskařský strojek, který sestá-
...vaníčky na inkoust a jednotlivých
...Ta si připravovali z použitých euk-
...ských formánek. Museli jich používat
...velmi omezený počet, ale na psá-
...krátkých článků, informací z druhé
...ky a drobných anekdot to stačilo. Lidé
...navíc jejich jednoduchý sloh oblíbili
...obaly baget se tak na krátkou dobu
...aly jediným necenzurovaným zdrojem
...informací pro místní občany. Po 'álce
...Pierre a Françoise otevírají vstří-
...stakaci a 1. ledna roku 1946 vchá-
...jí jejich první číslo jednostránkového
...látka. Ten byl pro své, v té době oje-
...lině, zaměřeni na místní aférky díky
...zele neobvyklému nádherné
...velikosti nadpisů, neznám
...počtu používaných slov
...prvního představení
...ho žánru. Ne
...po pekařství,
...a tak vznikl



Lunch

IV. Action Planning

Design a set of actions that integrate into one coherent intervention for this next school year.

<p style="text-align: center;">Strategies</p> <p style="text-align: center;">What are some strategies that align to your hypothesis?</p>	<p style="text-align: center;">Leads</p> <p style="text-align: center;">Who will lead the work with the strategies?</p>
<p style="text-align: center;">Resources</p> <p style="text-align: center;">What resources will you need?</p>	<p style="text-align: center;">Timeframe</p> <p style="text-align: center;">When will you implement your plan?</p>
<p style="text-align: center;">Stakeholders</p> <p style="text-align: center;">Who are the people needed to support your plan?</p>	<p style="text-align: center;">Outcome</p> <p style="text-align: center;">How and when will you measure that you have reached your goal?</p>

IV. Action Planning- Hypothesis



The Illusion of the Broken System

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.”

—Heifetz, Grashow and Linsky. The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World.



V. Sharing and Refining



15 min each

Share your Challenge, Diagnosis, and Action Plan.

Peers listen, probe, and make the plan stronger by responding to the presenters' Question.



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