THE VIEW FROM 30,000 FEET

NFUSSD
General Session
October 11, 2015
The Board of Education of Granite School District has two goals:
- increase student achievement
- enhance community engagement

And a “Charge and Responsibility”
- Students will leave us prepared for college, careers and life in the 21st Century world

I hope to share with you our conversation around these goals, hopefully prompting ideas you can implement at the 30,000 foot policy level in your districts
Learning is not compulsory... neither is survival.

W. Edwards Deming
It is ok to risk; the name of the game is NOT keeping lids on pots but CONSTRUCTIVE TROUBLEMAKING in the interest of student achievement and community engagement.

Mistakes are ok, but we need to play within the rules.
CURRENT SITUATION

- Legislative animosity
- Generation X
- Transformations
“In my view, the traditional public education system is incapable of making the necessary transitions and is doomed. As a policy maker, should I sit by and watch or is there something I can do to hurry its demise?”

Legislator to Clayton Christensen during presentation on Disruptive Innovation, July 16, 2010
“I know you have a policy, I understand the policy, I even agree with the policy. I just don’t want it applied to my child.”

Gen X mother to Linda Mariotti

“IT is practically impossible to persuade most Gen-X parents that they should relinquish their choice for the sake of some great public good.”

Meet Mr. and Mrs. Gen X: A New Parent Generation, The School Administrator, Jan, 2010
THREE TRANSFORMATIONS

- Economic
- Demographic
- Technological
“The U.S. and the world are in the middle of an economic rebalancing that hasn’t been seen since the rise of the great European empires in the 1500s. Power is shifting from West to East, technology is rejiggering the relationship between growth and jobs, and both trends are intersecting in ways that have undercut the upper trajectory of our economy. It’s uncharted territory in which policymakers and economists alike are flying blind.”

*Time*, June 13, 2011
**WORLD LEADERSHIP**

- 1500’s – 1600’s: Spanish Empire

- 1700’s – 1800’s: British Empire (with great French influence if not sustained leadership)

- 1900’s: United States of America

- 21st Century: USA? China? India?
1. Is preserving world leadership, economic or otherwise, a relevant or desirable goal?

2. Based on the answer to the foregoing question, what then is the role of your school district?
Our communities are increasingly diverse and heterogeneous.

This is more pronounced the younger the group we look at, our students are leading the crest of an increasingly diverse, heterogeneous community.
OPPORTUNITIES PROVIDED BY DIVERSITY

- Chinese Education System

- Indian Education System

- Huge investment in top 10% (a fairly homogeneous group)
Research on problem solving and innovation:
PROBLEM SOLVING OUTCOMES

• Three Groups
  • homogeneous group
  • diverse group with training on implications of diversity
  • diverse group without training on diversity

• Diverse groups not trained on the existence and implications of differences produced lower problem-solving scores than homogeneous groups.

• Diverse groups with training produced scores that averaged six times higher than the homogeneous groups.

Member Heterogeneity and Dyadic Creativity, Harry C. Triandis
Research comparing ethnically diverse teams to all-Anglo teams doing a [creative and innovative] task shows that the diverse teams outperformed the homogeneous ones by about 10 percent.
A homogeneous group will outperform a heterogeneous group until the heterogeneous group learns to leverage its diversity – thereafter the homogeneous group can’t touch them.

There is no better place to practice leveraging diversity than in our classrooms and schools.
Recognizing the obvious challenges associated with our diverse population-

1. How can we leverage diversity in our classrooms, schools and district?

2. How can we “capitalize” on the diversity?
Disruptive Technology:
DISRUPTIVE TECHNOLOGY
DISRUPTIVE TECHNOLOGY
DISRUPTIVE TECHNOLOGY
DISRUPTIVE TECHNOLOGY
RCA HIFI V. SONY POCKET RADIO

- Which gave better sound?
- Which was higher quality?
- Which company drove the other out of business?
What was the only real feature that made the low quality Sony product “superior” to the Zenith or RCA hi-fi?

**Flexibility**

Interestingly, RCA’s metrics of superiority were not those the consumer was using.

“The customer rarely buys what the company thinks it is selling him.”

Peter Drucker
1. **What disruptions, if we don’t respond, will drive us out of business even though we (currently) have a monopoly on the market, and our quality is (currently) better?**

2. **What metrics do we use to measure quality as opposed to the metrics that interest the consumer (begging the questions - who is our consumer? and what does the consumer want)?**

3. **What does it mean to “respond”?**
WE HAVE THE BEST 1950’s MODEL OF EDUCATION THE WORLD HAS EVER SEEN!
BUT WAIT -
MAYBE IT’S THE BEST
19TH CENTURY EDUCATION ...
We’ve talked about the situation; now, what is our business or mission? What does a 21st century educational experience look like?

another fun Deming quote:

*It is not necessary to change. Survival is not mandatory.*
WHO DEFINES OUR CORE BUSINESS?

Legislature

Business

Parents
INTERNET RETAIL

PACIFIC MEDICAL CENTER

[Image of a medical center building and sign]
SWISS WATCHES
QUARTZ CRISIS
How did Sears lose the corner on the shopping-from-home market?

How did the Swiss watch companies lose their corner on the market?

They were confused about the business they were in:
Retail v. Shopping from Home
Watch-making v. Time-keeping
Many classrooms are all about “you sit there and listen to me.”

Many student schedules are created to support and preserve FTE.

This is what it looks like when we are in the school business.
1. **What does it look like when we are in the “education business”?**

2. **Do our current decisions reflect that we are in the education business, or is there internal confusion?**
READING THE TEA LEAVES
“[Here] is the biggest learning disconnect between the old age and the new age. In the old age classroom, if someone asked you a question and you didn’t know the answer, you failed. In the new age classroom, ... if someone asks you a question you should get five minutes to access whatever sources you use in your daily life to answer that question, because that’s how we will handle questions and problems in our real daily lives, not in isolation, but in extreme interconnection.”
“First, the methods by which the mobile generation learns outside the classroom must be adopted inside the classroom. Thus, 24/7 use of one-to-one, handheld, portable technology must be allowed.”

“Second, curriculum and pedagogy need to change; we need to move from an ‘I teach’ to a ‘we learn’ culture.”
What’s the alternative? More of the same. And this is increasingly unacceptable.

Ostriches will find that their toes will be crushed in the stampede from their own schools.
## Student-Centric Education: Personalization

<table>
<thead>
<tr>
<th>Current System</th>
<th>Personalized System</th>
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<tbody>
<tr>
<td>- Mass production</td>
<td>- Mass customization</td>
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<tr>
<td>- Time constant/achievement variable</td>
<td>- Time variable/achievement constant</td>
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<tr>
<td>- Assembly line/common pace</td>
<td>- Knowledge age/individualized pace</td>
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<tr>
<td>- Institution/teacher centered</td>
<td>- Student centered</td>
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<tr>
<td>- Fixed place</td>
<td>- Anywhere, everywhere</td>
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<td>- Think Turbo Tax</td>
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Essential Individualization Elements

- Flexible, anytime/everywhere learning
- Redefined teacher role and expanded “teacher”
- Problem-based/authentic learning opportunities
- Student-driven learning path
- Mastery/competency-based progression/pace
21st Century Skills

- Critical thinking and problem solving
- Communication
- Collaboration
- Creativity and innovation

- Reading
- Writing
- Mathematics
1. **What should a student-centric education look like in our district?**

2. **What policies do we need to adopt to provide student-centric education?**

3. **What can a board of education do to encourage and incentivize shifting the workforce and community expectation to the “education business?”**
We’re more than a decade into the 21st century - it’s time. . .
## Future Direction: Change Management Strategies

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<tr>
<th>Strategy</th>
<th>Advantages</th>
<th>Disadvantages</th>
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<tr>
<td>Directive</td>
<td>• relatively fast</td>
<td>• ignores the views of those affected by change</td>
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| Expert       | • uses relevant expertise  
• small groups required  
• relatively fast to implement | • expertise may be challenged  
• resistance of those not consulted |
| Negotiated   | • change recipients have some say  
• resistance to change likely to be reduced (or areas of disagreement highlighted) | • may be relatively slow  
• anticipated change may have to be modified |
| Participative| • change more likely to be accepted  
• more people committed to change | • relatively slow to implement  
• more complex to manage  
• requires resources |
1. **Where do you want to go?**

2. **How will you assess your progress and know when you’ve arrived?**
Please understand that we must be absolutely and unequivocally committed to the survival of the institution of public education. However, I believe that survival is on the line and that change is necessary.
Welcome to Salt Lake City!