IF YOU FEAR CHANGE, LEAVE IT HERE!
WHAT IS YOUR MINDEST?

a) HALF FULL
b) HALF EMPTY
c) TOO BIG
What Kind of Mindset Do You Have?

**Growth Mindset**
- I can learn anything I want to.
- When I'm frustrated, I persevere.
- I want to challenge myself.
- When I fail, I learn.
- Tell me I try hard.
- If you succeed, I'm inspired.
- My effort and attitude determine everything.

**Fixed Mindset**
- I'm either good at it, or I'm not.
- When I'm frustrated, I give up.
- I don't like to be challenged.
- When I fail, I'm no good.
- Tell me I'm smart.
- If you succeed, I feel threatened.
- My abilities determine everything.

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CONTINUOUS IMPROVEMENT MINDSET

GROWTH FOR IMPROVEMENT

• What is happening?
• Admires the solution
• Fixes the problem
• Seeks solutions
• Open to change
• Uses tools to remove emotion from decision-making process
• Root cause seeker
• Optimistic and open to honest discussions

FIXED TO PRESERVE

• What happened!!!?
• Admires the problem
• Fixes blame
• Seeks excuses
• Desires status quo
• Prefers to operate in an emotional mode when addressing issues
• Justifier of results
• Pessimistic and excuse based
CLASSROOM LEARNING SYSTEMS
CORE PRINCIPLES OF IMPROVEMENT

MOLD THE MINDS!
Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.
• Use the wisdom of the crowd – collaborate
• The strategy for every problem – is in this room!
  – *The Code*
• Focus on a universal strategy to build the greatest capacity and increase results
  – Slips and falls!
WE CANNOT IMPROVE AT SCALE WHAT WE CANNOT MEASURE

Embed measure of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.
Anchor Improvement in Disciplined Inquiry

Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.
FOCUS

• Using the PDSA process
  – Focus on a limited amount of strategies to provide the greatest impact
  – Minimize the work and changes to find success
  – Collaborate to increase everyone’s capacity
  – Use the wisdom of the group
Plan
Expected Outcome

Do
Strategies

Study
Measures

Act
Responses
MAKE THE WORK PROBLEM-SPECIFIC AND USER-CENTERED

It starts with a single question: “What specifically is the problem we are trying to solve?” It enlivens a co-development orientation: engage key participants early and often.

Are you trying to SOLVE the problem?

Two perspectives to every issue:  

OR

Are you trying to FIND the problem?
5 WHY DIRECTIONS

- State the problem or issue that you are trying to resolve.
- Check that everyone agrees that this is the problem.
- Seek any data you can use to illustrate the problem.
- Ask the first question - “why”
  - “Why do you think this is happening?”
    - “Why did this happen?”
- Encourage the team to work in small groups to generate possibilities.
- Ask the second “why” and so on.
## 5 WHY WORKSHEET

<table>
<thead>
<tr>
<th>Identified problem</th>
<th>Why did this occur? (1)</th>
<th>Why did this occur? (2)</th>
<th>Why did this occur? (3)</th>
<th>Why did this occur? (4)</th>
<th>Why did this occur? (5)</th>
</tr>
</thead>
</table>

### 5-Why Process

1. Identify problem
2. Ask why and write description
3. Keep asking until you hit root cause
4. Now address the problem
5. Once you’ve identified the problem – take a walk and visit the condition. Do not speculate - observe and discuss with the people directly involved
Why don’t children do homework?
SEE THE SYSTEM THAT PRODUCES THE CURRENT OUTCOMES

It is hard to improve what you do not fully understand. Go and see how local conditions shape work processes. Make your hypotheses for change public and clear.
VARIATION IN PERFORMANCE IS THE CORE PROBLEM TO ADDRESS

The critical issue is not work, but rather what works, for whom, and under what set of conditions. Aim to advance efficacy reliability at scale.
We display an ongoing commitment to learning and self-improvement for our students, stakeholders, and ourselves.

• We provide an environment to prepare our students for the future by instilling 21st century learning skills.
• We offer opportunities for students and teachers to access and use advanced technology.
• We promote a culture that offers various academic opportunities to guide students in their pursuit of post-secondary career goals.

• We honor individual differences and create opportunities that are adapted for diverse learners.
• We routinely promote active learning and student engagement within the school setting.
• We recognize that every child has a gift.
• We are all lifelong learners.

We actively seek and create new tools and techniques that facilitate and encourage cutting-edge innovation for optimal student learning and operational outcomes.

• We respectfully challenge the status quo by seeking more effective ways to accomplish goals and improve the district.
• We actively seek new and creative ways to improve work performance and results.

• We take calculated risks to improve performance, try a fresh approach, or reach a challenging goal.
• We see failure as an opportunity to learn from past results, and continue to learn and grow.
Our People

We support each other’s efforts, are loyal to one another, and care for each other, both personally and professionally.

- We know and support our teammates’ work and recognize the contributions of each team member.
- We acknowledge and celebrate the achievements of each other and of our teams.
- We demonstrate ownership for the decisions and actions of our team.
- We hold each other accountable.
- We celebrate success.
- We encourage team unity through sharing information or expertise, working together to solve problems, and putting the team success first.

Visionary Leadership

We promote and advocate for the mission, vision, and goals, and demonstrate the way to achieve them in a long-range, strategic manner.

- We lead with integrity and optimism while taking personal responsibility for desired outcomes.
- We form and articulate a clear picture for the future of our district.
- We see the potential in others and provide opportunities to apply and develop that potential.
- We are action oriented and take calculated risks to improve performance, innovate, or reach a challenging goal.
- We contribute to a culture of continuous improvement, both inside and beyond the walls of the classroom.
- We are all leaders.
- We celebrate success.
- We encourage team unity through sharing information or expertise, working together to solve problems, and putting the team success first.
We commit to a culture where excellent service is expected and delivered by all employees.

- We employ the highest ethical standards, demonstrating honesty and fairness in every action taken.
- We actively seek the input of all customers and stakeholders.
- We respect cultural differences.
- We show interest in, anticipate, and respond in a timely manner to our community, parents, students and each other.
- We promote student achievement.
- We assist others in learning new strategies/skills to improve work performance.
- We use discretion with confidential matters.
- We demonstrate a friendly, helpful, and responsive attitude to all Stakeholders and customers.

We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

- We value work that generates results tied to our vision.
- We can explain the rationale for a decision.
- We set high goals and work relentlessly to achieve them.
- We expect schools to collaborate and share successful strategies.
- We gather data and others' input when making decisions.
- We consider lessons learned from experience, differing needs, and the impact of the decision on others.
- We balance analysis, wisdom, experience, and perspective when making decisions.
We get others excited about and committed to further the district’s mission, vision and goals.

- We do the right thing all the time, even when no one is watching, and we work to earn the trust of each other, our students, and our community.
- We ask for, and use, feedback to improve performance.
- We seek and acquire new competencies, work methods, ideas, and information that will improve efficiency and effectiveness of our work.

Stewardship

We nurture relationships within the district and community that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

- We commit to treating every individual in the community with dignity and respect.
- We promote a positive and safe learning environment to foster respect for self as well as others.
- We are committed to being fiscally responsible and achieving the highest return on learning for each dollar provided.

- We are committed to supporting community service agencies/organizations.
- We actively look for opportunities to make a difference in our community.
- We understand that we are stewards of the community resources.