Designing a Culture for SEM

Using Design Thinking to Begin Developing a Culture for SEM

Goals for the Week:

______________________________
______________________________
______________________________

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Your Mission: Design a culture where students own and direct their own rigorous learning that includes real-world learning opportunities (SEM).

Start with PERSONAL VISION to SHARED VISION

1 PERSONAL VISION

Who are you as an educator - why did you become a teacher?

What are your values & beliefs as an educator? What would you want learning to look like in 5 years? Write your personal vision for implementing SEM.

2 SHARED VISION: WHAT, HOW, WHY

With a small FIRE group, share your personal vision

Commonalities

Differences

What’s your shared vision for SEM?
## Understanding the Context

### SEM Readiness

<table>
<thead>
<tr>
<th>Budget/Funding</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Staffing</td>
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<td>Student Agency</td>
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<td>Shared leadership/Admin support</td>
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<td>Flexible Space</td>
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<td>Community Resource/Expertise</td>
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<td>Technical Support</td>
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<td>Personalized Learning</td>
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<td>Technology Access</td>
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**YOUR TOTAL:** _______

### CURRENT REALITY

#### Budget/Funding

#### Staffing

#### Student Agency

#### Shared leadership/Admin support

#### Flexible Space

#### Community Resource/Expertise

#### Technical Support

#### Personalized Learning

#### Technology Access

#### Desired Future and Mindset

#### Strengths

#### Challenges

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[http://professionallearning.westside66.org/personalized-learning](http://professionallearning.westside66.org/personalized-learning)
Understanding the Context: WHY SEM

3 CHART THE MYTH OF AVERAGE

Individually reflect on how you would rate yourself in each of the following categories, with a score of 1 being low and 5 being excellent.

<table>
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<tr>
<th>How would you rate yourself?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Memory</td>
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<td>Language</td>
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<td>Knowledge</td>
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<td>Reading</td>
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<td>Vocabulary</td>
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<td>Curiosity</td>
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<td>Perceptual</td>
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<td>Cognitive</td>
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<td>Interests</td>
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</table>

YOUR TOTAL: __________

Now add up your score and divide by 9. What’s your average? ______

How many 3’s do you have? ______

Are you average? Why or why not?

What implication does this have for student learning?

What implication does this have for instruction?
### Understanding the Context: WHY SEM

**4. Define Problem Activity:** Select and take the perspective of the roles below. Issue: Discuss how to balance high-ability and high-potential learning for all students in your school. When designing your problem, please remember empathy for your user so you may ideate for the future.

<table>
<thead>
<tr>
<th>ROLES:</th>
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<tbody>
<tr>
<td>1. Parent</td>
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<tr>
<td>2. Student</td>
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<td>3. Counselor</td>
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<td>4. Teacher</td>
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<tr>
<td>5. Principal</td>
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</tbody>
</table>

Define your problem from all perspectives into one problem statement.

Think about:
- Short and long-term benefits/consequences
- Additional data/information you might need

Mental models emerging or being challenged for student learning

What mental models are emerging or being challenged?

Is your thinking changing?
### Understanding the Context: ASSESSING YOUR CULTURE

#### 5 ASSESSMENT: When thinking of your school/district’s SEM readiness, what cultural aspects are strong/weak?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strong ---------------------Weak</th>
<th>Does your school’s cultural norms align with the values of SEM?</th>
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<tbody>
<tr>
<td>Collegiality:</td>
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<td>Experimentation:</td>
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<td>High Expectations:</td>
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<td>Trust and Confidence:</td>
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<td>Tangible Support:</td>
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<td>Reaching out to the Knowledge Bases:</td>
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<td>Appreciation &amp; Recognition:</td>
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<td>Caring, Celebration, &amp; Humor:</td>
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<td>Involvement in Decision Making:</td>
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<td>Protection of What’s Important:</td>
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<td>Traditions:</td>
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<td>Honest, Open Communication:</td>
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</table>

Does your school’s cultural norms align with the values of SEM?

Is your system ready to transform learning?

Areas where we GLOW/Areas where we GROW

What cultural norms might you emphasize as you begin to implement SEM?

Adapted from Saphier and King, March 1985
Collaborative Leadership is **KEY TO TRANSFORMATION**

6 WHAT FOLLOWERS NEED FROM THEIR LEADERS

- **TRUST:** Credibility, Reliability, Intimacy
- **COMPASSION:** Caring, Friendship, Love, Happiness
- **HOPE:** Direction, Faith, Guidance
- **STABILITY:** Security, Strength, Focus, Clarity

©Team of Rivals by Doris Kearns Goodwin
Seeing the **POSSIBILITIES**

### Drivers of Educational Change
- Trends
- Disrupters

### What Trends Relate to SEM...
- Work
- Schooling
- Learners Need to be Prepared for

### What do Learners Need to be Prepared for?
- Characteristics
- Social/Emotional Skills
- Cognitive Skills
- I See the Future Graduate Differently

### What is the Profile of a Future Graduate?
- What Should Migrate to a New Design?

### What Can I Let Go of in Our Current System to Guide the Future?
- An Additional Idea Might Be...

### Building the Future Requires Me to Be Open to the Possibility That...
- Taking That One Step Further...

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### 7 BIG IDEAS TO TRANSFORM LEARNING

If you were starting a new school tomorrow, how would you design the school faculty and the philosophy of teaching and learning? List your 4-6 Big Ideas.
8 REFLECT AND GENERATE A NEW SOLUTION

Sketch your new school using the 4-6 Big Ideas you generated
CO-CREATING

9 NEXT STEPS

As you consider your culture and readiness, what values, skills and dispositions would be helpful or needed to develop a culture that accepts SEM?

Who do I need to talk to in the system to assist in this culture shift?

What 3 steps should we take when we return home?

What is your hunch about your organization’s issues/beliefs regarding SEM/Personalized Learning?

Future Ideas/Growth

What Do You Commit to Doing the First Month of School to Move Your Plan Forward?

What policies or regulations might need to be reviewed or modified?