Leading Change Through Digital Innovations

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McGraw-Hill Education
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The only people that love change are ....
We know change is hard... especially in education.

“"I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years."
Brands of Companies No Longer with Us
Do you see technology as a tool that will enhance public education or the vehicle that will replace it?
Is your district going digital?

• It’s not a question of if but…
  – Why
  – When
  – How
Why?

• Because it’s about *every child*...
Every child...

Used to mean closing achievement gaps and graduating more students with the promise of college

Kindergarten

12th Grade

College
We know our students will not only have to graduate; their diplomas will have to be passports for a much different future.
When the workplace looked like this, classrooms could look like this...
When we are unsure of what the workplace of tomorrow will look like, how can we prepare our students today?
We know today’s students will have to *create* their *jobs*, not *look* for *jobs* as we did.

They will *compete* with others around the globe.

They will have *jobs* replaced by *outsourcing* and *technology* if their skills are easily *replicated* or *duplicated*.
They will need innovation, communication, critical thinking, collaboration, creativity, and entrepreneurship.
“Think like an immigrant. Think like an artisan. Think like a starter-upper, and think like a waitress at Perkins Pancake House in Minneapolis just off Highway 100.”

--Friedman & Mandelbaum
Think like an immigrant

“I better figure out what’s going on in this town and pursue those opportunities with more vigor and focus than anybody else.”
Think like an artisan

Do your job as if you wanted to carve your initials into it at the end of the day.
Think like a starter-upper.

Always be in beta.

Always be engineering, reengineering, and redesigning yourself.
Think like the waitress at Perkins Pancake House in Minneapolis.

I gave you extra fruit.
To prepare our students, we must build the schools our students need, not those we fondly remember.
We must customize the education of every child, building their capacity to be a champion of their own learning.
When...

will depend on the courage and commitment of superintendents, leadership teams, and boards to act with purpose and begin to truly transform our educational system.
“Less Talk; More Action”
‘We are confronted with the fierce urgency of now. …This is no time for apathy or complacency. This is a time for vigorous and positive action.’

- Dr. Martín Luther King, Jr.
“There is a tidal wave of reform coming in education. Actually, it’s already here.”
Expectations

Resources

Trust
The New Normal

“For the next several years, preschool, K-12, and postsecondary educators are likely to face the challenge of doing more with less.”

-U.S. Secretary of Education Arne Duncan
The Common Core is here and alive…
(unless your state has or is thinking about a “redo…”).
Whatever perspective individuals may have about the Common Core, there is consensus it does not cover all the 21st century skills students will need.
The Testing Agenda

• Volume of tests - impact on instructional time
• Assessments tied to teacher evaluations
• Online tests – PARCC, Smarter Balance
• Parent opt-outs
• Assessments not tied to college readiness
• A-F grades based on testing
The evolution of school choice

- Local Neighborhood Schools
- Private Schools
- Magnet Schools
- Charter Schools
- Home Schooling
- Online Education
May 17, 1954: The U.S. Supreme Court rules against racially segregated schools.
There’s a growing number of forces talking about public education’s failure.
Public education is under attack from some very powerful special interests.
Public Trust

Social media has given rise to “CAVE people.”

Citizens Against Virtually Everything
In a world of digital natives being taught by digital immigrants, kids are bored.
Why Now?...

Technology has enabled us to truly impact every child and personalize their learning environment.
Can public education reform and innovate itself?
So we know we need to act now… with purpose…

But let’s look before we leap.
Strategic School Redesign

**Time**
- Master Schedule
- Flex Schedule
- ELO/Extended Year
- Instructional Time

**Talent and Professional Development**
- Teacher Effectiveness
- Professional Growth System
- Career Lattice

**Inspirational Leadership**
- PLCs/SLTs
- Strategic Data Monitoring
- Culture of High Achievers

**Personalization**
- Special Populations
- Individualized Attention
- Personalized Plans of Progress

**Technology and 21st Century**
- Project-based Learning
- Blended Learning
- Adaptive Technology
- 1:1 Learning

**Enhanced Programs**
- 21st Century CTE
- Magnets
- Academy/Signature Programs

**Community Partners**
- Business
- Community
- Parents
- Higher Education
- Faith Based

**National/State Partners**
- McGraw-Hill Education
- TFA/NTP
- Blue Print
- New Schools Project
- ERS

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McGraw-Hill Education

Because learning changes everything.
To have every local neighborhood school be “remodeled” as a school of choice, school leaders must be entrusted and empowered to be our “lead designers.”

We need school leaders to be Education Design Stars.
We can take the solid foundations of our educational practice and modernize them to meet the needs of our clients...our students.
Strategic school-design process

How do you work together today to ensure your strategic school-design process will be the blueprint for the choice schools of tomorrow?
What are the tools you will use to build your dream school house?

**Time** – How will you use time to shape your house?
People –
How will the design of your school ensure great students have access to great teachers?
Tools

Enhanced programs – How do you make sure your school has exciting programs and offerings to match the unique needs of your school community and will keep students engaged?
Tools

Technology – How will you infuse 21st-century resources to ensure 21st-century learning?
How... districts make a well-defined, well-designed, and well-deployed conversion to digital, personalized learning will determine if they are truly preparing students for future success.
The concept of a digital ecosystem in education sounds daunting and frightening to many.
A Glimpse into the Future of Learning

In the future...

- Learning will no longer be defined by time and place – unless a learner wants to learn at a particular time and in a particular place.
- "School" will take many forms. Sometimes it will be self-organized.
- Work will evolve so rapidly that continuous career readiness will become the norm.
- Diverse forms of credentials, certificates, and reputation markers will reflect the many ways in which people learn and demonstrate mastery.
- As more people take it upon themselves to find solutions, a new wave of social innovation will help address resource constraints and other challenges.
- At the same time, geographic and virtual communities will take ownership of learning in new ways, blending it with other kinds of activity.
- Learners and their families will create individualized learning playlists reflecting their particular interests, goals, and values.
- Those learning playlists might include public schools but could also include a wide variety of digitally-mediated or place-based learning experiences.
- Whatever the path, radical personalization will become the norm, with learning approaches and supports tailored to each learner.
- Educators' jobs will diversify as many new learning agent roles emerge to support learning.
- A wide variety of digital networks, platforms, and content resources will help learners and learning agents connect and learn.

These changes point the way toward a diverse learning ecosystem in which learning adapts to each child instead of each child trying to adapt to school.

For KnowledgeWorks' full forecast on the future of learning, see Recombinant Education: Regenerating the Learning Ecosystem at knowledgeworks.org/strategic-foresight.
What Digital and Future-Ready Classrooms Look Like...

• Personalizing and adaptive learning
• Restructuring teacher/student time
• Extending the purpose and audience for student work
• Shifting teacher and student roles in a world not dominated by “knowing”
Personalizing and Adaptive Learning with Purposeful Technology
Just as a doctor generates an individual diagnosis and health care based on patient data, we will need to create personalized plans of progress based on the students’ needs.
Role of Technology in Meeting Student Individual Needs

“We believe that instructional technology at its best allows the learner to do things that would be impossible, unsafe, impractical, or uninspiring to do otherwise.”

(Pitler, Hubbell & Kuhn, 2012, p. 9)
Trends in Education

Just for me

Apprenticeship model

Just in case

Standard Curriculum

Just in time

Bespoke Curriculum

Just for me

Personalized Learning

Just in time

Personalized Learning Environment

Steve Wheeler, Plymouth University, 2011
Tools to Help Teachers Adapt to the Personalized Needs of Students
Restructuring Teacher & Student Time
Flipped Classrooms, Diagnostic Tools, and Higher Order Thinking
Traditional Classroom

1 Teacher

30 Students

Classroom of the Future

1 Teacher

10 Students – Social and Group Project

10 Students – Adaptive Learning Platforms

10 Students – Additional Support with Teacher
Before, During & After Technology Use

• Before
  – Determine standards that will be met with the lesson
  – Plan content of the lesson
  – Prepare students for technology use (research, brainstorming, think-pair-share, instructions, plan, draft)
  – Provide guides or other tools to assist with technology use
  – Preassess what knowledge and skills students have about the technology tools you have chosen
  – Explicitly teach any skills students need to use the technology effectively ("just in time" or "point of use")

• During
  – Determine requirements for project that requires technology (time limit, stipulations, number of slides, criteria)
  – Provide supports for students at point of use
  – Assist students as needed (including pairing based on readiness)

• After
  – Process information learned
  – Relate learning gained through technology tools to content standards
  – Assess content knowledge and skill attainment (but plan and teach this BEFORE the technology use)
Extending the Purpose and Audience for Student Work
Learning to learn
↓
Critical thinking
↓
Collaboration
↓
Creativity
↓
Reflection
↓
Evaluation

Steve Wheeler, Plymouth University, 2011
PLEs are not only personal web tools and personal learning networks. PLEs are much wider than this, taking in experiences and realia, as well as learning through TV, music, paper based materials, radio & more formal contexts.

Learning content is not as important now as where (or who) to connect to, to find it.

PWTs are any web tools, (usually Web 2.0) chosen by learners to support their lifelong learning.

Shifting Teacher and Student Roles in a World Not Dominated by “Knowing”
“Any teacher who can be replaced by a computer.... .... should be”.

- Arthur C. Clarke
The most important part of the house that supports the learner is a quality teacher. We must never intentionally or unintentionally give the impression the teacher is devalued in the DDC process.
‘Information is going to double every 15 minutes.’

-- Tom Friedman
Teachers will be providers of context, rather than information providers.
‘The new literacy is the ability to learn and re-learn in a hyper-connected world.’

-- Tom Friedman
The Internet as a Subject?
Learners will need new ‘literacies’

- Social networking
- Privacy maintenance
- Identity management
- Creating content
- Organising content
- Reusing and repurposing
- Filtering and selecting
- Self presenting
Rise of SOLEs – Self-organized learning environments
"If we teach today's students as we taught yesterday's, we rob them of tomorrow"

- John Dewey
Hope is not a strategy; excellence and progress come from planning and process.
One of the most significant challenges for school districts across the country in this era of accountability has been to answer the question, “How do we define success?”

This challenge is even more profound when it comes to the question of “What makes a successful digital conversion?” for a school district.
Success for a school district’s digital conversion cannot be measured by the number of student devices, online creative programs, or teacher technology tools. It must be measured by how such devices, programs, and tools help to inspire quality teaching and translate to student learning.
“Coordinating and achieving all the necessary tasks and components for digital conversion success is akin to change management.”

~ Scott Drossos
Change Management

- Assess the current state
- Create a sense of urgency
- Collaborate a shared vision and plan
- Restructure the organization around the new vision and plan
- Sustain programs and momentum
Table Talk

What part of the change management system presents the most challenge in leading a successful digital conversion?
All new initiatives require at least three things:

* Budget plan
* Professional development plan
* Communication plan
Lessons Learned

Proven Results

Reduce Risks

Support New Digital Instructional Practices

Reliable and Easy to Use

Interoperability Matters

Enabling Learning

Hardware is Not a Solution

Understand TCO

It’s a Process, Not an Event

Real-Time

Actionable Real Time Data is Essential

Designed to Aid all Teachers & Learners

Proven Results

Hardware is Not a Solution

Because learning changes everything.
Making a commitment to a successful district digital conversion is a huge undertaking requiring **vision**, **steadfastness**, **courage**, and **passion** for preparing students for future success.
We all remember that JFK said, the United States should “commit itself to achieving the goal, before this decade is out, of landing a man on the moon...”
But we often forget part of that goal was also “returning him safely to earth,” and we should do such things “not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills.”
Jim Collins would call this a **BHAG**
- Big, Hairy, Audacious Goal
What will your BHAG be in order to transform education in your community?
Partnerships

relationships

provide
existing
Education
Partnerships

Education's mutual
participate
quality
standing
student
community
students organizations
school opportunities
teachers
recognize
school
needs
role

classroom
districts
important
candidates
local
ultimately
shared
improve
develop
instruction

Because learning changes everything.™
How MHE Works With You

1. Discuss District Digital Conversion recommendations
2. Strategic planning meeting
3. Initiate District Digital Readiness Audit
4. Digital Conversion launch process & timing
Leading change and innovation – it’s up to you
NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL COMMITTED CITIZENS CAN CHANGE THE WORLD: INDEED IT'S THE ONLY THING THAT EVER HAS.

MARGARET MEAD
A Lesson in Reverse Psychology
We have over 50 million reasons why …
...we must succeed.
“Less talk; more action”

Every child, with purpose, prepared for future success.
References

Images from: