



Principal Innovation: Virtual Session

Building Innovative Structures within Distance Learning Constraints

April 1, 2020

Welcome to our virtual session

We commit to...

- Not talking at you (too much)
- Engaging you as collaborators
- Creating opportunities to share

Let's practice

How to Check-in or Add Questions

Education Elements

Principal Innovation: Virtual Session

Creating Innovative Structures within Distance Learning Constraints

April 1, 2020

Join Audio Stop Video Invite Manage Participants Chat Record End Meeting

Chat

Type message here...

All Panelists + Attendees

Check-in:

Name + location + fill in
the blank

“Working remotely is kind
of like...”

(type a word or short phrase into the chat box)



“Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.”

-Amy Edmondson

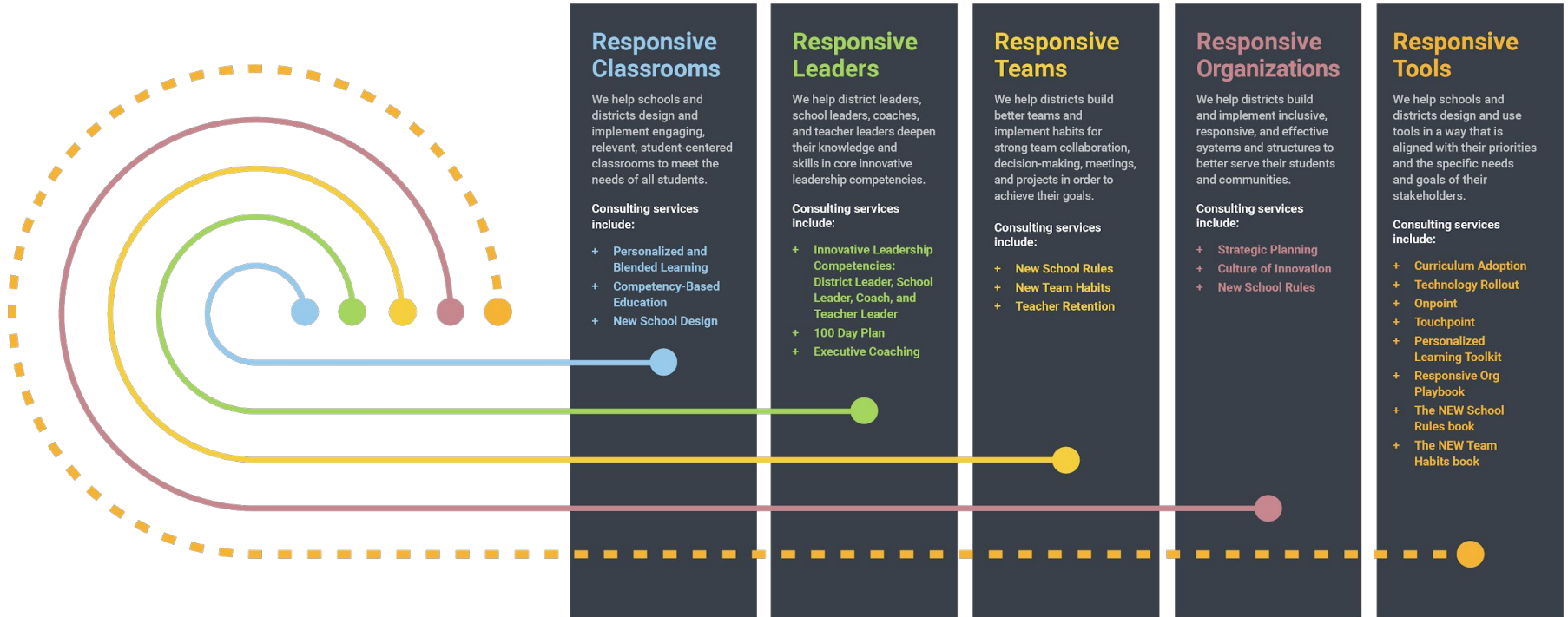


Remember to breathe!

All of a sudden, we are navigating unknown territory.

We are learning and figuring this out together.

Responsive Ecosystem





Jethro Jones

Principal + Host of
Transformative Principal
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Drew Schantz

Design Principal
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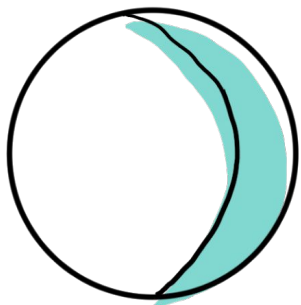


Justin de Leon

Partner
justin@edelements.com

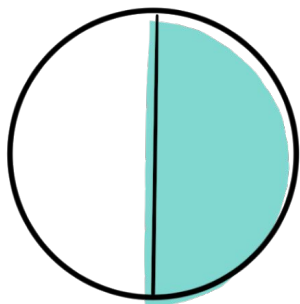


Elements of Building Knowledge



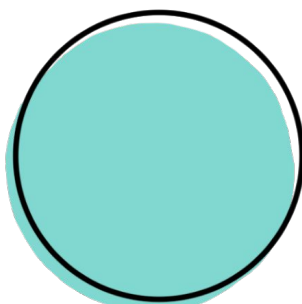
SPARK

Inspiration to
illustrate the
need for change



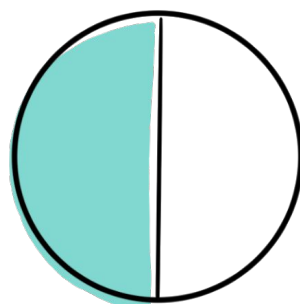
EXPAND

Resources or
tool to build
understanding of
the change



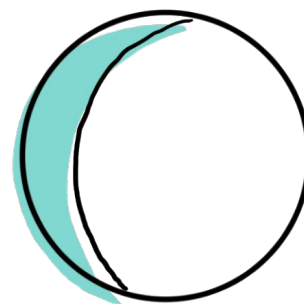
PRACTICE

Activity to
practice the
change in a safe
environment



APPLY

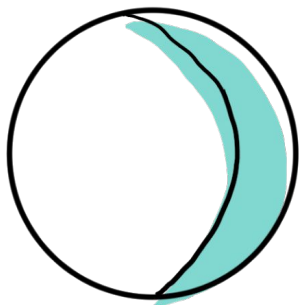
Plan for trying
the learning in
the
real world



DEBRIEF

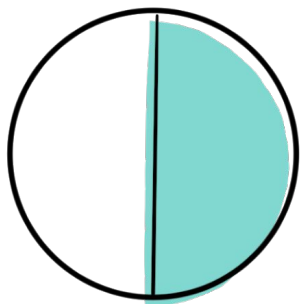
Reflection on
trying the new
learning + future
iterations

Elements of Building Knowledge



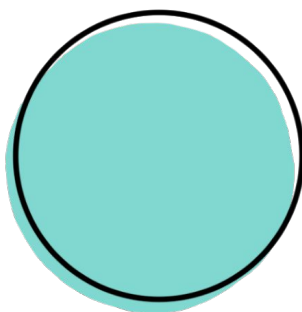
SPARK

Virtual innovations that changed our lives



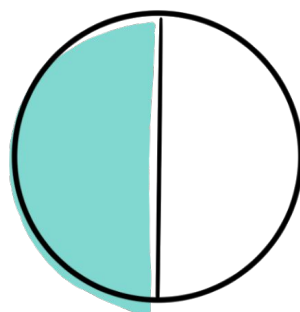
EXPAND

Distance learning constraints and innovations



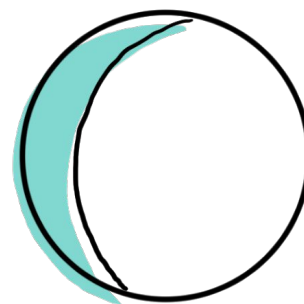
PRACTICE

Plan for distance learning innovation



APPLY

Commit to use distance learning as a way to innovate



DEBRIEF

Share your learning from today

Innovative School Leader Competencies

Know Yourself

Understands how personal experiences, values, and strengths impact practices and interactions



Nurture Trust

Builds deep trust by creating space where people feel safe to share feedback and ask questions



Focus On Purpose

Inspires people with a clear why, theory of action, and stories of success



Cultivate Curiosity

Develops empathy and knowledge by asking questions, listening, and engaging with new ideas



Show Appreciation

Celebrates people and ideas in a way that expresses authentic gratitude

Distribute Power

Designs systems that empower others to be decision makers and innovators

Decide Deliberately

Makes responsive decisions guided by priorities, purpose, and data from real experiences

Build Community

Curates inspiring, diverse, networked communities that support connection and collaboration

Spark: From Pony Express to Amazon Flex

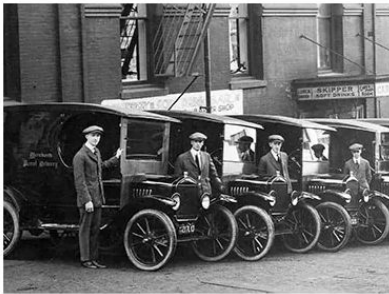
How might we share information and goods with people in distant places?



Pony Express
1860



Railway Post Office
1864



UPS Trucks
1913



Airmail
1918



Golden Link
1975



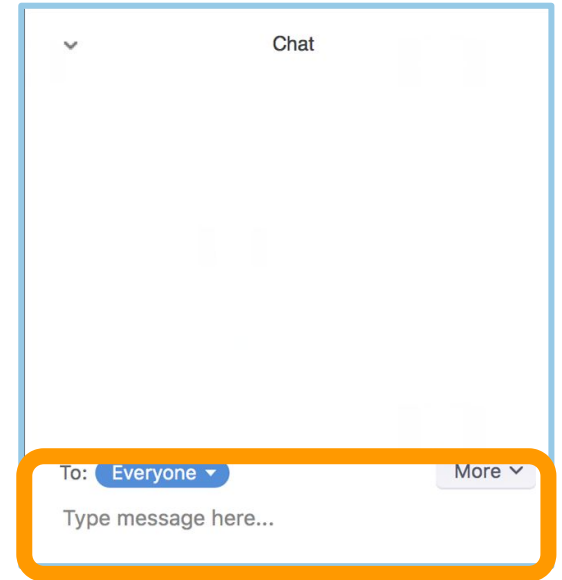
Amazon Flex
2015

Spark: High School Welding on Kodiak Island



Share in the Chat:

What innovations do you love that enable people to survive, thrive or learn from a distance?



Expand

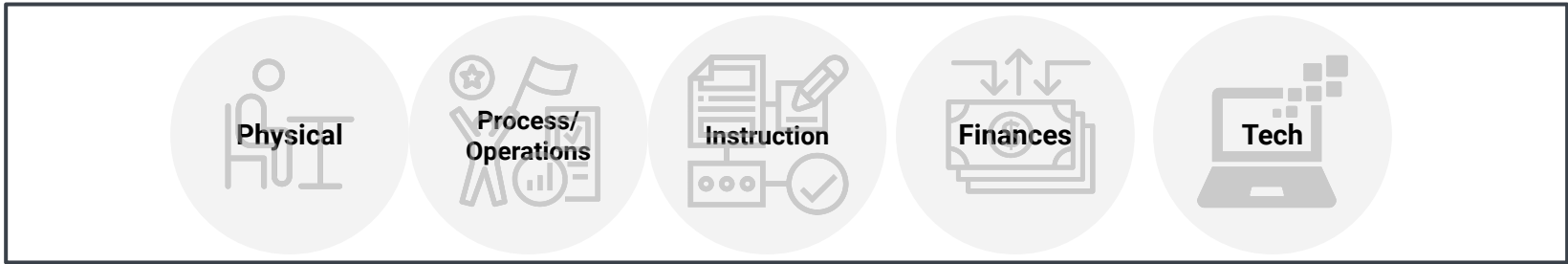
Define our terms: What are they? What do they mean?

DISTANCE EDUCATION

=

The process of teaching and learning that takes place when students and teachers are not in the same place; often facilitated by the use of digital devices

CONSTRAINTS



INNOVATION

=

**NOVEL
IDEA**

+

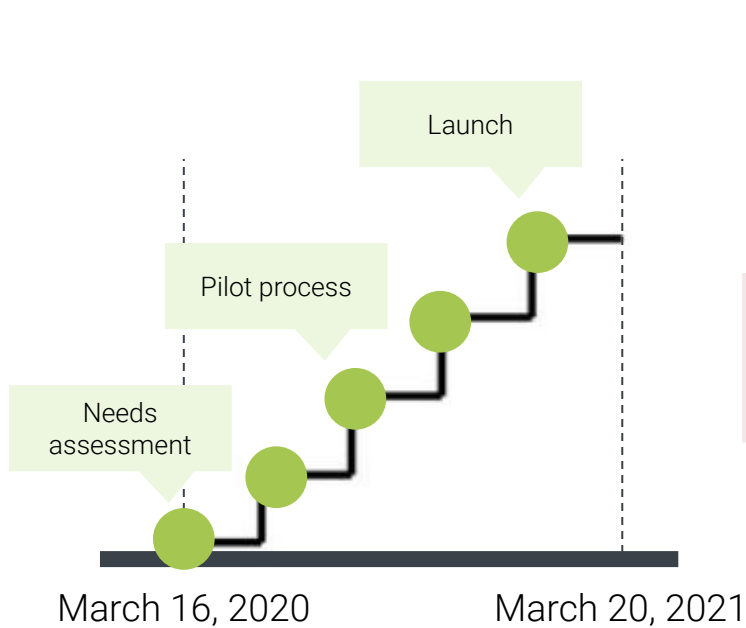
IMPLEMENTATION

+

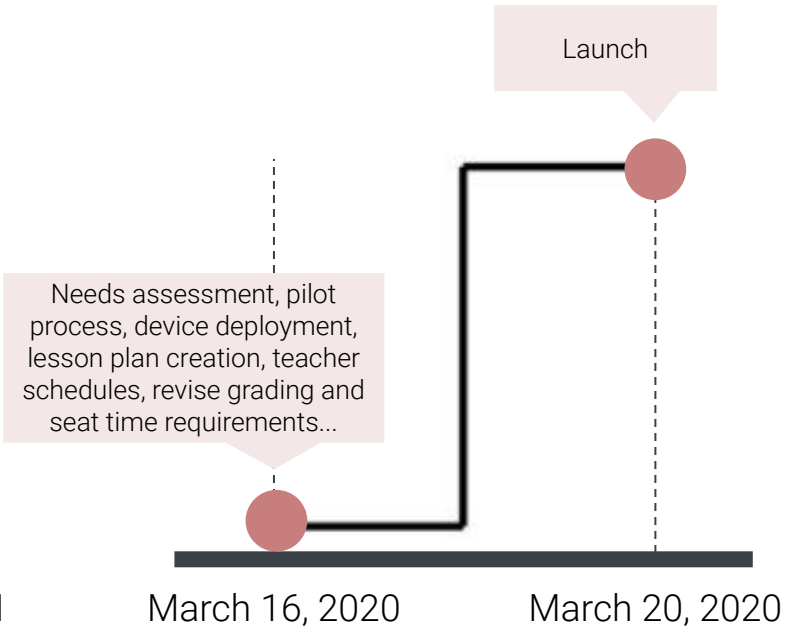
CHANGE

Value Creation Process

Evolutionary vs. Revolutionary Change

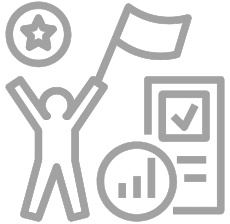


Evolutionary Change
“Why?”



Revolutionary Change
“Why not?”

Expand: Constraints in Education



PROCEDURAL:

Time,
processes,
operations



PHYSICAL:

Space,
Geography



INSTRUCTIONAL:

Teaching + learning
strategies; content;
student/staff
support



TECHNOLOGICAL:

Devices, materials,
internet



FINANCIAL:

Budget

CULTURE

Distance Learning Now and Later

- Relaxed requirements + constraints (e.g., testing)
- Opportunity and real demand to innovate to meet needs
- Solutions and practices built now, help later



Expand: Building Remote Working and Learning Environments

Context: Students are not in front of us, need access to internet to continue learning

Constraints: Physical, technological, financial

Sample Innovation:

- Equip busses with wifi hotspots
- Park in neighborhoods where students have limited access



Jason M. Critchlow
@Jcritchl

1/2 With @SouthBendCSC closed for two weeks due to #COVID—19, buses equipped with free Wi-Fi will be parked throughout #southbend city neighborhoods for families that don't have access at home.



Expand: Modeling from a Distance

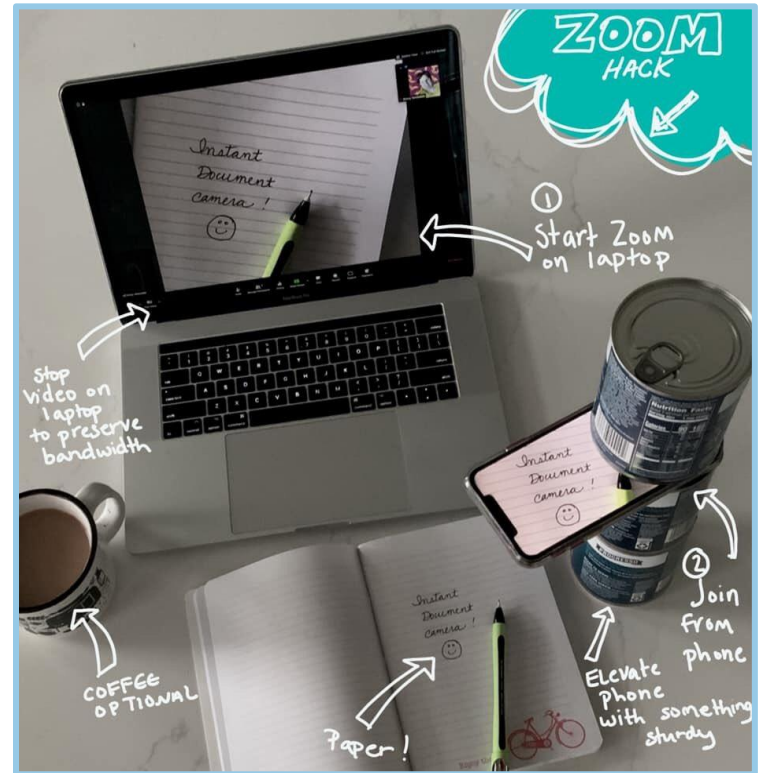
Via @jenniferacronk

Context: Teachers have limited ability and tech to support students

Constraints: Instructional, financial, technological

Sample Innovation:

- Use virtual meeting software (Zoom, Google Hangouts)
- Login on laptop and phone
- Use phone as document camera to model / guide students



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Expand: Creating Flexible Schedules

Context: Maintaining the same, synchronous schedule is not feasible for most learners, teachers, families

Constraints: Procedural, instructional, physical

Sample Innovation:

- Provide more opportunities for asynchronous learning
- Reduce synchronous learning time
- Flexible vs. fixed schedule

	Teacher
8:00 AM - 11:00 AM	<ul style="list-style-type: none">- Take care of children- Check email, respond to student questions- Join 3, 10 min. Google hangouts to help students
11:00 AM - 2:00 PM	<ul style="list-style-type: none">- 1:1 Office Hours- Small group instruction w/ students <i>*small group was pre-planned and arranged with selected students</i>- Lunch
2:00 PM - 5:00 PM	<ul style="list-style-type: none">- Planning time- PLC- 1:1 Check-in w/ Coach/Admin
5:00 PM - 8:00 PM	<ul style="list-style-type: none">- Family + Self-Care time

	Teacher	Student
8:00 AM - 11:00 AM	<ul style="list-style-type: none"> - Take care of children - Check email, respond to student questions - Join 3, 10 min. Google hangouts to help students 	<ul style="list-style-type: none"> - Breakfast - Help w/siblings - 45 min ELA - 45 Social Studies
11:00 AM - 2:00 PM	<ul style="list-style-type: none"> - 1:1 Office Hours - Small group instruction w/ students <i>*small group was pre-planned and arranged with selected students</i> - Lunch 	<ul style="list-style-type: none"> - Lunch - Brain Break - 1:1 Office Hours/Small Group - Creative time (Art, music, etc.)
2:00 PM - 5:00 PM	<ul style="list-style-type: none"> - Planning time - PLC - 1:1 Check-in w/ Coach/Admin 	<ul style="list-style-type: none"> - 45 min. Science - 45 min. Math - Daily Reflection - Teacher Feedback Survey - Check-in with Advisor
5:00 PM - 8:00 PM	<ul style="list-style-type: none"> - Family + Self-Care time 	<ul style="list-style-type: none"> - Family + Self-Care time

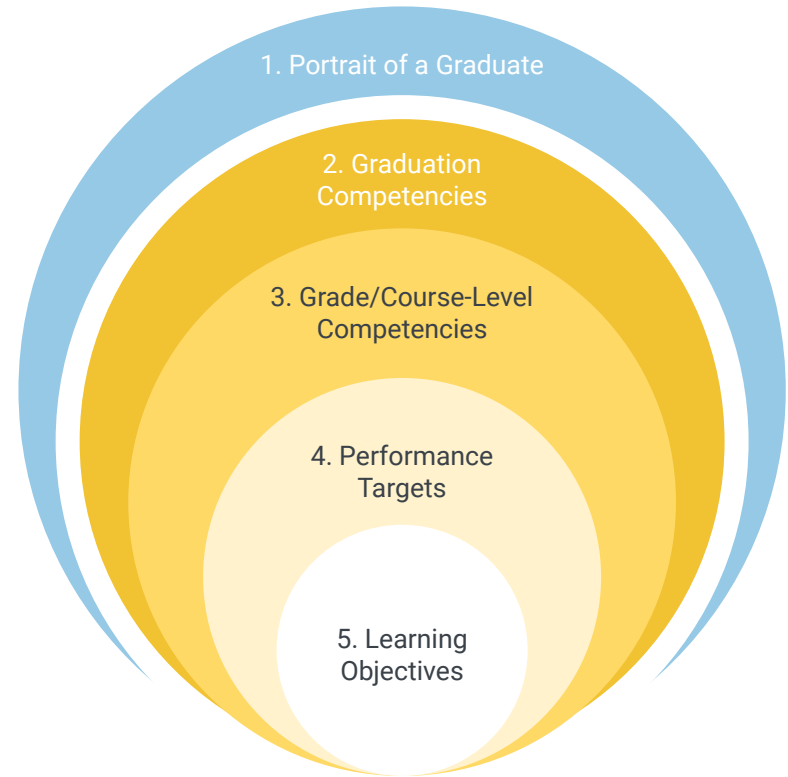
Expand: Moving to Mastery Based Learning

Context: Limited learning and teaching time, unpredictable conditions at home for some students

Constraints: Procedural, instructional, physical

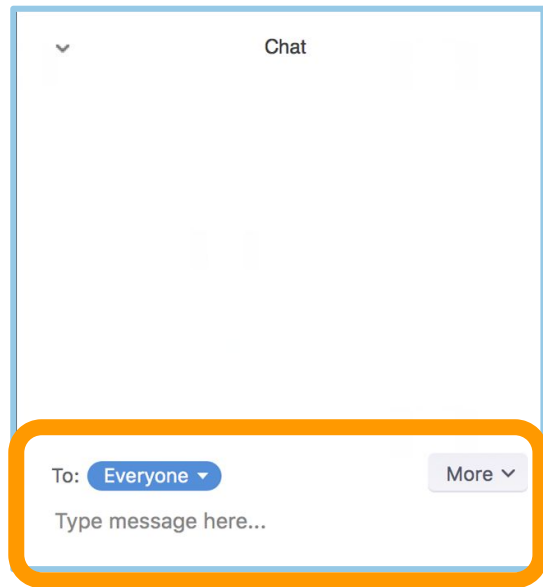
Sample Innovation:

- Prioritize the most essential competencies, standards or learning objectives
- Students advance based on



Share in the Chat:

How has your team innovated within distance learning constraints to better meet students' needs?



Practice: Planning for Innovation through Distance Learning

Distance Delivery Plan for Middle School

GOAL: our goal for remote learning under COVID 19 school closures is to make sure our kids have daily connection with learning

Roles and Responsibilities:

Teachers and other school staff:

Teachers will reach out by phone with the families of their homeroom students every week.

Special ed aides will reach out to parents each week

Teachers will have office hours on zoom where families can drop in and discuss challenges. Not private meetings, open hours for multiple students to engage virtually.

Teachers will define essential learnings

Parents:

Parents will contact school staff for support as often as needed.

They will utilize our support program on our district web site as their first line of support.

Parents will review student learning journal daily with their student.

Students:

Students will keep a written or photo journal to track their learning daily and share it with their parents each day at a time convenient for them.

Communication Strategies:

1. School staff will be responsive to support requests through district site within 24 hours
2. Parents will communicate via district support web sites as often as needed for issues big or small

Apply

1. Commit to clarifying your plan for distance learning
2. Identify a “user”, a need, the constraints; then build or adopt your innovation
3. Engage stakeholders to collaborate with you
4. Draft and launch your plan

Debrief

What aspect of today's session was most useful to you?



Upcoming Session



April 28, 2020: Personalized
Professional Development to Enable
Innovation

Additional Support



Leadership can be Lonely

The Mastermind helps.

jethrojones.com/mastermind

EDUCATING THROUGH COVID-19



Addressing The Widespread Impact of Coronavirus on Schools



Free webinars



1:1 Office Hours



Facilitated Coffee Chats



Articles & Downloads



Leadership



Virtual Learning



Equity and Access



Teacher Recruitment,
Retention & Self-Care



Operations, Meetings,
and Logistics

FREE 1:1 OFFICE HOURS available! Sign up here:
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