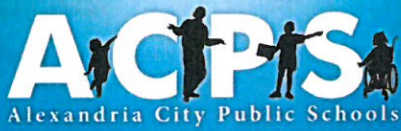
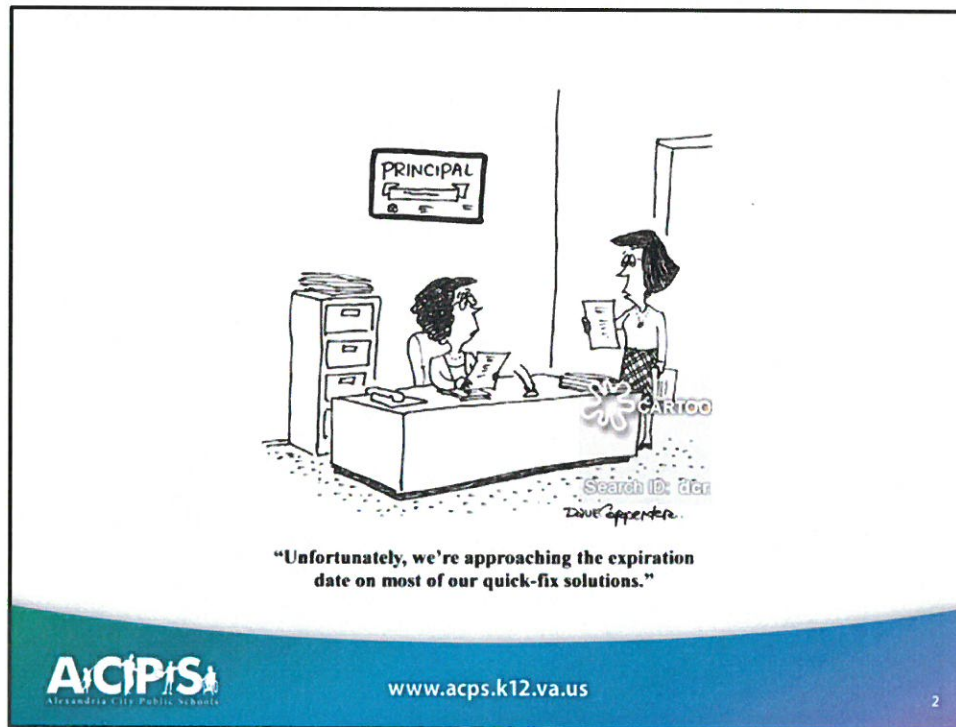


SIP Planning Workshop

July 2019



EVERY STUDENT SUCCEEDS



Clint to speak to this:

Key Messages: (1) Predictable Problems → Systemic in Nature → No Quick Fixes – “Solutionitis” → Must Approach Systematically

(2) Key ingredient to school improvement is Trust across and within all levels

(3) Learning Journey – Embrace the mess, aim today is for progress not perfection, and possibly wrong/definitely incomplete

(4) SIPs multi-year document. Systemic problems take multiple years to address and must not be introducing whole sale change year after year.

Introduce Central Office Staff (Natalie and Angela) within the room and their role as observers, support agents, and shoulder coaches for school teams as needed.

Agenda

Topic	Timeframe
Introductions & Opening Activity	20 minutes
Problem Identification	20 minutes
Trust	15 minutes
BREAK	5 minutes
Listening vs. Hearing / Beliefs	30 minutes
Introduction to Fishbone Framework	30 minutes
BREAK	5 minutes
Assertions and Assessments	30 minutes
Fishbone Activity	40 minutes
BREAK	5 minutes
Reflect Out	25 minutes
Closing	15 minutes



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3

Here is a rough agenda for our time together. The day has been designed to both focus on the problems you have identified while building in some learning components that will support you in seeing your identified problems from different perspectives and angles.

We will ensure you have breaks throughout and are well fed and hydrated so you can do your best work. Don't hesitate to let us know what you need to be productive today. We're excited about the next few hours together.

Opening Activity: Six in One

6

things in common

1

thing unique to each of you

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4

Break into groups of 5-6 people

Identify a note taker / presenter in your group

Find six things you have in common and one thing that is unique to each of you

Report out – each group will have a spokesperson to report on the 6 things you have in common and the 1 thing that is unique to each member of the group.

Activity: Problem Statement

1. Look at your current problem statement and see if you can answer the following questions:
 - What is the problem that needs to be solved?
 - Why is it a problem (highlight the pain)?
 - Where is the problem observed?
 - Who is impacted?
 - When was the problem first observed or when is it observed?
2. Write your problem statement in the format below:

"The general problem is _____ resulting in _____."

Example: The general problem is the math scores in our school are below average resulting in many of our students being behind when they enter the next grade level.



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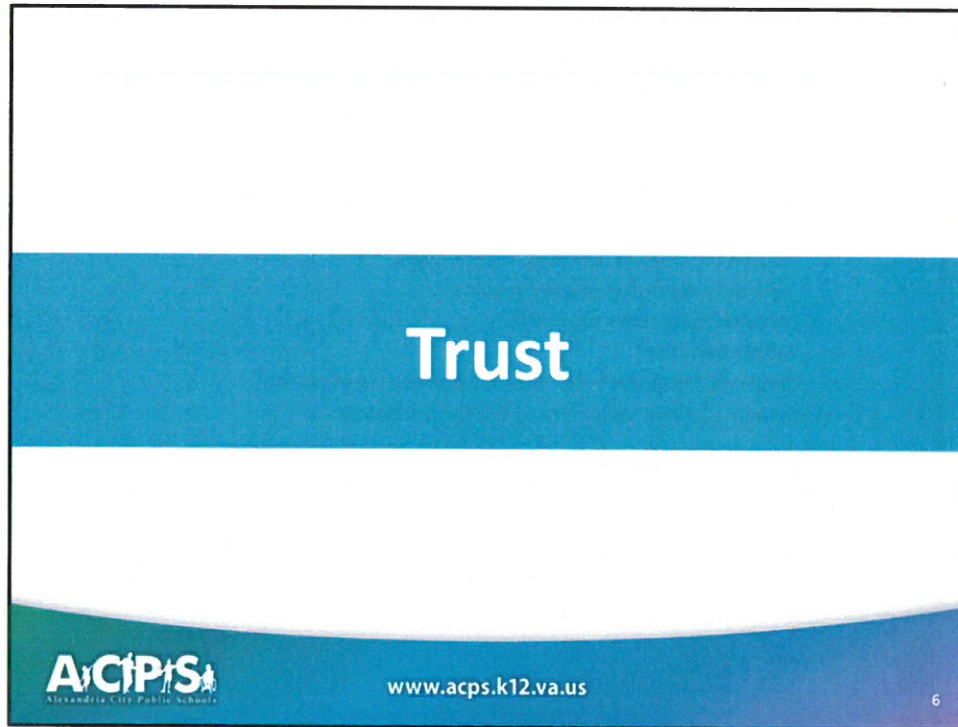
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You may have brought several problems to the table today. You are going to select one that you can work through the rest of our time together.

As a team, review those and determine one that you want to work through today. A good problem statement can answer the 5 W's – Who, What, When, Where and Why. So the first step for this is to look at your problem statement and determine if you can answer the 5 W questions here. If you aren't able to answer all 5 Ws, that's ok. We are going to rewrite our problem statement in a specific format next and you will be able to include those details.

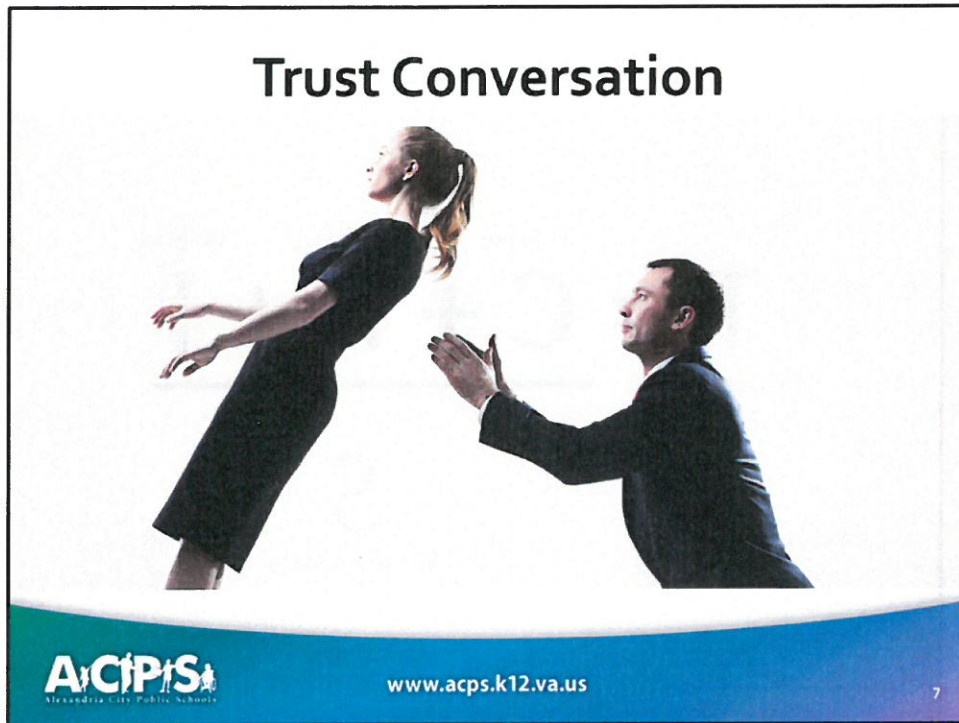
Next, rewrite your problem statement in this format. The general problem is [blank] resulting in [blank]. Here is an example.

It's possible that some groups will be really granular and specific and that others will be more broad like this example. This is really dependent on your situation so there is no right or wrong here.



Trust is an important aspect in problem solving. The level of trust in a group has a profound impact on the ease with which they solve problems. Having higher levels of trust can support you solving problems quickly and efficiently because you can get to the heart of the issue without the interpersonal issues taking up time. The higher the trust, the more comfortable feel in sharing creative ideas as they don't need to protect themselves from ridicule. This all results in better brainstorming as a team. So, what is trust to you?

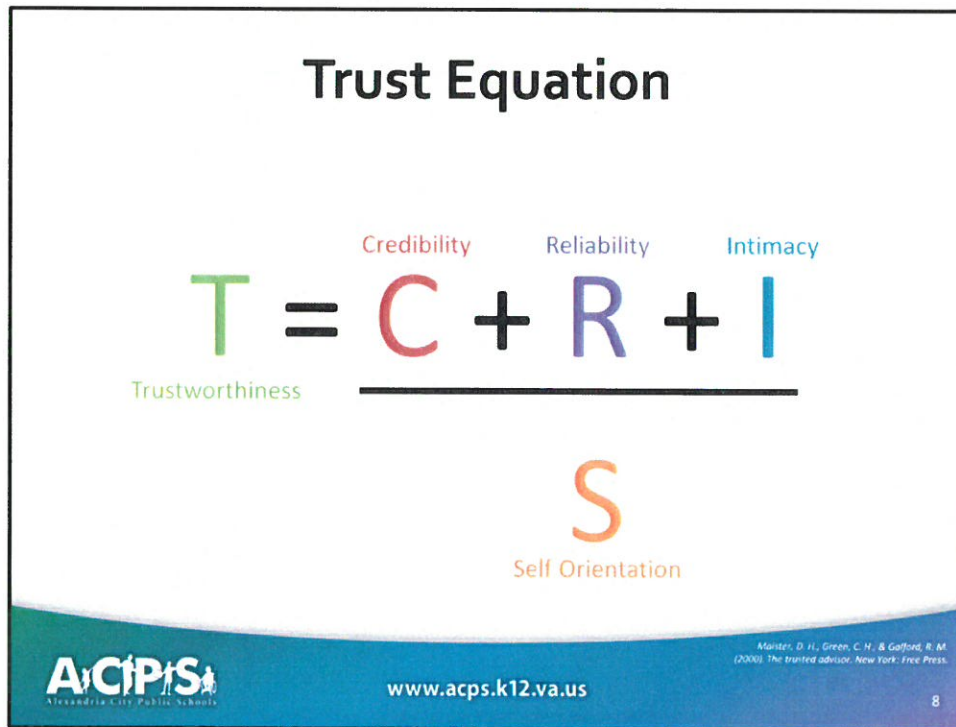
Trust Conversation



Break into small groups of 3-4 and have a conversation about trust for a few minutes. Answer these questions in your groups:

- How do you know when you trust another person?
- How do you know when another person trusts you?

Anyone willing to share with the larger group?



The trust equation was introduced to me in the book, *The Trusted Advisor*. They detail what it takes to create trust. I really like this equation because it enables us to explore when we don't trust another person or feel they don't trust us, we can pinpoint the areas where we might need to explore and focus on to increase trust.

The authors detail each component of trust.

CREDIBILITY

has to do with the words we speak. In a sentence we might say, "I can trust what she says about intellectual property; she's very credible on the subject."

RELIABILITY

has to do with actions. We might say, "If he says he'll deliver the product tomorrow, I trust him, because he's dependable."

INTIMACY

refers to the safety or security that we feel when entrusting someone with something. We might say, "I can trust her with that information; she's never violated my confidentiality before, and she would never embarrass me."

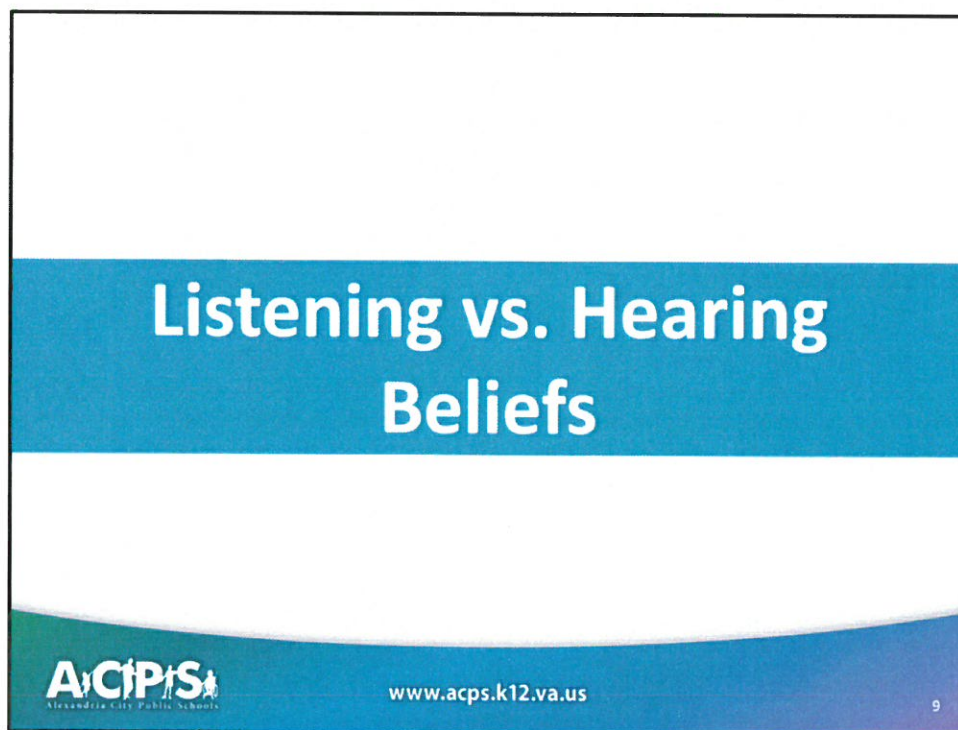
SELF-ORIENTATION

refers to the person's focus. In particular, whether the person's focus is primarily on him or herself, or on the other person. We might say, "I can't trust him on this deal — I don't think he cares enough about me, he's focused on what he gets out of it." Or more commonly, "I don't trust him — I think he's too concerned about how he's

appearing, so he's not really paying attention."

Increasing the value of the factors in the numerator increases the value of trust.
Increasing the value of the denominator — self-orientation — decreases the value of trust.

Self-orientation, which sits alone in the denominator, is the most important variable in the Trust Equation.



We will spend a little time talking about listening vs hearing and how our beliefs impact what we see and what actions we take.

Activity: Listening

Left Hand Column
(What we think & feel but don't say)

Right Hand Column
(What we actually say)

Sam: We managed to hold two of the four targeted Math Improvement Council meetings. The Council was mentioned in the Administrator's meeting opening remarks last month, but we have not achieved the desired level of participation from all schools.

Kelly: Given the time and resource constraints that we had, I think the initiative went as well as we could have hoped. Our resources are still working to approve the communications plan.

Sam: I'm not prepared to move forward with the new Math Improvement Program until your team completes the communications plan and defines the associated metrics.

Kelly: We sent you a draft of the communication plan two weeks ago. Did you not receive it? The suggested metrics are included in the communications plan.

Sam: Are you sure you sent it to me? I don't remember seeing it.

Kelly: (Silence).



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10

In a handout

Write what you believe they are thinking or feeling in the left-hand column as I read the right-hand column out loud

Once complete, ask if anyone is willing to share what they wrote Sam and Kelly might be feeling but not saying out loud?

After sharing, the right-hand column is what you heard. The left-hand column is where you LISTENED. You listen with your assessments and often they are not grounded assessments (we will get into those a little deeper later). Where you listen is where you apply meaning and interpretation to what you hear.

Listening is hearing plus interpretation influenced by our moods, emotions, beliefs, etc.

Our observations and assessments affect how we listen as well as how we view ourselves.

Listening vs Hearing: A Fundamental Distinction

Hearing is biological; Listening is linguistic

We listen automatically

Listening is highly creative

The way we listen is impacted by our moods (and can shift them)

Listening is our starting point

We need to be better observers of how we listen

We have background conversations that impact how we listen

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11

- **Hearing is biological**, having to do with a bone vibrating by an eardrum.
- **Listening is linguistic**, occurring in language and having everything to do with interpretation; internal storytelling to myself.
- **Listening is highly creative** and is where **meaning** gets generated. And human beings are apparently addicted to meaning.
- The way we listen makes us a **particular kind of Observer of the world**.
- Listening is our **starting point** for moving forward in a great many situations.
- We tend to listen (interpret) **rather automatically**. It seems to just happen to us. And it's strongly influenced by our personal and social – as well as cultural – history.
- The way we listen is strongly **influenced by our mood** at that particular time... and it **can also shift** our moods.
- We are each **100% responsible for how we listen**. And we are **partially responsible** for how we get listened.
- Listening is our **starting point** for moving forward in a great many situations.
- **Becoming a better observer** of your own habitual ways of listening is a powerful first step toward improvements and purposeful change – including the achievement of goals – at work and at home.
- We are “born into” a set of **background conversations** that we did not personally invent. And these directly impact our listening, our public identity, our effectiveness and our Results.
- One that we all have is the “I’m Right” background conversation. **“I’m Right”**

Being right is not the same thing as being correct.

“I’m right done well” is not the same thing as “I’m right done poorly.”

The key question to ask ourselves – if we can, in real time – when we notice a conversation not going well is, “For the sake of what am I about to say what I’m about to say?” In other words, why is this very next thing about to pop out of my mouth? And if we’re honest, the answer often is: Because we want to be right!

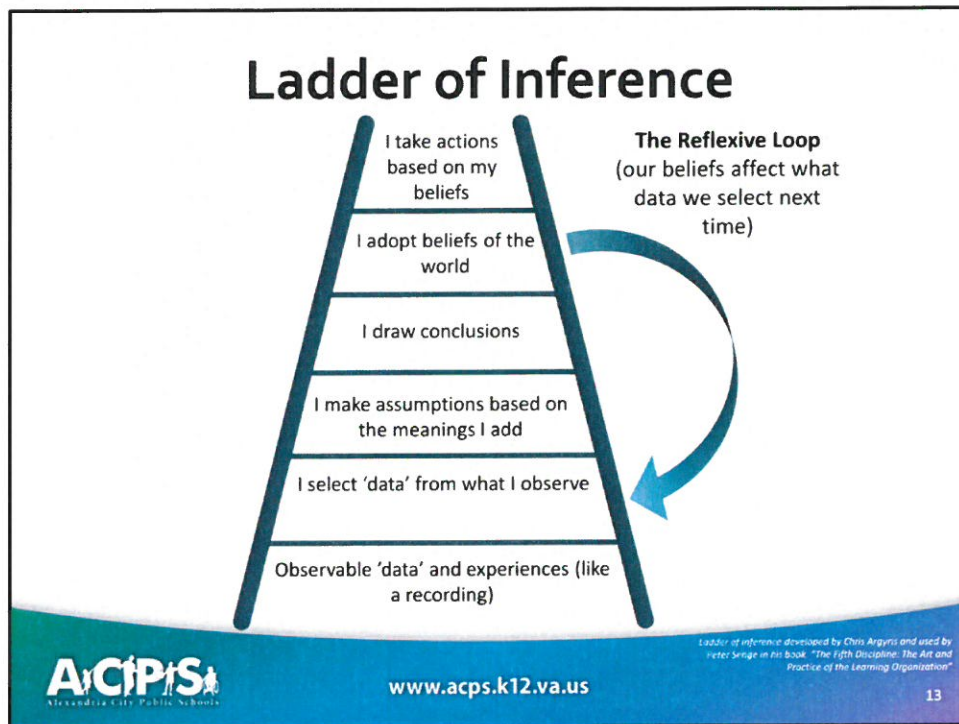
If you keep making me wrong (as a unique observer, not a clone of you) in areas where there are legitimately multiple paths to a good outcome, at some point I will go away. I will find a way to leave the relationship.

Activity: Beliefs



1. Identify 1-2 beliefs you have that might be holding you back from learning or accomplishing a goal.
2. When did you produce this belief?
3. How has it served you in the past and how does it serve you now?

1. **Reflect on your beliefs about yourself. If you can, identify 1-2 beliefs which may have the effect of “hindering” you or holding you back from learning or accomplishing one of your Goals (or anything else you want to be, do or have). For each belief, consider:**
 - When did I produce this belief about myself? And is it still serving me to continue holding it?
 - Is the “I’m Right” conversation involved here? If so, what choices do I see in this area?
 - Tie into problem



Chris Argyris was a psychologist known as the co-founder of organization development and he was a professor at Harvard for many years. He developed the ladder of inference theory as a way to describe our very quick thinking process. Peter Senge used The Ladder of Inference in his book, *The Fifth Discipline: The Art and Practice of the Learning Organization*.

It is really about our very quick thinking process...how we go from our 'facts' to a 'decision' or 'action' and it is often in seconds.

[Walk through the Ladder of Inference going from bottom to top. For each rung of the ladder, use the current workshop as an example. For example: Observable Data = there are X amount of people in the room and X amount of virtual participants, there are a few people that do not seemed engaged in the learning. Selected Data = there are more people disengaged than engaged. Assumptions = The content is not engaging and my facilitation style is boring them. Conclusions = I am not very good at facilitating. Beliefs = I should not be a facilitator. Action = I do not choose facilitation opportunities in the future.]

How might I use the Ladder of Inference to change that actions? [Give time for participants to answer. Then provide a response.]

I could start anywhere on the Ladder of Inference but to quickly help me, I could go directly to the 'Select Data' portion of the Ladder of Inference. What data did I select? [Give time for participants to answer. Then provide a response.]

I selected data that there were more people disengaged than engaged. If I selected data that there are more people engaged than disengaged, how might that change Assumptions, Conclusions, Belief and Actions? [Give time for participants to answer. Then provide a response.]

I would likely assume that while I have a few people disengaged, those that are engaged are benefiting from this workshop and I could then draw conclusions that I'm doing a pretty good job facilitating this workshop. My belief might be that I'm a pretty good facilitator though I still have areas for improvement. My action might be to continue refining my facilitation skills by signing up for more facilitation opportunities or looking for classes that could help me improve in this area.

Activity: Ladder of Inference



Scenario 1

You have been working at ACPS for 6 months and you are frustrated by how you receive feedback from your immediate supervisor. Last week, your supervisor told you that she noticed you were late to the weekly meeting the last two weeks. While she asked if there was anything to be concerned with and if all was ok, you also noticed that she had been late to the weekly meetings many times over the past few months. Your supervisor has been at ACPS for more than five years and seems really well respected. What are your inferences about your immediate supervisor?

Scenario 2

You have heard James is incredibly skilled working with other colleagues and instructing students. Your Principal stated, "You are going to love working with James! He is a strong instructional leader without being overbearing." In your first two weeks of school, you notice he says 'Yes' to everything the Principal asks for, including one new request that seems more like a 'nice-to-have' versus necessary. You and the other team members are already working late every evening to keep up with the workload. What are your inferences about James?



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14

Read each scenario and ask participants to respond to each with their inferences. Ask what data they selected. Did they clarify or ask questions to further inquire about additional data?

Key when we make assessments and create beliefs is to get CURIOUS! Genuine curiosity about others and about situations will almost always enable us to make a better, more fully understood decision.

What if you have trust? How does that change your perspective?

Trust – how does this come in? What if you had a trusting relationship with your supervisor

Can bring in confirmation bias or self-fulfilling prophecy

Activity: Beliefs

1. Individually, identify the beliefs you have about your identified problem?
2. In your group, give room for each person to share their belief(s) about the problem.



Give example of beliefs:

Economic Disadvantage

Lack of Quality Instruction in previous grade levels

Resources – we don't have enough (insert whatever), English Learner Teachers, money, etc.

Student Behavior will never get better

Our beliefs are created to protect ourselves (natural survival mechanism) and our identify because it's way easier for me to push this off on other things.

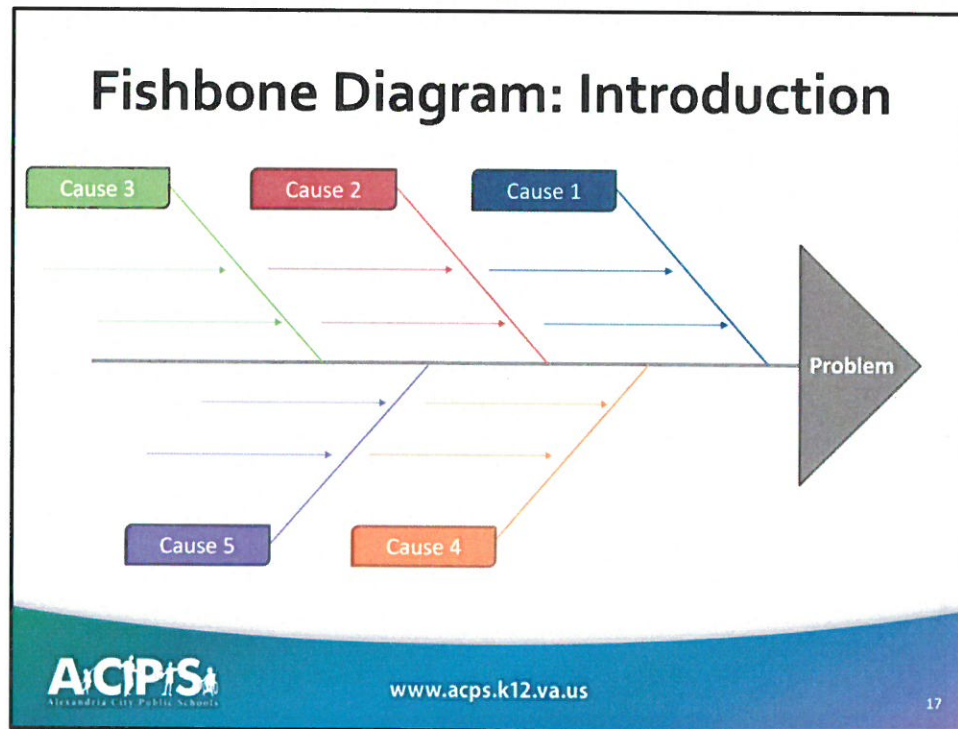
Key is being aware and know that it's impacting the actions you take.

If I accept this is how it is (my belief) then I will continue

Individually take 2 minutes to think about what beliefs you might have about your problem or how you have been listening in the past about this problem and does that impact the actions you might take?

In your groups, share. Just go around the table. Not trying to answer these or defend them...just learning.

Fishbone Framework



A fishbone diagram, also called a cause and effect diagram or Ishikawa diagram, is a visualization tool for categorizing the potential causes of a problem in order to identify its root causes.

Dr. Kaoru Ishikawa, a Japanese [quality control](#) expert, is credited with inventing the fishbone diagram to help employees avoid solutions that merely address the symptoms of a much larger problem.

How to create a fish diagram:

- Create a head, which lists the problem or issue to be studied.
- Create a backbone for the fish (straight line which leads to the head).
- Identify at least four “causes” that contribute to the problem. Connect these four causes with arrows to the spine. These will create the first bones of the fish.
- Brainstorm around each “cause” to document those things that contributed to the cause. Use the [5 Whys](#) or another questioning process such as the 4P’s (Policies, Procedures, People and Plant) to keep the conversation focused.
- Continue breaking down each cause until the root causes have been identified.

Shared understanding of the problem and the context in which it exists. See a problem and create a solution, not being strategic and thinking of all these bones and other factors so we can make the best informed decision on what the solution should be.

Causes need to be causes they can reasonably effect change in.

Leadership

Resources

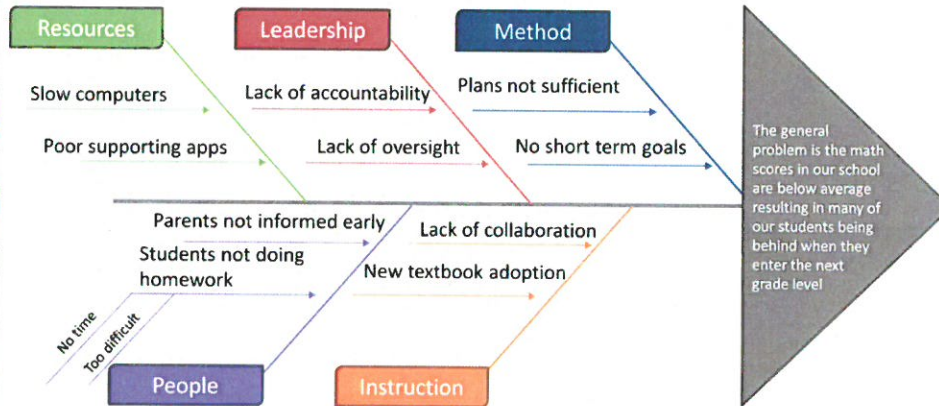
Time

Tools

Policies

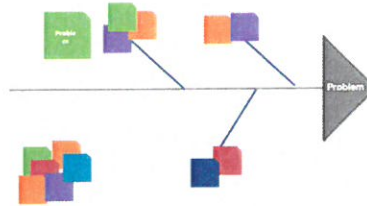
Very interconnected complex system which is why the graphical representation

Fishbone Diagram: Example



Activity: Brainstorm Causes

1. Write your problem statement as the head on the Fishbone Diagram
2. Individually, write down all the causes you believe create this problem (*each cause on a different sticky note*)
3. Going around the table, have one person read one cause and stick it on a 'bone'
4. If you have a cause that is the same or very similar to the one just added, take your sticky note and put it with the previous one
5. Continue until you have groupings of like causes



Write your problem statement on a sticky note and place it on the fish head part of the diagram that is drawn on your flip chart paper

Each person write on a separate sticky note the causes they think

Have them brainstorm first individual, all the causes for 3-5 minutes. Or only list their top 3 and then go through them. Think about this more.

Going around the table, have one person read and stick their first one up (on a bone) and then then group them

Assertions and Assessments



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What's the difference?

Group 1

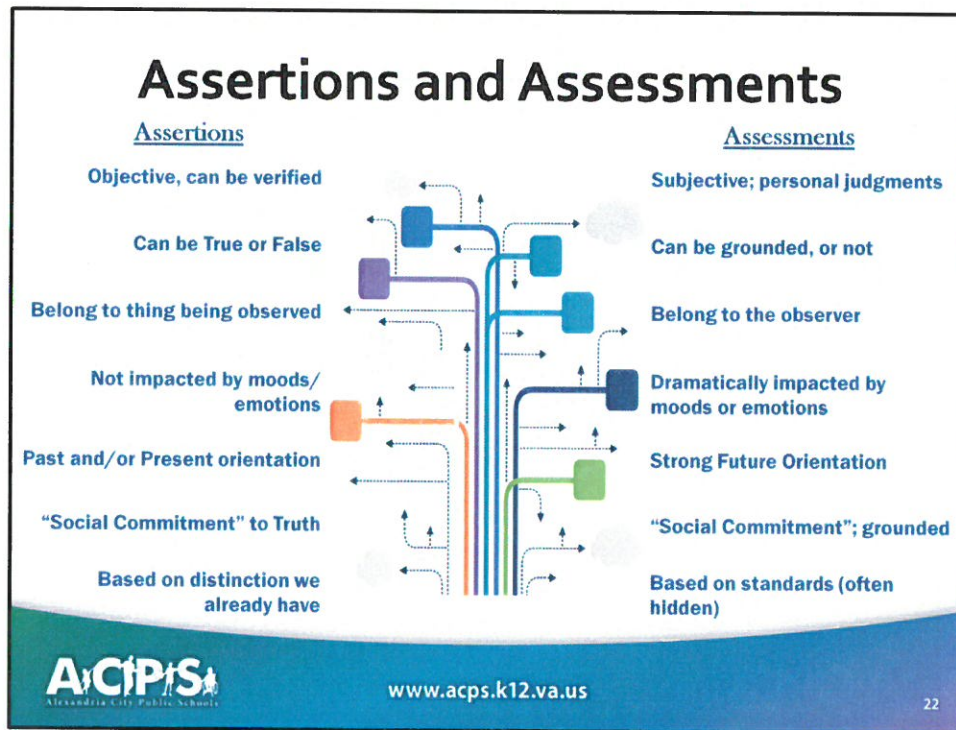
Max is a Principal.
Emma has 10 direct reports.
Sue is the final sign-off on the policy.
John can delegate this work.

Group 2

Max inspires his colleagues.
Emma communicates well.
Sue makes wise decisions.
John engages others effectively.

What is the difference between these two groups? What do you notice?

Traditionally, we may have called the items in Group 1 Facts and the items in Group 2 Opinions. We are now calling those in Group 1 Assertions and those in Group 2 Assessments. Let's break that down a little further.



Assertions are *objective*, and can be verified (or not) by an independent 3rd party. Assessments are *subjective*, and are personal judgments based on individual standards.

State example: This room is 45 feet by 79 feet. Is this an Assertion or an Assessment? (Most participants will answer correctly, that it's an Assertion.) The independent 3rd party with the tape measure comes into the room, measures, and let's say it's true. The room is indeed 45 by 79.

State another example: This room is 1 million feet by 2 million feet. Is this an Assertion or an Assessment? (Many participants will incorrectly answer "Assessment".) It's still an Assertion, except this time it's false.

This room is spacious. What kind of statement is this? (Most will answer correctly: "an Assessment".) **State:** This room is cramped. What kind of statement is this? (Most will answer correctly: "an Assessment".)

Ask rhetorical question: What's the real truth here? Is this room **really** spacious, or is it **really** cramped? What's the truth with a capital T? **State:** The room doesn't have a property, in and of itself, called *cramped-ness* or *spaciousness*. The room simply is. All it has are its Assertions, in feet and inches. This brings us to another key point. Assessments belong to the Observer...assertions belong to the thing being observed. I

say “The car is sporty” and Mr. Ferrari says, “The car is boxy.” Which is it really? Is the car really sporty, or is it really boxy? The car doesn’t have a property, in and of itself, called *sportiness* or *boxiness*. The car just is. I say it’s sporty, and Mr. Ferrari says it’s boxy. Our Assessments belong to **us** and reveal more about **us** and our standards than they describe anything!

Mood: It may be 70 degrees with 5 percent humidity no matter what mood I’m in, but you’ll never hear me say “It’s a great day” unless I’m in a good mood!

Share example: Consider the statement “John missed 2 meetings in a row in June.” Is this an Assertion or an Assessment? (Most will answer correctly: “an Assertion”.)

Ask: Can you see how this statement has to do with the **past** or the **present**? It’s descriptive and “sits there” emotionally. It has no particular flavor, one way or the other

State: *Assertions* are where language is least generative and most descriptive, and in this example we can see this clearly.

How about this statement: “John is unreliable.” What kind of statement is this, Assertion or Assessment? (Most will answer correctly: “an Assessment”.)

Ask rhetorical question: How many of you felt this statement swing towards a prediction of John’s future behavior? This is a fundamental point and one that is almost never taught to us in our traditional understanding of facts and opinions.

State: *Assertions* are descriptive and have to do with the past or the present. *Assessments*, on the other hand, are tremendously creative and serve to orient us toward the future. **The Assessments we make today influence how we interpret events that haven’t happened yet!**

Ask: If I have the Assessment today that John is unreliable, what will I tend to see in his future behavior?

State: I will tend to notice and see clearly every time he’s late. And what might I write off as an aberration or perhaps miss entirely? (John being on time.) This happens because we love to be right about our Assessments.

Ask: Is it possible that one person would see John missing two meetings in a row and not assess him as unreliable, while another person would assess him as very unreliable?

State: (Yes, of course it is.) This is because the assessments we make are based on our standards and it's often the case that these standards are hidden, undisclosed, not discussed.

Ask: When did John go from being reliable to unreliable? Was it the first meeting he missed, or was it the two in a row that did it? What are **your** standards for reliability?

"Social Commitment" – that the assertions you make are true and you will provide evidence if requested

"Social Commitment" – the assessments you make are Grounded (connected to facts + clear standards for making them)

Ask about other standards: What are our standards for good, great or poor quality? What are our standards for laziness or productivity? For tallness or shortness? For timeliness? The list goes on.

State: As mentioned previously, it's often the case that we have **not** had conversations to build a shared understanding and commitment to these standards, especially in the workplace. This represents a major opportunity for improving relationships, performance and collaborative action in a variety of areas.

Make key point: While assessments are based on standards, Assertions are not. **They are based on distinctions already possessed by the community involved.**

Tie it into confirmation bias...preexisting notions and beliefs and will actively seek out to find more of it...will discount what doesn't align... Why do we do this? Because we want to be right...

Also, need to show the opposite (when we see people who are awesome and we don't see when they don't do well...that is a disservice to that person)

Perception is reality...Assessments are fine and action comes out of those...maybe bring up public identity

My Assessments

- ✓ Say more about me than the assessed
- ✓ Impact how I see myself and others
- ✓ “Frame” situations and orient me
- ✓ Become habitual over time
- ✓ Are never the Truth
- ✓ Influence the future, whether grounded or not
- ✓ Influence the actions I take and how I take them

How to Ground Assessments

- 1 Clarify why you are making the assessment
- 2 Clarify the standards you are using to assess
- 3 Purposefully come up with actions or events (assertions) to support your assessment
- 4 Purposefully come up with actions or events (assertions) that point to the opposite assessment
- 5 Ground the assessment with other people (consider relationships)

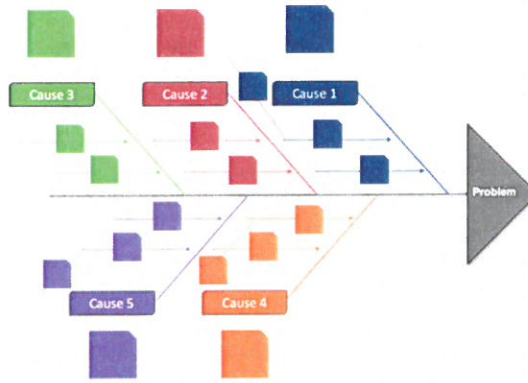
Activity: Re-assessing Assessments

- 01** | With a partner, share a work or personal situation that has caused you much angst, stress, anger, resentment, or frustration.
- 02** | Partner will make note of any assertions and assessments made in the explanation of the situation.
- 03** | Pick one assessment and complete the following:
1. Clarify why you are making the assessment
 2. Clarify the standards you are using to assess
 3. Purposefully come up with actions or events (assertions) to support your assessment
 4. Purposefully come up with actions or events (assertions) that point to the opposite assessment
 5. Ground the assessment with other people (consider relationships)
- 04** | Switch

Fishbone Exercise

Fishbone Exercise

1. Now that you have your grouped causes, continue brainstorming as a team to identify as many *root causes* as time permits
 - Use the 5 Why's approach to help get to root causes
 - It's ok for your fish to have many bones!




Use the [5 Whys](#) or another questioning process such as the 4P's (Policies, Procedures, People and Plant) to keep the conversation focused. Continue breaking down each cause until the root causes have been identified.

Facilitator Notes:

If groups are getting stuck, work with them to brainstorm all causes first and then categorize.

Activity: Visual Priority

1. Take each cause sticky note and put them on the wall in a circle.
2. For each pair of causes, ask yourself:
 - Is there a relationship between these two?
 - If yes, which causes the other, *the most*?
 - Draw an arrow from one to the other to show the direction
 - Repeat until you establish a relationship (or not) between all topics
3. Tally outgoing and ingoing lines for each sticky note.
4. Causes with most outgoing lines most impact the issue/problem. These are your priorities!


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28

Starting with one cause, for each pair of causes ask yourself:

Is there a relationship between these two?

If yes, which causes the other, *the most*? Draw an arrow from one to the other to show directionality.

For example, the facilitator may ask the group “Do instructional practices impact student effort, or visa versa?” If the group thinks instructional practices impact student effort more (than student effort influences instructional practices), draw the arrow going toward student effort (*from cause to effect*).

You can decide there is not a causal relationship, but you must pick a direction if you do see a relationship. No lines with arrows at both ends!

Repeat until you have established a relationship (or not) between all the topics.

Tally (out, in) for each cause.

The root causes with the most outgoing lines most impact the issue/problem. Star the top 1-2 root causes! The root causes with the most ingoing lines tend to be the symptoms of the causes, and how they manifest.

Reflect Out & Next Steps

1. As a small group, discuss what you learned from doing this exercise?
2. One person from each group share with the large group your main takeaway from today.



Report out on process or what was learned as a result of this exercise

Closing

ONE
WORD

Resources

- Brothers, Chalmers, and Vinay Kumar. *Language and the Pursuit of Leadership Excellence: How Extraordinary Leaders Build Relationships, Shape Culture and Drive Breakthrough Results*. New Possibilities Press, 2015.
- “The Trusted Advisor.” *The Trusted Advisor*, by David H. Maister et al., Simon & Schuster, 2002.
- Senge, Peter M. *The Fifth Discipline: the Art and Practice of the Learning Organization*. Doubleday/Currency, 1990.
- “Protocol Library.” *Protocols – High Tech High Graduate School of Education*, hthgse.edu/crei/protocols.

