



**Reform
Support
Network**

**SUSTAINABILITY WORK GROUP CONVENING
CAPACITY BUILDING EXERCISE**

JANUARY 30-31, 2014



Objectives

Participants will:

1. Understand capacity-building, and the extent to which it relies on culture and practice rather than formal structure
2. Understand examples of capacity-building inside and outside the K-12 context
3. Identify a shift in system-wide practice at the SEA to focus on, and develop clear steps to make the shift

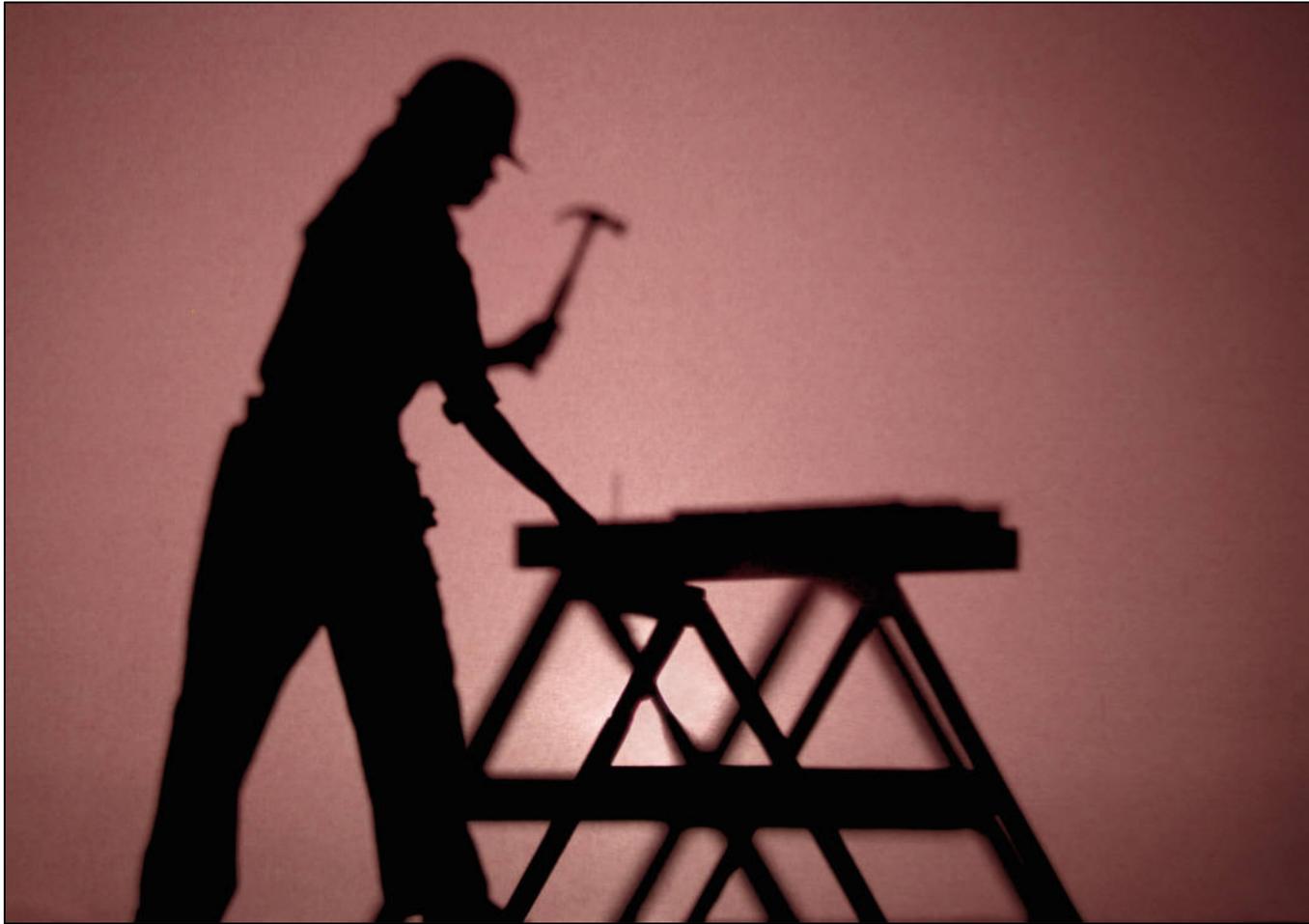


Let's discuss...

Why is building the capacity of our SEAs important?



What do we mean by capacity building?





Research shows that with the right supports and practice, “talent” can be developed

“The factor that seems to explain the most about great performance is something the researchers call *deliberate practice*. Exactly what that is and isn’t turns out to be extremely important.

It definitely isn’t what most of us do on the job every day, which begins to explain the great mystery of the workplace—why we’re surrounded by so many people who have worked hard for decades but have never approached greatness. Deliberate practice is also not what most of us do when we think we’re practicing golf or the oboe or any of our other interests.

Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance.”

-- “**Talent is Overrated**” by Geoff Colvin

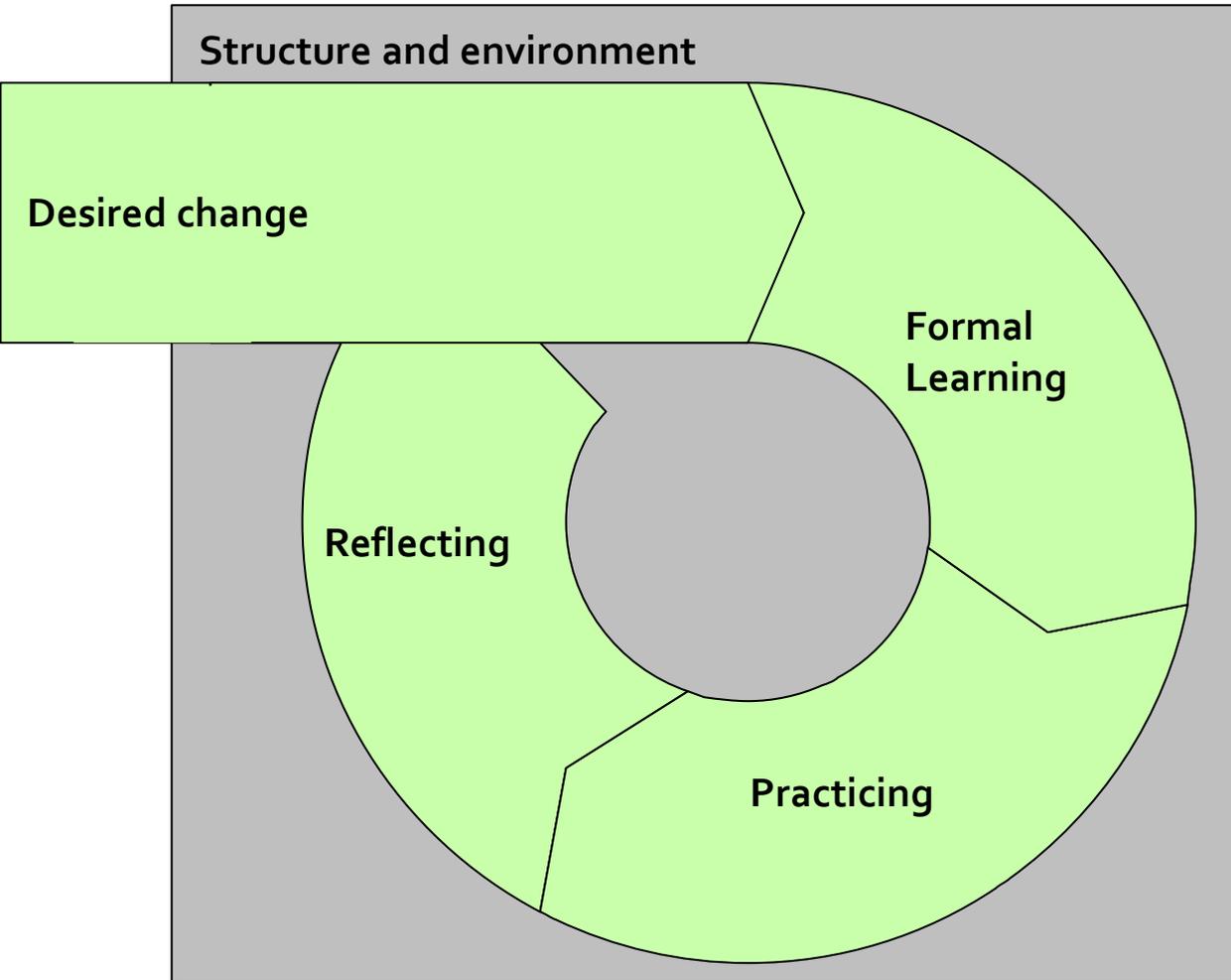


Colvin identifies four characteristics of “deliberate practice”

- It is an activity **designed specifically to improve performance**, often with a teacher’s help.
- It **can be repeated a lot**. Repetition is not sufficient to improve performance, but it is certainly necessary.
- **Feedback on results** is continuously available.
- It is **highly demanding mentally** – and, as a corollary, it is not much fun.

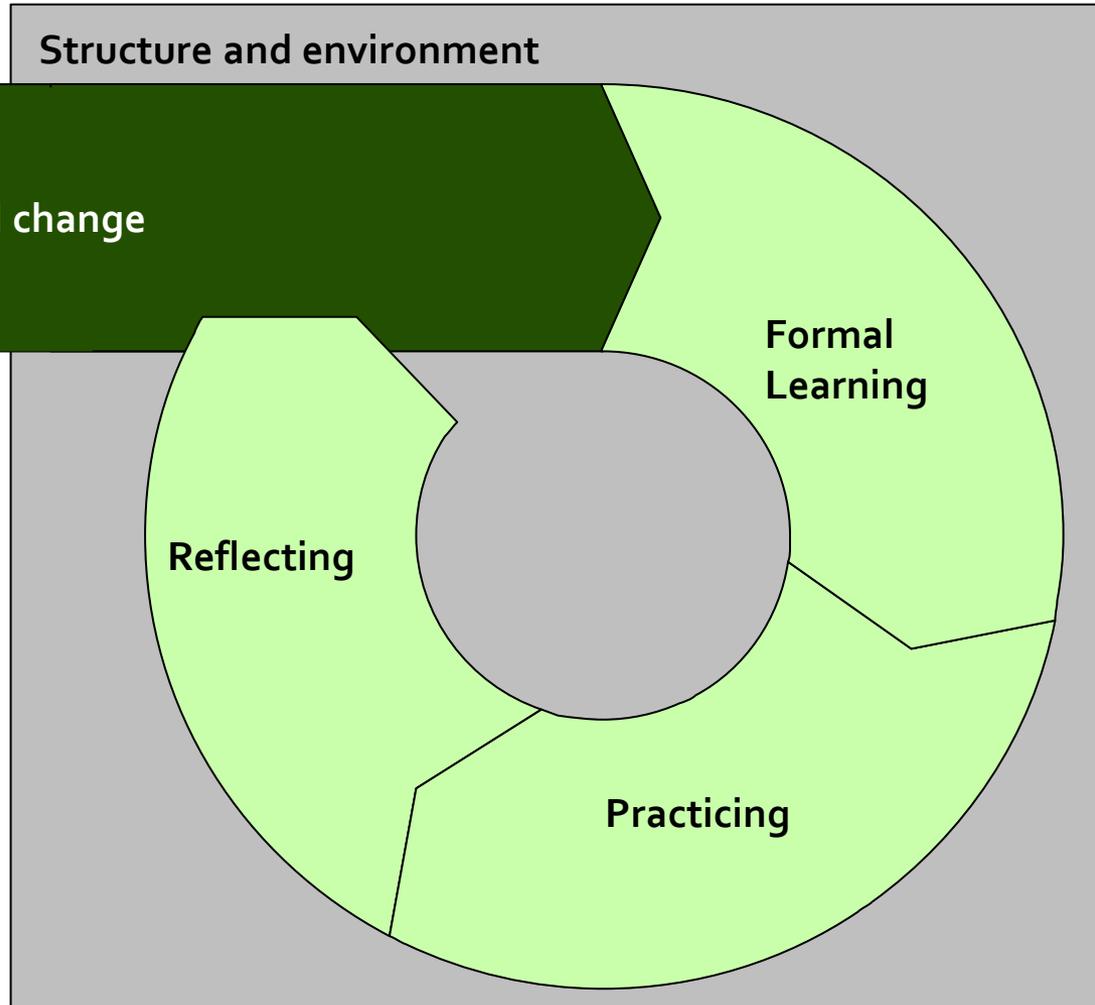


Building this capacity requires a cycle of deliberate practice in the context of professional learning





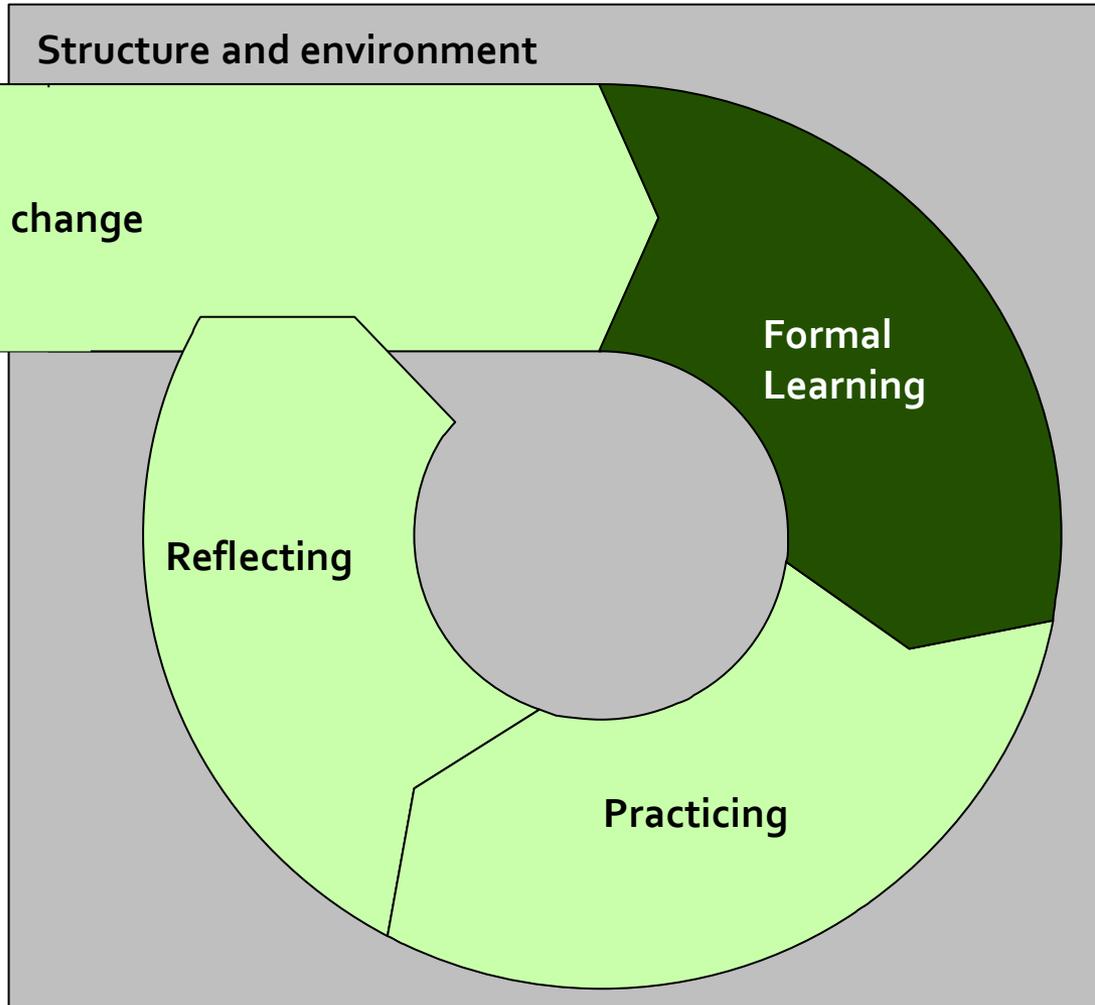
It starts with defining the desired change



- Who are your “students”?
- What is the change you are asking them to make?
- What is holding them back from making it?



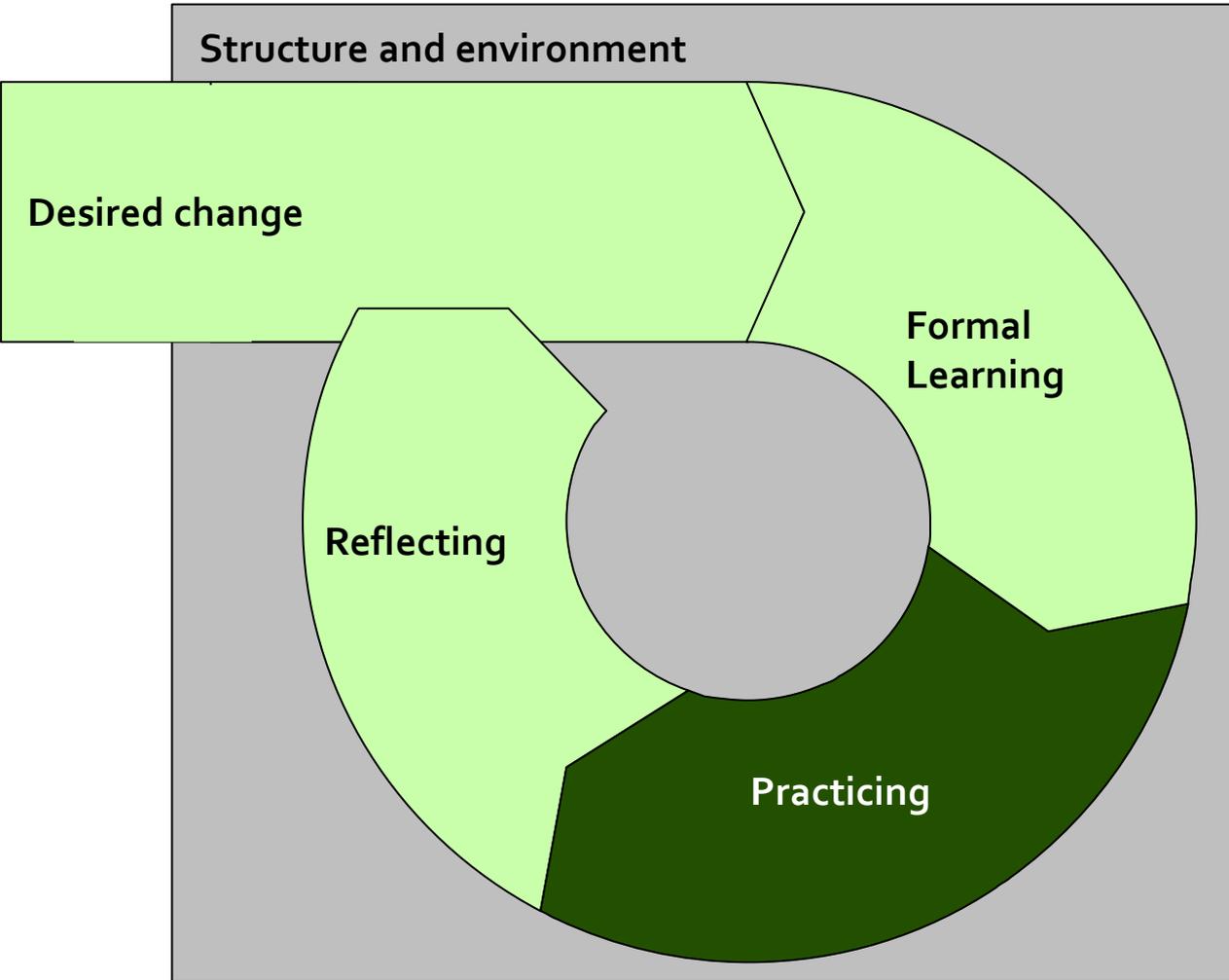
The next step is to communicate new expectations through formal learning



- Training
- Communication
- Asking for something to be done differently



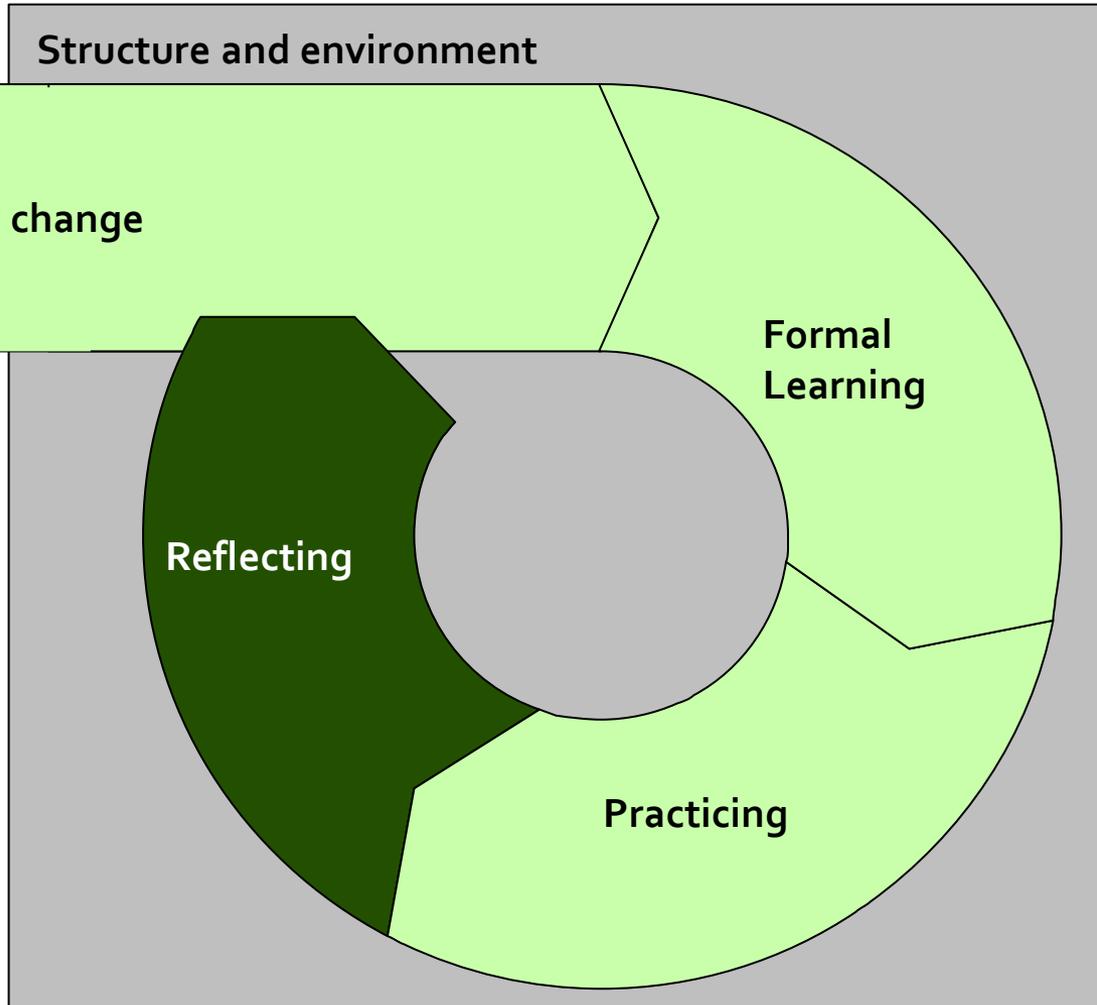
After that, we create opportunities for practice...



- In the context of formal learning or day-to-day work
- Observation with specific objectives



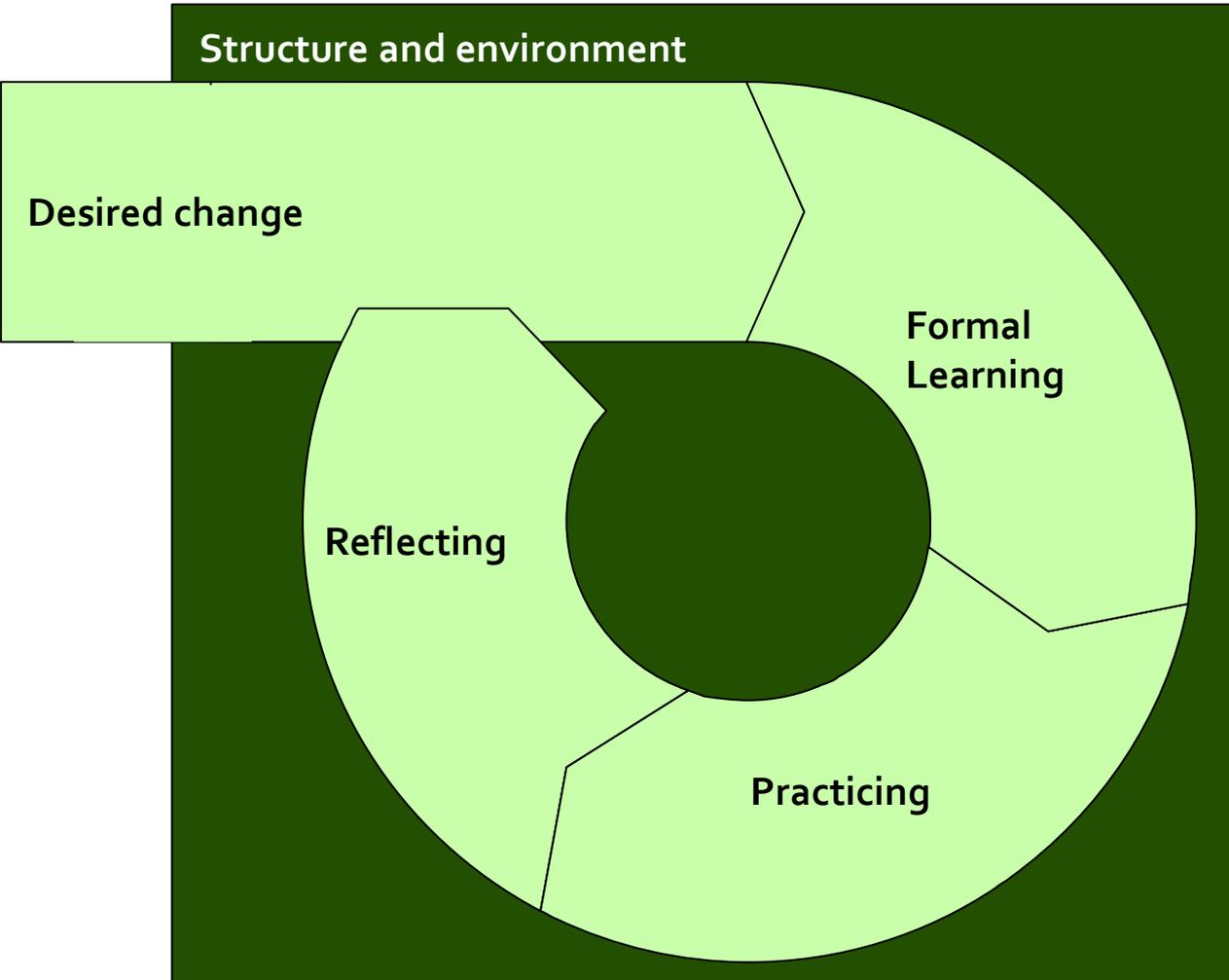
...and reflection



- Self-reflection
- Feedback and coaching
- Debriefing



Structure and environment are the context and backdrop for this work



- Recruiting and onboarding
- Internal professional development
- People development and career pathways
- People evaluation and management
- Culture and norms



Some rules for effective practice and changing culture

Defining the change and formal learning:

- Analyze top performers to understand the skills to build and practice
- Ensure clear objectives for learning and practice
- Build practice opportunities into learning

Reflecting:

- Practice *using* feedback (not just getting it)
- Shorten the feedback loop by providing it immediately when possible

Practicing:

- Remember that practice doesn't make perfect; practice makes *permanent*
- Rote learning doesn't inhibit creativity; it *unlocks* it
- Isolate the most important skills you aim to practice, and practice them beyond mastery into automation
- Practice success, even if it means simplifying the activity; ask participants to re-do an activity, the right way, rather than just giving a correction
- Practice your bright spots, not just your challenges

Structure and environment:

- Make it an everyday thing – the more consistently you give and get feedback, the more normal it is
- Normalize error and encourage people to challenge themselves
- Break down barriers to practice
- Make it fun to practice by encouraging staff to support one another and building friendly competition
- As a leader, engage in practice yourself to model that “everyone does it”
- Praise the work



In Hawaii, State leaders are working on taking on these kinds of challenges directly

Capacity Challenges:

- How does Hawaii get everyone in the SEA to see themselves as accountable for supporting the priority goals and reforms, and to align their day-to-day to work?

Efforts to Date:

- Hawaii has clear student outcome goals, six priority reforms, and an academic leadership team that is using performance management routines to drive progress
- Hawaii has just starting to extend the performance management process to include all other SEA leaders beyond the core leadership team

Next Steps

- Hawaii will identify key practices that will have to change to facilitate this new mindset
- Hawaii will also identify ways to facilitate the shift to these practices



Exercise: Building capacity

What	How	Materials	Time
<ul style="list-style-type: none">▪ Choose a group whose capacity must be built in order for your priority reforms to succeed ▪ For that group, identify and record on your team's visual organizer:<ul style="list-style-type: none">– What is the desired change?– What kind of formal learning will they need?– How will you ensure deliberate practice occurs and is observed?– How will you make room for regular feedback and reflection?– What barriers exist to change? How can you overcome them?	<ul style="list-style-type: none">▪ With any State team members here with you	<ul style="list-style-type: none">▪ Visual organizer▪ Post-its▪ Markers	<ul style="list-style-type: none">▪ 40 minutes



Discussion: What implications does this discussion have for our Sustainability Plan?

Record notes on the Planning Template poster; arrows indicate areas to consider

Areas of focus						
What is the priority reform that you are planning to sustain?						
Which of the shared areas of focus will your State address?						
<input type="checkbox"/> Creating a statewide culture of continuous improvement (2Aii) <input type="checkbox"/> Assessing progress and engaging/communicating with stakeholders about progress (2Ciii, 2Diii, 3Bi) <input type="checkbox"/> Using policy and budgeting to sustain the reforms (2Bi, 3Ai) <input type="checkbox"/> Integrating priority reforms						
Are there additional areas that your State needs to focus on strengthening, according to your self-assessment using the Sustainability Rubric?						
Area of focus	Outputs					Outcomes
	30 days	60 days	90 days	6 months	9 months	1 year outcomes
Integrating priority reforms						
Assessing progress & engaging/communicating with stakeholders						
Using policy and budgeting						
Building capacity						



Key strategies		
Integrating priority reforms		
Assessing progress & engaging/communicating with stakeholders		
Using policy and budgeting		
Next steps	Who?	By when?

Discuss:

- Could facilitating this shift become an outcome and strategy in your sustainability plan?
- Are there other shifts that might be important to facilitate as well?