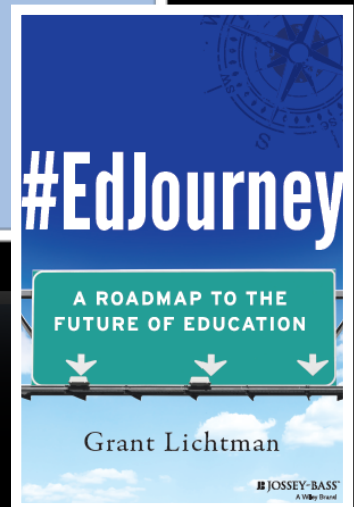
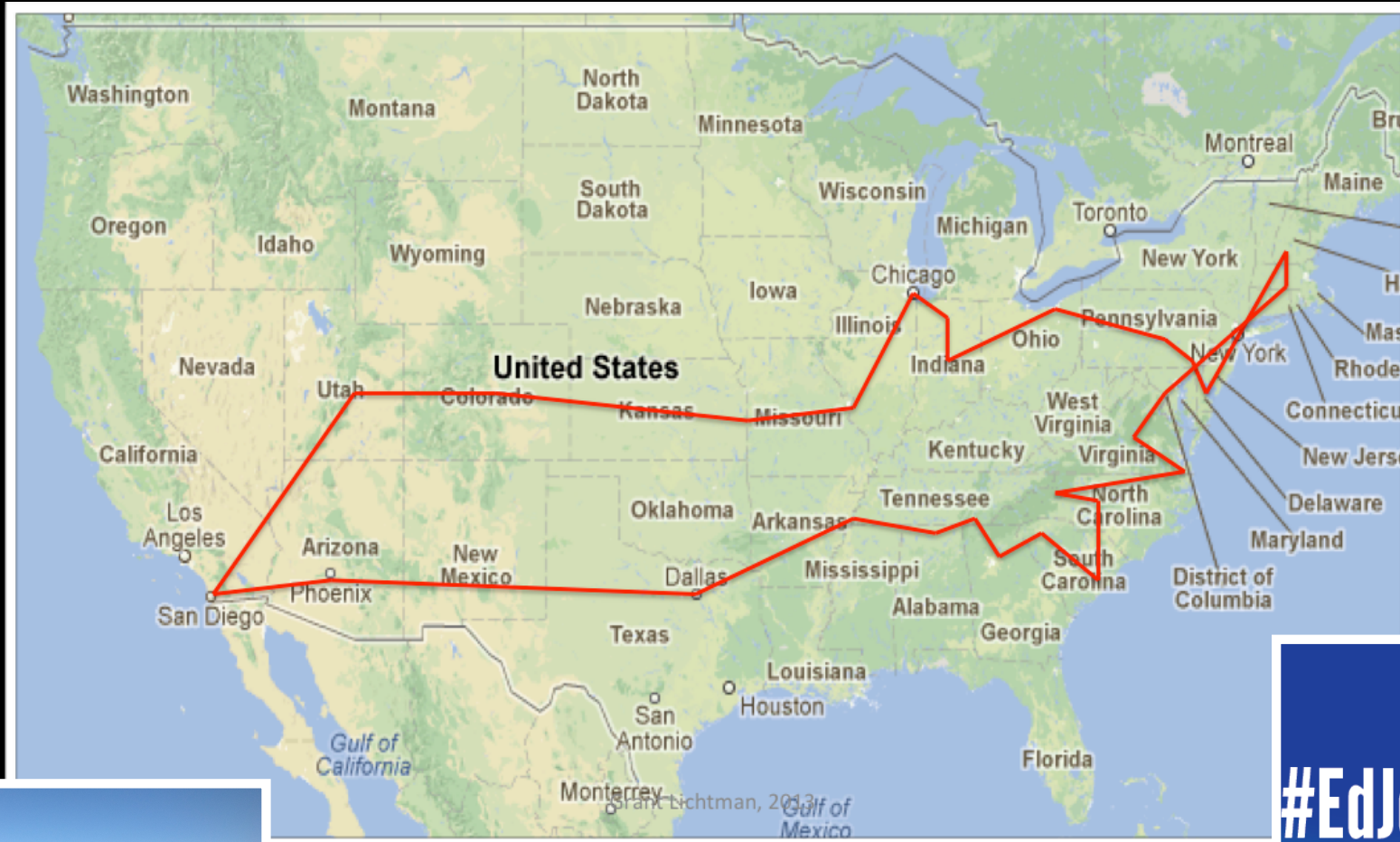




# THRIVE: How Schools Will Win the Education Revolution

Resources at [www.grantlichtman.com](http://www.grantlichtman.com)  
@GrantLichtman

# 12 WEEKS; 64 SCHOOLS; 48.3 MPG



Grant Lichtman

JOSSEY-BASS  
A Wiley Brand

11 02224-1722  
© 2013

Grant Lichtman

**Why should schools change?**

**What do those changes look like?**

**How do we get there?**

$$32 \frac{(10^4 \text{ kg})^2}{W \text{ kg}} \approx 6.60 \cdot 10^7$$

$$4 \times T \approx \frac{1.228 \cdot 10^{23}}{M(x-717)} = \frac{h \cdot c^{17} (16 \cdot E)}{16 \pi^2 k \cdot G \cdot M \cdot 8}$$

$$\cdot hc^{16.5} \cdot 8 \cdot (2 \cdot M)^2 \cdot 11^2 \cdot (4 \cdot M^2)$$

**Is school change even possible??**

$$821 \cdot k = \frac{K h \cdot c^0 \cdot M^d M}{32 \pi^6 k G^7} \rightarrow \approx A \cdot 7 \left( \frac{c^0}{M} \right)$$

$$3.98 \cdot 10^{15} \text{ kg} \rightarrow \approx A \cdot 7 \left( \frac{c^0}{M} \right)$$

$$\frac{32 \pi^6 k G^7}{(6.17 \cdot 10^{12})} \left( \frac{h^4 \cdot c^{12}}{M \cdot W \cdot \text{kg}^{37}} \right) L = 9 \frac{hc}{3.57w}$$

$$= K \cdot \text{kg}^7 \approx 6.5(M \cdot 4) \approx 8 \times \sqrt{437} (M \cdot 7)$$

**“Why” change? The “demand side”  
argument.**



**MUTATION:**  
Global reversal in  
relationship  
between providers  
and consumers

## education market 1990

---

- **Neighborhood public**
- **Parochial**
- **Private**

## education market today

---

- **Neighborhood**
- **Social-Structured**
- **Micro-urban**
- **Charter**
- **Magnet**
- **Choice**
- **Home**
- **Online**
- **After school**
- **Hybrid**
- **Parochial**
- **Other faith-based**
- **Independent day**
- **Boarding**

**In 25 years, schools will all fall into one of three categories:**

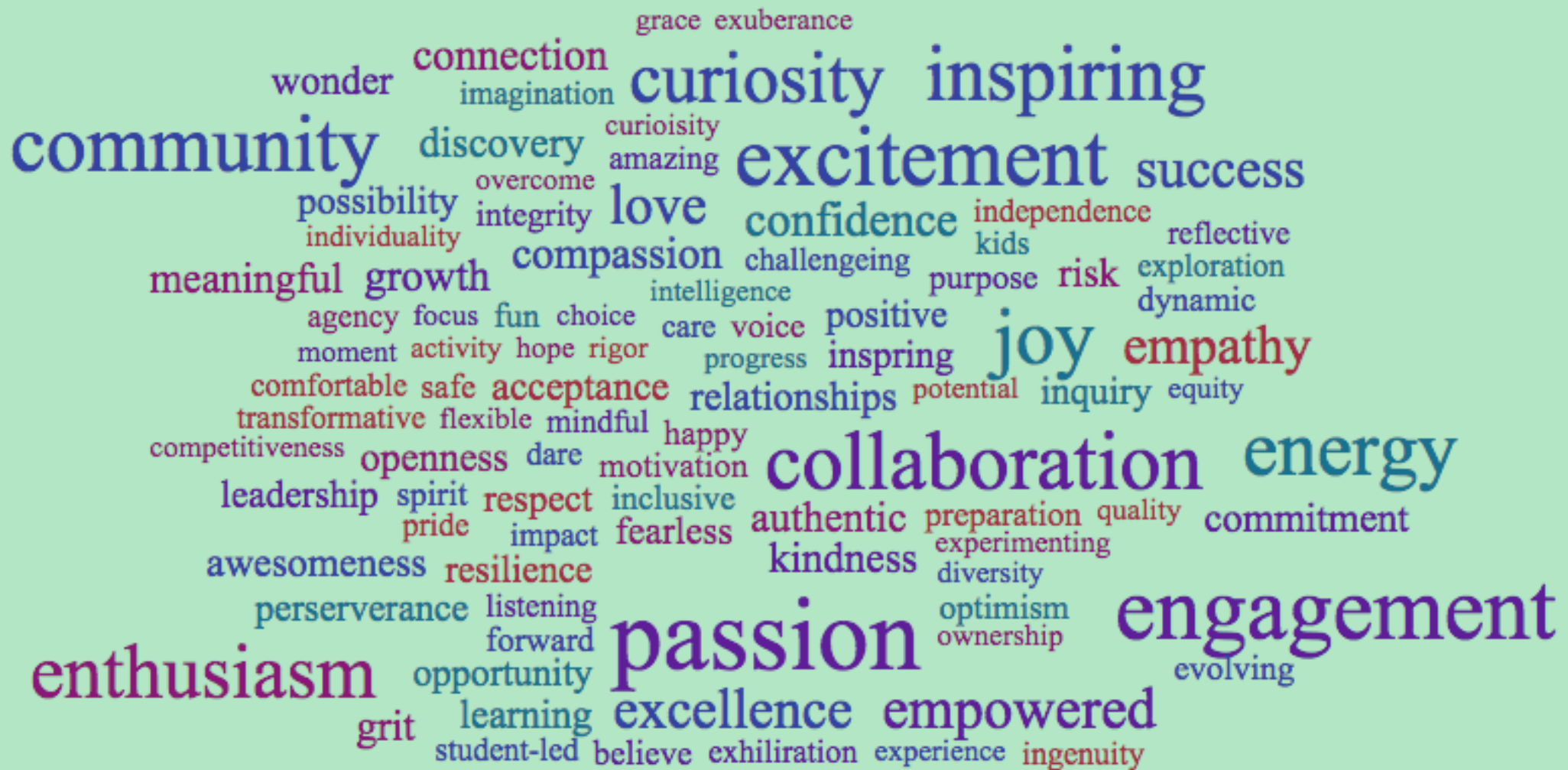
**Insulated by some combination of market, legacy, demand, and finances**

**Highly differentiated by program or brand**

**Struggling/failing**



# What are families searching for?



# The Hand We Have Been Dealt

**Rapidly  
Changing  
World**

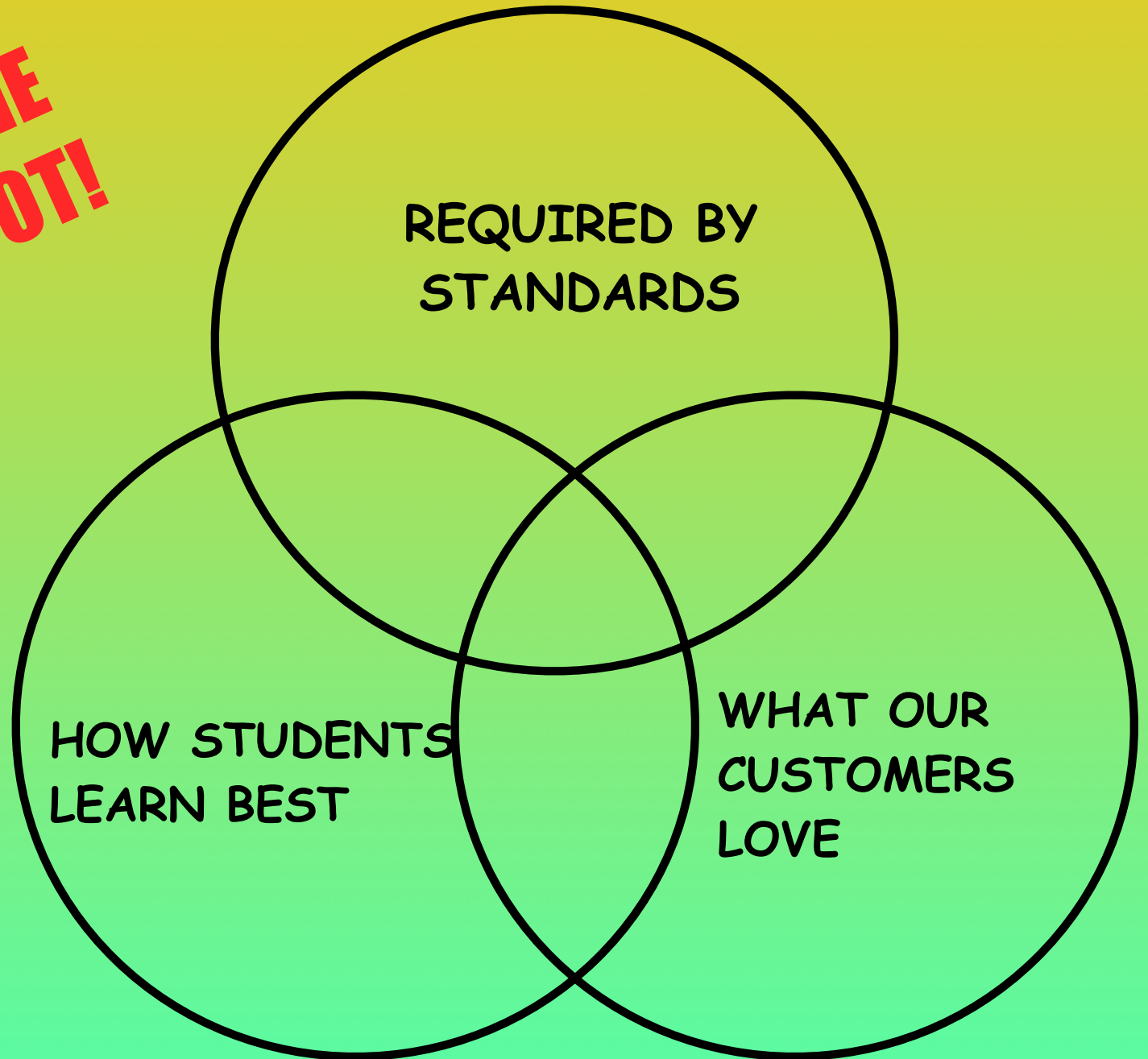
**Consumer-  
Driven  
Demands**

**Many  
School  
Options**

**Change:  
How Kids  
Learn**

**Obstacles  
To  
Change**

**FINDING THE  
SWEET SPOT!**



**“What” are schools doing in response?**

# Culture of Learning Series

“We are shifting from...”

-Bo Adams

what we teach



how we learn



@GrantLichtman



**Student  
Engagement**



**Increasing  
Curiosity**



**Student  
Centrism**

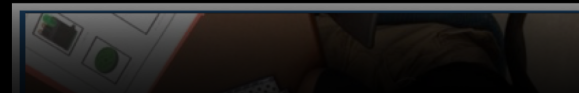
**DEEPER LEARNING**

**@GrantLichtman**

“Deeper Learning Cheat Sheet”  
[www.grantlichtman.com/Resources](http://www.grantlichtman.com/Resources)

# DYNAMIC

- MESSY, NOISY, AND CHAOTIC
- RISKY
- CHANGING COURSES AND SYLLABI



# CREATIVE

- STUDENT-OWNED
- KNOWLEDGE CREATORS
- EMBRACING FAILURE







**STUDENT-TEACHER RELATIONSHIP**



**LEARNING IN THE COMMUNITY**



**USE OF TIME AND SPACE**



**RELATION-RICH TECHNOLOGIES**

# “The Box”

A photograph of a young child with dark hair, wearing a light blue t-shirt, crawling inside a large, open cardboard box. The child is looking towards the left side of the frame. The box is placed on a carpeted floor. In the background, there is a dark stone fireplace mantel with a small globe and other decorative items. To the right, a television and other electronic equipment are visible on a shelf.

**TIME**

**SPACE**

**CAMPUS BOUNDARIES**

**SUBJECT**

**AGE**

**STUDENT:TEACHER RATIO**

@GrantLichtman

**What are we really thinking?**

## **“What Keeps School Leaders Up At Night?”**

- **Five events in 2017**
- **About 250 heads, board chairs, senior administrators**
- **About 900 post it notes**

**FROM YOUR  
FELLOW  
INDEPENDENT  
SCHOOL  
LEADERS**

***ARE THE FOLLOWING  
ADDRESSED BY SELF-  
STUDIES?***

# MISSION

---

- 1. Urgency of pushing our thinking and vision; the basic model is outdated**
- 2. Changing and defining culture and traditions**
- 3. Defining our real value in times of changing markets and demographics**



**FROM YOUR  
FELLOW  
INDEPENDENT  
SCHOOL  
LEADERS**



# LEARNING EXPERIENCE

---

- 1. Shift to deeper learning: flexible, interdisciplinary, student-centered, differentiated**
- 2. A culture of learning rooted in risk, failure, growth mindset**
- 3. Assessing what we value in student performance**



**FROM YOUR  
FELLOW  
INDEPENDENT  
SCHOOL  
LEADERS**

# PEOPLE

---

- 1. Shifting role of the teacher; how to hire, retain, evaluate, and develop**
- 2. Educating parents and managing parent expectations**
- 3. Developing board and leadership structures and skills**



**FROM YOUR  
FELLOW  
INDEPENDENT  
SCHOOL  
LEADERS**

# “How” are Schools Making These Changes?

# SCHOOL- WIDE CHANGE



**COMMUNITY  
NEEDS  
AND WANTS**

**HOW  
ORGANIZATIONS  
CHANGE**

**DIFFERENTIATED  
VALUE**

**REAL  
STRATEGY**

**VALUE-DRIVEN  
INNOVATION**

# SCHOOLS OPERATE ON THREE LEVELS:

**30,000 feet**

Where are we going, what do we want to be, and how are we going to get there?

**10,000 feet**

Systems that align to the vision:  
pedagogy, instruction, curriculum,  
professional growth, space, time

**Ground Floor:**

What am I going to do with my students today?

**VALUE =**

**The difference between what you say  
you are going to do and what you  
actually do, as viewed through the eyes  
of your customers.**

**INNOVATION =**

**IMPLEMENTING IDEAS THAT  
ENHANCE VALUE FOR  
THE ORGANIZATION**

# Strategy Series

“Five Questions”  
model of  
strategy  
(Roger Martin)

What is our winning aspiration?



```
graph TD; Q1[What is our winning aspiration?] --> Q2[Where will we play?]; Q2 --> Q3[How will we win?]; Q3 --> Q4[What capabilities must we have?]; Q4 --> Q5[What management systems do we need?];
```

Where will we play?

How will we win?

What capabilities must we have?

What management systems  
do we need?



# Strategy Series

Shift Our Approach to Strategic Planning...

**FROM**

**TO**

---

**INWARD**

**OUTWARD**

**BACKWARD**

**FORWARD**

**EPIODIC**

**ONGOING**

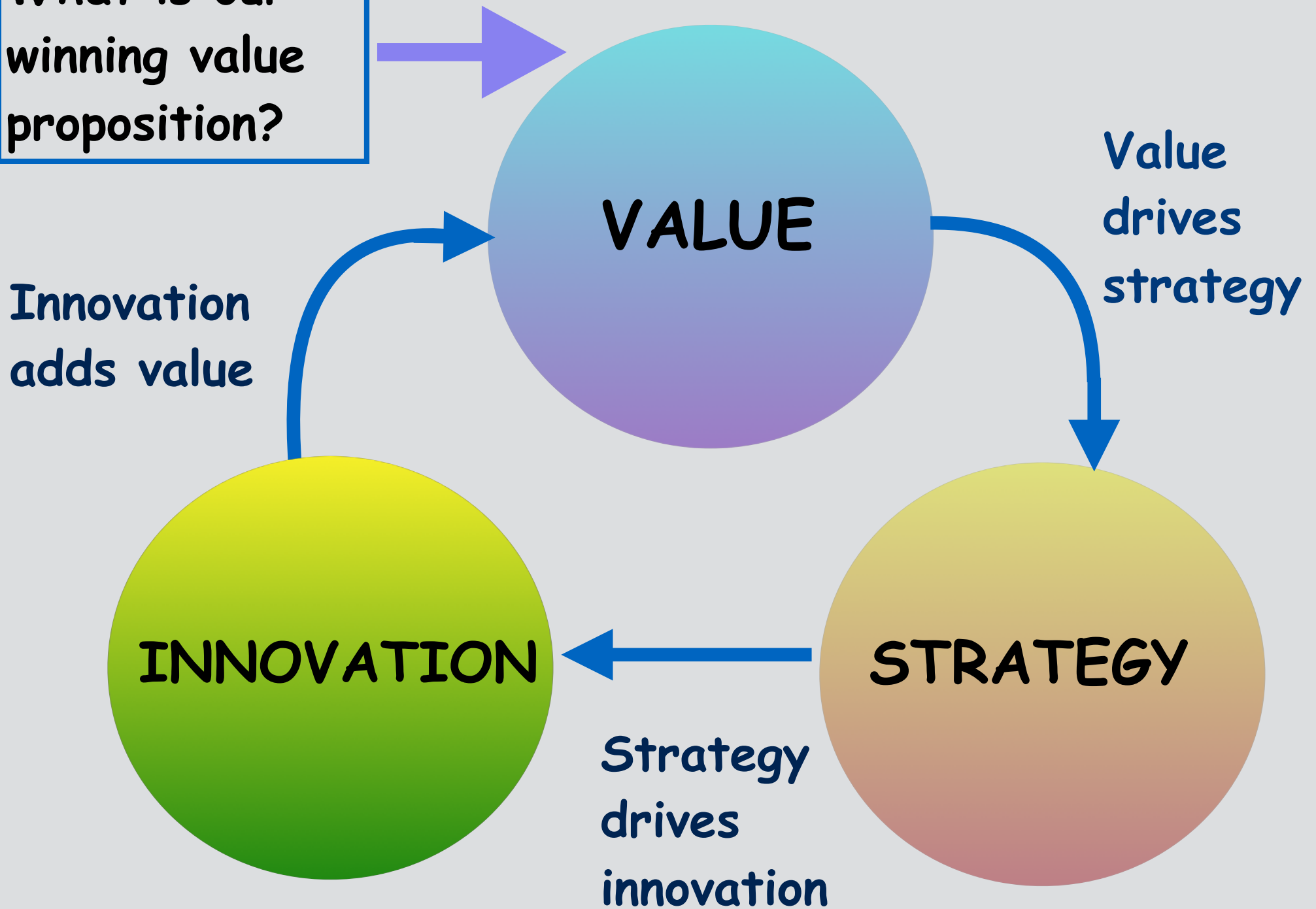
**MEDIUM TERM**

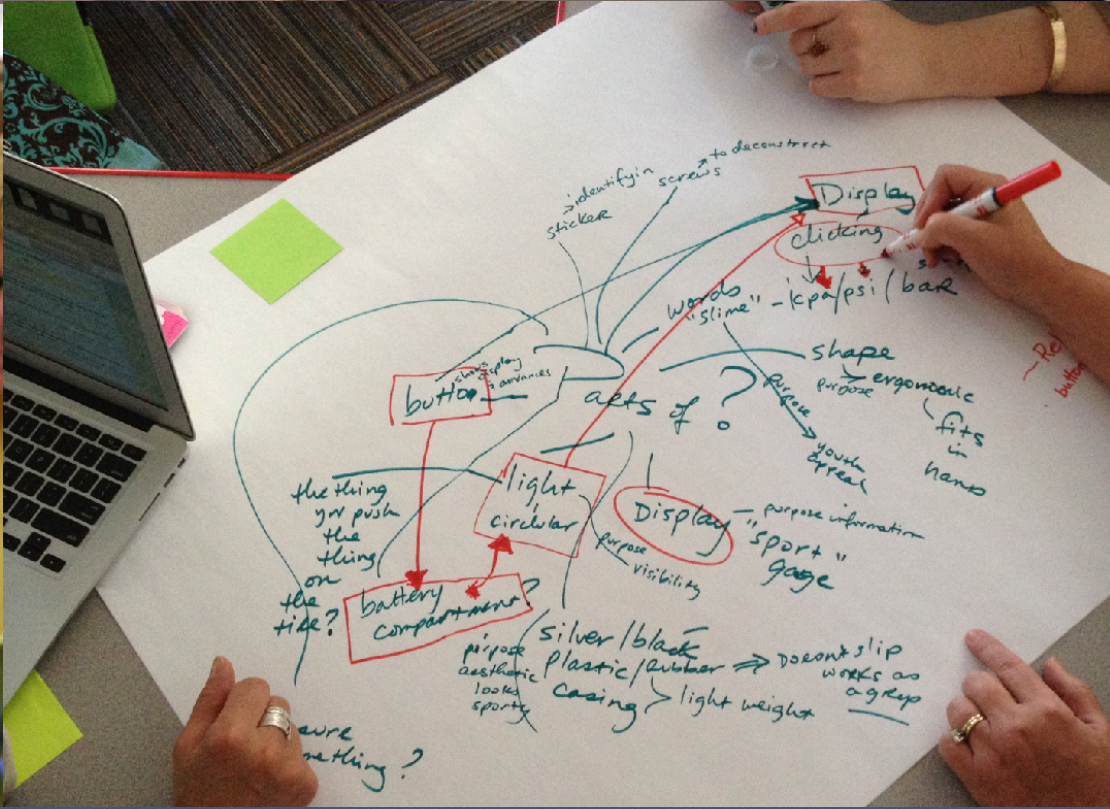
**LONG RANGE**

**TACTICAL**

**STRATEGIC**

What is our winning value proposition?

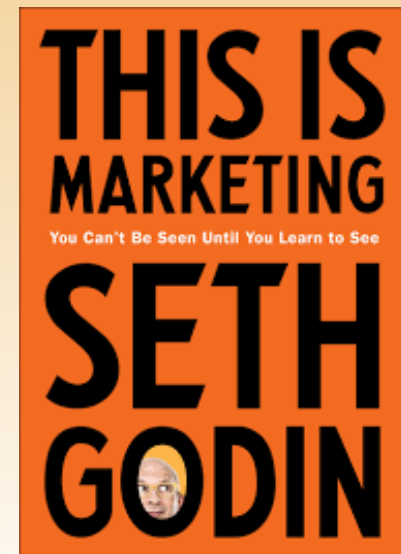
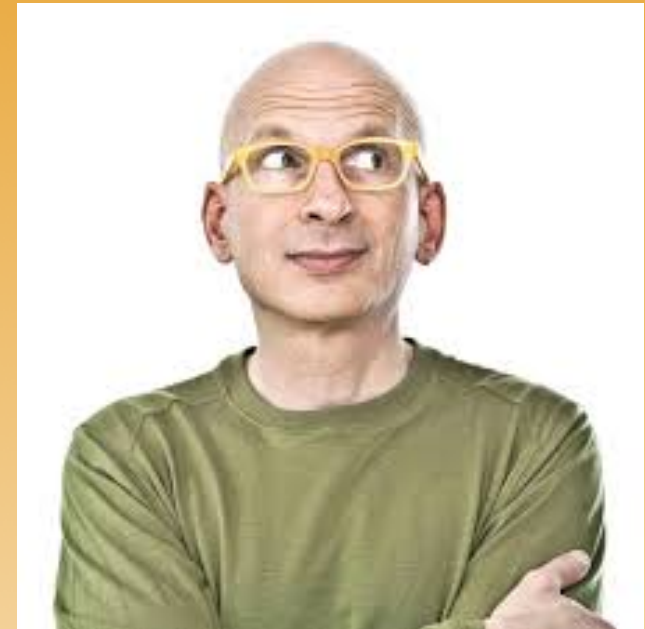




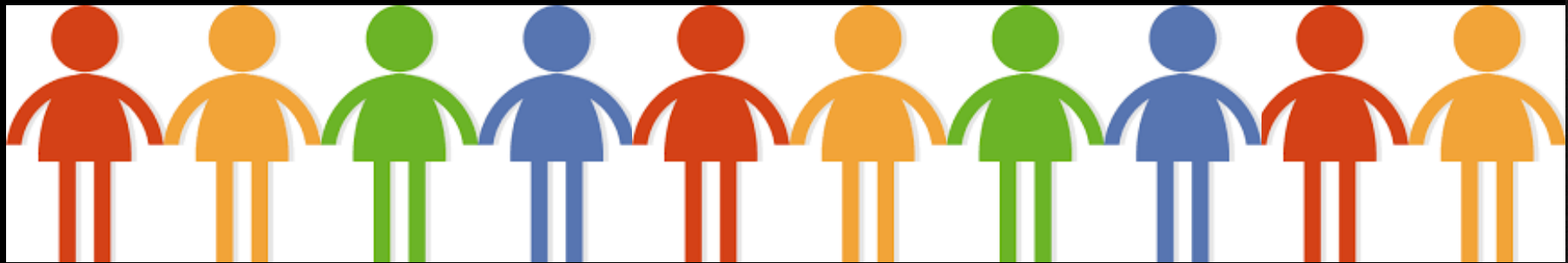
expansive...transparent...inclusive...systemic...ongoing...messy

*“The heart and soul of a thriving enterprise is the irrational pursuit of becoming irresistible.”*

Seth Godin



# Net Promoter Score: How likely are you to recommend the school to friends and colleagues?



**Detractors**

**Passive**

**Promoters**

$$\text{Net Promoter Score} = \text{Promoters (\%)} - \text{Detractors (\%)}$$

# JOBS TO BE DONE

---

What is the job we have been hired to do?

**“People don’t want to buy a quarter-inch drill bit. They want a quarter inch hole.”**

*Theodore Levitt*

# WHAT IS THE JOB WE HAVE BEEN HIRED TO DO?

---

## **TRADITIONAL**

- Teach students how to read, write, do math, and solve problems.
- Teach students how to interact with others.
- Prepare students for the next grade and then for college or work after high school.
- Prepare students to do well on standardized exams.
- Keep students and teachers safe within quiet, well-managed classrooms.

# WHAT IS THE JOB WE HAVE BEEN HIRED TO DO?

---

## EVOLVING

- Help my child be future-ready.
- Help my child to fulfill her potential.
- Help my child to become more globally aware.
- Give my child opportunities to impact the world in a positive way.
- Motivate my child to find and pursue his passions.
- Teach my child how to effectively work as a member of a team.
- Help my child connect with others, make friends, and find role models.



# Measuring Innovation



Is our balance of exploitation vs. exploration consistent with our strategic objectives?

Do we understand our unique capabilities and assets that could give us an advantage?

Do our metrics lead us to shortchange investment in market-creating innovation?

How do our leaders role-model behaviors consistent with market-creating innovation?

Are we properly organized to protect our innovation investments?

# What Might Accreditation Measure?

---

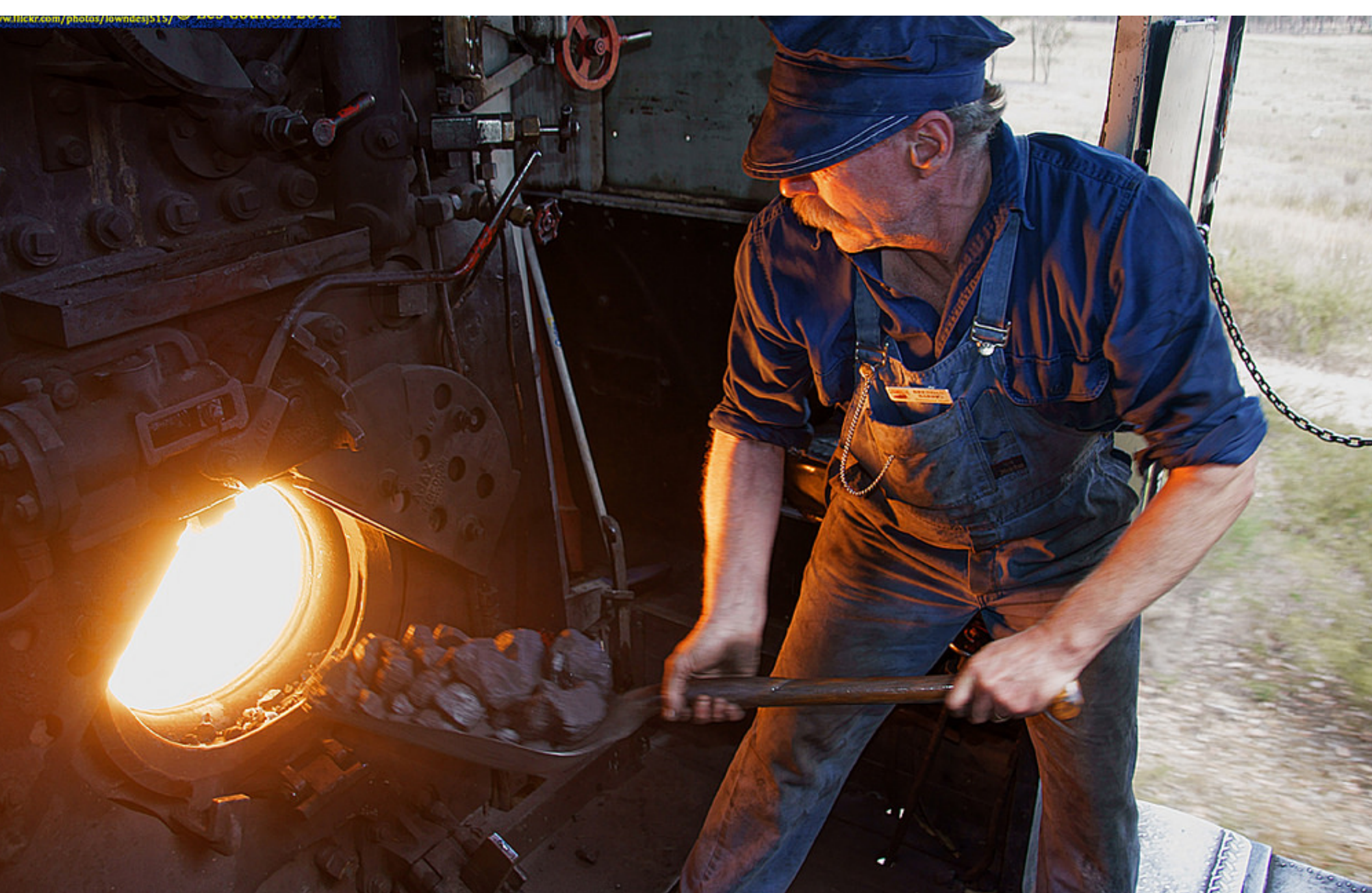
**DIFFERENTIATED VALUE** from other schools

**DYNAMISM: Shifts** in the operating system

**ALIGNMENT** of values, innovation, and strategies

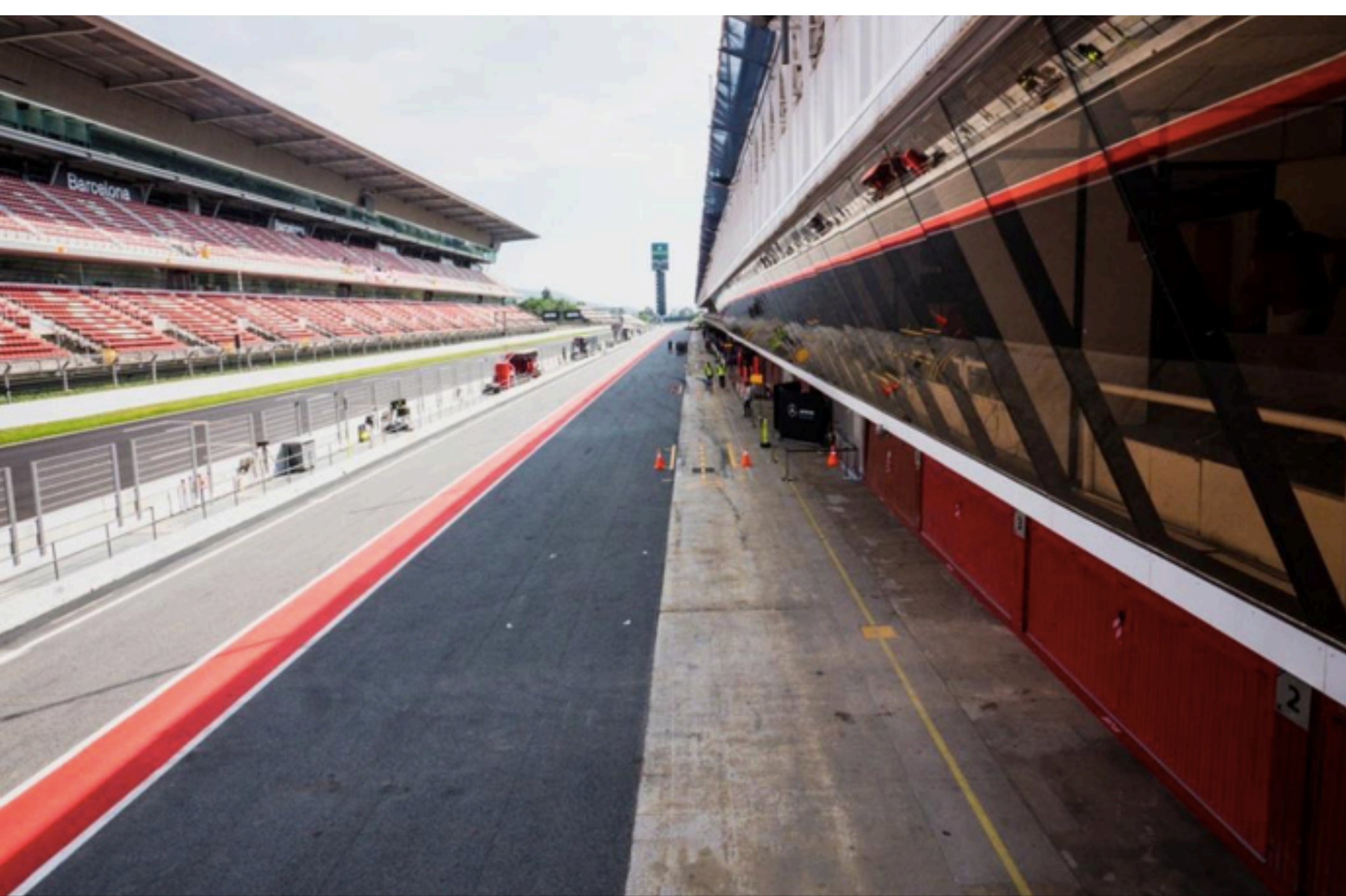
**INVESTMENTS** in true innovation

**ENGAGEMENT** with community stakeholders



@GrantLichtman

SHOVEL FASTER?



Race car drivers don't focus on the  
bottom third of their windshield

@GrantLichtman