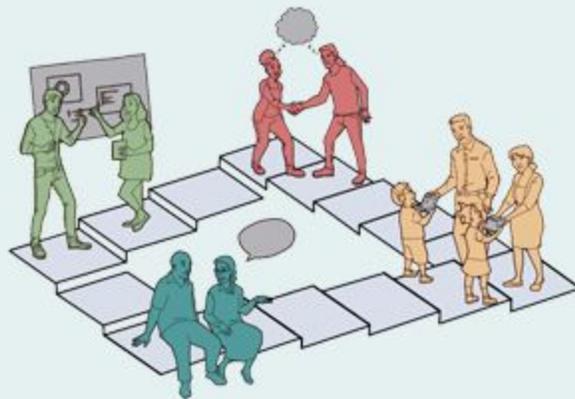


11.154x: Launching Innovation in Schools



Facilitator's Guide *

*based on [P2PU's Learning Circles Facilitator Handbook](#)

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Welcome to the Facilitator's Guide

We believe that your learning experience in Launching Innovation in Schools will be most powerful if you can take the course with other colleagues from your school or learning organization. We also hope that as you learn new leadership practices in the course, you'll use them with colleagues in your own context. To help you bring people together in your community, we've created the Launching Innovation in Schools Facilitator's Guide with two goals: 1) to help you make the most of taking the online course with other colleagues, and 2) to help you bring practices from the online course to life in your own schools.

The Facilitator's Guide has two parts.

- **Learning Circle Facilitator Handbook:** A learning circle is a facilitated, in-person study group for learners who are all registered in the course. You and your colleagues can work on the course online independently, and then find time to come together to discuss what you are learning. **The way in which your learning circle engages with the course is entirely up to you.** It might be that members of your group watch certain videos on their own time and discuss those videos in-person. Maybe your group does assignments together each week. Your learning circle can interact with the course in the ways that seem most valuable and productive. **The Facilitator's Handbook has ideas and strategies for working collaboratively, including:**
 - E-mails and messaging for getting and keeping participants organized
 - Video discussion questions- Conversation starters for discussing the *Voices in Practice* videos and the presentations from Peter and Justin
 - Strategies for making assignments and activities more collaborative
 - Ways of making the most of your shared time

- **Activity Take-Out Packages:** Throughout the course, Peter and Justin will share leadership practices that help teams launch innovation together. We've modified many of these practices so that they work well for our online community, but we also hope that you'll adapt them and use them with colleagues in your own schools. Take-out packages provide facilitators tips and other resources for leading these practices in your own community.
 - [Four Corners](#)
 - [Rightboro Scenarios](#)
 - [Left-Hand Column Case](#)
 - [Evaluation Scenarios](#)

Learning Circle Logistics

Before the Course Launches

Here are some things you'll need to do as facilitator before beginning the course.

- **Gather your learners** (learning circles work best between 4 to 10 members).
 - Consider inviting people to participate during a staff meeting, e-mailing out invitations, or posting on social media
 - In [Appendix I](#) of the Handbook, we've offered some suggestions for how to communicate to your networks, as well as the course flyer and infographic.
- **Set a meeting space and time.**
 - Consider what resources the room needs. How will everyone see the course materials? Does the room have a projector? Or does everyone have laptops/iPads/etc.? How will the table be set up? Ideally, everyone will be in a circle. Your role as facilitator is not to stand at the front of the room, lecture-style, but to be an equal member of the learning circle.
 - Are there any other supplies you'll need? Are you requiring members to bring anything like paper or pens?
- **Have an initial meeting for logistics.** You want to spend the first week of the course exploring content, not figuring out how regularly you'll meet or who will bring snacks.
- A few days before the start of the course, **e-mail out a reminder.**

During the Course

While this handbook will provide you with suggestions for how each session might run, you should customize the learning circle experience to your group. Do not feel pressured to try to cover all of the material that is offered **We encourage you to spend the bulk of your time doing activities together as a group or discussing your progress with the assignments.**

Check-in: Spend the first few minutes reviewing the previous meeting and any action taken since the previous meeting.

Coursework:

- **Video Discussion Questions.** You should begin discussion of the videos by asking the group for general thoughts and impressions. What was surprising about the video? What would you like to know more about? What were two important takeaways? We will provide discussion questions as suggestions, but feel free to discuss what your group is most interested in.
- **Activity Discussion.** We will provide some guidelines for doing the activity with your learning circle.
- **Assignment Discussion.** We will provide guidelines for how to begin thinking about the assignments. If your learning circle has already completed assignments before the meeting, use this time to give each other feedback.

Plus/delta: Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.

Afterwards: Send short summary e-mail to all learners and a reminder about the next

meeting

Here is a sample of what an agenda might look like given a one hour meeting:

0:00 - 0:05 Welcome and Check-ins

0:05- 0:15- Video Discussion

0:15- 0:30- Activity

0:30-0:55- Assignment Discussion

0:55-1:00- Plus/Delta Closing

The First Meeting

We recommend connecting with your group, either in person or virtually, before the launch of the course to handle logistics.

Course Introduction: Make sure everyone is on the same page about the course by giving an overview:

Length: 6 weeks

Time commitment: 2 hrs/wk

Price: FREE, Add a Verified Certificate for \$49

What you'll learn about:

- Bringing people together around ideas they care about
- Refining a vision and creating coherence
- Getting started with a new instructional improvement initiative
- Working together through challenges and successes
- Measuring progress and adjusting along the way

Logistics: For the first meeting, you should decide how you will take the course with your learning circle. Here are a few points to iron out to get you started:

- **What are your goals for this course as a group?** Do you want the work from this course to be the foundation for launching a specific change initiative? Or are you looking just to get to know what your colleagues in the room care about? You might go around the room and ask your fellow learners what they hope comes from this experience. Are any of them working toward a certificate? Will this count as professional development?
- **When, where, for how long, and how frequently will you meet?** Do you plan to meet every week to talk about one unit? Or do you plan to meet more or less frequently? When in relation to the unit launch do you want to meet? **We recommend meeting at least a few days after the launch of the unit so that members of your circle will have enough time to view the unit themselves.** Use this time to create a calendar. We have provided a sample calendar with course dates in [Appendix II](#).
- **What work will be done outside of the Learning Circle?** Everyone in the learning circle should be registered for the course. However, we know that educators are incredibly busy, and not everyone in your learning circle will have time to do everything every week. You should agree as a group what work members of your circle will commit to doing on their own time, and what work the group will do together. For example, you might consider doing all of the activities as a group, but working on the assignments alone. Or the reverse!

- **How will work be done during Learning Circle time?** Do you want to work through the course on a projector or on personal laptops? What time limits do you want to give for each segment of the course? What are your priorities as a group?
- **How will you interact with the forums?** For *Launching Innovation in Schools*, participants will use the forums to submit assignments, provide peer feedback, participate in virtual groups, and to discuss course content with educators from diverse backgrounds. Your learning circle can take advantage of the forums in these ways. You also might consider setting up a private group in the course forums.
- **Will you submit assignments as a group?** This depends on your approach. If every group member has a different problem of practice, members should submit assignments individually. If the group is working on one problem of practice together, it may make the most sense to just submit assignment work once on behalf of entire learning circle. **If your learning circle decides to submit one assignment together, please put all of your usernames on the assignment.** More than one group member might submit if approaches are different, etc.

Logistics and goals should be permanently and readily accessible for anyone in the group. This might be in the form of a shared Google doc, a poster hung in the room, etc. Be sure to also send an e-mail summary of what was decided after this meeting.

Unit 1: Launching Innovation in Schools

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| <p>Supplies Needed</p> | <ul style="list-style-type: none"> ● Posterboard ● Markers |
| <p>Check-in.</p> | <p>Spend the first few minutes reviewing learning circle logistics and the group's goals for the course.</p> |
| <p>Coursework</p> | <p>Video Discussion Questions</p> <ul style="list-style-type: none"> ● <i>This We Believe.</i> Because this video launches the course, we recommend watching this video together in-person. <ul style="list-style-type: none"> ○ If you were to create your own cycle of launching innovation, would you include these phases? Would you include others? ○ Have your group think of a recent project or initiative your school has been involved in. Can they identify the four phases of the cycle of launching innovation from that project? What was challenging about each of the phases? What was exciting? ● <i>Voices in Practice: Mashpee Public Schools</i> <ul style="list-style-type: none"> ○ Suzy Brooks mentioned that Mashpee Public Schools wanted to go from a Level 3 school to a Level 1 school. How is your school externally evaluated? How does your school feel about its current evaluation? What plans are in place to improve? ○ What in this video reminded you of your school? Of your colleagues? ● <i>Why Change?</i> <ul style="list-style-type: none"> ○ Think about your school and the kinds of tasks it asks of its students. What is the balance between routine tasks and more complex tasks? Are you happy with that balance? ○ Does your school prepare students to solve ill-structured problems or communicate effectively? <p>Activity Discussion</p> <ul style="list-style-type: none"> ● <i>Interview/Shadow a Student.</i> You might ask people to specifically view the PBS video beforehand so that you can discuss the video in-person. You might also ask people to try interviewing a student and share their experiences with the group. Then ask the group what surprised them about talking to students? What upset them? What made them want to learn more? What did they hope the student would say that the student didn't say? |

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| | <p>Assignment Discussion</p> <ul style="list-style-type: none"> ● <i>Assignment 1.1: Description of a Powerful Learning Environment.</i> <ul style="list-style-type: none"> ○ Go around the room and have each person talk about their idea of a powerful learning environment. Ask them what it feels, looks and sounds like. Record the descriptions somewhere visible to everyone. ○ Now compare the ideas. What are the commonalities? Do the commonalities align to the school, district, community values? What are the differences and why? No one should be put on the defensive, but having people discuss where their powerful learning environments differ helps you to better understand each other as educators. ○ If you have time, have the group look through what others have said in the forums. Compare your group's thinking to that of other 11.154x learners. ● <i>Assignment 1.2: Defining a Problem of Practice.</i> <ul style="list-style-type: none"> ○ There are two possibilities for tackling the rest of the course as a learning circle starting with this assignment. 1) Each member of your learning circle has a personal problem of practice (or people form small groups). The benefit of this approach is that everyone will be passionate about what they work on for the rest of the course. The other approach is that 2) the learning circle as a whole tackles the same problem of practice. Having more people focused on one problem will increase the amount of work that gets done toward solving the problem. ○ Which approach you take should depend on how aligned everyone in the room is. Take some time to discuss what the group thinks the best use of their time with this course is. Then let the discussion from <i>Assignment 1.1: Powerful Learning Environment</i> influence your work toward defining a problem of practice. ○ If learning circle members are tackling individual problems of practice, have them share out to the group. Collect all problems of practice in a shared Google doc or on a poster so that everyone in the group is aware of what everyone else is working on and can think about how they might help. <p>Forums Discussion</p> <ul style="list-style-type: none"> ● Review the Forums and Peer Review Guidelines together. You should encourage members of your learning circle to participate in the forums after your meeting. |
| <p>Plus/Delta</p> | <p>Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.</p> |

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| <p>Afterwards</p> | <p>Send a short summary e-mail to all learners and a reminder about the next meeting. We've provided a template for you, but feel free to modify this based on what works for your learning circle.</p> <p>E-mail template:</p> <p>Thank you for coming to the Unit 1 meeting of our <i>Launching Innovation in Schools</i> learning circle! In this meeting, we decided to focus on _____. (If your learning circle is working on a single problem of practice) Our learning circle's problem of practice for this course is _____. I'm excited to work on this problem with you for the next six weeks! (If your learning circle is working on multiple problems) Some of the problems of practice our learning circle are working on include _____, _____, and _____.</p> <p>Remember, this course does not have to begin and end during the learning circle! Think about it as an extension of your own practice. Between now and the next meeting, think about how you might informally interview a student or look for aspects of your powerful learning environment or problem of practice in our school.</p> <p>The next meeting will be _____. We will focus on Unit 2: Bringing People Together Around Ideas They Care About. We'll learn about the actions of leadership and the importance of bring people on board for a new initiative.</p> <p>Hope to see you then!</p> |
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Unit 2: Bringing People Together Around Ideas They Care About

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| <p>Supplies Needed</p> | <ul style="list-style-type: none"> ● Post-its ● Markers/pens ● Poster-board |
| <p>Check-in.</p> | <p>Spend the first few minutes reviewing the previous meeting and any action taken since the previous meeting. Did any of your learning circle members interview a student? Did they see evidence of their powerful learning environment throughout the school? Briefly discuss how the course might have impacted them since the last meeting.</p> |
| <p>Coursework</p> | <p>Video Discussion Questions</p> <ul style="list-style-type: none"> ● <i>The Dance of Leadership</i> <ul style="list-style-type: none"> ○ Who do you see as a leader in your school? Not necessarily the principal or superintendent, but the someone at any level who is effective at bringing people together. Make a list of leaders and what qualities make them effective at bringing people together. ○ How does your school provide opportunities for teacher leadership? ○ What is your sphere of influence within the school? Where do you think you can effect the most change? ● <i>Shrewsbury Public Schools: Collaborating Across the District</i> <ul style="list-style-type: none"> ○ Shrewsbury educators describe their district as collaborative. How connected do you feel to other educators in your district? What programs are in place to help you to collaborate with others across your district? ○ How does professional development run at your school? Is it teacher led? Do teachers have choice? How would you change professional development if you could? ○ If you could lead professional development, what would the content area be? Think about your strengths. ○ How does your school engage and empower students when launching new programs? What responsibilities do students have around the school? Can you think of ways to engage students more? ● <i>Phillips Academy Andover: Coming Together Around Connected Learning</i> <ul style="list-style-type: none"> ○ John Palfrey and Caroline Nolan made a point of understanding Phillips Academy Andover traditions and beliefs before bringing in something new. What long-standing traditions and beliefs does your school community have that |

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| | <p>you would have to grapple with before launching something new?</p> <ul style="list-style-type: none"> ○ The Tang Institute is a formal entity that encourages teacher collaboration and experimentation. How does your school do this formally or informally? ○ If students at your school have an idea for change, where would they go to make that change happen? Who would they go to for support? What resources are available to them? Is this encouraged at your school? <p>Activity Discussion</p> <ul style="list-style-type: none"> ● <i>Four Corners:</i> <ul style="list-style-type: none"> ○ Follow the instructions in the Four Corners take-out package. ● <i>Network Map:</i> <ul style="list-style-type: none"> ○ Follow the instructions for this activity in the platform. You might brainstorm as a group or as an individual. <p>Assignment Discussion</p> <ul style="list-style-type: none"> ● <i>Asset Map:</i> <ul style="list-style-type: none"> ○ Everyone in the room is in some way an asset. Ask each learning circle member 1) how they can be an asset to the group's problem of practice OR to any individual problems of practice. ○ Take one problem of practice and use the collective brainpower of the group to dive deep into the assignment. Thinking about school and community assets for one problem of practice might help others as well. If you have the time, you can focus on a second problem of practice or you can have people work in smaller groups. |
| <p>Plus/Delta</p> | <p>Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.</p> |
| <p>Afterwards</p> | <p>Send short summary e-mail to all learners and a reminder about the next meeting.</p> <p>E-mail template:</p> <p>Thank you for coming to the Unit 2 meeting of our Launching Innovation in Schools learning circle! In this meeting, we decided to focus on __ (include some description of the activities) _____ . I thought it was particularly interesting that _____ .</p> <p>Between now and the next meeting, think about the resources we discussed today and how you might reach out to them. Even beginning to discuss your problem of practice with a colleague is a great first step!</p> |

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| | <p>The next meeting will be _____. We will focus on Unit 3: Refining a Vision and Getting to Work. In this unit, we'll learn about the importance of having a coherent vision for any change initiative and the role of administrators and teachers in getting started. Hope to see you then!</p> |
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Note on Units 3 and 4

Units 3 and 4 will be released at the same time. However, it's up to you on how you would like to handle the content in your learning circle. We recommend using one meeting for Unit 3 content and another meeting for Unit 4 content.

Unit 3: Refining a Vision and Getting to Work

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| Check-in. | <p>Spend the first few minutes reviewing the previous meeting and any action taken since the previous meeting. Did people start to use their asset maps?</p> |
| Coursework | <p>Video Discussion Questions</p> <ul style="list-style-type: none"> ● <i>Coherence:</i> <ul style="list-style-type: none"> ○ To what degree does your school have radical teacher autonomy? What are the strongest sites of collaboration? ○ When your school launches a new initiative, how does it clearly convey its goals? ● <i>Benjamin Banneker Charter Public School: Cohesive Around STEM</i> <ul style="list-style-type: none"> ○ Does your school have a vision? What is the role of teachers and administrators in implementing that vision? Where do you feel your school falls short in implementing that vision? ○ Where did the vision come from? Was the vision top-down or grassroots, or a mixture of both? ○ If your school does not have a single cohesive vision as explicit as STEM at the Banneker, does your school have beliefs? A mission statement? How does your school embody these beliefs? ● <i>Sanborn Regional High School: Competency-Based Education</i> <ul style="list-style-type: none"> ○ Think of a recent large shift in practice your school has been engaged with recently. Who was excited to take it on? Who was hesitant, and why? How much support did teachers receive from the administration? ● <i>Cycle of Experiment and Experience: Inner and Outer Loops.</i> <ul style="list-style-type: none"> ○ Project the Cycle of Experiment and Experience so that everyone can see it. Then brainstorm 1) examples from your school for each point of the cycle and 2) ways your school could be better. For example, perhaps teachers in your school love to experiment, but you feel like the experimentation remains isolated in certain classrooms. Use the following questions to guide your discussion. ○ How do teachers collaborate at your school? Are there formal |

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| | <p>times and spaces for them to share with each other? What has the administration done to facilitate this?</p> <ul style="list-style-type: none"> ○ If there are teachers in the room, have them share some experiments they have done in the classroom. Ask them how they shared the experience with other teachers in the school. ○ Does your school learn from other schools? HOW? ○ Does your school have a shared instructional language? If someone were to visit your school, what words would you have to teach them? Do these words mean the same thing to all stakeholders? How were the words defined, and how were the definitions communicated? <p>Activity Discussion</p> <ul style="list-style-type: none"> ● <i>Rightboro Scenarios</i>: Follow the instructions in the Rightboro take-out package. <p>Assignment Discussion</p> <ul style="list-style-type: none"> ● <i>Initial Action Plan, Parts 1 and 2: What Does Awesome Look Like? And Concrete Steps</i> <ul style="list-style-type: none"> ○ The Initial Action Plan requires action. The people in the room can be considered accountability partners for each other. Have everyone in the room make a pledge to do one small step. That step could be setting up appointments with colleagues you'd like to work with or doing more research on your chosen initiative to prepare for a proposal. The step could even be changing something in your teaching practices or conducting a staff meeting in a different way. Encourage each other to make a pledge and hold each other accountable until the next meeting. <p>Forums Discussion</p> <ul style="list-style-type: none"> ● <i>Activity: Vision Research</i>. Take the time as a group to go through the forums and see if participants have posted anything that is particularly interesting. Is there some education model you've never heard of? Is there something you've always wanted to know more about? |
| <p>Plus/Delta</p> | <p>Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.</p> |
| <p>Afterwards</p> | <p>Send short summary e-mail to all learners and a reminder about the next meeting.</p> <p>E-mail template:</p> <p>Thank you for coming to the Unit 3 meeting of our Launching Innovation in Schools learning circle! In this meeting, we decided to focus on __ (include</p> |

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| | <p>some description of the activities)_____ . I thought it was particularly interesting that_____ .</p> <p>.</p> <p>Between now and the next meeting, try to make progress toward your change initiative. You might even ping someone else in our learning circle group to see how they're doing. Remember that these first steps don't have to be revolutionary. Start small, but the important thing is to get to work!</p> <p>The next meeting will be _____ . We will focus on Unit 4: Working Together Through Ups and Downs. In this unit, we'll discuss the challenges of working collaboratively as well as tools and techniques to work through those difficulties.</p> <p>Hope to see you then!</p> |
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Unit 4: Working Together Through Ups and Downs

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| <p>Check-in.</p> | <p>Spend the first few minutes reviewing the previous meeting and any action taken since the previous meeting. Have people made progress toward their Initial Action Plan? Were they able to complete some small step? Have each person share one thing that was exciting, one thing that was challenging, and one new thing they will do moving forward.</p> |
| <p>Coursework</p> | <p>Video Discussion Questions</p> <ul style="list-style-type: none"> ● <i>Working Collaboratively</i> <ul style="list-style-type: none"> ○ Think about the kinds of conversations you've had while trying to launch change. How do Peter's tools for thinking about communication apply to your collaborative work with others? ● <i>Dan Callahan: Facilitating Teacher-to-Teacher Learning</i> <ul style="list-style-type: none"> ○ Dan Callahan really stresses the necessity of distributed leadership. How do you feel leadership is distributed throughout your school? What could be done to empower more community members as people working towards instructional change? ● <i>EdVestors: Improving Schools</i> <ul style="list-style-type: none"> ○ Janet Anderson and Marinelle Rousmaniere from EdVestors describe what it looks like for a school to be "ready" to launch change. Do you feel like your school is ready for change? What can you do in your role to move your school toward readiness? ○ Think about the Five Key Practices for school improvement. In which practice is your school strong in? With which practice does your school struggle? Does your problem of practice address any of the 5 key practices? Are there other practices that you think are important for improving a school? ● <i>Mashpee Public Schools</i> <ul style="list-style-type: none"> ○ What kind of fears do you have as you embark on your change initiative? What kind of fears do you think other stakeholders will have? <p>Activity Discussion</p> <ul style="list-style-type: none"> ● <i>Left-Hand Column Case</i>: Follow the instructions in the Left-Hand Column Case take-out package. <p>Assignment Discussion</p> <ul style="list-style-type: none"> ● Continue working on your Initial Action Plan. Discuss the next steps, especially any that you want other members of the group to hold |

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| | <p>each other accountable for.</p> <p>Forums Discussion</p> <ul style="list-style-type: none"> • By now, there should be a few participants who have posted parts of their Initial Action Plans in the forums. Your group might want to take the time to look through a few of these together and discuss what you see. Does anyone have a similar problem of practice? Can you learn from what others are doing? |
| <p>Plus/Delta</p> | <p>Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.</p> |
| <p>Afterwards</p> | <p>Send short summary e-mail to all learners and a reminder about the next meeting.</p> <p>E-mail template:</p> <p>Thank you for coming to the Unit 4 meeting of our Launching Innovation in Schools learning circle! In this meeting, we decided to focus on __ (include some description of the activities)_____ . I thought it was particularly interesting that_____.</p> <p>.</p> <p>Between now and the next meeting, try to think of ways that you can use Peter's tools to improve the quality of your conversations. Also, don't forget to continue your work on the Initial Action Plan and to take action! The next meeting will be _____. We will focus on Unit 5: Measuring Progress and Adjusting. In this unit, we'll learn about why it's important to measure progress for an initiative and suggested ways to do it. Hope to see you then!</p> |

Unit 5: Measuring Progress and Adjusting

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| <p>Check-in.</p> | <p>Spend the first few minutes reviewing the previous meeting and any action taken since the previous meeting. Have people made progress toward their Initial Action Plan? Were they able to complete some small step? Have each person share one thing that was exciting, one thing that was challenging, and one new thing they will do moving forward.</p> |
| <p>Coursework</p> | <p>By now, you have done a significant amount of work, both in planning and taking initial steps toward change. You should use your learning circle members as resources for feedback. Feel free to use discussion time for the remaining weeks to share what you've done with each other and plan for the future.</p> <p>As you share your steps, think about structuring your thoughts and discussion around these three questions: 1) What did I expect to happen? 2) What actually happened? and 3) What are my thoughts and reflections?</p> <p>Video Discussion Questions</p> <ul style="list-style-type: none"> ● <i>Measuring Progress:</i> Follow the instructions in the Evaluation Scenarios take-out package. ● <i>Blake Middle School: Assessing Pilots</i> <ul style="list-style-type: none"> ○ Think about your change initiative-- what are appropriately-sized pockets in your school where you might pilot it? How would you assess those pilots? ○ Nat talked about the importance of going back to the “why” when looking at how to measure a project’s progress. Think about how to use your “why” to develop assessment benchmarks. ● <i>Community Charter School of Cambridge: Improving Instruction Through Data</i> <ul style="list-style-type: none"> ○ What kind of student data does your school collect? How does your school use that data? What kinds of questions is your school asking? ○ How does your school evaluate teachers? How and how often do teachers reflect on their practice? ○ How might you use student data to measure the progress of your initiative? <p>Assignment Discussion</p> <ul style="list-style-type: none"> ● <i>Initial Action Plan, Part 3:</i> If the learning circle is working on one problem of practice, are you in agreement on the best ways to track progress? How can you best capture subjective impressions? If each group member has a different problem of practice, get advice from |

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| | <p>group members on how to leverage different ways of collecting data and making adjustments.</p> <p>Forums Discussion</p> <ul style="list-style-type: none"> • See what other participants are doing regarding measuring progress and adjusting. Discuss interesting ideas in the group. |
| Plus/Delta | <p>Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.</p> |
| Afterwards | <p>Send short summary e-mail to all learners and a reminder about the next meeting.</p> <p>E-mail template:</p> <p>Thank you for coming to the Unit 5 meeting of our Launching Innovation in Schools learning circle! In this meeting, we decided to focus on __ (include some description of what happened)_____ . I thought it was particularly interesting when _____.</p> <p>.</p> <p>Between now and the next meeting, continue to work on your Initial Action Plan. The next meeting will be _____. We will focus on Unit 6: Sustaining Innovation. This will be the last unit of the course. In this unit, we'll wrap things up by reflecting on our work and thinking toward the future. Hope to see you then!</p> |

Unit 6: Sustaining Innovation in Schools

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| Check-in. | <p>Spend the first few minutes reviewing the previous meeting and any action taken since the previous meeting.</p> |
| Coursework | <p>Video Discussion Questions</p> <ul style="list-style-type: none"> • <i>Mashpee Public Schools: Sustaining Innovation</i> <ul style="list-style-type: none"> ○ How will you introduce reflection into not just your change initiative but your practice? • <i>Sustaining Innovation in Schools</i> <ul style="list-style-type: none"> ○ How will you bring what you've learned in this course to your school to make it more of a learning organization? |

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|--------------------------|--|
| | <p>Activity Discussion</p> <ul style="list-style-type: none"> • <i>Make Your Resources Toolkit.</i> This is a great opportunity to go through the course together and discuss what you've learned. • <i>I Used to Think, But Now I Think.</i> Follow the instructions for the activity in the platform and share answers with group members. <p>Assignment Discussion</p> <ul style="list-style-type: none"> • This final unit of the course is devoted to curation and revising of all the work that you've done. You should have a lot in your Field Notebook that you are revising based on feedback from your classmates. We encourage you to use this final meeting to share your Field Notebooks with one another and engage in each other's final work. You might give advice on how to revise a certain section or make a note about what is especially original or creative. |
| <p>Plus/Delta</p> | <p>Spend the last five minutes sharing something positive about the meeting, and what learners hope to improve for the next meeting.</p> |
| <p>Afterwards</p> | <p>While the Unit 6 meeting could be your final meeting, you might want to give your members some time to complete the final deliverable. We strongly recommend that you use the Unit 6 meeting to review one another's work and plan for a final meeting that is about presentations and plans for the future. You might even invite other colleagues to hear about what you've accomplished. Consider inviting key people from your Unit 2 Asset Map!</p> <p>Send short summary e-mail to all learners:</p> <p>E-mail template:</p> <p>Thank you for coming to the Unit 6 meeting of our Launching Innovation in Schools learning circle! In this meeting, we decided to focus on __ (include some description of what happened) _____. I thought it was particularly interesting when _____.</p> <p>Between now and next meeting, continue to revise and polish your Final Assignment. The next meeting will be _____. This will be our final meeting of the course where we will be presenting our work and considering the future. Reach out to anyone who might want to see what you have accomplished in the last six weeks. I look forward to seeing everyone's final work!</p> <p>Hope to see you then!</p> |

Final Meeting

| | |
|----------------------|--|
| Check-in. | If there is anyone at this meeting to see presentations who has not taken this course, give a brief introduction to the course. |
| Presentations | Let this last meeting be about celebrating the work you've done in this course! Get some tasty snacks, pop the bubbly, and present your final assignments with each other. |
| Future Work | <p>Your work on your problem of practice should not end with this course! Take time to reflect as a group about what the future will look like. Which steps from your Initial Action Plan will you expand on? How will you continue to engage others? How will you hold each other accountable for continuing the work that you started?</p> <p>Are the non-learning circle members in the room interested in learning more about the course? Direct them to the Launching Innovation in Schools course which will be archived after the first run of the course. They might also be interested in Justin Reich's other course hosted on edX, Design Thinking for Leading and Learning. This course, which launches March 21, 2017, is a hands-on course for education leaders to learn about design thinking and explore how it can transform classroom learning and school communities.</p> |
| Afterwards | <p>Send short summary e-mail to all learners.</p> <p>E-mail template:</p> <p>I have really enjoyed taking this course with you. Throughout this course, I have learned _____, and I am excited to continue to grow as a leader. I challenge all of you not to let our change work end with this course, and I'm excited about the future of our work!</p> <p>You might also consider taking the Design Thinking for Leading and Learning course launching March 21st, 2017.</p> |

Appendix I: Social Media Templates

TWITTER

Join @bjfr & @petersenge for a free online course for school leaders: Launching Innovation in Schools. Jan 17 start!

<https://www.edx.org/course/launching-innovation-schools-mitx-microsoft-education-11-154x>

LINKEDIN

Join MIT lecturers Justin Reich and Peter Senge this January in a free, online course for school leaders: Launching Innovation in Schools. Over six weeks, you will complete a cycle of study, experimentation, and reflection in leading instructional improvement efforts. Through experiential activities, you will begin working with colleagues to envision the next level of work for your organization, launch a new initiative, and measure your progress along the way. Registration is now open for the January 17 start.

<https://www.edx.org/course/launching-innovation-schools-mitx-microsoft-education-11-154x>

FACEBOOK

Join MIT lecturers Justin Reich and Peter Senge this January in a free, online course for school leaders: Launching Innovation in Schools. Together, we'll explore fundamental principles for starting and sustaining initiatives to improve teaching and learning.

Over six weeks, you and your classmates will complete a cycle of study, experimentation, and reflection to gain confidence and skills to lead instructional improvement efforts. Through experiential activities and assignments, you will begin working with colleagues to envision the next level of work for your team or organization, to launch a new initiative, and to measure your progress along the way.

At the end of the course, you will have started the process of launching an instructional improvement initiative in your school or learning environment, and you will better understand yourself as a leader and change agent. You will have made connections with peers who are also undertaking this important work.

Register now to receive updates as we get the course ready to launch!

<https://www.edx.org/course/launching-innovation-schools-mitx-microsoft-education-11-154x>

E-MAIL

Dear Colleague,

I want to invite you to join a new free online course for school leaders starting January 17th, [Launching Innovation in Schools](#). The course is taught by MIT lecturers Justin Reich and Peter Senge, who have studied and supported innovation in education systems for many years. Below is a short blurb about the course.

You can register now [Launching Innovation in Schools](#) and receive updates as the course gets started. You may also be interested in a second free online course starting in March, [Design Thinking for Leading and Learning](#). Please circulate this email widely in your networks.

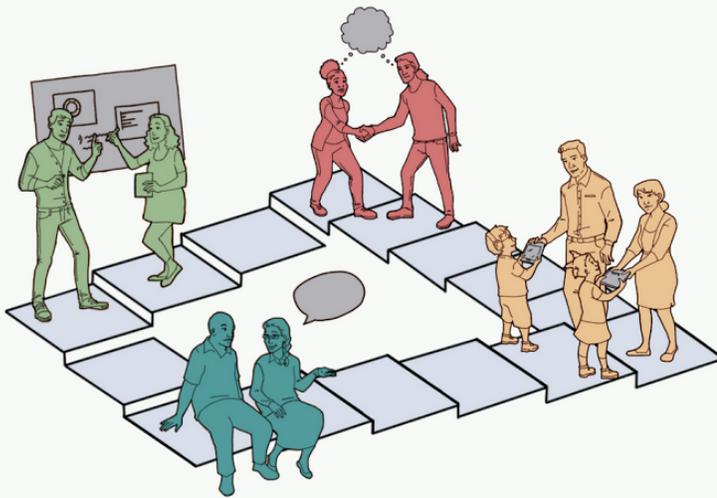
“Every great teacher and every great school constantly work towards creating better learning conditions for students. Just as we hope our students become lifelong learners, we as educators should be constantly learning and improving. This education course is for school leaders of all kinds (from teacher-leaders to principals to superintendents) who are launching innovation in schools—starting new efforts to work together to improve teaching and learning.

Over six weeks, you and your classmates will complete a cycle of study, experimentation, and reflection to gain confidence and skills to lead instructional improvement efforts. Through experiential activities and assignments, you will begin working with colleagues to envision the next level of work for your team or organization, to launch a new initiative, and to measure your progress along the way. Based on the work of Justin Reich (Teaching Systems Lab, MIT) and Peter Senge (MIT Sloan), this course will focus on visioning and capacity-building, with an emphasis on collaboration and building partnerships with stakeholders at multiple levels.

At the end of the course, you will have started the process of launching an instructional improvement initiative in your school or learning environment, and you will better understand yourself as a leader and change agent. You will have made connections with peers who are also undertaking this important work.”

Launching Innovation in Schools

TAKE THE FIRST STEP TOWARD IMPROVING TEACHING AND LEARNING IN YOUR SCHOOL!



Peter Senge



Justin Reich

- Over **6 weeks**, you and your classmates will complete a cycle of study, experimentation, and reflection to gain confidence and skills to lead instructional improvement efforts. Based on the work of **Justin Reich (Teaching Systems Lab, MIT)** and **Peter Senge (MIT Sloan)**, this course will focus on visioning and capacity-building, with an emphasis on collaboration and building partnerships with stakeholders at multiple levels.

Starts
Jan 17th

ENROLL AT
[BIT.LY/LAUNCHINGINNOVATION](https://bit.ly/launchinginovation)



TEACHING SYSTEMS LAB

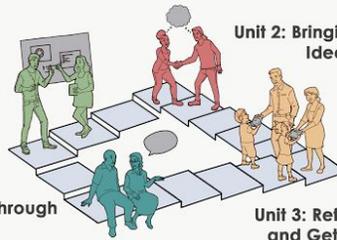
Launching Innovation in Schools

bit.ly/launchinginnovation
Launches Jan 17th, 2017

Unit 1:
Launching
Innovation
in Schools

Unit 5: Measuring Progress
and Adjusting

Unit 4: Working Together Through
Ups and Downs



Unit 2: Bringing People Together Around
Ideas They Care About

Unit 3: Refining a Vision
and Getting to Work

Unit 6:
Sustaining
Innovation
in Schools

Who is this for?

Are you working to improve teaching and learning in your school? If you are a **teacher, administrator, or school leader** making school better for kids, then this course is for you!



What is innovation?

For us, innovation is the set of experimental efforts unique to every school that make learning richer for students. **This course isn't about any one innovation; it's about creating healthy soils where your ideas for change can grow.**



How long will it take? What does it cost? Who are the instructors?

7 weeks
 ~2 hrs work/week
 FREE
 Verified Certificate: \$49



Peter Senge
 Senior Lecturer,
 MIT Sloan
 School of
 Management

Justin Reich
 Executive
 Director, MIT
 Teaching
 Systems Lab



How will you learn?

This course is filled with activities and assignments that have a *bias for action*. Your coursework should really be *job-embedded*, integrated into your practice so that as you learn, you progress toward making change.



Learn from classmates around the world in the discussion forums!



Complete hands-on activities and assignments that directly help you launch change!



Consider ideas, tools and frameworks about change leadership from our instructors!



Hear directly from teachers, principals, superintendents, school staff, and more about how they launch change in their own schools!

How do I join?

Enroll at
bit.ly/launchinginnovation

Share with your friends!

Twitter: #liismooc

Facebook: Launching Innovation in Schools

Appendix II: Course Calendar

| 2017 JANUARY | | | | | | |
|--------------|-------------------------------------|----------------------------|---------------------------|----------|------------------------------------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 COURSE LAUNCH | 18 | 19 | 20 | 21 |
| 22 | 23 LIVE EVENT 2:00 PM UTC | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 1 UNIT 2 LAUNCH | 2 | 3 LIVE EVENT 8:00 PM UTC | 4 |

| 2017 FEBRUARY | | | | | | |
|---------------|--------|---------|--|----------|--|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 29 | 30 | 31 | 1 UNIT 2 LAUNCH | 2 | 3 LIVE EVENT 8:00 PM UTC | 4 |
| 5 | 6 | 7 | 8 UNITS 3 & 4 LAUNCH | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 UNIT 5 LAUNCH | 23 | 24 | 25 |
| 26 | 27 | 28 | 1 UNIT 6 LAUNCH | 2 | 3 | 4 |

| 2017 MARCH | | | | | | |
|------------|--|---------|-------------------------------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 29 | 30 | 28 | 1 UNIT 6 LAUNCH | 2 | 3 | 4 |
| 5 | 6 LIVE EVENT 8:00 PM UTC | 7 | 8 COURSE ENDS | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

