CONVERTING THE SCIENCE OF SMALL TO SUSTAINABLE QUICK WINS

Paul “Paulie” Gavoni, EdD
Kaleidoscope Interventions
Session Outcomes

• Become familiar with science behind Quick Wins

• Develop a shared understanding of how Quick Wins impact school achievement

• Learn specific strategies for identifying Quick Wins

• Understand how to develop and achieve SMART Goals

• Understand the role data play in creating Quick Wins

• Learn how to generate motivation through the Quick Wins process
Quick Wins and the Real Sweet Science!
Talent development...or *natural* selection: Only the strong Survive??

Natural talent is far, FAR overrated
Outliers

• Gladwell says, "an iron law of Canadian hockey: in any elite group of hockey players - the very best of the best - 40 per cent of the players will have been born between January and March."

• Those born in the last quarter of the year might as well just "give up on hockey."

Gladwell, 2008
Outliers

It wasn’t talent…it was coaching that made the difference

Gladwell, 2008
Pygmalion effect

- You attention is EXTREMELY POWERFUL!
- Is the phenomenon whereby higher expectations lead to an increase in performance
Pygmalion effect

THE “PYGMALION EFFECT”

TEACHER THINKS STUDENT IS SMART

+ +

STUDENT GETS BETTER GRADES

STUDENT LEARNS MORE

TEACHER FOCUSES ON STUDENT

Reinforcing loop

It wasn’t talent... it was teaching that made the difference

Will this affect how managers treat their employees?

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So what’s the point?

• If we are going to bring out the best in our students, who must we bring out the best in?
• If we are going to bring out the best in our teachers, who must we bring out the best in?
• If we are going to bring out the best in our leaders, who must we bring out the best in?
Are we doing this?

• With so much focus on what teachers and leaders should do….
• There seems to be little focus on how to help them do it….
• Many are simply thrown into the “ring” to “sink or swim” the way I was….
Darwinism in education?
Teacher attrition – 60,000 short

State average teacher turnover rates 2000–2015

Recessions

2.2 Billion Dollars Yearly

Data source: Colorado Department of Education. Data reported as of Dec. 1 of each year.

Credits: Sarah Glen/Chalkbeat
School leaders too?

“70% of new principals appointed to poor schools in Miami-Dade had no prior experience” (Beteille, Kalogrides, & Loeb, 2012)
Percent of New Principals leaving within the first five years

We must help Principals and Teachers to be successful

the "average high school principal will not see his/her first freshman class graduate" (Fuller, 2012)

Many principals are not sticking around long enough to see the results of their improvement initiatives (Louis, Leithwood, Wahlstrom & Anderson, 2010)
Quick Wins School Highlights

Student poverty rates of 84% and 94%
Quick Wins School Highlights

Both schools moved from a C to an A with the Florida School Accountability Report Card in two years or less.
Quick Wins School Highlights

Double digit gain across all grades in all subject areas and the highest achievement scores in 28 year history of the school.
Quick Wins School Highlights

Increased percent proficient by an average of 24% across all subgroups in two years or less
Quick Wins School Highlights

Reduced teacher turnover from 28% to 7% with zero teacher transfers in two separate schools
Quick Wins School Highlights

Reduced the percentage of student discipline referrals by 68% in less than two years and decreased out-of-school suspension rate from 6.4% to 0.5% in one year.
WHAT ARE QUICK WINS AND WHY DO WE NEED THEM?

“Change can exist without renewal, but renewal cannot exist without change.”

~Raymond Calabrese
What are Quick Wins?

• Successful leaders choose a few high-priority goals with visible payoffs and use early success to gain momentum.
• While these “wins” are limited in scope, they are high-priority, not peripheral, elements of organization performance.
• Early wins are critical for motivating staff and disempowering naysayers.

Hassel & Hassel (2009)
What are Quick Wins?

Quick Wins

<table>
<thead>
<tr>
<th>Impact + Visibility</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (3)</td>
<td>High (3)</td>
</tr>
<tr>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Medium (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Low (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

The diagram shows a matrix with Impact + Visibility on the y-axis and Effort on the x-axis. The cells are shaded with varying degrees of darkness, indicating the number of projected points for each combination.
Why are Quick Wins Important?

- Build trust in leadership
- This achievement in an important area, motivates staff for further change, and reduces resistance by those who oppose change
- Silences the critics with quick, visible results and reduces the leader’s time spent addressing “politics” and increases time spent leading for results
- Plant seeds of belief

*Center on Innovation and Improvement (2008)*
At the heart of Quick Wins: Fostering Belief

Building Self-Efficacy through Science
Quick Wins require small steps
Quick Wins require reinforcement: The fuel that drives behavior

When the reinforcement (fuel) runs out, the behavior will stop (extinction)
Quick Wins Require Reinforcement

SHAPING PERFORMANCE

Naturally Occurring Reinforcement

"Want-to-do" Curve

Habit Strength

Discretionary Effort

Minimum Requirements

No reinforcement

Phase 1 - Getting it Started

Phase 2 - Making it Work

Phase 3 - Sustaining the Change

Laipple, 2012
QUICK WINS REQUIRE QUICKWOCs

“When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.”

-Confucius
QuickWOCS

Pronounced “Quick Walk”
Walking around
Observations
Conversations

QuickWOCS have three parts:
Part 1—Walkabout Observations
Part 2—Other Sources
Part 3—Performance Diagnostic Checklist
Getting started…

Before you walk through the door

• Share an inspiring vision of what the change and success will look like when the school gets there

• Leverage “Hard and Soft” data

• Getting the right people in the right places

• Be transparent about setbacks and implementation dips

• Listening is leading

• Creating a “want” vs. “want to avoid”
# Identifying Potential Quick Wins

<table>
<thead>
<tr>
<th><strong>Classrooms</strong></th>
<th><strong>Student Behavior</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do students respond in a well-behaved manner toward the teacher and other adults in the room?</td>
<td><strong>Hallways</strong></td>
</tr>
<tr>
<td>Are students respecting the materials and property in the classroom?</td>
<td>How are students moving through the hallways?</td>
</tr>
<tr>
<td>Are students respecting their fellow students?</td>
<td>How quiet are the hallways during instructional time?</td>
</tr>
</tbody>
</table>

### Classrooms (Use of Time)
- Are there uninterrupted blocks of time for instruction in core subject areas?
- Are there established routines and rituals within classrooms and moving to and from classrooms to transition between activities?

### Cafeteria
- Are students able to move through the food line efficiently?
- Is it easy for students to find seating? Does the process of finding a seat create tensions among students?
- Are students picking up trash and depositing it in the correct containers?
- What do students do when they are finished eating?

USDOE (2010)
Identifying Potential Quick Wins cont.

Facilities

School Façade
• Are there any areas of the school façade or the school grounds that appear to be damaged or in poor condition?

School Interior
• How is the condition of the inside of the building, including bathrooms, hallways, storage areas, teacher workrooms?

Classrooms
• Do classrooms have enough storage cabinets, etc. to maintain a clean and orderly environment for learning?
• Can students and teachers access materials easily and quickly?

USDOE (2010)
### Identifying Potential Quick Wins cont.

<table>
<thead>
<tr>
<th>What are the identified problem areas to address?</th>
<th>Will the elimination of this problem…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Be a visible payoff and provide early success to gain momentum?</td>
</tr>
<tr>
<td></td>
<td>• Be something that is a high-priority, not a peripheral, element of the school’s performance?</td>
</tr>
<tr>
<td></td>
<td>• Be something that is doable in a short amount of time with limited resources?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the pervasiveness of the problem?</th>
<th>Occurs in different settings, and at different times, with different people involved?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What level of importance is the problem in relation to your annual goals?</th>
<th>Identified as a priority by most teachers? Also identified by students, parents, community, or other stakeholders?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What are the implications of solving this problem?</th>
<th>Solving this problem will improve the work of teachers and/or students, or school climate?</th>
</tr>
</thead>
</table>

| What priority level will you assign to the identified problem? | 1. Top priority  
2. Important, but not right away  
3. Not an issue that can’t be overcome later in the year |
|----------------------------------------------------------------|----------------------------------------------------------------------------------|
Identify a Potential Quick Win

It is the first day of school prior to the students returning, and the principal is meeting with the staff for the first time. The previous year the school received an “F” as a school grade. Thirty percent of the staff left the previous year, but many of the staff stayed to give the new principal a “chance.” Through interviews and available data, the following themes emerged:
Identify a Potential Quick Win

- The former principal was a leader who was rarely visible and did not involve teachers in goals setting or decision making.
- Behavior was an issue in various areas of the school, and many staff made statements like “these kids will never change.”
- Parents and guardians felt they were unwelcome when entering the school.
- District support personnel reported all teachers should be replaced because they were not teaching correctly.
Identify a Potential Quick Win

Given this information

• What might the principal do first to establish a Quick Win?
• How might this Quick Win be measured?
• How can this principal use this data to ensure the Quick Win has an impact?
• What might the principal target next as a Quick Win?
Identify a Potential Quick Win

• Your state has decided to incorporate Competency-based Education into its ESSA plan. The state legislature has earmarked funds to support a statewide pilot of 10 sites, that have recently been selected via an RFP process.
Identify a Potential Quick Win

• The sites all have varying degrees of (1) "understanding" of CBE, (2) staffing resources to support it, (3) and curriculum, instruction, and assessment infrastructure in place. You state is Common Core, and has recently re-issued the state standards.

• *What Quick Wins can you identify to start the pilots off on a path to success?*
Quick Wins require an understanding of why folks aren’t performing

- A common approach to fixing a problem with staff performance is through “retraining”
- The assumption is they don’t know what to do
- Providing training to staff can be very productive
- Providing training to staff can be a huge waste of $$$$$$
- At your table, make a list of why you believe people do not perform up to a standard
Telling Ain’t Teaching…..or Leading!

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Percentage of Teachers Demonstrating the Following After Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion (A)</td>
<td>10%</td>
</tr>
<tr>
<td>A + Demonstration in Training (B)</td>
<td>30%</td>
</tr>
<tr>
<td>A + B + Practice and Feedback in Training (C)</td>
<td>60%</td>
</tr>
<tr>
<td>A + B + C + Coaching in Classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>

(Joyce & Showers, 2002)
Quick Wins Require Performance Diagnostics

• When folks aren’t performing, there are typically only two reasons:
  • Can’t do
  • Won’t do

• Performance Diagnostics
QUICK WINS REQUIRE SMART GOALS AND DATA

“To respond is positive, to react is negative.”

~Zig Ziglar
Where you currently are

choices

GPS

Where you want to be
SMART Goals

Specific
Motivational
Achievable
Relevant
Trackable
SMART Goals Require Data: Pinpointing Behavior and Results

**Leading Indicators**
- Student behavior
- Staff behavior
- Staff perception
- Attendance
- Formative assessments

**Lagging Indicators**
- Mid or end of Year or referral data
- Staff retention
- Union Grievances
- Parent Complaints
- Summative assessments
Leading Indicators

I just wanted to let you know that this has been the BEST first week of school that I have ever had! There has been such a positive vibe around. I see it not only in the teachers, but the students as well! Thank you so much for all that you have done to make this all happen. This is going to be a great year!!!

Teacher

I just really want to say thank you for such a great week. I feel more valued as a teacher than I ever have and I know it will make for a great year.

The PBS and CHAMPS training was extremely meaningful. I am hoping this doesn't sound too gushy...but, I really do feel this way and wanted you guys to know.

Teacher
### Activity: Brainstorm 1 SMART Goal

<table>
<thead>
<tr>
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<th><strong>S</strong></th>
<th><strong>M</strong></th>
<th><strong>A</strong></th>
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<th><strong>T</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Specific—the goal is stated in clear, unambiguous words. A specific goal has a much greater chance of being accomplished because it describes precisely what you are looking to change, and what behaviors must occur to achieve it.</td>
<td>Motivational—the goal motivates by stating why the change is important, how feedback will be provided on performance, and how goal achievement will be celebrated. Specifically, what actions leaders take to motivate people to engage in the change?</td>
<td>Achievable—the goal is clearly linked to what employees must demonstrate to achieve the goal, and the resources to be provided.</td>
<td>Relevant—the goal is something people can relate to from the start—part of day-to-day work, clearly linked to roles and responsibilities, with the change clearly adding value for those affected by the change.</td>
<td>Trackable—the goal clearly states how it will be measured, tracked, and ultimately how progress and achievement will be determined.</td>
</tr>
</tbody>
</table>

| Goal 1 |   |   |   |   |   |
| Goal 2 |   |   |   |   |   |
| Goal 3 |   |   |   |   |   |
SMART Goals – 5 Important Considerations

1. What do you want people to do more of, less of, or differently?
SMART Goals – 5 Important Considerations

2. What measures will indicate movement towards your goal? What “leading indicators” will tell the story?
SMART Goals – 5 Important Considerations

3. What tools will you use to collect data, and who will collect, review, and report it?
SMART Goals – 5 Important Considerations

• 4. Once you’ve selected your measures, whom will you designate to create a simple “scoreboard” to share regularly with stakeholders?
SMART Goals – 5 Important Considerations

• 5. When you are initiating change, present measures of progress to targeted stakeholders at least weekly, no less than monthly.
### Bring your SMART Goal to Life

<table>
<thead>
<tr>
<th>What do you want people to do more of, less of, or differently?</th>
<th>What measures will indicate movement towards your goal? What “leading indicators” will tell the story?</th>
<th>What tools will you use to collect data, and who will collect, report, and review it?</th>
<th>Once you’ve selected your measures, whom will you designate to create a simple “scoreboard” to share regularly with staff?</th>
<th>When you initiate change, we highly recommend presenting measures of progress to targeted staff at least weekly, no less than monthly.</th>
</tr>
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<tbody>
<tr>
<td>Goal 1</td>
<td></td>
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<tr>
<td>Goal 2</td>
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<td></td>
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<tr>
<td>Goal 3</td>
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</tbody>
</table>
LEADERSHIP AND QUICK WINS

“Whether you believe you can do a thing or not, you are right.”

~Henry Ford
THE TYPICAL MODUS OPERANDI FOR CHANGE

District or School Principals make great speeches at the beginning about the new vision and direction

• Excitement and fanfare ensue.
• Resources are allocated to make change happen.
• Expensive and time-consuming expert analysis are conducted.
• Painfully honest descriptions of current state are reviewed.
• Promises and commitments are made.

Daniels & Daniels, 2004
MODUS OPERANDI…

Teachers & staff go to training and hear about what they should do

Daniels & Daniels, 2004
Schools & districts spend lots of money on new technology

Somebody somewhere says, “They’d better use it!”

Daniels & Daniels, 2004
And when people don’t do it....what happens?

• Louder

• Longer

Meaner

Daniels & Daniels, 2004
What must occur to sustain performance?
Quick Wins and Leadership

• Put the "stick away" - Positive vs. Negative reinforcement
Quick Wins and Leadership

• Leaders must be a stimulus for change
Quick Wins and Leadership

• Getting people in touch with positive change through feedback
  • It’s not what you say, but how and when you say it!
  • Align meaningful change with staff behavior
Quick Wins and Leadership

• Graphic feedback (data) as a reinforcer
Quick Wins and Leadership

• Errors in feedback
  • the "big but" obsession
  • the "gimmee more" mistake
  • the "sandwich" error

(Daniels & Daniels, 2016)
Quick Wins Leadership for Building Self-Efficacy

- Psychologist Albert Bandura has defined **self-efficacy** as one's belief in one's ability to succeed in specific situations.
- One's sense of **self-efficacy** can play a major role in how one approaches goals, tasks, and challenges.

Bandura, A. (1977)
Sources the Determine Self-Efficacy

Mastery Experience
(Experiences that influence goal attainment)

Vicarious Experience
(Modeling by others)

Social Influences
(Coaching & Feedback)

Individual Emotional & Physical Well Being

Self-Efficacy (Judgments)

Individual Behavior/Performance

Bandura, A. (1977)
Using Quick Wins to develop Collective School Efficacy

- Utilize data to develop cause-effect relationships
- Set smaller goals that will increase the likelihood of mastery experiences
- Provide feedback that will help them improve their skills
- Provide effective professional development for will help them reach goals
- Establish a culture that provides flexibility of time, structures, and resources to allow stakeholders time to collaborate and solve problems amongst themselves

Neil & Gavoni, 2016
Steps to Achieving Quick Wins

• Set clear and incremental goals

• Allow staff and students autonomy of how to reach the goals

• Provide support and resources (PD) needed to achieve the goals

• Allow realistic amount of time to achieve the goals

• LOTS of FEEDBACK!! (learning from setbacks)

• Recognize and celebrate successes (small and large)
Sources


Hassel and Hassel, The big u-turn: How to bring schools back from the bring of doom to stellar success, Education Next, Winter, 2009

Joyce, B., and Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development
