

# The Problem, with Educators

The Key to Solving Big Problems

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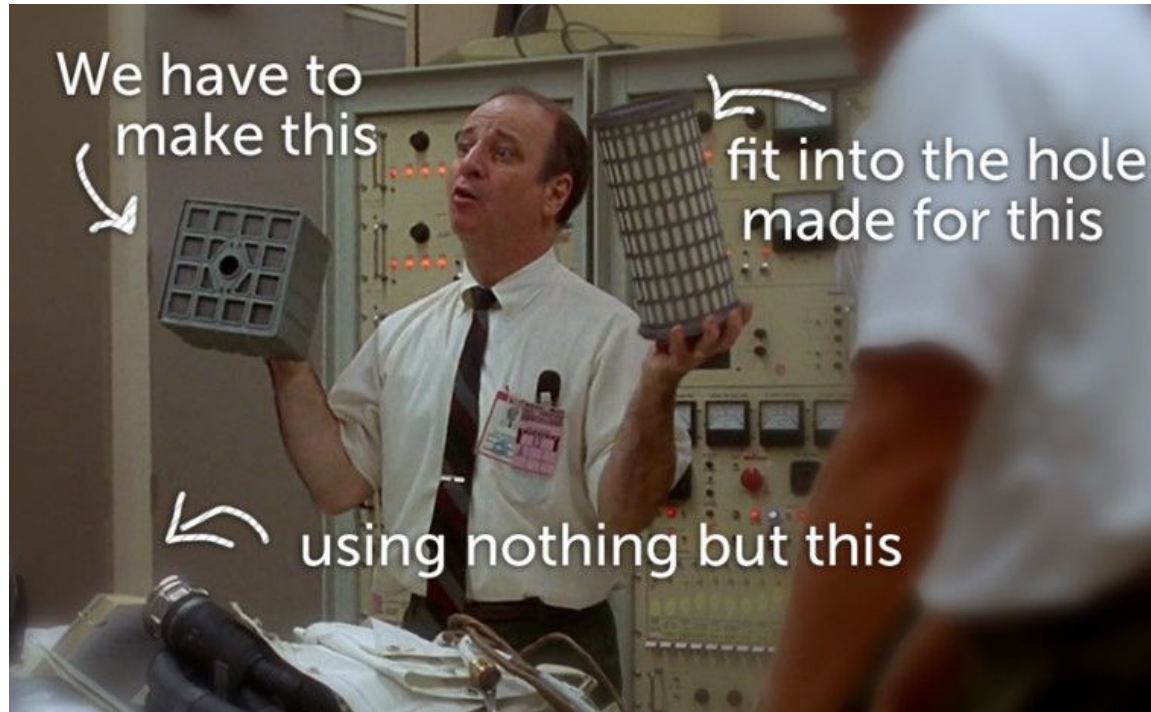


**PR<sup>2</sup>IDE**

Problem Resolution and Rapid  
Improvement Designs for Education

TASBO Engage  
February 18, 2021

## Our Problems are Big



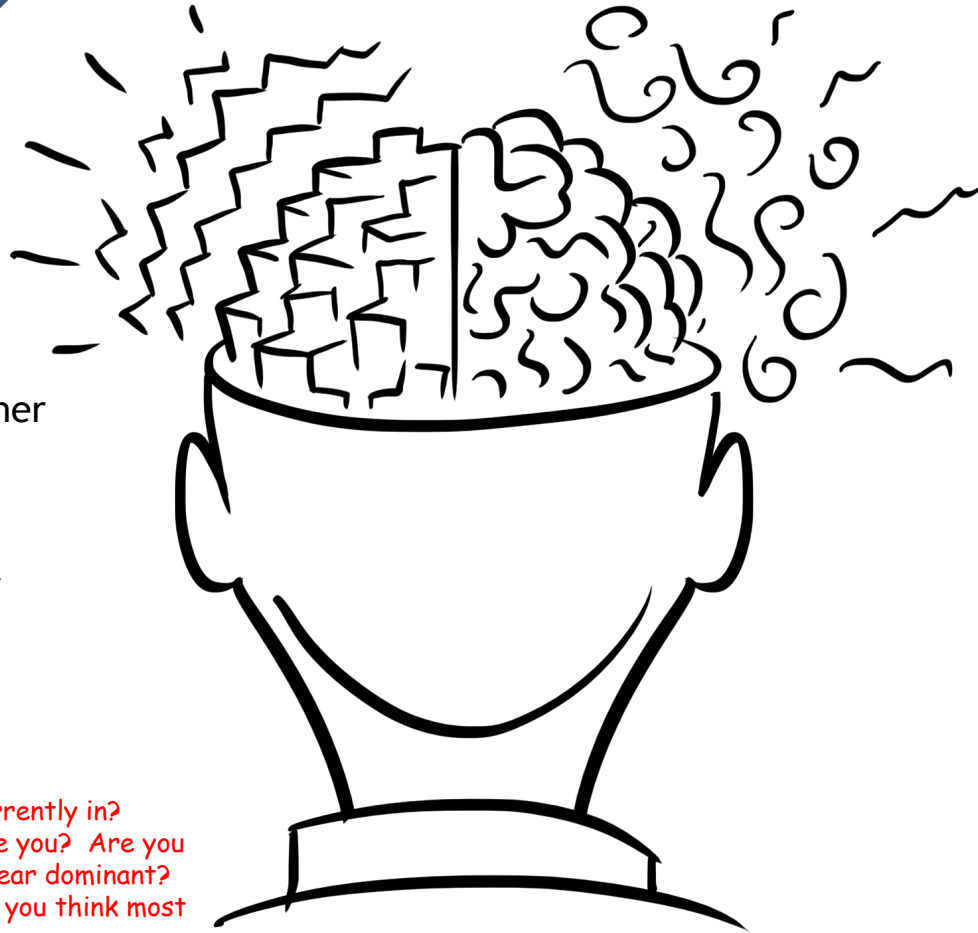
# Which are you?

## Linear Thinker

- ☐ Left-brained
- ☐ Seat of Logic
- ☐ Learns from one situation and applies it to another in order to solve problems
- ☐ Uses consistency, rules, formulas or patterns to make decisions in life

## Non-linear Thinker

- ☐ Right-brained
- ☐ Seat of Creativity
- ☐ Intuitive, creative, artistic and emotional thinking
- ☐ Sees multiple points of logic rather than just one answer
- ☐ Makes connections and draws conclusions from unrelated concepts or ideas



### Participant Poll

1. What position are you currently in?
2. Which type of thinker are you? Are you linear dominant or non-linear dominant?
3. Which type of thinker do you think most educators are?

Which type of thinker are most educators?

**Non-Linear**

+

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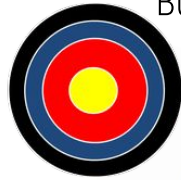
**Big Problems**



## Why it's hard to solve big problems in our schools...

- We tend to take a band-aid approach, mostly out of necessity
- Time is an extremely precious commodity
- Educators do not have the time to learn new tools or solve big problems
- There are tools available but they are cumbersome
- Process improvement is really problem solving

## Industry Standards - Linear



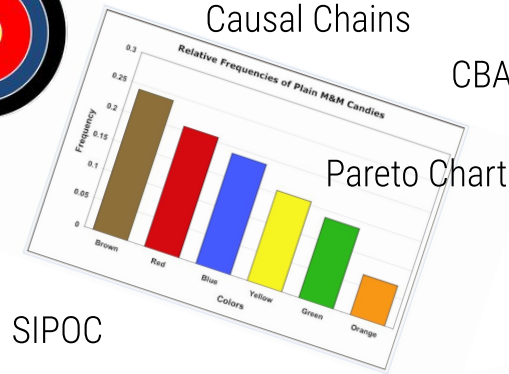
Bull's Eye Chart

COPQ

Causal Chains

CBA

Pareto Chart



SIPOC

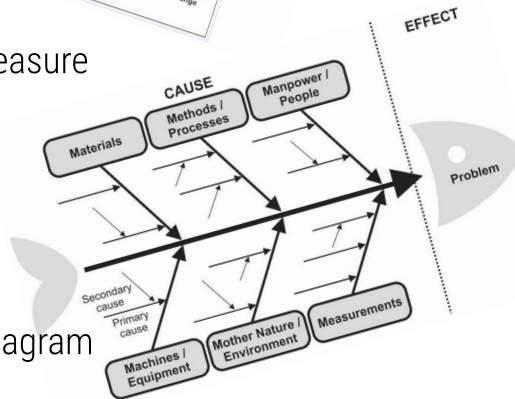
Six Sigma

Measure

DMAIC

Analyze

Fishbone Diagram



## Education - Non-linear

*Learning Communities*

*Workflow  
Diagrams*

*Planning*

*Reimagining*

*Mind Mapping*

*Innovation*

*Collaborative Teams*

*Project Based Learning*

Common Problems in School Districts
Cost and process for the public to <b>use school district facilities</b> .
<b>Ensuring</b> the <b>safety</b> of students attending after school programs.
Handling <b>grievances</b> and <b>complaints</b> .
<b>Onboarding</b> new principals and teachers.
Ensuring Black and Latinx students are enrolled in <b>advanced classes</b> .
Process for reviewing and approving <b>software requests</b> .
<b>Transporting Special Education</b> students.

Rate your district's processes on a scale from 1-5 (1 being non existent to 5 being excellent).

[Common Problems in School Districts](#)

# Our Story

**Our problems at RRISD may be similar to those that you face:**

- 57 campuses; siloed with autonomy
- No standardized way to address problems
- Duplication of effort
- Do not have the time or need for complicated tools
- Nowhere to share solutions so they can be used by others/all
- Some staff on campus and some staff virtual

**How PR<sup>2</sup>IDE is addressing these problems:**

- Organically based on tools from APQC and Google
- Minimizes the time commitment
- Uses tools and techniques familiar to educators
- Goal is to quickly solve problems and deploy solutions
- Accommodates in person and virtual



# Completed PR<sup>2</sup>IDE Projects

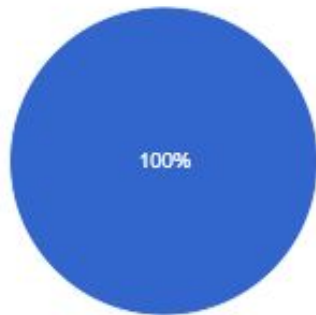
[Click here for more project details!](#)

- Textbooks
- Software Approval Process
- Four Year Plans
- Verification Guide-Transcripts
- Special Education Transportation
- Student Transfers
- Exams for Acceleration
- Advanced Coursework
- Records Management
- Academic UIL Stipends
- Principal Onboarding
- New Teacher Onboarding and Orientation
- Facility Use
- Grievances & Complaints
- Investigations
- Elementary After School Safety
- ESports
- Transportation SmartTag
- Paper Reduction

## Session with Harvard Doctoral Candidate

Participating in the Equity in Advanced Coursework PR2IDE process was a valuable use of my time.

8 responses



**Danielle Duarte**

Round Rock ISD Leadership Resident  
Harvard Graduate School of Education  
Doctoral Candidate

# PR<sup>2</sup>IDE



Problem Resolution and Rapid  
Improvement Design for Educators



## What You Need

- Strong project sponsorship - a “project champion”
- Challenge Statement - What problem are you trying to solve?
- Three-two hour sessions
- In-person or online meetings
- Subject Matter Experts (SME's)
- Meeting norms
- Timer & timelines
- Deployment Facilitators/Action Plan

# What's the Problem?

- **Meet** with the sponsor.
- **Discuss** the challenges and/or issues being faced.
- **Develop** a Challenge Statement.

Ensure children enrolled in an after school activity arrive safely to the activity and home.

There is a documented process for handling grievances submitted by RRISD employees and complaints submitted by parents and/or students that needs review and evaluation.

We need accurate routing data for transportation of our special needs students to ensure they arrive safely to school and home.



# Day 1

## What's Your Problem?

Review the Challenge Statement and  
Unpack the Problem

## Unpack the Problem

- **Voice of Customer** from stakeholders and Subject Matter Experts. Everyone gets a chance to voice their views on the issue. Capture main ideas on flipchart or virtual whiteboard.
- **Big Picture Themes** - big dots or online polls used to create heat maps to identify a theme to address first; set aside others to be dealt with as part of continuous improvement.
- **Define Area of Focus** - create a Problem Statement based on the theme you selected to address first.
- **“Deep Dive” Concept Map** - Place the problem statement at the center and map out all the components that contribute to the problem.





When you have your area of focus, you can create a **concept map** to further unpack the problem and uncover the individual components.



# Homework

- **Research** and gather materials on what's been done before to address this sort of problem. How might we solve this?
- **Look to other campuses, departments, and districts** - remix and improve.



*Great innovation is built on existing ideas, repurposed with vision.*

# Day 2


## What's the Solution?

Document the Known, Build on Big Ideas and Solve the Problem


# Lightning Demos

Present your research to the team in 5 minutes or less.


Listen for potential solutions.




Approved Soft...




Lightning Demo ...




Software appro...






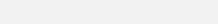
Class Creator P...




Pilot Programs




Student Data P...






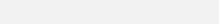
Communicatio...

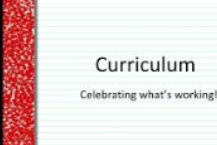


RRISD Data Sh...




Technical Review...






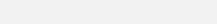
Curriculum - So...




Sample Form L...




The Procureme...






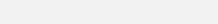
Legal Aspects



Software Appro...



Vendor Relatio...



# Develop Possible Solutions

## Independent Work and Breakout Rooms

- **Brainstorm** - doodle “how might we solve this?”
- **Crazy 8’s** - explore eight variations of your idea(s).
- **Storyboard** - build on idea(s) and develop final; present to the team.
- **Big Ideas** - vote on big ideas and note them on flipchart or shared document.
- **Gallery Walk** - small groups/breakouts “travel” through the big ideas and elaborate with details.



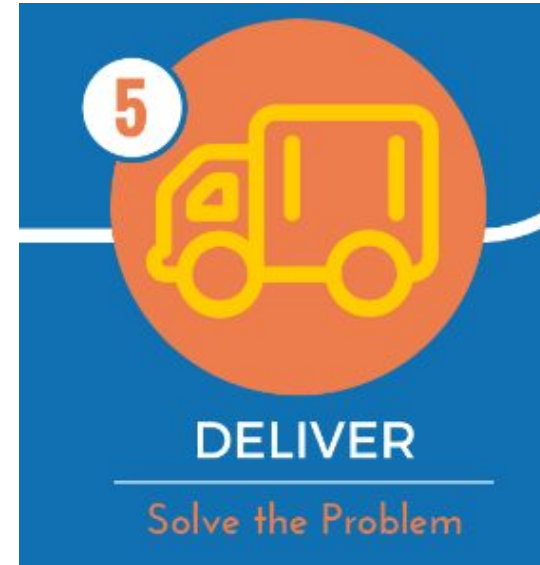
# Day 3

## Implement the Solution!

Finalize the and deploy the solution components.

# Solve the Problem

- **Revisit**
- **Review** solution components.
- **Consider** implementation and communication strategies.
- **Create** an action plan.
- **Develop** initial drafts of solution deliverables.
- **Conduct** peer and stakeholder reviews.



## Action Plan

What	What do we hope to learn?	How can we measure the outcomes?	When (Due Date)	Who
Opt Out System	Will students stay in advanced courses if placed there with the option to opt out?	How many more students are enrolling in advanced courses	Spring 2021	Associates/CTCs/Lead Counselors and counseling team
Buddy System	Does recruiting student groups collectively make a difference to their willingness to accept the challenge and stay in the course?	Increases across student groups	Spring 2021	Counseling team
Messaging - teachers, admin, counselor - intentional recruitment, conversations about the data	If teachers actively recruit students or encourage students to take advanced courses the next year, do the students follow through?	Increases in advanced course enrollment	Spring 2021	Teachers, counseling team
Double Block Option? (Long Term idea - but warrants maybe early discussion)	How to implement with PU concerns and student credit concerns			



# Deploy

## Deploy the Solution

Implement the solution components.

## Deploy the Solution

- **Follow** the action plan.
- **Divide** and conquer.
- **Assign** tasks to team members.
- **Establish** due dates.
- **Finalize** solution deliverables.
- **Communicate** to stakeholders.
- **Provide** training to stakeholders.
- **Handoff** to the sponsor.



# Improve

## Continuous Improvement

Revisit and refine.

# Continuous Improvement

- **Revisit** the Challenge Statement.
- **Identify and prioritize** other “themes” and follow the PR<sup>2</sup>IDE framework to create additional problem statements and to continue until the challenge is completely addressed.
- **Review** timelines, verify effectiveness, and adjust as needed.





## Next Steps

### 3 Ways we can help...

**Q & A-** DIY and we will help you learn the process

**Consultants-** Designate at least two people in your District to work with us to facilitate PR2IDE projects so they can learn the process and begin facilitating projects on their own

**Facilitators-** We facilitate project(s) with a team of your choice

## Resources

Video - [PR<sup>2</sup>IDE Advanced Coursework](#)

Infographic - [What's Your Problem?](#)

Have questions or need help implementing the PR<sup>2</sup>IDE Framework in your district? Contact us!

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