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## Exercise 2.1: Refine Your Problem Statement

This exercise builds on Exercise 1.1, which you completed at the end of Chapter One.

### Step One

Ask yourself the following questions:

1. How clearly does your problem statement recognize the quality of instruction and its relationship to student learning?

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2. What do you think the impact on instruction will be if your problem is solved?

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### Step Two

If you have named goals such as curriculum alignment, better communication, and the like (what we believe are peripheral goals), we suggest you name the specific links that connect that goal to the ultimate results you seek in student learning. Improving instruction may turn up somewhere in that chain. Or you may wish to think about another problem or challenge that is more directly related to instruction and then consider, or discuss with your group, what ideas you have about how to improve instruction.

### Step Three

When you have finished, compare your ideas with the overview provided in the section entitled “Seven Disciplines for Strengthening Instruction.” This section describes what we think a system focused on continuous improvement of instruction might look like.



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### Exercise 3.1: Make the Commitment

What one or two aspects of your own role, if you were to dedicate yourself to them, would make the biggest contribution toward improving instruction in your district?

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What is the most important thing that you need to get better at, or should change, in order to make progress toward this goal?

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Now that you've identified this focus, frame your response as a kind of "commitment." You don't need to know how you actually *would* get better at this. You don't even need to have confidence that you *could* get better at it. You just need to be willing to try to work on it, and to let that be a part of your learning activity.

To help you frame this most important improvement goal as a commitment we have provided the beginning sentence stem for your response:

*I am committed to the value or importance of . . .*

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### **Exercise 3.2: Recognize Counterproductive Behaviors**

What are you doing, or not doing, that is keeping your commitment from being more fully realized? As you begin your list, use the following guidelines:

- Keep your list to specific behaviors—things you do or don't do. For example, if you are about to write something that is not a behavior (such as “too many distractions”), reword it to focus on a behavior (such as “I initiate conversations about more trivial matters when I should be addressing high-priority items”).
- Refrain from listing your reasoning about why you engage in these behaviors, or what you should do about your behaviors.
- List only those behaviors (or things you are not doing) that undermine or work against your commitment.

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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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7. \_\_\_\_\_  
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8. \_\_\_\_\_  
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9. \_\_\_\_\_  
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10. \_\_\_\_\_  
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11. \_\_\_\_\_  
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12. \_\_\_\_\_  
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## Exercise 5.1: Evaluate Your Commitment and Behaviors

### Your Commitment

To what extent would the realization of your commitment represent (or lead to? or produce?) a school culture of greater focus and purpose, engagement, and collaboration? Rate each on a scale of 1 to 10, with 1 being the left side and 10 being the right side.

<b>Reaction</b>	1	2	3	4	5	6	7	8	9	10	<b>Purpose and Focus</b>
<b>Compliance</b>	1	2	3	4	5	6	7	8	9	10	<b>Engagement</b>
<b>Isolation</b>	1	2	3	4	5	6	7	8	9	10	<b>Collaboration</b>

### Your Behaviors

To what extent do the behaviors you listed in Exercise 3.2 undermine movement toward purpose and focus, engagement, and collaboration? Rate your behaviors on the following scale.

<b>Reaction</b>	1	2	3	4	5	6	7	8	9	10	<b>Purpose and Focus</b>
<b>Compliance</b>	1	2	3	4	5	6	7	8	9	10	<b>Engagement</b>
<b>Isolation</b>	1	2	3	4	5	6	7	8	9	10	<b>Collaboration</b>

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## Exercise 5.2: Look Inward: Your Four-Column Immunity Map

1	2	3	4
Commitment	Doing/Not Doing	Hidden/Competing Commitment	Big Assumption



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## Exercise 8.4: Review and Revise Your Strategies

### Step One

Take a moment to reflect on your completed phase diagnostics (Exercises 8.1, 8.2, and 8.3) by answering the following questions.

1. What is going well? What should the school or district celebrate?

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2. Which change levers might require greater attention? What might we have missed entirely?

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### Step Two

Go back to the *As Is–To Be* picture that you created in Chapter Six. Look at the systemic strategies (currently underway or planned) in light of your new understanding of data, accountability, and relationships and the phases of change, and your assessment of where your school or district is on these. Answer the following questions:

1. Do any strategies (underway or planned) need to be revised? If so, which ones? Why?

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2. What would be a more effective strategy? Take a moment to explain your thinking about why this strategy would be more effective.

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3. What are next steps toward developing more effective strategies?

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4. What evidence will indicate that it is time to move to the next phase of this work?

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### Step Three

Use the following template to organize your ideas for new or revised strategies.

	<u>Preparing Phase</u>		<u>Envisioning Phase</u>		<u>Enacting Phase</u>	
<b>Lever</b>	<b>Strategies</b>	<b>Actions</b>	<b>Strategies</b>	<b>Actions</b>	<b>Strategies</b>	<b>Actions</b>
<b>Data</b>						
<b>Accountability</b>						
<b>Relationships</b>						











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### Exercise 9.5: Test Your Assumption

Describe your own modest, safe, actionable test.

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What data do you plan to collect?

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How modest and safe is it? How actionable?

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Discuss your test with your partner. Describe any modifications made to the design of your test.

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Partner's Reflections:

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### **Exercise 9.7: Your Big Assumption, Revisited**

Describe your next modest, safe, actionable test.

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List the data you plan to collect.

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Clarify how modest and safe your test is. How actionable is it?

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Discuss your test with your partner. Describe any modifications made to the design of your test.

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Partner's Reflections:

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Describe what happened during your test. List any data that you collected.

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What do the results of this test tell you about your Big Assumption?

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