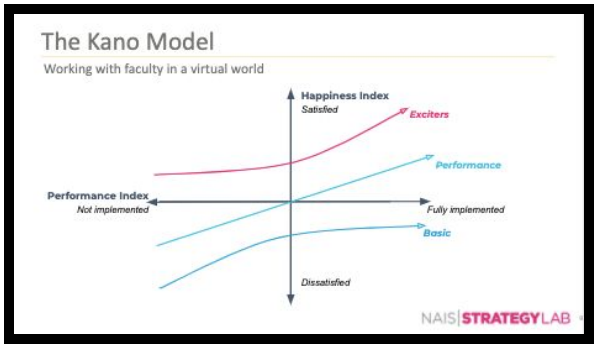
Presenter Notes: Tim Fish, Chief Innovation Officer, NAIS	**Backchannel Notes**

Role at NAIS affords me the ability to see what's going on in the industry at large, across the independent school landscape - what NAIS is hearing from the field:
• Positives
  ○ energy and joy - not surprising, given our audience (independent schools)
  ○ resilience - fundamentally here to support students
  ○ constraints unleash creativity - incredible to see what they are doing
• Challenges
  ○ assessment - graded or pass fail? moving toward project based approach to grading
  ○ balance between synchronous and asynchronous learning activities
  ○ distance-learning for younger students
• Emerging conversation - focused on how schools and leaders can take care of their community during this transition - Schools are asking: "What's the one thing that we want families to say that we did really well when we look back at this experience?
  ○ Answer: that we cared for the school community - meaning that the place that is our school, the mission and vision and gist of what makes our school unique - continued to exist and thrive, even given the transition
  ○ And that schools will emerge stronger than before, when on-campus learning resumes
• Designing for this - How do we create opps to ensure that this happens? It's a marathon.
  ○ Last week was sort of like the first mile water stop - all high fiving, feeling awesome, telling stories,
  ○ Challenge - when COVID-19 hit, we didn't know that we would be running a marathon and we didn't train for it.
  ○ Concern is for what happens when we hit mile 18 and are tired
  ○ Innovation design is about miles yet to come, not the miles that we've already done
	What are you hearing - from teachers, students, families - as you start remote learning?
	• Parents as "bean counters" - not feeling that the distance learning model is meeting instructional expectations - not getting what they paid for
	• Parents expecting more synchronous learning - not understanding that screen time must be balanced, especially for our younger learners
	• Issue of Diversity, Equity and Inclusion - we are making some "privileged" assumptions about the capabilities and home resources of teachers, students, parents (and caregivers)
	• Schools are trying to acknowledge feedback and let parents, teachers, and students know that they are digesting it so that they can plan - engenders good will
	• Kids were getting "fried" with screen time - had to dial back on the synchronous learning
	• Thinking about how to balance different wants/needs for distance learning - How does a school take into consideration everyone's different contexts and perspectives while following its North Star?
	• Reframing of what school is/can provide for students and parents - we have raised them to believe that school can provide for all needs - now is the time to allow children to be bored, explore new passions



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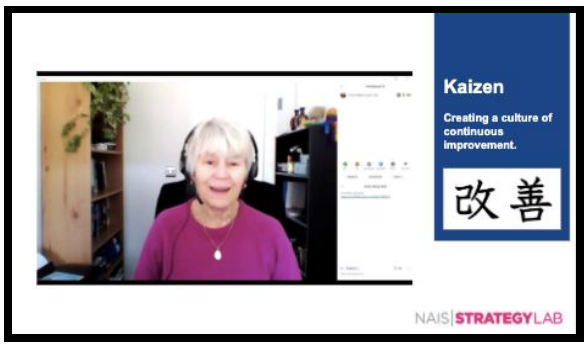
How do I take care of my faculty and staff during this transition period? What does it look like/feel like if I'm doing this well? 3 different modes of thinking about this: ● what's basic - what are the things that our staff just absolutely expect of us? - In other words - if we don't do these things at all - or don't do very well - people will be dissatisfied and frustrated - example - access to easy to use simplistic tech tools - if we don't provide these, people will be very frustrated - For basic - don't want to over-invest - just needs to be good enough ● What is performance? Similar to basic, but elements that if done really well will lead to a very high level of satisfaction - in this model - what are the three or 4 things that we are going to invest in for us? - For example - "how do we continue to maintain a professional community among our staff?" might be a performance attribute that you might invest in - Cautions - limit these performance attributes - 3-4, not 20! - What is an exciter? these are your "secret sauce" - if you do these things, will lead to high satisfaction; - Exciters exceed expectations - never expected but when they get them it means the world - Example - University HS in Indiana - surprised faculty with home delivery of homemade cookies - helps us get at that performance indicator of how to stay connected in the same ways as before	What would be on your school's list of basic requirements? ● clear and consistent communication ● Clear expectations for classes and schedules ● Flexibility from school leadership ● Maintain professional learning community via a weekly memo ● Basic — responsive tech support to faculty ● understanding and compassion for what their households are like at this time. ● communicating critical updates on school operations to faculty before families know them, so they have answers when advisees and families call/email them. Do you treat the Kano model like Maslow in the sense that you start with Basic, and when this is done, move up, and then move up or do you recommend splitting resources and working like 20% Basic, 50% Performance, 30% Exciters or some other percentage breakdown of time and resources. ● Treat it as planning and reflection tool ● Example -I might use the Kano model to plan MS history lessons - what are those basic things that I need to create for my students, what are the 2-3 areas that I want to invest in to help performance - what do I want to do for my secret sauce ● Use model as a way to unlock some ideas to help focus energy



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Kaizen - the idea of very small, rapid iteration - constantly working to make things a little bit better ● Right now, things seem really big and some people are making big changes in response ● we have seen that teachers and schools that can get really good at making small changes quickly are doing really well Some questions that teachers might ask ● what are the kaizens that we can do after each lesson? the essence of this - think very small: ○ how did I introduce the lesson ○ How did I present an opportunity for students to chat? ○ How did I bring wait time to the process? ● The cumulative effect of small innovations can be very powerful - small is often better	Questions/comments about Kaizen ● Already seeing this idea in action - example of Day 1 morning meeting versus Day 2 ● Love the idea of evaluating what you're doing, make minor changes, lifting up small improvements, incremental nuances ● celebrate those Kaizens, share them, use them help you and your team stay connected; when running a marathon - the further along you get, the more alone and isolated you get - Use Spotlight to celebrate these Kaisens - run a report and then share with the entire faculty - Kaizen seems like a productive way to engage the folks who are living in the basic/"crisis pedagogy" mode - take pressure off transforming pedagogy and just get a little bit better each day.

Source/Topic	Notes and Links
NAIS	NAIS has created a new website - share.nais.org ● idea behind the new site - to connect people, create a space where schools can share ideas with each other; open to all (no membership required) ● users can upload videos, resources, post ideas and questions Webinar on virtual learning
Center for Transformative Teaching and Learning Blog	CTTL Blog has been a really useful learning tool/bone to chew for our parents…https://www.thecttl.org/2020/03/20/research-informed-distance-learning-tips-for-parents/
One Schoolhouse	Resources re: best practices for distance learning
Seattle Academy	Weekly Memo: At Seattle Academy, one thing we do to maintain a professional learning community is a weekly memo from our Deans of Faculty team. Each week's memo has a theme, based on emerging issues and our lived remote experience. Here is Memo 4, with links to 1, 2, 3 at the top. https://docs.google.com/document/d/1esZfvVhJgX9HZKvrO9PAGTxXe6U3ih7oIveKeeHB1hA/edit
VES	We have a weekly newsletter called "The Faculty Voice". Email me if you would like a copy. janderson@ves.org
Zoom office hours	We have Zoom drop in office hours for the full faculty twice a week. Also department-specific Zoom drop in office hours. It helps for teachers just to know that's an option for them. At the outset, this forum allowed us to connect teachers with each other for planning ideas.
Alternate Scheduling	I am at Holderness, a boarding school. We have students in 9 different timezones which has limited our capacity for inclusive synchronous sessions. You can see the schedule we ended with here if you are interested. https://www.holderness.org/news-detail?pk=1086968&fromId=207880
Tools- Assessing Needs	Also really think the Waterline Model is helpful in terms of assessing needs when things are breaking down: https://primarygoals.com/teams/models/waterline/
Pulse Survey - Greenhill	https://forms.office.com/Pages/ShareFormPage.aspx?id=ZwHxp0VpaEKaV5ne8Ne49F-6M3WtBa9IsSTSNSfXze1UNEtEUDQ3VklYVTk3TEtEUFVYVDZZQ1ZJVyQlQCN0PWcu&sharetoken=lfrpollN4aC5XdT1gKVk
Zoom help	Improv translates pretty well to Zoom, improvencyclopedia.org
DEI resources	@glasgowgroup has webinars for schools on this topic
Empathy Interviews	Leadership+Design has been training people to do empathy interviews which are great for generating insights that are below the surface.