LESSON LEARNED ABOUT DESIGNING INNOVATION

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Math Teacher
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Preliminary Data
Preliminary Learning about Design
Designing & Piloting
PDSA Cycles & Refinement
Scale In & Scale Out
Student Ownership and Responsibility

Growth Mindset

Problem Solving
DESIGN WITH LEVERAGE IN MIND
WHAT DOES THAT EVEN MEAN?
STUDENT TALKING TOO MUCH IN CLASS

TEACHER WARNS OR REDIRECTS

STUDENT SENT TO THE PRINCIPAL’S OFFICE
STUDENT TALKING TOO MUCH IN CLASS

TEACHER WARNS OR REDIRECTS

STUDENT SENT TO THE PRINCIPAL'S OFFICE

STUDENT COMPLETES REFLECTION ON MISBEHAVIOR
Does it solve the problem?

Does it align with other initiatives and campus efforts?

Does it make particularly efficient use of time and resources?

Does it serve multiple purposes or alleviate stress somewhere else?

Is it something other people will want?
LEVERAGE

DOES IT INCREASE THE SCHOOL’S CAPACITY TO IMPROVE STUDENT LEARNING?

WHAT ARE THE INDICATORS THAT AN INNOVATION DOES NOT HAVE LEVERAGE?
NAVIGATING CONSTRAINTS DURING THE DESIGN PROCESS
Momentum is a resource that must be protected.
Early Identification of Fatal Flaws

- Budget
- Personnel
- Scheduling
- Legal
- Ethical
DESIGNING PROCESSES AS PART OF THE INNOVATION
DESIGN THE INNOVATION

IMPLEMENT THE INNOVATION
DESIGN THE INNOVATION

DESIGN THE IMPLEMENTATION

IMPLEMENT THE INNOVATION
Processes

- Introducing new ideas
- Gathering input from teachers & students
- Clarifying expectation
- Collaboration
- Personalization
How do I feel when someone tells me I need to change?

How do I feel when someone tells me he has made a plan for how I need to change?