





Our Goals for Today

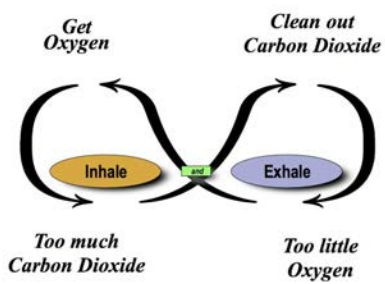
- Understand how polarity thinking might play a role in education debates
- Experience a tool you can use every day to “unleash the positive power of differences”
- Explore how polarities affect teacher accountability and growth
- Glimpse the kind of data you might use to see how well you’re handling a polarity

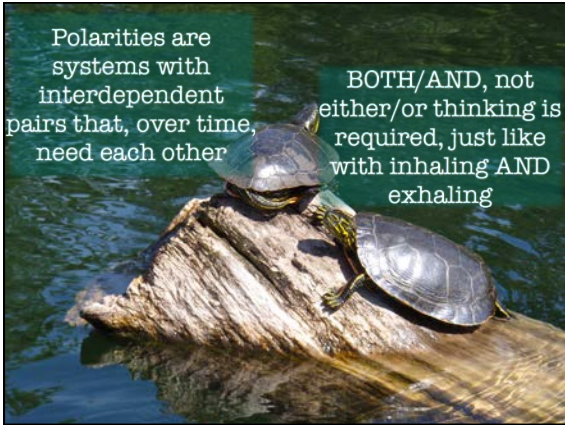
A Simple Polarity

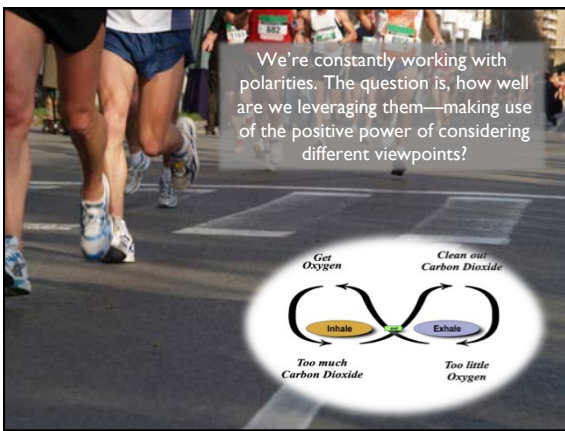
- Breathe in deeply
- Hold your breath for as long as you can
- Now exhale!

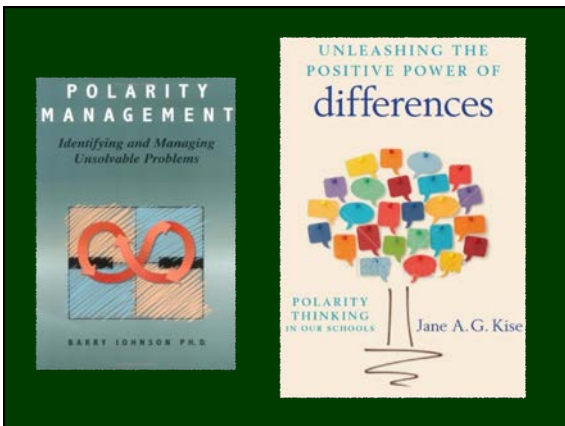
Which is Better:
Inhaling
or Exhaling
???







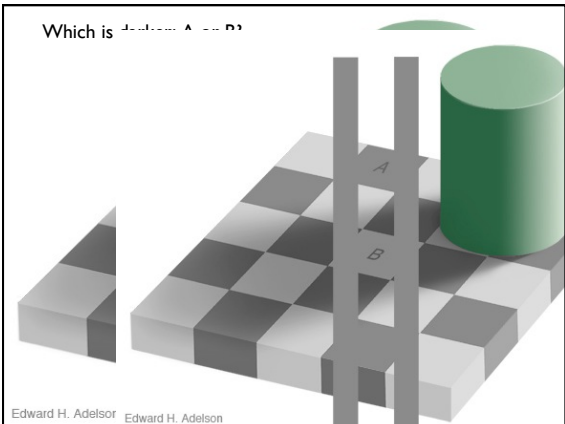


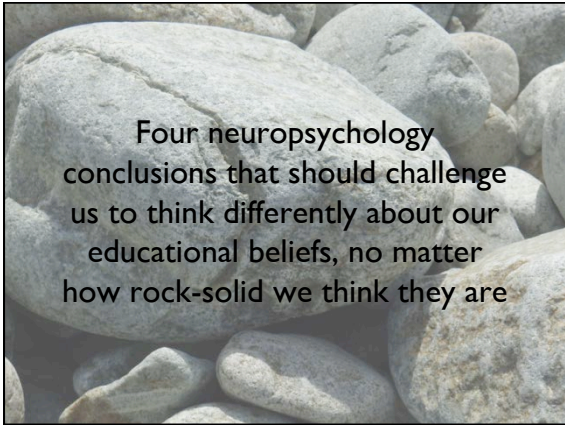


Poll: For which initiatives have you seen teachers resist in ways that impede progress? (check all that apply)

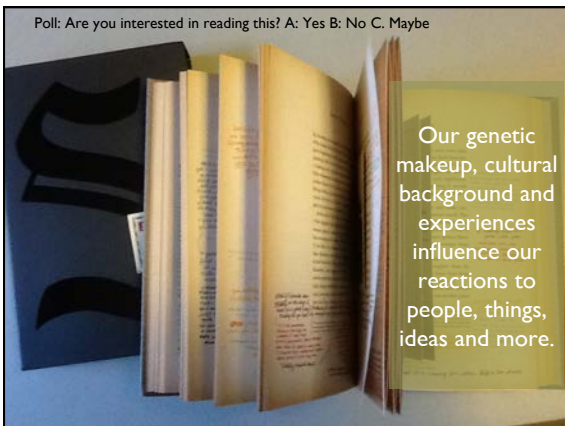
- a. Allowing students to retake assessments
- b. Inquiry-based learning
- c. Teaching multiple calculation methods as well as standard algorithms in mathematics
- d. A program for gifted students
- e. Professional learning communities
- f. Using data to inform instruction

- a. Allowing students to retake assessments
 - Teacher Responsibility AND Student Responsibility
- b. Inquiry-based learning
 - Direct Instruction AND Guided Instruction
- c. Teaching multiple calculation methods as well as standard algorithms in mathematics
 - Content Knowledge AND Content Processes
- d. A program for gifted students
 - Individual AND Community
- e. Professional learning communities
 - Individual AND Team
- f. Using data to inform instruction
 - Objectivity AND Subjectivity, Individual AND Team, Assessment AND Teacher Wisdom, Standardization AND Customization, etc.







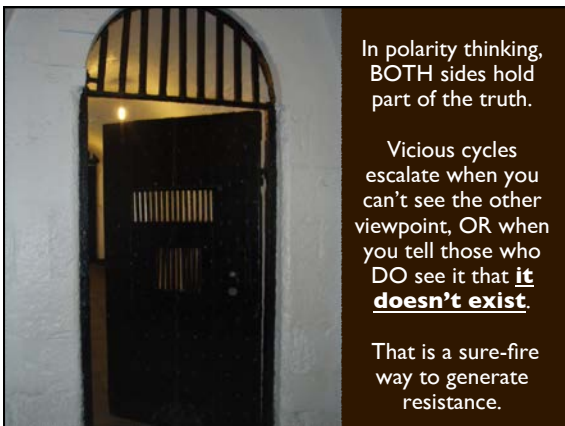




We all have confirmation bias:
"The tendency to seek out and interpret new evidence in ways that confirm what we already think."



We need to dialogue with people who think differently to examine our beliefs and evidence that contradicts them.



In polarity thinking, BOTH sides hold part of the truth.

Vicious cycles escalate when you can't see the other viewpoint, OR when you tell those who DO see it that **it doesn't exist.**

That is a sure-fire way to generate resistance.

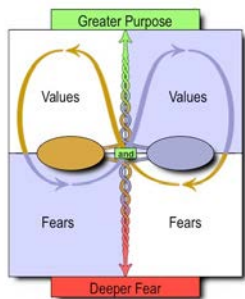
Step 1: See it!

Consider Curriculum AND Student Interests...

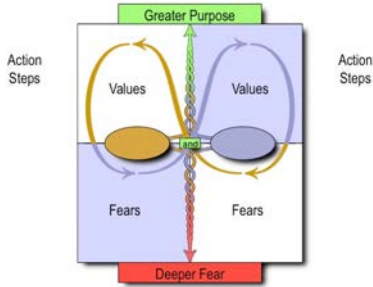
- Is it ongoing?
- Are the alternatives interdependent?
- Over time, are both poles/solutions needed?
- If we focus only on one upside, will we eventually undermine our greater purpose, our big goals?

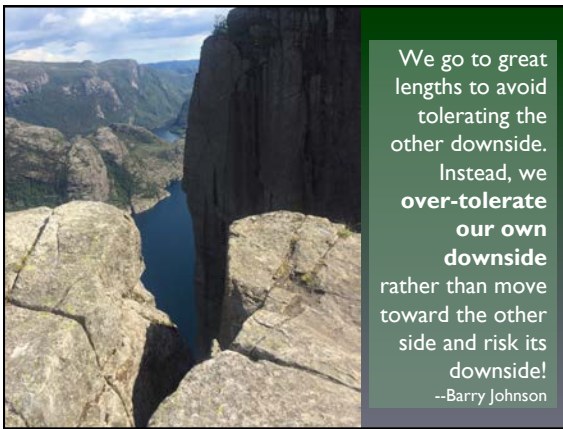


2. Map It

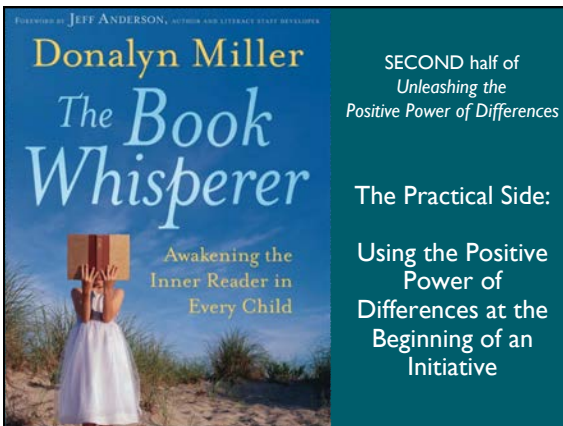


3. Leverage It!





We go to great lengths to avoid tolerating the other downside. Instead, we **over-tolerate our own downside** rather than move toward the other side and risk its downside!
--Barry Johnson



SECOND half of *Unleashing the Positive Power of Differences*
The Practical Side:
Using the Positive Power of Differences at the Beginning of an Initiative

Using Polarity Tools to Explore Initiatives

1) Identify the problems the initiative is trying to solve--and the related solutions

Polarity Thinking™ Map for *The Book Whisperer*

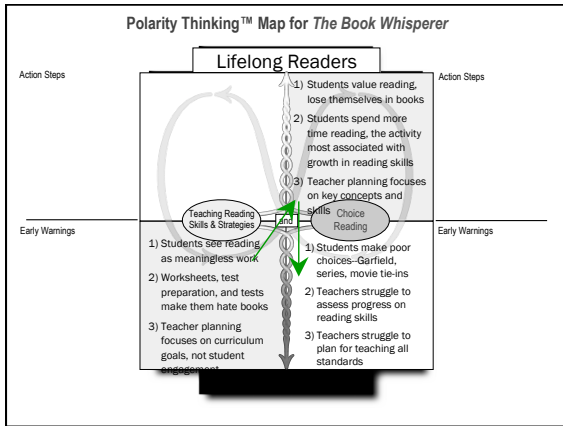
Note: Miller's book actually completes much more of a map than this illustration shows. However, those who are concerned about giving students freedom in reading materials will focus on their own fears--the lower right quadrant

Using Polarity Tools to Explore Initiatives

1) Identify the problems the initiative is trying to solve--and the related solutions

2) “Map” the downside of the proposed solution-- what might happen if we over-focus on the “new” pole to the neglect of the other pole?

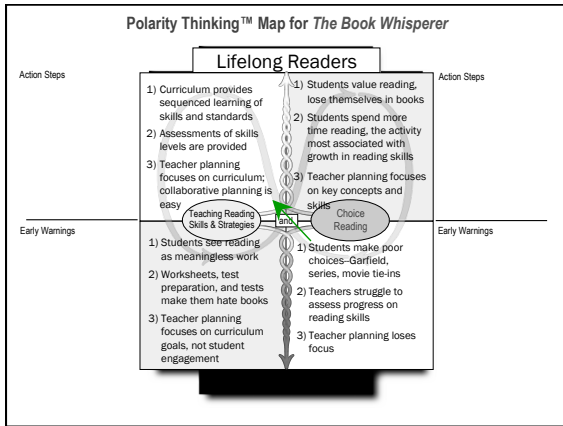
Poll: Why might teachers resist letting students choose reading materials instead of using set curriculum? Type your answer in the Comments area





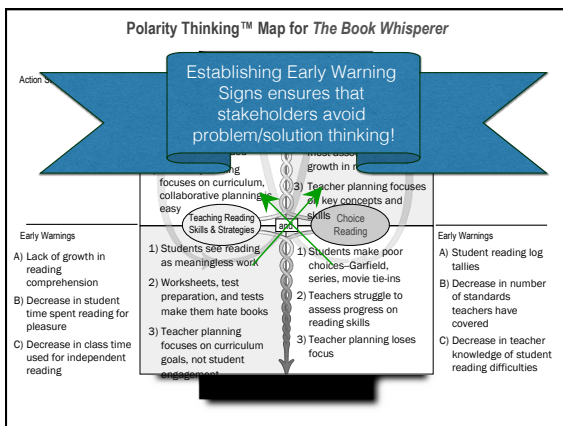
Using Polarity Tools to Explore Initiatives

- 1) Identify the problems the initiative is trying to solve--and the related solutions
- 2) "Map" the downside of the proposed solution--over-focus on the "new" pole to the neglect of the other pole.
- 3) "Map" the positive results of the current practice--what might stakeholders value and hope to see continue?



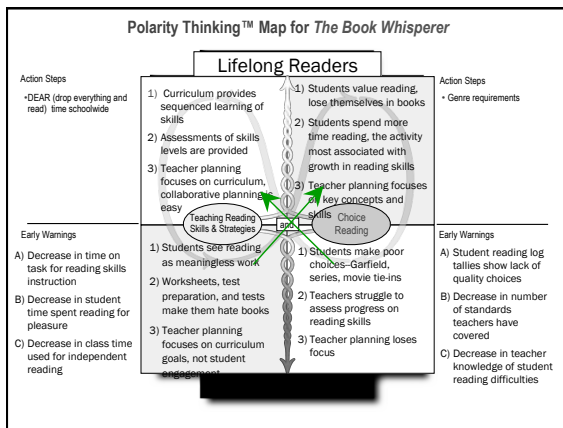
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- 1) Identify the problems the initiative is trying to solve--and the related solutions
- 2) "Map" the downside of the proposed solution--over-focus on the "new" pole to the neglect of the other pole.
- 3) "Map" the positive results of the current practice
- 4) Identify early warning signs that are prompting you to propose the initiative--and potential ones for over-focus on the new initiative



Using Polarity Tools to Explore Initiatives

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- 2) "Map" the downside of the proposed solution--over-focus on the "new" pole to the neglect of the other pole.
- 3) "Map" the positive results of the current practice
- 4) Identify early warning signs that are prompting you to propose the initiative--and potential ones for over-focus on the new initiative
- 5) Work together to form action steps



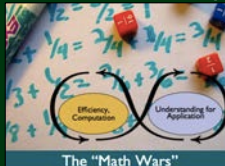
The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function

F. Scott Fitzgerald

More on Using Polarity Tools For

- Assessing organizational leveraging of key polarities such as
 - Doing the Work AND Preparing to Do the Work
 - Task AND People
 - Individual AND Team
 - Care of Self AND Care of Others
 - Centralized AND Decentralized
 - Justice AND Mercy
- Discipline
- Student higher-level thinking
- Engaging in book studies and other professional development

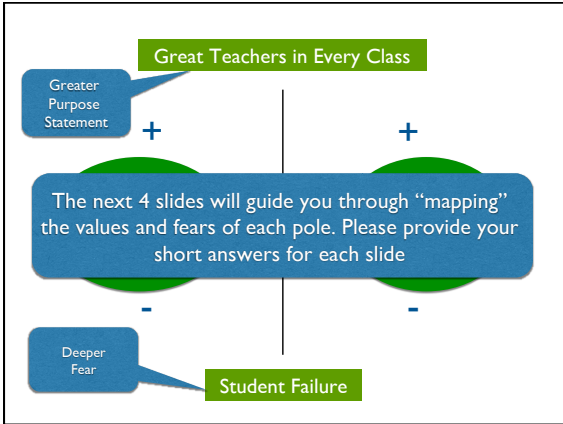
First Half of the Book: 4 Key Polarized Issues in Education Today



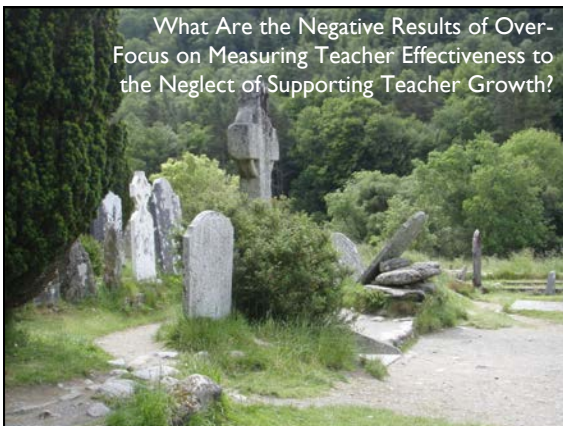


Polarities are Unsolvable

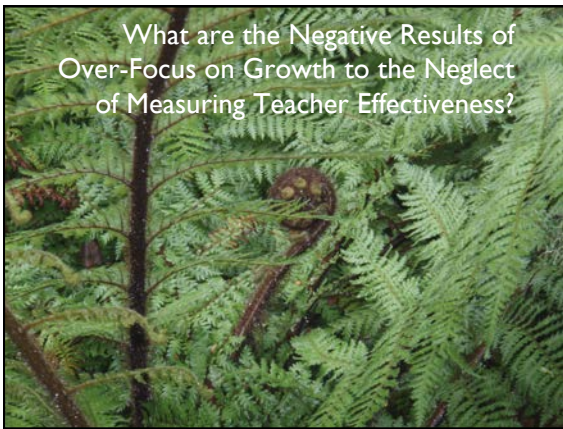
Seeing one upside as a solution leads to it being called a mistake later on

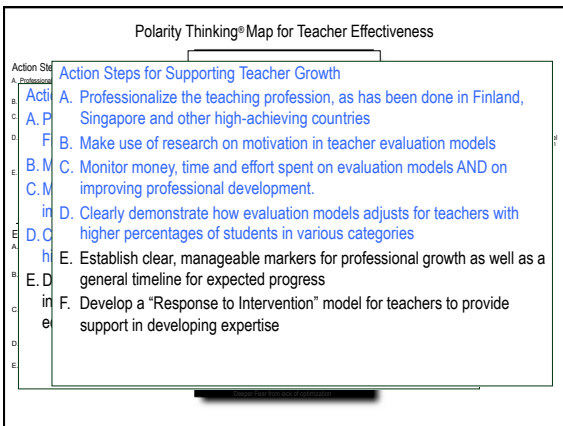












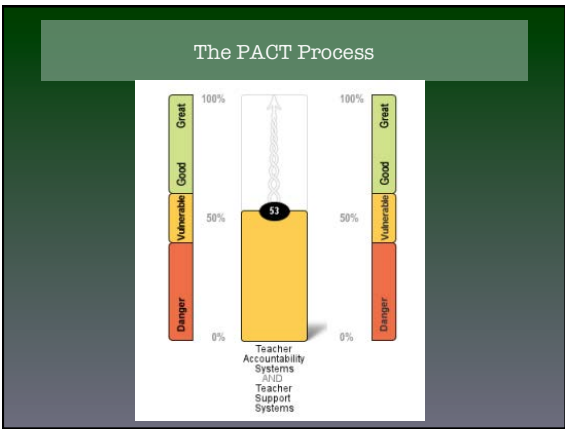
Poll: Which Are You Seeing Now?

A: More downside of measuring teacher effectiveness...

- Decrease in teacher job satisfaction
- Cheating on accountability tests
- Funding evaluation to the detriment of coaching
- Decrease in teacher autonomy

B: More downside of supporting teacher growth...

- Increasing complaints re: ineffective teachers
- Increased parent activism over "bad teachers"
- Funding coaching to the detriment of evaluation
- Fewer low-rated teachers or removals



If This Data Came from Your District, What Might Be Your Concerns? What Might Your Action Steps Be? Warnings?

Try a Sample PACT

- Link at janekise.com or email me at jane@janekise.com
- Teacher Responsibility AND Student Responsibility
- Academic Achievement AND Whole Child Achievement
- Teaching Reading Skills and Strategies AND Student Choices in Reading Materials

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