



Book Series

Transforming Education Systems

Series Editors

Karen L. Sanzo, *Old Dominion University*; Kate Wolfe Maxlow, *Hampton City Schools*

The Transforming Education Systems series takes a unique "deep dive" look into school systems that have made innovative, significant, and long-term changes to their teaching and learning. In addition to using a theory-into-practice lens, this series is unique in that it describes not only particular innovations, but also at the support systems that help to create, develop, and sustain them. Moreover, this series provides plans, strategies, and lessons learned so that educational leaders can implement similar changes in their own organizations.

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- Design Thinking
- Look, Listen, Learn, LEAD

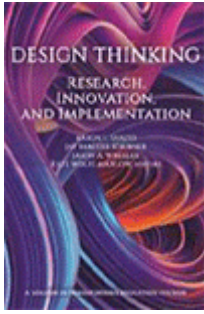
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Design Thinking Research, Innovation, and Implementation

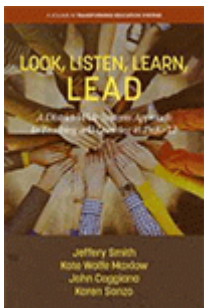
Karen L. Sanzo, Old Dominion University; Jay Paredes Scribner, Old Dominion University; Jason A. Wheeler, Floyd County Public Schools; Kate Wolfe Maxlow, Hampton City Schools

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Design thinking is a human-centered problem-solving process that organizations can use to address wicked and complex problems of practice. Within the PK-12 space, design thinking has been employed to engage educators in an innovative approach to address challenges like curriculum redesign, instructional engagement, and designing physical spaces. The use of design thinking in the PK-12 space is a result of the evolution of an organizational improvement process that puts people at the center of problem-solving initiatives. Design thinking is seen as both a process and a mindset that enables people to look at problems in new ways and address these problems through creative approaches.

In this book we share case studies of PK-12 schools and other educational organizations that have used design thinking, as well as research studies that have studied aspects of design thinking in the PK-12 space. We have brought together a variety of research-based and illustrative case studies around design thinking in PK-12 education that explore the development and implementation of design thinking in practice.

CONTENTS: Adopt to Adapt: A Multiyear Case Study of Design Thinking in Elementary Classrooms, *Kate Shively, Krista Stith, Robyn Spoon, Rachel Louise Geesa, and Lisa DaVia Rubenstein*. Local Implementation: Design Thinking in a Singapore School, *Kala Retna*. Perspectives of Teachers About Design Thinking as a Lever for Change in a School, *John B. Nash and Rachel F. Allen*. Celebration of Learning: An Elementary School's Design Thinking Journey, *Bridget K. Mulvey, Jennifer L. Heisler, and Todd Poole*. What Does It Mean to Be Authentic? Challenges and Opportunities Faced in Creating K-12 Engineering Design Projects, *Corey Schimpf, Senay Purzer, Jenny Quintana, Elena Sereviene, and Charles Xie*. Design Thinking Implementation in Rural Georgia: A Tale of Two Cases, *T. Logan Arrington and Lara Willox*. The Promise and Challenge of Multilevel Redesign of School Practices With Design Thinking, *Shelley Goldman, Annie Camey Kuo, Kimiko E. Lange, Melissa Mesinas, and Rose K. Pozos*. First Graders' Design Processes During a Field Trip Activity: Expanding Problem and Solution Spaces, *Hoda Ehsan and Monica E. Cardella*. Complicating Design Thinking in Education: A University-School District Partnership to Design a School for the Future, *Melissa Warr, Punya Mishra, Ben Scragg, Jeanne Powers, and Lok-Sze Wong*. One District Delves Into Design Thinking, *M. Elizabeth Azukas*. About the Authors.



Look, Listen, Learn, LEAD A District-Wide Systems Approach to Teaching and Learning in PreK-12

Jeffery Smith, Hampton City Schools; Kate Wolfe Maxlow, Hampton City Schools ; John Caggianno, Hampton City Schools; Karen L. Sanzo, Old Dominion University

2020. Paperback 978-1-64802-265-4 \$45.99. Hardcover 978-1-64802-266-1 \$85.99. eBook 978-1-64802-267-8 \$74.

Look, Listen, Learn, LEAD: A District-Wide Systems Approach to Teaching and Learning in PreK-12 lays out the transformational journey of Hampton City Schools (HCS), an urban school division of 30 schools in southeastern Virginia. Our school district faces numerous challenges, such as 62% of students receiving free and reduced-price lunch and 14% of students holding an IEP, and in 2015-2016, Hampton City Schools' state accreditation rate was approximately half the statewide rate and on a downward trend. In only three years, that was turned around and HCS exceeded the statewide accreditation rate, a more than 100% improvement with 100% of our schools accredited without conditions. We attribute this in large part to our dedicated educators and their implementation of district-wide systems for curriculum, instruction, checking for student understanding, climate, and culture.

The goal of this book is to break down the process of what it takes to bring about large-scale educational change that is sustainable. We describe a process for developing a strong mission and vision to undergird the work around a variety of district-wide systems. This book provides insights into how to improve climate and culture, create a guaranteed and viable written curriculum, establish a process for evaluating its implementation, and create a balanced assessment framework to measure student success. Complete with example templates, action plans, and lessons learned, this book is a true example of theory-into-practice to bring about sustained improvement for all learners.

CONTENTS: Preface. PART I: LEADING FOR SYSTEMATIC AND SUSTAINABLE CHANGE. PART II: CLIMATE AND CULTURE LEADERSHIP. PART III: WRITTEN CURRICULUM LEADERSHIP. PART IV: TAUGHT CURRICULUM LEADERSHIP. PART V: ASSESSED CURRICULUM LEADERSHIP. PART VI: FROM ACCOUNTABILITY TO RESPONSIBILITY. About the Author.



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