

Do Schools Learn?

Does Ours?

What Can We Do if Our  
School Doesn't Learn?

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David E. Forbush Ph.D.



## Student Learning

- School-age students learn.
- They may not learn at the rate needed to address the challenges they encounter in the classroom, in the world, in high stakes testing, or even in important social situations. But, without question, they learn!
- Students can learn content and skills. They can also “learn” how to learn.

## Student Learning

- When students learn how to learn, they can adjust learning conditions and practices, then observe the effects on their learning, and then adopt the adjusted learning conditions or practices if learning improves, or discard them if learning declines.
- If they repeat this activity, they engage in a continuous cycle of improvement.
- If continuous incremental learning improvements follow, they experience a virtuous cycle of improvement. With each success, they learn more about how to learn, which increases their learning capacity, which continuously spirals upward to greater and greater successes.

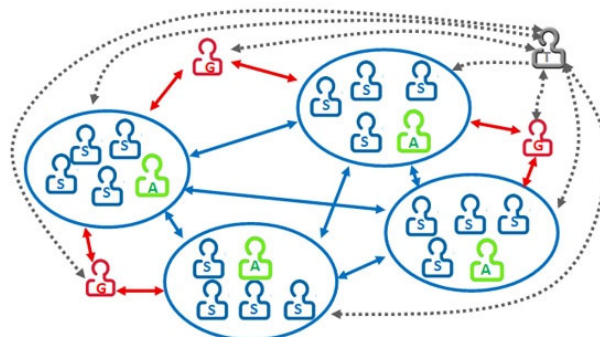
## School Learning

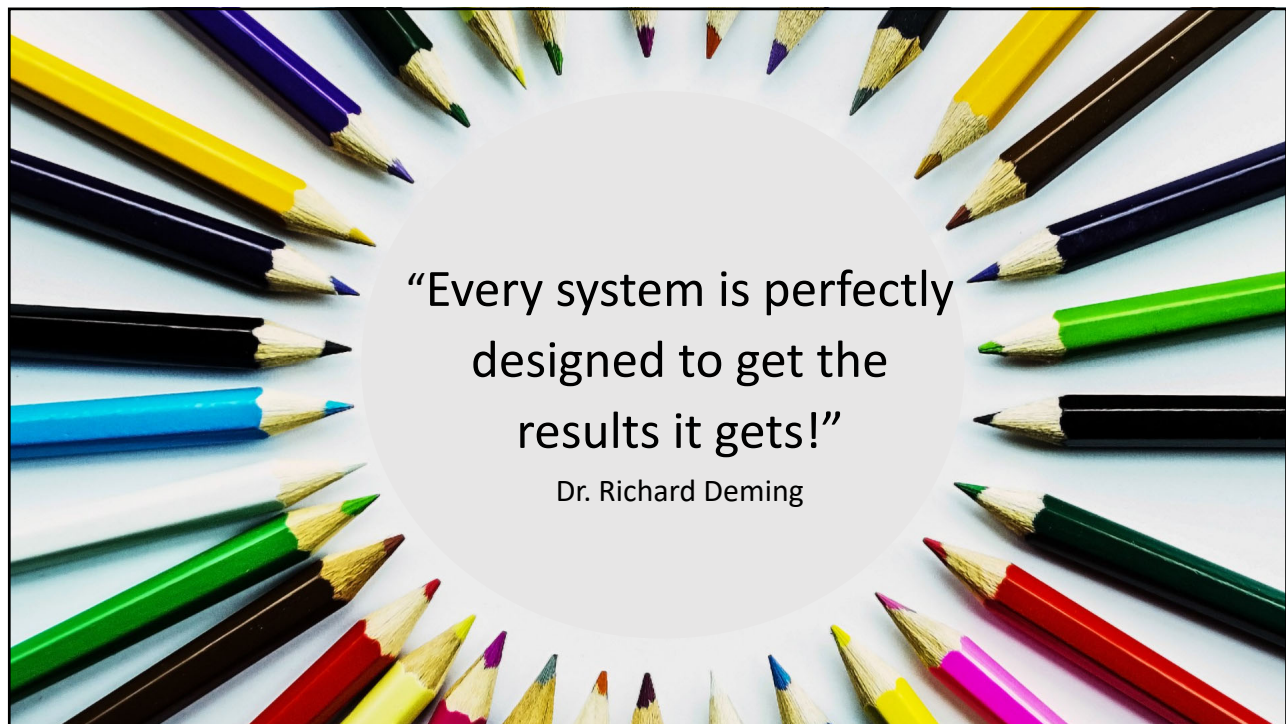
- School organizations can also, “learn” how to learn.
- When a school organization learns how to learn, the product of its overall organization and effort increases. That product is student learning.
- Like students, school organizations can study the conditions and practices producing organizational learning, and then adopt the adjusted learning conditions or practices if learning improves, or discard them if learning declines.

## School Learning

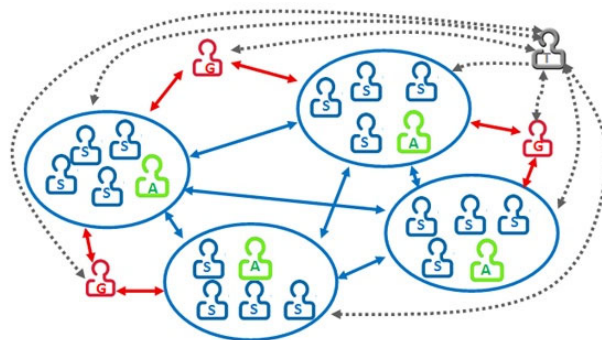
- If school organizations repeat this activity, they engage in a continuous cycle of improvement. Like students, if continuous incremental learning improvements follow, schools can experience virtuous cycles of improvement.
- With each success, they learn more about how to learn, which increases their learning capacity, which continuously spirals upward to greater and greater successes. Importantly, these greater and greater organizational learning successes result in greater and greater learning successes for students.

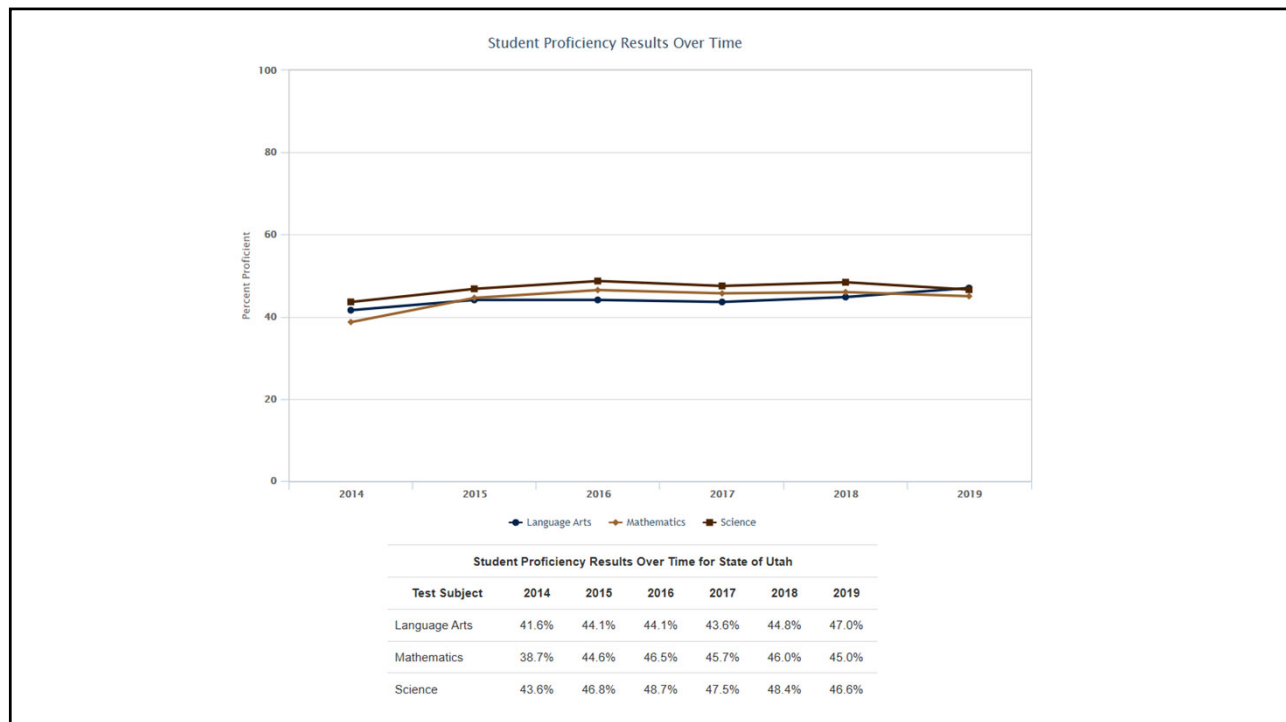
## Is the Utah Learning System Learning?





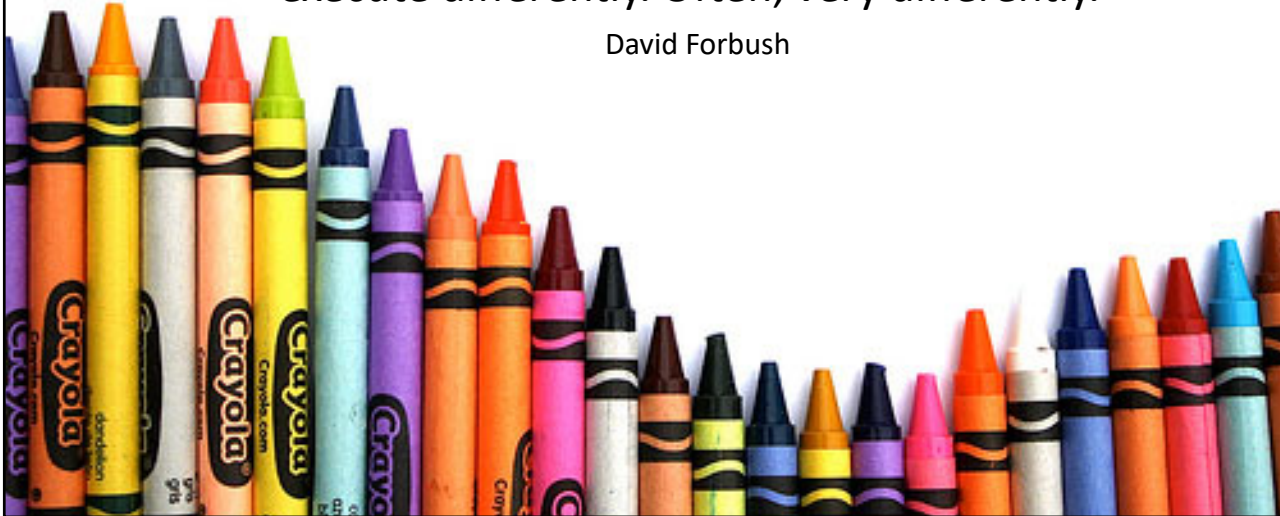
In terms of a measured product, what learning product is Utah’s K-12 learning system perfectly organized to get?





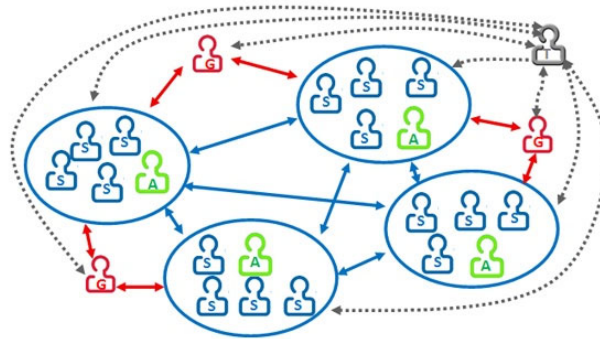
- Three *ascending* data points – Learning System (LS) is learning. The steeper the trajectory, the more effective and efficient the LS is learning.
- Three *descending* data points – LS is not learning...it is devolving. The steeper the descent, the more rapid the LS is de-evolving.
- Three *flat* data points – LS is not learning.
- *Data bounce* – no clear ascending or declining trajectory – LS is not learning. It doesn't know how to produce a consistent, ascending result. What it knows is too weak to address variability in student skill and ability, along with other factors.

David Forbush

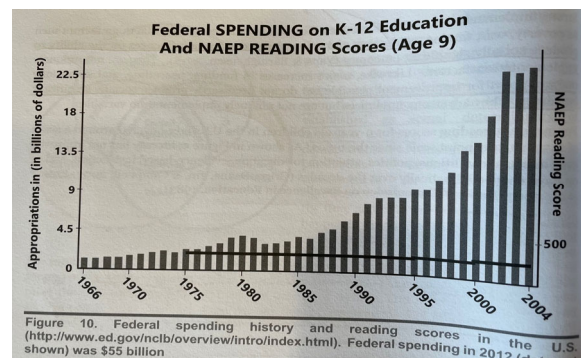
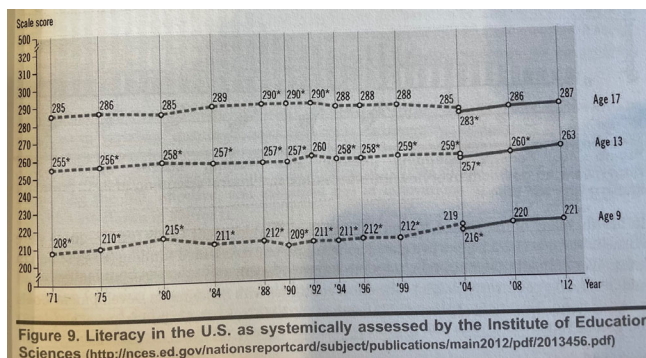




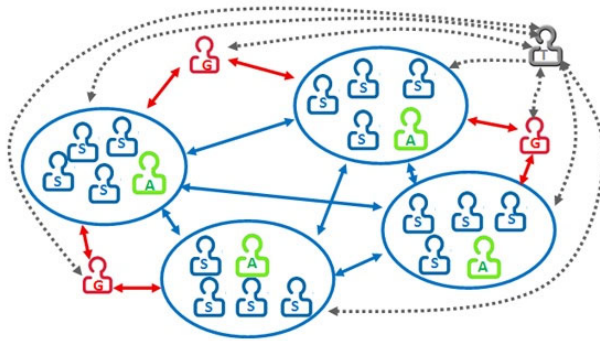
## Is the National Learning System Learning?



## National Assessment of Educational Performance (NAEP)



Is the \_\_\_\_\_ learning system learning?  
(insert your school name)



3-Minutes

Turn...Talk...

**Evidence Your Learning System(s)  
ARE Learning**

- ?
- ?
- ?
- ?
- ?
- ?
- ?

**Evidence Your Learning System(s)  
are NOT Learning**

- ?
- ?
- ?
- ?
- ?
- ?
- ?



What can our school and its stakeholders collectively do, if we discover that our school is not learning, or is learning at an undesirable rate?



What range of collective, systemic and concrete actions can we employ in our school, and with the eventual result of being able to collectively proclaim “Our school is a learning system that learns!”

## Becoming a “Learning System that Learns” Requires.....

Action 1 – Get Very Clear About the Outcome You Care Deeply About.



The Outcome You Must Have!

The Outcome that Causes you to Fuss and Fret!

The Outcome that Achieved, Makes Your Existence Matter!

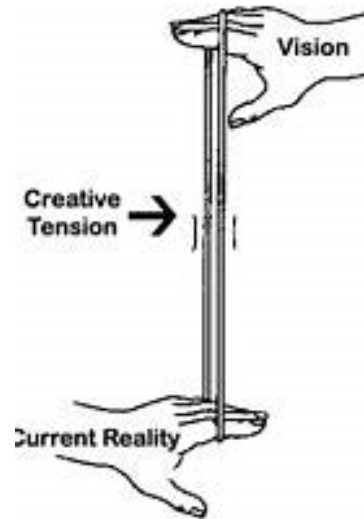
The Outcome that Makes Your Existence Make Sense to You.

The Outcome that Keeps You Up at Night, Wringing your Hands...



## Becoming a “Learning System that Learns” Requires.....

Action 2 - Use Creative Tension as a Catalyst to Propel You to Your Vision vs. Dropping Your Vision to Reduce Creative, Even Uncomfortable Tension, So You Can Settle In Closer to Current Reality



## Becoming a “Learning System that Learns” Requires.....

Action 3 – You Must Know Your Actions Are Powerful Drivers of Your Outcome

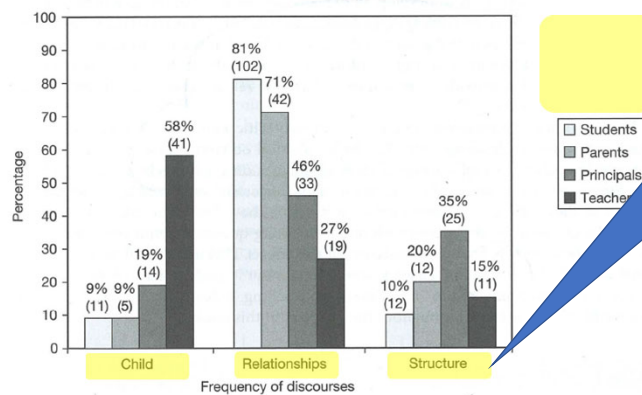


Figure 1.1 Percentage of responses as to the claimed influences on student learning by students, parents, principals, and teachers

Must ascribe your outcome to your inputs...your system, your efforts, your curriculum, your instruction, your learning activities....

## Becoming a “Learning System that Learns” Requires.....

### Action 4 – Recognition that a School is a Learning Laboratory

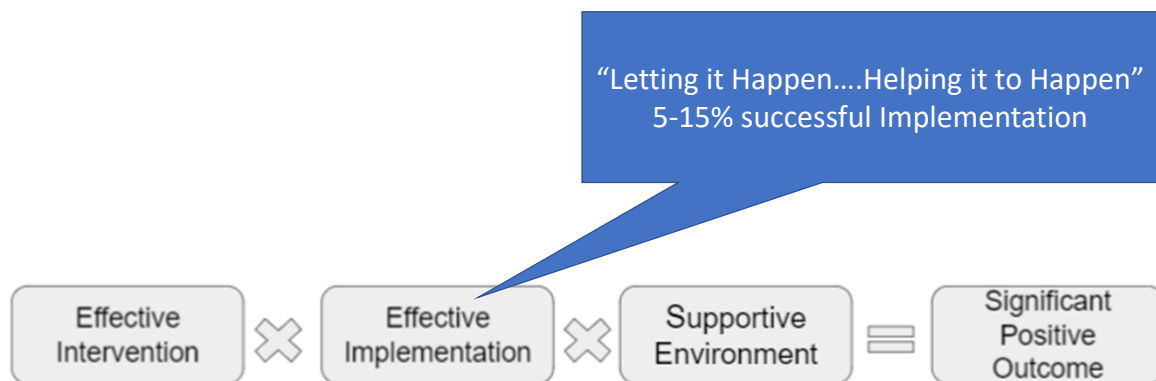
Hypotheses

Variables

Independent Variables - Inputs

Dependent Variables - Outcomes

Measures



The Devil of Outcomes  
is in the Detail!

## Becoming a “Learning System that Learns” Requires.....

Action 5 – Having An Outcome Feedback System that Provides Rapid Feedback on Progress to Outcome...Sufficiently Rapid You Can Begin to Connect Input Actions with Outcomes



Speed of Learning  
Input > Output



Speed of Learning  
Input >> Output



Speed of Learning  
Input >>> Output



Speed of Learning  
Input >>>>>>>> Output

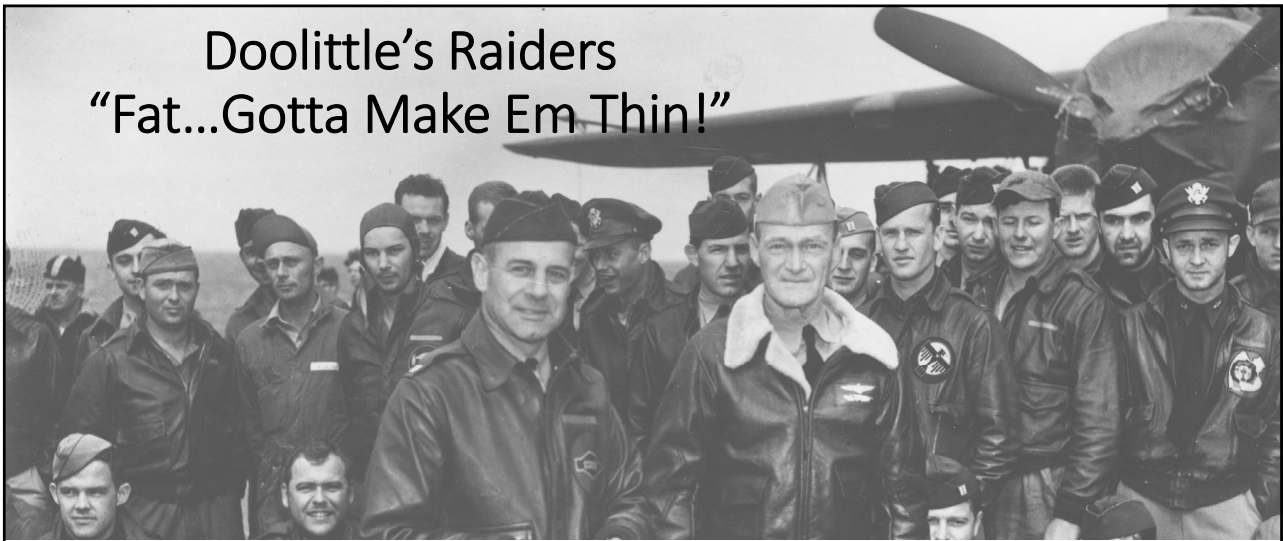
## Becoming a “Learning System that Learns” Requires.....

Action 6 – Have Courage – Be Hyper-Vigilant in Getting Rid of Inputs Not Driving to Your “Must Have Outcome”





## Doolittle's Raiders "Fat...Gotta Make Em Thin!"





## How Much Juice for the Squeeze?

Input



Output – Learning Yield



## Which One?

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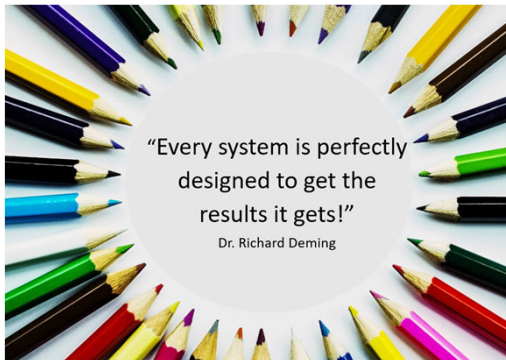


1:1



## Becoming a “Learning System that Learns” Requires.....

### Action 7 – Engage in Systems Performance Analysis



“The mission of the Center for the School of the Future (CSF) is to foster 100% student learning proficiency in CSF client schools so all students are liberated from the constraints of limited opportunity.”

## Tomorrow's Session – Join Us

“Tell your ESSER money where to go instead of wondering where it went: Developing learning systems to ensure that K-3 students accelerate their literacy and math learning.”



## Contact Information

David Forbush

(435) 890-0664

david.forbush@usu.edu

