



# That's Right! You Are a Learning Architect!

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Emma Eccles Jones College of Education & Human Services  
**Center for the School of the Future**  
**UtahStateUniversity**

# Out the Door Objectives

You will:

1. Recognize, and understand the three layers of an organization, including a school and classroom organization (organization, process and performer).
2. Have some experience peeling back the layers of your classroom or school to better understand them and how each element of your educational system interact in an interdependent fashion.
3. Have some experience blueprinting a performance enhancement plan (what should be) to alter your classroom or school elements resulting in strong progress toward the learning results you desire.



# 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

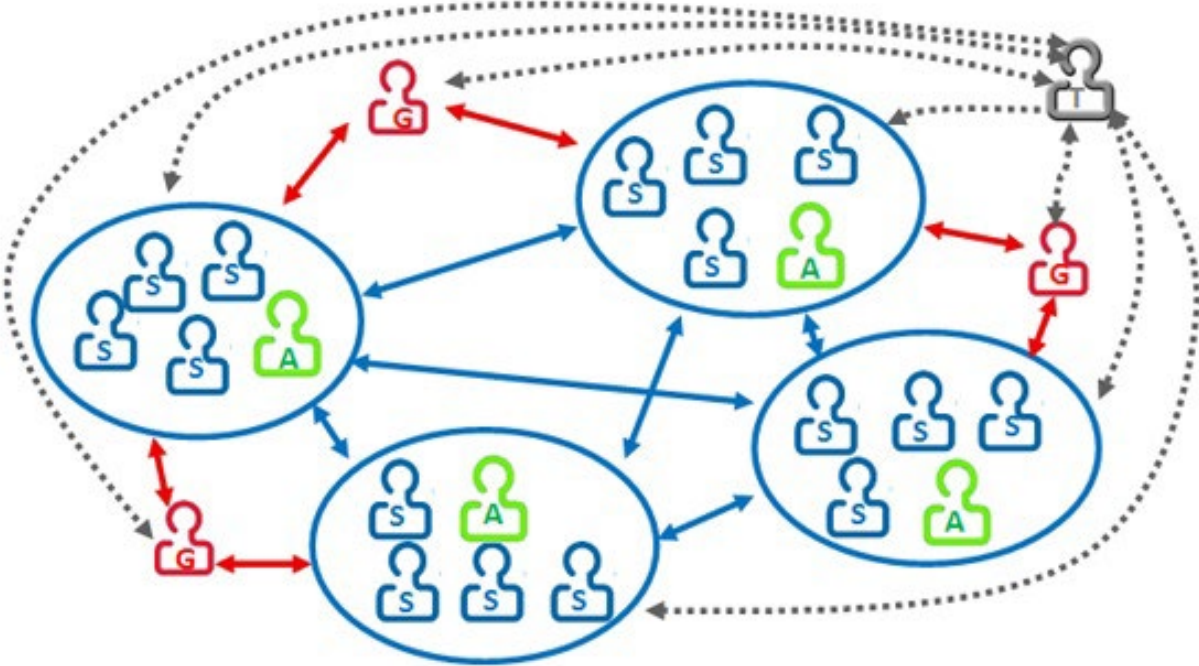
- School and classroom organizations can also, “learn” how to learn.
- When a school or classroom organization learns how to learn, the product of its overall organization and effort increases. That product is student learning.
- Like students, school and classroom organizations can study the conditions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

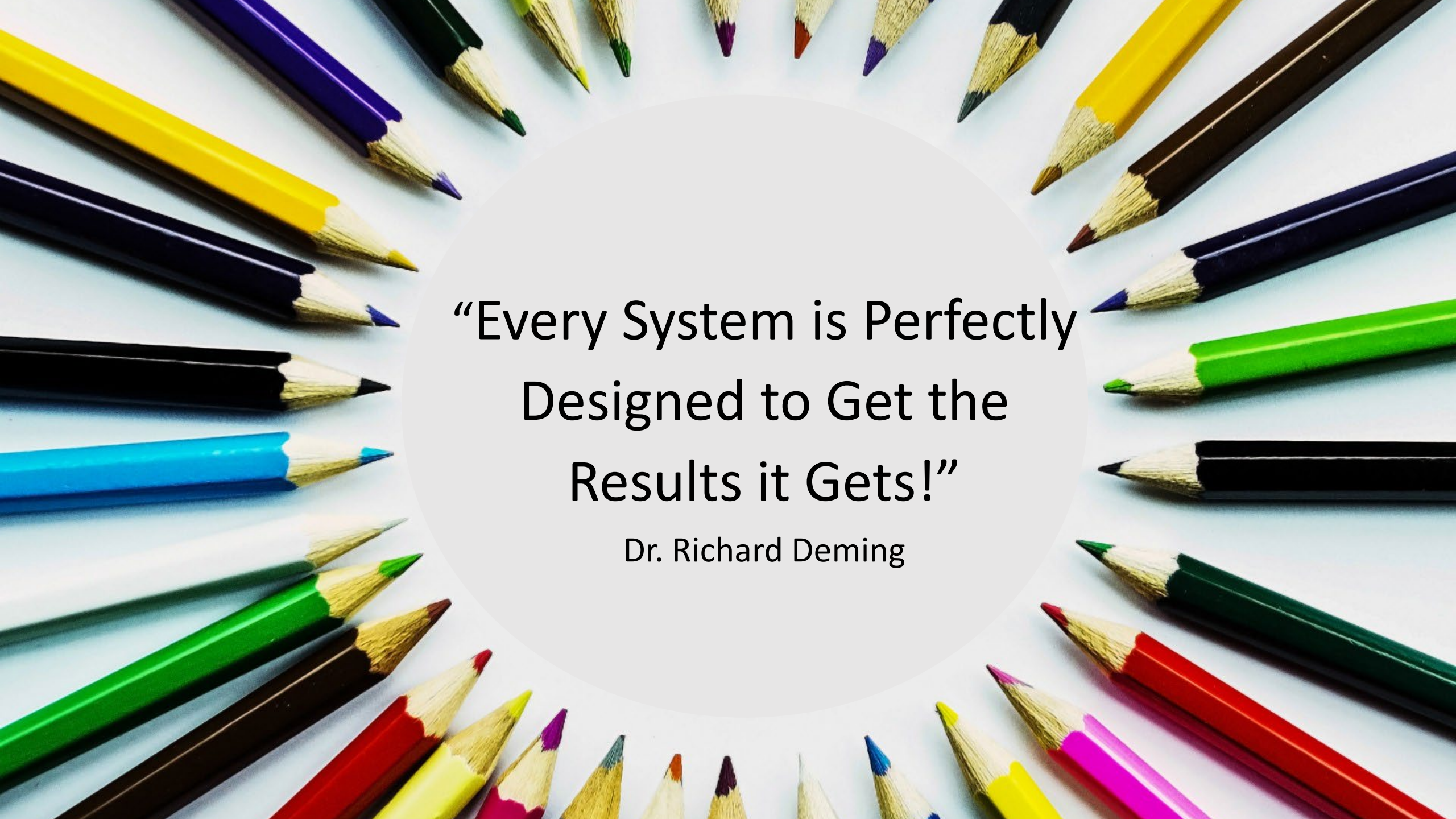
# School Learning

- If school and classroom organizations repeat this activity, they engage in a continuous cycle of improvement. Like students, if continuous incremental learning improvements follow, schools and classrooms 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 Your Classroom or School's Learning System Learning?



A top-down view of numerous colored pencils arranged in a circular pattern on a light-colored surface. The pencils are of various colors including yellow, purple, green, blue, black, red, and pink. In the center of the arrangement is a large, semi-transparent white circle containing the text of the quote.

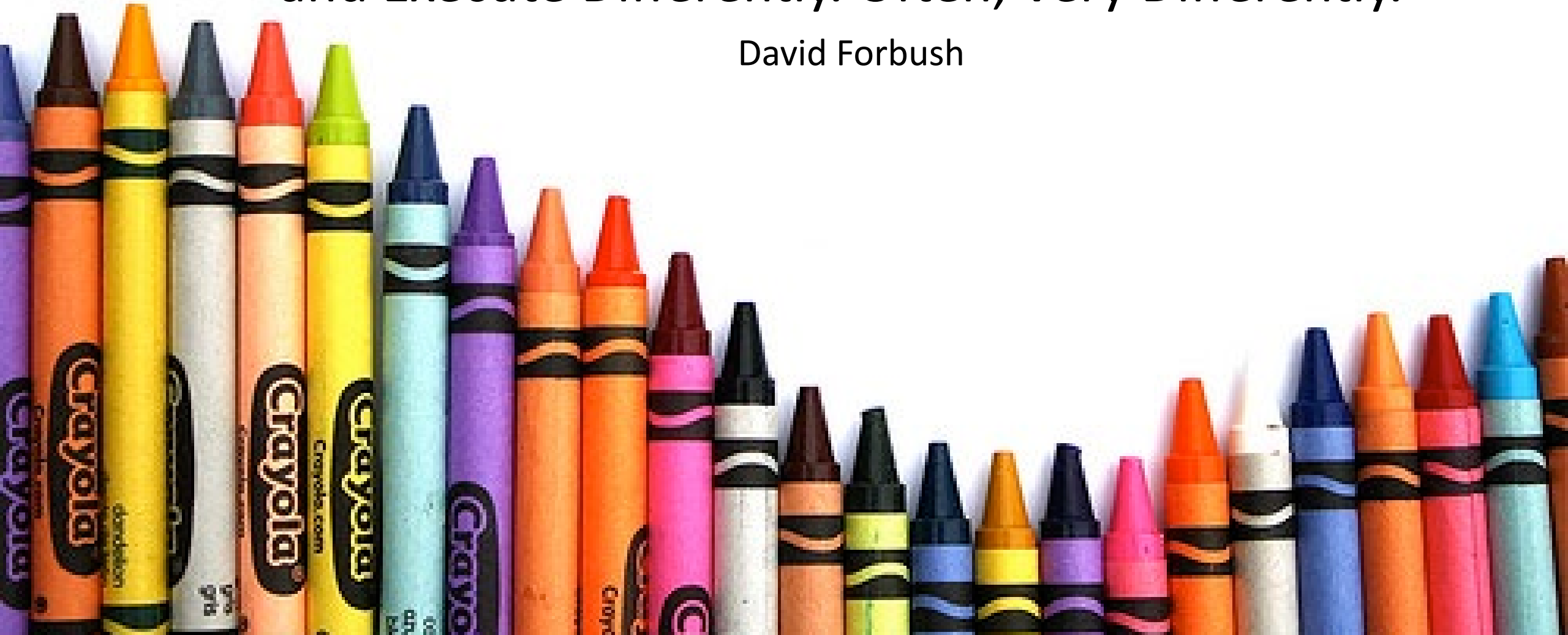
**“Every System is Perfectly  
Designed to Get the  
Results it Gets!”**

Dr. Richard Deming



“To Get Different Results, Systems Must Organize and Execute Differently. Often, Very Differently.”

David Forbush



What can my classroom, or my school and its stakeholders collectively do, if the classroom or school is not learning, or is learning at an undesirable rate?

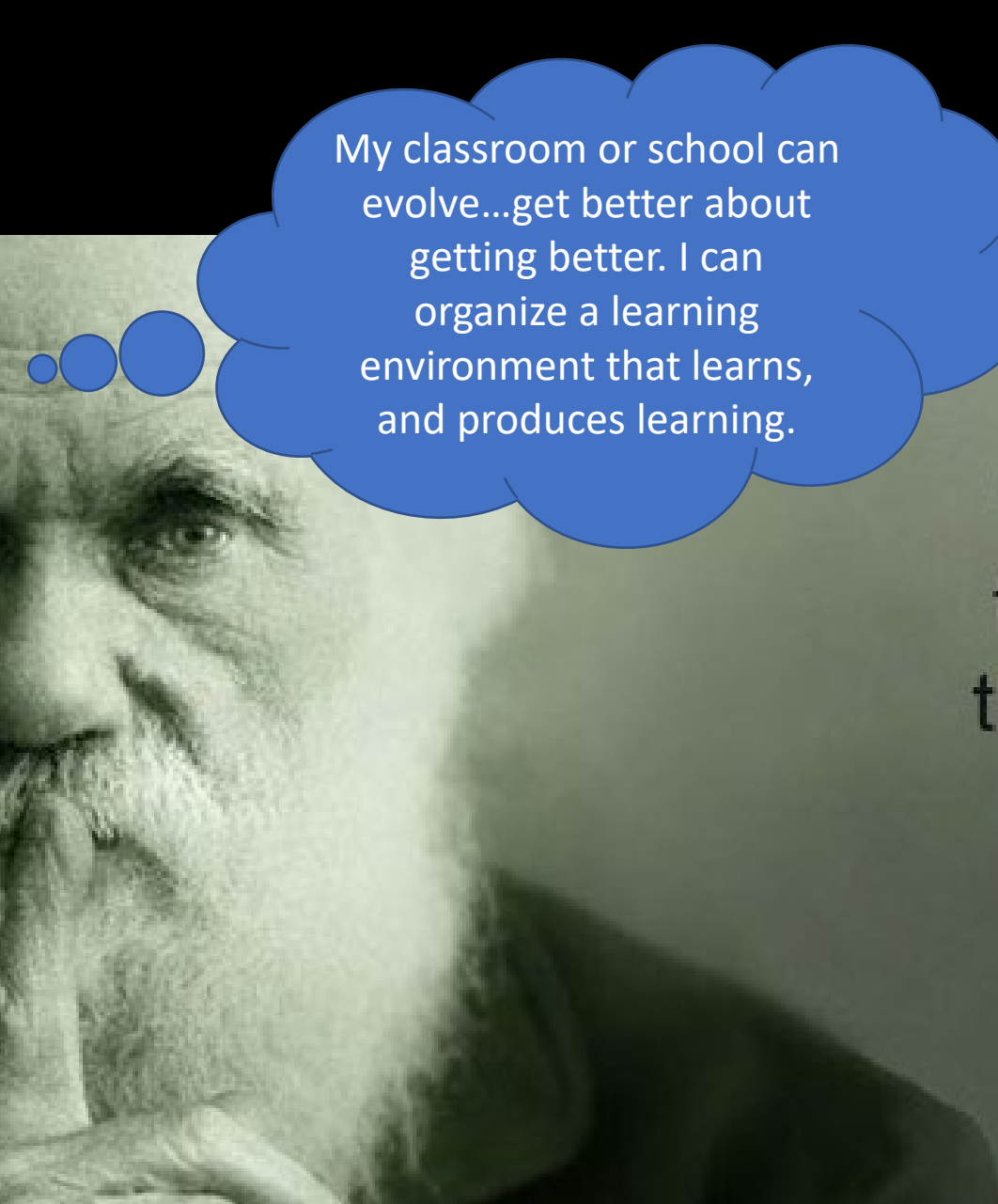


The image shows two sliced onions, one on the left and one on the right, with their concentric layers clearly visible. The layers are a mix of light and dark purple/pinkish colors. The central core of each onion is a bright yellowish-brown. The text is overlaid in the center of the image.

**We Can Peel Back  
Classrooms and Schools  
Layer by Layer to Better  
Understand Them!**



**Once Systemically Understood, We Can  
Redesign Classrooms and Schools to  
Achieve the Learning Results We Want**



My classroom or school can evolve...get better about getting better. I can organize a learning environment that learns, and produces learning.

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change.”

Charles Darwin

# Out the Door Objective - 1

You will recognize, and understand the three layers of an organization, including a school and classroom organization (organization, process and performer).



# Class and School Organizations

- “Organization” derives from “organism.” You and I are organisms.
- The human organism is composed of systems (e.g., circulatory system, neurological system...).
- Our bodily systems have an interdependent relationship with one another. Under, or overperforming bodily systems do not fully compensate for another...the overall body performs at a lower level...if it performs at all. Each system element must provide its “just right” contribution.



## Key Learning Organization Features

- An organization is a collection of system elements organized to produce a product or result (i.e., student learning)
- Schools and districts are an organization. They organize system elements like curriculum, instruction, assessment, transportation, food services, facilities supports and others as inputs into the machine we call a school, and that school is to convert these inputs into an output—student learning.
- Each system element should add a clear, direct and intentional value to achievement of the desired output—student learning.



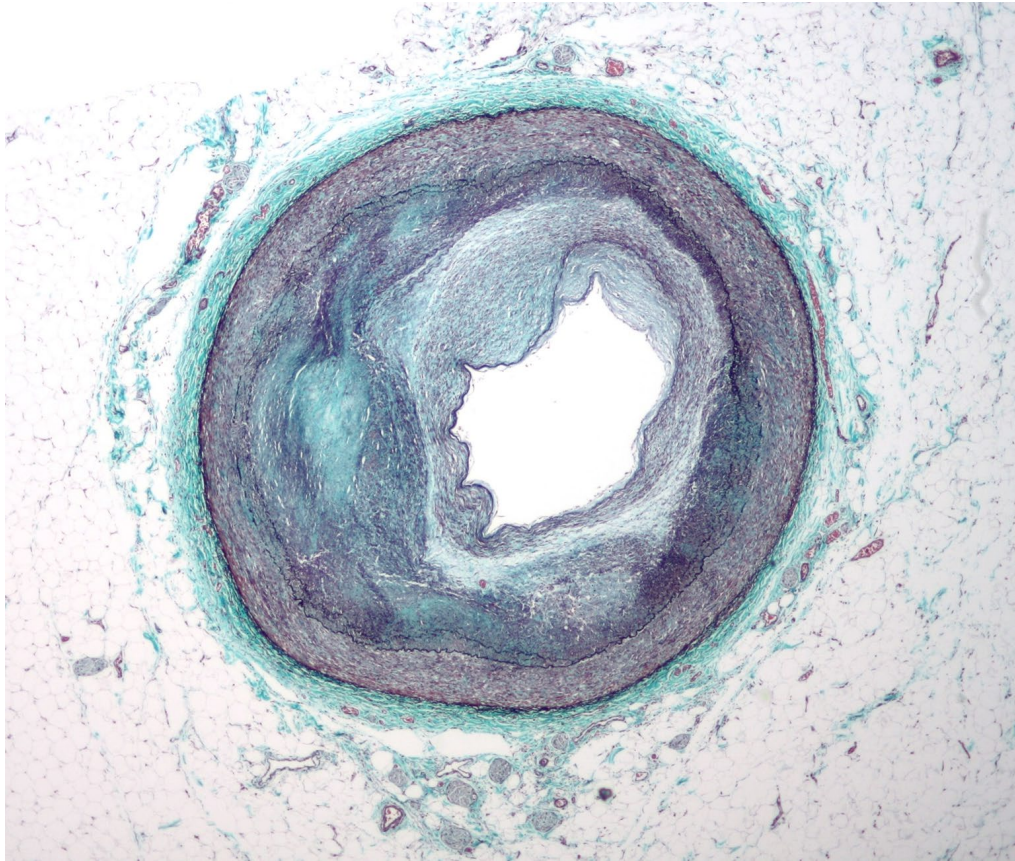


# What Obstructs Learning?

There are a lot of culprits!  
Teaching included!



# Obstructions Impede, Slow, Stop or Reduce!

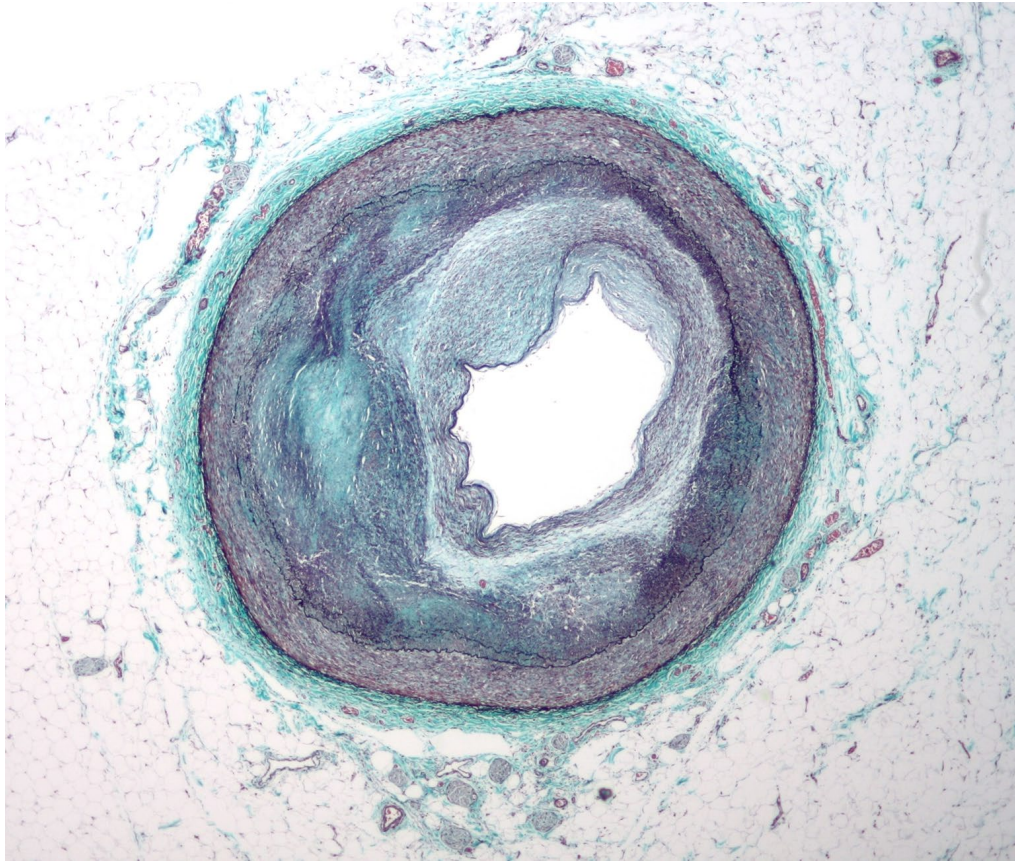


Vehicle 1 - Artery > Oxygen Distribution



Vehicle 2 - Teaching > Learning

# Obstructions Impede, Slow, Stop or Reduce!



Vehicle 1 - Artery > Oxygen Distribution



Vehicle 2 – Coherent Aligned Systems > Learning

**A Student's Teacher is the Most Powerful Determinant of the Student's Learning**



**More Influence than Student,  
Home or School**

**A Teacher's School or District is the Most Powerful Determinant of How a Teacher Performs**



**Effectiveness - 25% internal to teacher /  
75% external and is embedded  
in the school and district**



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Work Makes Sweat...Not Quality (*Not Learning*)!

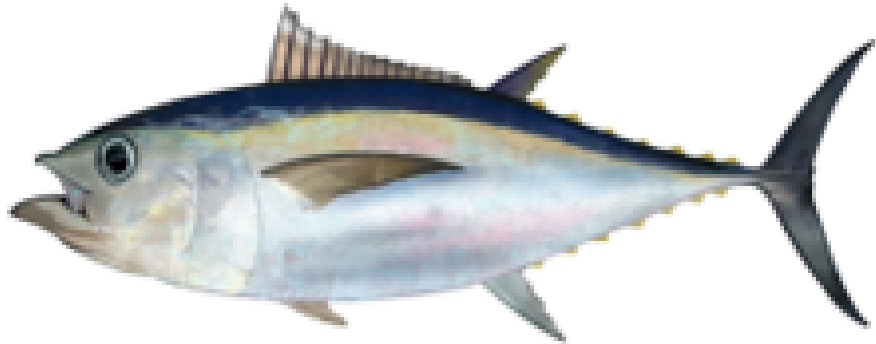
Edward Deming



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# Which One?

10:1



1:1



# Out the Door Objective - 2

You will have some experience peeling back the layers of your classroom or school to better understand them and how each element of your educational system interact in an interdependent fashion.



# Accomplice in Crime

- Mrs. Forbush
- 5 Years Teaching - 5<sup>th</sup> Grade
- 34-years of marriage
- 2021-22 – Wants More Student Learning
  - Math – 62% / district 52% / State 42%
  - ELA 8 – 68% / district 52% / State 44%
  - Science – 79% / district 58% / State 45%





You Don't Get What You Want by Getting  
Rid of What You Don't Want!

Russell Ackoff



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If we don't know what we want without obstructions,  
how can we possibly know what we want with obstructions?

Russell Ackoff



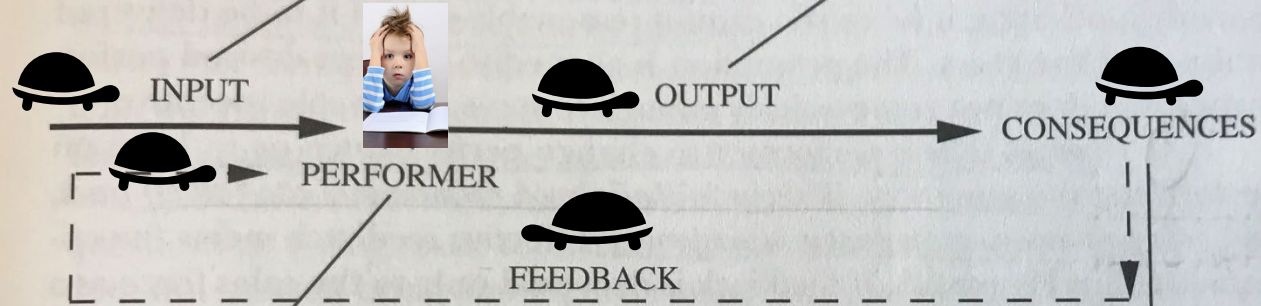
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## 2. TASK SUPPORT

- Can the performer easily recognize the input requiring action?
- Can the task be done without interference from other tasks?
- Are the job procedures and work flow logical?
- Are adequate resources available for performance (time, tools, staff, information)?

## 1. PERFORMANCE SPECIFICATIONS

- Do performance standards exist?
- Do performers know the desired output and performance standards?
- Do performers consider the standards attainable?



## 5. SKILLS/KNOWLEDGE

- Do the performers have the necessary skills and knowledge to perform?
- Do the performers know why desired performance is important?

## 6. INDIVIDUAL CAPACITY

- Are the performers physically, mentally, and emotionally able to perform?

## 4. FEEDBACK

- Do performers receive information about their performance?
- Is the information they receive:
  - relevant?
  - accurate?
  - timely?
  - specific?
  - easy to understand?

## 3. CONSEQUENCES

- Are consequences aligned to support desired performance?
- Are consequences meaningful from performer's viewpoint?
- Are consequences timely?

Rummler & Brache  
1995



### Classroom Performance Engineering Tool

Date:	6-22-2022	Date:	
Interviewer(s):	David Forbush	Interviewers:	
Respondents:	BBC Participants	Respondents:	
Classroom/School Questions	What is?	What should be?	Closing Gap Actions
1. What is your current classroom mission?			
2. Are your classroom mission, vision and values statements written somewhere?			
3. Estimating, what portion of students and staff (paras...), if asked, could articulate your mission, vision and values?			
4. What result do you and your students and staff most want to achieve?			

# What We Think & Do! What You Think and Do!

## **We**

- Dr. Forbush (Dave) will interview Mrs. Forbush (Lori) - Question 1, 2....
- Christine Manning will capture notes...you will see them accumulate.
- We will review some/not all of the questions...enough to help you see how to use the tool in thoughtful ways.
- Q & A – 3:35-4:35

## **You**

- Hear Dave's question >> hear and think about Lori's answer >> think about your answer >> write your answer.

# Out the Door Objective - 3

You will have some experience blueprinting a performance enhancement plan, that when executed will alter your classroom or school elements and result in strong progress toward the learning results you desire.





### Classroom Performance Engineering Tool

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# Contact

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