

# ALL CARDS ON THE TABLE:

KNOW WHEN TO HOLD 'EM KNOW WHEN TO FOLD 'EM

EXAMINING YOUR PROGRAM'S PRACTICES &  
OPPORTUNITIES



# WHO WE ARE . . .



- YGNACIO VALLEY WOLVES
- EDUCATION ACADEMY
- FOUR TEACHERS: CTE (EDUCATION), ENGLISH, ETHNIC STUDIES, AND GOV/ECON
- ACADEMY IS APPROX 150 STUDENTS
- WE LOOP WITH THEM FOR THREE YEARS







YOUR ACADEMY PROCESS . . . WHEN DO  
YOU HOLD 'EM. WHEN DO YOU FOLD 'EM?



WHAT DOES IT MEAN TO BE A  
"REFLECTIVE TEACHER?"



HOW DO WE, AS EDUCATORS IN AN  
ACADEMY, DO RECURSIVE REFLECTION  
ON OUR PROCESSES?





# SYSTEMS WE HAVE USED

(WE TRY NOT TO MAKE IT A CRAP SHOOT!)







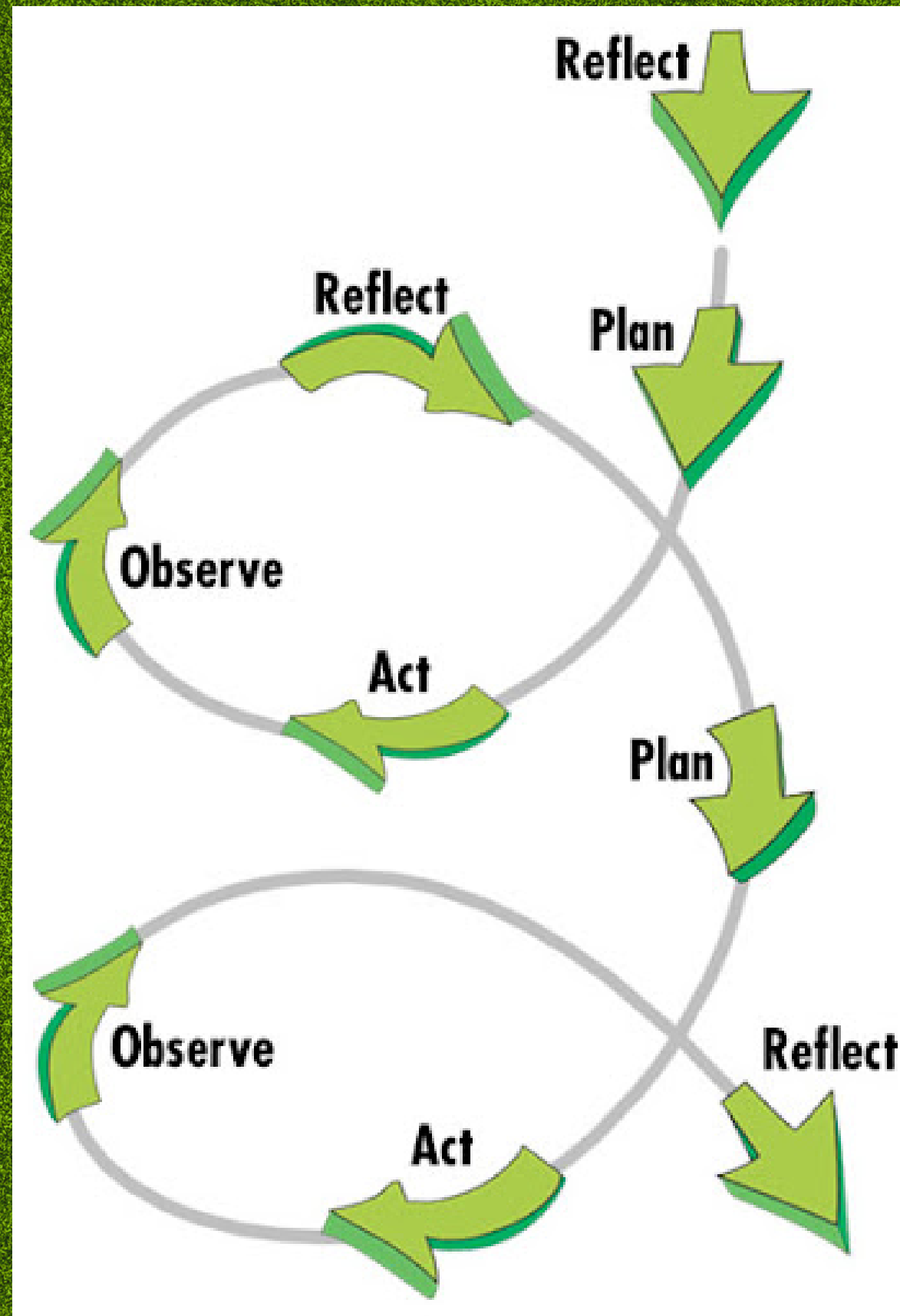
# THE 20% RULE...

IF YOU'RE NOT CHANGING UP ABOUT 20% OF WHAT YOU DO FROM YEAR-TO-YEAR, THINGS WILL GET STALE FAST!



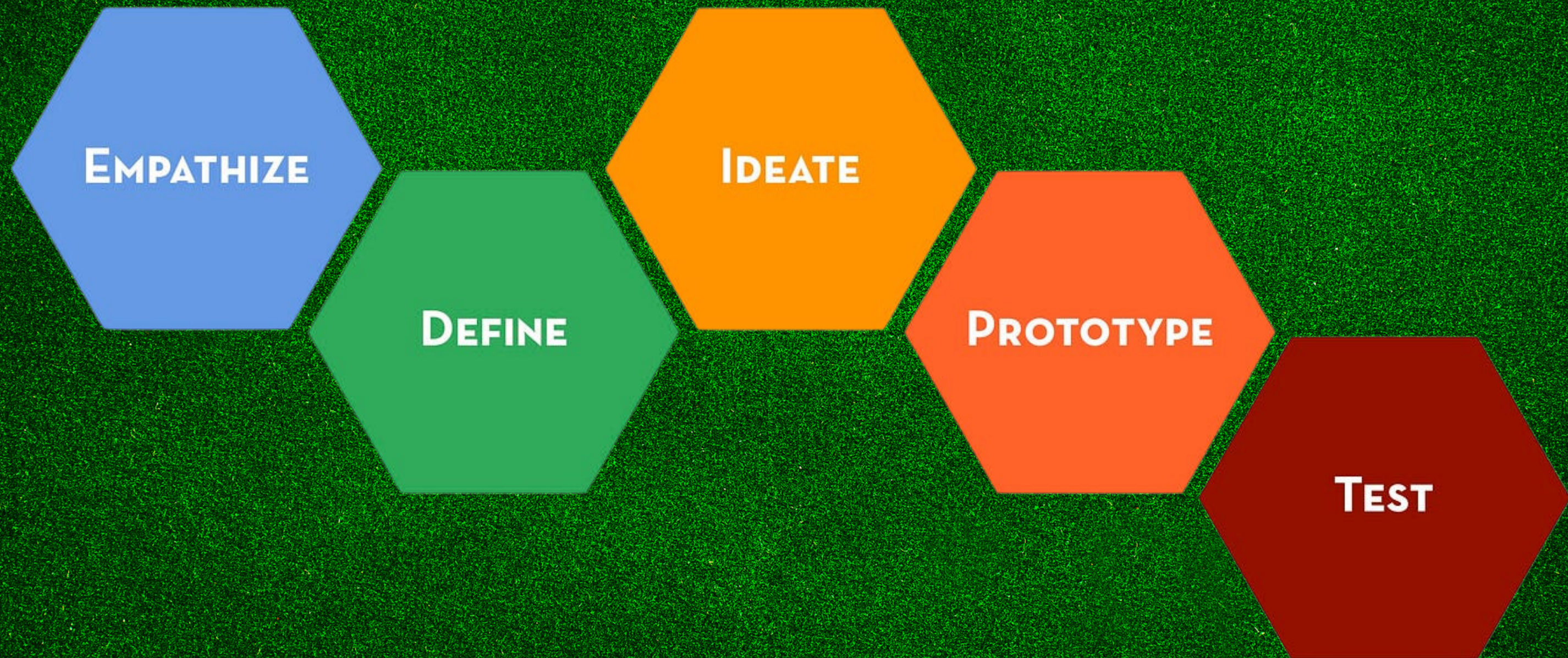


# ACTION RESEARCH





# HUMAN CENTERED DESIGN THINKING






# ALL CARDS ON THE TABLE: AN OVERVIEW OF THE PROCESS

- TEAM CREATES CARDS FOR ALL PREVIOUS PRACTICES
- TEAM CREATES CARDS FOR NEW IDEAS
- ALL CARDS LAID OUT ON TABLE
- IDENTIFY CATEGORIES FOR CARDS
- EVERY TEAM MEMBER EVALUATES ON THEIR OWN WITH SIMPLE SYSTEM (1,2,3 OR +,-) FOR KEEP, NOT SURE, OR ELIMINATE
- DISCUSS EACH CARD, MOVING THEM INTO ONE OF THREE PILES (YES, NO, MAYBE)



A green felt background with scattered playing cards. The cards are of various suits and ranks, including hearts, clubs, diamonds, and spades. Some cards are face cards (King, Queen, Jack) and some are numbered cards (Ace, 2, 3, 4, 5, 6, 7, 8, 9, 10). The cards are scattered around the edges of the frame, with the text centered in the middle.

WHAT LEARNING  
OPPORTUNITIES CAN YOU  
PICTURE?



# INTERACTIVE STEPS



START - FILL OUT CARDS WITH OWN PRACTICES -  
WHOLE PROGRAM OR JUST WITHIN YOUR OWN  
CLASSROOM



CREATE CARDS FOR NEW IDEAS TO CONSIDER,  
PRACTICES YOU HAVE HEARD ABOUT, ORGANIZE INTO  
CATEGORIES



PRACTICE EVALUATING OWN CARDS (WITH TEAM IF  
POSSIBLE)





# STEP ONE



WRITE DOWN AS MANY  
PROGRAM PRACTICES, EVENTS,  
PROJECTS THAT YOU USED TO  
DO (1 PER CARD)





# STEP TWO



WRITE DOWN EVERYTHING  
YOU ARE CURRENTLY  
DOING (1 PER CARD)





# STEP 3

WRITE DOWN ANY  
NEW IDEAS YOU  
HAVE HEARD ABOUT  
OR THOUGHT ABOUT  
THAT YOU HAVE  
WANTED TO TRY (1  
PER CARD)





# EVALUATION PROCESS BEGINS . . . ALL CARDS ON THE TABLE

*evaluate the impact (cost benefit analysis), + or -, keep or ditch*

- EXAMINE OLD IDEAS, CHALLENGE THEIR EFFECTIVENESS
- IDENTIFY WASTED EFFORT, TIME KILLERS, OUTDATED IDEAS
- RECALL PURPOSE AND PLAN BEHIND EXISTING IDEAS TO REFOCUS
- EVALUATE NEW IDEAS TO INCORPORATE AND TRY
- CREATE COHESION FOR PROGRAM PRACTICES, OPENS DOOR TO PILLARS, DRIVING THEMES, PROGRAM FOCUS
- ASSIGN TASKS TO INDIVIDUALS TO BETTER DISTRIBUTE RESPONSIBILITIES



# TEAM COLLABORATION



WORKING WITH YOUR TEAM, GET EACH MEMBER'S INPUT, FEEDBACK, POINT OF VIEW



ASK PARTICIPANTS HOW THIS MIGHT BE A USEFUL PROCESS (ALLOWS PEOPLE TO EXPLAIN DIFFERENT PERSPECTIVES, REMINDS ALL OF PRACTICES, BRINGS NEW MEMBERS OF TEAM UP TO SPEED ON PRACTICES (HOW, WHY, AND HOW PIECES CONNECT))





# RETURNING TO PROCESS

- OLD CARDS ARE ALWAYS KEPT
- BECOMES A RECORD OF PRIOR PRACTICES AND OPPORTUNITIES
- TRACK CHANGES IN ACADEMY CULTURE TRACK CHANGES IN PRACTICES LOOK FOR CONNECTIONS
- ALL CARDS ARE ALWAYS BACK IN PLAY WHEN COMING BACK TO THE PROCESS

