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to Reinvent*

# 10 Steps to Start Innovating

- 1 Are there spaces in our school or district where we could allow a small group of educators to have autonomy from “business as usual” and protect them from the demands, pressures, and fights of today to rethink what schooling looks like?
- 2 With that team in place, ask what is the purpose of schooling (hint: the purpose will probably be multifaceted)?
- 3 To deliver on that purpose, what are the content knowledge, cognitive skills, habits of success (also known as character, social and emotional learning, and noncognitive skills), real-world experiences and social capital, and health and wellness experiences that the school must deliver? What can it assume students will already be getting elsewhere? What can it outsource effectively?
- 4 How can we create a learning experience in which each student can make real, demonstrable progress every day and have fun with their friends as they are doing so?
- 5 How will that student experience help students develop their habits of success, such as agency, executive function skills, metacognition, perseverance, and so forth?
- 6 Are there ways in this new experience that teachers can co-teach together so they have more support and flexibility — and students do, too?
- 7 Does what we’re doing help parents progress in the goals that are important to them — or will it create friction with them that will imperil what we’re trying to do? If the latter, how can we redesign what we’re doing to consider those priorities?
- 8 As we consider the use of technology, ask: is it helping save teachers time? Is it extending the reach of great teachers? Is it deepening teachers’ understanding of their students? Is it providing better feedback to students and teachers to improve their success?
- 9 When it comes to implementing this new change, what are the big hypotheses we’re making that have to prove true for this to be efficacious and sustainable? How can we test those quickly and inexpensively to refine our plan?
- 10 Do we understand the level of agreement in our schooling community around what we want to change? Do we have an agreement on our goals? Do we agree on what actions are likely to lead to desired results? The answer to these questions should dictate what tools we use to create the space for this change.

**“Questions create spaces in the brain for solutions to fall into”**

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Clayton Christensen