

Rudolph F. Crew, Ed.D., Superintendent of Schools

SUBJECT: REQUEST THAT THE SCHOOL BOARD RECEIVE THE KNOWLEDGE MANAGEMENT PRESENTATION

COMMITTEE: INNOVATION, EFFICIENCY & GOVERNMENTAL RELATIONS

Over the past two years, Miami-Dade County Public Schools has been steadily transitioning from an unstable school system into a stable school system. This transition has been accomplished by focusing resources on student achievement, using data to drive decisions, and improving the physical work environment. As we continue moving towards increasing stability and efficiency our actions need to be even more intentional to reach the highest level of student achievement.

To reach this goal, we are developing a Knowledge Management Strategy. This strategy will focus on building a system to capture and transfer knowledge to promote academic achievement. Our working definition of Knowledge Management is the ability to capture and share strategic insights throughout the District through formal and informal networks. Capturing and sharing strategic insights will enable the District to:

- replicate successes faster for more students;
- understand explicitly how change happens; thereby, improving implementation of future initiatives;
- articulate the value of M-DCPS to external and internal audiences;
- improve the services we provide to all stakeholders; and
- develop a knowledge sharing culture that provides consistent 'course corrections,' enabling the District to focus on key priorities.

Over the next few months, staff will work to develop an overall Knowledge Management strategy and implementation plan. Preliminarily, staff will focus on capturing knowledge from key initiatives from the Strategic Plan and identifying potential Regional and school-based initiatives. Additionally, Knowledge Management meetings between Cabinet members and school-site personnel will begin in July. These meetings will center on improving the flow of communication and innovation from "the field" to senior leadership and inform appropriate knowledge capture avenues.

RECOMMENDED: That The School Board of Miami-Dade County, Florida, receive the Knowledge Management presentation.

KNOWLEDGE MANAGEMENT

July 2006

Innovation, Efficiency &
Governmental Relations Committee

Goal

A system that captures and transfers knowledge to promote academic achievement

Theory of Change

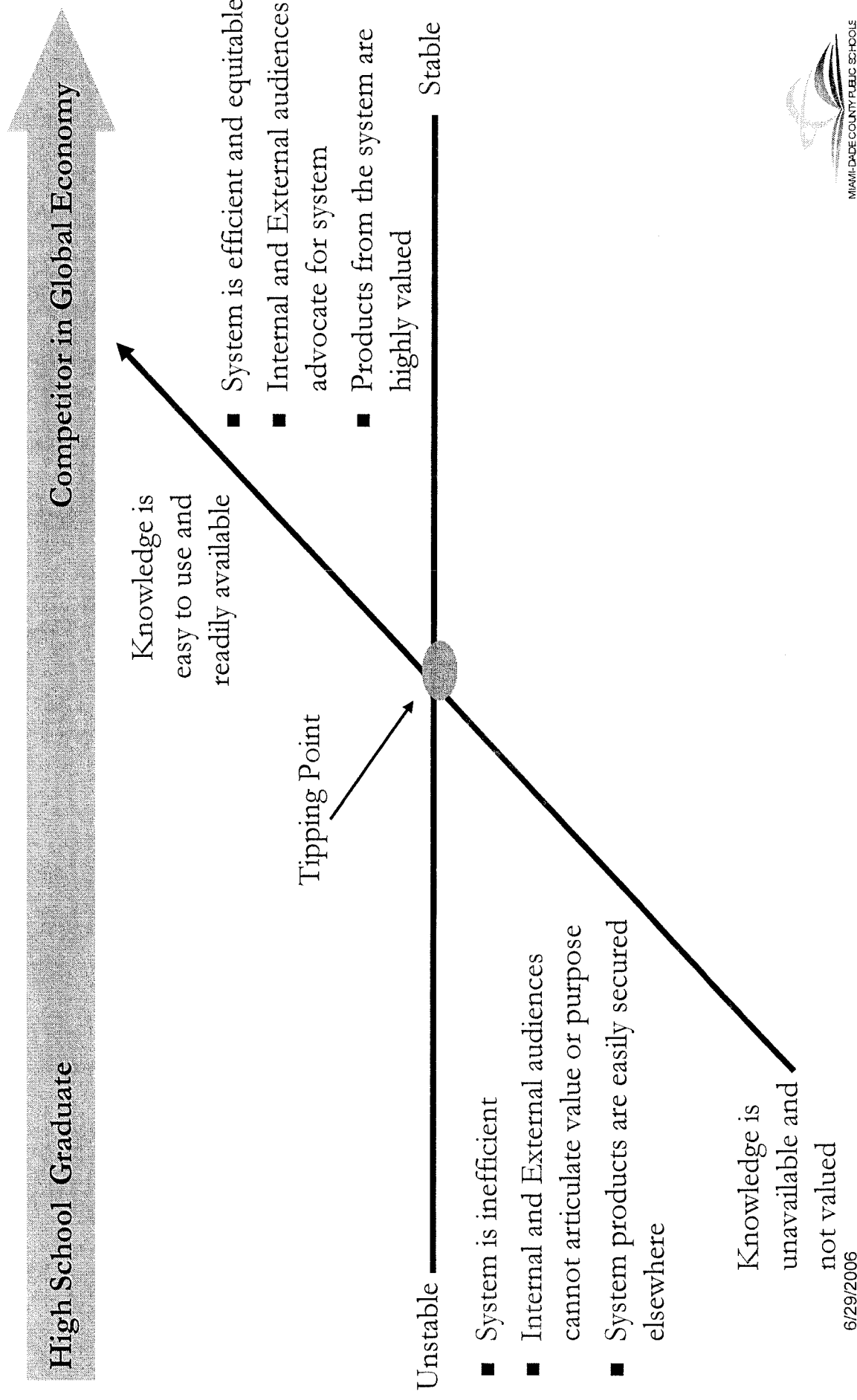
	KM Strategy	Leadership Behaviors	Networking	Learning before, during and after	Capturing knowledge
Level 5	<ul style="list-style-type: none"> Clearly identified Intellectual assets KM strategy is embedded in the business strategy Framework and tools enable learning before, during and after 	<ul style="list-style-type: none"> Leaders recognize the link between KM and performance The right attitudes exist to share and use others' know-how Leaders reinforce the right behavior and act as role models 	<ul style="list-style-type: none"> Clearly defined roles and responsibilities Networks and CoPs have a clear purpose, clear deliverables, and develop capability in the organization 	<ul style="list-style-type: none"> Prompts for learning built into processes People routinely find out who knows and talk with them Common language, templates, and guidelines lead to effective sharing 	<ul style="list-style-type: none"> Knowledge is easy to get to, easy to retrieve. Relevant knowledge is pushed to you It is constantly refreshed and distilled
Level 3	<ul style="list-style-type: none"> There is no framework or articulated KM strategy People are using a number of tools to help with learning and sharing 	<ul style="list-style-type: none"> KM is viewed as the responsibility of a specialist team Some leaders talk the talk, but don't always walk the walk 	<ul style="list-style-type: none"> People network to get results 	<ul style="list-style-type: none"> People can easily find out what the company knows Examples of sharing and using are recognized Peers are helping peers across boundaries 	<ul style="list-style-type: none"> Knowledge in one place in a common format Searching before doing is encouraged Little or no distillation
Level 1	<ul style="list-style-type: none"> A few people express that knowledge is valued in organization Isolated people with a passion for KM begin to talk and share how difficult it is 	<ul style="list-style-type: none"> KM viewed as a management fad Leaders are skeptical as to the benefits "Knowledge is power" 	<ul style="list-style-type: none"> Knowledge hoarders seem to get rewarded 	<ul style="list-style-type: none"> People are conscious of the need to learn from what they do but rarely get the time 	<ul style="list-style-type: none"> Some individuals take the time to capture lessons Lessons are rarely refreshed, few people contribute, even fewer people search

Source: Learning to Fly




6/29/2006



Theory of Change (continued)



What is Knowledge Management?

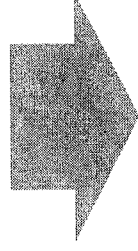
Term and Definition		Example
<ul style="list-style-type: none"> ■ Data – facts and numbers 		<ul style="list-style-type: none"> ■ 75% of third graders scored at FCAT Level 3 – 5 in Reading 2006
<ul style="list-style-type: none"> ■ Information – meaning from facts and numbers 		<ul style="list-style-type: none"> ■ 75% of third graders are meeting grade level benchmarks for academic advancement
<ul style="list-style-type: none"> ■ Knowledge – experience and implication of meaning from facts and numbers 		<ul style="list-style-type: none"> ■ 75% of 3rd graders: <ul style="list-style-type: none"> ■ Possess basic literacy skills ■ 3rd grade language arts teachers are meeting the needs of these students ■ School environment supports effective learning ■ New strategies to reduce 3rd grade retention are successful
<ul style="list-style-type: none"> ■ Experience – historical perspective from which to view and understand new situations and events 		
<ul style="list-style-type: none"> ■ Ground Truth – knowing what really works and what doesn't 		
<ul style="list-style-type: none"> ■ Complexity – being aware of what you don't know 		
<ul style="list-style-type: none"> ■ Judgment – adjust itself to new situations and information in light of what is already known 		

What makes Knowledge Management valuable?

- The ability to capture and transfer knowledge provides companies with competitive edge enabling them to be innovative, cost effective, and stay ahead of the curve
 - Example: Ford wanted to duplicate the success of the “Taurus.” However, management had not captured any of the design team’s work and the members of the team no longer worked for Ford. As a result, Ford was unable to readily replicate the success of the Taurus model. This loss of knowledge cost Ford money, time, and opportunity as they produced new models.

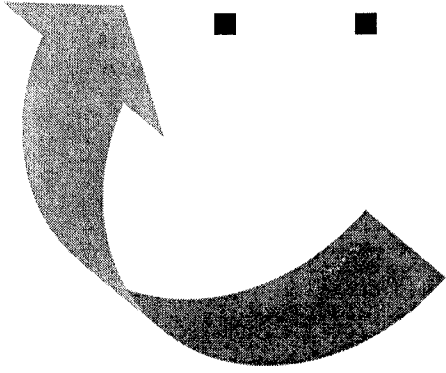
What do we hope to accomplish with KM?

- Capture and share “strategic insights” so that we are able to:
 - Replicate successes on shorter time frame and have ability to affect more students more rapidly
 - Be explicit regarding how change/innovation occurs in M-DCPS
 - Articulate the value of M-DCPS to external audiences (e.g., Tallahassee)
- Improve service to “client” (e.g., students)
 - Understand more clearly what leads to improved academic achievement and cost efficiencies
- Develop a knowledge sharing culture that provides consistent ‘course corrections’ enabling the District to successfully focus on key priorities



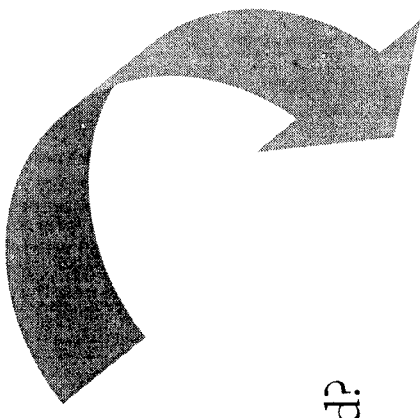
ALL STUDENTS ARE ACADEMICALLY SUCCESSFUL

KM Learning Cycle



LEARN DURING

- Is what we are doing likely to achieve our desired outcome?
- Is what is happening what we intended?

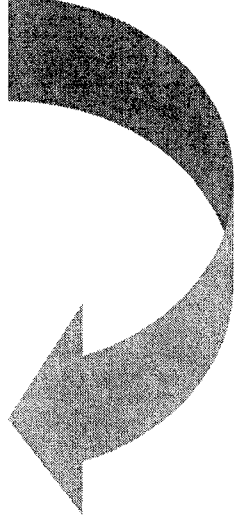


LEARN BEFORE

- Who has done this before us?
- What knowledge can be reused?

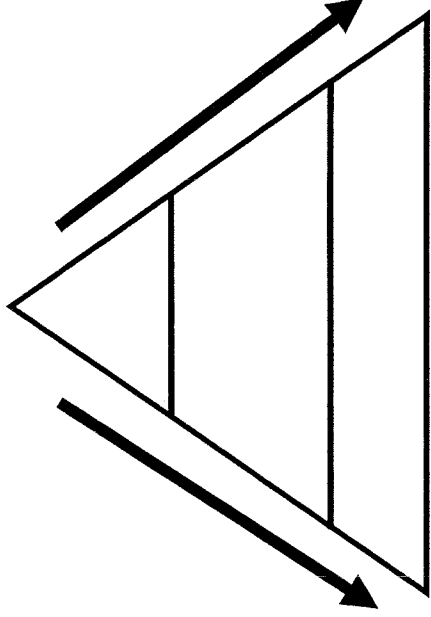
LEARN AFTER

- How can we capture and share what we learned?
- What would we do differently next time?



KM Learning Cycle

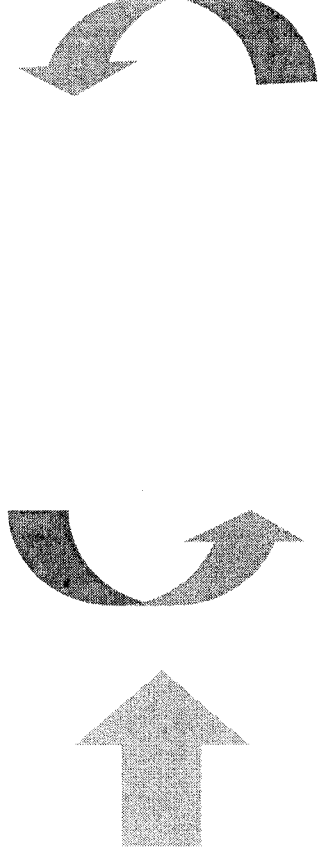
Superintendent



Schools

- Assumes that knowledge is only in one place
- Initiatives are top down
- Minimal input from field
- Execution/Implementation challenges

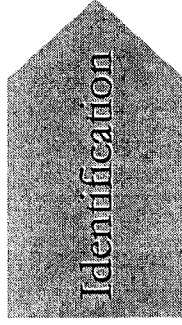
Superintendent



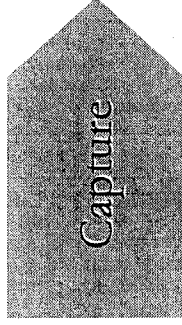
Schools

- Recognizes that knowledge exists in many places
- Two-way flow of information
- Identification of issues/challenges from field
- “Reality Check” for execution/implementation

Organizational Implications

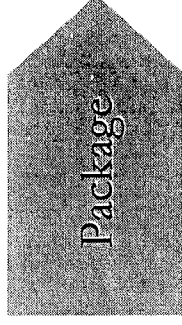


- Prioritize Superintendent's Strategic Initiatives (Superintendent and KM Team)
- Determine Local/Departmental Initiatives (School Site/ Departmental KM Teams)

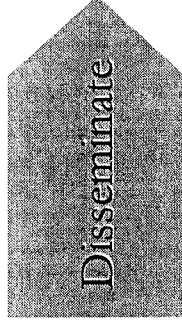


- What are key lessons?
- What are lessons for change?
- District KM Teams capture key lessons from Strategic Plan Initiative, each team has a "context expert" with dedicated KM time

- School Site/ Department KM Teams capture key lessons from local initiative



- Define audiences
- KM Leader will determine best method with input from target audience



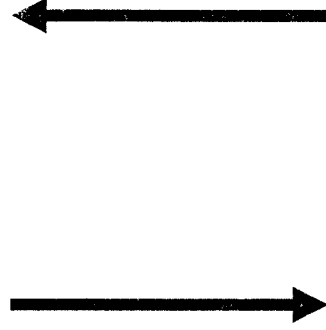
- Define audiences
- Knowledge product(s) will depend on audience, time, product, cost
 - Formal PD
 - CDs
 - Web sites
 - Publications
 - Speeches
 - Other

KM Learning Cycle

Quarterly Meetings

- Use Cabinet Quarterly Scorecard meetings to show progress on initiative/problem resolution vs. data
- Use guiding questions:
 - What were we trying to accomplish this quarter?
 - What strategic actions did we employ?
 - What were the results?
 - What would we do differently?
- Identify new strategic actions to employ in next quarter
- KM documents and disseminate outcomes of meeting
- Conduct Quarterly Benchmarking/Scorecard meetings at Function, Division, Region, and Feeder Pattern level

Superintendent



Schools

Monthly Meetings

- Conduct with feeder patterns or 'like' schools (fragile schools, grade level addressing similar issue, theme schools)
- KM Team/Schools create 'snapshot' of school(s) for review prior to meeting (e.g., Demographics, Achievement Data, Year's Performance Targets, Observations, Executive Summary of Presentation Information)
- School(s) leadership identify three strengths/ successful innovations
- School(s) leadership identify three challenges/ areas needing innovation

Next Steps

Activities

- Begin Monthly KM Meetings with school-site personnel and Cabinet Members
- Begin Quarterly KM Meetings with Cabinet Members
- Identify District-wide knowledge products
- Identify “local” knowledge products
- Begin developing ‘Market Distribution Plan’

Timeline

- Summer 2006
- Fall 2006
- Fall 2006
- Fall 2006
- Winter 2006