



**LANGFORD
LEARNING**

PROBLEM + OPPORTUNITY = PROBLETUNITY

IMPROVING THE QUALITY OF LEARNING AND LEADING

An Overview Booklet

"Langford Quality Learning has taken everything I thought about education and learning and turned it completely on its head. It has given me much more joy in my work as an educator, which I know spills over into my classroom. W. Edwards Deming said, 'It is not enough to do your best; you must know what to do and then do your best.' It is fair to say that I was doing my best without knowing what to do. With the concepts and tools I have learned from David Langford, I feel that I'm gaining the wisdom necessary to be a real positive change-agent in education."

– Jake Rodgers, Principal



This booklet is a brief explanation of Langford Learning and Leading in the 21st Century.

Langford International, Inc., focuses on improving and transforming learning and leading using knowledge of emerging brain research and the Profound Knowledge principles of Dr. W. Edwards Deming. Dr. Deming's foundational principles applied with David Langford's approach create a timeless framework for improving classrooms as well as small and large systems.

Langford International, Inc. was founded in 1992. We focus on creating profound learning experiences to train educators, administrators and business leaders throughout the world in what our clients call Langford Learning. Participants consistently give us feedback that our training has a strong correlation between enjoyment of the experience and learning. We believe in long-term thinking and long-term relationships. We have consistently worked with some individuals and organizations for nearly two decades.

This booklet is a brief explanation of Langford Learning in the 21st Century. Allow us to shatter your expectations and focus your creativity to create new flexible learning environments in business, healthcare, education, government or a service industry that inspire students, employees and leaders to become passionate learners and workers.

This booklet contains answers to some of the most common questions we have encountered over the years.

Join us at an upcoming seminar or allow us to assist you in transforming your learning environment and organization.

David P. Langford
CEO, Langford International, Inc.

"I have learned more about system improvement in 4 days than I ever thought possible. Learning by doing was the order of the day and I loved it and so did my team.

The experience is one that I would repeat so that my level/depth of knowledge can increase."

- Elizabeth A. Conrad
Principal, Parkersburg, WV
4-Day Quality Learning
Participant

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Publisher: Langford International, Inc., 12742 Canyon Creek Road, Molt, Montana 59057
Phone: 406.628.2227 Fax: 406.628.2228 E-mail: office@langfordlearning.com www.langfordlearning.com

LANGFORD
International, Inc. 
Creating Joy in Learning and Leading!

Contents

The Big Picture	1
Why Langford Learning?	
How it started	2
Does Langford Learning work?	4
It does work.	
Will Langford Learning work in my school?	7
What are the components of Langford Learning?	8
Based on Brain Research.	
What are Quality Tools?	
How to get started	9
Start by attending training	
Return to your site and implement	
Expand your influence by creating critical mass	
Create re-occurring training cycles	
Services and products provided by Langford International, Inc.	10
How do we know our training works?	11
Follow-up studies show systemic impact	
5 years after training	
Reflections from recent training	

"I think about Langford Quality Learning every day I drive to work. I wonder ... What am I doing with Quality Learning? How is it impacting my classroom? Will I ultimately be successful?"

Question 1-I'm finding hope.

Question 2-My students have more purpose with their learning. They are more engaged. They are learning. More importantly I'm constantly finding new and better ways to implement the tools for Langford Quality Learning, and I'm happier at work.

Question 3-I will continue to use Langford Quality Learning tools with my practice. The challenges are more defined for me now. I know what I want to do and possess more wisdom on how to get there. Ultimately, I believe I'll become more and more successful with each school year.

If there's one idea that summarizes how Langford Quality Learning has impacted my classroom, it follows...

We created a purpose this year as a class using Langford Quality Learning tools like the P³T. Our class recites it each morning. After we created the final draft, I asked my students if any would be interested in reciting it individually in front of their peers. An outgoing student took that challenge a couple of weeks later. The students all clapped afterwards. The next day I got ready to recite the purpose with the class and a different student shouted "Can I try to say it Mr. Magill?" Other hands shot up around the classroom. Even students that are typically very shy had their hands up. I was taken back.

This is the flow that can be created with Langford Quality Learning. It becomes exponential at times. **This gives me hope.**"

-Brent Magill, Title I Math Teacher

Langford Learning: Out of the Education Crisis

The Big Picture

Why Langford Learning?

When you understand the Langford Learning philosophy and apply the tools and methods you will strengthen intrinsic motivation for life-long-learning and create desire and capability to improve your system (student/learning, teacher/classroom, principal/school, superintendent/school district, school board/policy).

Over the past 20 years many organizations have adopted the strategies of Langford Learning. These classrooms, organizations and systems have used the Langford Learning theory, processes and strategies to:

- Improve test scores.
- Significantly lower dropout numbers.
- Reduce or eliminate behavior problems.
- Improve teacher performance.
- Increase parent involvement.
- Improve attendance.
- Create delighted employees and learners.
- Design new 21st Century Learning Centers.
- Improve school nutrition.
- Improve bus systems.
- Improve school maintenance.
- Lower building costs.
- Improve or eliminate contract negotiations.
- Increase student ownership.
- Reduce bullying.

"Langford learning has become the heart of improvement in our district. It has galvanized and focused our efforts, and provided tools for us to facilitate continual improvement in every aspect of our district, including student learning. In our district Langford Learning has created a constancy of purpose in which improvement is no longer an option for anyone."

- Dr. Doug Stilwell, Superintendent
Urbandale School District, Urbandale, Iowa

"Since 1999 RESA 5 has placed a strong emphasis on professional development that has as its foundation Systems Thinking and Continual Improvement. In my more than 43 years in public education I have never encountered a process for empowering learners as effectively as does David Langford's work. Over the past 12 years hundreds of educators from RESA 5, across West Virginia and around the country have attended the many 4-Day Langford Learning seminars we have sponsored.

The positive feedback we continue to receive is a clear indication of what these teachers and administrators have learned from and contributed to the body of work that has improved the quality of learning for thousands of students. I am convinced that the philosophy and tools of continual improvement are the beginning point for any school improvement effort.

- David F. Scragg, Ph D
Director of Professional Growth
RESA 5, Parkersburg, West Virginia

"I've always felt we needed to listen to you, because you are what we need to do, you are the answer to public education reform. We just need to do what you tell us to do and we are all going to be in a much better place."

- Muriel Summers, Principal,
A.B. Combs Leadership Magnet Elementary
Raleigh, North Carolina

Langford Learning is the intense focus and continual process of improving Learning.

Intense focus on improving learning affects how systems change, how people are affected psychologically and how statistical data is used.

How it started



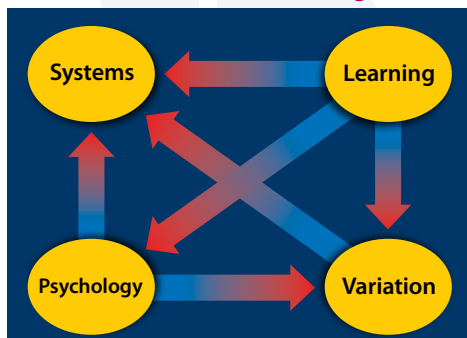
Langford Learning is based on the work of Dr. W. Edwards Deming and applied brain research. Dr. Deming died in 1993 at the age of 93. He was best

known for bringing the concept of continuous quality improvement to the world. Dr. Deming often stated that Profound Knowledge is necessary to improve any system, whether it is the individual, classroom, school, district, university, state, or nation. Profound Knowledge consists of four key areas: Systems Thinking, Psychology, Statistical Variation, and Theory of Knowledge. Understanding the interrelationship of these four key areas is the basis for any long-lasting systemic improvement effort.

[Click here in pdf form](#) to hear Dr. Deming discuss A Theory of a System for Educators.

Applying the *Profound Knowledge* theory to a learning system results in a **Profound Learning** environment. We call this Langford Learning.

Profound Learning



David P. Langford



Langford Learning

originated in 1986 as a process to improve student learning in David Langford's high school computer and business classes. While studying the works of Dr. W. Edwards Deming, Dr. Myron Tribus and others, Langford began to apply Quality Learning philosophy, theory, tools and processes to teach students to assess and monitor their own progress and improve intrinsic motivation for learning. He then began to focus on improving system wide learning by working with the staff to identify, define and overcome barriers that hindered the students' path of life-long learning.

In 1992, David Langford founded Langford International, Inc. Since then he has devoted his research and work toward developing and applying quality methodology and concepts to improve student learning, school leadership, business processes and procedures, and to promote partnerships that strengthen learning organizations. The concepts of Quality Learning, Just-In-Time Learning, Exponential Learning and the Self-Managed Classroom have emerged out of these efforts.

Langford was featured in the film *Quality...Or Else* which aired on PBS and has appeared in other documentaries including the *Deming Library Vol. XXI*. He is the author of the handbooks **Tool Time for Education, Business, Healthcare**, and **Lean**. He is co-author of the book *Orchestrating Learning With Quality*. David Langford has created a number of new quality improvement tools such as: *Consensogram, Code of Cooperation, Continuum, If... Then, Capacity Matrix, Morphing, Parking Lot, P3T, and*



Systems Progress as well as developing [additional quality resources and materials](#).

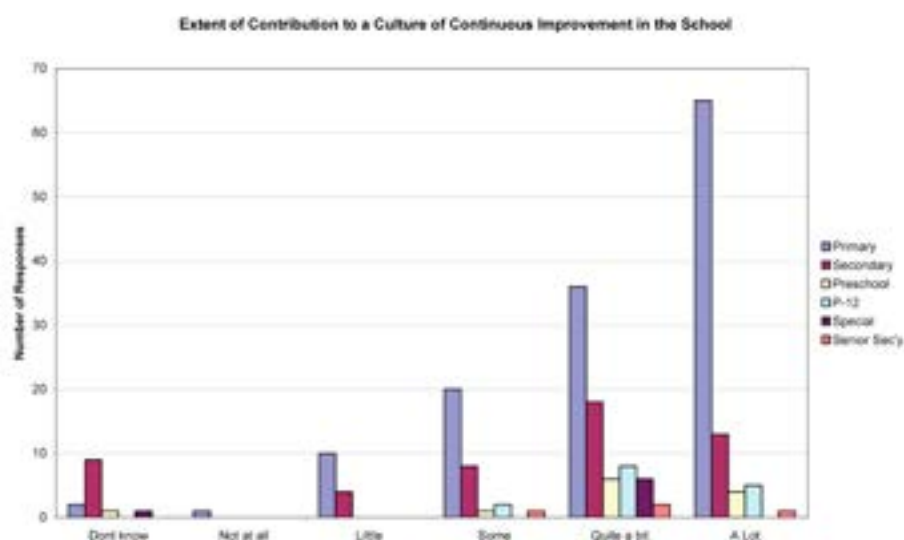
Over the past 25 years David Langford has traveled extensively throughout the world, training colleagues in K-12 school systems, universities, colleges, pre-schools, government, Chambers of Commerce, and businesses in how to identify systemic problems and create quality solutions that improve learning and leading. He has worked with business sector clients ranging from General Motors to government agencies such as the Department of Defense. Langford has presented his training throughout the United States and in Australia, Canada, Europe, Asia, the Middle East and South America. His former students have also given presentations in the United States, Canada, and England.

He has facilitated his trademark 4-Day Quality Learning Seminar over 300 times to more than 30,000 educators in the United States. Clients from higher education, government, healthcare and business also attend his 4-Day Seminars. In Australia, over

5,000 educators and 1000 schools have been successfully impacted by this training.

Langford is currently an international consultant, trainer, speaker, writer, and educator focusing on developing sustained systemic change that advances the quality of learning and leading in all organizations.

David P. Langford was born and raised in Durango, Colorado. He graduated from Montana State University-Billings with a B.S. in Education K-12 and has a Masters in Educational Administration and Supervision from Arizona State University. He has been a music, technology, science, and business teacher/ coordinator in education since 1979, with experience ranging from preschool through postgraduate studies in both rural and urban settings. He is a member of ASCD, ASQ, NFIB and a Senior Facilitator for the [W. Edwards Deming Institute](#). Mr. Langford is currently an adjunct professor at Central Washington University, and has also been an adjunct professor at Montana State University-Billings and the University of Alaska.



Quality Learning and Improvement in Schools and Preschools Report of 329 Schools from the QIS and QISP programs. Quality Learning Australia®

Does Langford Learning work?

It does work.

Intensely focusing on improving the quality of learning has proven time and again to work in teams, classrooms, small and large organizations, and nations. Today, Dr. Deming is still revered as the man who guided Japan from a country devastated in World War II to a world economic power today. The most sought after award in Japan is called the Deming Prize. The Deming Prize is awarded to organizations achieving the highest levels of quality and productivity. In America, Dr. Deming was awarded the Medal of Technology by President Reagan for his service in restoring American economic competitiveness.

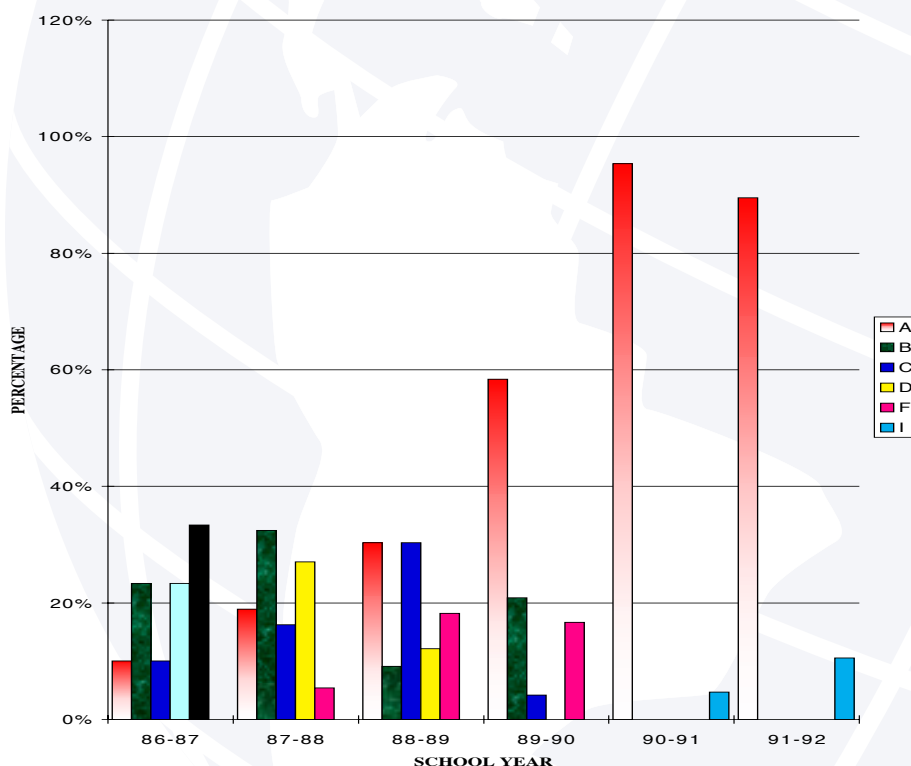
Many world-class companies can trace their improvement journey through Dr. Deming's teachings and insight. The list is long and

includes such organizations as Ford Motor Company, Proctor and Gamble, Boeing and Toyota. But Deming's insight went far beyond industry, as a New York University professor, his passion was to create **Joy in Learning**.

In education, David Langford jump started the Quality Learning movement in 1986 by first improving his own high school classes and then working to improve the whole school. The chart below depicts how grade performance improved over six years working with approximately 130 students per year.

David's classroom application achieved remarkable success in a school with 90% minority students from 17 different ethnic groups. Students developed a deeper purpose for learning and acquired 21st skills and knowledge which have carried them into successful positions in society today. Grade analysis is just one measurement, but when coupled with improved attendance, test scores and teacher satisfaction a more holistic approach is revealed.

GRADE ANALYSIS CHART 1986-92



Langford Learning can have a profound affect on improving learning over a long period of time. In 1992, David Langford began working with the Leander Independent School District in Leander, Texas. The graph below shows improvement on district wide Math scores K-12 over 18 years.

Most organizations, like the Leander School District, would freely admit that their success is due to performing many aspects learning well.

World-class learning organizations see Langford Learning as the foundation philosophy that supports any improvement effort. It enables organizations to sort time wasting activities from high impact endeavors.

Langford Learning focuses on leveraging strategies which identify what to do; not dictating a model to follow. It is a philosophy, an approach, a strategy, a way of thinking. Each system is unique; each system improves.

At the individual school level we have seen schools achieve somewhat amazing results in a relatively short amount of time. Seaford 6-12, is a middle/high school in Adelaide, Australia with 1127 students. Seaford was recognized through

"The Quality Learning approach and David's long-term involvement with our school (10 years) has provided us with a deep understanding about systems thinking in a school context to achieve sustained whole school improvement. This was our ultimate aim. We have maintained our commitment to using the Quality Learning approach for all school improvement agendas and this has steered us on the path to success for our school community. The data demonstrates this!

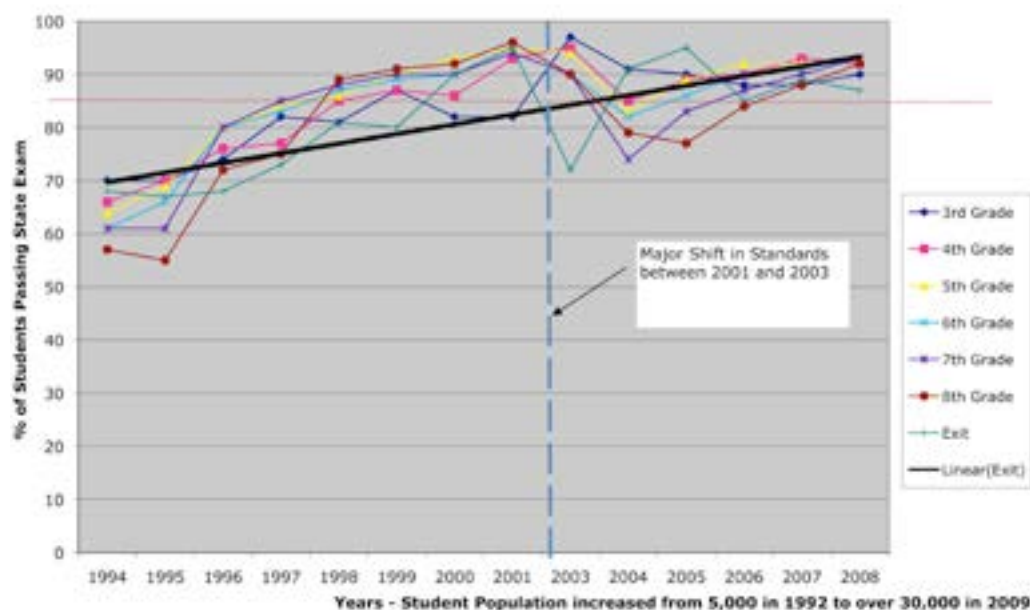
Now the school continues with it's focus on data to measure and inform school improvement - it provides transparency for our staff and community. School improvement has never stopped at Seaford since our implementation of the Quality Learning approach."

- Mary Asikas, Principal

Seaford 6-12, Adelaide, SA, Australia

an Australian Government National Award (Whole school improvement category) as demonstrating significant improvement in all aspects of school improvement (academic achievement, school completion, student well-being, increased number of students attending university etc.) over a change period of 6 years. This improvement effort has sustained itself to the present. Seaford's whole school methodology of using a wholistic data set to manage improvement has become an inspiration of what can be accomplished for hundreds of other schools.

Leander Math Scores



"I have seen the application of this learning rekindle the spirit of educators frustrated by an antiquated system of education. It has generated enthusiasm and achievement as the continual improvement philosophy has shifted the attention from leadership "at the top" to developing leadership capacity in each person to make improvements, especially students."

- Monta Akin
Assistant Superintendent,
Leander ISD, Leander, TX



These examples also document that **dynamic learning organizations maintain a Langford Learning philosophy over long periods of time; a powerful key to their success.**

[Click here in PDF form to
hear teachers and
administrators from A.B.
Combs Elementary talk
about the effects Langford
Quality Learning.](#)

- Justin Ostersrom
Teacher, 21st Century Skills
A.B. Combs Elementary School

Woody Wilson, a high school history teacher of 37 years in Parkersburg, West Virginia describes his journey with Langford Learning like this:

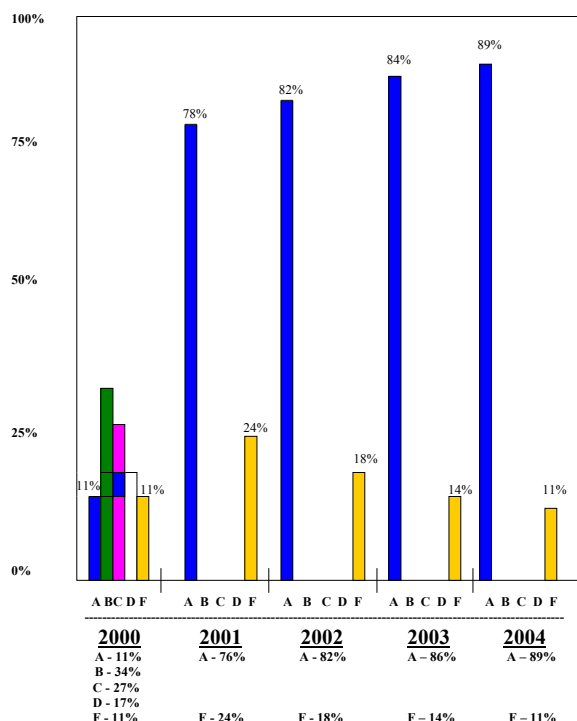
"No matter your position in the learning community you can make a difference in a learning system, if you have the desire to gain knowledge and the courage to seize the initiative to act."

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the time school started two weeks later, I had completely redesigned my approach to teaching and learning.”

Woody applied Langford Learning and in a single year moved from a maximum 11% of students achieving “A” level work to 78% of his 130 students achieving the top mark. Four years later 90% of students were not just passing, but achieving top quality standards of performance.

GRADE DISTRIBUTION - 2000/2004



A group of teachers and administrators at Mordialloc College in Australia wanted more from their 7th grade students, teachers and the school system. David Langford met with them to assist in the *Idealized Redesign (Akoff)* of their 7th grade learning center. Today, the center houses approximately 150 seventh grade learners in one room. Students meet in teams called families, each family has a family guide (teacher). When all 150 students meet for common instruction they call it the neighborhood.



Students manage most of their day in what is called expedition time. They use *Langford Capacity Matrices* as the tool that allows students to take responsibility and manage a standards-based core curriculum. Traditional classes were restructured thus eliminating wasted passing times between classes and over 90 hours of learning time was gained per year. Learning center guides (teachers) now have two hours **per day** to meet and plan together.

This Mordialloc innovation in learning and the learning environment has now influenced the state department to fund 21st Century Schools similar to Mordialloc throughout the state of Victoria proving a single example can have an amazing impact. **Langford Learning teaches teachers to lead by being the model for improvement.**

These teachers, administrators and schools prove Langford Learning can work at any level regardless of culture or economic status.

Notice in these examples Langford International helped individuals and organizations create fertile ground for innovation. Instead of a regression to the mean, caused by mandates, teachers and administrators learn how to support and develop their



[Click here in PDF form to hear teachers and administrators from the Comal Independent School District talk about Langford Learning Training.](#)



students and colleagues to create new and exciting 21st century learning experience breakthroughs.

Will Langford Learning work in my school?

We have shown systemic data and shared stories of success that Langford Learning **does work**, but no number of examples will guarantee that it **will work** at your site. Data (quantitative) and stories (qualitative), show it is possible to improve the Quality of Learning at any site. Your success will depend on many factors such as:

- Leadership
- Continual Training
- Determination
- Support
- Planning
- Long-term thinking

You may be lucky enough to have supportive administration, a knowledgeable school board, plenty of technology, ample time to think and meet, supportive colleagues and multiple training sessions. On the other hand you may not have those optimal conditions and breakthrough performance will be more difficult or take longer, *but improvement can still take place.*

If Langford Learning is so great why isn't everyone doing it?

Improvement is often difficult and requires commitment. Resources are limited. Time is in short supply. Tampering can be rampant and damaging. Tampering is changing a system whether that be classroom or organization and not understanding why the change is being made. In Langford Learning we avoid tampering by focusing only on changes which result in **sustained systemic improvement in learning.**

"Learning is not compulsory... neither is survival."

- Dr. W. Edwards Deming

What are the components of Langford Learning?

Over many years of research and experience we have learned there are key concepts that must be understood if learning is to be transformed. In our seminars and training you will gain a deeper understanding of :

- Appreciation for a System
- Psychology
- Neuroscience of Learning and Behavior
- Understanding Variation
- Theory of Knowledge
- Learning Management
- Portfolio Assessment
- Data Decision Making
- Intrinsic Motivation
- PDSA Problemunity Improvement Process
- Quality Learning Tools
- Lean Tools

More specifically you will learn to manage and plan with:

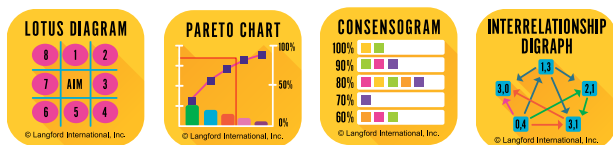
- Mastery Learning
- Collaborative Learning
- Integrated Learning
- [64 Quality Learning Tools](#)
- [The PDSA problem solving process](#)
- Performance Portfolios
- Self-Assessment
- Self-paced Learning
- 24 Elements of *The Learning Code*

Learn to change the system, not the students.

What are Quality Tools?

Tools are methods. We have collected 63 quality improvement tools which enable teachers and administrators to take action. Understanding theory is important, but **people also need methods to put theory into action on Monday morning.**

Our tools are represented by icons. Here are a few examples:



These easy to recognize tool icons are fully explained in our [***Tool Time for Education Handbook***](#) and used throughout all our training materials. Tools quickly become an interwoven part of classroom and meeting functions. Tools are combined into a problem-solving sequence called PDSA Proletunity Process.

Based on Neuroscience

We teach and apply brain-research over situational education research. Brain research seeks to understand how brains work, then changes environments to optimize brain function. Situational research is often simply focused on the “best practice” of current learning environments, without first considering if these environments are brain compatible. Langford Learning **seeks to change systems to create behavioral and learning improvement, rather than leaving the system alone and using programs to manage the behavior produced.**

How to get started

Start with the largest circle of influence you have in the system. If you are a teacher, start with your class. If you are a principal, start with a committed group of volunteer teachers. If you are a superintendent or CEO look for a volunteer group of willing learners. **Take action.**

Start by going to training

Attend an interactive Langford Quality Learning training. Check our web site: www.langfordlearning.com for the most current training schedule. Attend as an individual, team or entire staff.

Return to your site and implement

Some attendees think their job is to return and train others. We have learned this is a mistake. If you are new to Langford Learning, **it takes time**



to fully comprehend and apply the concepts.

Attempts to train others, without wisdom of application, may cause confusion, trouble answering questions or even tampering.

Initially, *your job is to implement what you have learned at the training.* When you gain a degree of success, then you can share with others your breakthroughs in performance. In this way you can model successful application of the processes and tools and encourage others to begin their improvement journey.

Expand your influence by creating critical mass

Critical mass is defined as the square root of an organization. In a class of 25 students just 5 dedicated students and a teacher can transform a classroom. On a staff of 100 just ten dedicated people can change the school. In a district of 650 a committed group of 25 can make a huge difference in system wide performance.

Create re-occurring training cycles

Many initiatives fail because they forget the re-occurring training principle. People need to hear the same message multiple times. People need the opportunity to revisit training. Administrators need opportunities to get new staff on-board. Individuals have revisited our 4-Day Langford Learning Seminar as many times over multiple years. Each time, returnees report gaining new insight.

Services and products provided by Langford International

Services

We provide the following training and development opportunities:

4-Day Langford Learning Seminar: This basic seminar is the A-Z approach to understanding Quality Learning. It is designed to accommodate groups from 10 to 400. Our 4-Day Seminar is the beginning pathway to understanding, applying and creating process improvement.

2-Day Leading Learning Seminar: Leaders have specific roles in leading, managing and promoting Langford Learning. This 2-Day Seminar provides leaders and future leaders the insight for Leading Learning in the 21st Century.

2-Day Classroom Development Class: This workshop is our classroom follow-up to the 4-Day Seminar. After teachers experience the 4-Day Seminar their job is to apply what they have learned. This follow-up master class gives teachers a chance to further their implementation and strengthen their understanding of Langford Learning.

1 and 2 Day Customized Problem Solving and Training: These customized days are used to coach groups, solve problems and plan for future implementation.

Consulting and Coaching: These days are used to train individuals, correct problematic implementation and design new systems of improvement.

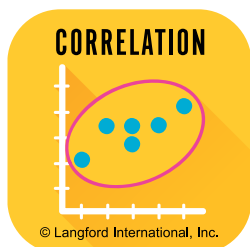
Executive Leadership Coaching: These sessions are one-on-one or small group online discussions. Perfect for busy executives wanting to continually learn.

2-Day Langford Learning Student TEAMS: This interactive 2-Day training for students develops students into school improvement allies and forges community partnerships.

How do we know our training works?

Seminar Data Feedback

At every training session we model what we preach. We collect feedback data from participants and incorporate suggestions into current and future training sessions. Participants also reflect each day on the correlation of how much they have learned and their enjoyment of the experience. We monitor and adjust on a daily basis in order to optimize learning and enjoyment. A seminar Correlation Chart from a large group is below:



Students Report Long-Term Retention

"As a fifteen year old high school student I experienced a profound change in my perspective, understanding and awareness of my own learning and the role I have in my success through understanding Langford Quality Learning. My early foundation came from the realization, as a young learner, that understanding purpose is the driving force behind everything.

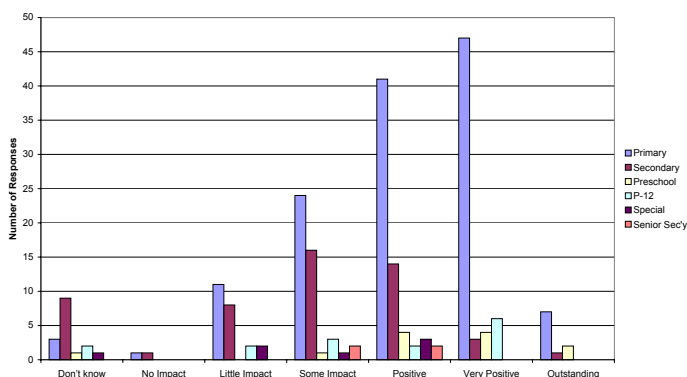
I have applied the principles, values and tools I learned as a student, to give myself an advantage and the best chance of success in my professional life. Applying quality improvement methodologies is a way of thinking which has enabled me to gain consecutive investigation awards as an Alaska State Trooper, design process efficiencies enabling my outfitter business to thrive when the general market struggled and it has even impacted the way I train my sled dog team."

-Terrence Shanigan, Alaska State Trooper

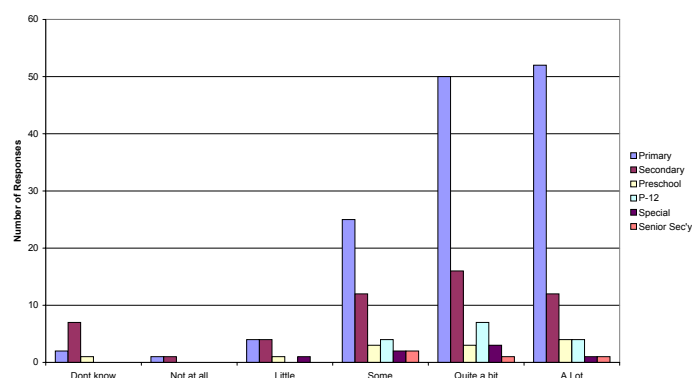
(Graduate Mt. Edgecumbe H.S. 1989)

Follow-up studies show strong impact 5 years after training

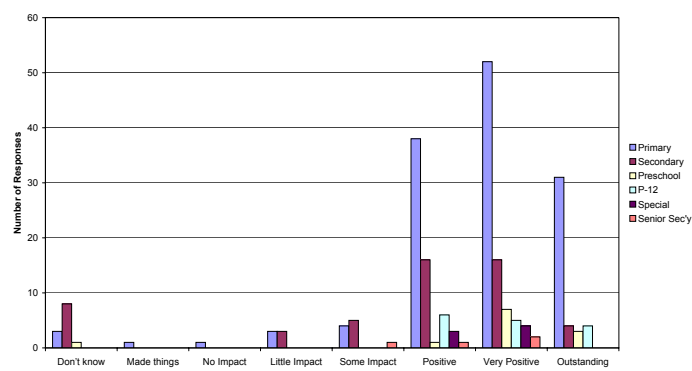
Impact on Student Learning Outcomes by School Type



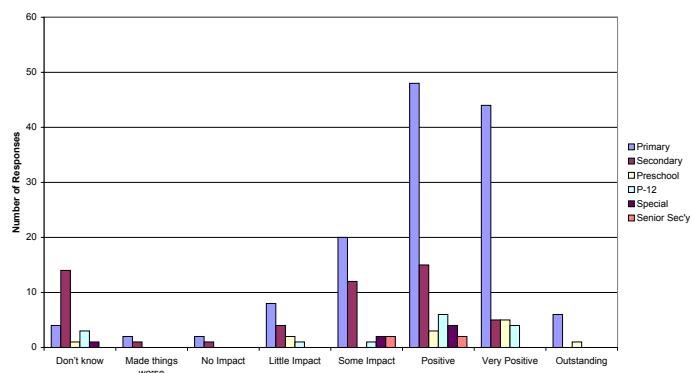
Extent to which the school is still applying what was learned



Impact on School Leadership



Impact on Staff and Student Morale



Quality Learning and Improvement in Schools and Preschools Report of 329 Schools from the QIS and QISP programs. Quality Learning Australia®

Podcasts

[Bret Champion, Superintendent - Students Are More Than Test Scores](#)

[Doug Stilwell, Superintendent - "Preparing The Soil" - an Integral Part of the Learning Process](#)

[David Langford - "Stop Doing the Wrong Thing Righter" to Start Changing the Education System](#)

[David Langford - Explores Education and the Race to the Top "...this too shall pass"](#)

[Monta Akin, Assistant Superintendent - discusses Leander Independent School District's Transformation to "Happyville"](#)

[David Langford on Using Deming's Ideas to Improve Education](#)

Reflections from Training

"I have learned...a renewed desire to improve the quality of education in my classroom and school.

I've seen the great opportunities of a Capacity Matrix to drive children to take a hold of their learning and motivation to learn. It has opened my eyes on how to get the lower end kids back to state standards. I have learned a lot! Thank you."

- Heather Layman, Teacher

"As a proponent of William Glasser's "Control Theory", I feel this training adds a deeper understanding of systematic change in facilitating student learning. It is congruent!"

- Terry Rogers, Principal

"Using the tools with a team-generated issue is powerful. Defining quality is essential.

The performance worksheet was motivating to me. Who would have thought connecting the dots would influence my behavior!

Although I learned a great deal, I have much more to learn about Quality Improvement Tools. It will take rolling up the sleeves and working hard as a team... Thanks for the great learning experience!"

- Christy J. Falba, Sr. Director, Elementary Programs

"All I can say is, "WOW" – Finally, someone is talking about transforming the system not fixing a broken one."

- Paul Eid, Biology Teacher

"I have always felt that something was missing in education – lack of motivation, parent involvement, government involvement, etc. I have learned that these are all products of the system that we have fallen into. I am very excited to change the system that I have control over. I enjoy teaching outside of the box, but I have never been able to figure out how to do it with everything in the (SCOS) Standard Course of Study.

Now I know that it isn't really up to me, and the children will probably come up with a better, more efficient way to show their knowledge. My group members and I are very excited to try aspects of this system and working together to fully implement what we believe is a positive change in education."

- Kimberly Horner, Teacher

"I have learned that as a system, the schools have really failed to reach all children. Often times we tend to focus on the ones that are doing really well or the ones that aren't doing well at all. Meanwhile the ones in the middle are losing out. When we change our mind set to allowing the children to focus more on their learning and be more in control, they will learn so much more."

- Melanie Dillingham, Teacher

"I have learned a deeper understanding of differentiated learning to a quality differentiated learning system process. Thanks for a new journey into helping students to "having life learning skills".

- Ken Sherman, Middle School Principal

"That pushing so much work in lecture and worksheet form is the WRONG WAY TO LEARN. We are trying to push a square peg in a circular hole. (Putting the students into the driver's seat of learning.)

I'm excited! As an academic services provider, I have been "letting" the students work at their own pace and watching my kindergartners push themselves faster and faster. Now I have permission! Thank you!"

Rebecca E. Palmer, Teacher

"I have learned how to maximize participation, energy, commitment, joy, as well as learning with my students. I also saw so many weaknesses in our current school system regarding manipulation. I see this method as not only concrete tools to improve learning, but more importantly a catalyst to encourage me to "think" and not just to accept status quo.

So much of this workshop fell in alignment with my "thinking" on education and it was so encouraging to see these counter-academic cultural thoughts working in classrooms."

-Tammy Bell, Teacher



David P. Langford is president of Langford International, Inc. and is an international speaker, writer, and educator on quality implementation in learning organizations. He has teaching experience ranging from preschool through post-graduate studies in both rural and urban settings. He holds a B.S. in Education from Montana State University Billings and a Masters degree in Educational Administration and Supervision from Arizona State University.

Langford International, Inc. 12742 Canyon Creek Road, Molt, Montana 59057
Phone: 406.628.2227 Fax: 406.628.2228 E-mail: office@langfordlearning.com
Web: www.langfordlearning.com

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