

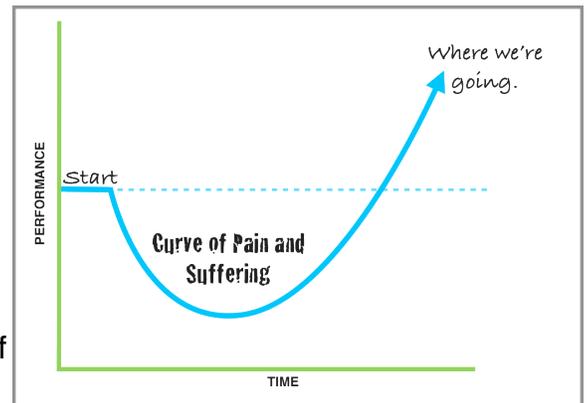
# Leading the Way with Smaller Learning Communities: *Facilitation Tools to Help Lead Systemic District Reform*

## Clear Vision

- A clear vision is the cornerstone of any SLC process.
- It provides guidance on program goals and objectives.
- The success of the program will be measured, in part, against the vision.
- A clear vision will also help prevent the project or program from becoming overwhelmed with additional goals or aspects that don't contribute to achieving the vision (e.g. help "keep the main thing the main thing").

## Implementation Dip<sup>1</sup>

- The Implementation Dip is very common during a large-scale change or innovation.
- The dip represents low morale or resistance to "doing things the new way" as people learn new behaviors and beliefs.
- This dip also represents the delay in improved performance.
- Strong leadership is key to bringing a district out of the "dip" and implementing a successful SLC program.



Refocusing

Collaboration

Consequence

Management

Personal

Informational

*Six Stages of Concern*

## Stand Close, Care Big

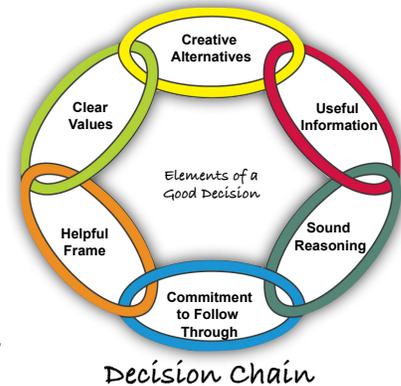
- A leader's most powerful tool is a willingness to listen and act as a problem-solver.
- Engaging with a representative group of stakeholders and district leaders (teachers, principals, educational assistants, students, etc.) is key to developing a functional work group.
- Standing close and caring big helps build the capacity to lead a change.
- Listening to and understanding everyone's stage of concern is key to standing close and caring big.

*This handout is an excerpt from a presentation given by Dr. Nancy Golden, superintendent of Springfield Public Schools in Springfield, Ore., at the SLC thematic meeting "Strategic Interventions for Student Success" on April 26, 2012 in Washington, D.C.*

# FACILITATION TOOLS

## Decision Chain<sup>2</sup>

- A six-step process for making good decisions.
- Each link is essential and has equal importance in the decision process. As the DEF teaches, a decision is only as good as its weakest link.



## Establish a Common Knowledge Base<sup>3</sup>

- Must be established early in the process.
- Ensures that all group members have access to necessary information to address the issue with which the group is dealing.
- Creates a foundation of *facts* and *data*.

## Worst Fears, Best Hopes<sup>4</sup>

- Creates cohesion within a group as members understand that others share the same fears and hopes.
- Can help the group re-affirm the “big picture” and assess its willingness to commit.

## Yes-No-What do you need?<sup>5</sup>

- Can be used to move the group toward consensus.
- It allows members to clarify their positions and affords the group the ability to adjust the proposed change to gain consensus.

## From → To<sup>6</sup>

- Allows the past to be compared to the future with respect to an innovation or change.
- Helps groups envision the future and create the desired changes.



Long Hair



Longing for Hair

## OPV<sup>7</sup>

- Reminds group members to suspend their own judgment and try to see issues from other members' perspectives.
- Helps groups commit to a compromise that allows them to maintain their own viewpoints while incorporating others' points of view.

## Transparency

- Transparency is vital to the process.
- In order for people to trust in and support the innovation, they must trust the process used to develop the innovation.

### SOURCES:

1. Fullan, Michael. "The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive." New York, NY: Jossey-Bass, 2008.
2. The Decision Education Foundation <<http://www.decisioneducation.org>>
3. Golden, Nancy and Joyce P. Gall. "The Complete Toolkit for building High-Performance Work Teams." Eugene, OR: University of Oregon, 2000. Page 15. <<https://scholarsbank.uoregon.edu/xmlui/handle/1794/3295>>
4. Ibid, page 77.
5. Ibid, page 33.
6. Ibid, page 37.
7. Ibid, page 78.