

# ***Leading the Way with Small Learning Communities***

**Dr. Nancy Golden, Superintendent**  
Springfield Public Schools  
Springfield, Oregon



**Springfield  
Public Schools**

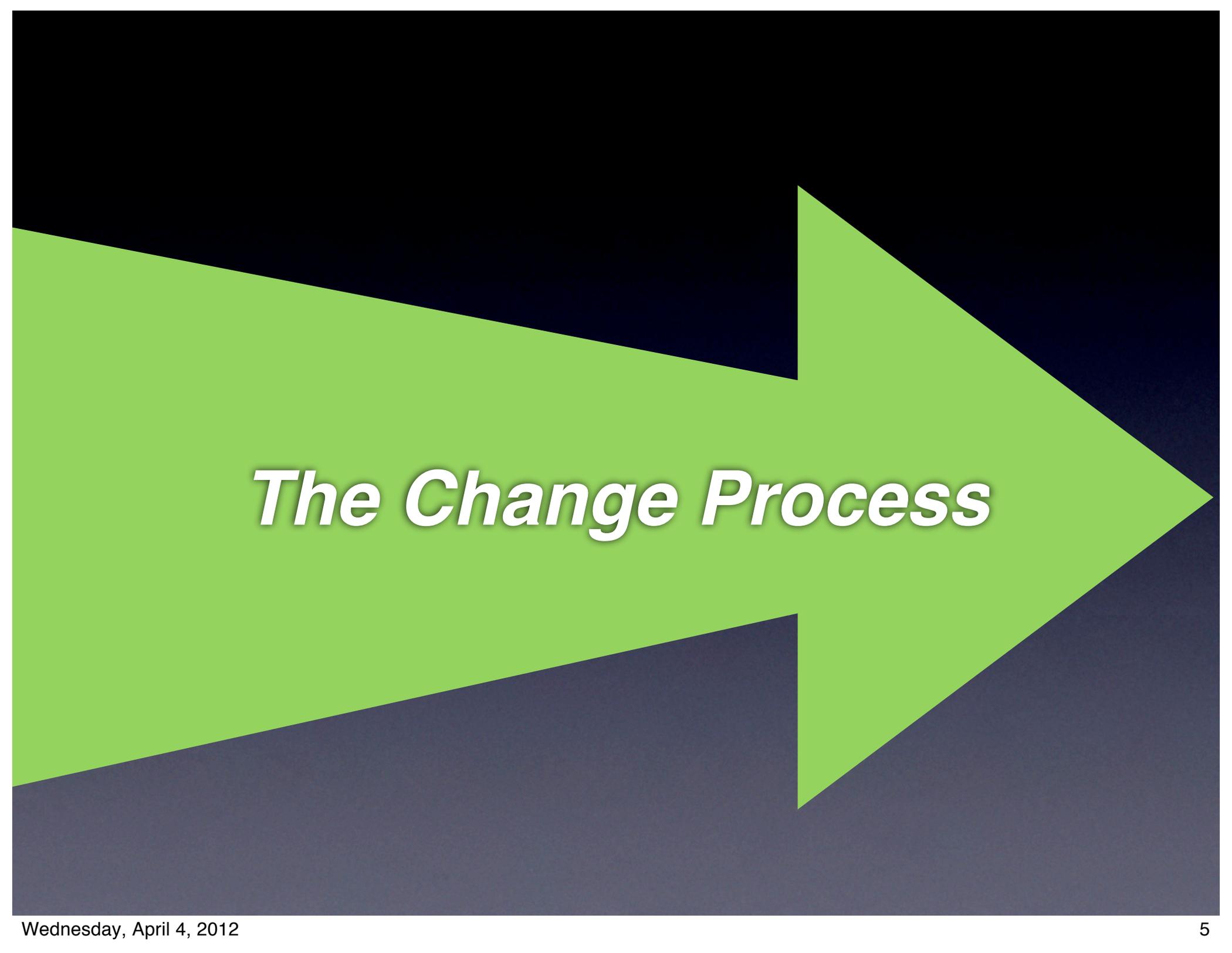




# Key Questions

**Why are you leading this work?**

**What is your greatest hope for the SLC program in your school(s)?**



# *The Change Process*



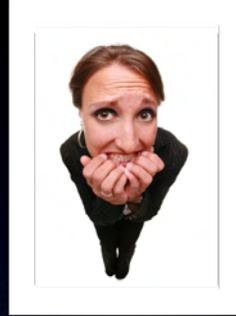
# Change Process



*Change takes place over time*

# Change Process

The initial stages  
involve anxiety  
and uncertainty



# Change Process

Technical and  
psychological  
support are key



Anxiety

# Change Process



New skills are  
learned through  
practice and  
feedback



Anxiety

Support

# Change Process

Breakthrough happens when people understand how the innovation can work



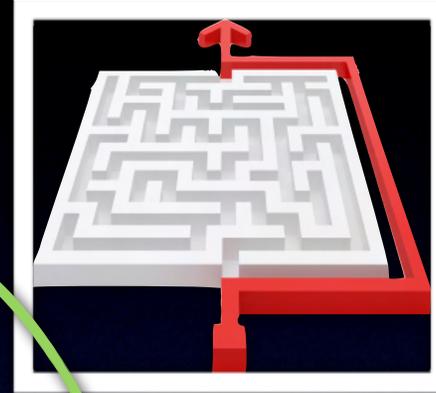
Anxiety

Support

Practice

# Change Process

*Organizational conditions  
impact success*



**Anxiety**

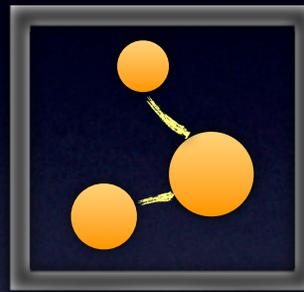
**Support**

**Practice**

**Understanding**

# Change Process

External connections impact success



Anxiety

Support

Practice

Understanding

Organizational  
Conditions

# Change Process



*Successful change cannot be mandated*

**Anxiety**

**Support**

**Practice**

**Understanding**

**Organizational  
Conditions**

**External  
Connections**



**Anxiety**



**Support**



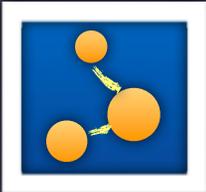
**Practice**



**Understanding**



**Organizational  
Conditions**



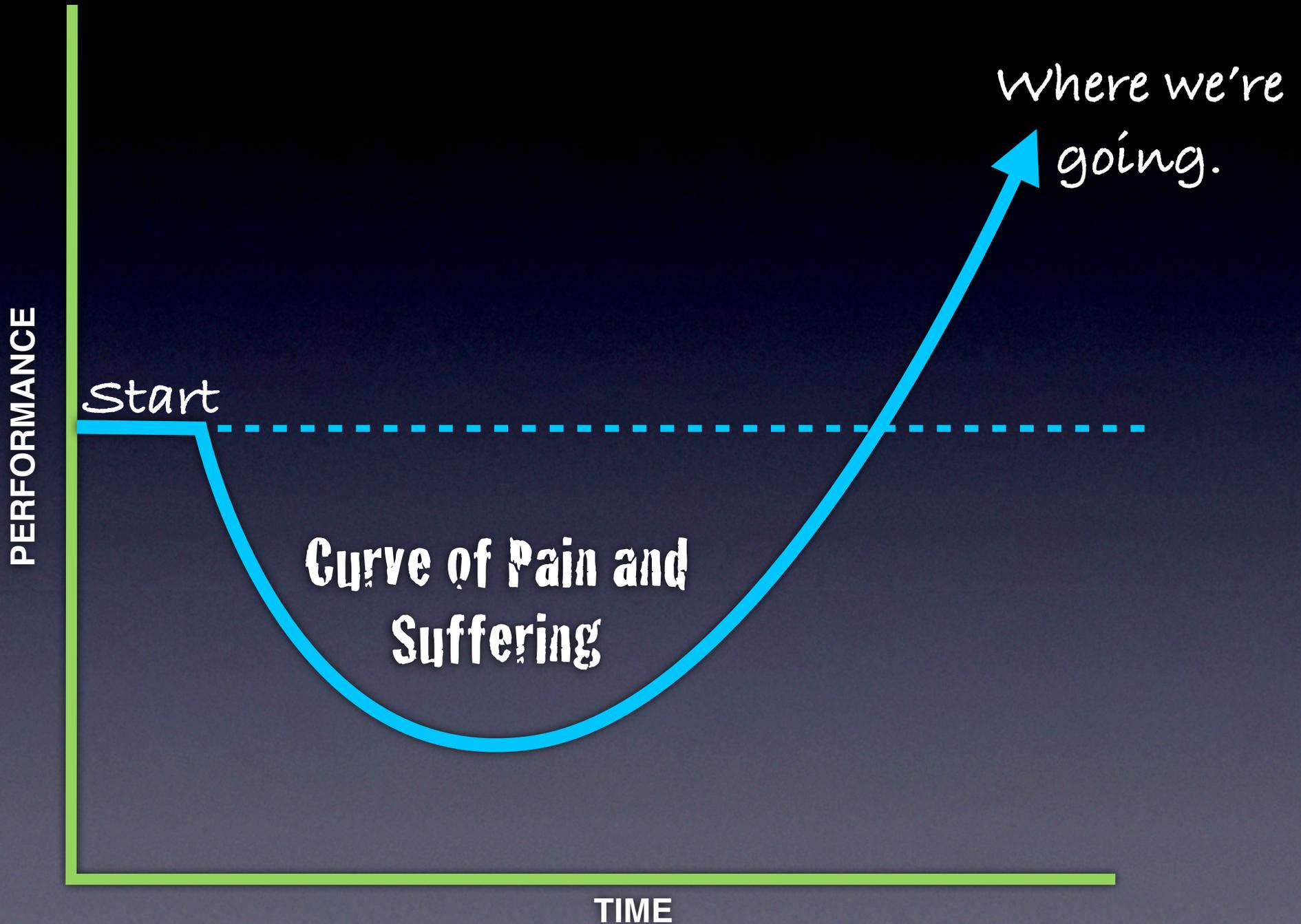
**External  
Connections**



**Successful  
Interaction**

*Successful change  
takes place over  
time and is  
accomplished  
through  
interaction with  
peers and leaders*

# Implementation Dip



# Six Stages of Concern

The implementation dip is represented in the first four stages.



**Refocusing:**  
How can I improve it?

**Collaboration:**  
How does it relate?

**Consequence:**  
How will this affect my students?

**Management:**  
What are the steps for implementation?

**Personal:**  
How will this affect me and/or how I do my job?

**Informational:**  
Where can I find more information?

A large, light green arrow pointing to the right, centered on a dark blue background. The arrow has a slight 3D effect with a darker blue shadow on its right side. The text "Clear Vision" is written in a white, italicized, sans-serif font across the middle of the arrow.

*Clear Vision*

EVERY STUDENT A GRADUATE



**Springfield  
Public Schools**



PREPARED FOR A BRIGHT AND SUCCESSFUL FUTURE

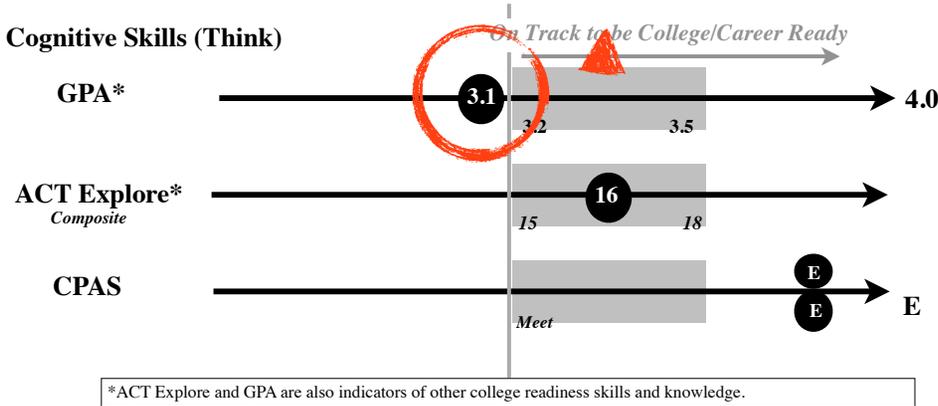


# College and Career Readiness Progress Report

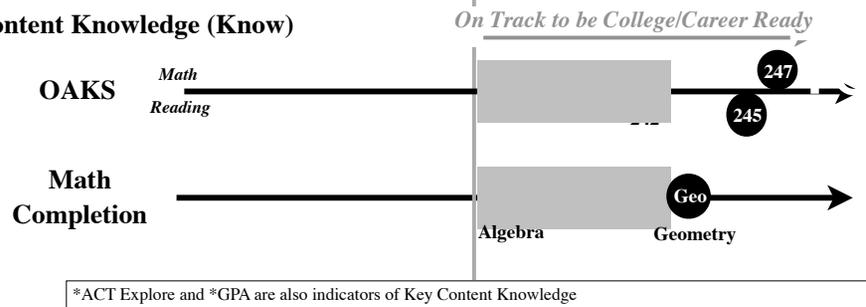
Springfield Public Schools

Student: **Griffin Coleman** School: **SHS** Grade: **9th**

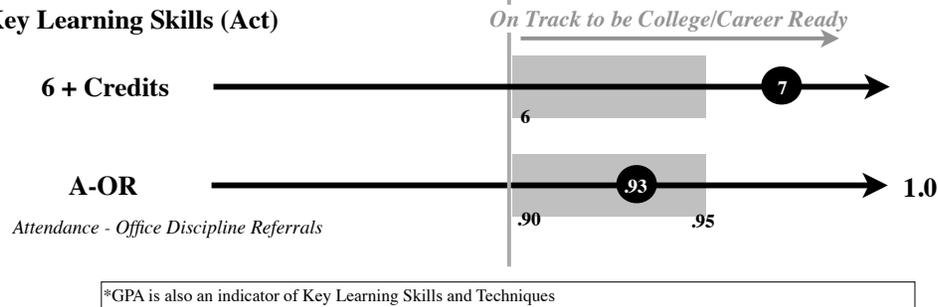
## Key Cognitive Skills (Think)



## Key Content Knowledge (Know)



## Key Learning Skills (Act)



Key Transitional Knowledge and Skills (Go) - Not Measured @ 9th Grade

Allows staff to clearly see what areas need improvement and provide the appropriate support

# Keep the Main Thing the Main Thing

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**Individuality**  
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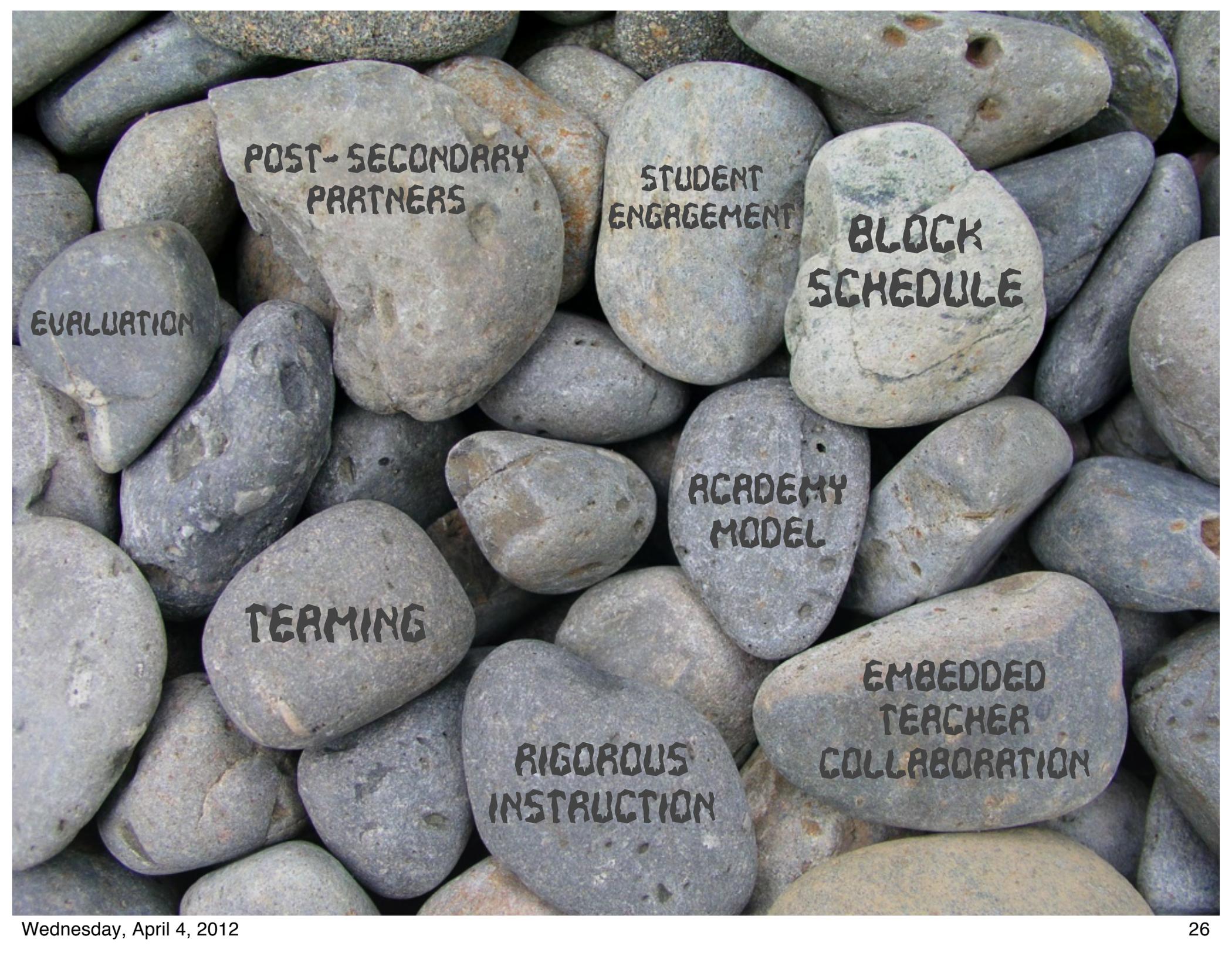
Wednesday, April 4, 2012



# BIG ROCK THEORY

# CHARLIE'S DILEMMA





**POST-SECONDARY  
PARTNERS**

**STUDENT  
ENGAGEMENT**

**BLOCK  
SCHEDULE**

**EVALUATION**

**ACADEMY  
MODEL**

**TEAMING**

**RIGOROUS  
INSTRUCTION**

**EMBEDDED  
TEACHER  
COLLABORATION**



***Stand Close, Care Big***







# SLC Workgroup

- High school principals
- High school teacher leaders
- Middle school principal
- District Leaders
- Superintendent





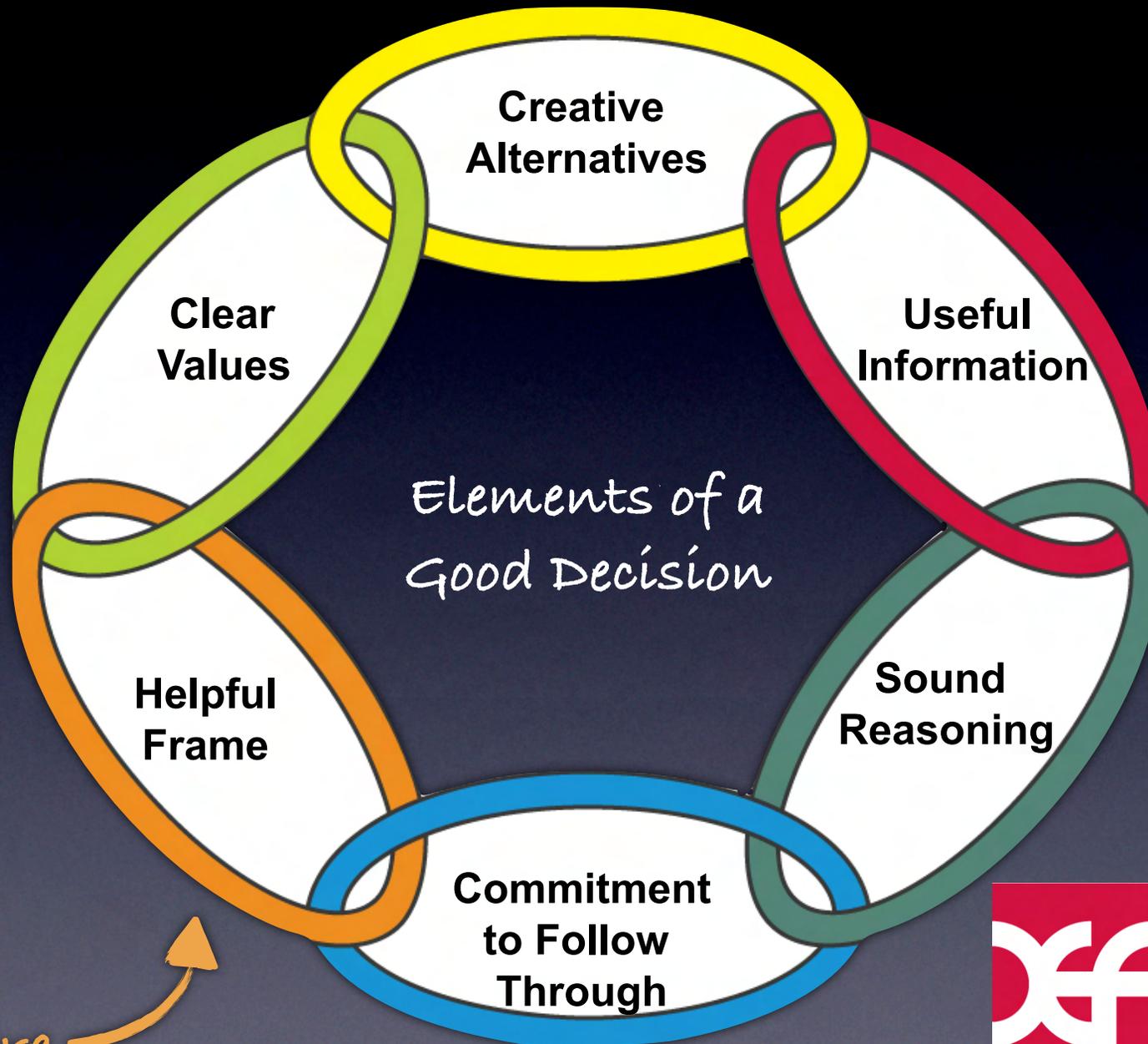
# *Facilitation Tools*

# Facilitation Tools

- The Decision Chain
- Common Knowledge Base
- Worst Fears, Best Hopes
- Yes-No-What do you need?
- From → To
- OPV (Other Point of View)



# Decision Chain



*Start here*



Better Decisions - Better Lives

# Common Knowledge Base

- Should be established early in the process
- Provides a foundation of *facts* and *data* from which to work

DATA

FACTS

DATA

FACTS

FACTS

DATA

FACTS

# WORST FEARS Best Hopes

- Helps individuals assess their level of commitment 
- Creates cohesion among a group 

# WORST FEARS

- ▼ Doing it all again - not finishing
- ▼ Not finding the resolve to make the change
- ▼ Not having what we need to make the change worthwhile
- ▼ Creating something unsustainable
- ▼ Continue to do "business as usual"

# Best Hopes

- ✿ Be able to support every kid
- ✿ Reach a point of true collaboration among schools
- ✿ Help fulfill parents' dreams for their children
- ✿ Reform becomes true transformation
- ✿ Prove that public education can work for all students

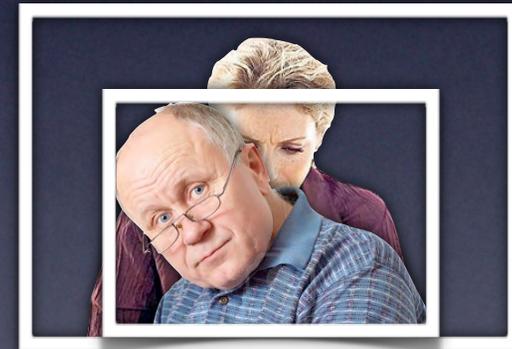
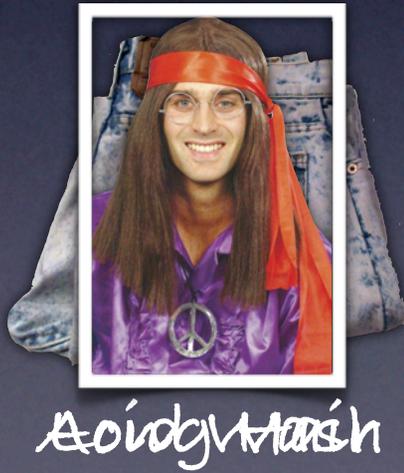
# Yes - No - What do you need?

- Helps move a group toward consensus
- Allows individuals to clarify their positions
- Should be utilized as a formal activity



# From → To

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



Lorraine

Teachers working  
in isolation



Embedded collaboration  
through teaming

Disjointed  
assessment systems



A system that supports  
*all* students

No K12 - Higher  
Ed. Coordination



Expanding partnerships  
with Univ. of Oregon &  
Lane Comm. College

# OPV

*(Other Point of View)*

- Reminds group members to suspend their own judgment and consider multiple perspectives
- Helps create commitment to a potential compromise





Add to Lightbox Download a comp



### Final Piece

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# Final Key Question

**What is one strategy or tool from this presentation that you can use within the next 30 days to help achieve the best hopes you identified earlier?**