Leading the Way
with Small Learning Communities

Dr. Nancy Golden, Superintendent
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Springfield, Oregon
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 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
Breakthrough happens when people understand how the innovation can work.

Anxiety  Support  Practice
Organizational conditions impact success

Anxiety  Support  Practice  Understanding
Change Process

External connections impact success

- Anxiety
- Support
- Practice
- Understanding
- Organizational Conditions
Successful change cannot be mandated.
Successful change takes place over time and is accomplished through interaction with peers and leaders.
Implementation Dip

Where we’re going.

Start

Curve of Pain and Suffering
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?
Allows staff to clearly see what areas need improvement and provide the appropriate support.
Keep the Main Thing the Main Thing

Wednesday, April 4, 2012
BIG ROCK THEORY
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)
Elements of a Good Decision

1. Clear Values
2. Creative Alternatives
3. Useful Information
4. Sound Reasoning
5. Commitment to Follow Through

Decision Chain

Start here

Better Decisions - Better Lives

Wednesday, April 4, 2012
Common Knowledge Base

• Should be established early in the process

• Provides a foundation of facts and data from which to work
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
• 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
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
## Final Piece

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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?