IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July
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Learning to improve your leadership (and life) through the natural change process

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Minnesota’s First K-12 World Schools District
Welcome

• Introductions
• Purpose/Outcomes

**IBO Mission Statement:**
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect…These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**SSP Mission Statement:**
Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.
Reflective Writing

- Improvement Survey

**IMPROVEMENT SURVEY**

Reflecting on your current position,

1. What is working well?

2. What isn’t working as well as it could be?
Scenarios
Scenarios
Scenarios
Scenarios
Natural Change Process

• What is it? What are the essential components? How do they fit together?
Natural Change Process

• Complex processes involved when thinking, reflecting or making a decision

• Nervous system is:
  • Data-gathering
  • Emotional-processing
  • Meaning-creation
  • Decisional/implementing

~Schein, 1987
Natural Change Process

- Presuppositions
  - Discover “reality of life” through 5 senses
  - “Authentic feelings and emotions” grow out of sensory experiences
  - “Meaning is something we have to work at constantly”
  - Reflections include projecting toward future
Natural Change Process

• Whole-system process
  • Uses senses, memories and feelings
  • 4 stages/levels
    • Objective
    • Reflective
    • Interpretive
    • Decisional
Natural Change Process

• What is it? **What are the essential components? How do they fit together?**

• Jigsaw


• **ALL:** “Applying Method…” p. 25

  • A: Objective p. 25-26
  • B: Reflective p. 26-27
  • C: Interpretive p. 27-28
  • D: Decisional p. 28-29
# Focused Conversation Method

**LAURA SPENCER’S FOCUSED CONVERSATION METHOD**  
O.R.I.D. Decision-making Process

<table>
<thead>
<tr>
<th>Topic:</th>
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<tbody>
<tr>
<td>Goal:</td>
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<table>
<thead>
<tr>
<th>Objective Level</th>
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<tbody>
<tr>
<td><strong>Facts</strong></td>
<td>1. What facts, data and information do we need to know about $&lt;&lt;$ topic $&gt;&gt;$?</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td>2. What additional facts, data, and information do we need to know about?</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reactions</strong></td>
<td>3. What are your reflections to the facts, data, and information about $&lt;&lt;$ topic $&gt;&gt;$?</td>
</tr>
<tr>
<td><strong>Associations</strong></td>
<td>4. What additional reflections do you have to the facts, data, and information?</td>
</tr>
<tr>
<td><strong>Feelings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emotions</strong></td>
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</table>

The objective step draws out the facts about the experience or event. The group recalls information and details that re-create the event so that it’s clear in everyone’s memory.

The reflective step draws out the how the group feels about the event or experience. Emotional responses and thought associations about the experience are brought into the open and acknowledged.

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<td><strong>Details</strong></td>
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<tr>
<td><strong>Information</strong></td>
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</tbody>
</table>

1. What facts, data and information do we need to know about "<< topic >>"?

2. What additional facts, data, and information do we need to know about?

<table>
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<tr>
<td><strong>Reactions</strong></td>
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<td><strong>Feelings</strong></td>
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<td><strong>Emotions</strong></td>
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</tbody>
</table>

3. What are your reflections to the facts, data, and information about "<< topic >>"?

4. What additional reflections do you have to the facts, data, and information?

<table>
<thead>
<tr>
<th>Interpretive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong></td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
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<tr>
<td><strong>Significance</strong></td>
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<tr>
<td><strong>Analysis</strong></td>
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5. What ideas can we brainstorm to best move forward with "<< topic >>"?

6. What additional brainstorm ideas do you have to best move forward?

<table>
<thead>
<tr>
<th>Decisional Level</th>
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<tbody>
<tr>
<td><strong>Conclusions</strong></td>
</tr>
<tr>
<td><strong>Decisions</strong></td>
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<tr>
<td><strong>Resolves</strong></td>
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<tr>
<td><strong>Actions</strong></td>
</tr>
</tbody>
</table>

7. What idea(s) do you believe will best help us move forward with "<< topic >>"?

8. Can everyone fully support this team decision?
What does baseball have to do with natural change?
ORID Shared Decision-Making Process

**Natural Change/ORID Decision-making Process**

Reflective
NATURAL CHANGE/ORID
DECISION-MAKING PROCESS

Reflective
Interpretive
Objective
Decisional
Let’s revisit
Natural Change/ORID
Decision-making Process

Reflective

Interpretive

Objective

Decisional
Let’s practice…

• Identify problem/challenge
  • xxx

• Develop ORID questions
  • Objective
  • Reflective
  • Interpretive
  • Decisional
Making ORID Visible…

<table>
<thead>
<tr>
<th>Facts</th>
<th>Reactions</th>
<th>Options</th>
<th>Decision</th>
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Application…

• Identify problem/challenge
  • xxx

• Develop ORID questions
  • Objective
  • Reflective
  • Interpretive
  • Decisional

• Share/practice with partner
Closing

• In what ways does the ORID process align with the IB Learner Profile?
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
Thank You!

**DROPBOX:**

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