

Team of 8 Training

Judson ISD

February 1, 2020

Draft

Agenda

- 1 The Holdsworth Partnership
- 2 The Campus Leaders Program
- 3 The District Leaders Program and District Support

Draft

Introduction



Draft

The Holdsworth Team supporting JISD



Lindsay Whorton
President



Katie Jaron
Mng. Dir., District Support



Curtis Wilson
Consultant



Colin Curtin
Team Lead



Keshia DeJarnett
Senior Consultant



Pat Baccelleri
Consultant

The Holdsworth Center



Draft



SCHOOL LEADERSHIP

After teachers, school leaders have the most significant influence on student outcomes



DISTRICT LEADERSHIP

Effective district leadership influences student achievement & is required to build and maintain successful schools



DISTRIBUTED LEADERSHIP

Widely distributed leadership is more effective than leadership "from the top"



“

**There is no
shortcut and no
silver bullet.**

If we want to get to
the root of making
long-term, sustainable
improvement to public
education, we've got
to invest time to go
deep
within our districts. ”

— **Charles Butt**
Chairman & CEO of H-E-B
Founder of The Holdsworth Center

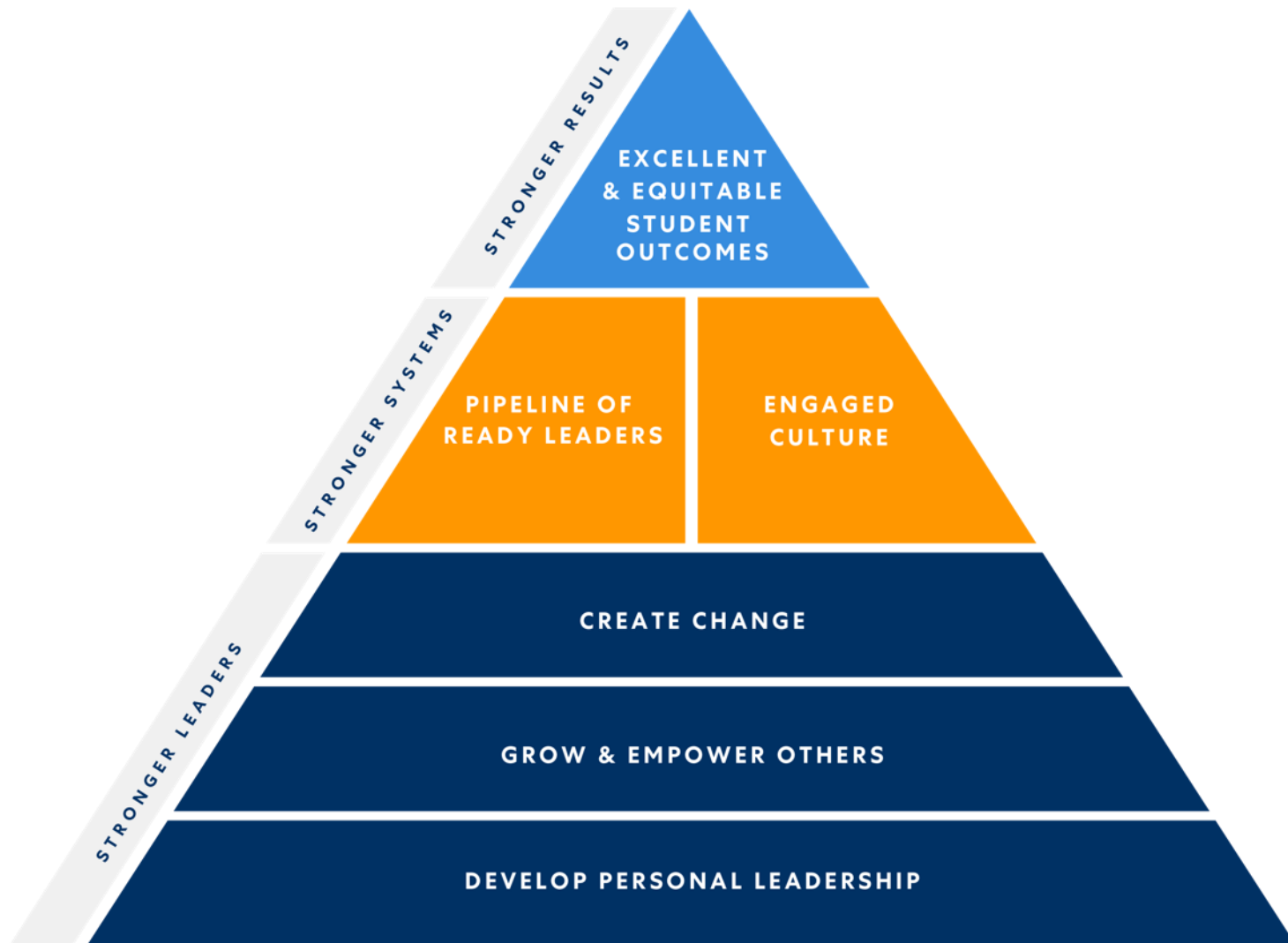




“It’s not for my mom, but
for the kids. And she was
always for the kids.”

— *Charles Butt*

What we're working to achieve



Draft

Our Approach



Instead of 'quick fixes', we **take a long-view** recognizing that meaningful improvement doesn't happen overnight.



Leadership isn't about superheroes; it requires **teams & systems of leaders** throughout the organization .

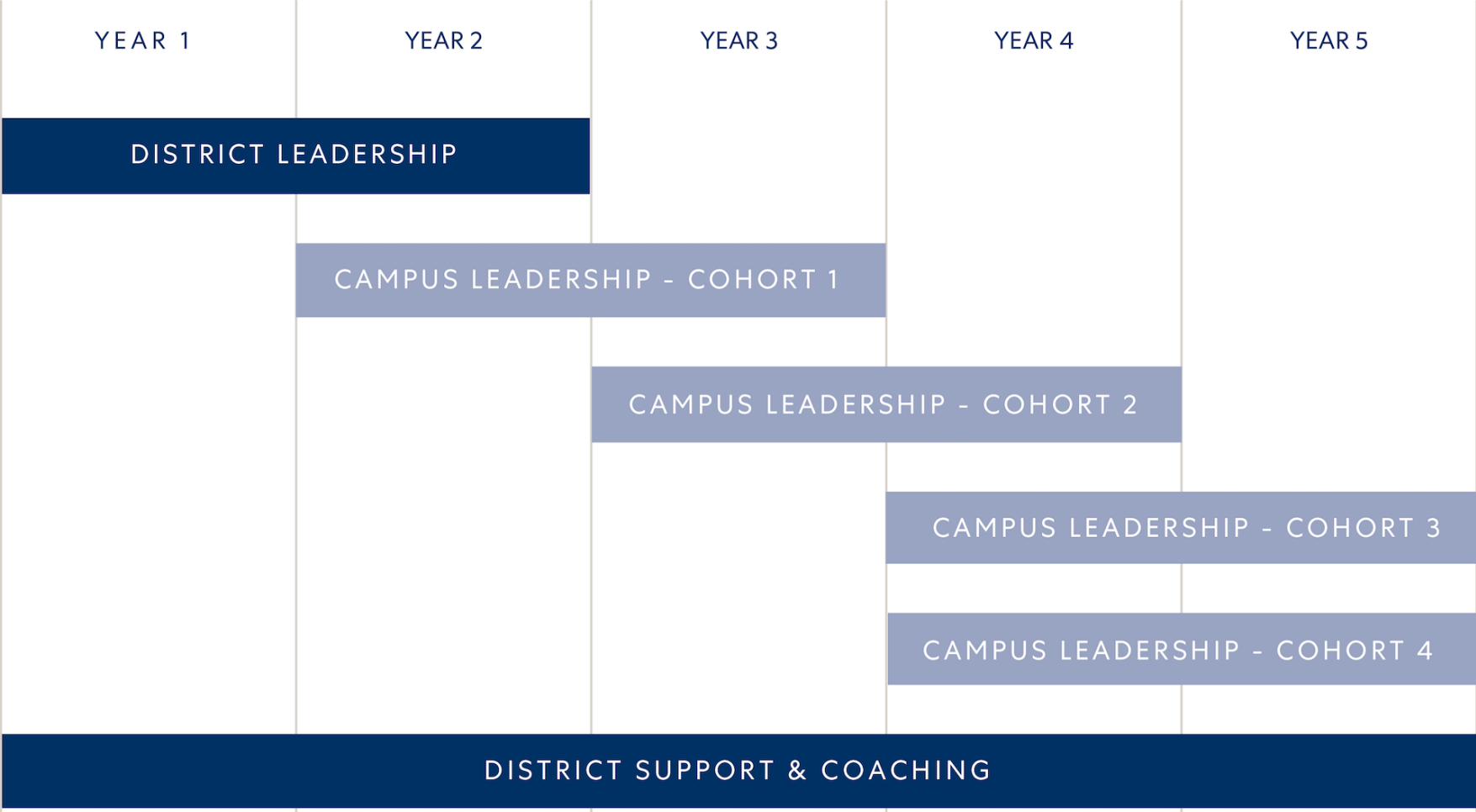


Holdsworth will not replace the district role in developing leaders; it will **build districts' capacity**.



Holdsworth won't peddle prescriptions, it will develop **deep partnerships** with school districts.

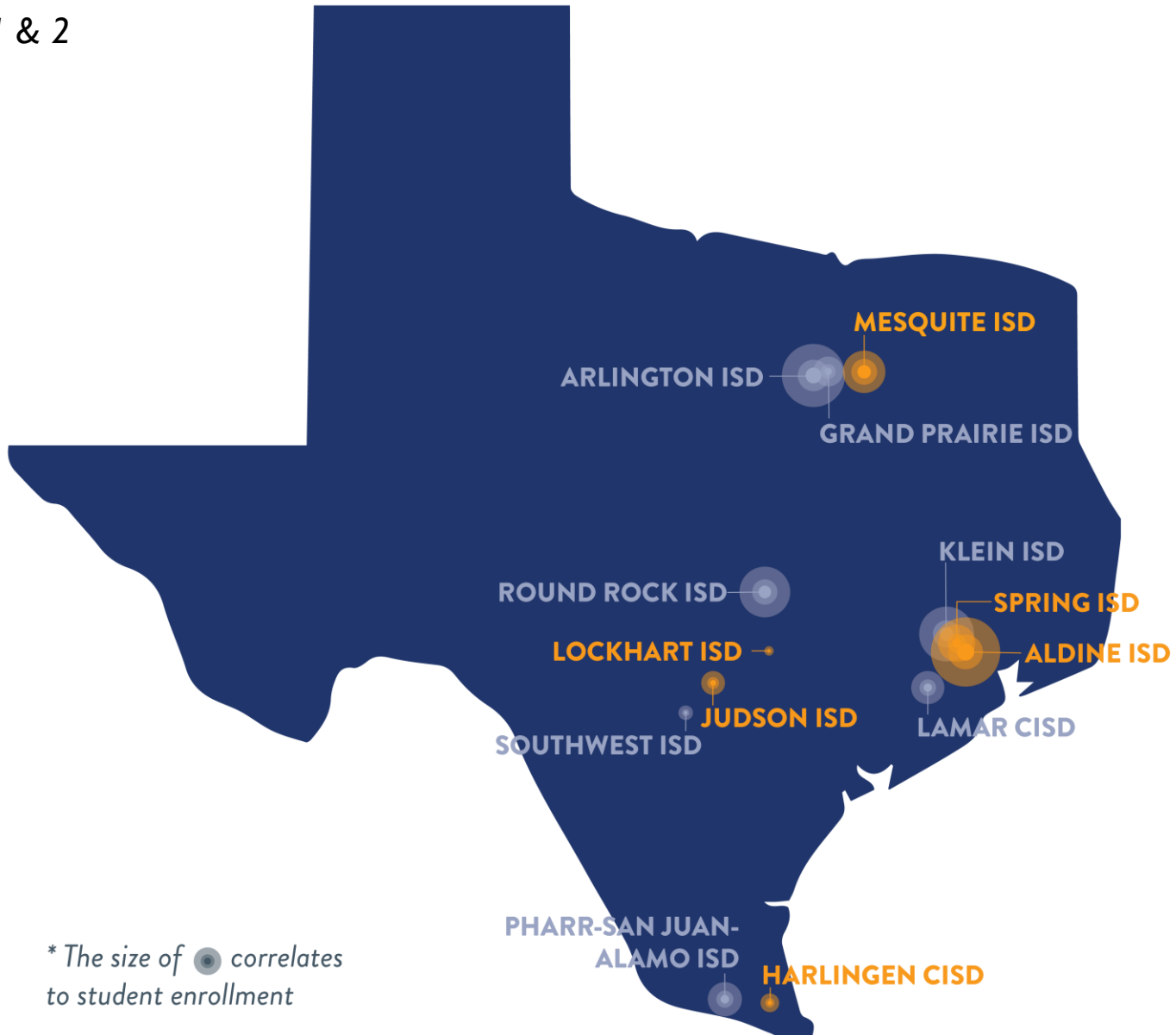
Our Program Timeline



Draft

Our Partner Districts

Cohort 1 & 2



* The size of ● correlates to student enrollment

Draft



Campus Leaders Program

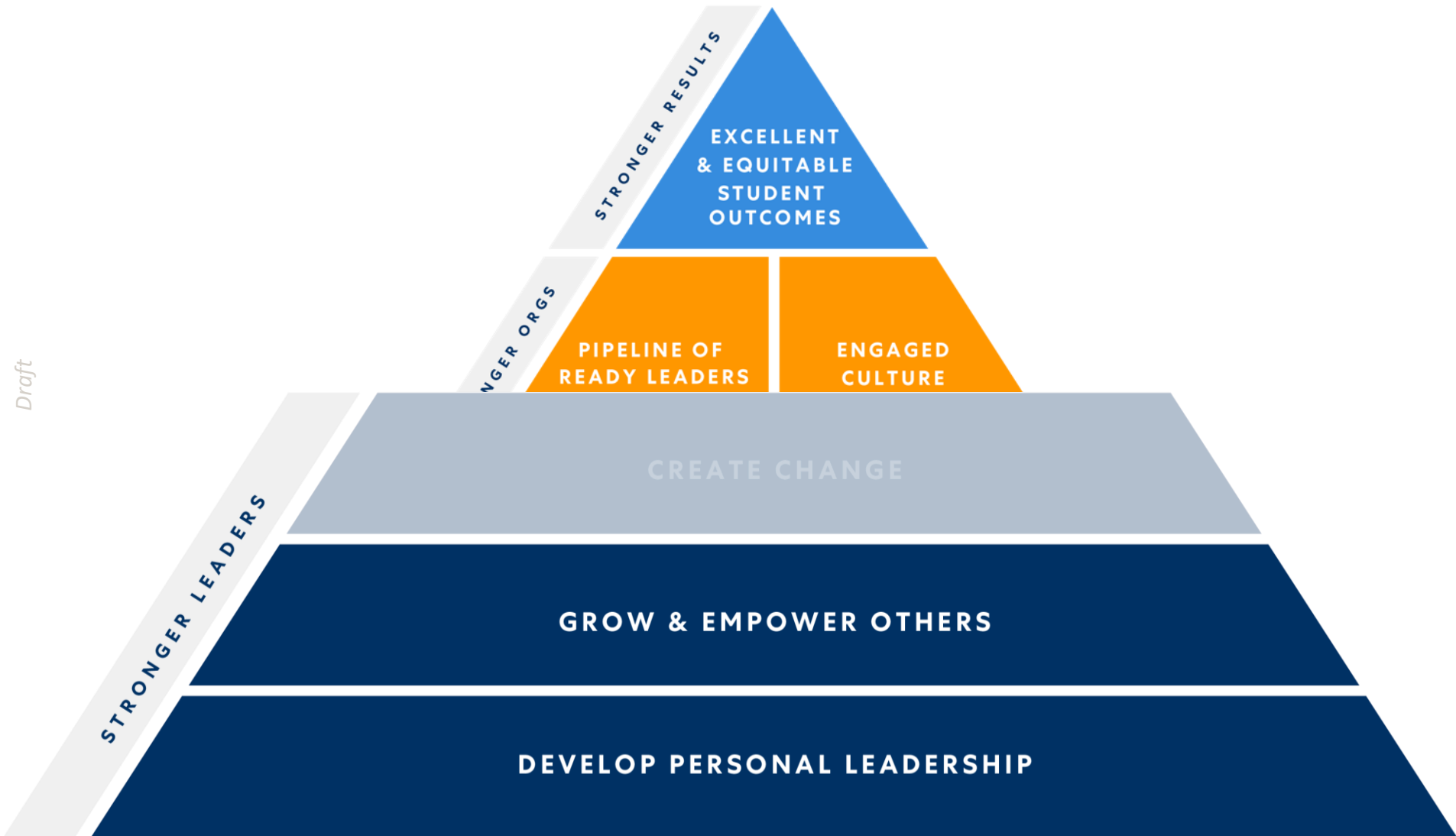


Draft

The Campus Leadership Program is a two-year journey for campus leadership teams—principals plus a team of administrators and teacher leaders.



What campus teams can expect to learn in CLP



What is the CLP experience like?



Expert faculty



Site visits



Skill-building



Team-based



Network



**Coaching
(Principals)**

Draft



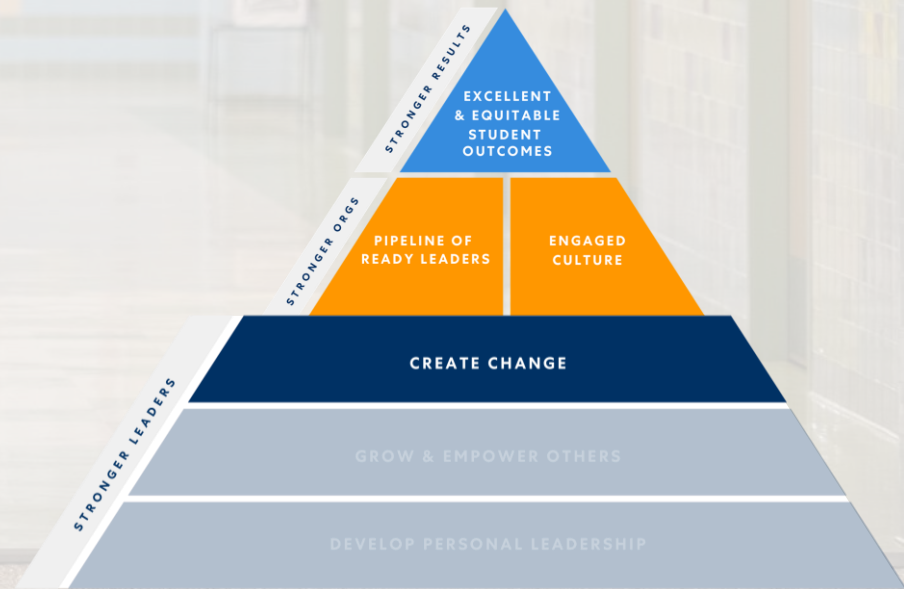
“

I have never been treated so professionally in all my career. I intend to use all I've learned from you to improve my school, district, and community. May I help every child fulfill their potential and know their worth.”

– *Melanie Patterson*
Arlington High School
Arlington ISD



CLP has the power to transform not only individual leaders but entire schools.



What are the benefits of CLP?

For wider campus community



Draft

CLP teams apply their learning to make progress on a ‘problem of practice’ to improve student achievement

Vistas High School (Klein ISD), an alternative campus, was created to meet the needs of students struggling in a traditional high school setting. The principal and CLP team set a goal to improve academic outcomes by increasing the academic rigor and offering advanced courses such as dual credit and advanced placement. They wanted to ensure students were graduating truly ready for either college or a career.

Many teachers worried that they and their students could not meet these higher expectations. The principal and CLP team used the skills they learned at CLP to listen to teachers, incorporate feedback into a plan, and create a shared vision that all staff could champion. As a result, students are rising to the challenge and staff have become just as passionate as the principal in leading the charge.

In one year, the percent of students at Vistas who graduated under the ‘Distinguished Achievement Plan’ increased from 18% to 40%, and the percent of students who graduated with an AP or Dual Credit course increase from 0% to 42%.

They are continuing to work toward improving these outcomes for all of their students this year, with an eye toward continuous improvement

How does CLP differ from other professional development?

TRADITIONAL PD

One-off events, usually one topic at a time

Leaders go alone

Minimal pre-work and the day isn't that intense

Learn something and then immediately implement it on campus

Mostly build relationships with people they already know

CAMPUS LEADERSHIP PROGRAM

A continuous arc of learning, similar to a graduate program

Spend two years with your team and the same cohort

There is pre-work and homework to maximize learning each day

Learning unfolds over time and Leaders decide when and where to engage others on campus

Form deep relationships and support networks with peers across the state

Draft

Total slots for Judson ISD

Cohorts 1-4

Total Schools in Judson ISD	30
------------------------------------	-----------

CLP campuses (50% of total)	15
------------------------------------	-----------

Cohort 1 (July, 2020)	4
------------------------------	----------

Cohort 2 (July, 2021)	3
------------------------------	----------

Cohort 3 (July, 2022)	4
------------------------------	----------

Cohort 4 (July, 2022)	4
------------------------------	----------



Draft

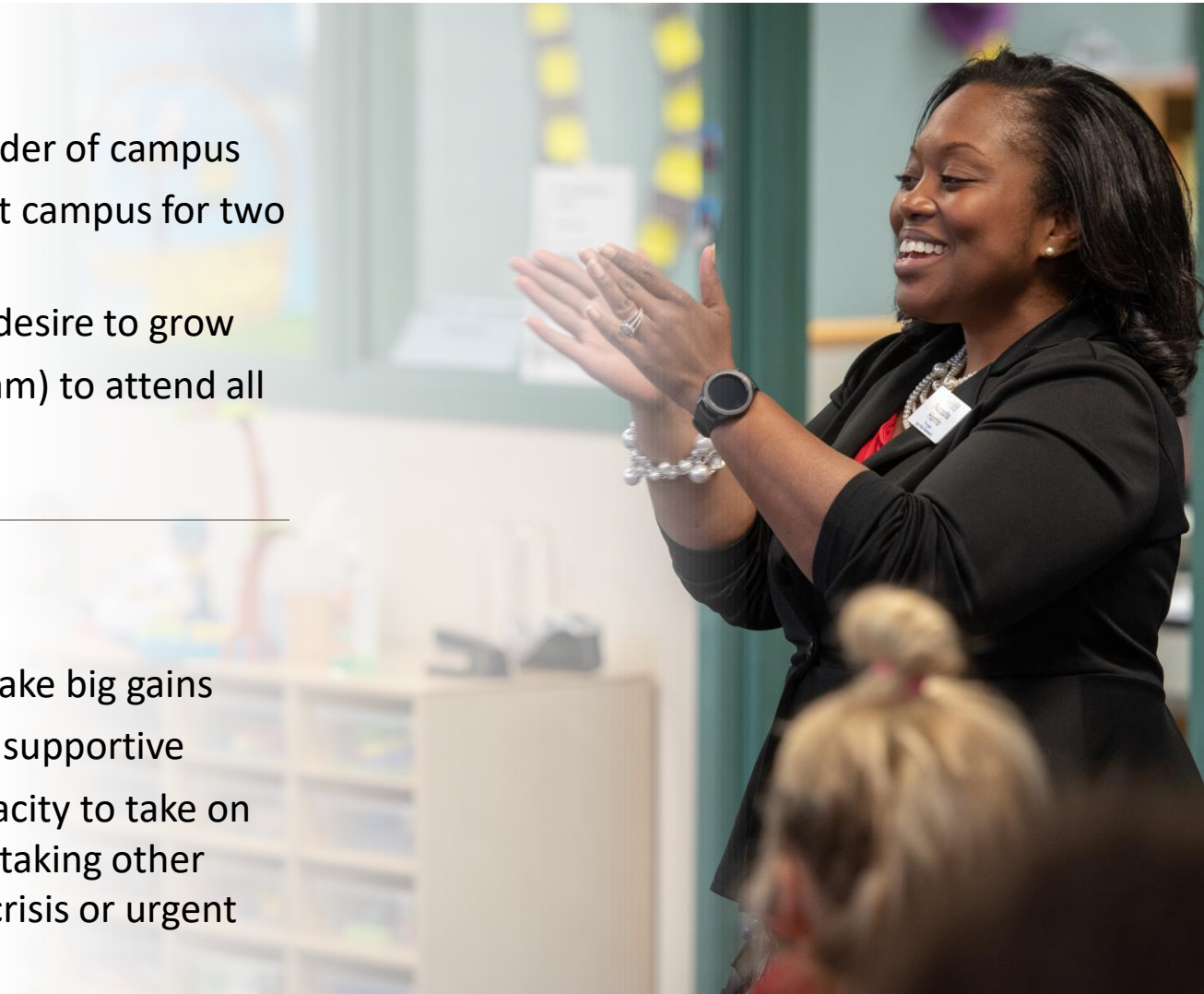
CLP Eligibility Criteria

PRINCIPAL

- At least 1 year as leader of campus
- **Committed** to stay at campus for two years
- Well-respected and desire to grow
- Committed (with team) to attend all CLP sessions

CAMPUS

- Campus poised to make big gains
- Faculty and staff are supportive
- Campus has the capacity to take on this work (not undertaking other major initiatives, in crisis or urgent turnaround)



How are campus teams selected?

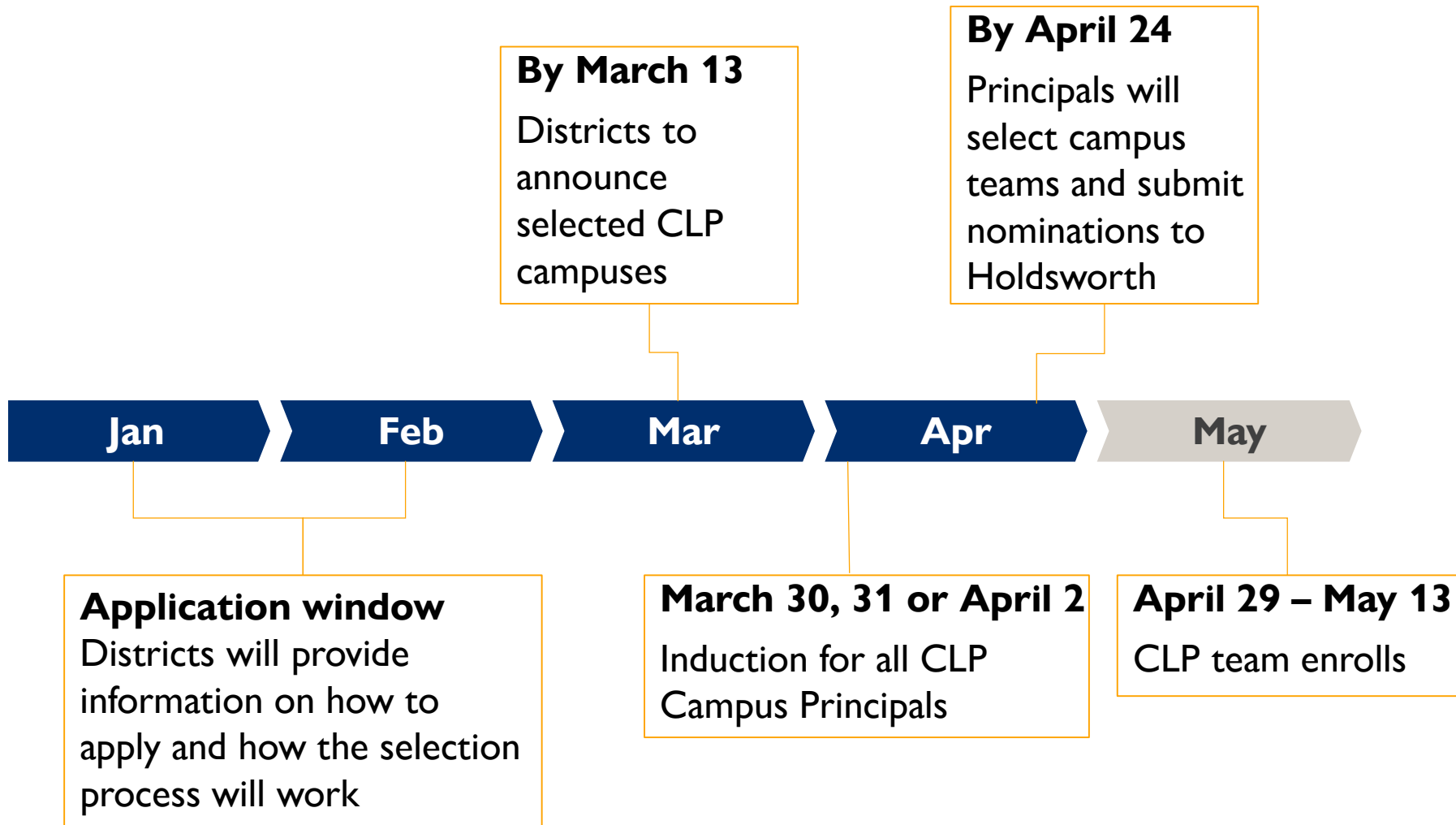
More guidance will come if your campus is selected for CLP

- 1 Principal will select a pool of potential team members during the application process
- 2 **After** the campus has been selected, principal will make final team selections

Considerations in choosing potential team members:

- Who is best suited to contribute to thinking and planning about the problem you think you want to address on CLP?
- Who is in a position to lead resulting workstreams, test change ideas and scale those that prove to be effective?

Timeline for CLP selection



BREAK

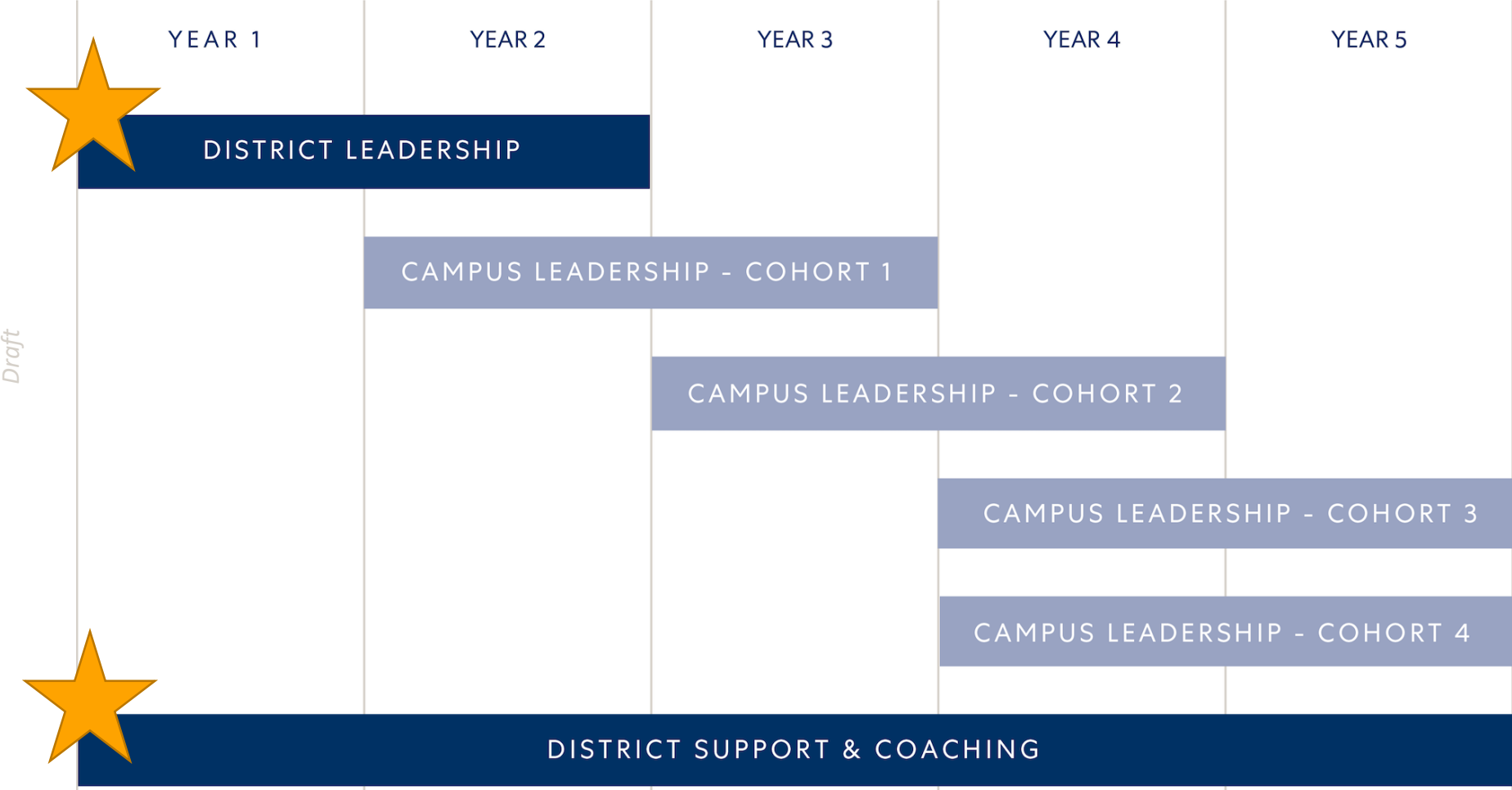
Draft

The District Leaders Program and District Support

3

Draft

Our partnership began last June when JISD senior leaders entered the District Leaders Program



Six leaders from JISD are participating in the District Leaders Program (DLP)



Dr. Jeanette Ball



Marco Garcia



Ceci Davis



Dr. Rob Fields



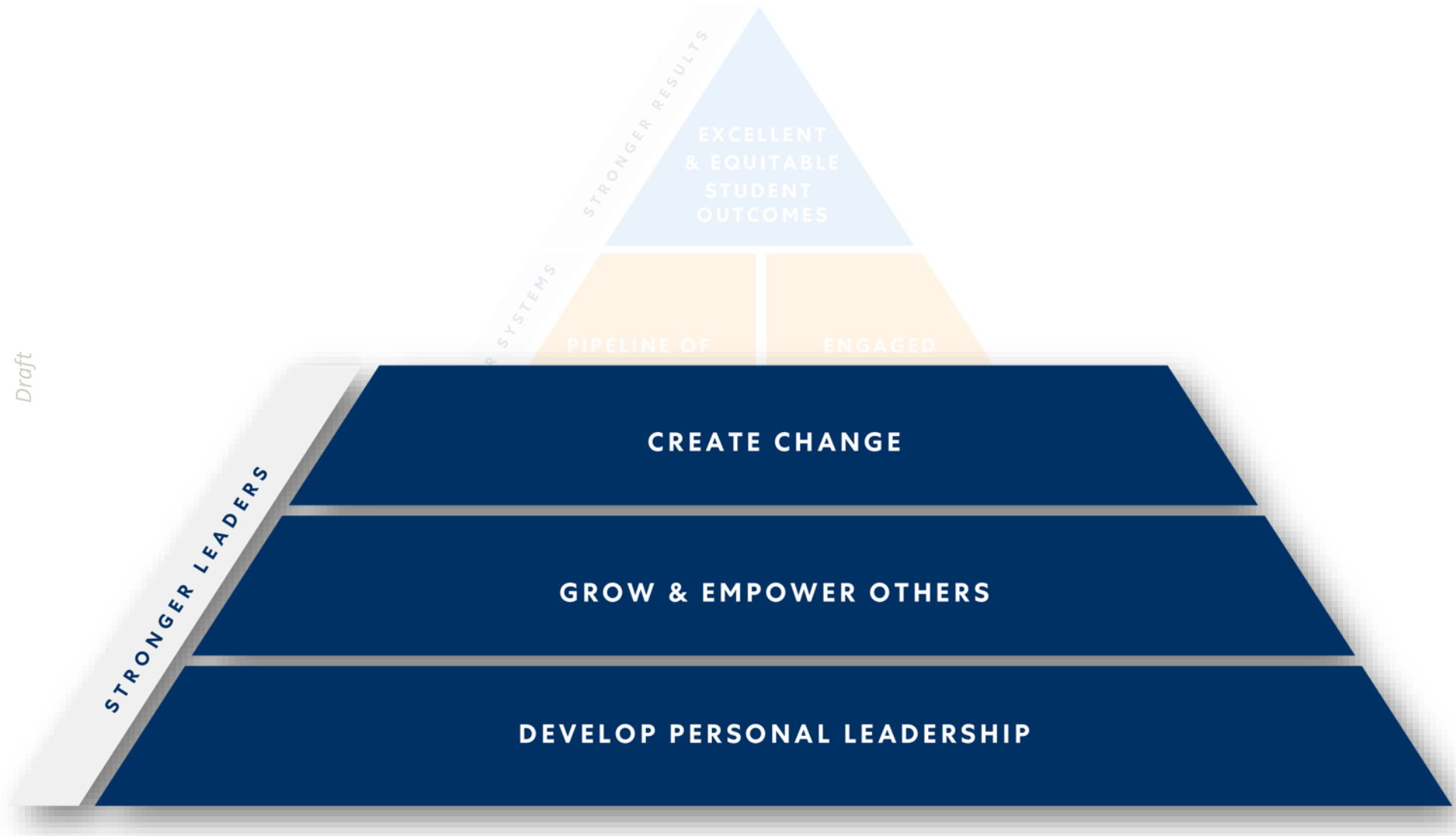
Becky Robinson



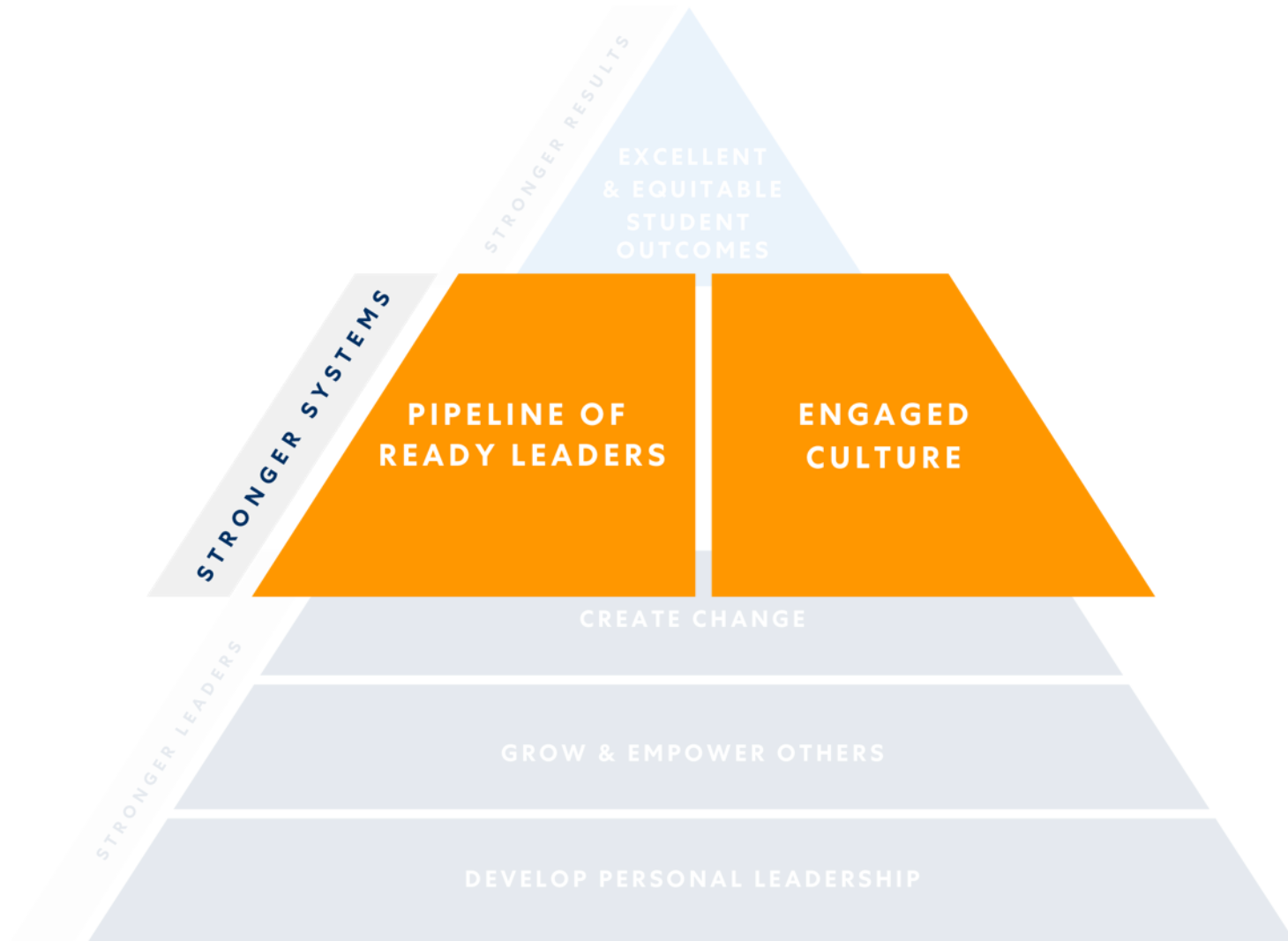
Nicole Taguinod

Draft

Holdsworth has 3 major curriculum strands which drive the program



Change is focused on a 'Problem of Practice'—strengthening the leadership pipeline



Draft

In addition to world-class faculty, the DLP exposes leaders to talent management systems in Singapore, HEB, & Toronto



**National Institute of
Education and
Supporting Systems**
Singapore



**H-E-B Headquarters
and Stores**
San Antonio, Texas



**Durham District School
Board**
Toronto, Canada

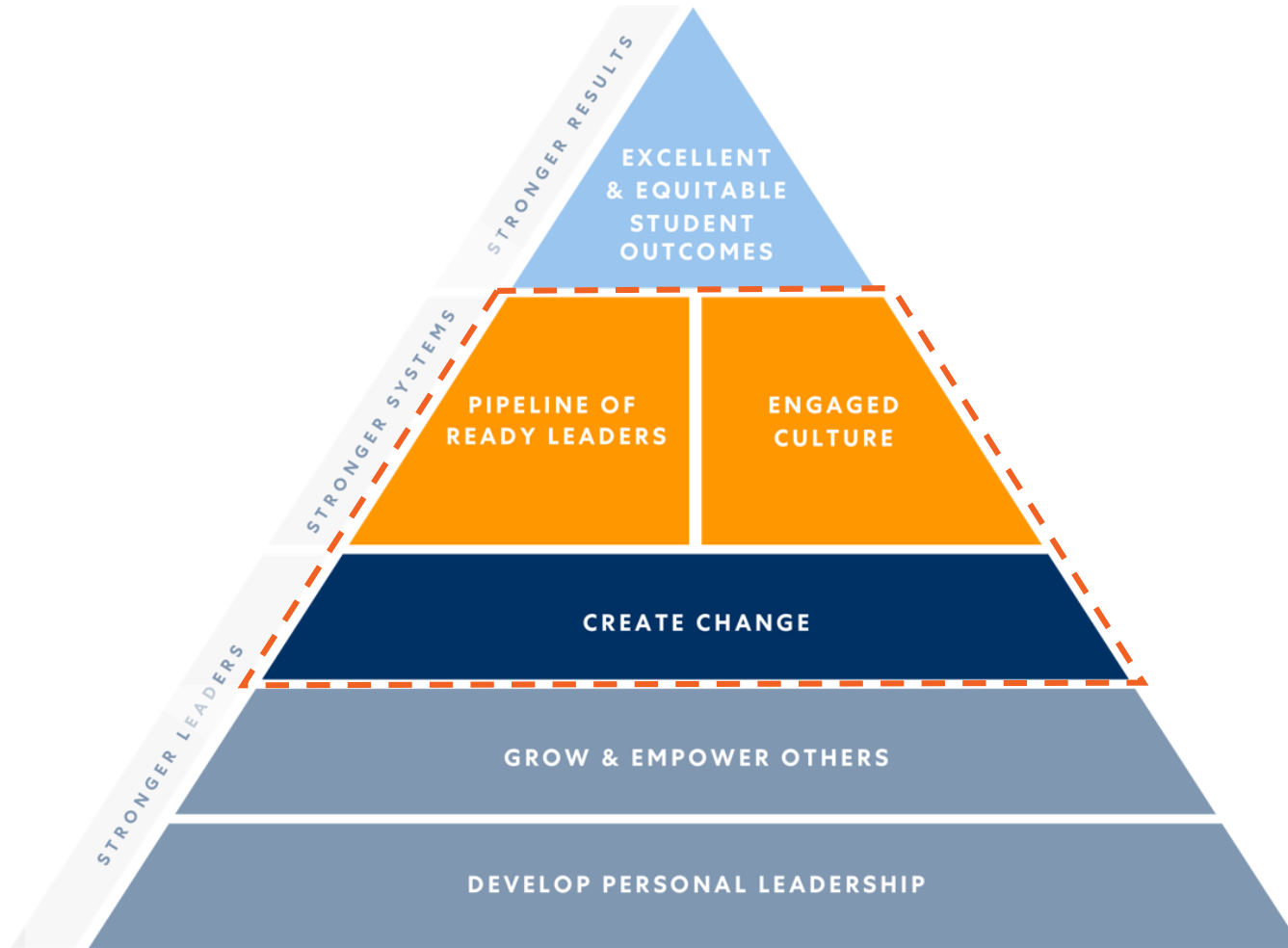
These organizations will serve as models to inform HCISD's vision for its own talent management system

Calendar of learning for year 1 with locations

Session	Focus	Location
1. June 2019	Holdsworth Intro., Personal Leadership and Coaching (Hitendra Wadhwa), Equity (Pedro Noguera)	Marble Falls, TX
2A. July 2019	Singapore Study Tour – Alignment of Talent Development Systems	Singapore
2B. July 2019	Personal Leadership (repeat of June for DLP Team)	Lakeway, TX
3. Sept. 2019	Teaming Intro, H-E-B Visit, Leadership Pipeline, Developing others (Sydney Finkelstein)	San Antonio, TX
4. Oct. 2019	Vision and Strategic Talent Management, DDSB Visit	Toronto, Canada
5. Nov. 2019	Systems Thinking, Talent Framework, Giving and Receiving Feedback	Lakeway, TX
6. Feb. 2020	Communications (Personal and Systems)	Houston, TX
7. April 2020	Defining Leadership & Year 1 Celebration	Irving, TX

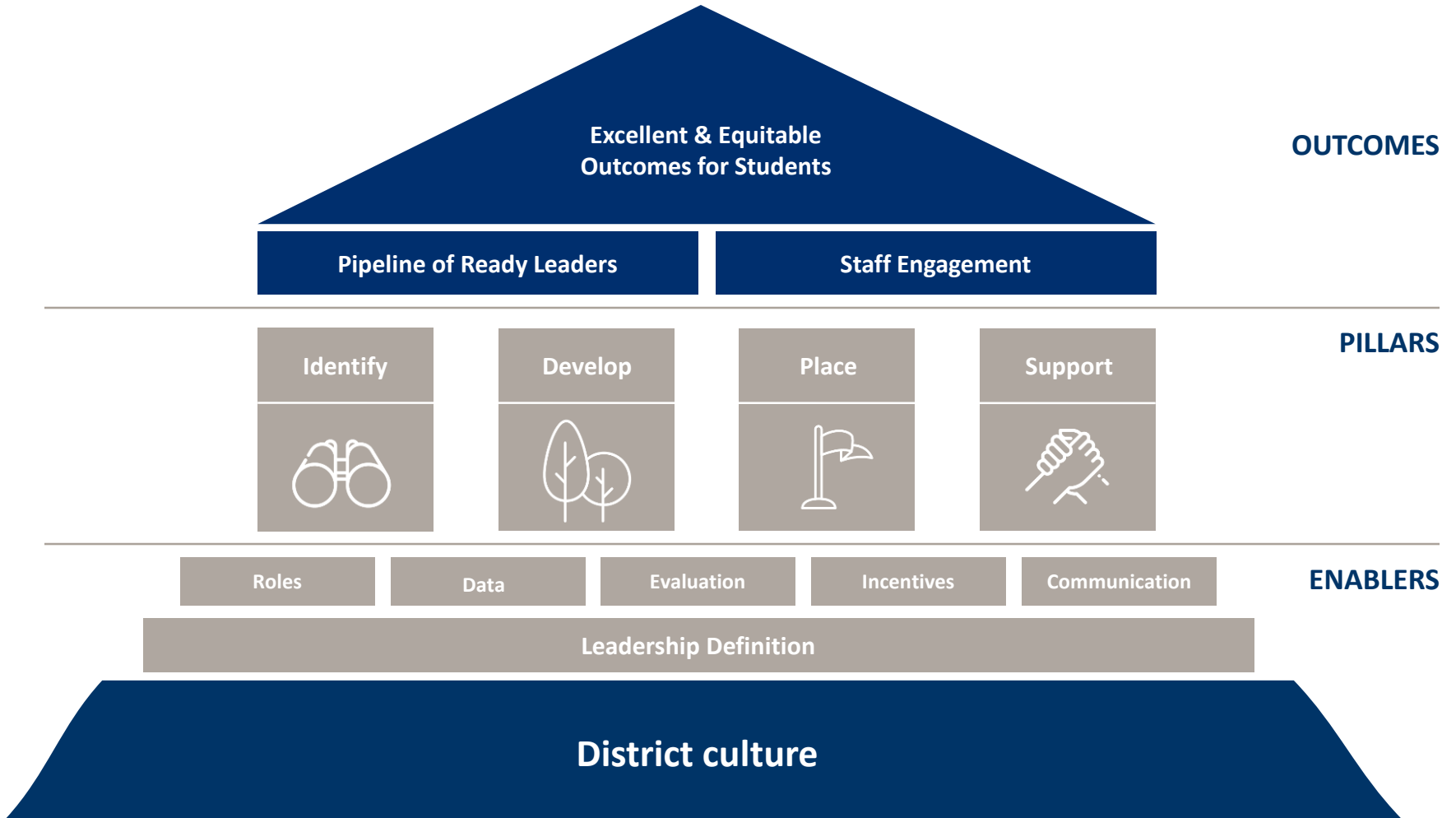
Draft

The District Support team provides consistent, on the ground support to help JISD advance the work

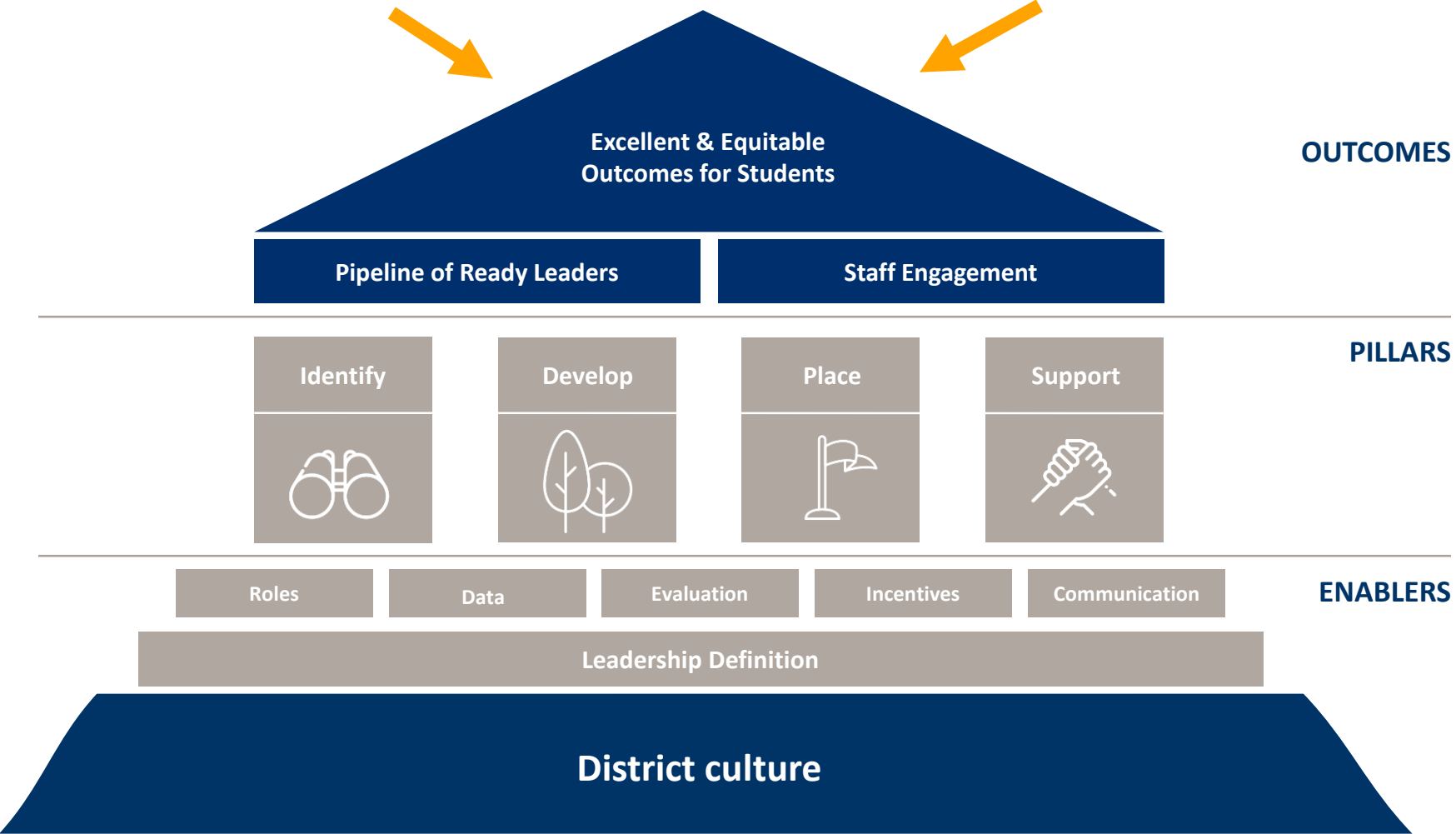


Draft

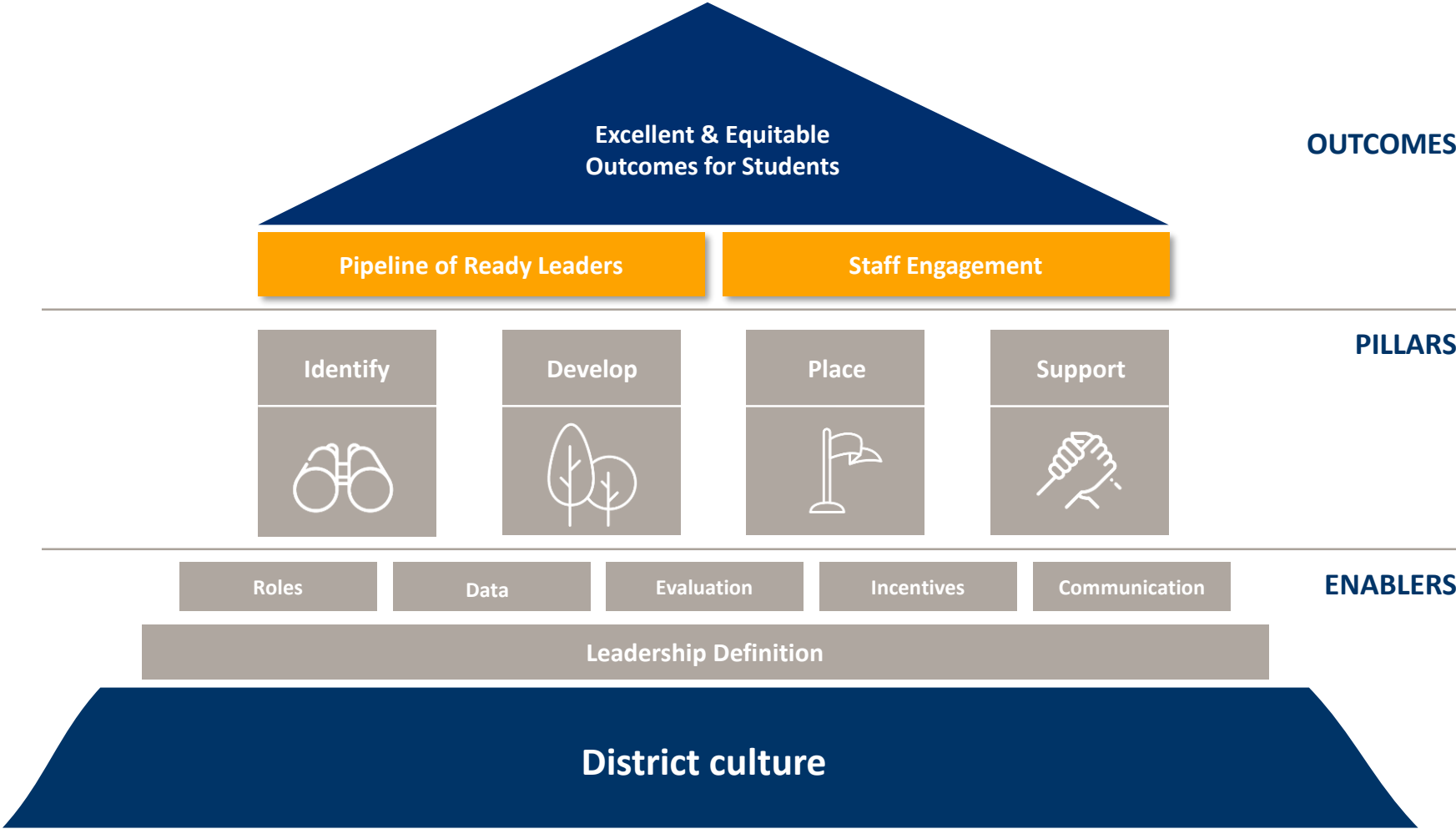
The “Holdsworth House” is the talent framework that guides the work district support does with districts



Our ultimate goal is to help our partner districts drive for excellent and equitable outcomes for students...



...and the way Holdsworth supports that goal is by ensuring a pipeline of ready leaders and an engaged staff



The talent outcomes that we believe lead to excellent and equitable outcomes for students are:

1. Staff Engagement

Are staff loyal and engaged with the organization?

2. Historical Ratio of “Ready” Leaders to Vacancies

How many top-notch candidates have we had for each vacancy?

3. Retention & Stability

What does retention of principals look like in the district?

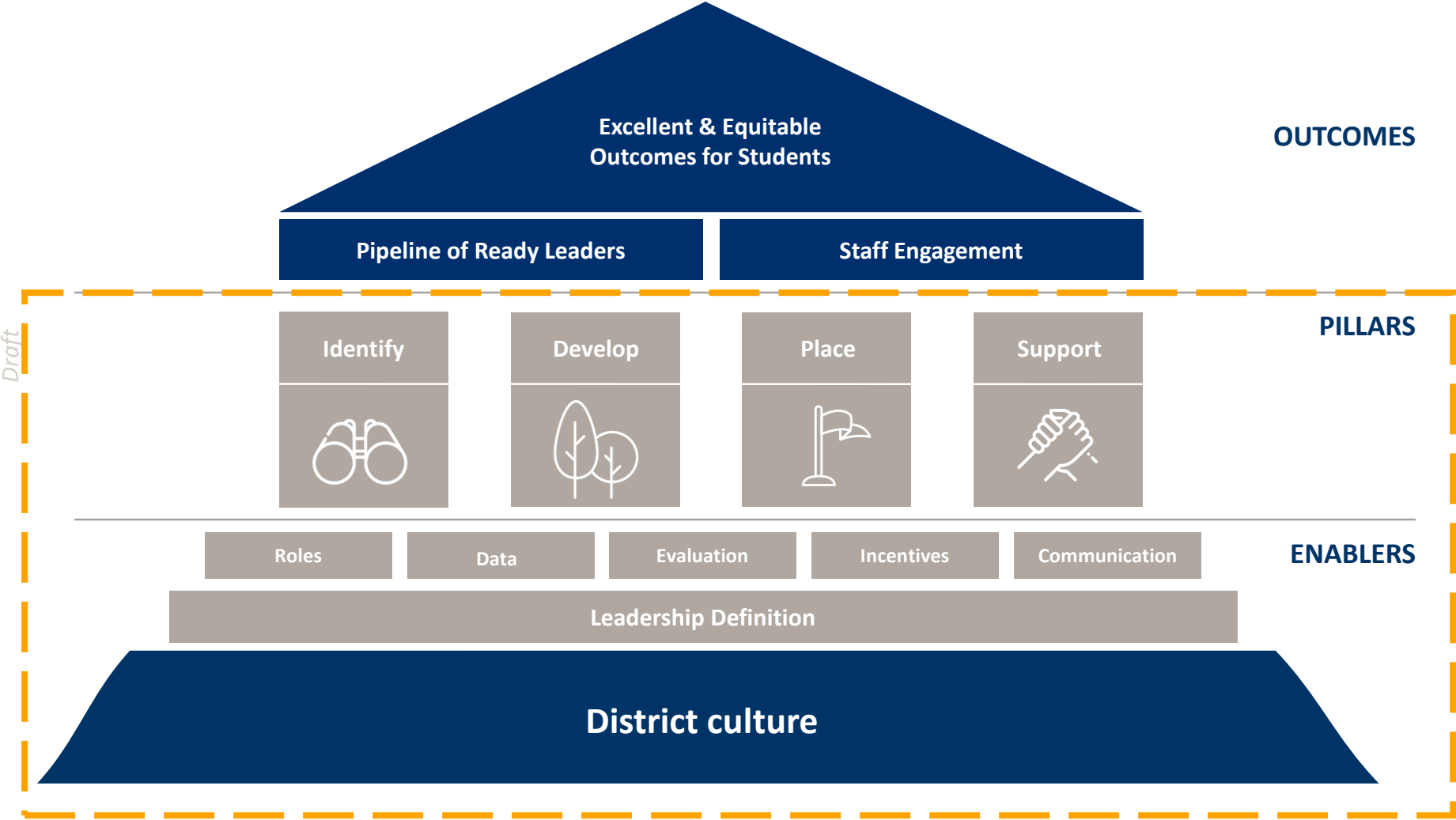
4. Demographics

How closely does your teacher and leadership staff share the backgrounds of your students?

5. Ratio of “Ready” Leaders to Projected Vacancies

How many leaders will the district need in the future and is there the capacity to fill those positions?

The “pillars” and “enablers” are the systems we will help build or refine to achieve those outcomes



Today we're going to learn more about two areas of the "House" that we view as critical for Judson's success

Excellent & Equitable
Outcomes for Students

OUTCOMES

Pipeline of Ready Leaders

Staff Engagement

Identify



Develop



Place



Support



PILLARS

Roles

Data

Evaluation

Incentives

Communication

ENABLERS

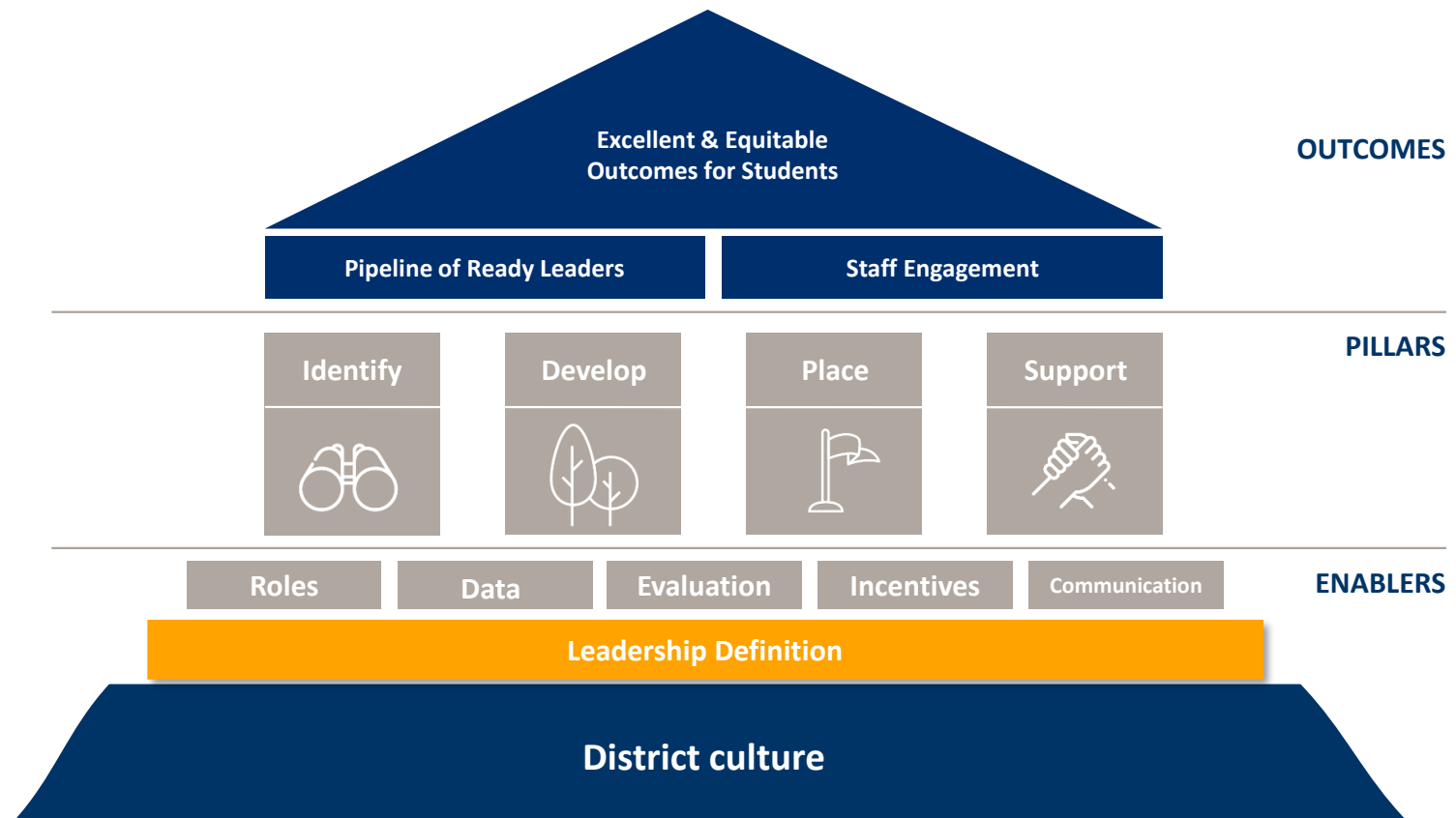
Leadership Definition

District culture

Draft

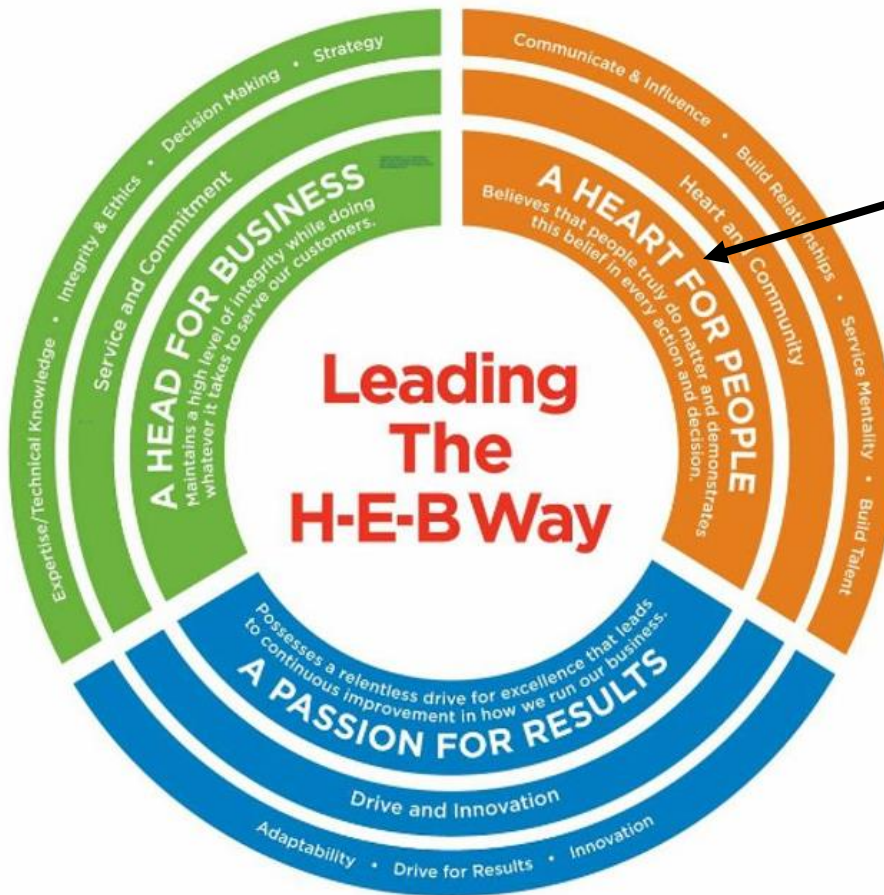
Why do we need a leadership definition?

It provides clarity about what leadership looks like & sets foundation for talent systems



What is a leadership definition?

Though details/format vary, it provides clarity about what a leader is/does in this org.



*A few overarching **categories** of leadership competencies*

*More detailed **competencies** leaders would display within this category*

Example of HEB's Leadership Definition

Leadership definitions vary by organization

Both the content and format will be developed to fit the needs of JISD



CAUSE-DRIVEN LEADERSHIP COMPETENCY MODEL AT-A-GLANCE

LEADERSHIP DIMENSIONS	LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
	MISSION ADVANCEMENT			
Values	Accepts and demonstrates the Y's values.	Models and teaches the Y's values.	Reinforces the Y's values within the organization and the community.	Integrates the Y's mission and vision into the organization's vision and strategies.
Community	Demonstrates a desire to serve others and fully commits to serving them.	Ensures a high level of service with a commitment to improving them.	Effectively communicates the benefits and importance of the Y's values for all stakeholders.	Ensures community engagement, promotes the great cause of the Y.
Volunteerism	Recruits volunteers and builds effective, supportive working relationships with them.	Provides volunteers with orientation, training, development, and recognition.	Implements effective systems to develop engagement, inclusion, and ownership.	Leads a culture of volunteerism ensuring engagement, inclusion, and ownership.
Philanthropy	Supports fundraising.	Customizes opportunities to support fundraising.	Ensures that all staff are prepared for all philanthropic endeavors.	Leads a culture of philanthropy.
	COLLABORATION			
Inclusion	Works effectively with people of different backgrounds, abilities, opinions, and perspectives.	Champions inclusion in working relationships and activities.	Develops strategies to ensure staff and volunteers reflect the community.	Advocates for and institutionalizes inclusion and diversity throughout the organization.
Relationships	Builds rapport and relates well to others.	Builds relationships to create small communities.	Builds and nurtures strategic relationships to enhance support for the Y.	Involves the development of relationships with influential leaders to impact and strengthen the community.
Influence	Seeks first to understand the other person's point of view and remains calm in challenging situations.	Empathetically listens and communicates for understanding when negotiating and dealing with conflict.	Serves as a community leader building relationships based on trust and reliability to achieve the Y's mission and goals.	Is recognized as an inspirational community leader who navigates complex political and social issues with grace.
Communication	Listens for understanding and meaning before speaking with effectiveness.	Effectively takes communication to the organizational audience.	Communicates for influence to obtain buy-in and support of goals.	Communicates to engage and inspire people within and outside the Y.
Developing Others	Takes initiative to assist in developing others.	Provides staff with feedback, coaching, guidance, and support.	Provides tools and resources for the development of others.	Ensures that a talent management system is in place and executed effectively.
	OPERATIONAL EFFECTIVENESS			
Decision Making	Makes sound judgments, and transfers learning from one situation to another.	Provides others with frameworks for making decisions.	Integrates personalizing processes to make the team.	Processes personalizing insight and strong strategic and critical thinking skills.
Innovation	Identifies new approaches and discovers ideas to create a better member experience.	Conducts to prototypes to support the launching of programs and activities.	Involves members and community in the development of programs and activities.	Engages resources in well-designed innovation initiatives.
Project Management	Establishes goals, clarifies tasks, plans work, and clearly manages experience.	Develops plans and manages team practices through engagement of team.	Ensures execution of plans.	Creates a structure to launch organization-wide trends to achieve objectives.
Finance	Follows budgeting policies and procedures, reports all financial irregularities immediately.	Effectively creates and manages budgets through engagement of team.	Initiates sound and accurate procedures, management policies, and financial controls.	Designs and implements stewardship programs to achieve objectives.
Quality & Results	Strives to meet or exceed goals and deliver a high-value experience for members.	Builds staff accountable for high-quality results using a formal process to measure progress.	Assigns clear accountability and ensures continuous improvement.	Determines benchmarks and ensures appropriate leadership to meet objectives.
	PERSONAL GROWTH			
Self-Development	Pursues self-development that enhances job performance and opportunities.	Shares new insights.	Fosters a learning environment and encourages others to seek opportunities.	Creates a learning organization.
Change Capacity	Demonstrates an openness to change and seeks opportunities in the change process.	Facilitates change, models adaptability and an awareness of the impact of change.	Creates a sense of urgency and positive tension to support change.	Effectively drives change by leveraging resources and creating alignment to expand organizational opportunities.
Executive Mindset	Accurately assesses personal feelings, strengths, and limitations and how they impact relationships.	Utilizes non-threatening methods to address complex needs and interpersonal relationships.	Anticipates challenges that can hinder or limit growth and personal learning.	Shows authority and demonstrates sound judgment and leadership.
Functional Expertise	Has the functional and technical knowledge and skills required to perform well over best practices and demonstrates up-to-date knowledge and skills in technology.			



SCHOOL-LEVEL LEADERSHIP

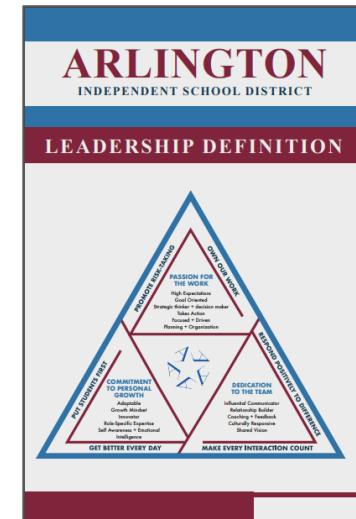
Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

Building a Shared Vision	Building Support and Developing Coalitions for Individual Staff	Building Collaborative Culture and Inspiring Leadership	Supporting the Instructional Program	Building Student Success
<p>Building a shared vision</p> <ul style="list-style-type: none"> Establishes a clear, compelling vision that aligns with the organization's mission and values. Communicates the vision effectively to all stakeholders. Engages staff in the visioning process. Monitors and adjusts the vision as needed. 	<p>Building support and developing coalitions for individual staff</p> <ul style="list-style-type: none"> Identifies staff strengths and interests. Builds trust and rapport with staff. Encourages staff to take ownership of their work. Provides resources and support for staff. 	<p>Building collaborative culture and inspiring leadership</p> <ul style="list-style-type: none"> Establishes a culture of collaboration and shared responsibility. Models effective leadership behaviors. Encourages staff to lead and inspire others. Provides opportunities for staff to develop their leadership skills. 	<p>Supporting the instructional program</p> <ul style="list-style-type: none"> Ensures that the instructional program is aligned with the organization's vision and goals. Provides resources and support for the instructional program. Monitors and adjusts the instructional program as needed. 	<p>Building student success</p> <ul style="list-style-type: none"> Establishes a culture of high expectations for all students. Provides resources and support for all students. Monitors and adjusts student success strategies as needed.

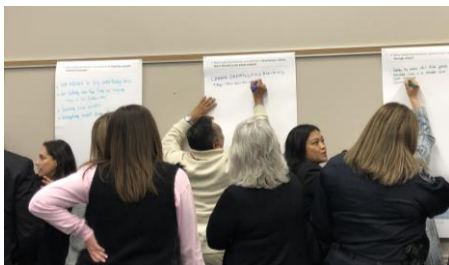
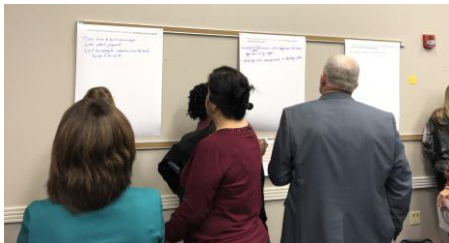
PERSONAL LEADERSHIP RESOURCES

Leaders often gain the personal leadership experience to effectively enact leadership practice

Leadership Resources	Personal Resources
<ul style="list-style-type: none"> • Personal vision statement • Knowledge of self and others • "Systems Thinking" 	<ul style="list-style-type: none"> • Self-awareness • Empathy • Resilience • Active listening • Strong communication skills



In Nov. the DLP team began gathering input from Principals, directors, APs, and ESAC about what leadership looks like in JISD



2. What leadership behaviors are essential to fostering a growth mindset/innovation?

Open door not closed off- makes time to listen
 Willingness to explore/ brainstorm
 Allow to fail forward without being punitive

- Plan for & celebrate staff who are innovating in front of the staff to encourage others to do so
- Make it clear that you value exploration even if it doesn't always work
- Be available to support staff to get ideas off the ground (ie help with grant writing)
- Engage staff in problem-solving; invite new ideas
- Provide resources for innovation (time, money, support, etc)
- Ask open-ended questions (can we do this another way? how can we improve? how?)
- Model behaviors you want to see
- Intentional opportunities to collaborate vertically, and in every direction
- Open communication with teachers set in their way through involvement in decisions (make leaders out of them!)
- Take Risks

7. What leadership behaviors are essential to building a positive culture among staff and students?

Be available w/o judgment
 Be transparent

essential to developing a culture of innovation?

understand that student/teacher positive relationships contribute to student achievement.
 Vertical alignment in planning, meetings, having greater leads

Develop/track goals set in quarterly progress for both Student/teachers/ Admin

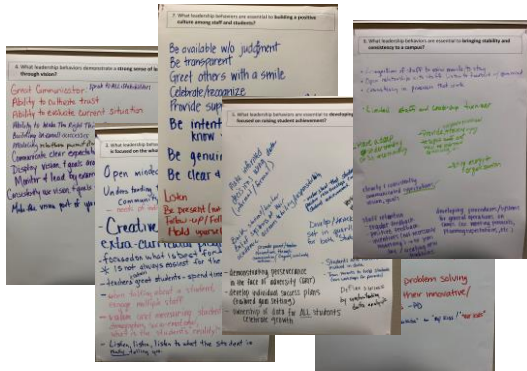
with a smile
 ze
 t (emotional, social)/resource
 al about getting to r people (All of them)
 & model
 nsistent with expectations.
 physically) through countable- ASK for feedback

Belief in academic... promote parent/teacher connections through communication (frequent, social media, conference...)

- demonstrating perseverance in the face of adversity (GRT)
- develop individual success plans (tailored goal setting)
- ownership of data for ALL students celebrate growth
- Students and Parents involved in data
- Train Parents to help students (mini workshops for parents)
- Define success by understanding data analysis.

Over the past three months, the DLP team has utilized staff input and research/examples to draft a leadership definition

JISD Staff Input



Examples/Research



Competency	Builds a Culture of Respect	Builds a Shared Vision	Builds a Growth Mindset	Builds Talent	Builds a Roadmap for Student Success	Builds Consistent Systems
This Competency is about...	...the way leaders treat people, build positive culture and ensure everyone feels respected	...collaboratively developing a vision and unifies others to take action	...seeking to continuously improve in order to best serve our students and community, and creating an environment where it is safe to innovate in the best interest of students	...sharpening skills of self/others and providing feedback and growth opportunities	...ensuring all aspects of children's success (social, emotional, physical and academic) through data informed decisions, goal setting, and progress monitoring	...setting norms, establishing processes and following through
Behaviors	<ul style="list-style-type: none"> Deliberately develops community and campus culture/identity Intentionally and frequently engages with students, staff, teachers about personal and work-related topics; is consistently present and responsive Builds trust through honest, open communication Consistently raises morale by recognizing staff, showing that they are valued 	<ul style="list-style-type: none"> Engages teams in the development of a shared vision; builds collaboration, ownership and shared decision making Clearly articulates a unifying vision in a way that motivates and is actionable Aligns and connects everything to vision by consistently engaging teams around vision, keeping it in the forefront of decisions and celebrating success and progress Puts vision into action through attainable goals and building momentum through small successes Ensures success of vision through reflecting on progress and adapting where necessary 	<ul style="list-style-type: none"> Develops a culture of innovation by providing resources, support and opportunities for staff and students to be innovative; celebrates creative practices. Effectively engages all staff in the change process Models and builds staff capacity to create innovative strategies 	<ul style="list-style-type: none"> Provides key training to support the overall goals and vision of the organization Reflects on practices; perseveres through challenges and adversities Builds leadership capacity Gives honest and genuine feedback to support growth Provides opportunities for staff to develop their skills; aligned to identified needs 	<ul style="list-style-type: none"> Sets clearly defined achievement goals for ALL students and celebrates success Establishes clear processes to track progress for students, teachers and admin Creates aligned organizational and individual plans to accomplish goals Develops a culture of responsibility for student growth and builds capacity in data usage and analysis Understand students and the community and support staff to do so 	<ul style="list-style-type: none"> Establishes systems/processes/procedures Ensures follow-through and consistency throughout the campus Shapes norms and expectations through clear and transparent communication

Take a minute to review the draft leadership definition and consider the following:

Which competency do you consider a personal strength? How does that strength play out in your work on the board of trustees?

What do you believe is the most important competency for a leader in Judson ISD? Why?

Competency	Builds a Culture of Respect	Builds a Shared Vision	Builds a Growth Mindset	Builds Talent	Builds a Roadmap for Student Success	Builds Consistent Systems
<i>This Competency is about...</i>	...the way leaders treat people, build positive culture and ensure everyone feels respected	...collaboratively developing a vision and unifies others to take action	...seeking to continuously improve in order to best serve our students and community, and creating an environment where it is safe to innovate in the best interest of students	...sharpening skills of self/others and providing feedback and growth opportunities	...ensuring all aspects of childrens' success (social, emotional, physical and academic) through data informed decisions, goal setting, and progress monitoring	...setting norms, establishing processes and following through
<i>Behaviors</i>	<p>Deliberately develops community and campus culture/identity</p> <p>Intentionally and frequently engages with students, staff, teachers about personal and work-related topics; is consistently present and responsive</p> <p>Builds trust through honest, open communication</p> <p>Consistently raises morale by recognizing staff, showing that they are valued</p>	<p>Engages teams in the development of a shared vision; builds collaboration, ownership and shared decision making</p> <p>Clearly articulates a unifying vision in a way that motivates and is actionable</p> <p>Aligns and connects everything to vision by consistently engaging teams around vision, keeping it in the forefront of decisions and celebrating success and progress</p> <p>Puts vision into action through attainable goals and building momentum through small successes</p> <p>Ensures success of vision through reflecting on progress and adapting where necessary</p>	<p>Develops a culture of innovation by providing resources, support and opportunities for staff and students to be innovative; celebrates creative practices.</p> <p>Effectively engages all staff in the change process</p> <p>Models and builds staff capacity to create innovative strategies</p>	<p>Provides key training to support the overall goals and vision of the organization</p> <p>Reflects on practices; perseveres through challenges and adversities</p> <p>Builds leadership capacity</p> <p>Gives honest and genuine feedback to support growth</p> <p>Provides opportunities for staff to develop their skills; aligned to identified needs</p>	<p>Sets clearly defined achievement goals for ALL students and celebrates success</p> <p>Establishes clear processes to track progress for students, teachers and admin</p> <p>Creates aligned organizational and individual plans to accomplish goals</p> <p>Develops a culture of responsibility for student growth and builds capacity in data usage and analysis</p> <p>Understand students and the community and support staff to do so</p>	<p>Establishes processes/systems/protocols</p> <p>Ensures follow-through and consistency throughout the campus</p> <p>Shapes norms and expectations through clear and transparent communication</p>

Competency	Builds a Culture of Respect	Builds a Shared Vision	Builds a Growth Mindset	Builds Talent	Builds a Roadmap for Student Success	Builds Consistent Systems
<i>This Competency is about...</i>	...the way leaders treat people, build positive culture and ensure everyone feels respected	...collaboratively developing a vision and unifies others to <u>take action</u>	...seeking to continuously improve in order to best serve our students and community, and creating an environment where it is safe to innovate in the best interest of students	...sharpening skills of self/others and providing feedback and growth opportunities	...ensuring all aspects of <u>childrens'</u> success (social, emotional, physical and academic) through data informed decisions, goal setting, and progress monitoring	...setting norms, establishing processes and following through
<i>Behaviors</i>	<p>Deliberately develops community and campus culture/identity</p> <p>Intentionally and frequently engages with students, staff, teachers about personal and work-related topics; is consistently present and responsive</p> <p>Builds trust through honest, open communication</p> <p>Consistently raises morale by recognizing staff, showing that they are valued</p>	<p>Engages teams in the development of a shared vision; builds collaboration, ownership and shared decision making</p> <p>Clearly articulates a unifying vision in a way that motivates and is actionable</p> <p>Aligns and connects everything to vision by consistently engaging teams around vision, keeping it in the forefront of decisions and celebrating success and progress</p> <p>Puts vision into action through attainable goals and building momentum through small successes</p> <p>Ensures success of vision through reflecting on progress and adapting where necessary</p>	<p>Develops a culture of innovation by providing resources, support and opportunities for staff and students to be innovative; celebrates creative practices.</p> <p>Effectively engages all staff in the change process</p> <p>Models and builds staff capacity to create innovative strategies</p>	<p>Provides key training to support the overall goals and vision of the organization</p> <p>Reflects on practices; perseveres through challenges and adversities</p> <p>Builds leadership capacity</p> <p>Gives honest and genuine feedback to support growth</p> <p>Provides opportunities for staff to develop their skills; aligned to identified needs</p>	<p>Sets clearly defined achievement goals for ALL students and celebrates success</p> <p>Establishes clear processes to track progress for students, teachers and admin</p> <p>Creates aligned organizational and individual plans to accomplish goals</p> <p>Develops a culture of responsibility for student growth and builds capacity in data usage and analysis</p> <p>Understand students and the community and support staff to do so</p>	<p>Establishes processes/systems/protocols</p> <p>Ensures follow-through and consistency throughout the campus</p> <p>Shapes norms and expectations through clear and transparent communication</p>

Next steps | The team will finalize the leadership definition this Spring and be prepared to utilize in the coming school year

Gather feedback on content and revise

Develop visual and high-level messages

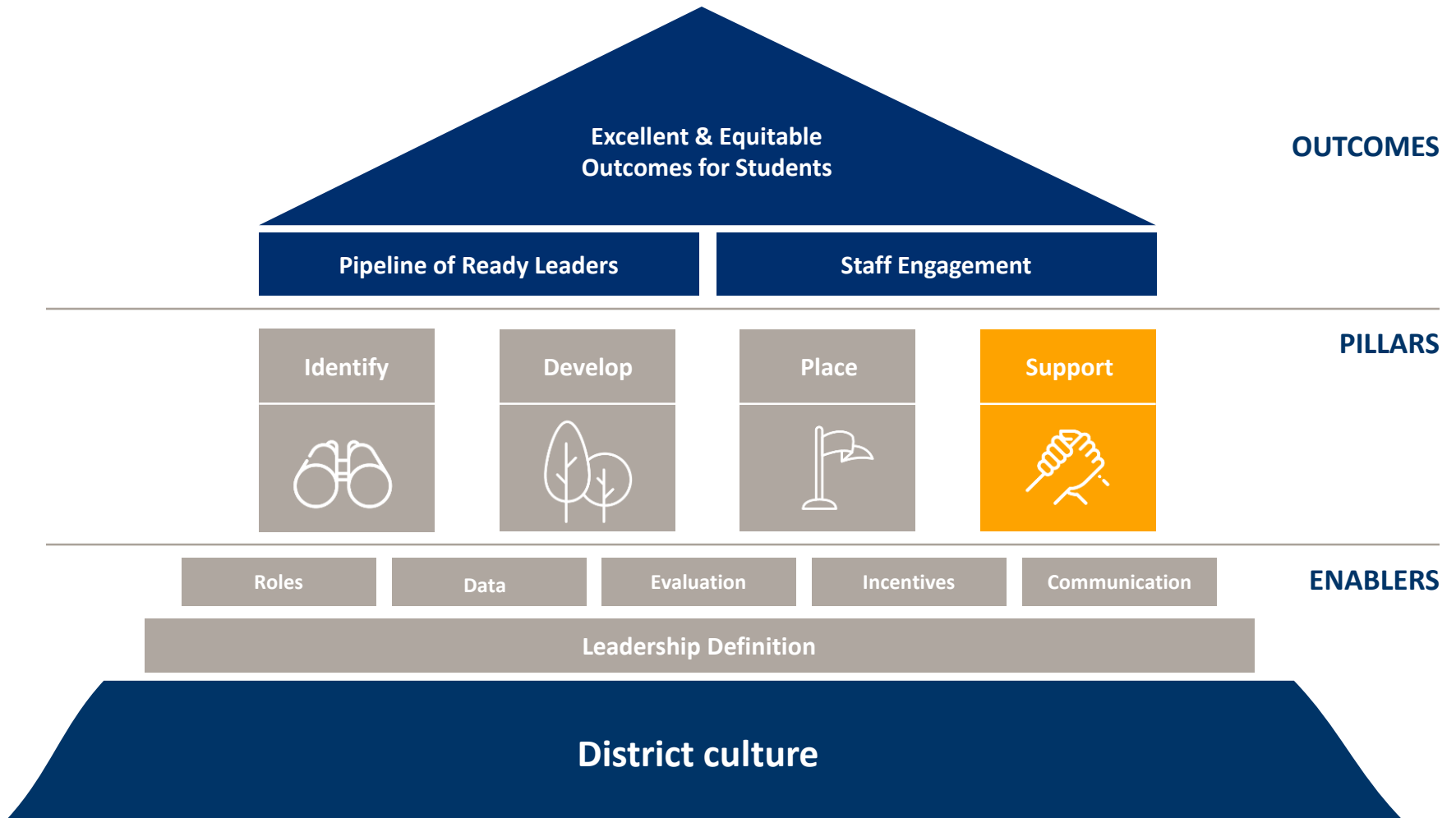
Plan for communication and roll-out

Competency	Builds a Culture of Respect	Builds a Shared Vision	Builds a Growth Mindset	Builds Talent	Builds a Roadmap for Student Success	Builds Consistent Systems
This Competency is about...	...the way leaders treat people, build positive culture and ensure everyone feels respected	...collaboratively developing a vision and unifies others to take action	...seeking to continuously improve in order to best serve our students and community, and creating an environment where it is safe to innovate in the best interest of students	...sharpening skills and providing feedback and growth opportunities	...summarizing all aspects of (children's) success (social, emotional, physical and academic) through data informed decisions, goal setting, and progress monitoring	...setting norms, establishing processes and following through
Behaviors	Deliberately develops community and campus identity Intentionally and frequently engages with students, staff, teachers about personal and work-related topics; is consistently present and responsive Builds trust through honest, open communication Consistently raises morale by recognizing staff, showing that they are valued	Engages teams in the development of a shared vision, builds collaboration, ownership and shared decision-making Clearly articulates a unifying vision in a way that motivates and is actionable Aligns and connects everything to vision for consistency/engaging teams around school Puts vision into action through attainable goals and building momentum through small successes Ensures success of vision through reflecting on progress and adjusting where necessary	Develops a culture of innovation by providing resources, support and opportunities for staff and students to be innovative, creative, and effective practices Effectively engages all staff in the change process Models and builds staff ability to create innovative strategies	Provides key training to support the overall goals and vision of the organization Refines job practices, processes and activities Builds leadership capacity Gives honest and genuine feedback to support growth Provides opportunities for staff to develop their skills, aligned to identified needs	Sets clearly defined achievement goals for ALL students and celebrates success Establishes clear processes to track progress for students, teachers and admin Creates aligned organizational and individual goals Develops a culture of responsibility for student growth and builds capacity in data usage and analysis Understands students and the community and support staff to do so	Establishes processes/systems/practices Ensures follow-through and consistency throughout the campus Shapes norms and expectations through clear and transparent communication



MONTH	LEADERSHIP DEFINITION HEADLINE	CHARACTER COUNTS TRAIT
September	Build Trusting Relationships	Trustworthiness
October	Communicate Effectively	Respect
November	Develop Self and Others	Responsibility
December	Shared Vision	Responsibility
January	Inspire Innovation	Faithness
February	Aim High	Faithness
March	Growth Mindset	Caring
April	Endurance Driven	Citizenship
May	Fuller Accountability	Citizenship

A critical lever in school improvement is how principals are coached and developed on an on-going basis



Supporting leaders throughout our schools can deliver great results for kids



After teachers, school leaders are the most significant influence on student outcomes



Students' learning trajectories can only be turned-around by talented leadership



Widely distributed leadership is more effective than leadership "from the top"

Research says highly effective principals can raise achievement in their schools by as much as 2 to 7 months of learning in a single year

To reap these benefits districts have shifted the role of the principalship from operations to instructional leadership



Shaping a vision of success for all students



Creating a school climate hospitable to education



Cultivating leadership in others



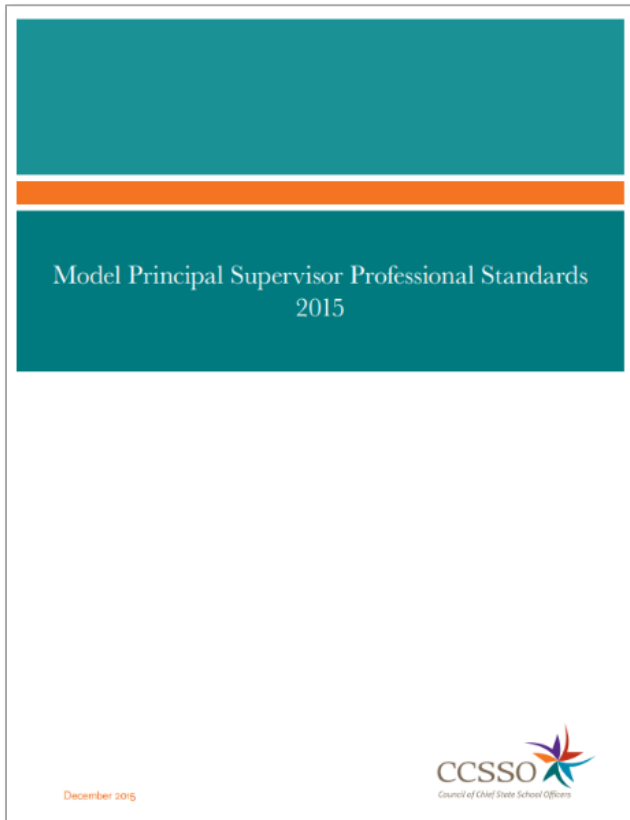
Improving instruction



Managing people, data, and processes

This shift has also prompted school districts to ask: ***how are we supporting principals to be skilled at executing on these priorities?***

In 2015 the Council of Chief State School Officers developed model standards for principal supervision and support



“If principal supervisors shift from focusing on compliance to shaping principals’ instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, **then the instructional leadership capacity of the principals with whom they work will improve and result in effective instruction and the highest levels of student learning and achievement.**”

CCSSO's principal supervisor standards fall into three areas:

Educational Leadership

1. Dedicate their time to **helping principals grow** as instructional leaders.
2. **Coach and support individual principals** and engage in effective professional learning strategies to help principals grow as instructional leaders.
3. Use evidence of principals' effectiveness to **determine necessary improvements in principals' practice** to foster a positive educational environment that supports the diverse cultural and learning needs of students
4. Engage principals in the formal district **principal evaluation** process in ways that help them grow as instructional leaders

Smooth and Effective Functioning of District

5. Advocate for and inform the coherence of **organizational vision, policies and strategies** to support schools and student learning
6. Assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have **equitable access to resources** necessary for the success of each student

Improving Capacity and Effectiveness of Principal Supervisor

7. Engage in their **own development and continuous improvement** to help principals grow as instructional leaders
8. Lead **strategic change that continuously elevates the performance of schools** and sustains high quality educational programs and opportunities across the district

Wallace Foundation is supporting districts to utilize principal supervision as a key driver for improving student outcomes

Goals of Wallace Initiative:

1. Revising the principal supervisors' **job description** to focus on instructional leadership
2. Reducing principal supervisors' **span of control** and changing how supervisors are assigned to principals
3. **Training** supervisors and developing their capacity to support principals
4. Developing systems to train and **identify new supervisors** (succession planning)
5. Strengthening **central office structures** to support and sustain changes in the principal supervisor's role

Districts in Initiative

Broward County Public Schools

256,000 students | 228 principals

Baltimore City Public Schools

104,000 students | 162 principals

Cleveland Metropolitan Schools

45,000 students | 100 principals

Des Moines Public Schools

33,000 students | 65 principals

Long Beach Unified School District

85,000 students | 86 principals

Minneapolis Public Schools

35,000 students | 57 principals

Three years into implementation of the CCSSO standards through the initiative is showing impact on student outcomes

As compared to schools not involved in study, Wallace initiative schools show Tier II ESSA evidence of improved:

- **Mathematics achievement**
- **Reading achievement**
- **Principal Retention**

Take a minute to review these documents and consider the following:

What questions do you have about the role of a principal supervisor/coach?

Do you have any reflections or reaction to the standards?

CCSSO's principal supervisor standards fall into three areas:

Educational Leadership

1. Dedicate their time to **helping principals grow** as instructional leaders.
2. **Coach and support individual principals** and engage in effective professional learning strategies to help principals grow as instructional leaders.
3. Use evidence of principals' effectiveness to **determine necessary improvements in principals' practice** to foster a positive educational environment that supports the diverse cultural and learning needs of students
4. Engage principals in the formal district **principal evaluation** process in ways that help them grow as instructional leaders

Smooth and Effective Functioning of District

5. Advocate for and inform the coherence of **organizational vision, policies and strategies** to support schools and student learning
6. Assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have **equitable access to resources** necessary for the success of each student

Improving Capacity and Effectiveness of Principal Supervisor

7. Engage in their **own development and continuous improvement** to help principals grow as instructional leaders
8. Lead **strategic change that continuously elevates the performance of schools** and sustains high quality educational programs and opportunities across the district

3. **Training** supervisors and developing their capacity to support principals

4. Developing systems to train and **identify new supervisors** (succession planning)

5. Strengthening **central office structures** to support and sustain changes in the principal supervisor's role

Des Moines Public Schools
33,000 students | 65 principals

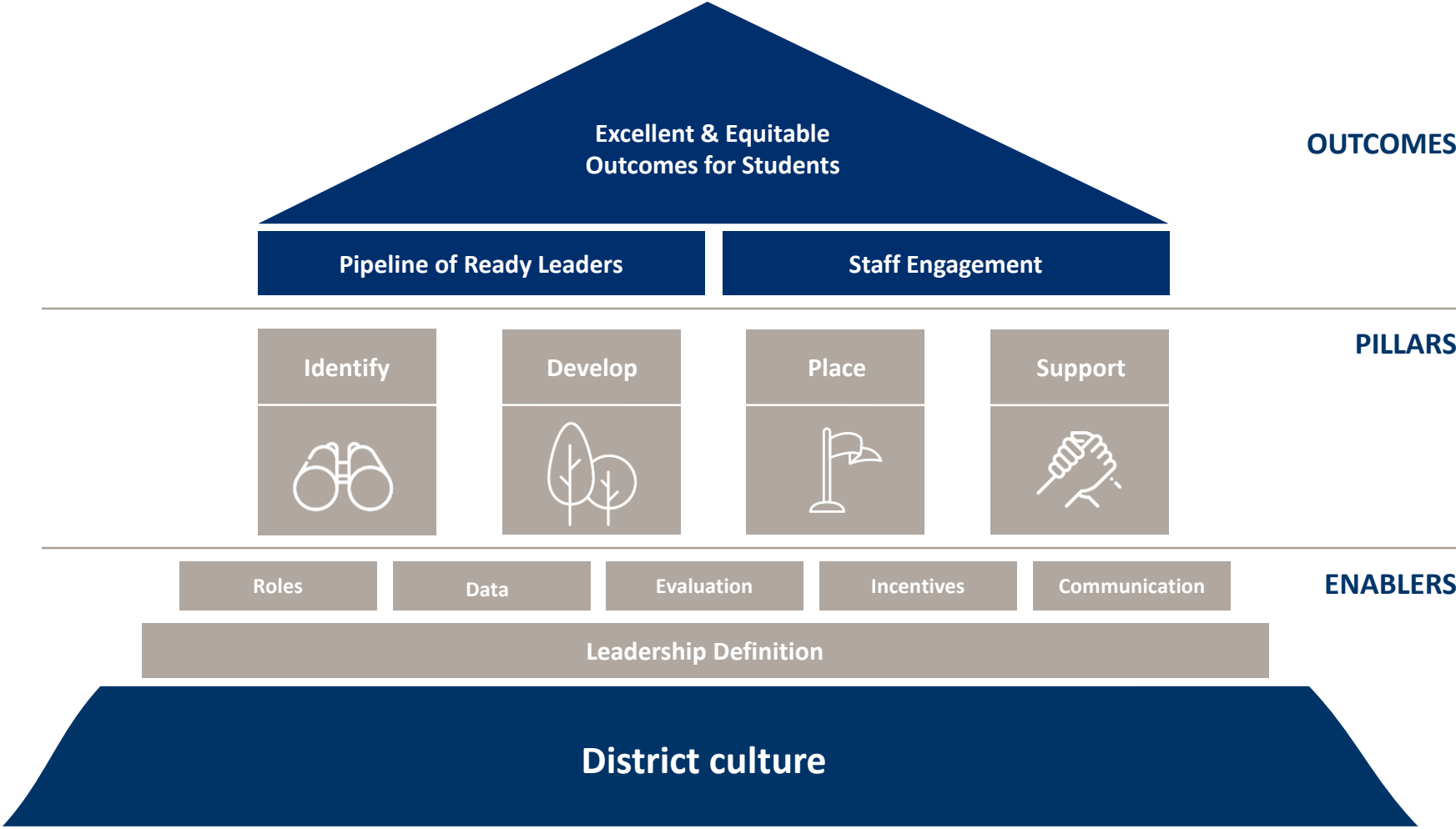
Long Beach Unified School District
85,000 students | 86 principals

Minneapolis Public Schools
35,000 students | 57 principals

The Holdsworth Center

holdsworthcenter.org

Next steps | Over the coming months, the team will define a clear vision for talent management that drives student outcomes





What questions or feedback do you have about us or our work with JISD?

In looking ahead to our partnership together, what are you most excited about?