Team of 8 Training

Judson ISD

February 1, 2020

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Agenda

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

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Introduction

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The Holdsworth Team supporting JISD

Lindsay Whorton
President

Katie Jaron
Mng. Dir., District Support

Curtis Wilson
Consultant

Colin Curtin
Team Lead

Kesha DeJarnett
Senior Consultant

Pat Baccelieri
Consultant

The Holdsworth Center

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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

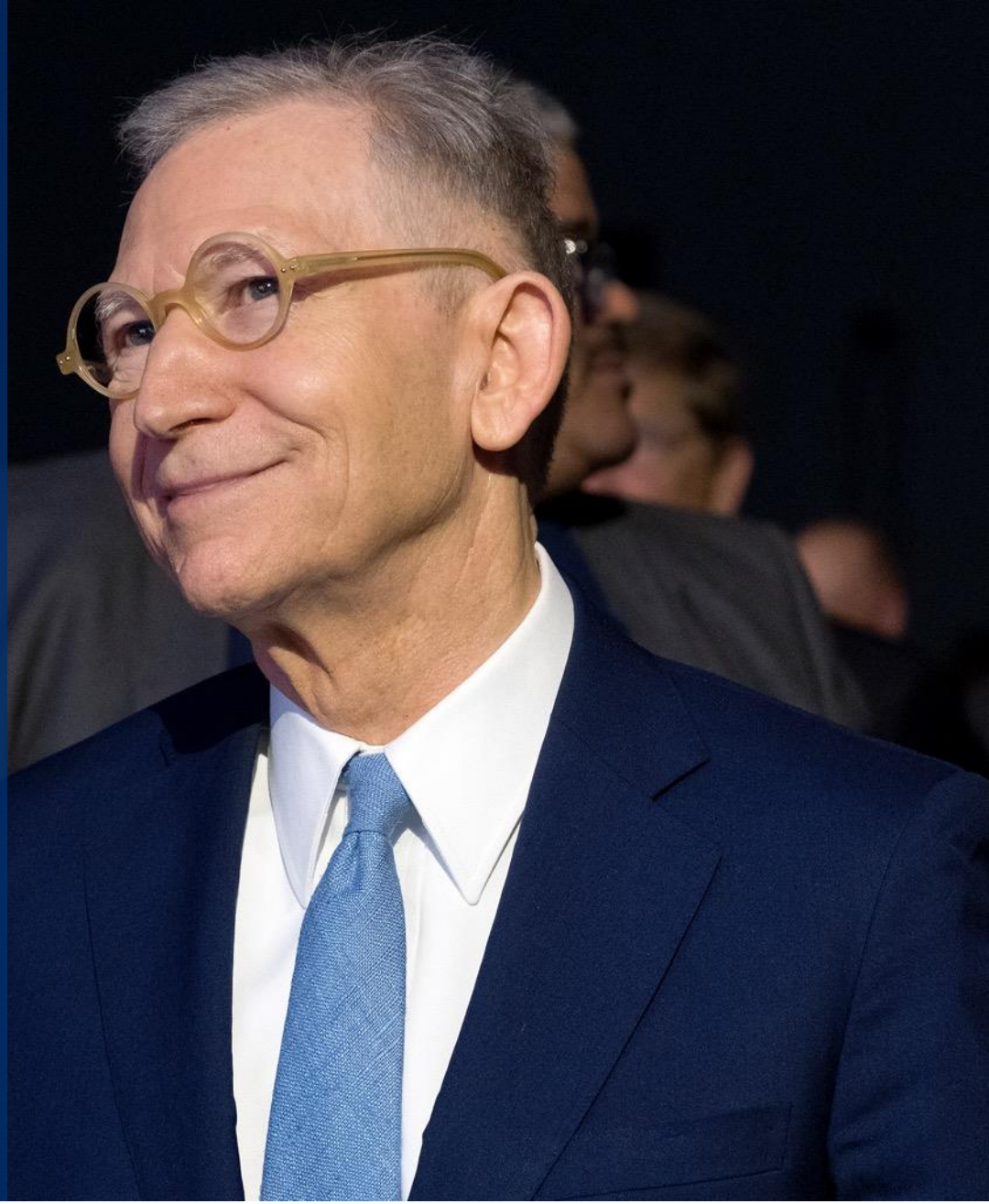
DISTRIBUTED LEADERSHIP

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

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

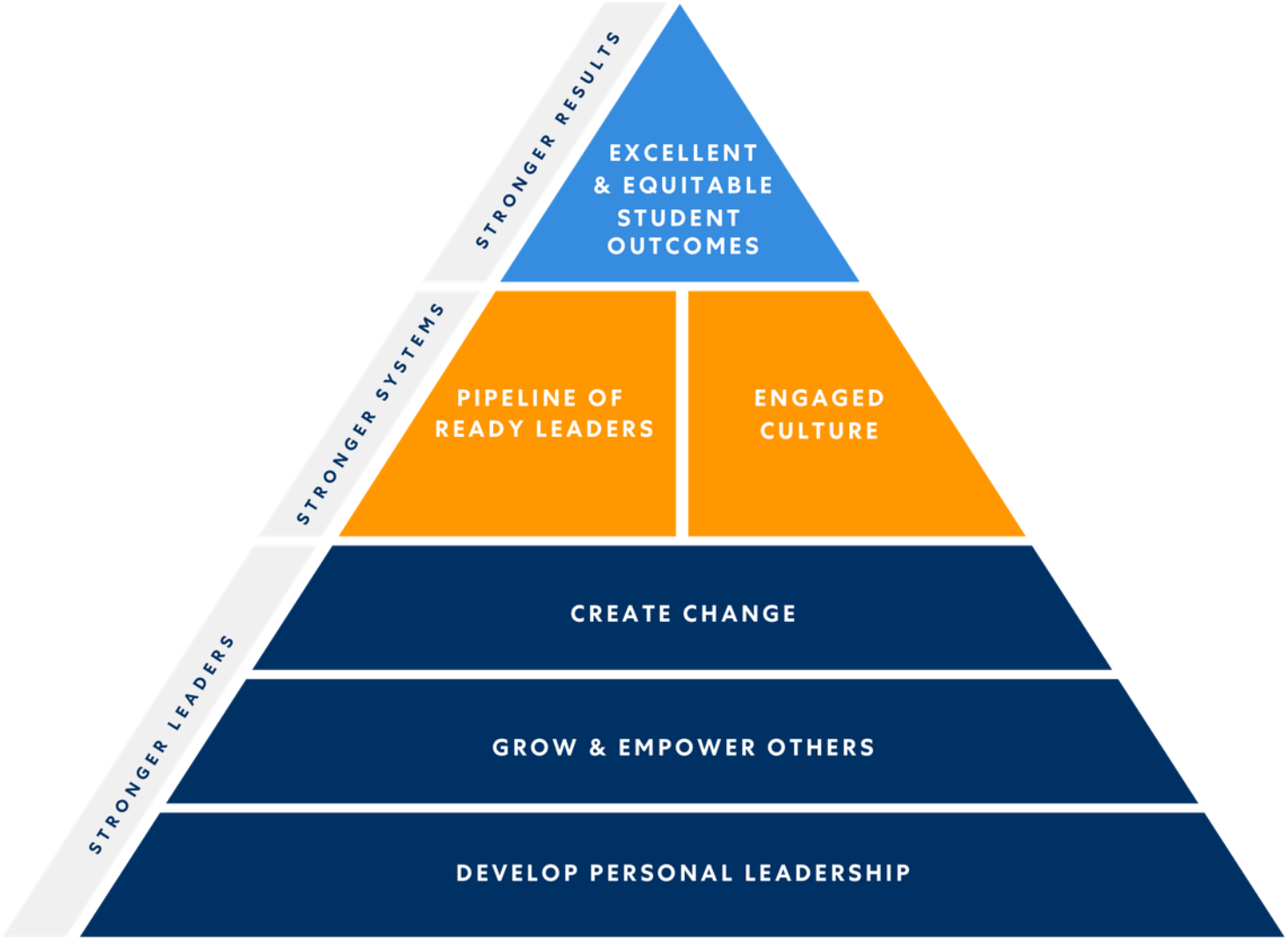
If we want to get to the root of making long-term, sustainable improvement to public education, we’ve got to invest time to go deep within our districts.”

— ***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



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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.

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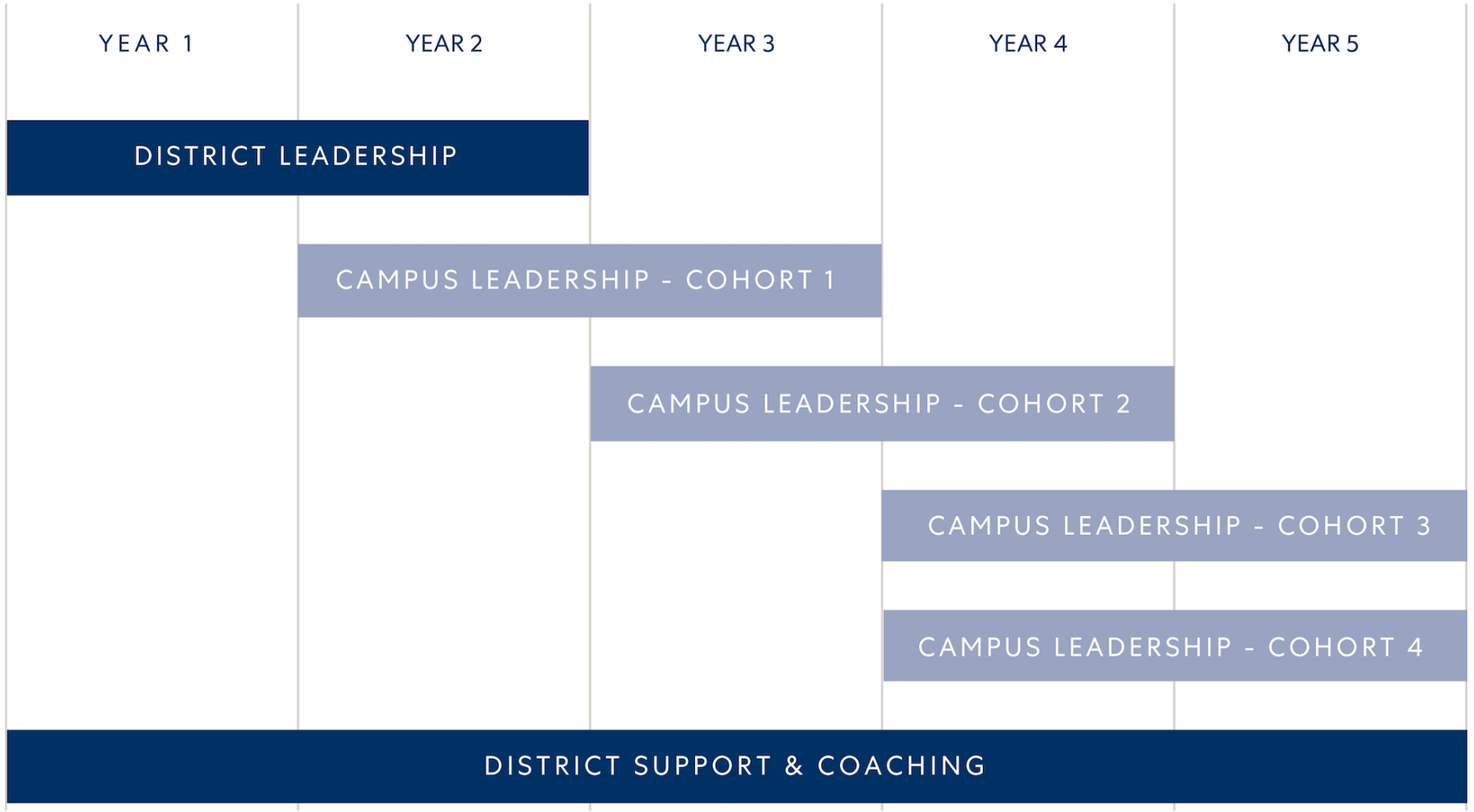
Our Program Timeline



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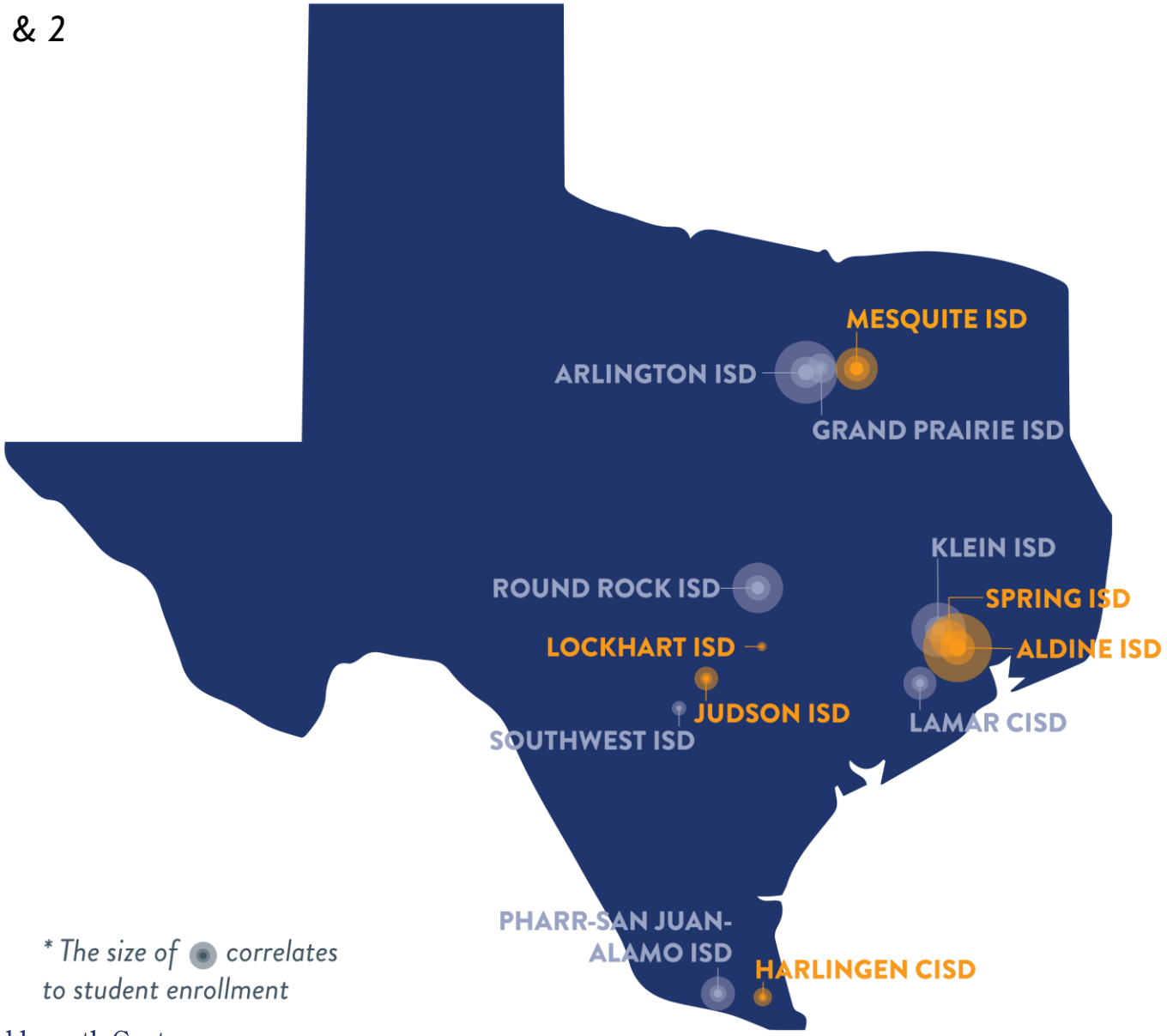
Our Partner Districts

Cohort 1 & 2



** The size of ● correlates to student enrollment*

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Campus Leaders Program

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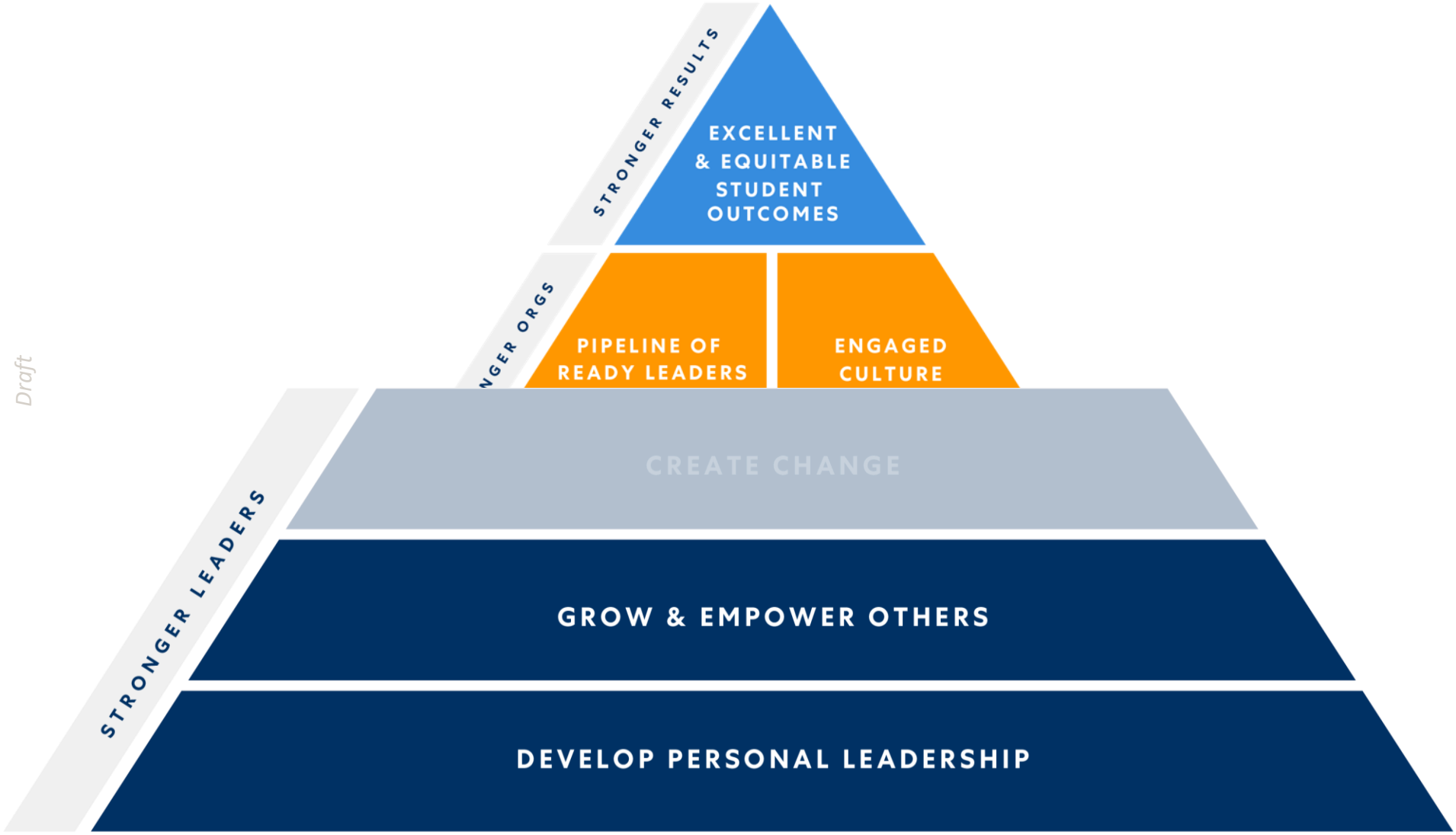
The Campus Leadership Program is a two-year journey for campus leadership **teams**—principals plus a team of administrators and teacher leaders.

What campus teams can expect to learn in CLP



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What is the CLP experience like?

Expert faculty

Site visits

Skill-building

Team-based

Network

Coaching
(Principals)

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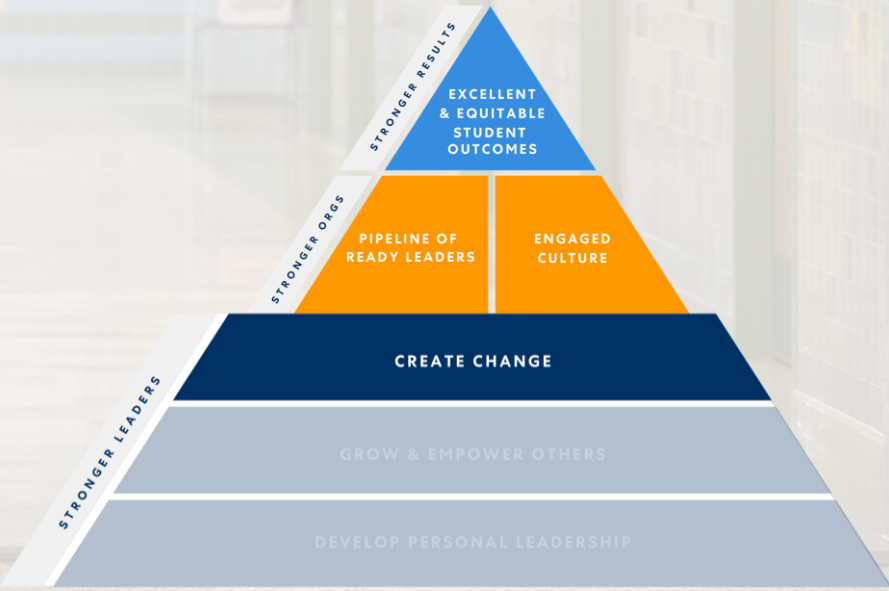
“I have never been treated so professionally in all my career. I intend to use all I’ve learned from you to improve my school, district, and community. May I help every child fulfill their potential and know their worth.”

– Melanie Patterson
Arlington High School
Arlington ISD

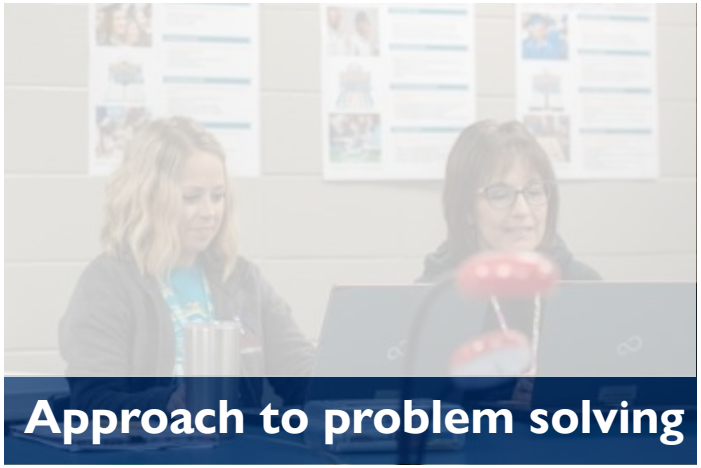
The Holdsworth Center

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



What are the benefits of CLP?

For wider campus community



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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	CAMPUS LEADERSHIP PROGRAM
One-off events, usually one topic at a time	A continuous arc of learning, similar to a graduate program
Leaders go alone	Spend two years with your team and the same cohort
Minimal pre-work and the day isn't that intense	There is pre-work and homework to maximize learning each day
Learn something and then immediately implement it on campus	Learning unfolds over time and Leaders decide when and where to engage others on campus
Mostly build relationships with people they already know	Form deep relationships and support networks with peers across the state

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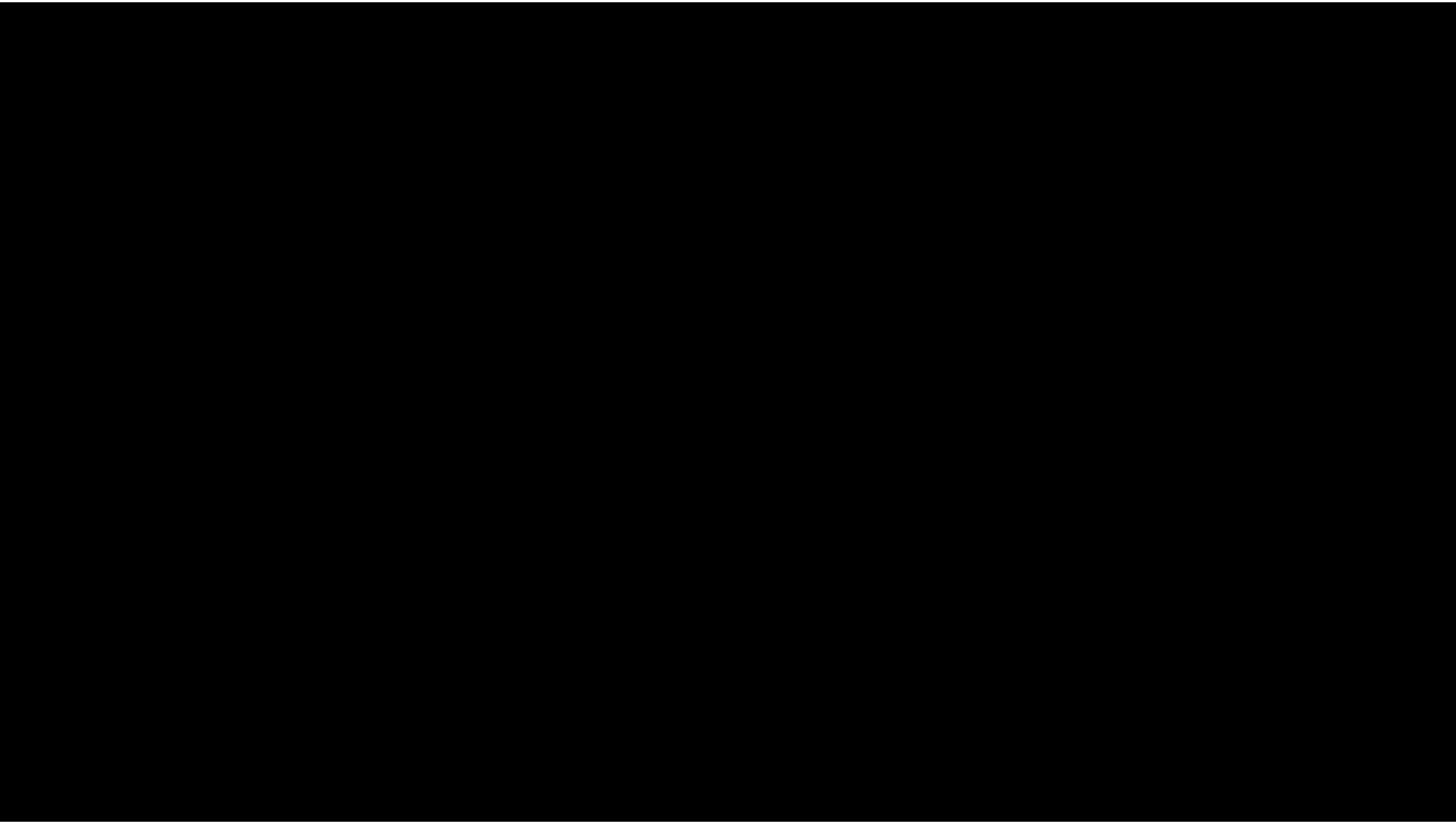

Total slots for Judson ISD

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

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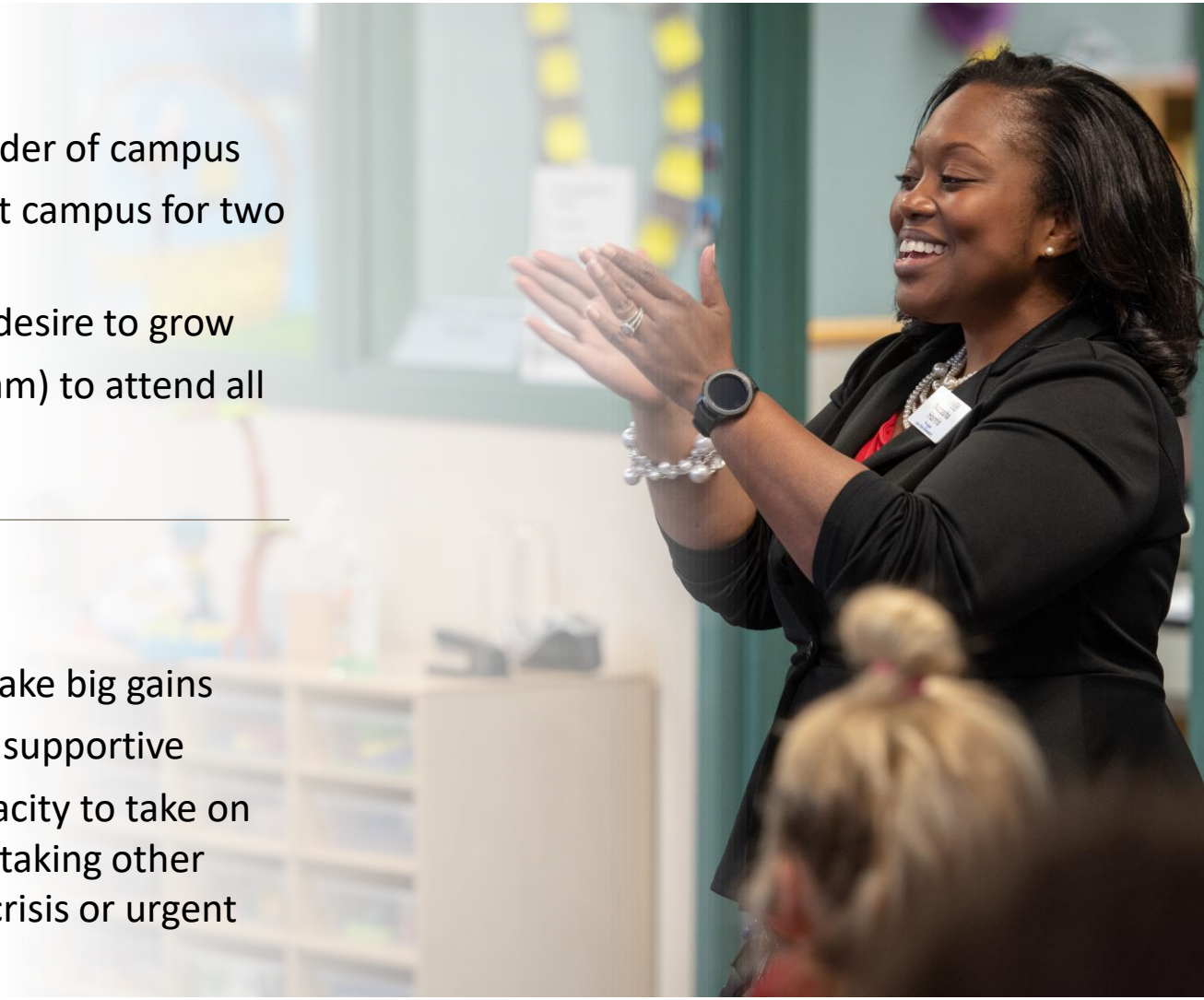
CLP Eligibility Criteria

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)



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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

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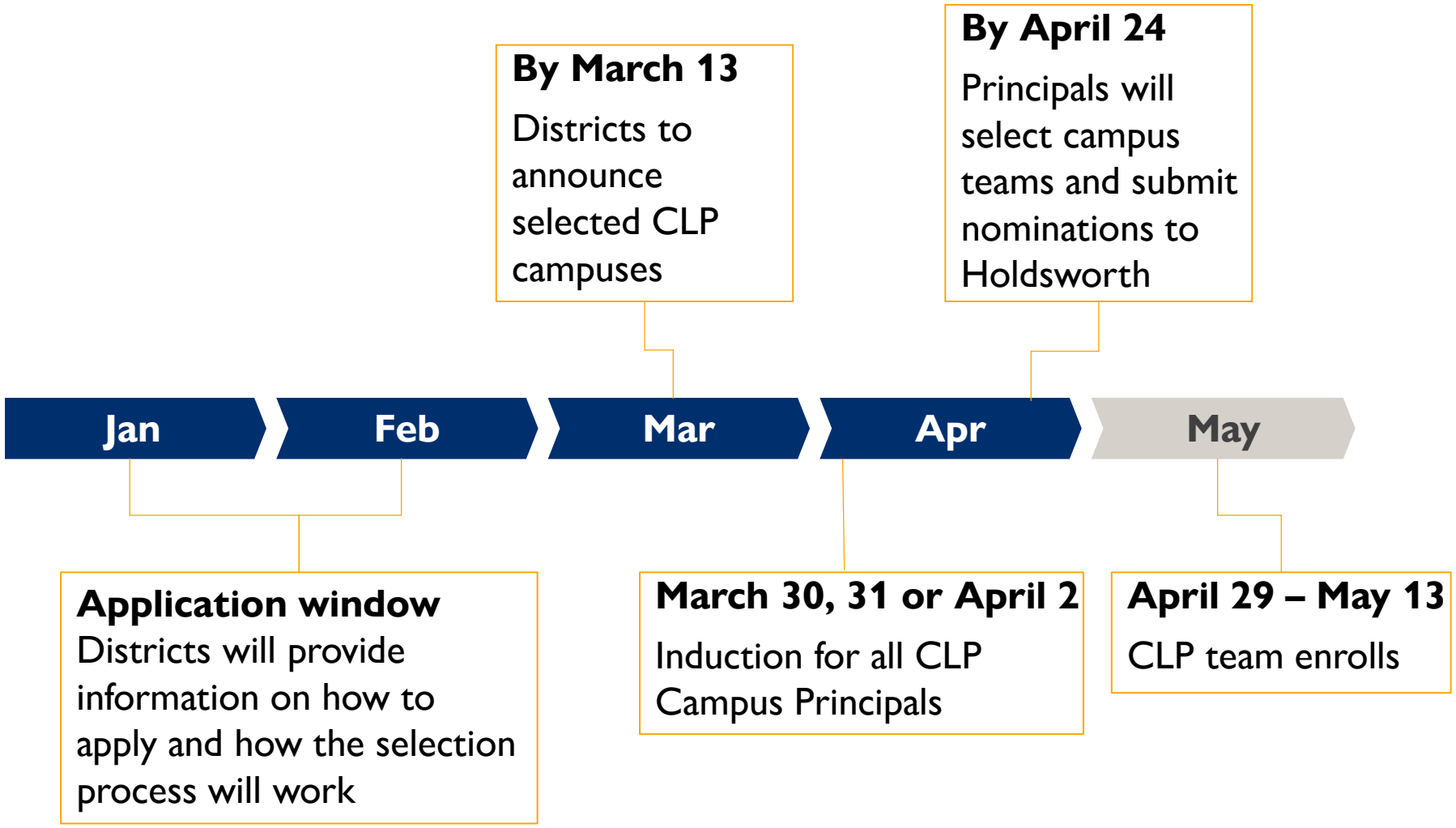
Considerations in choosing potential team members:

- 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



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The District Leaders Program and District Support

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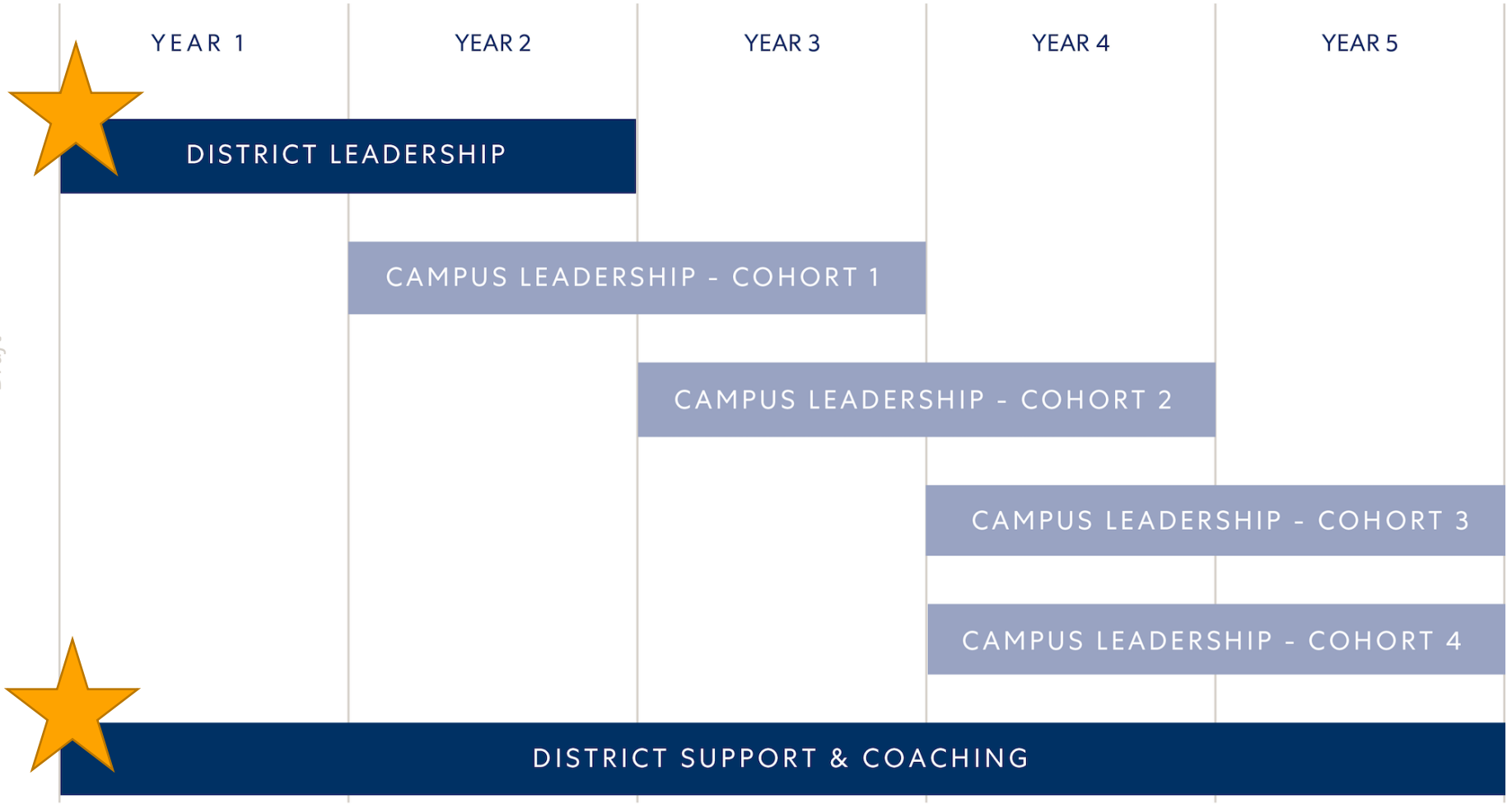
Our partnership began last June when JISD senior leaders entered the District Leaders Program



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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

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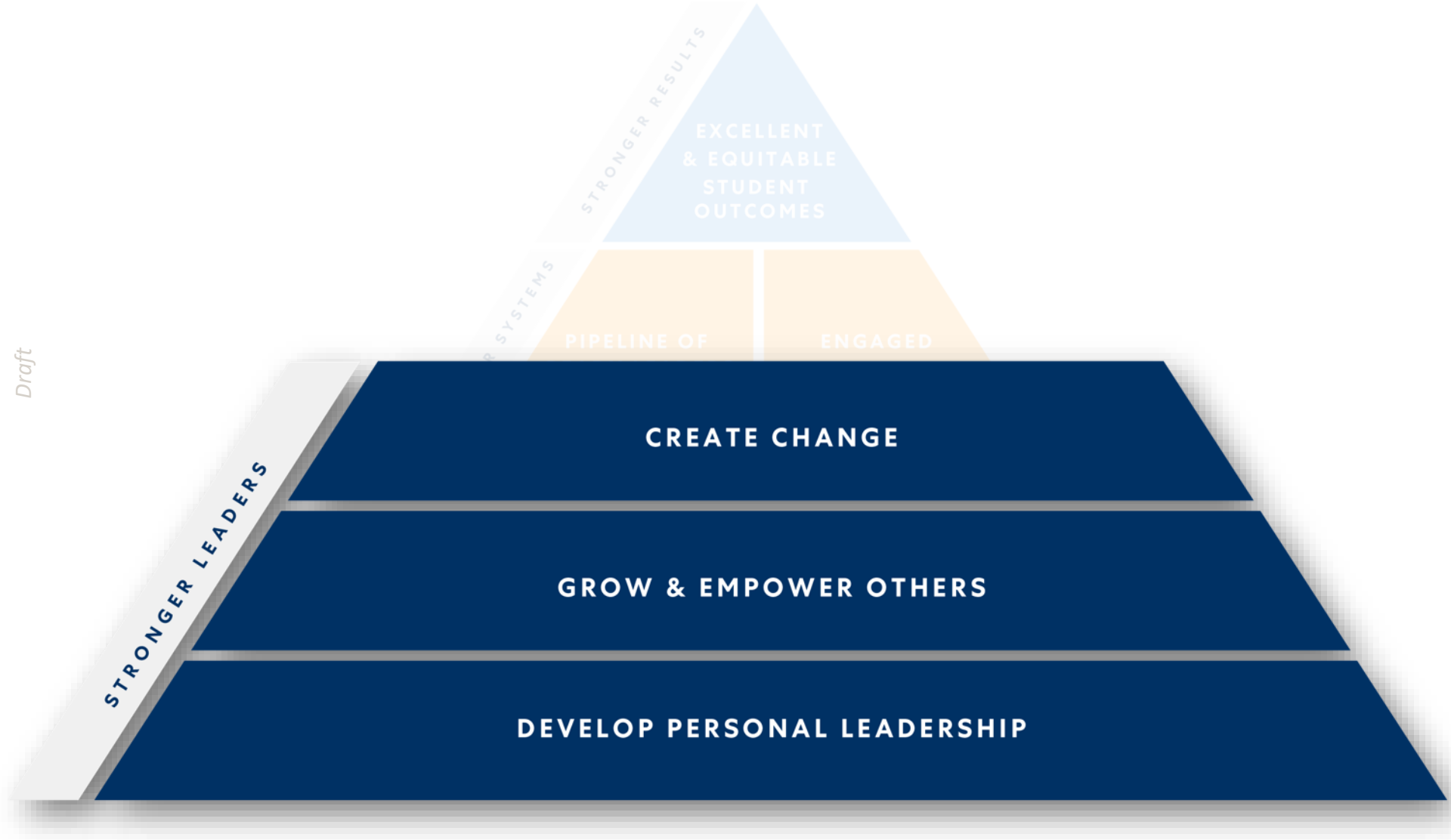
Holdsworth has 3 major curriculum strands which drive the program



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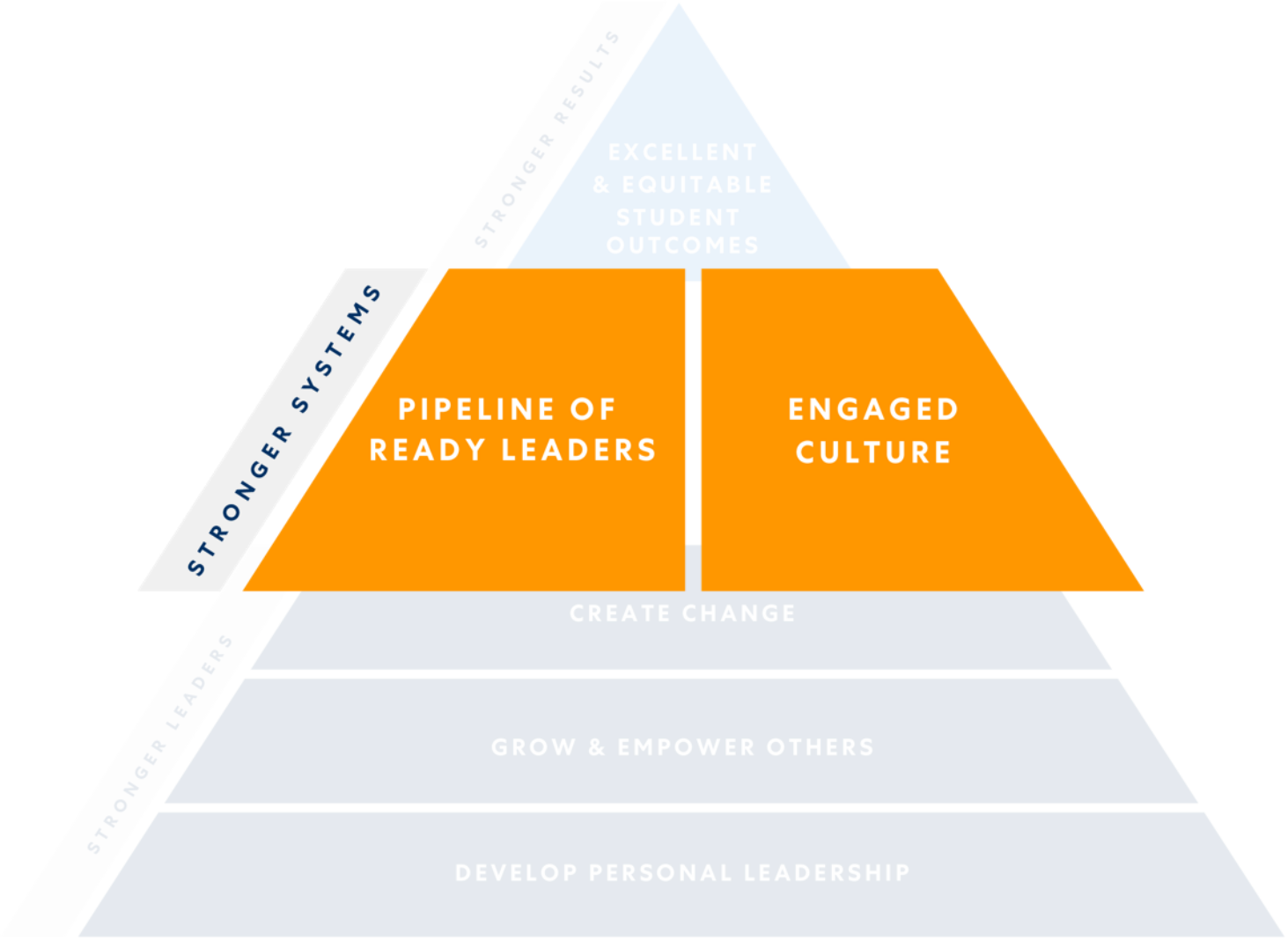
Change is focused on a 'Problem of Practice'—strengthening the leadership pipeline



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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

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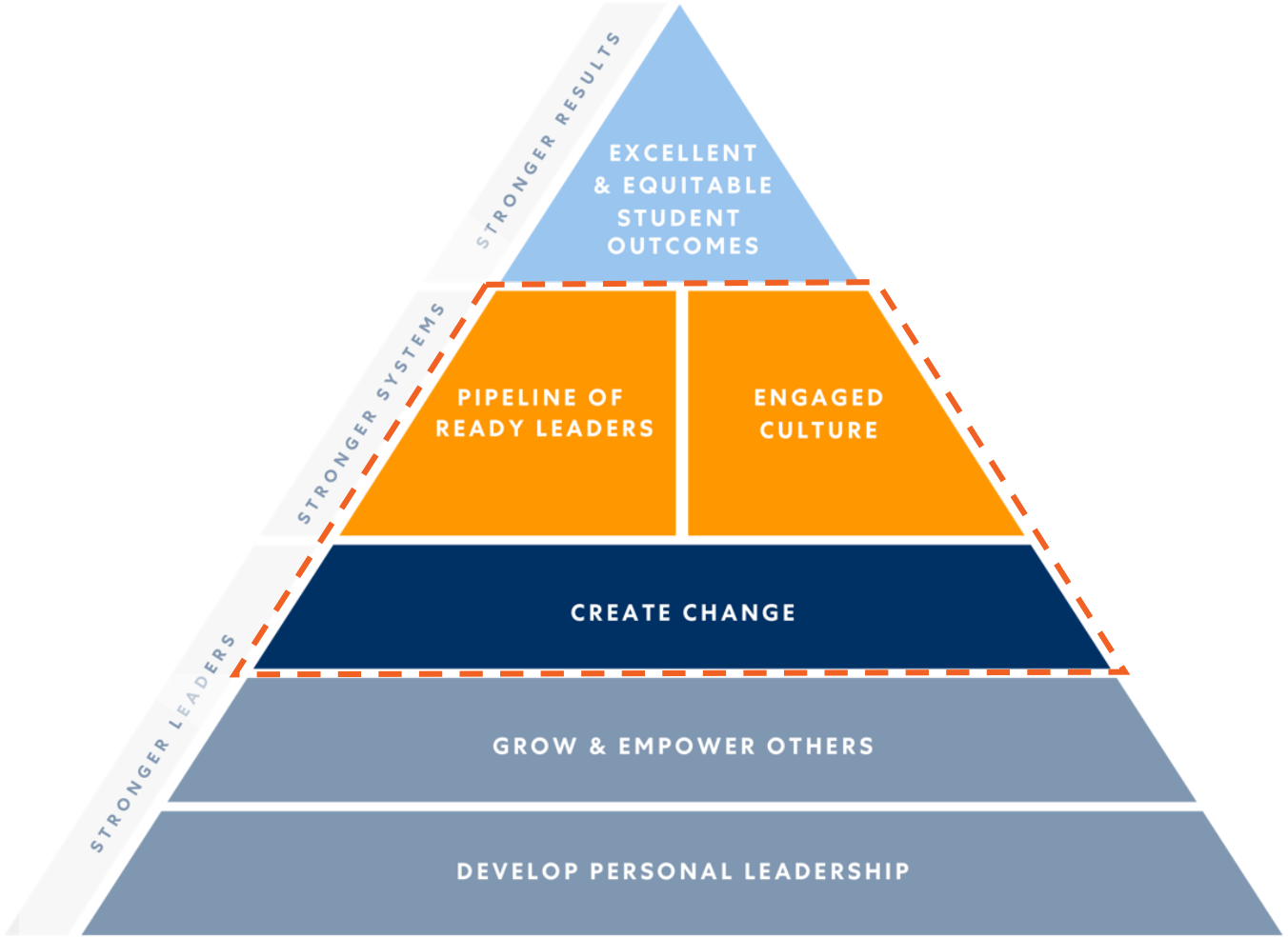
The District Support team provides consistent, on the ground support to help JISD advance the work



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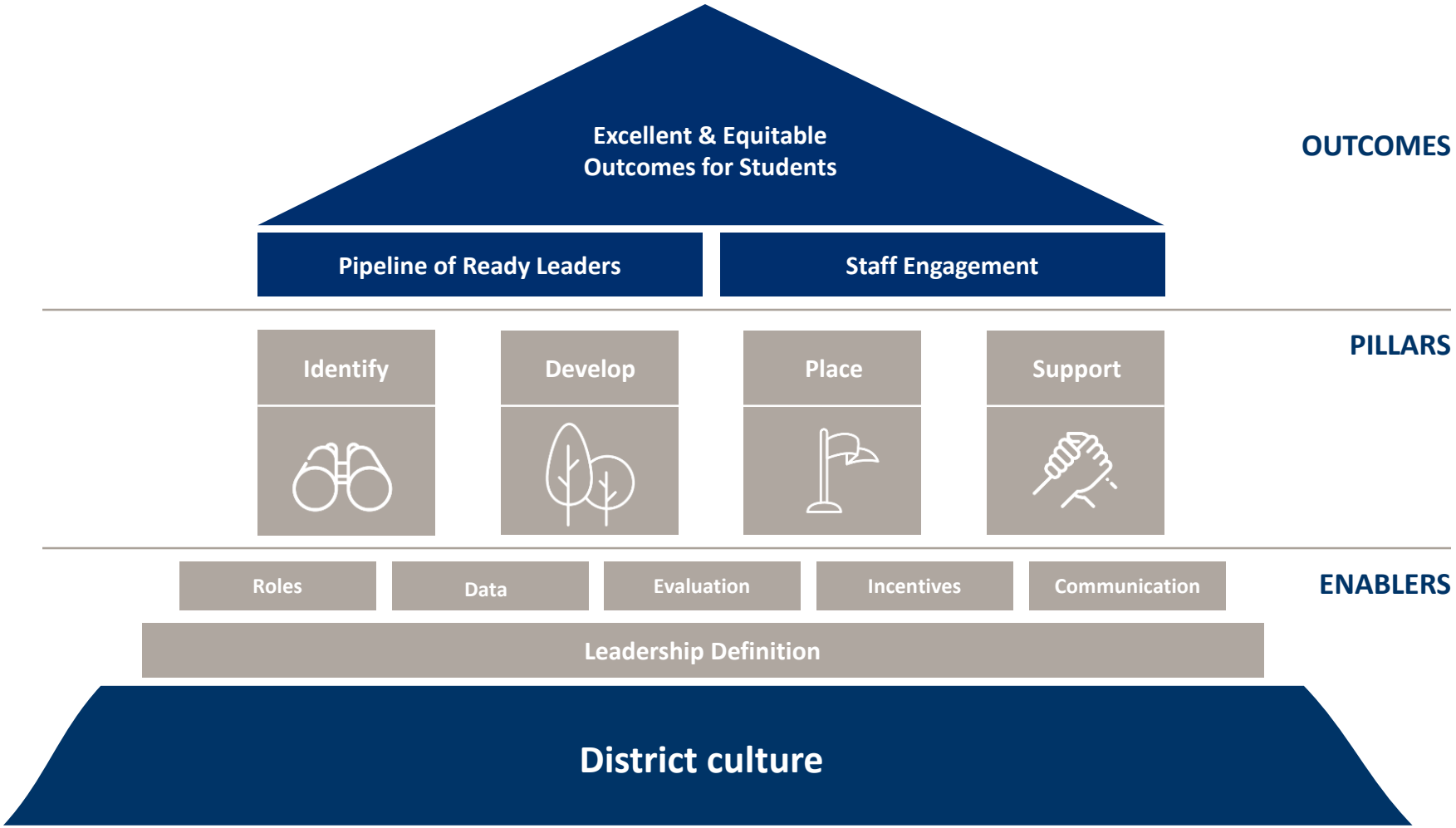
The “Holdsworth House” is the talent framework that guides the work district support does with districts



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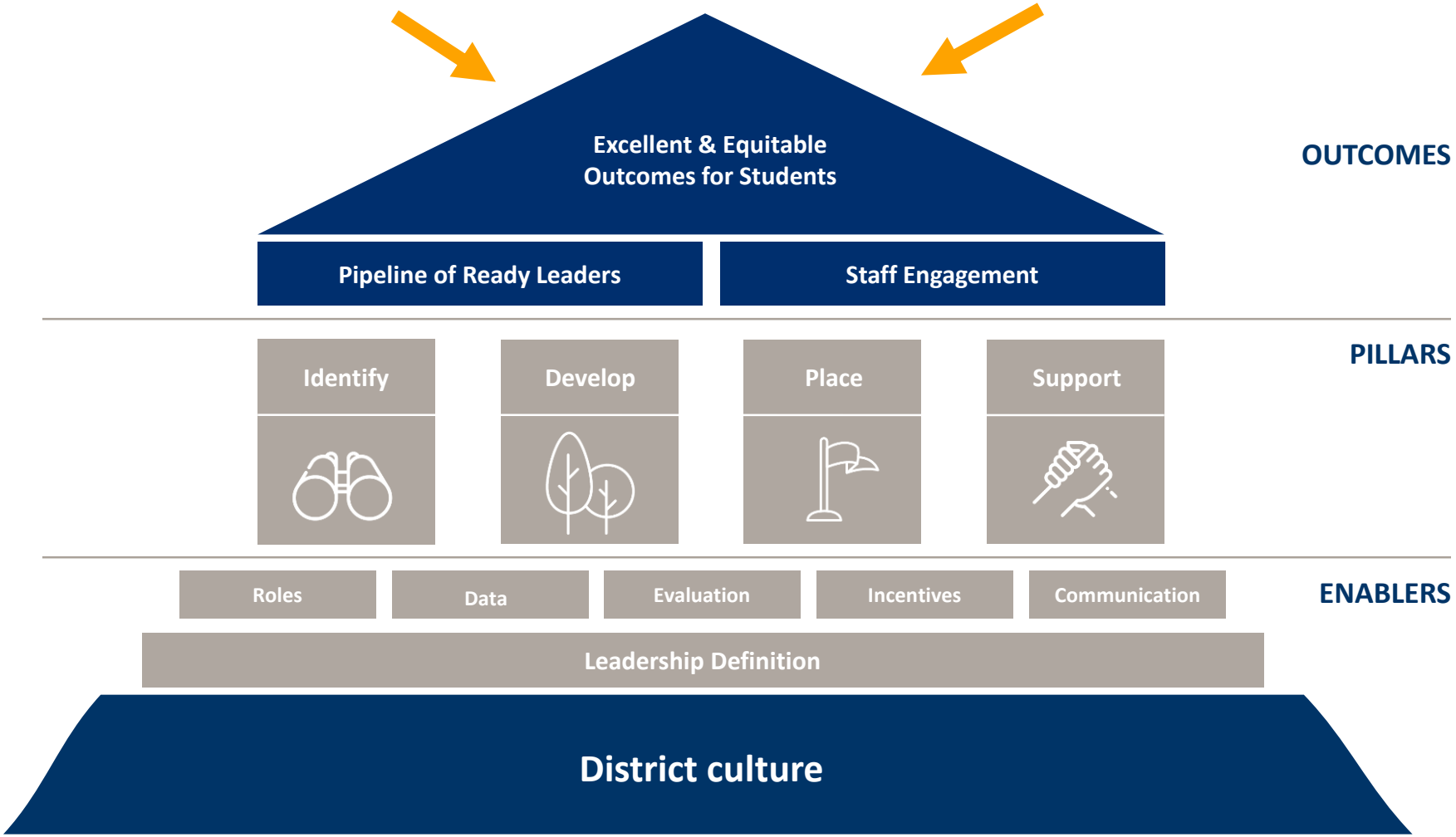
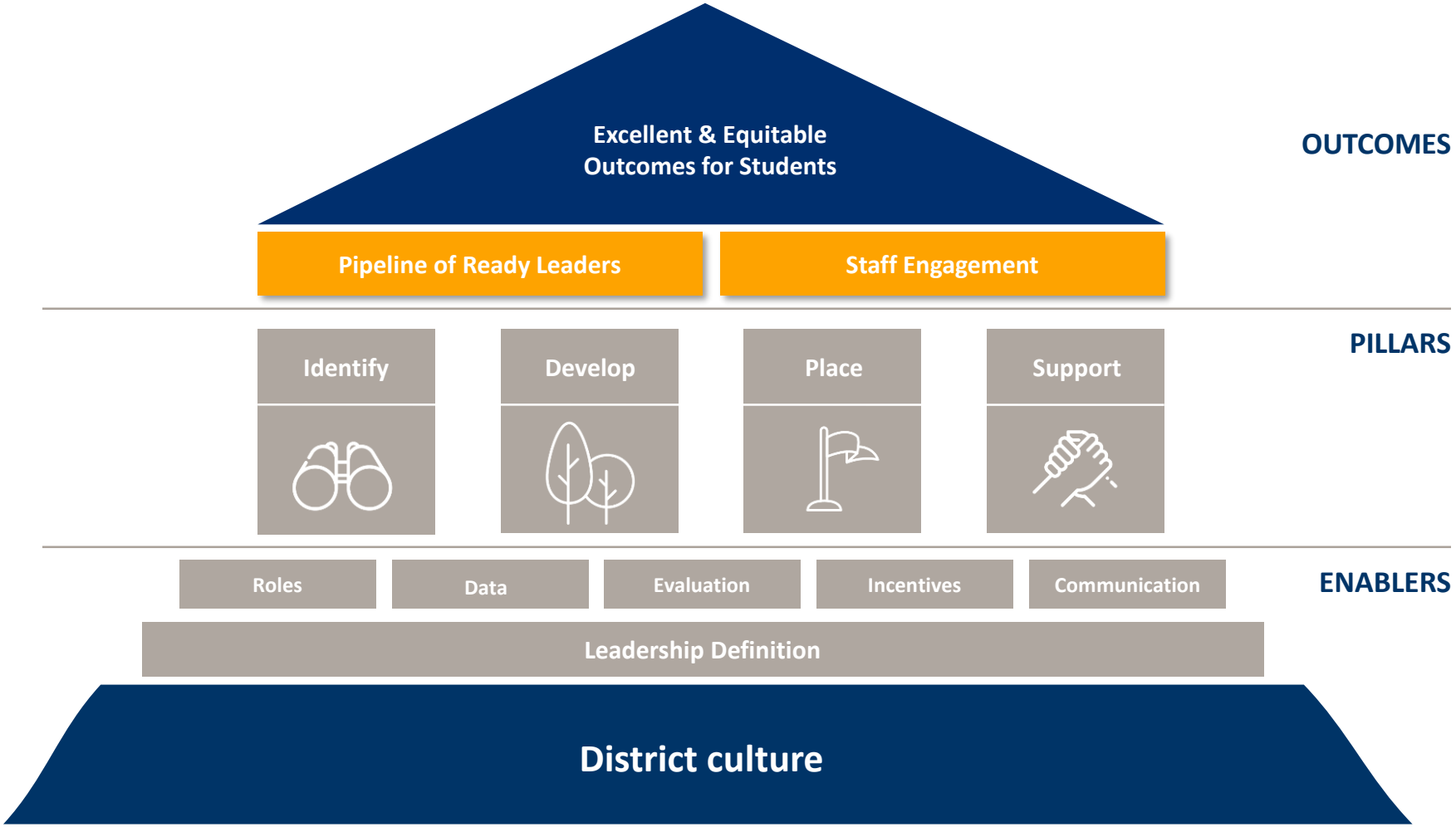
Our ultimate goal is to help our partner districts drive for excellent and equitable outcomes for students…



…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?

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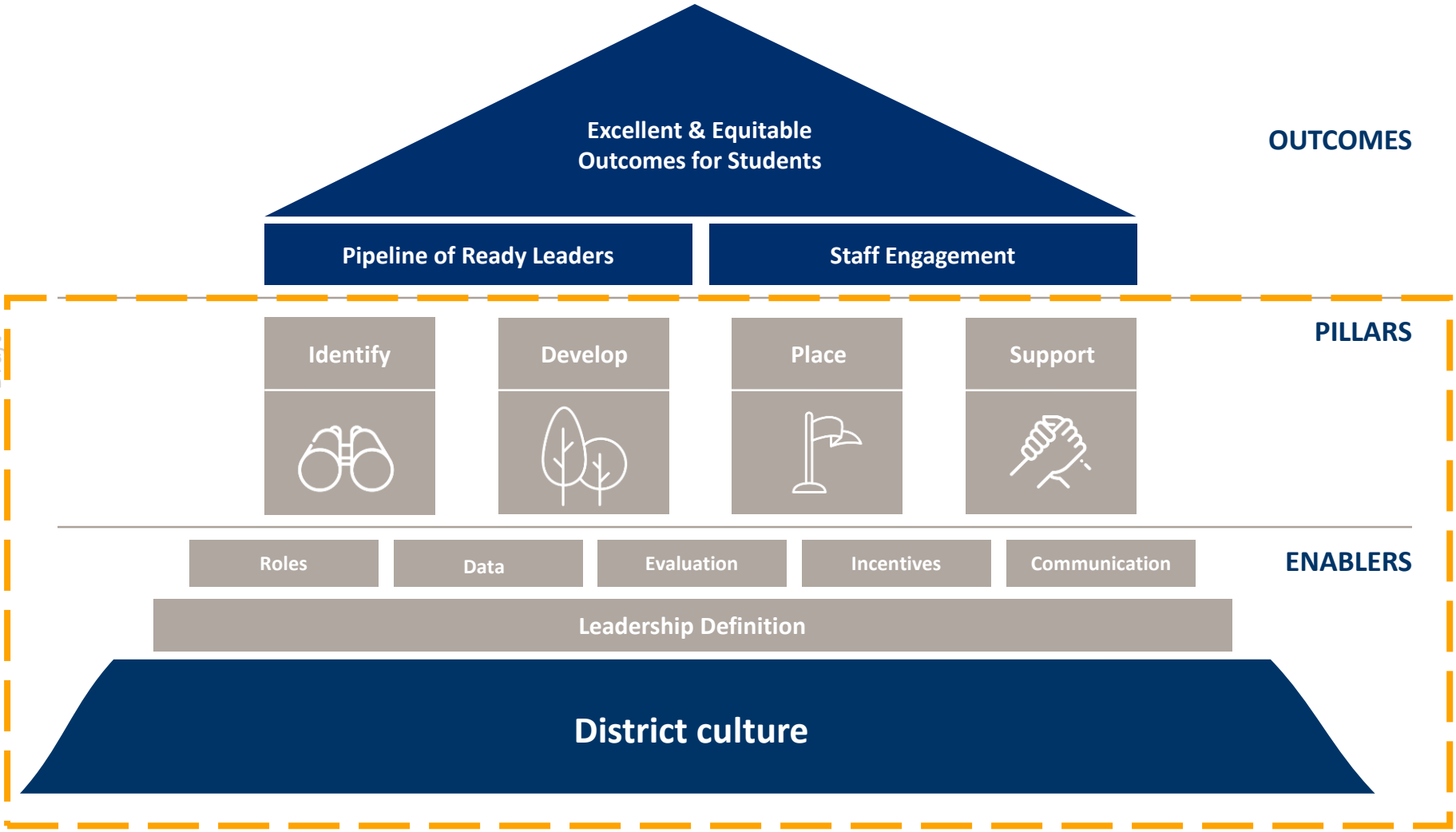
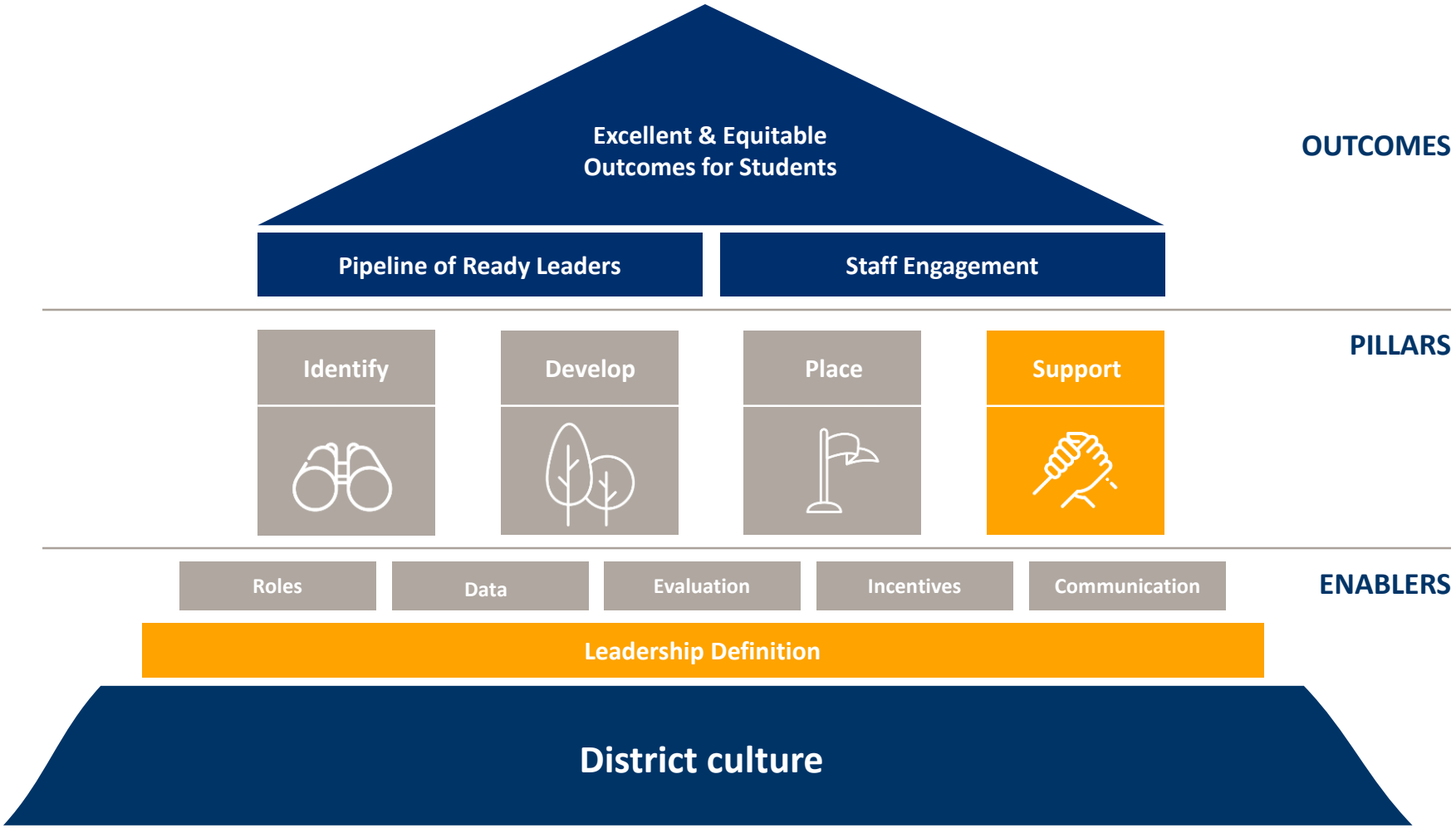
The “pillars” and “enablers” are the systems we will help build or refine to achieve those outcomes



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



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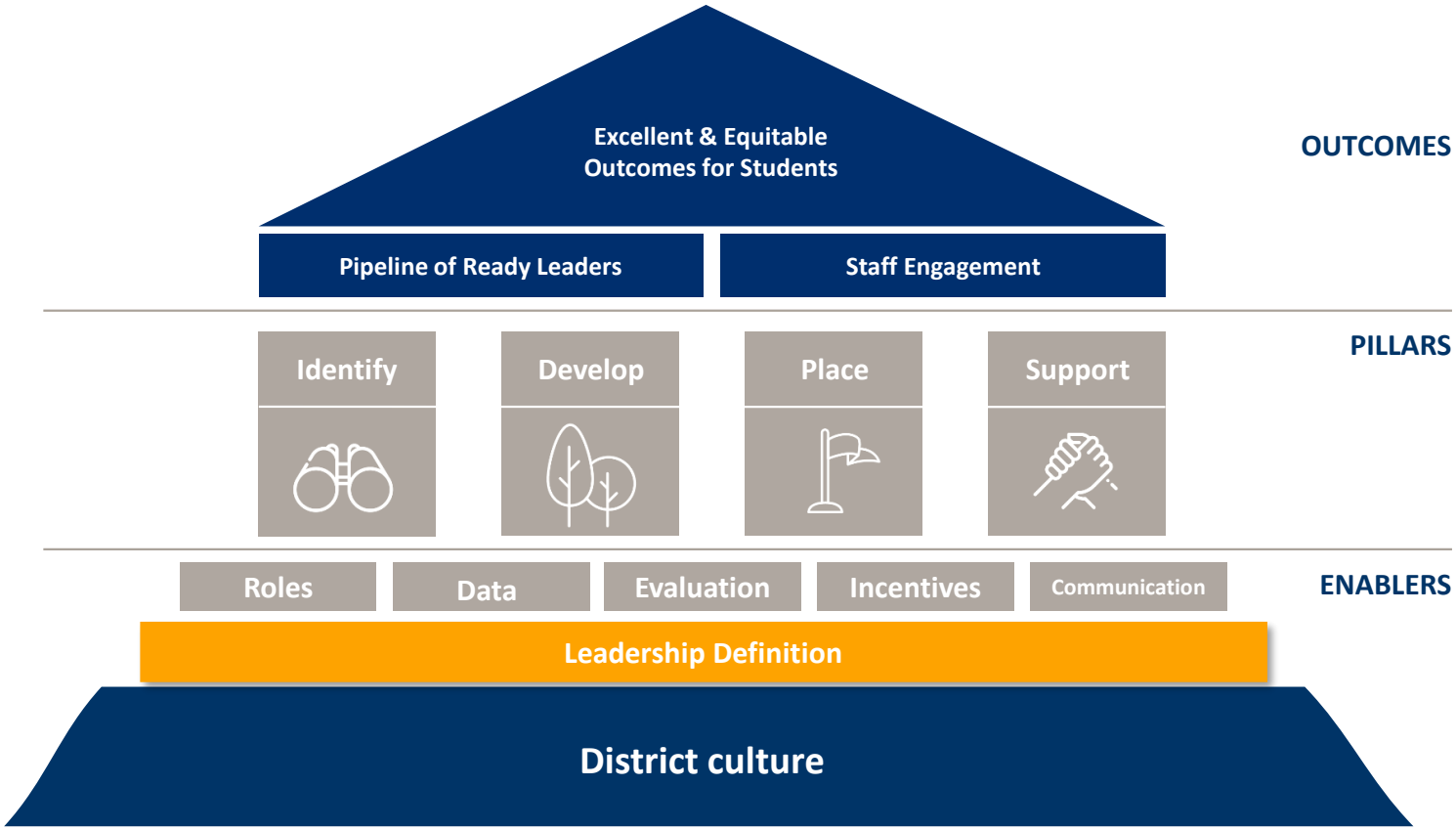
Why do we need a leadership definition?

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



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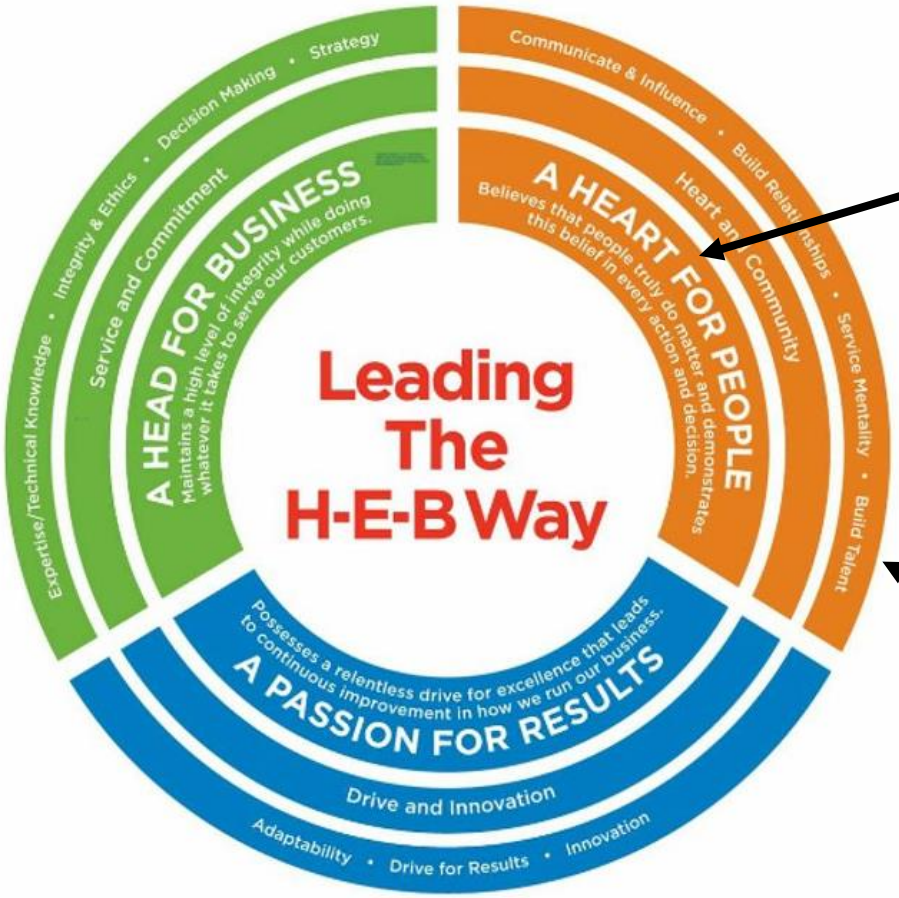
What is a leadership definition?

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

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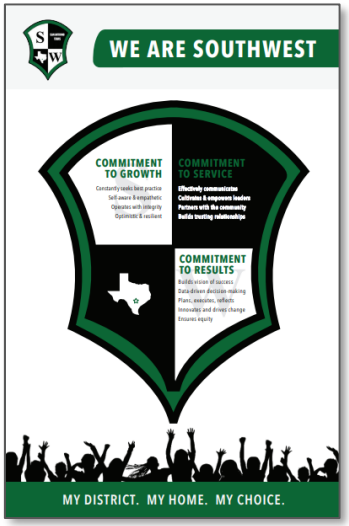
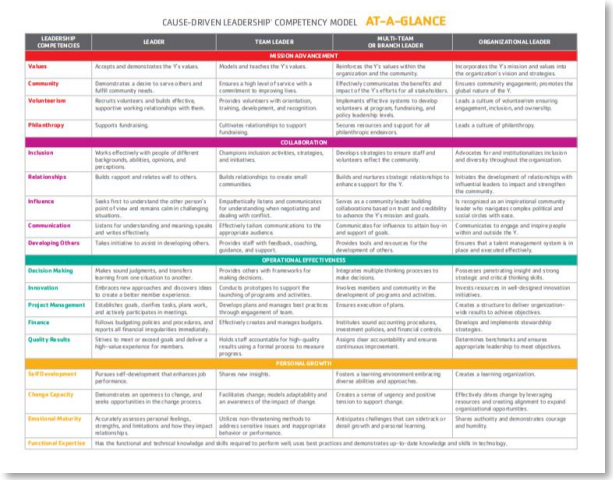
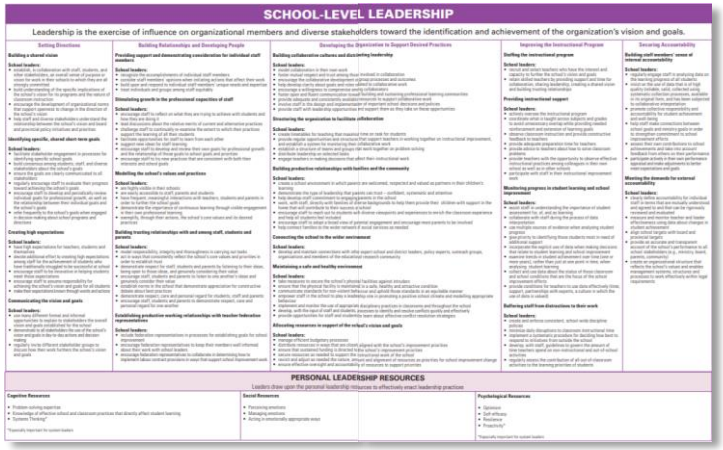
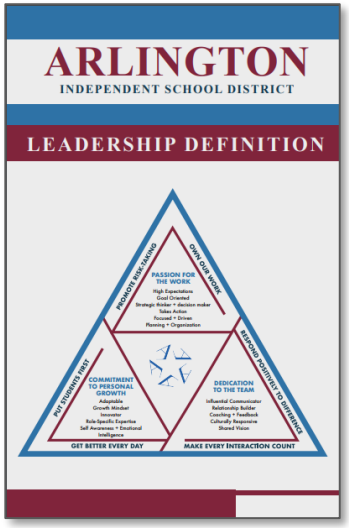
Leadership definitions vary by organization

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









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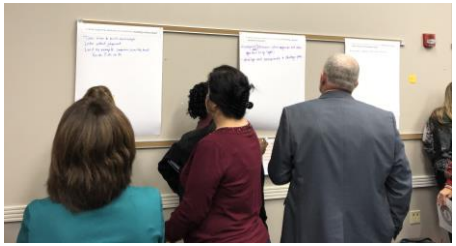
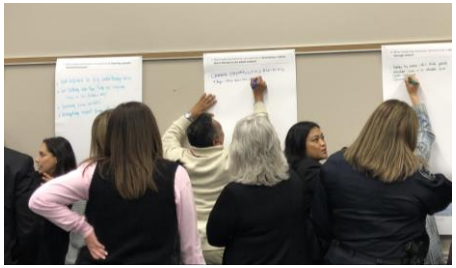
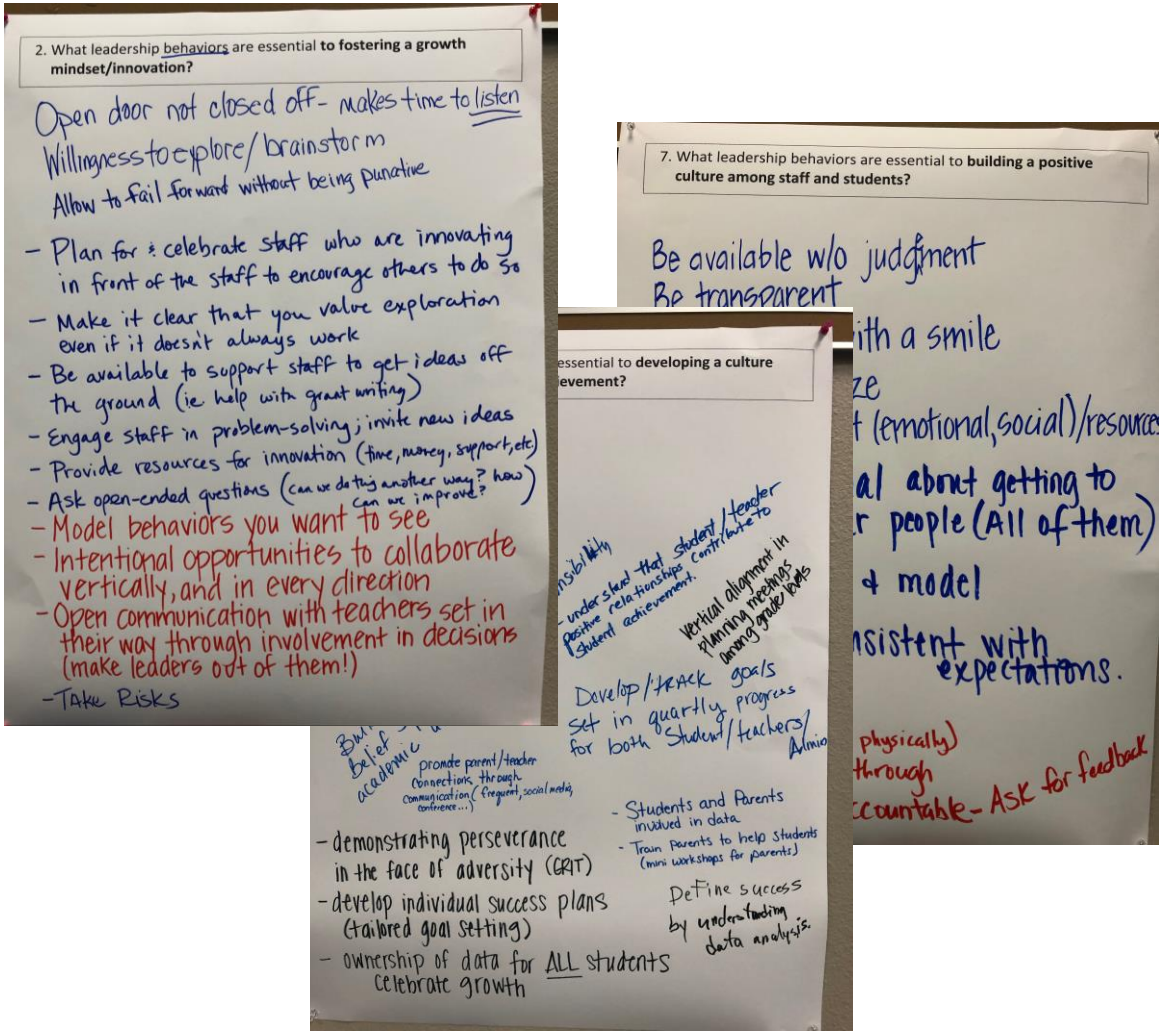
In Nov. the DLP team began gathering input from Principals, directors, APs, and ESAC about what leadership looks like in JISD

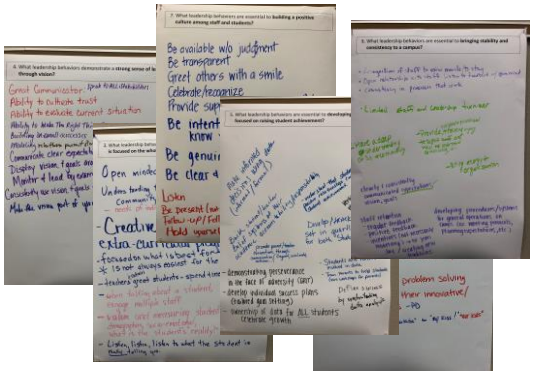






Over the past three months, the DLP team has utilized staff input and research/examples to draft a leadership definition

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 childrens' 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 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	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	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	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	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	Establishes processes/systems/protocols Ensures follow-through and consistency throughout the campus Shapes norms and expectations through clear and transparent communication

DRAFT

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**
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 childrens' success (social, emotional, physical and academic) through data informed decisions, goal setting, and progress monitoring**	**…setting norms, establishing processes and following through**
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DRAFT

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 childrens' 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 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	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	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	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	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	Establishes processes/systems/protocols Ensures follow-through and consistency throughout the campus Shapes norms and expectations through clear and transparent communication

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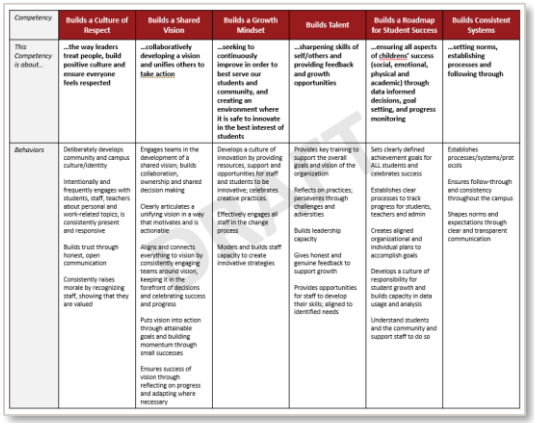
Next steps | The team will finalize the leadership definition this Spring and be prepared to utilize in the coming school year

Gather feedback on content and revise



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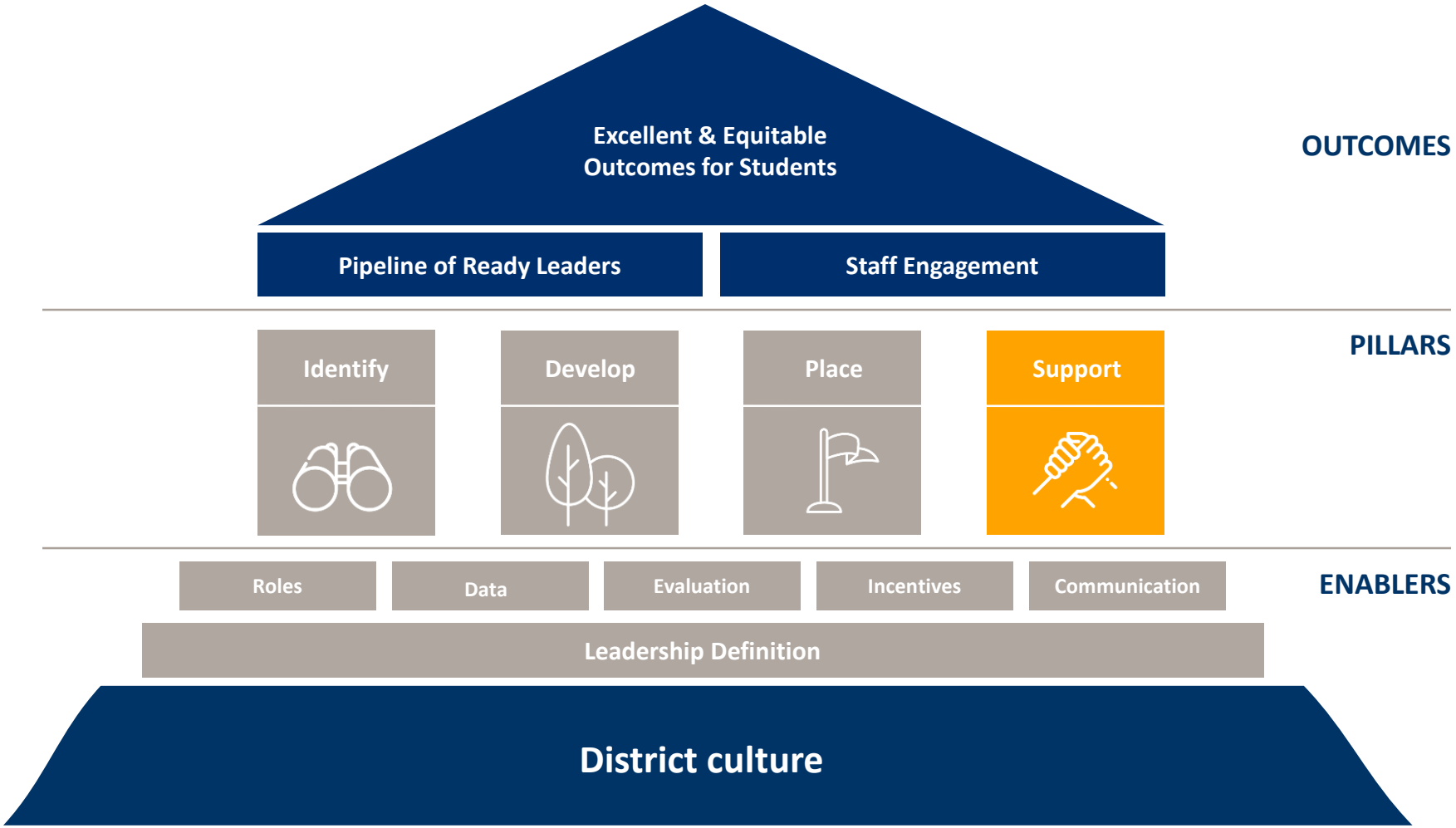
Develop visual and high-level messages

Plan for communication and roll-out

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



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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

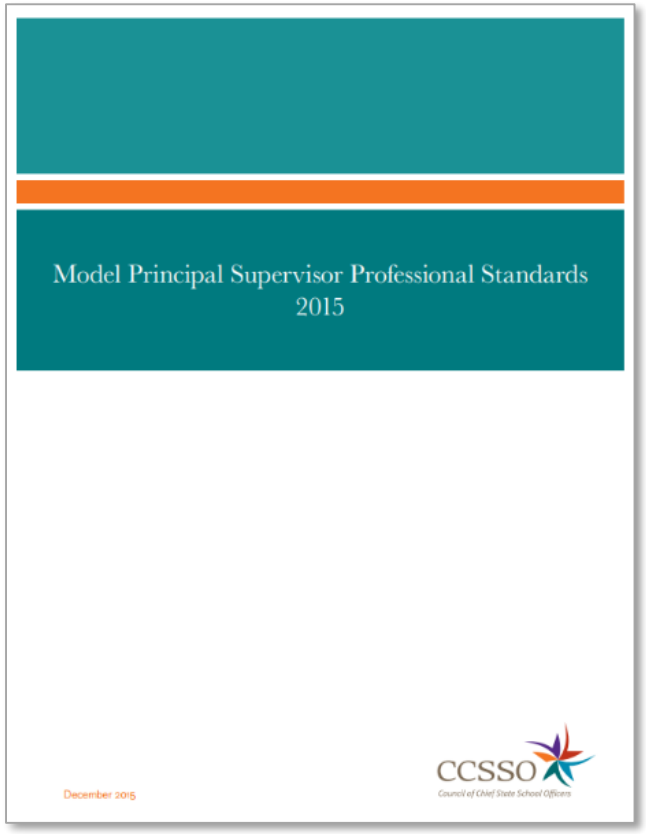
Improving instruction

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?***

Source: "The Principal as School Leader," The Wallace Foundation

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 intro 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

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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:

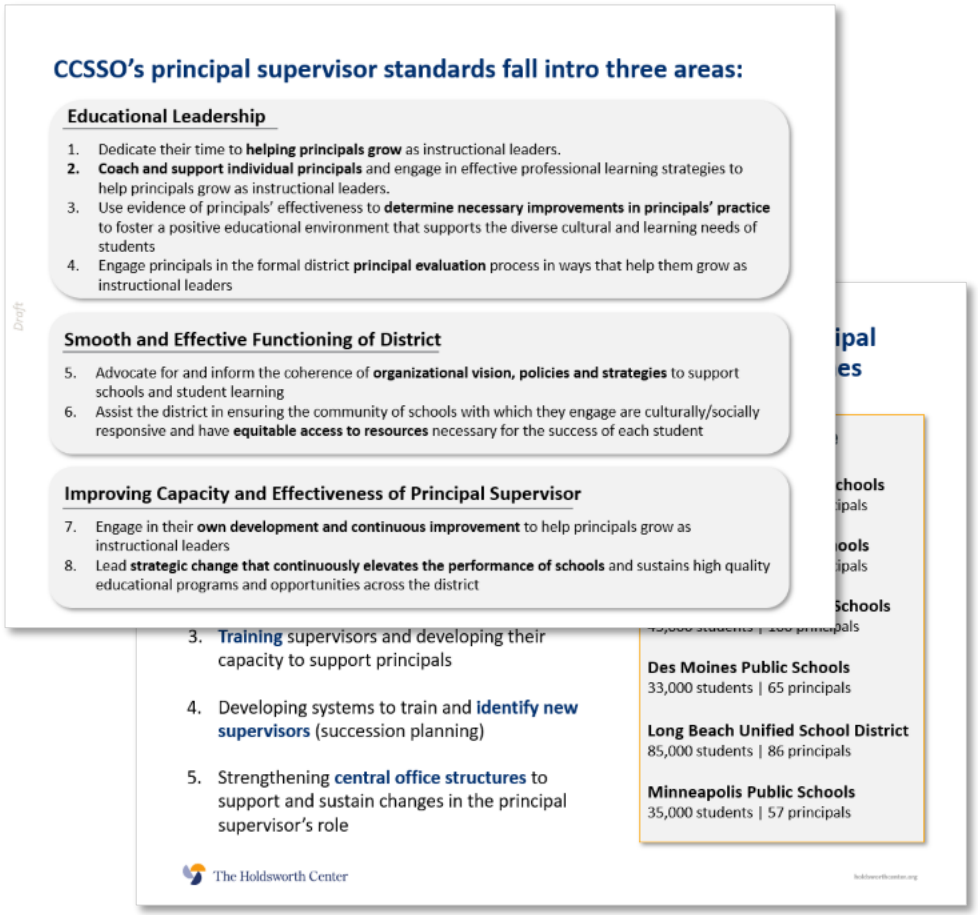
- **Mathematics achievement**
- **Reading achievement**
- **Principal Retention**

Source: "ESSA Evidence Review of PPI," ABT Memorandum

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?



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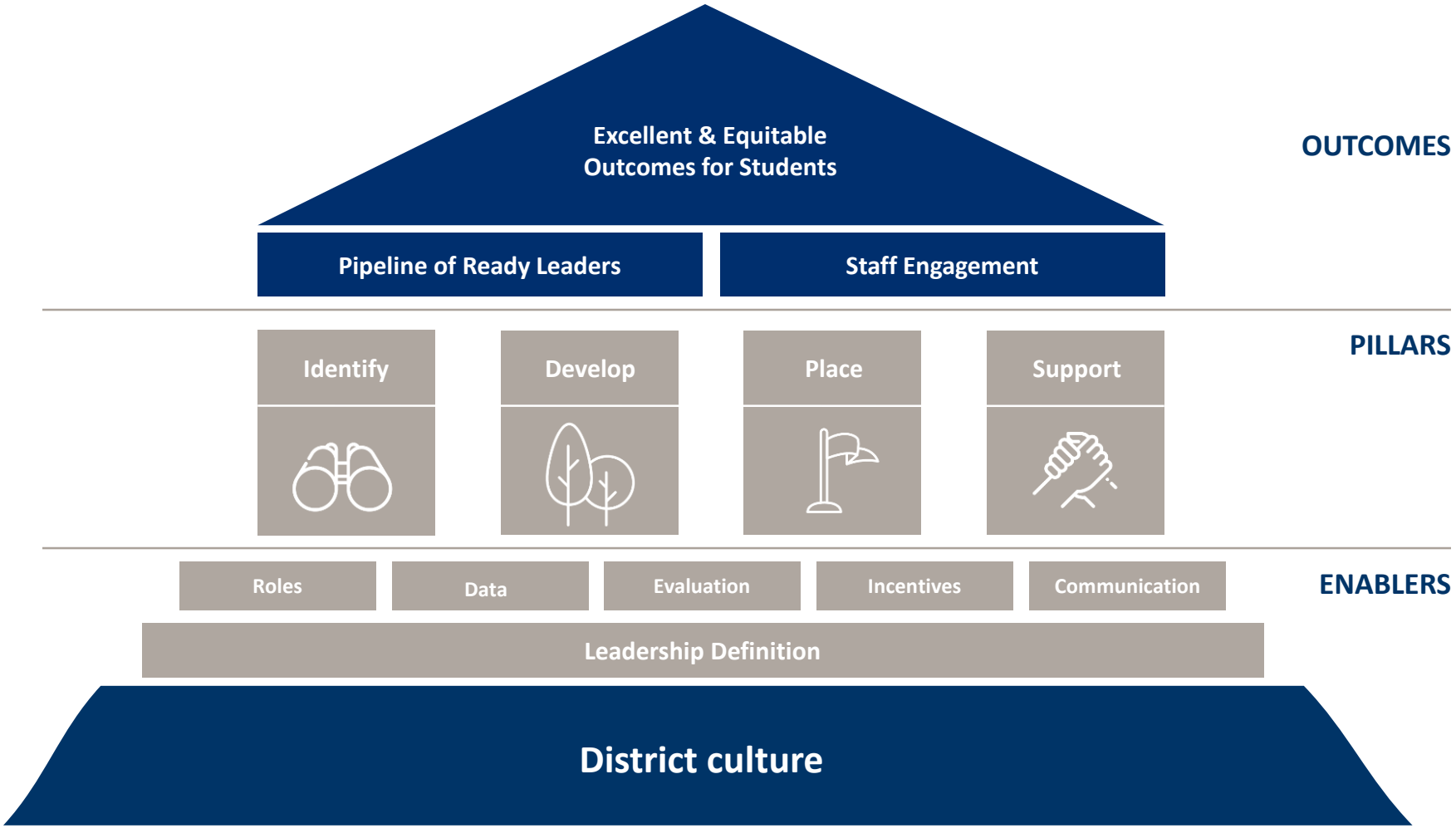
The Holdsworth Center

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?

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