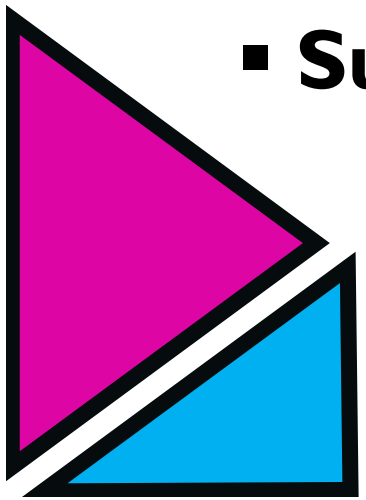
Forming a Collaborative Partnership to Build Leadership Capacity Using Evidence-Based Leadership

A Presentation by the Kettle Moraine, Muskego-Norway, and Pewaukee School Districts with Studer Education

Who Is Presenting Today

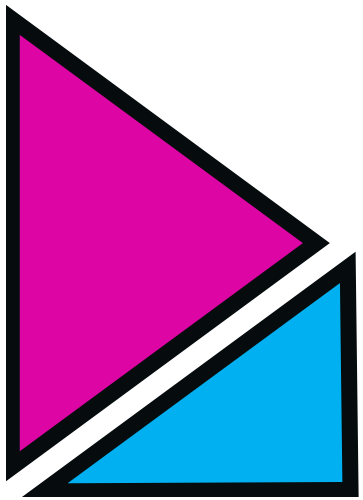
- **Kettle Moraine School District:**
  - **Superintendent Dr. Pat Deklotz**
- **Muskego Norway School District:**
  - **Superintendent Dr. Kelly Thompson**
- **Pewaukee School District:**
  - **Superintendent Dr. JoAnn Sternke**



Learning Targets

WHY WE DID THIS: **Understand the power of a collaborative venture for leadership professional development**

WHAT WE ARE LEARNING: **Learn the basics of evidenced-based leadership strategy & tools that provide evidence to support it**



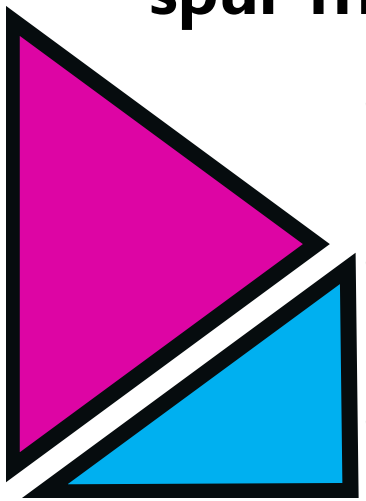
WHY IT HAS BEEN POWERFUL: **Grasp a learning perspective from three different Superintendents**

Our Leadership Collaborative

Learning & Growing

Stronger Together

- **Three school districts making a multi-year commitment to work with the Studer Education to develop leadership capacity of administrative teams & Boards of Education**
- **Learn evidence-based leadership strategy and tools to spur more effective continuous improvement:**
  - **Conduct surveys with parents and employees to obtain data & baseline benchmarks – establish better processes to use this data**
  - **Create district, school and department scorecards with measurable goals reflecting actionable priorities**
  - **Implement rounding and new employee interviews**



Our Learning Timeline

Spring 2014

- Hold Training Session #1-2: Evidence Based Leadership Framework
- Boards of Education Meet & Train
- Conduct Employee & Parent Engagement Survey

Summer - Fall 2014

- Roll Out Employee Survey Results
- Training Session #3: Strategies:
  - Scorecards
  - Rounding
  - New Employee Interviews
- Attend Studer Education's *What's Right in Education* Conference

Fall – Winter 2014

- Conduct District Services Survey
- Training Session #4: Monitor Scorecard Progress
- Analyze & Roll Out District Survey Results

Spring 2014

- Re-Assess Employee Engagement
- Hold Training Sessions #5-6: Monitoring & Learning New Tools
- Conduct Student Engagement Survey
- Re-Assess Parent Engagement

Fall – 2015

- Continue to Roll Out All Surveys Using Roll Out Process – use Data To Set Scorecards
- Hold Training Sessions #7-8: Managing Up and High, Middle & Low Performance Conversations

Part One:

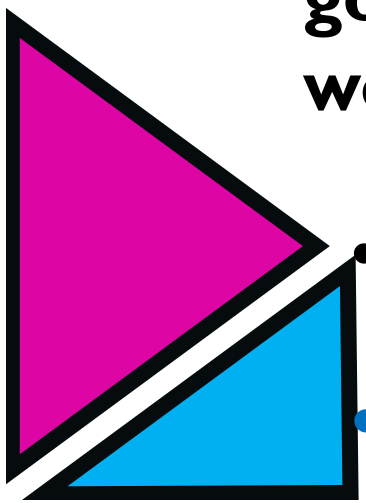
WHY WE DID THIS?

Why Collaborate?

Alone we can do so little.
Together we can do so much.
- Helen Keller

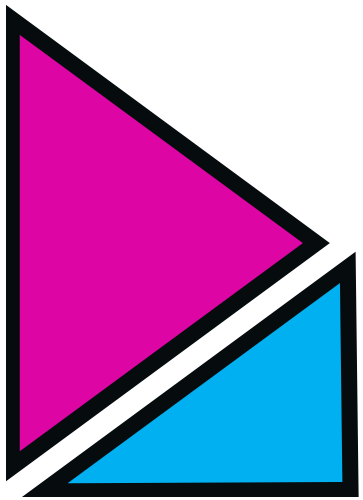
Why Three School Districts Elected to Work Together?

- Desire to focus our efforts on leadership best practices – adding to our leadership "tool kit"
- We all believe in continuous improvement
    - To focus on strengthening ALL of us for the good of all students – not to compete which would be to the detriment of all students
    - Obtain and share comparable data
    - Cost effective



Who Learns Together?

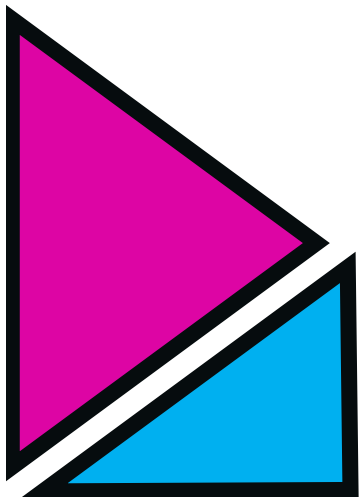
- **Each of the four school districts has the following people participate in the training:**
  - **Superintendents**
  - **District Office Personnel**
  - **Principals and Associate Principals**
- **When we come together we number 110**
  - **Sometimes we train together and sometimes we train individually by district**
  - **Boards also train together and individually**



Who Is Facilitating our Learning?

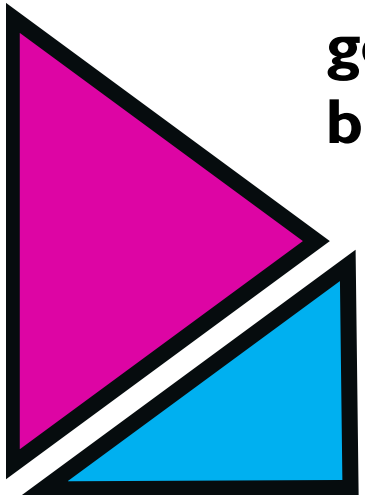
StuderEducation
Excellence in Education

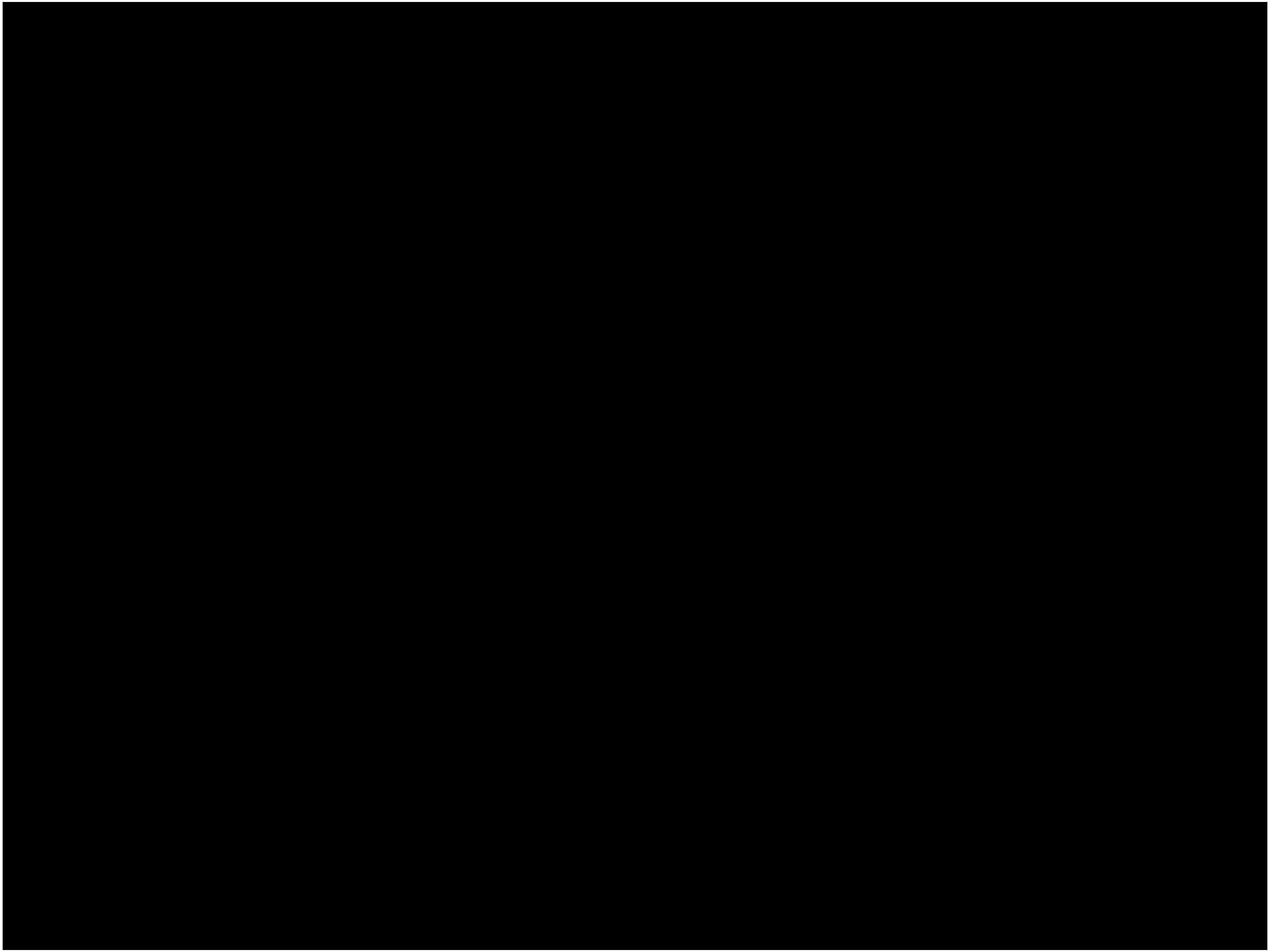
Studer Group®



Summary –
Why Form a Collaborative Partnership & Learn Together?

- Desire to focus our efforts on leadership best practices – adding to our leadership "tool kit"
- We all believe in continuous improvement
  - To focus on strengthening ALL of us for the good of all students – not to compete which would be to the detriment of all students
  - Obtain and share comparable data
  - Cost effective

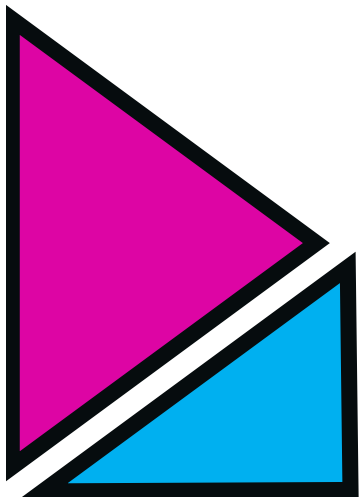




Turn & Talk

What school districts might you form a learning collaborative with?

What might you want to learn about together?



Part Two:

WHAT ARE WE DOING?

What Are We Learning Together?

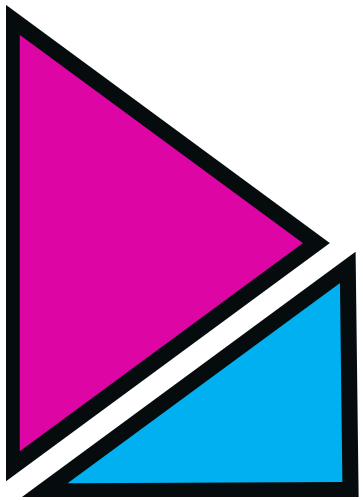
I did then what I knew how to do.
Now that I know better, I do better.
- Maya Angelou

Leadership Strategies & Tactics Added to Our Tool Kit

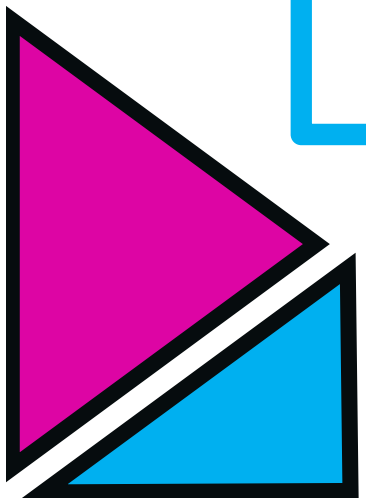
- **The Strategy:**

  Evidenced-Based Leadership

- **Tools to Employ the Strategy:**
  1. **Employee & Parent Surveys**
  2. **Scorecards**
  3. **Rounding**
  4. **New Employee Interviews**
  5. **Managing Up**



The Strategy: Evidence-Based Leadership

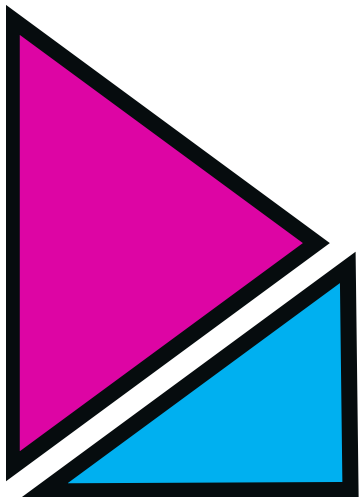


Why Build Leadership Capacity?

High Performing Leadership Starts at the Top

High performing leaders:

- Have a relentless and daily focus on leading a successful system, department, school, or unit
- Have the ability to build and guide teams to achieve defined goals
    - Role model desired behaviors to create a culture of excellence
    - Want to be held accountable to clearly defined outcomes and measures



What is the Execution Flywheel?

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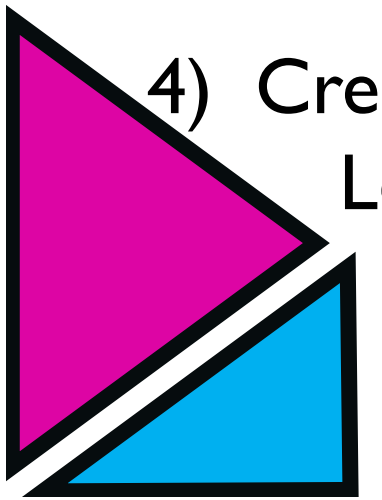
Evidence-Based Leadership is based on what Principles?

1) Commit to Excellence
2) Measure the Important Things
3) Build a Culture around Service
4) Create and Develop Leaders
5) Focus on Employee Satisfaction
6) Build Individual Accountability
7) Align Behavior with Goals & Values
8) Communicate at all Levels
9) Recognize and Reward Success



How does the Execution Flywheel put the Principles in Action?

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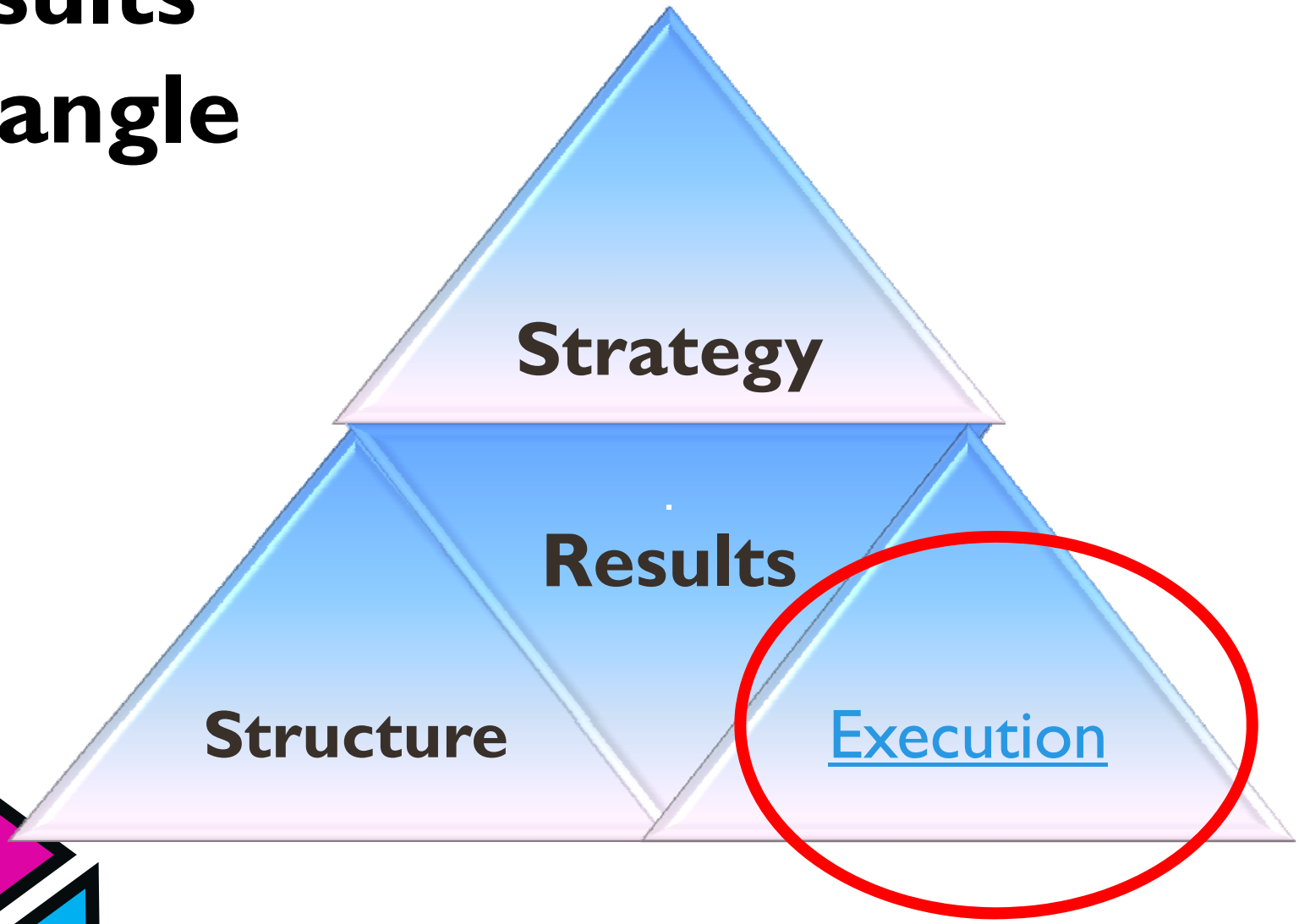
Results Triangle



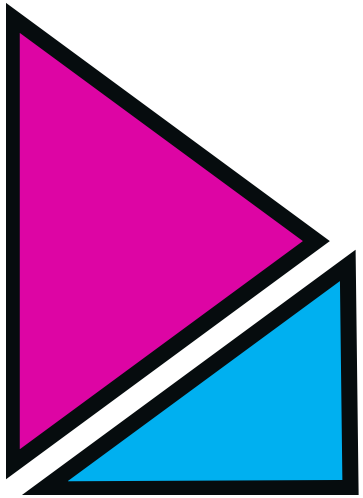
Why Focus on Evidence-Based Leadership?

It's Not the Desire to Do Better – We have Desire

It's Execution

with

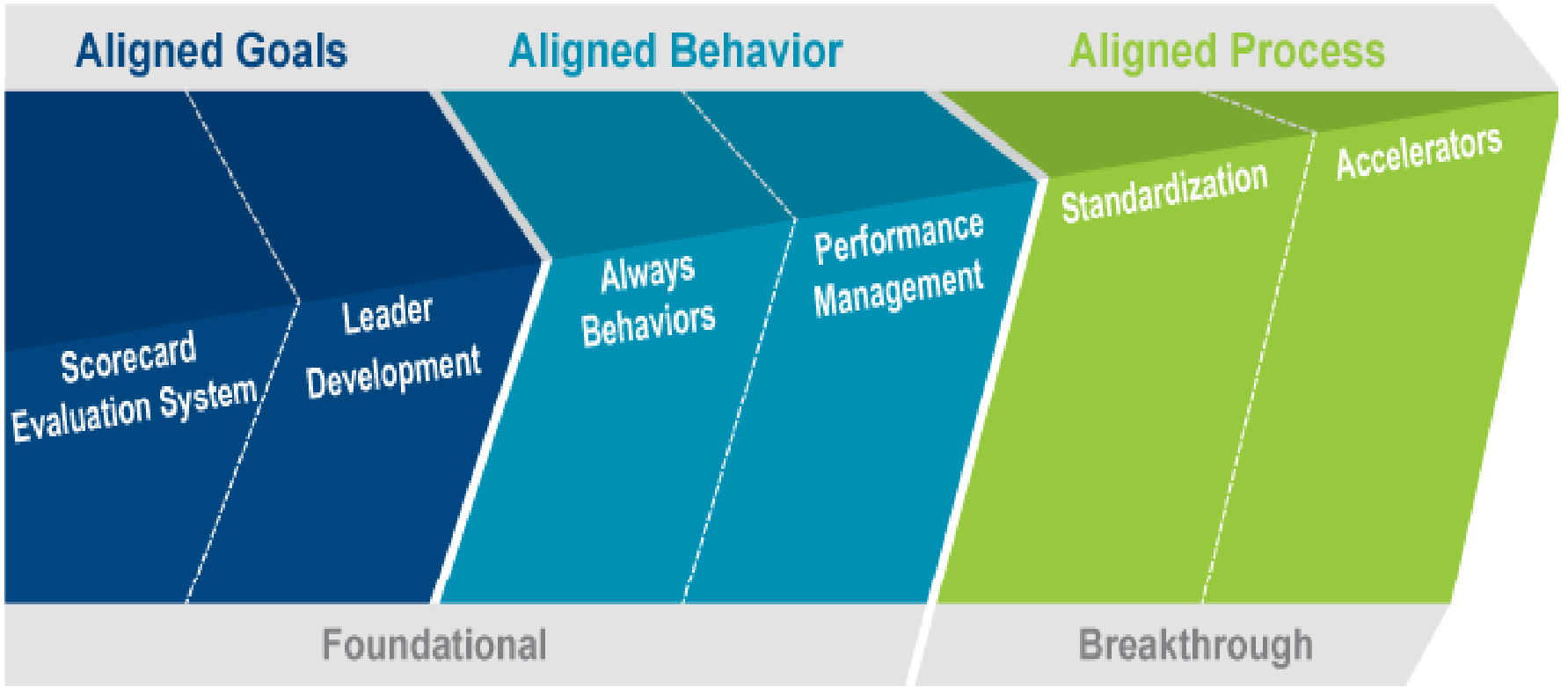
Accountability
Consistency
And Reliability



Evidence-Based Leadership gives leaders tools to Execute

Why Evidenced-Based Leadership?

We're Learning a Framework to Achieve Excellence



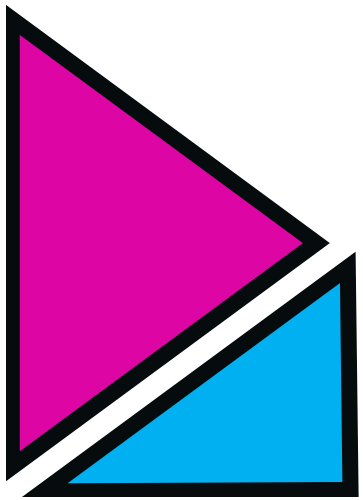
Leadership Strategies & Tactics Added to Our Tool Kit

- **The Strategy:**

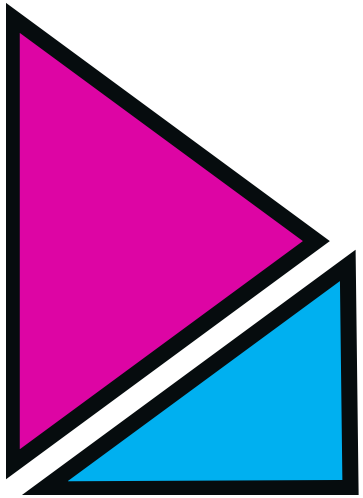
  Evidenced-Based Leadership

- **Tools to Employ the Strategy:**

  1. **Employee & Parent Surveys**
  2. **Scorecards**
  3. **Rounding**
  4. **New Employee Interviews**
  5. **Managing Up**



Tool #1:
Surveys



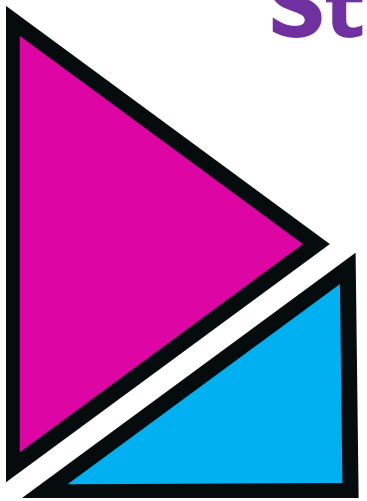
Who Did We Survey?

Each District Conducted a:

- Parent Survey
- Employee Engagement Survey
- District Services Survey

Studer Group Provided:

- Common Survey Questions
- Benchmarked Results by School & District
- Roll Out Tool Kit & Coaching



Why Survey Parents & Employees?

Surveys offer the evidence which leaders can set growth goals.

Baseline data is the starting point.

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Sample Survey Questions

- My Principal/supervisor recognizes good performance
- My principal/supervisor has provided feedback concerning areas for improving my performance
- The Superintendent uses a variety of methods to promote effective communication throughout the district
- If given a choice, I would recommend that a parent select this district for is or her child

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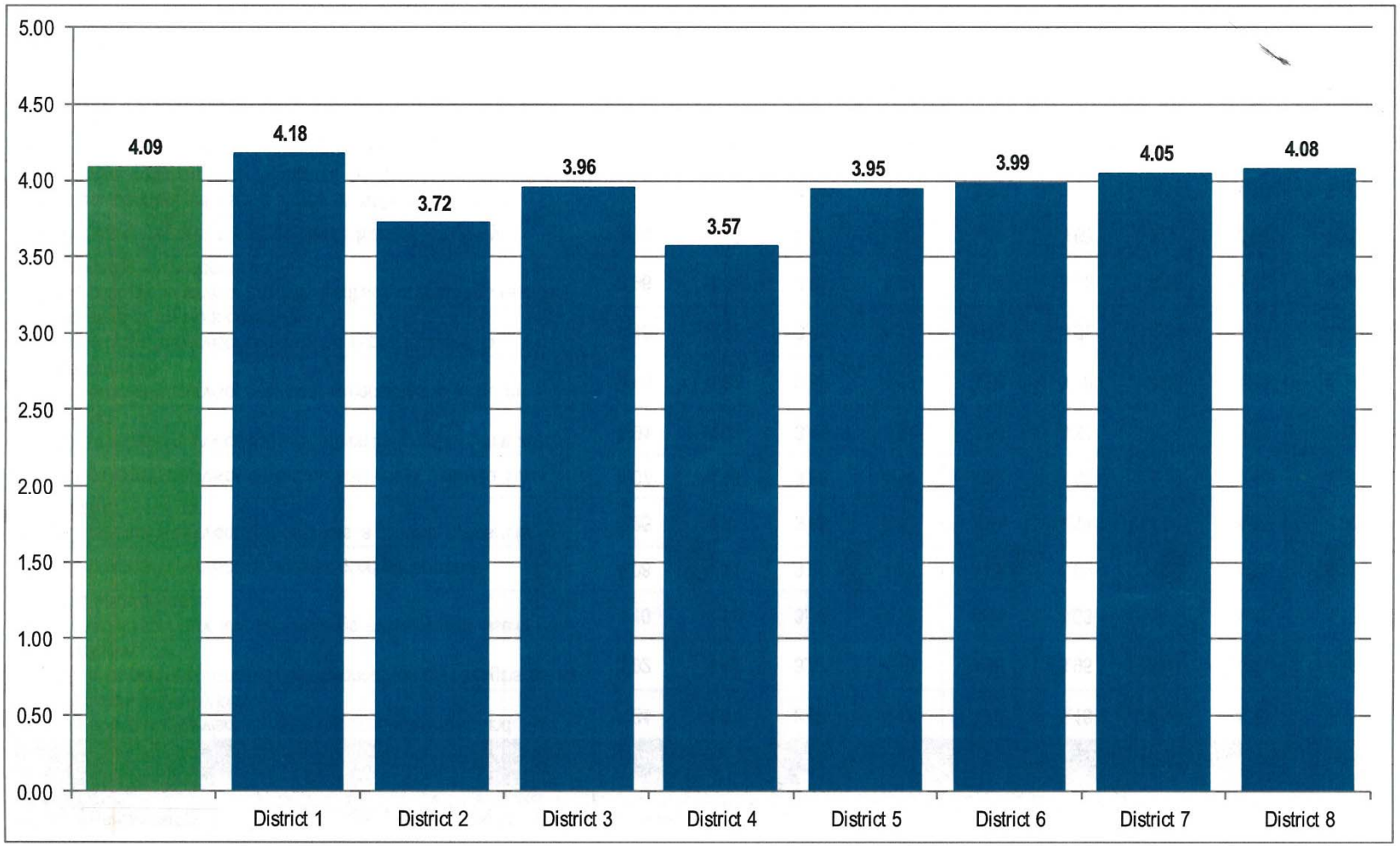
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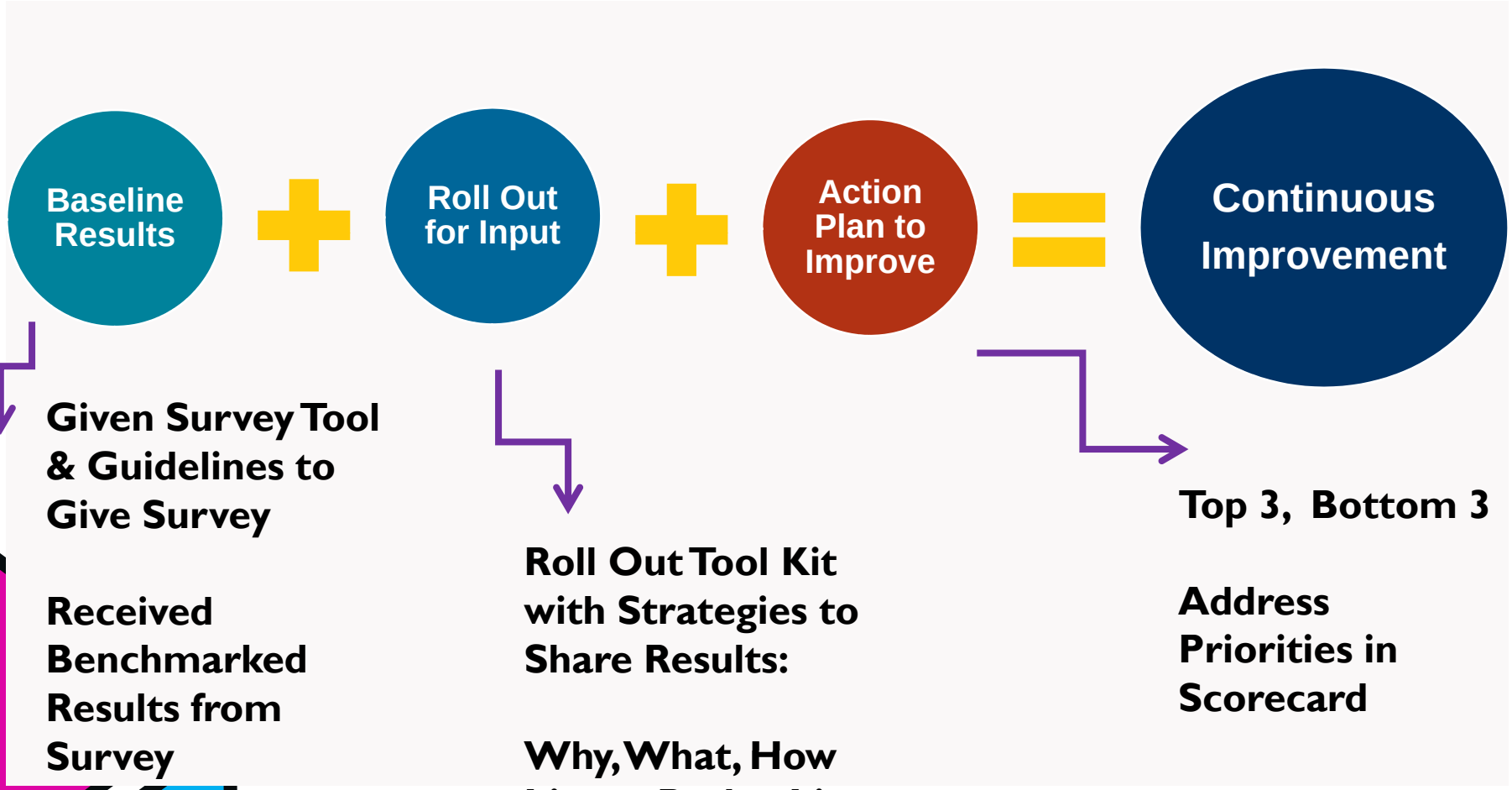
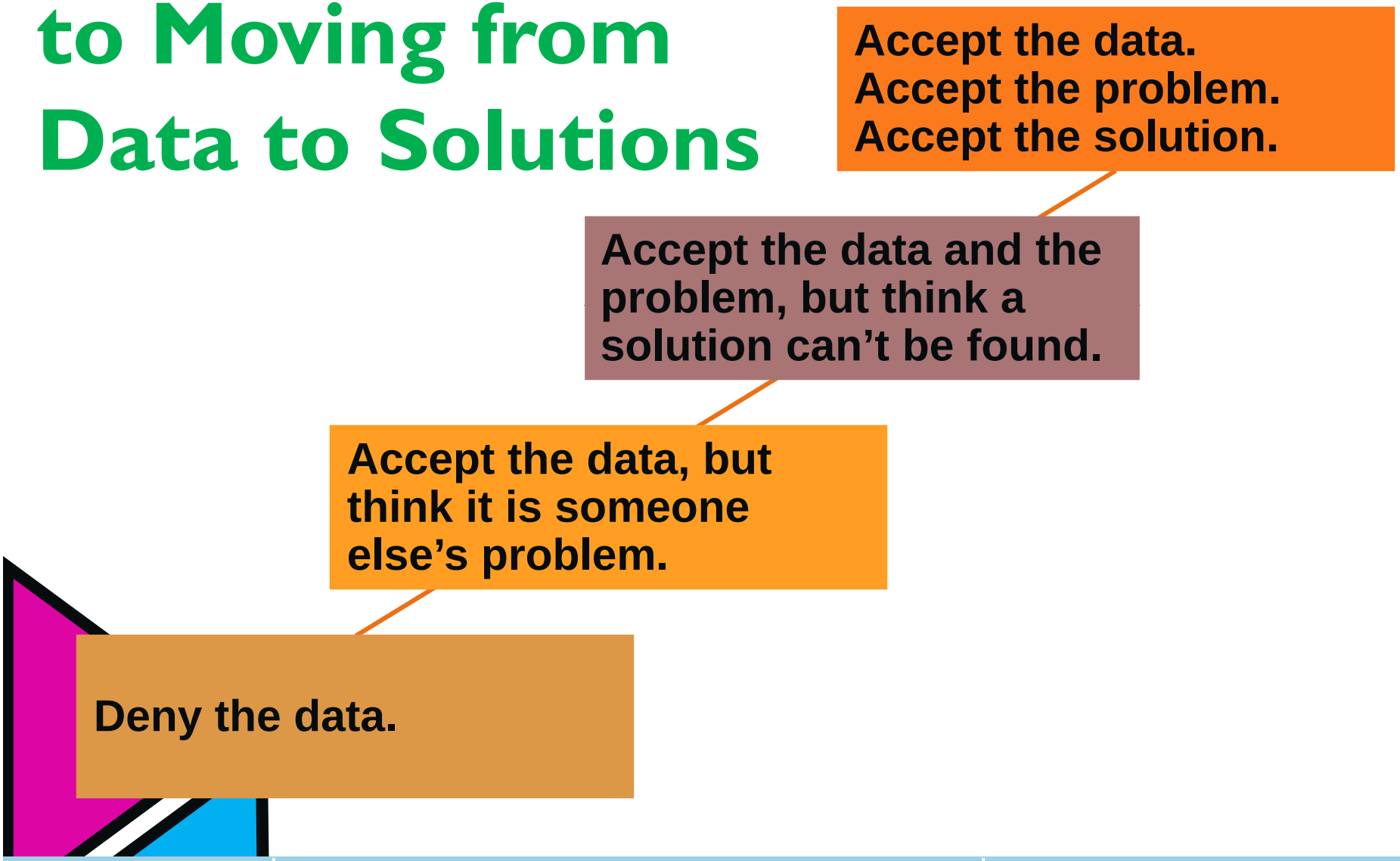
District 1
District 2
District 3
District 4
District 5
District 6
District 7
District 8

We Learned a Continuous Improvement SYSTEM



A Coaching Snippet: Four Steps to Moving from Data to Solutions



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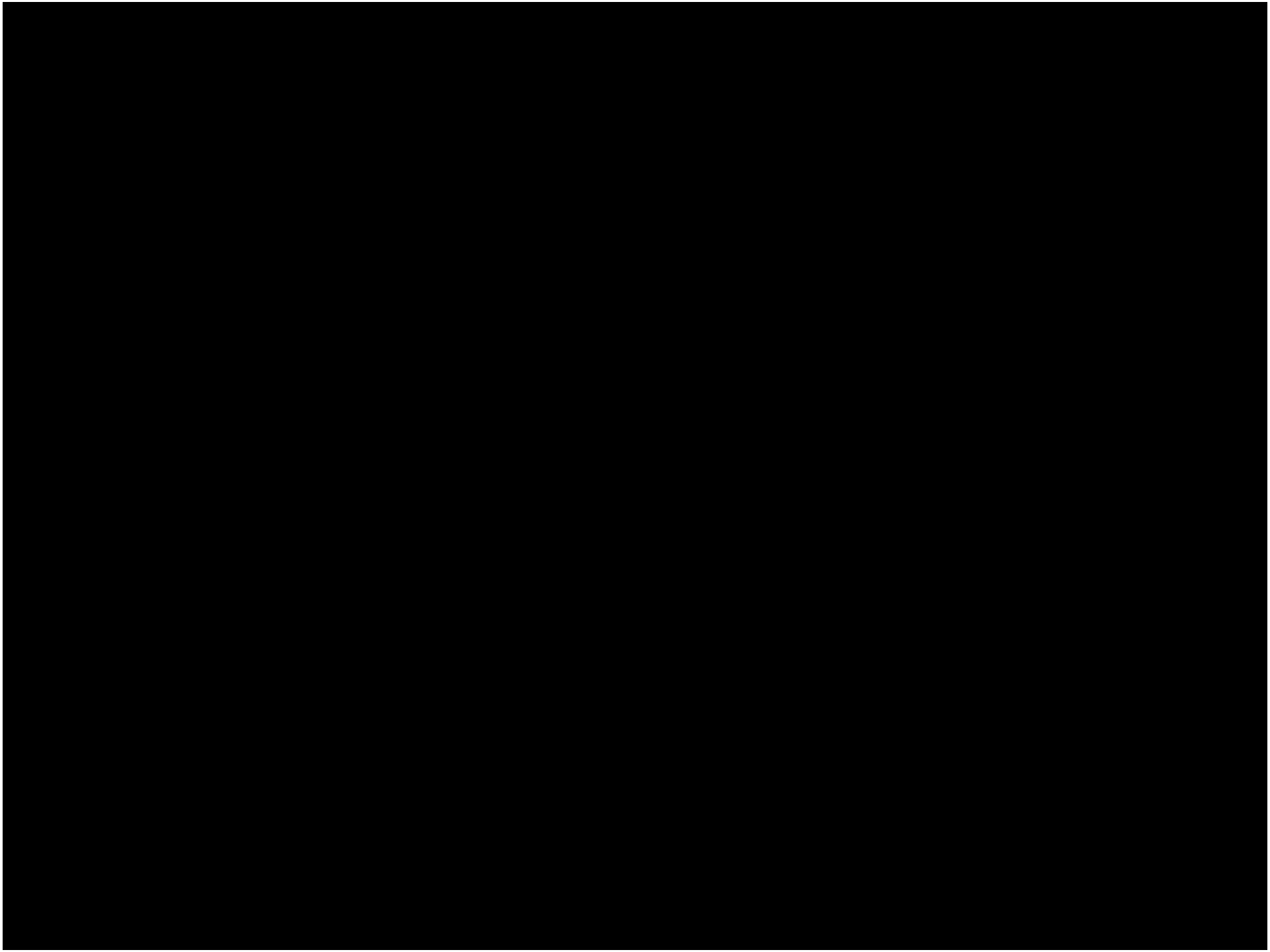
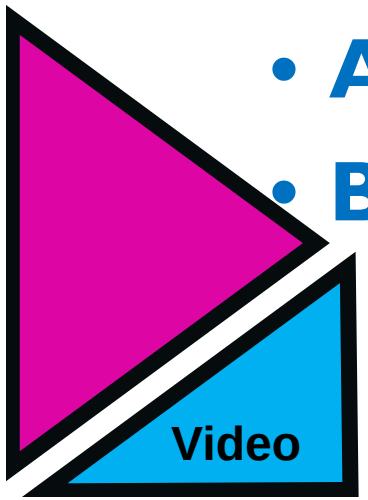


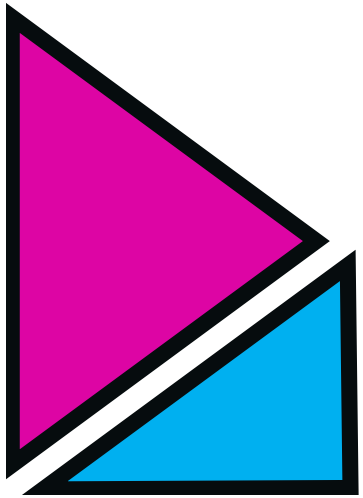
Summary:
What Was the Benefit of Conducting Surveys within a Collabortive Partnership?

- **Studer Education provided:**
  - Training in the "why" and "how"
  - Questions to Use
  - A Tool Kit to Share the Results
  - Benchmarks



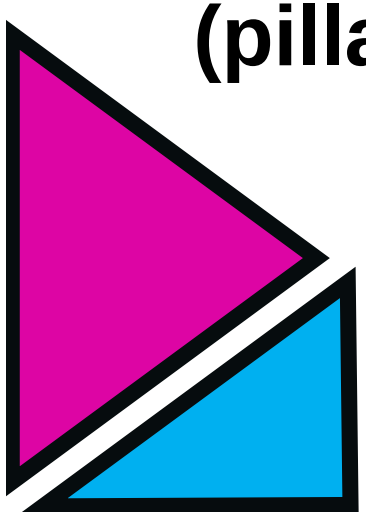
We got a perspective of how we did in comparison to others

Tool #2:
Scorecards



What is a Scorecard?

- **A simple, one page tool to help leaders track what matters**
- **Narrows focus & communicates priorities for action in specific strategy (pillar) areas**



- **Ensures more effective progress monitoring and adjustment**

Why Use a Scorecard?

Scorecards allow us to focus on actions on key areas for improvement

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Why Create a Scorecard?

	Strategic Plan	Annual Action Plan (Scorecard)
Owner	All members of the school district and the community	Superintendent, all leaders
Purpose(s)	To guide **multi-year** strategic initiatives that will improve student achievement and advance key areas that support student success	To narrow focus and communicate priorities for **action** in specific strategy areas; to ensure effective progress monitoring and adjustment
Includes	Mission, vision and values statements Goals, and Strategic initiatives for each strategy area	1-3 goals per pillar, 2-3 **progress monitoring** measures and 2-3 action steps per goal
Cascading to departments and schools	Cascading occurs via annual action plans	Over time, district scorecard **cascades** to an **aligned** scorecard for each school and department, enabling **aligned** action
Progress Monitoring		45, 60 or 90 days update by all leaders. Working well, barriers, help needed

What's On a Scorecard?

EBL K12 Evidence-Based Leadership

StuderEducation

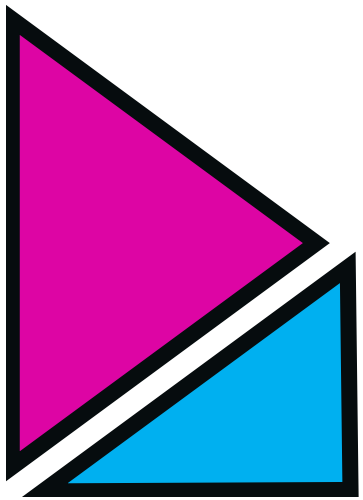
School District Scorecard Template			
Student Achievement	**Service**	**People**	**Finance**
Annual Results Measures			
Progress Monitoring Measures			
Strategic Actions			

Pewaukee High School Scorecard 2014-15

STUDENT LEARNING	SERVICE	PEOPLE	FINANCE
For every student to be college and career ready	Provide quality service to internal and external "customers"	Provide a quality work environment so every employee can perform at highest levels	Gain the highest return on dollars invested and create operational efficiencies
ANNUAL RESULTS MEASURES			
SMART Goal: As a result of students engaging in Disciplinary Literacy strategies in each content area, special education, low SES, and minority students in the bottom 20% of their graduating class will increase their reading proficiency by XX% as measured by STAR by the end of the 2014-15 school year. (Baseline testing data will be used to determine individual growth goals for all students)	***SMART Goal: Improve parent satisfaction with our the posting of grades in a timely fashion by 10% (75% agreement in 2013-14; 82% in 2012-13) by the end of the 2014-15 school year using end-of-year satisfaction survey.***	***SMART Goal: Improve employee satisfaction with "my supervisor provides the support needed to accomplish my work objectives" item from a 4.0 to a 4.05 by the end of the 2014-15 school year as measured by the Studer Employee Engagement Survey. The .05 increase is based on a recommendation from the Studer Group.***	***SMART Goal: Daily attendance secretary tasks are completed by 4:00 PM on 90% of student contact days during the 2014-15 school year. **Overarching Goal: Make an informed staffing recommendation to DO regarding secretarial needs in the PHS main office for the 2015-16 school year.***
PROGRESS MONITORING MEASURES (Evidence for Growth Goal Completion)			
STAR (1x per term)	Term grade posting	Studer Survey specific question will be asked quarterly (Nov, January, March, June)	Daily attendance reports to administration by 4 pm
	Survey results		Comp time requests from secretaries
			Bi-monthly truancy reports to administration by Friday
			Daily discipline letter sent within 24 hours
			Attendance letters of concern sent within 48 hours
STRATEGIC ACTIONS			
New Actions to be taken in 2014-15 to help achieve goal			
Disciplinary Literacy Training - All (August, 2014)	Require grades updated once per week	Rounding	Attendance secretary performance goal established
Reading Intervention: Reading Interventionist	Require E-mail & Phone calls returned to parents within 24 hours		
Small group Resource Interventions with Reading Interventionist	Investigate Skyward options for clearer communication when work is submitted by students but not yet graded		
PASS intervention course	Inclusion of timely grading focus in specific staff PPG		
Spec Ed inculsion/co-teaching model			
Actions in Place to be Continued in 2014-15 to help achieve goal			
Literacy 101		Hallway presence	Administration/Secretary meetings
Parallel English		Learning coach monthly meeting	Truancy flowchart
Study Skills course		SLO and Evaluation Meetings	Daily attendance process
Essential Humanities Course		Eat lunch in cafeteria with staff	
RtI Problem Solving Team		Presence at activities and events	

Who Creates a Scorecard?

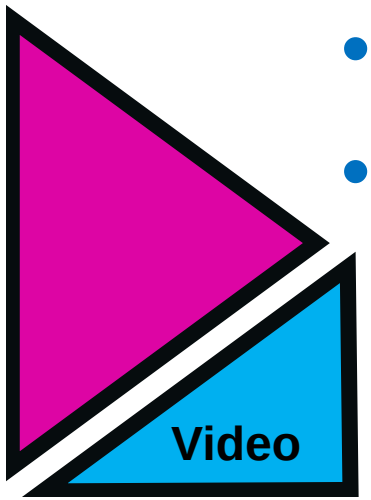
- **We had the flexibility to use scorecards to fit our district culture & purposes**



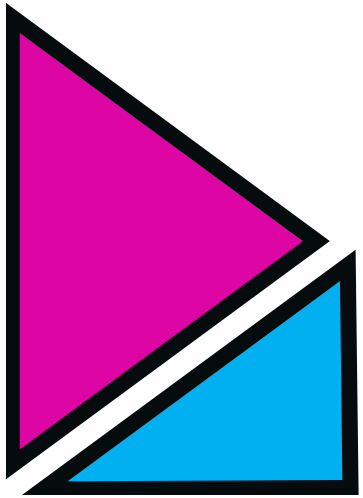
  - **Some had all leaders involved create a scorecard**
  - **Some had departments and/or schools create a scorecard**

Summary:
What We Learned about Using Scorecards?

- **Studer Education provided:**
  - Training in the "why" and "how" of scorecards
  - Sample Templates
  - Strategies in how to Monitor Scorecards



Tool #3:
Rounding



What is Rounding?

Rounding is an intentional conversation with employees

Why	• Improve processes • Recognize people for good skill & will
What	• Engage with those you lead in a meaningful way to gain their input to create a good workplace environment where they want to engage
How	• Ask them questions that address improving processes and recognizing others • Create a way to communicate their input to the school or department

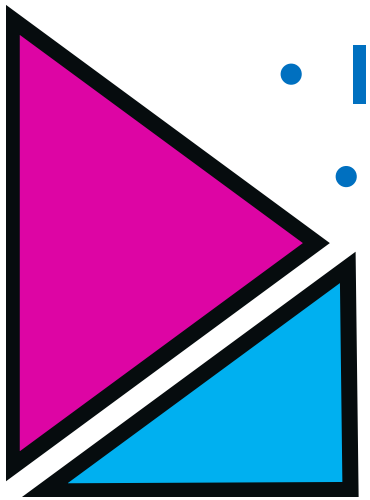
From *How to Lead Teachers to Become Great*, Chapter 4

What Does Rounding Look Like?

Let's Role Play!

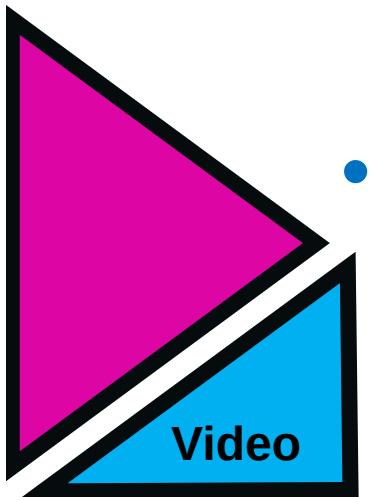
As we role play,

- **listen for what questions are asked**
- **look for how the employee feels**

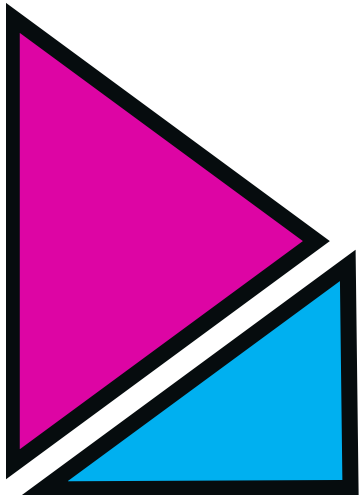


Summary: What We Learned about Rounding?

- **Studer Education provided:**
  - **Rounding Questions**
  - **Strategies on how to respond, log and take action on information received**
  - **Strategies on how to fit Rounding into our busy days**

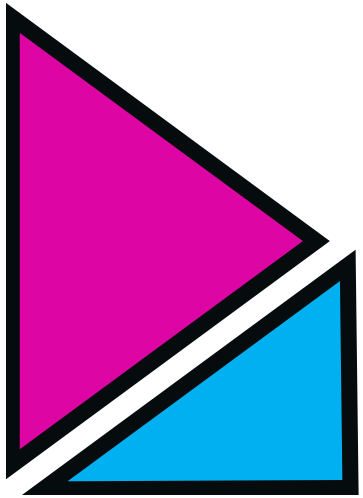


Tool #4:
New Employee Interviews



Turn
&
Talk

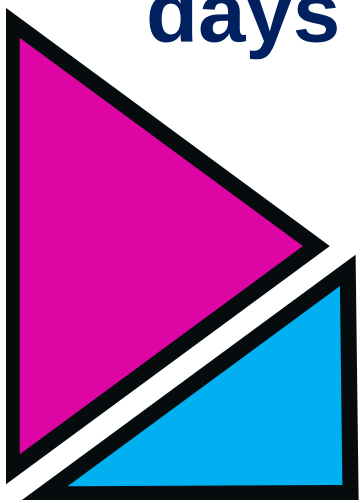
What can we learn from new employees?



Why Meet With New Employees? What do I ask?

- **It creates a connection – and you both learn things!**

- **Supervisors set up a 20-minute interview with new employees approximately 30 days into employment**



Let's Role Play!

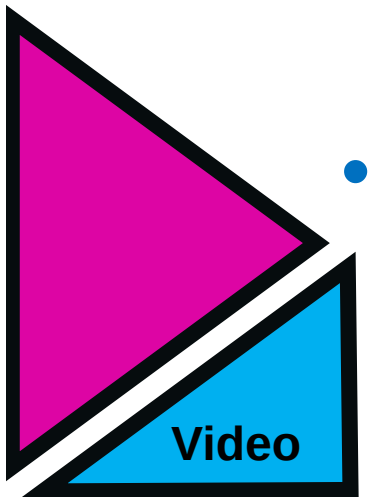
Listen for the questions asked

MUSKEGO

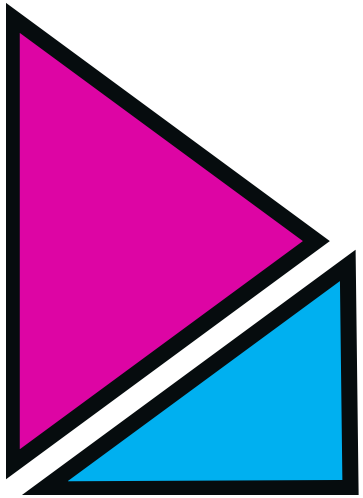
NORWAY

Summary:
What We Learned about New Employee Interviews?

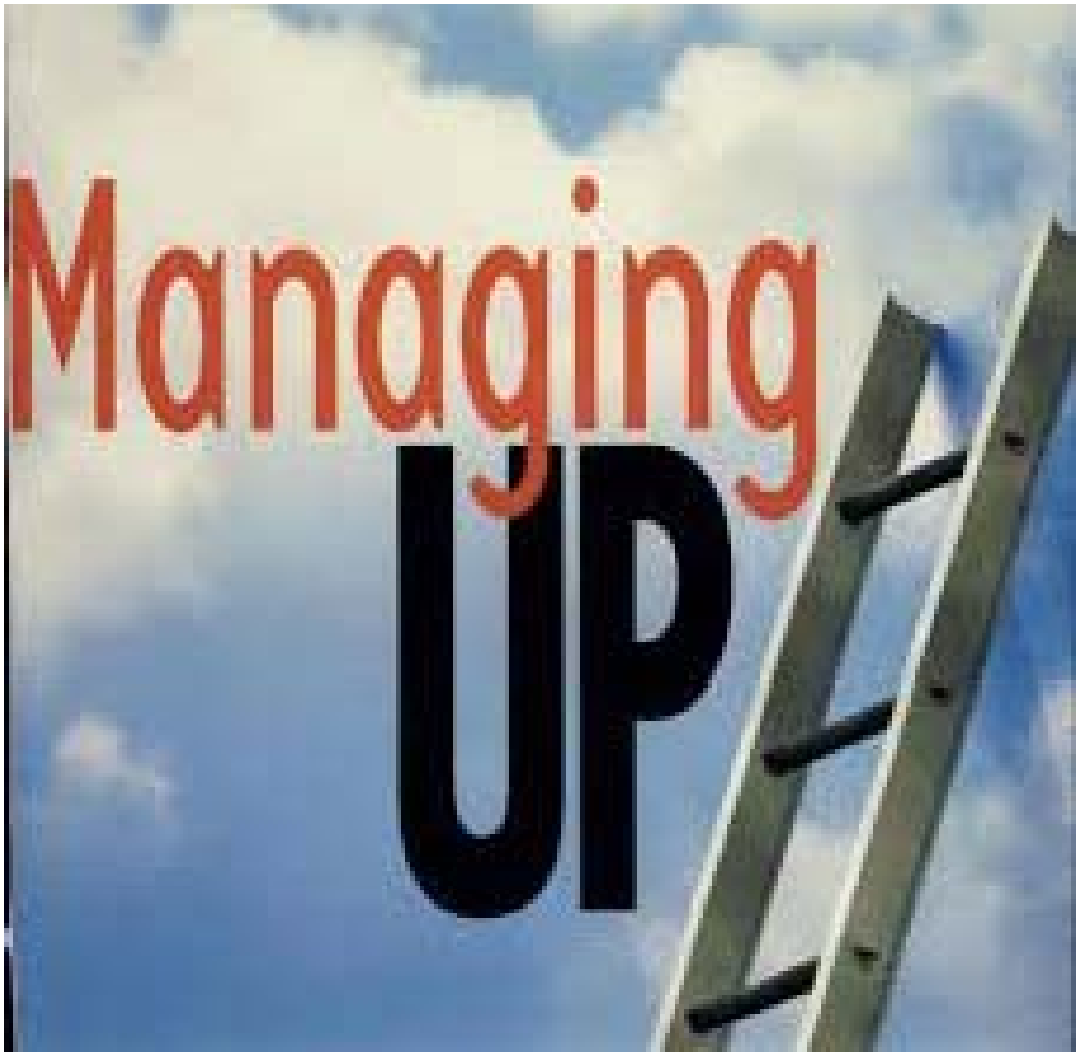
- **Studer Education provided:**
  - **Sample Questions**
  - **Coaching on how to conduct them effectively**
  - **Strategies on how to respond, log and take action on information received**



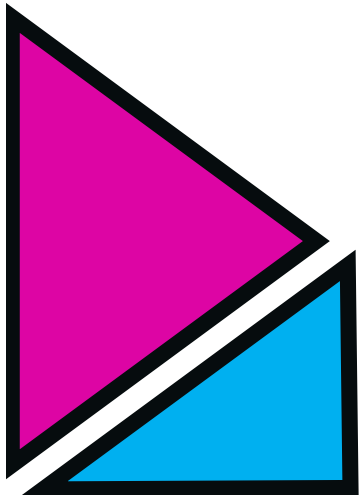
Tool #5:
Managing Up Employees



What Does It Mean to "Manage Up" your Employees?



What "Manage Up" Strategies Have We Learned to Employ



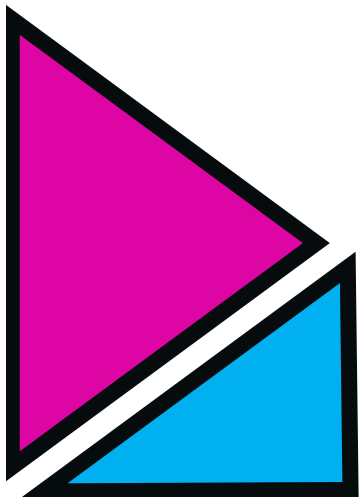
Leadership Strategies & Tactics Added to Our Tool Kit

- **The Strategy:**

  Evidenced-Based Leadership

- **Tools to Employ the Strategy:**

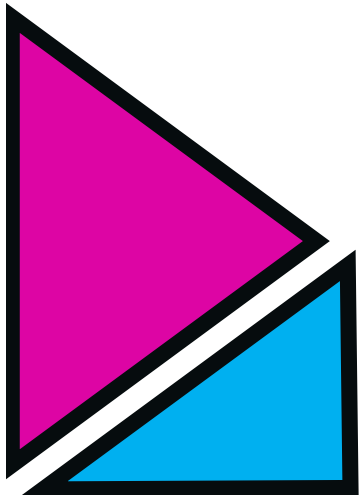
  1. **Employee & Parent Surveys**
  2. **Scorecards**
  3. **Rounding**
  4. **New Employee Interviews**
  5. **Managing Up**



Learning Targets

WHY WE DID THIS: **Understand the power of a collaborative venture for leadership professional development**

WHAT WE ARE LEARNING: **Learn the basics of evidenced-based leadership strategy & tools that provide evidence to support it**



WHY IT HAS BEEN POWERFUL: **Grasp a learning perspective from a Board Member, Superintendent, Principal and District Office Director**

Thank you for your attention!

Do you have any Questions?

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