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?
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?
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?

**DIAGNOSE**
- Gather & analyze baseline data to set growth goals

**ACT**
- Execute focused, consistent & aligned actions to achieve growth goals

**COACH**
- Train, support, & recognize high and improved performance

**VALIDATE**
- Verify leaders execute with consistency & fidelity

**ASSESS**
- Gauge progress toward achieving growth goals
Results Triangle

Strategy

Results

Structure

Execution
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

- **Aligned Goals**
  - Scorecard Evaluation System
  - Leader Development

- **Aligned Behavior**
  - Always Behaviors
  - Performance Management

- **Aligned Process**
  - Standardization
  - Accelerators

**Foundational**

**Breakthrough**
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.

Gather & analyze baseline data to set growth goals

Execute focused, consistent & aligned actions to achieve growth goals

Train, support, & recognize high and improved performance

Verify leaders execute with consistency & fidelity

Gauge progress toward achieving growth goals
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 his or her child
We Learned a Continuous Improvement SYSTEM

Baseline Results + Roll Out for Input + Action Plan to Improve = Continuous Improvement

Given Survey Tool & Guidelines to Give Survey

Received Benchmarked Results from Survey

Roll Out Tool Kit with Strategies to Share Results:
Why, What, How
Listen, Probe, Listen

Top 3, Bottom 3
Address Priorities in Scorecard
A Coaching Snippet: Four Steps to Moving from Data to Solutions

- Accept the data.
- Accept the problem.
- Accept the solution.

Accept the data and the problem, but think a solution can’t be found.

Accept the data, but think it is someone else’s problem.

Deny the data.
Summary:
What Was the Benefit of Conducting Surveys within a Collaborative 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.
# Why Create a Scorecard?

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

## School District Scorecard Template

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Service</th>
<th>People</th>
<th>Finance</th>
</tr>
</thead>
</table>

### Annual Results Measures

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### Progress Monitoring Measures

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### Strategic Actions

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### ANNUAL RESULTS MEASURES

**STUDENT LEARNING**
- 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 10% (75% agreement in 2013-14; 82% in 2012-13) by the end of the 2014-15 school year. (Baseline testing data will be used to determine individual growth goals for all students)

**SERVICE**
- SMART Goal: Improve parent satisfaction with our the posting of grades in a timely fashion by 20% from 2013-14; measured by STAR by the end of the 2014-15 school year using end-of-year satisfaction survey.

**PEOPLE**
- SMART Goal: Improve employee satisfaction with the support needed to accomplish work objectives.  "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.

**FINANCE**
- 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)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR (1x per term)</td>
<td>Term grade posting Survey results</td>
</tr>
<tr>
<td></td>
<td>Studee Survey specific question will be asked quarterly (Nov, January, March, June)</td>
</tr>
<tr>
<td>Daily attendance reports</td>
<td>Daily attendance reports to administration by 4 pm</td>
</tr>
<tr>
<td>Comp time requests</td>
<td>Comp time requests from secretaries</td>
</tr>
<tr>
<td>Bi-monthly truancy reports</td>
<td>Bi-monthly truancy reports to administration by Friday</td>
</tr>
<tr>
<td>Daily discipline letter</td>
<td>Daily discipline letter sent within 24 hours</td>
</tr>
<tr>
<td>Attendance letters</td>
<td>Attendance letters of concern sent within 48 hours</td>
</tr>
</tbody>
</table>

### STRATEGIC ACTIONS

**New Actions to be taken in 2014-15 to help achieve goal**
- Disciplinary Literacy Training - All (August, 2014)
- Reading Intervention: Reading Interventionist
- Small group Resource Interventions with Reading Interventionist
- PASS intervention course
- Spec Ed inclusion/co-teaching model
- Actions in Place to be Continued in 2014-15 to help achieve goal
  - Literacy 101
  - Parallel English
  - Study Skills course
  - Essential Humanities Course
  - RtI Problem Solving Team
  - Hallway presence
  - Administration/Secretary meetings
  - Learning coach monthly meeting
  - Truancy flowchart
  - SLO and Evaluation Meetings
  - Daily attendance process
  - Eat lunch in cafeteria with staff
  - 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

Video
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

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*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
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
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:
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Learning Targets

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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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