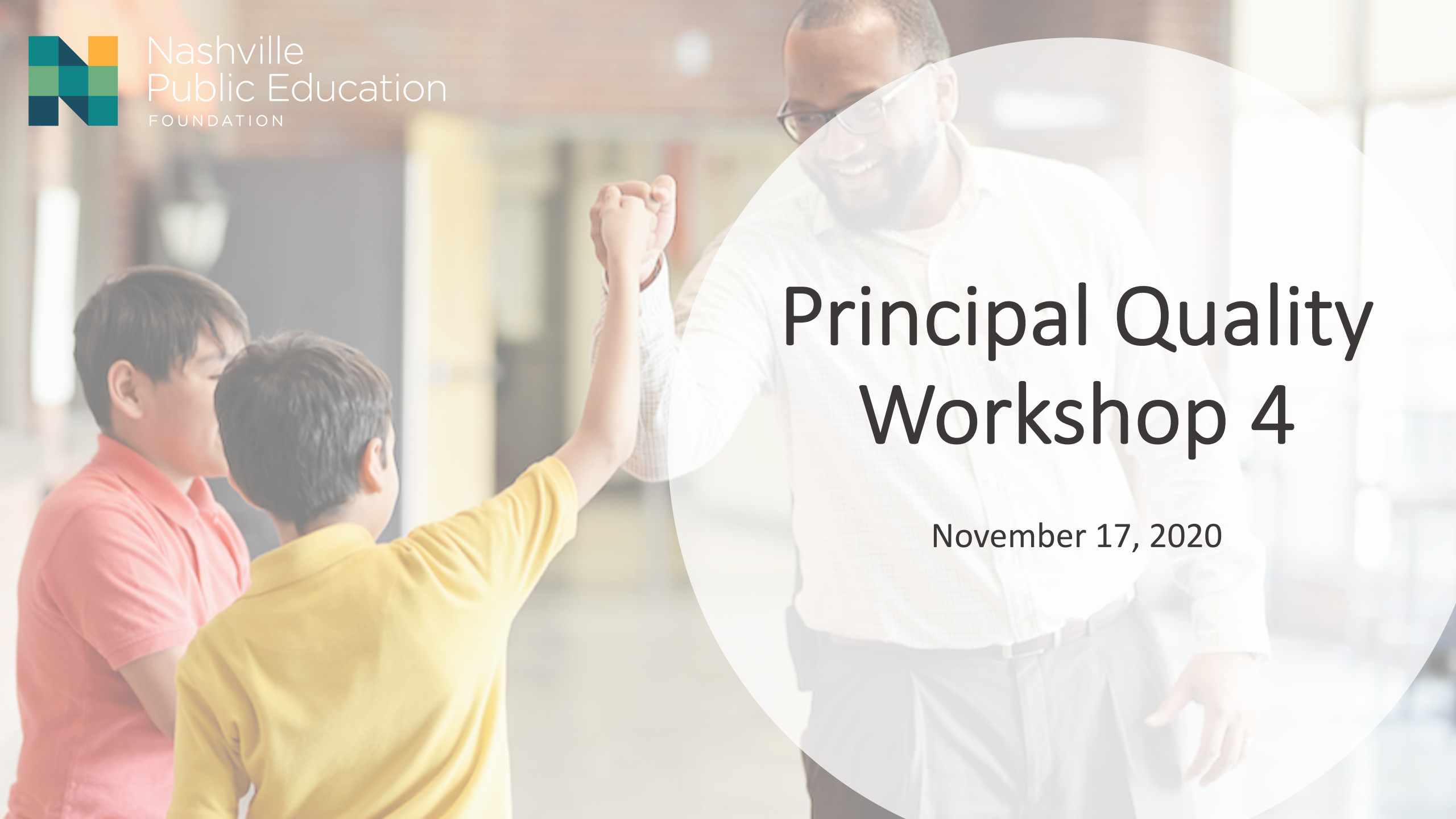




Nashville
Public Education
FOUNDATION

A background image showing a male teacher with glasses and a beard, wearing a white button-down shirt, high-fiving two young boys. One boy is wearing a yellow shirt and the other a pink shirt. They are in a school hallway with large windows in the background. A large white circle is overlaid on the right side of the image, containing the text.

Principal Quality Workshop 4

November 17, 2020

Welcome and Overview of Objectives and Agenda

Project Progress Update

Review Revised Leadership Framework and Determine Next Steps

Review and Discuss Recommendations around Selection, Bench-Building, and Development

Next Steps



Objectives

01

Review and finalize Leadership Framework

02

Determine roles, responsibilities, and timeline for adopting Leadership Framework

03

Provide feedback and amend recommendations for selection, bench-building, and development

04

Determine roles, responsibilities, and timeline for moving forward with recommendations

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Next Steps

Project Timeline and Milestones



Aug Sept Oct Nov Dec Jan

Deliverables

MNPS Leadership Interviews
Due date: Mid Sept. ✓

Presentation of Findings from Data Analysis
Due date: early Oct. ✓

Values and Beliefs Workshop
Due date: October 22 ✓

Foundations Workshop
Due date: October 29 ✓

Processes Workshop
Due date: Nov. 17

ED Work Session
Due date: Dec. 2

Mapping Workshop
Due date: Dec. 10

Presentation of Pilot Strategies
Due date: end of Jan.

Core Team:

Dr. Battle	Sharon Griffin
Mason Bellamy	Chris Barnes
Keri Randolph	Steve Ball
Hank Clay	Paul Changas
Celia Conley	Tina Stenson
Natalyn Gibbs	Karen Gallman
Elisa Norris	Felicia Everson-Tuggle
Carl Carter	Katy Enterline
Michelle Springer	

Welcome and Overview of Objectives and Agenda

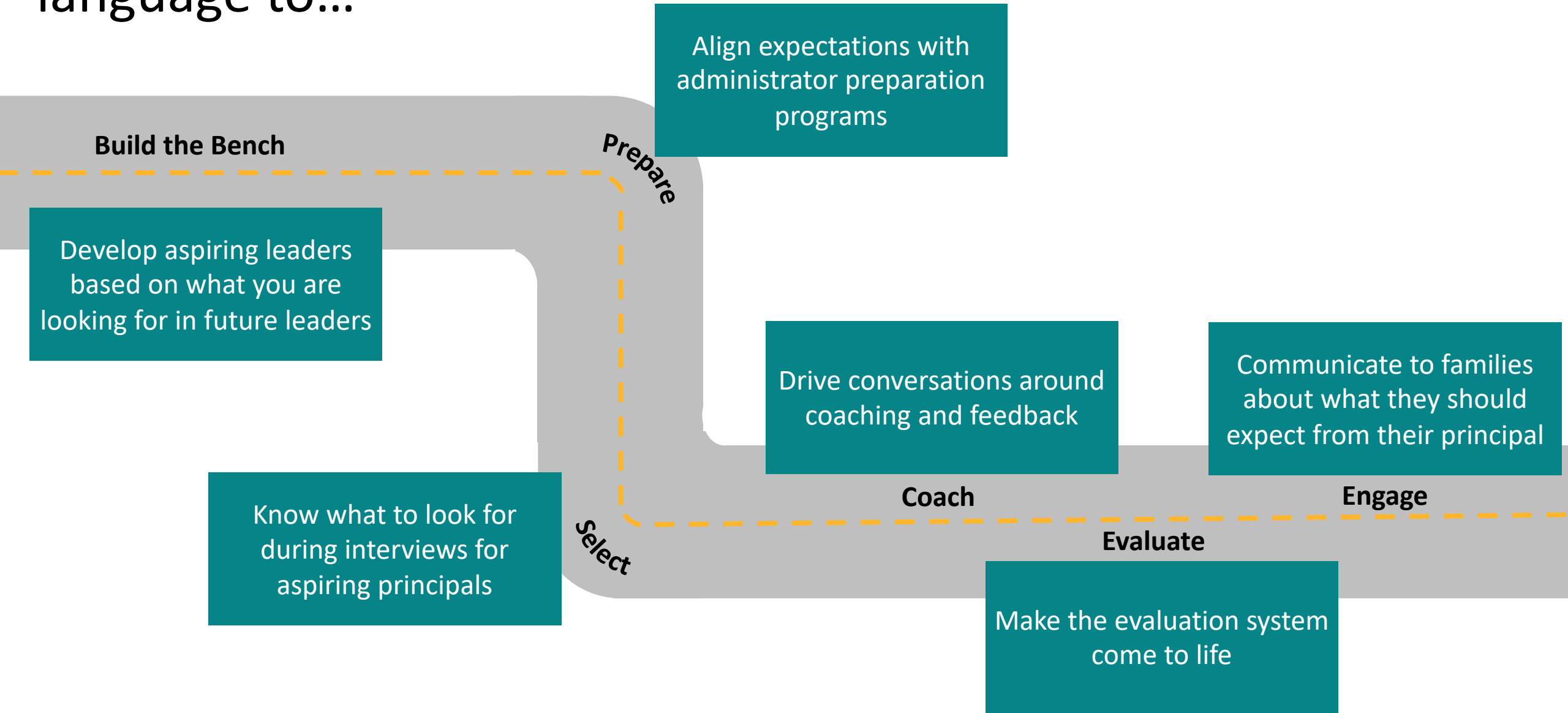
Project Progress Update

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Next Steps

The Leadership Framework is a roadmap that gives you the language to...



What we heard from you about adopting and using a Leadership Framework...

*“How might **we take several departments through this process?** Very beneficial in ensuring roles and responsibilities are clear. all departments could use this!”*



Yes! A formal adoption process and roll out will do this.

*“I expect we will **struggle letting perfect get in the way of solidifying a framework.**”*



Know that going in. We can wordsmith forever – if there is general agreement on content and organization, you can move forward.

*“A **barrier would be communicating widely to all stakeholders and reestablishing a new expectation for leadership performance.**”*



Absolutely. We propose a strategic communications campaign upon formal adoption.

*“My one question is **can the framework be tweaked with addendums for schools needing quick turnarounds?... or will there be one universal framework?**”*



Yes! We recommend using the same general language and organizational structure, but the Framework must be adapted to fit unique school types and roles

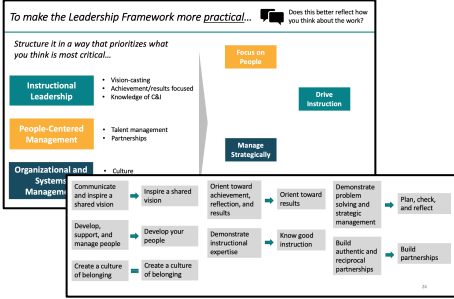
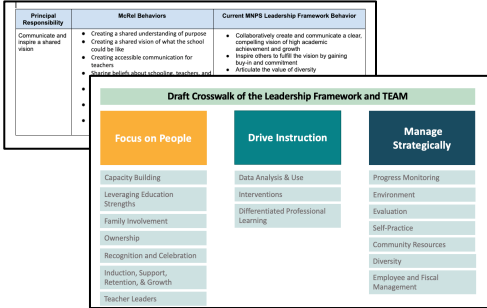
*“How does it **become living?**”*



By embedding it into everything – we’ll show you how!

How we got to this draft of the Leadership Framework...

METRO NASHVILLE PUBLIC SCHOOLS MNPS School Leadership Framework			
Theme	Standard	Competency	Key Elements & Behaviors
Instructional Leadership Quality & Access	Clear, Compelling Vision & Mission	Communicate & inspire a shared vision	<ul style="list-style-type: none"> Collaboratively create and communicate a clear, compelling vision of high academic achievement and growth Inspire others to fully embrace the vision by gaining buy-in and commitment Articulate the value of diversity
	Instructional Leadership	Develop shared vision, mission, and goals	<ul style="list-style-type: none"> Track and assess accountability for high academic achievement and growth for all students Set challenging goals with appropriate, relevant indicators for progress monitoring Demonstrate persistence and overcome obstacles to achieve goals Use data to inform on shared practices for the sake of collective improvement Exhibit a commitment to equity and create a sense of urgency to close achievement gaps and prepare all students for college, career, and life Effectively and equitably assign teachers to classes and roles Lead educators to develop and execute interventions by maintaining shared accountability, fidelity, and quality intervention outcomes
	Instructional Leadership	Demonstrate instructional expertise	<ul style="list-style-type: none"> Conduct high quality classroom observations, identify effective instructional strategies and support practices that result in improved student learning Collaborate with staff to regularly analyze multiple forms of data and make data-driven decisions Evaluate approved curricular resources for effective school level implementation Build capacity of educators to provide all students a rigorous curriculum that is culturally relevant and aligned with standards Maintain a system for reviewing student work for rigor and curricular alignment Ensure students master grade-level standards by aligning curriculum, instructional strategies, and assessments Sustain shared accountability for instructional decisions targeting achievement and growth goals



MNPS Revised Leadership Framework - DRAFT		
Role	Responsibility	Key Behaviors
Focus on People	Inspire a shared vision	<ul style="list-style-type: none"> Collaboratively create a clear, compelling vision and goals for high academic achievement and growth for all students that values equity and diversity Clearly articulate the purpose behind the vision and strategies Inspire others to fully embrace the vision by creating ownership in and commitment to goals and strategies Develop and leverage communication systems that support and reinforce the vision
	Develop your people	<ul style="list-style-type: none"> Provide clear expectations for staff performance and communicate success and needed improvements regularly Demonstrate effective recruitment, interview, and selection skills that lead to quality hiring decisions and prioritize diversity, equity, and inclusion Create high-quality professional learning and opportunities to build capacity for all educators Prioritize quality induction, mentorship, and support for new and early career teachers Retain, grow, and extend effective educators Create structures that empower teachers to use their collective strengths, skills and experiences to one and lead teams, deliver professional learning, and solve problems
	Create a culture of belonging	<ul style="list-style-type: none"> Set expectations for and promote a safe and respectful culture that embraces diverse perspectives Build quality feedback loops with stakeholders Develop structures that actively engage students, staff, parent, and community voice in key decisions Resolve conflict productively, professionally, and directly
Drive Instruction	Orient towards results	<ul style="list-style-type: none"> Monitor and adjust as needed challenging goals for instruction, growth, achievement and school operations Create systems that hold self, students, and staff accountable to expectations Recognize and authentically celebrate student, teacher and school successes Recognize and address on-going concerns within the school community

Started with the original MNPS Leadership Framework



Cross-walked it with McRel and TEAM



Edited it for practicality and explicitness based on your priorities



Gathered your feedback on the draft language

Inspire a shared vision

Develop vision that values equity and diversity

Articulate the purpose behind vision and strategies

Inspire others

Communicate well

Develop your people

Set expectations

Implement effective recruitment and selection processes

Provide and drive Professional learning

Support new teachers

Retain and leverage great teachers

Empower teachers

Create a culture of belonging

Provide safe and respectful culture

Create internal feedback loops

Amplify stakeholder voice

Implement effective conflict-resolution

Orient toward results

Monitor and adjust

Establish Accountability systems

Celebrate successes

Seek out feedback and draw on others' expertise

Recognize and develop rigorous instruction

Establish shared accountability for academic goals

Build capacity of teachers

Embed structures that support teachers' planning and reflection

Perform walkthroughs and provide feedback

Monitor student work

Strategically plan and manage toward goals

Allocate resources strategically

Create efficient school operations systems

Ensure safety and fiscal responsibility

Build partnerships

Collaborate

Leverage community resources

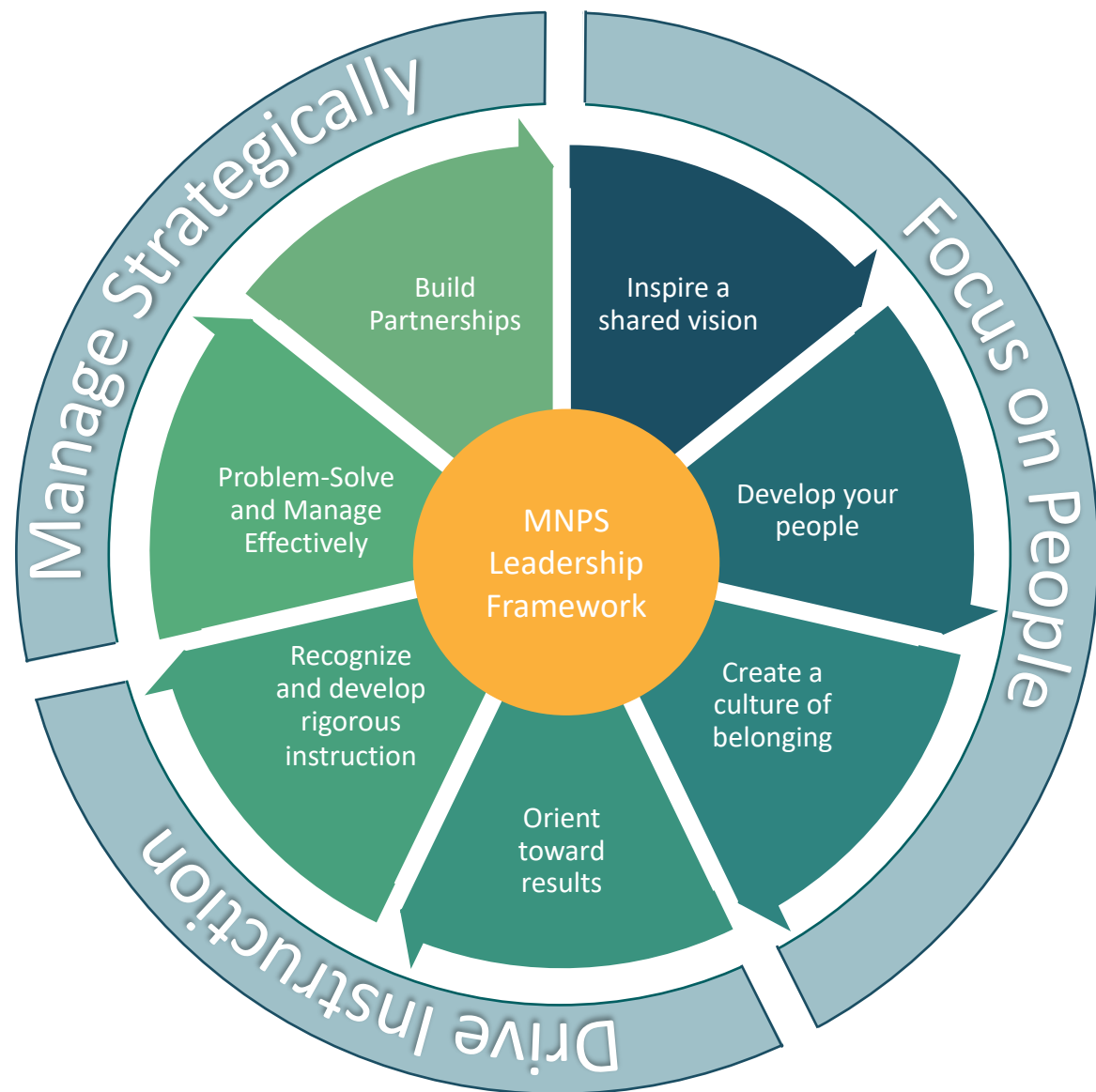
Engage families

Create external feedback loops



Do the general categories in each responsibility feel right to you?

Finalizing the Leadership Framework...



- You will receive a link tomorrow that will ask you to **go in and review** the final Leadership Framework
- Once you are mostly comfortable (don't let perfect be the enemy of the good), **sign off** on it by adding your name to the bottom of the document.
- If you see something you want to amend, make a comment and don't sign off. We'll edit and recirculate.

This is a critical step!

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Leadership Foundations

Formally adopt and communicate the MNPS Leadership Framework

Adapt expectations for different roles

Develop a Leadership Tracking Tool to inform all decisions

Align all professional learning to Leadership Framework

Building the Bench

Implement succession planning

Develop formal leadership development programs

Collaborate with principal prep partners

Selection

Articulate the expectations of an executive principal

Initiate selection process for vacancies by February 1st and level-set on expectations for selectors

Modify and sustain a four-phase interview process

Use a mapping protocol to prepare for vacancies and implement succession planning

Development

Invest in professional learning for Executive Directors

Develop approach for support of early career principals

Implement strategic coaching and feedback model for leaders; prioritize over evaluation

Develop and be held accountable to criteria for removing or promoting a principal

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Quick Win
Lighter lift and good payoff

Building the Bench

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Long-term Strategy

Requires significant time, resources, and commitment but essential for long-term success



Quick Wins

Lighter lift and good payoff



Quick Win
Lighter lift and good payoff

Formally adopt and communicate the revised MNPS Leadership Framework

Leadership Foundations

Timeline

?

Owner

Mason

Adopt the Framework

Embed final revisions from Core Team

ED work session to identify look-fors

Cabinet and LT sign-off

Board presentation

Communicate the Framework

Principal Meetings

Central office division roll out

Higher Ed and other partner notification

Turnkey materials for principals to share with faculties

Website presence, social media, and storytelling campaign



- Does this feel right to you?
- What else is needed to formally adopt the Framework?
- What else is needed for widespread communication of the Framework?



Quick Win
*Lighter lift and good
payoff*

Adapt expectations in Framework for different roles and school types

Leadership Foundations

Timeline

3 months

Owner

?

Create small working
groups of 6-10 people
who will review the
Leadership Framework
and adapt for specific
school types and roles

Teacher Leaders

APs, Coaches, Deans

Central Office Leaders

Opportunity Schools



- What other leadership roles or school types need to be aligned to the Framework?
- Are there other ways to adapt the Framework that don't require a work team?

The charge, criteria, and responsibilities of the work teams is the same: stick to the organizational structure and responsibilities but tweak the key behaviors to adapt to the work team's unique needs



Quick Win
*Lighter lift and good
payoff*

Collaborate with principal prep partners

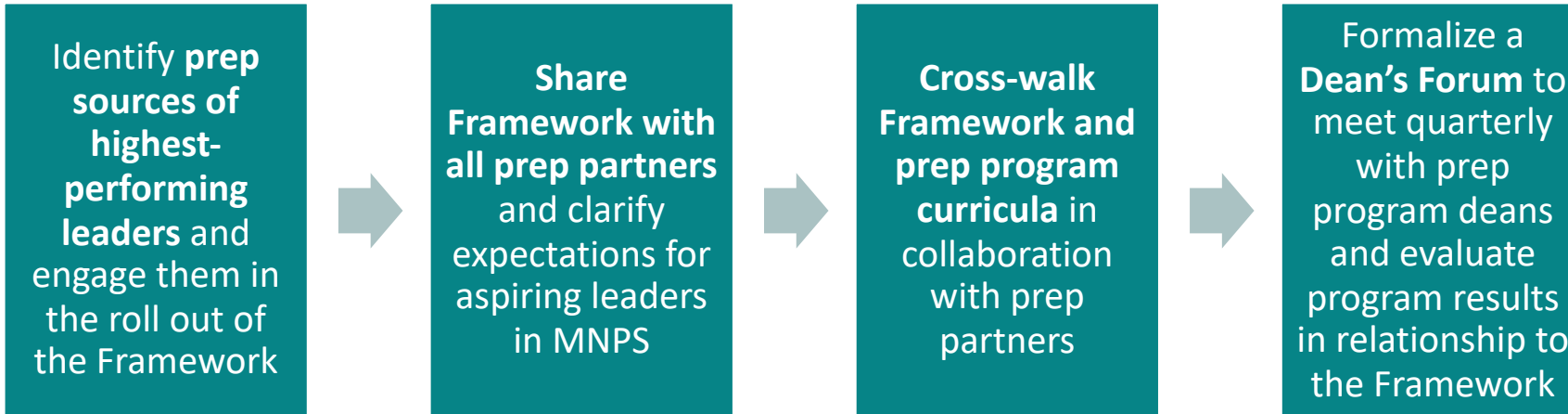
Building the Bench

Timeline

3 months

Owner

?



- What are some other ways that the district can collaborate with prep programs and align around expectations?



Quick Win
*Lighter lift and good
payoff*

*Articulate the expectations of an executive
principal*

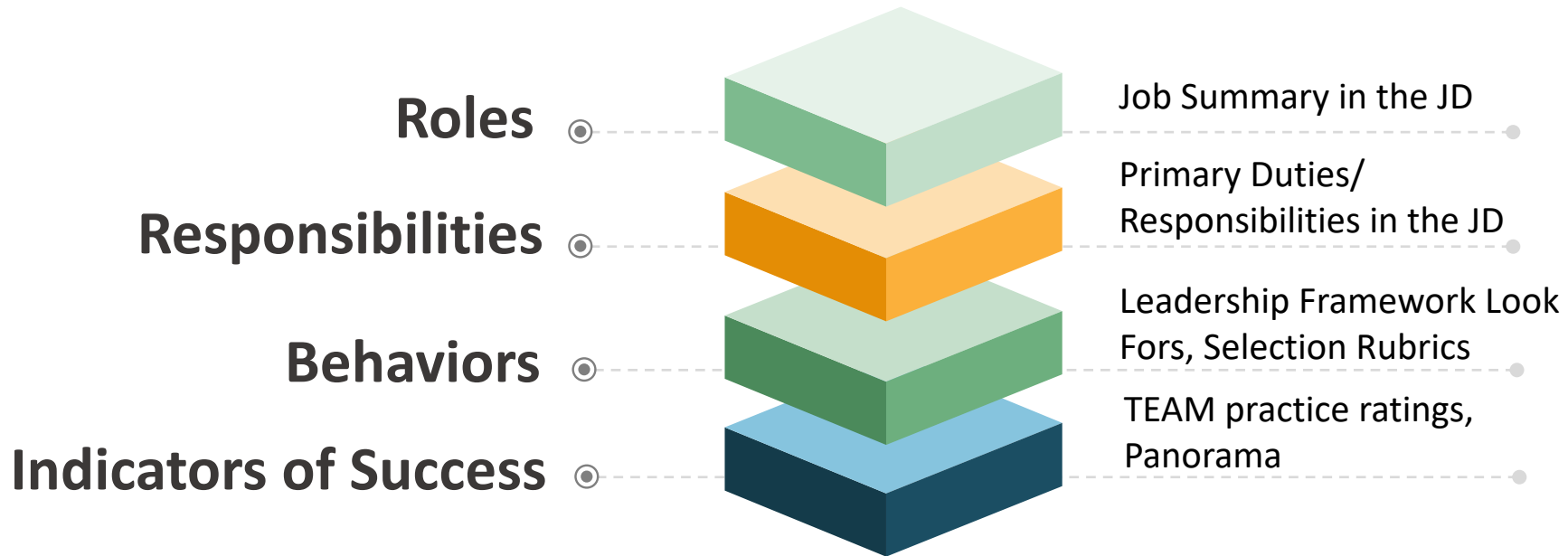
Selection

Timeline

1 month

Owner

Chris B.,
Mason



- How else can we make sure that the principals and all stakeholders know the expectations of an executive principal?



Quick Win
*Lighter lift and good
payoff*

*Initiate selection process for vacancies by
February 1 and level-set on expectations for
selectors*

Selection

Timeline

1 month

Owner

Chris B.

Use mapping
protocol from
December to
inform process

Project manage the
selection process
using regularly
occurring meetings,
timelines, roles, and
responsibilities

Communicate with
all selectors and
share expectations,
roles,
responsibilities,
timeline in January

Communicate with
all selectors and
share expectations,
roles,
responsibilities,
timeline in January



- What needs to happen to make sure that the selection process begins by February 1 (or sooner?)



Quick Win
Lighter lift and good
payoff

Use a mapping protocol to prepare for vacancies and implement succession planning

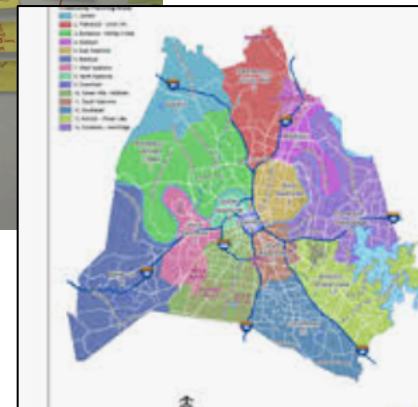
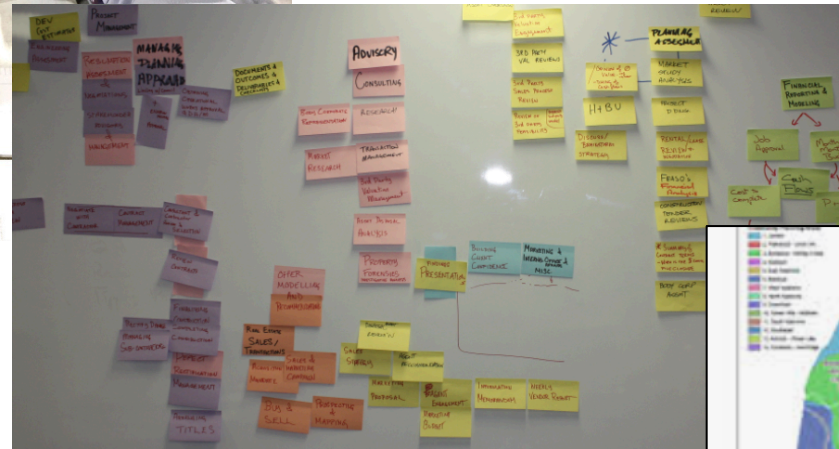
Selection

Timeline

Owner



We're sharing a mapping
protocol and process with
you in December!





Quick Win
Lighter lift and good payoff

Invest in professional learning for Executive Directors

Development

Timeline

1 month

Owner

Mason

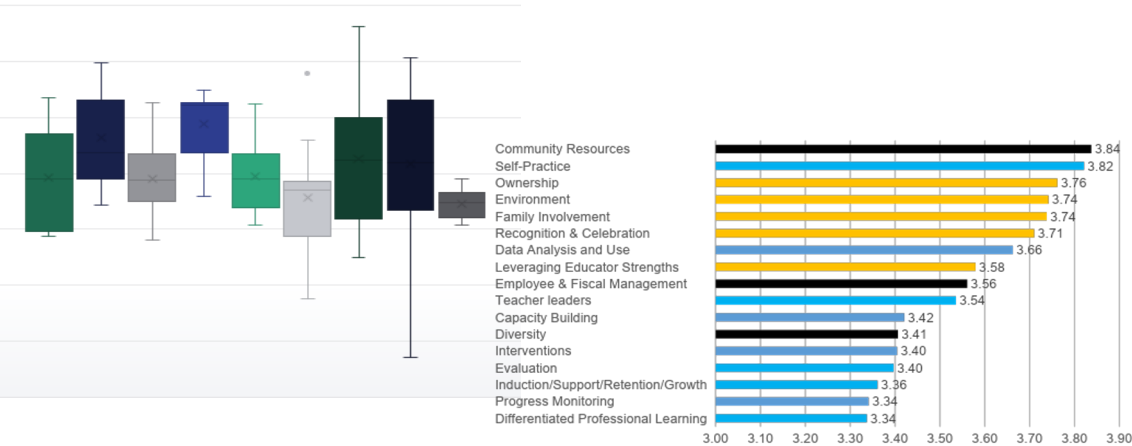
Use leadership framework, district data, and a theory of action grounded in coaching and feedback to drive professional learning content

Leverage cohort strategy to increase level of support to feeder patterns/clusters

Employ case studies and problems of practice to calibrate expectations



- What do the EDs want and need from their PL?
- What structures would be most beneficial for providing that PL?



Domain	% Reinforcement	% Refinement
Instructional Leadership	35%	46%
Culture for Teaching and Learning	40%	26%
Professional Learning and Growth	6%	22%
Resource management	5%	4%



Quick Win
Lighter lift and good payoff

Develop and be held accountable to criteria for removing or promoting a principal

Development

Timeline

1 month

Owner

Mason

Removing principals

Develop an early warning system for struggling principals that triggers specific actions

Clearly communicate what will happen at each stage of struggling principal's growth trajectory

Promoting principals

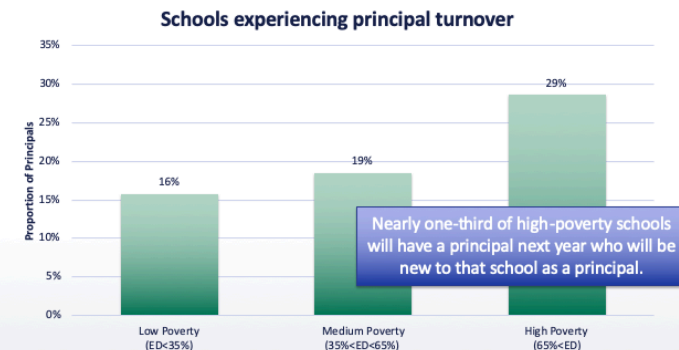
Expand principal promotion opportunities by considering increased responsibilities for sitting principals

Develop and clearly communicate expectations for principal promotion to central office positions



- What else needs to happen to inform the turnover and promotion decisions in the district?

High-poverty schools are **nearly twice as likely** as low-poverty schools to experience principal turnover each year.



As we saw with the TERA analysis, high-poverty schools are nearly twice as likely as low-poverty schools to experience principal turnover each year.



Long-term Strategies

*Requires significant time,
resources, and commitment but
essential for long-term success*

Timeline
6+ months

Owner
?



Long-term Strategy
Requires significant time, resources, and commitment but essential for long-term success

Develop a leadership tracking system to inform all leadership work

Why this is so critical:

The TERA analysis illustrates an opportunity to better use data to inform principal matching decisions

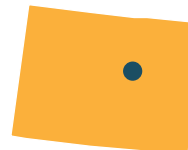
- ➔ High-poverty schools have a much higher proportion of first-year principals.
- ➔ Leadership effectiveness measures seems to vary somewhat across clusters.
- ➔ Principals in lower poverty schools tend to have higher TEAM practice ratings.
- ➔ Principals hired into high-poverty schools are more qualified in terms of years as a principal and years as an AP. They are rated less well during their first year in the school, however.

Lessons from the field:



Hillsborough County

- **Data aligned to look-fors and leadership competencies** is collected on aspiring leaders as soon as they enter the candidate pool.
- The district uses a **Leader Tracking System** to continue to collect data as a principal moves through the preparation pipeline, application process, and career as a principal.



Denver

- Denver **collects measures from aspiring candidates** aligned to the leadership framework to determine which applicants make it past the first round, ensuring that only qualified applicants make it to the interview round.
- The focus on data also **cuts down on staff time** spent sorting through resumes and applications and helps eliminate possible bias.

Timeline
6+ months

Owner
?



Long-term Strategy
Requires significant time, resources, and commitment but essential for long-term success

Align all professional learning to the Leadership Framework

Why this is so critical:

The TERA analysis illustrates a lack of consistency in supports for principals, which can be mitigated by shared language and expectations

➔ TEAM indicators are very highly inter-correlated, undercutting the ratings' usefulness for feedback

➔ About 30% of variation in TEAM ratings are explained by differences in observers; who your rater is seems to matter

Lessons from the field:



New York City

- New York City schools built their leadership framework and professional learning around one another by **backwards planning** the competencies to the evaluation system.
- This kept a **consistent set of standards** to identify leadership expectations



Hillsborough County

- Intentionally **stated leadership values and competencies at the start of all leadership professional development** sessions to solidify understanding and ground all stakeholders in common language and values



Long-term Strategy

Requires significant time, resources, and commitment but essential for long-term success

Implement Succession Planning

Timeline

6+ months

Owner

?

Why this is so critical:

The TERA analysis illustrates some challenges with turnover that thoughtful success planning would mitigate

- ➔ Annual principal turnover in MNPS is approximately 20% on average, and has been as high as 30%
- ➔ High-poverty schools are nearly twice as likely as low-poverty schools to experience principals turnover each year.
- ➔ Prior years of experience does not predict TEAM ratings for first year principals. However, prior TEAM ratings do.

Lessons from the field:



Gwinnett County

- The district keeps a **close watch on upcoming vacancies** and leadership needs in their district in order to be prepared to fill those vacancies when they officially arise.
- They use a **Leadership Tracking System** to house and analyze data on all current and aspiring leaders.
- This data provides an outlook on **likely retirements** based on trends in ages and years of service of sitting principals.
- The district also **relies heavily on the knowledge of principal supervisors** gained through strong relationships with school leaders



Long-term Strategy
Requires significant time, resources, and commitment but essential for long-term success

Develop formal aspiring leadership programs

Building the Bench

Timeline

6+ months

Owner

?

Why this is so critical:

The TERA analysis illustrates some challenges with aspiring leader preparation:

- ➔ Roughly 10% of principals are in their first year on the job. A third are in their first 3 years.
- ➔ Some assistant principals with lower TEAM practice ratings are promoted to the principalship.
- ➔ Principals hired into high-poverty schools are more qualified in terms of years as a principal and years as an AP. They are rated less well during their first year in the school, however.
- ➔ Prior years of experience does not predict TEAM ratings for first year principals. However, prior TEAM ratings do.

Work to date in MNPS:

Aspiring Leaders Program

AP Meeting Structure and Content

Principal Residency

Potential next steps:

Finalize objectives and curriculum for each program/pathway

Crosswalk curriculum with Leadership Framework

Garnering sign-off in Cabinet and Leadership Team

Develop communications about each program/pathway

Present the plan to the School Board



Long-term Strategy
Requires significant time,
resources, and commitment but
essential for long-term success

*Modify and sustain a four-phase interview
process*

Selection

Timeline

6+ months

Owner

?

Why this is so critical:

The TERA analysis suggests the district faces challenges with selecting and placing highly effective principals



Principals hired into high-poverty schools are more qualified in terms of years as a principal and years as an AP. However, they are rated less well during their first year in the school.



High-poverty schools have a much higher proportion of first-year principals, though we see some evidence that the district has moved in a more equitable direction in recent years.

Lessons from the field:



Hillsborough County

- A comprehensive **multi-phased interview process** in Hillsborough County resulted in significantly more data to assess candidates
- Coupled with the implementation of a **Leader Tracking Data Tool**, the district reports that it is much easier to spot candidates who could be good matches for vacancies earlier in the process, and to have hard data from the interview process that validates their selections



Long-term Strategy
Requires significant time, resources, and commitment but essential for long-term success

Develop approach for support of early career principals

Development

Timeline

6+ months

Owner

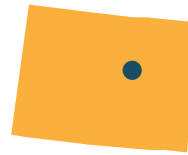
?

Why this is so critical:

The TERA analysis illustrates discrepancies in effectiveness among early career principals

- ➔ 1/3 of MNPS principals are in their first three years of serving, and 11% are in their first year.
- ➔ Early career principals in their first three years tend to be less effective than experienced principals
- ➔ High-poverty schools have a much higher proportion of first-year principals (13%) compared to low-poverty schools (9%)
- ➔ Early career principals in MNPS tend to struggle specifically with family involvement; developing teacher leaders; data analysis; and supporting and retaining teachers.

Lessons from the field:



Denver



Prince George's County

- After realizing their new principals needed more than the “nuts and bolts” induction they were offering, Denver Public Schools pivoted to create **PLC experiences for new leaders** to make spaces for collaboration and solving real problems of practice.
- The district also realized that the **professional learning they were offering new leaders was not the right information at the right time**. They reassessed the timeline of professional learning for novice principals to **better reflect their needs in the first years on the job**.
- Prince George's County has a **leadership development team for every assistant principal consisting of their immediate supervisor, a principal supervisor, and district personnel** from the talent and HR departments.



Long-term Strategy
Requires significant time, resources, and commitment but essential for long-term success

Implement coaching and feedback; prioritize over evaluation

Development

Timeline

6+ months

Owner

?

Why this is so critical:

The TERA analysis illustrates higher ratings for “easier” principal duties and lower ratings for duties that have a much better impact; more coaching would support those areas



Higher scores are shown for domains such as self—practice, community resources, and environment.



Lower scores are shown for domains such as diversity, progress monitoring, differentiated professional learning, and evaluation.



In general, TEAM practice ratings cluster around the district average of 3.56, showing little variation



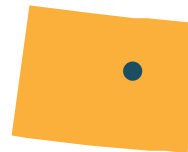
The refinement areas identified for principals do not necessarily align to the areas that principals receive the lowest scores for

Lessons from the field:



Charlotte-Mecklenburg

- The district has a **year-long program to train principal supervisors** on several aspects of their role, such as coaching high-performing principals and individualizing support for principal’s unique needs.
- The district **calibrated on use of development and evaluation tools** through meetings where supervisors would review example evidence of principal actions and discuss what score it indicated, why, and what the next steps for the principal would be.



Denver

- Denver has invested in a **technology tool that allows supervisors to provide quick and easy feedback** to principals, almost like an instant message.
- The tool also **allows principals and their supervisors to record and upload videos**, fill out full observation forms, and track feedback to specific standards within the leadership framework.



Long-term Strategies

Requires significant time, resources, and commitment but essential for long-term success

Leadership Foundations

Align all professional learning to Leadership Framework

Develop a database to inform decisions

Building the Bench

Implement succession planning

Develop formal leadership development programs

Selection

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Development

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Implement coaching and feedback; prioritize over evaluation



Long-term Strategies

Requires significant time, resources, and commitment but essential for long-term success

1. Mason, Elisa, Felicia – Aspiring Leaders Programs
2. Michelle, Steve, Sharon, Carl – Coaching and Feedback for Principals
3. Celia, Keri, Dr. Battle, Natalyn – Succession Planning
4. Katy, Paul, Tina, Chris B. – Leadership Tracking System

Leadership Foundations

Align all professional learning to Leadership Framework

Develop a database to inform decisions

What data need to be collected and how difficult is it to get those data?

Building the Bench

Implement succession planning

Develop formal leadership development programs

What should be included in a leadership development program for aspiring leaders? How should it function?

Selection

Modify and sustain a four-phase interview process

What should succession planning look like at the school level? At the district level?

Development

Develop approach for support of early career principals

Implement coaching and feedback; prioritize over evaluation

How can the district operationalize a feedback and coaching model that is prioritized over TEAM?

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Oct

Nov

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