



Leadership Mapping Workshop

December 10, 2020



Nashville
Public Education
FOUNDATION

Welcome and Overview of Objectives and Agenda

Project Progress Update

Why focus on succession planning?

Defining succession planning

Unpacking the steps of succession planning

Putting it all together

Next Steps



Objectives

01

Understand why succession planning is so integral to a healthy district

02

Calibrate on a process for succession planning

03

Practice succession planning using a mapping protocol

04

Next steps

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Why focus on succession planning?

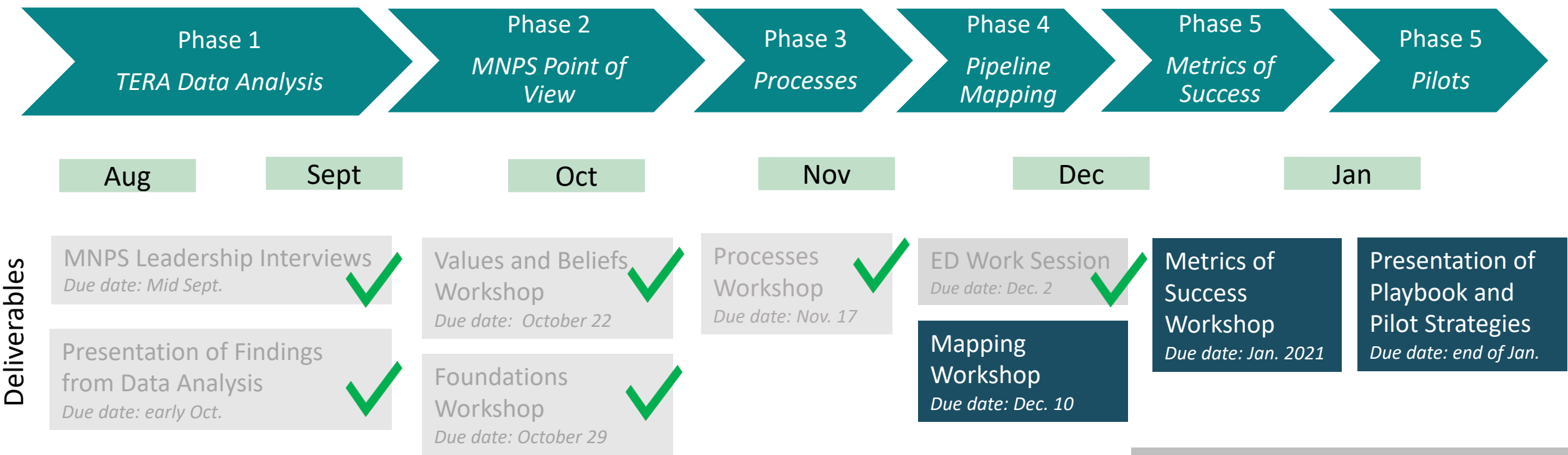
Defining succession planning

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Project Timeline and Milestones



- Core Team:**
- | | |
|-------------------|------------------------|
| Dr. Battle | Sharon Griffin |
| Mason Bellamy | Chris Barnes |
| Keri Randolph | Steve Ball |
| Hank Clay | Paul Changas |
| Celia Conley | Tina Stenson |
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Why focus on succession planning?

What we
heard from
TERA



What we
heard from
you



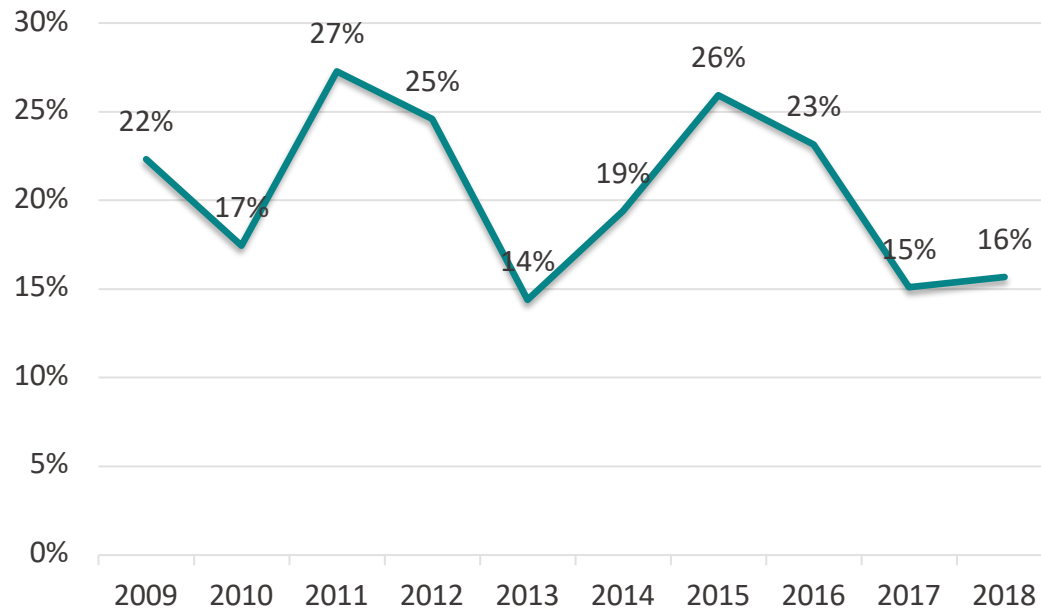
What best
practice
says

What we heard from TERA

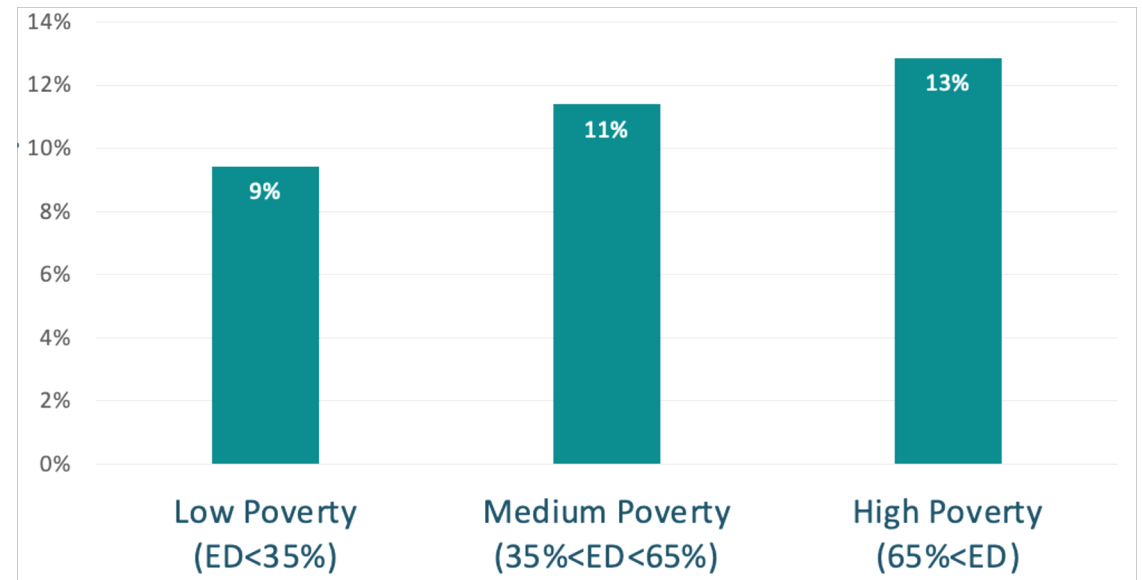
Leadership turnover is higher than average in MNPS

The district's 20% annual principal turnover rate affects some students more than others; principals in high poverty schools on average have been in the position a full year less than their colleagues

Turnover Rate for Principals in MNPS



Percent of First Year Principals by School Poverty Level



What we heard from you

The district lacks intentionality when it comes to preparing future leaders

Common structures and programs for building future leaders' skills and clarity around pathways to leadership are needed

*"the problem with how we talk about the pipeline is that candidates **assume they are next in line**, even if they aren't ready for the position."*

*"We need to **involve AP's** and other leaders **during times where the principal is tapped** to produce work or participate in district level priorities"*

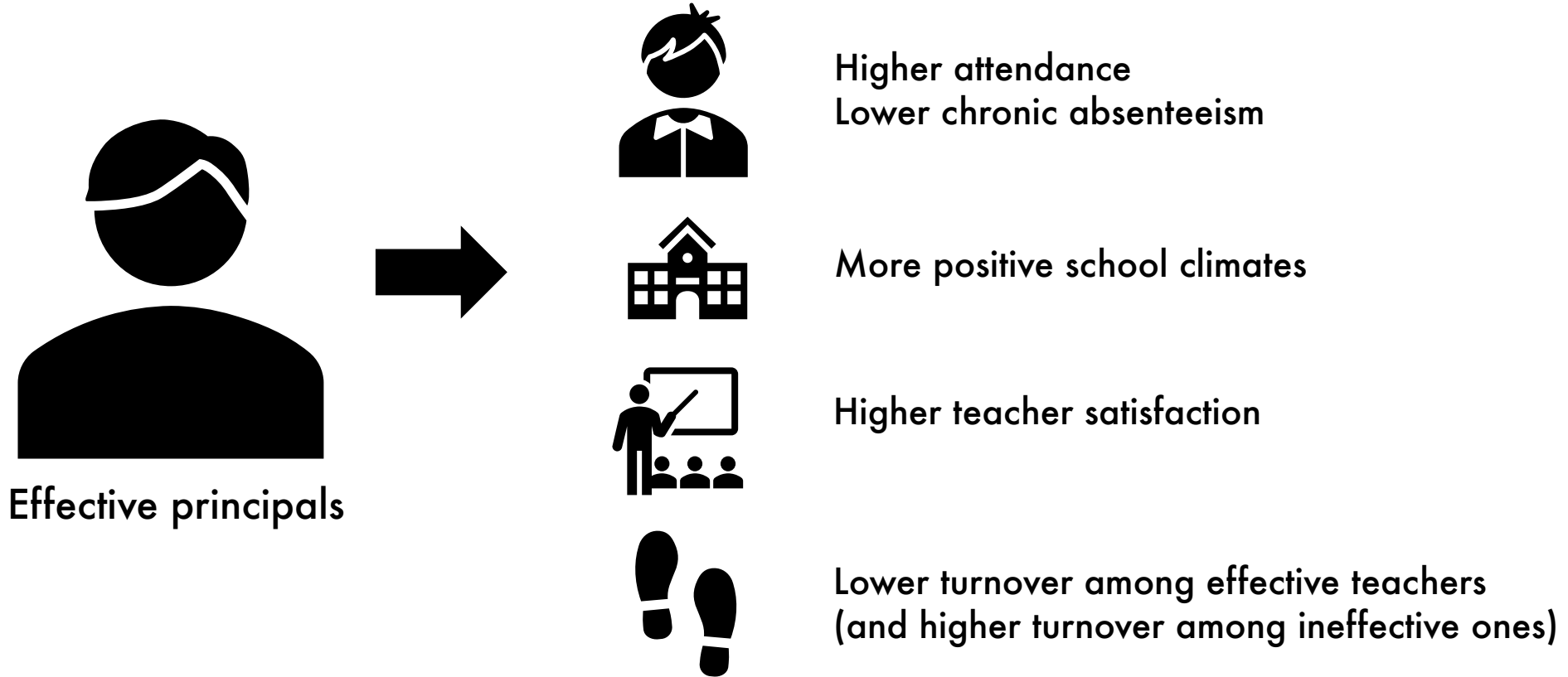
*"We need to **design programs** to **create great leaders** that can be successful in MNPS"*

*"The **cut score** of getting in the principal pool **does not catch the breadth** of the applicants experience."*

What best practice says

Staffing schools with effective principals is one of the surest ways districts can see success.

Research using Tennessee data shows that the impact of leadership extends well beyond test scores.



What we
heard from
TERA

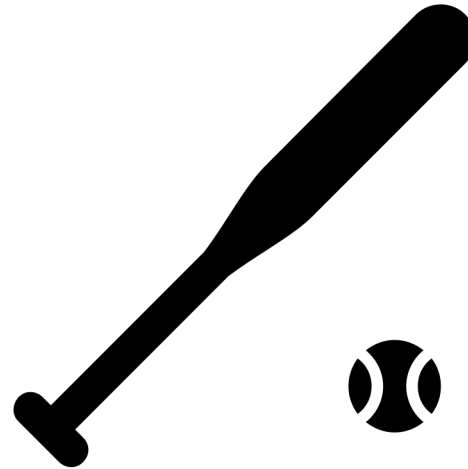
What we
heard from
you

What best
practice
says
















































































Does the farm team idea resonate with you?

Create a “**farm team**” of
leaders who are ready to be
called up when needed...



...which mitigates against the type
of leader turnover some of our
students are experiencing

 Glenciff	3.5	   
 Cane Ridge	4	   
 Hillsboro	4.5	    
 McGavock	4.6	    
 Hillwood	5	    
 Overton	5	    
 Whites Creek	5.3	     
 Stratford	5.4	     
 Pearl-Cohn	5.5	     
 Maplewood	5.6	     
 Hunters Lane	6	     
 Antioch	6.3	      

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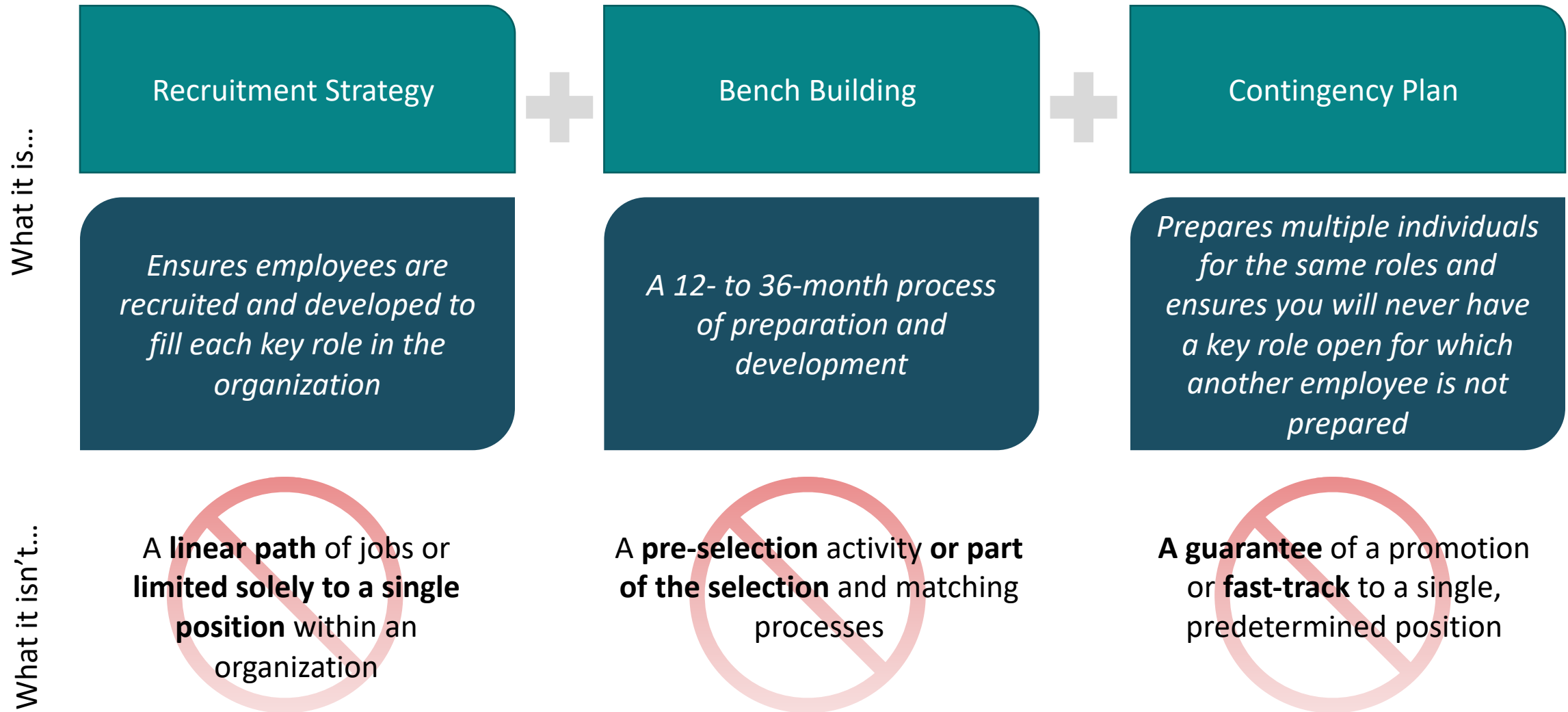
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What is succession planning?

The process of strategically developing individuals and passing on leadership roles in an organization. Succession planning is your farm team of qualified candidates to call up.



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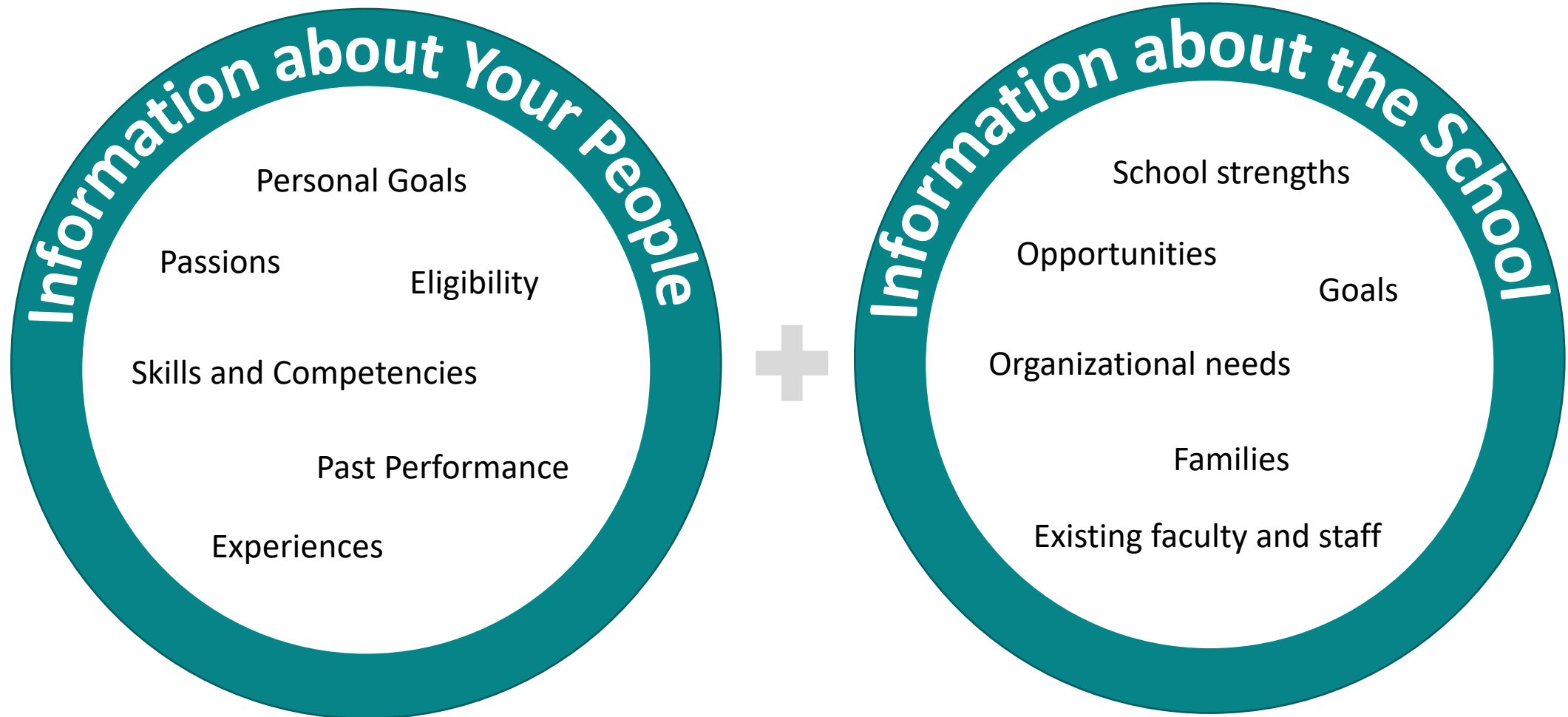
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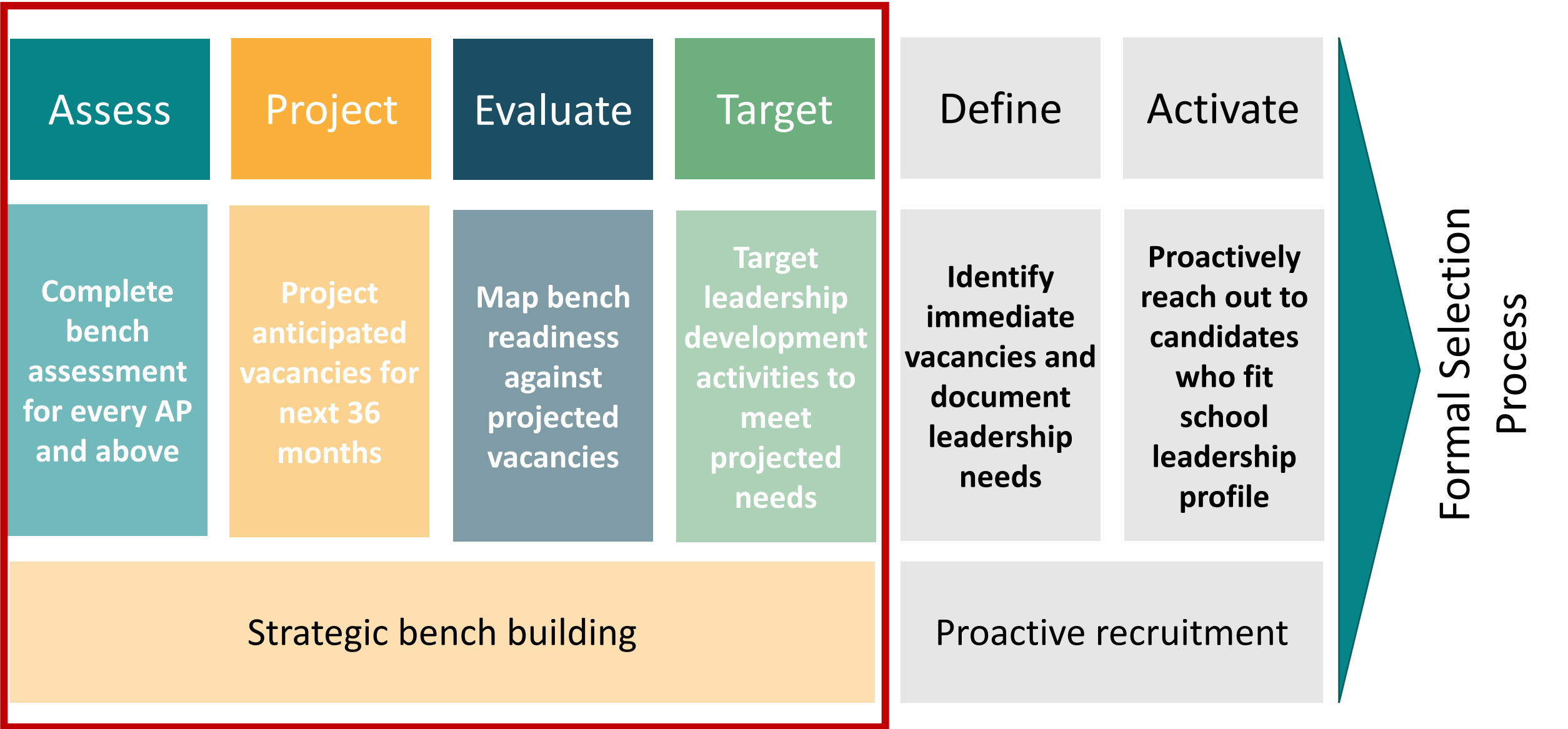
What do you need for succession planning?



Does the district currently think about succession planning like this?



Steps in Succession Planning:



Steps in Succession Planning:

Assess	Project	Evaluate	Target
Define scope of succession plan	Identify known vacancies	Determine bench readiness	Identify development needs for bench
Determine data that will be used	Estimate planned vacancies	Map bench readiness to projected vacancies	Create individual learning plans for bench
Calibrate on tool that will be used for assessing bench	Estimate unplanned vacancies using historical data		
	Complete School Profile for each vacancy		



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Steps in Succession Planning:

Assess

Define scope of succession plan

Determine data that will be used

Calibrate on tool that will be used for assessing bench

Active Admin License Type	Count
ILL Administrator	562
ILL-A Aspiring Administrator	19
ILL-A Aspiring Administrator (3 years)	57
ILL-B Beginning Administrator	150
ILL-P Professional Administrator	2
ILL-P Professional Administrator (6 years)	6
Professional Administrator	1
Grand Total	10

Active Assignments	Count
Assistant MS	48
Asst ES	69
Asst HS	66
Asst MS	11
ES - Executive	78
HS - Executive	16
HS ALC - Executive	1
MS - Executive	33
Non Traditional School - Executive	8
Executive Principals - Active Assignment	136
Assistant Principals - Active Assignment	194

Your universe is so big...you need to define your focus – succession planning for principals? APs? All leadership roles?

Steps in Succession Planning:

Assess

Define scope of succession plan

Determine data that will be used

Calibrate on tool that will be used for assessing bench



A Leadership Tracking Tool would collect this data for all potential candidates in the district

Steps in Succession Planning:

Assess

Define scope of succession plan

Determine data that will be used

Calibrate on tool that will be used for assessing bench

MNPS Leadership Bench Assessment Tool
Leader #1

Name:	William Bell
Current Role:	Assistant Principal
Current School:	Coleman High School
Years in Current Role:	4 Years

Practice Scores

Standard	Indicator	Score
Instructional Leadership for Continuous Improvement	Capacity building	3
	Data analysis and use	3
	Interventions	3
Culture for Teaching and Learning	Progress monitoring	3
	Leveraging educator strengths	3
	Environment	4
	Family involvement	4
Professional Learning	Ownership	4
	Recognition and celebration	4
	Evaluation	4
	Differentiated professional learning	3
Resource Management	Induction, support, retention, and growth	3
	Teacher leaders	3
	Self-practice	4
	Community resources	4
Areas of Experience	Diversity	3
	Employee and fiscal management	3
		3

Most Recent Evaluation's Area of Refinement

Progress Monitoring (A4)
Given the gaps in achievement and growth, there is opportunity to enhance the monitoring process to ensure consistent advancement of student performance.

Areas of Experience

Area	Yes/No	Evidence of Experience
Turnaround	Yes	Taught 5 years in a Priority elementary school; Served as Dean of Students at a Priority middle school before moving into current AP role
EL	No	
ED	Yes	Worked as a teacher in a Title I school for 3 years. As Dean of Students led training on how to make curriculum relevant and engaging for all students particularly for economically disadvantaged students
Parent/Family involvement	Yes	As AP, Bell created the school's approach to family communication that corresponded to increases in parent survey data about effectively communicating with families. As Dean of

Leadership Framework Responsibilities

Responsibility	Yes/No	Evidence of Strength
Inspire a shared vision	Yes	In third year as AP, Bell oversaw the development of the school's improvement plan; Excellent communication skills and natural people person; Based on TEAM and qualitative data
Develop people	Mixed	Led teacher-mentor program that matched teachers based on years of experience and expertise; teacher satisfaction with the program was very high and retention of first year teachers increased despite a lack of growth of teachers' TVAAS scores
Create a culture of belonging	Yes	Expert in Ruby Payne; led training on ensuring all students, particularly low-
Orient toward results	No	



What data or tools do you currently use to help think through aspiring leaders?

Steps in Succession Planning:



Steps in Succession Planning:

Project

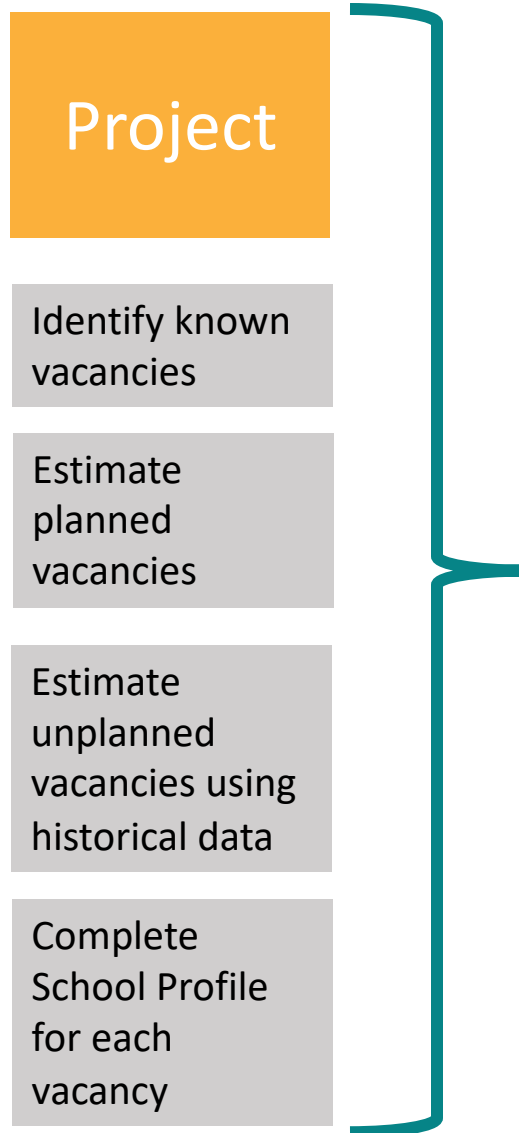
Identify known
vacancies

Estimate
planned
vacancies

Estimate
unplanned
vacancies using
historical data

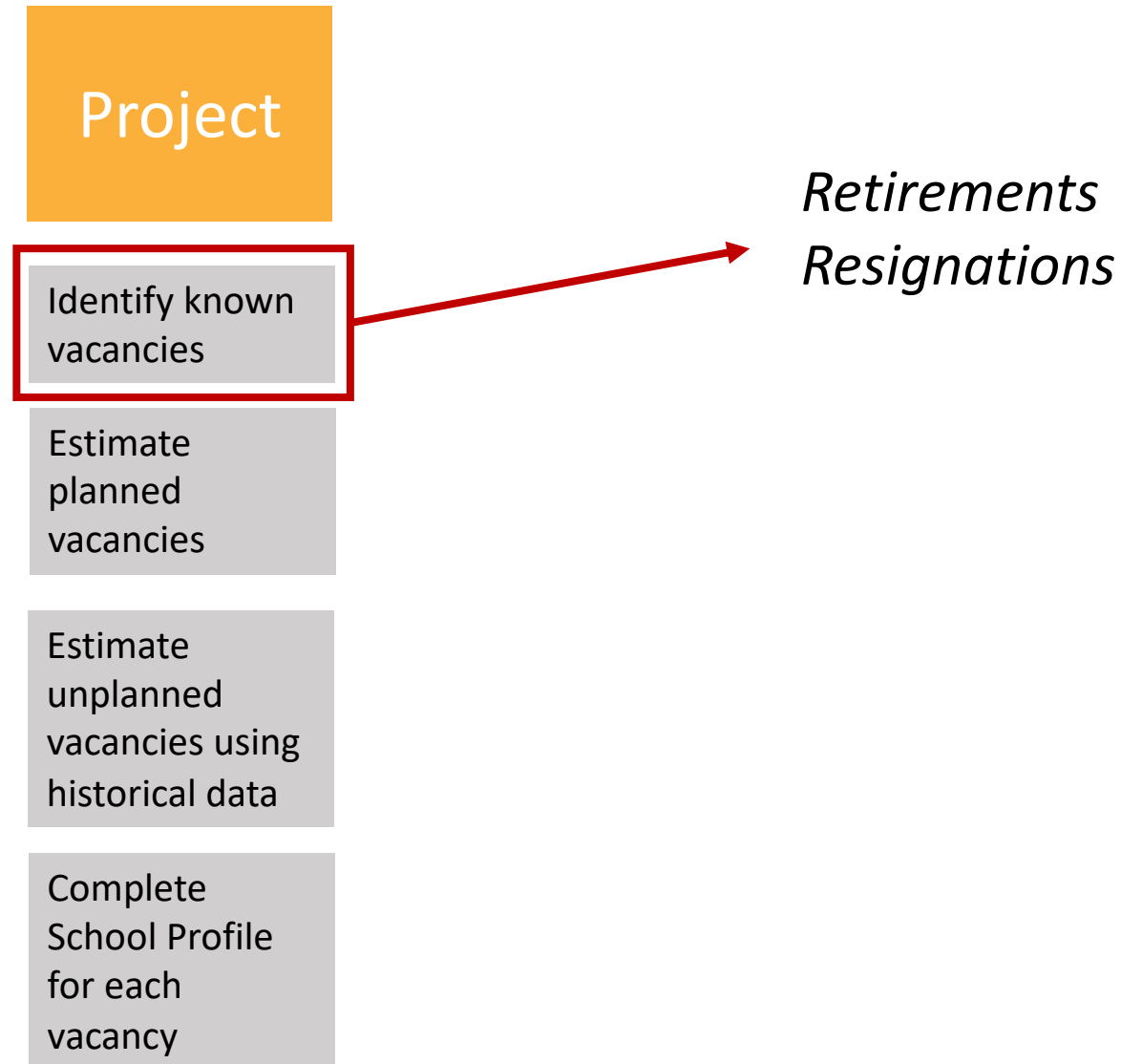
Complete
School Profile
for each
vacancy

Steps in Succession Planning:

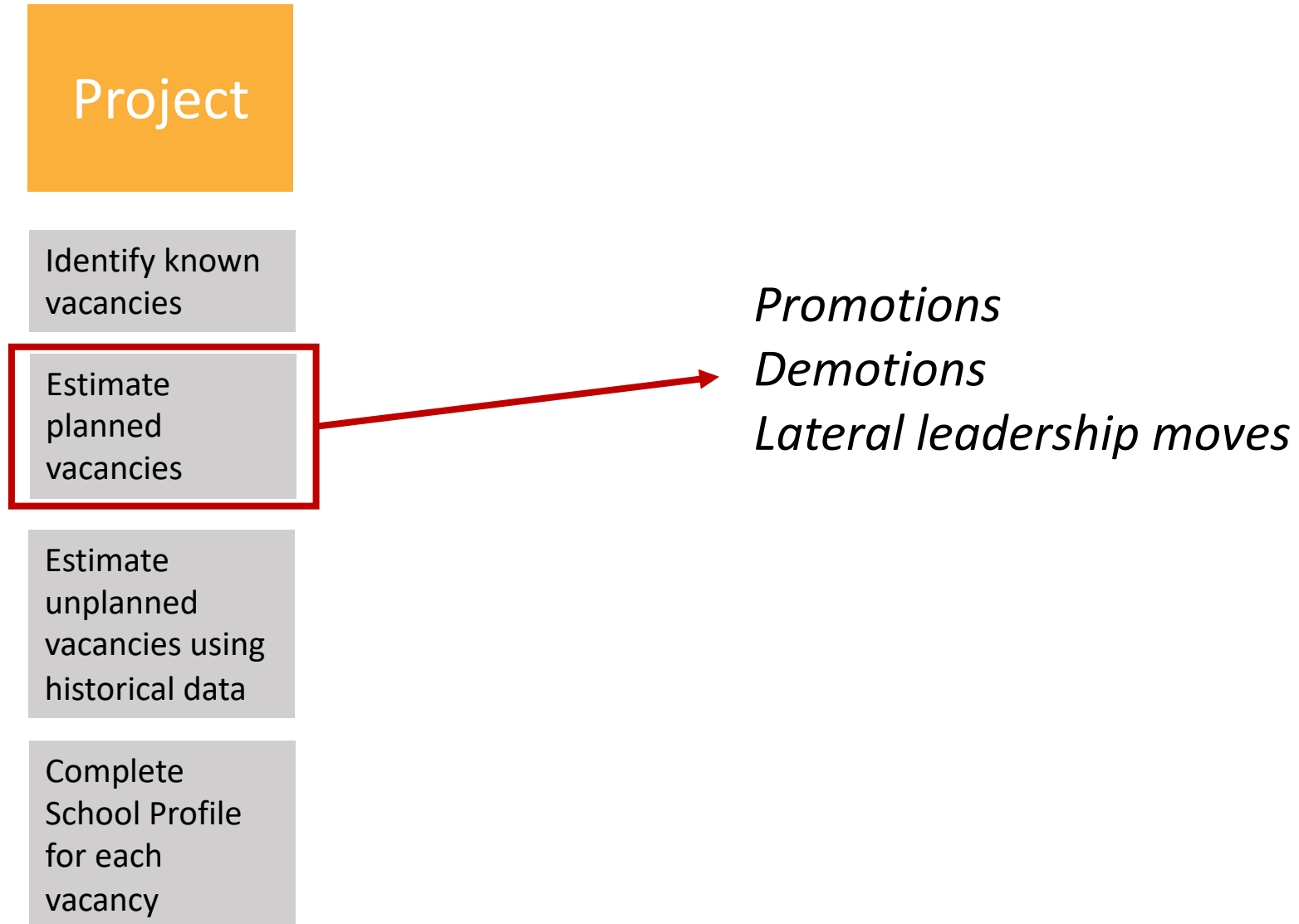


Remember that this phase is about projecting out needs for the next 2-3 years, not just about short-term vacancies

Steps in Succession Planning:



Steps in Succession Planning:



Steps in Succession Planning:

Project

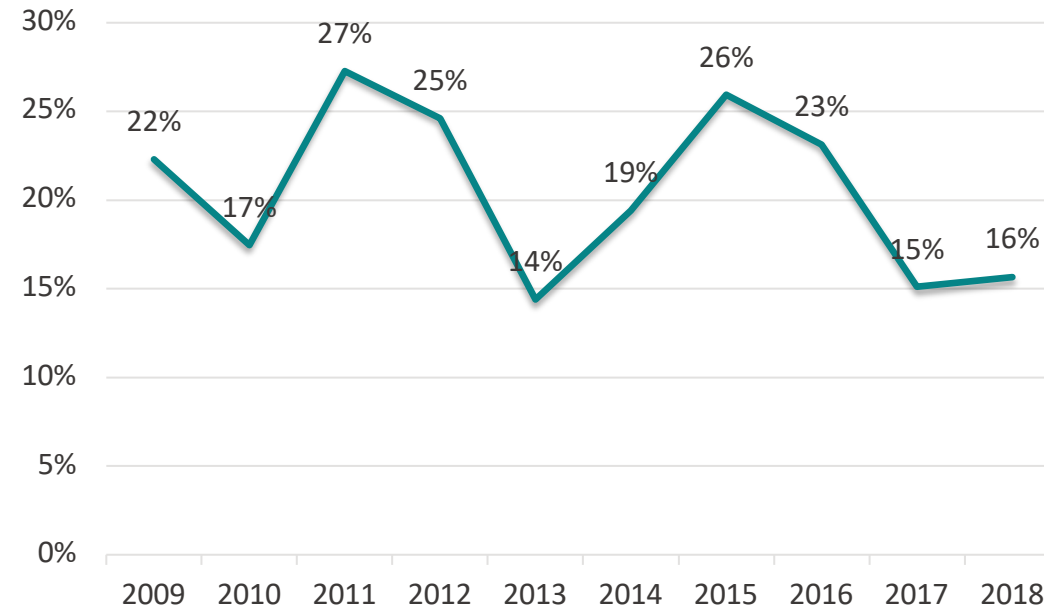
Identify known vacancies

Estimate planned vacancies

Estimate unplanned vacancies using historical data

Complete School Profile for each vacancy

Turnover Rate for Principals in MNPS



Steps in Succession Planning:

Project

- Identify known vacancies
- Estimate planned vacancies
- Estimate unplanned vacancies using historical data
- Complete School Profile for each vacancy

Example...

Principal Vacancy Type	ES	MS	HS	Estimate
Known Retirements	3	1	0	4
Known Resignations	2	1	1	4
Known Promotions	1	0	1	2
Known Demotions	1	1	0	2
Potential additional based on historical data	2	1	1	4
Total Principal Vacancies:	9	4	3	16

Steps in Succession Planning:

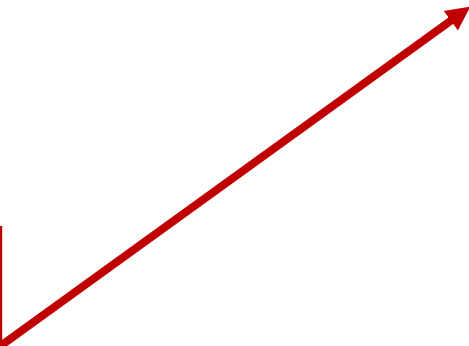
Project

Identify known vacancies

Estimate planned vacancies

Estimate unplanned vacancies using historical data

Complete School Profile for each vacancy



Nashville Middle School
830 students
Principal retiring after serving at school for 4 years

Areas of need

Area	Year/No	Notes
Turnaround	Yes	On cusp of being on priority list
EL	Yes	26.4% of enrollment
EE	Yes	12.8% of enrollment
Parent/Family involvement	Yes	Panorama data for Family Relationships at 35%, 28% below district average. School does have active PTO.
Discipline	Yes	ISS 25.9%; OSS 18.0%
Literacy	Yes	11.6% Proficient in literacy. TVAAS score of 1 for literacy

Leadership Framework Responsibilities

Responsibility	Priority for School	Evidence
Inspire a shared vision	No	Teachers share vision and belief in students – Teacher Panorama data for Educating All Students at 85%, 4% above district average, also increased from previous year
Develop people	Yes	Teacher Panorama data for Professional Learning at 22%, 36% below district average; for Feedback and Coaching at 19%, 32% below district average
Create a culture of belonging	Yes	Student Panorama data for "Belonging" at 41%, 15% below district average
Orient toward results	Yes	Low growth scores – TVAAS level 1 in all categories. Achievement dropped from 24.1% in 2017 to 10.1% in 2019
Recognize and develop rigorous instruction	Yes	Low achievement, disproportionately affecting students of color
Focus on continuous improvement	Yes	Teacher Panorama data both very low for Feedback and Coaching and Professional Learning, both which dropped over 20% from the previous year
Strategically plan and manage toward goals	Yes	Teacher Panorama data shows teachers report low satisfaction with leadership's ability to communicate effectively or set clear goals, with significant drop from prior year
Build relationships	Yes	Teacher Panorama data for School Climate at 37%, 42% below district average, and down 38% from the previous year

Workspace

Use the drop down menu below to rank the leadership responsibilities 1-8, with 1 being the most important for this school, 8 being the least important for this school.

Ranking	Responsibility
1	
2	
3	
4	

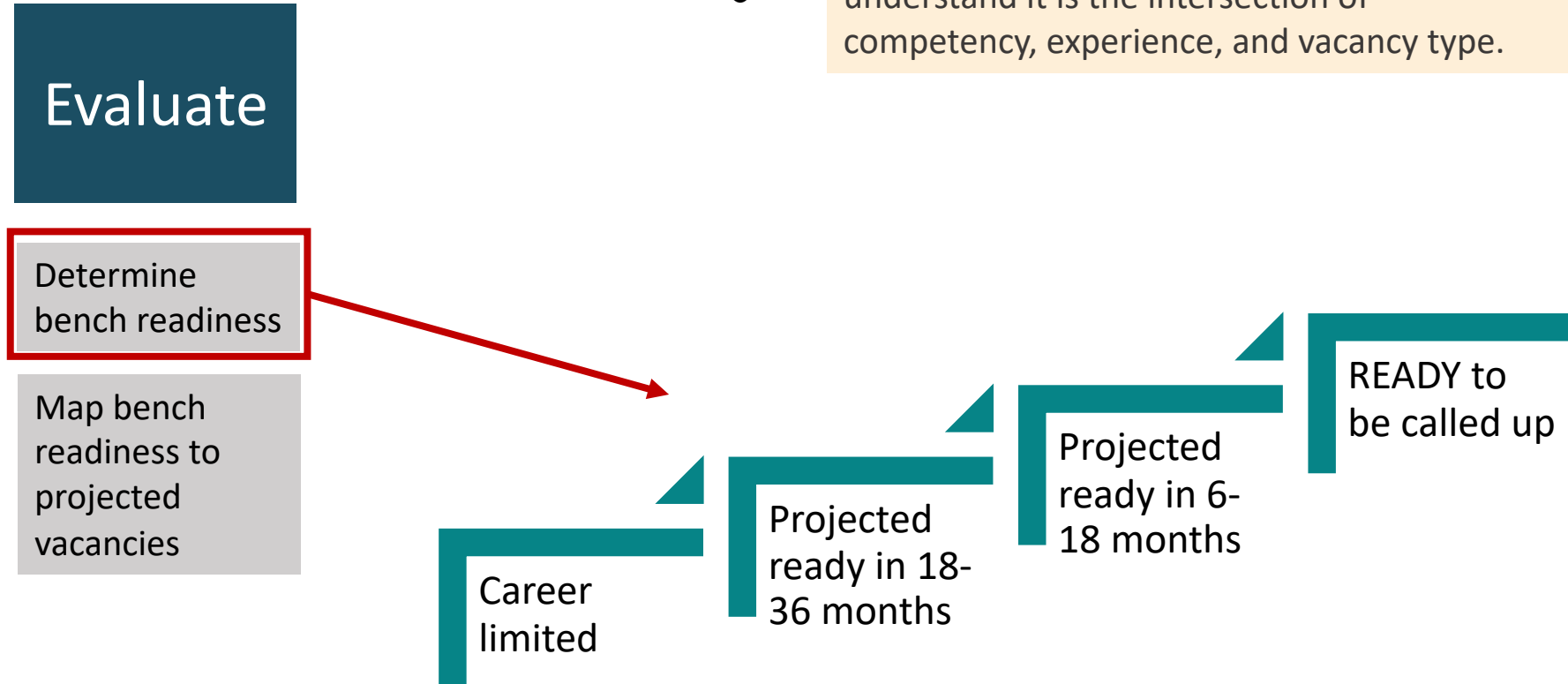
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Steps in Succession Planning:



Being “**ready**” to fill a vacancy is contingent on more factors than the time invested in the bench building process. Aspirants should understand it is the intersection of competency, experience, and vacancy type.



Steps in Succession Planning:

Evaluate

Determine
bench readiness

Map bench
readiness to
projected
vacancies



MNPS Leadership Bench Assessment Tool		
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	Environment	4
	Family involvement	4
	Ownership	4
Professional Learning	Recognition and celebration	4
	Evaluation	3
	Differentiated professional learning	3
	Induction, support, retention, and growth	3
Resource Management	Teacher leaders	4
	Self-practice	4
	Community resources	3
	Diversity	3
	Employee and fiscal management	3
Areas of Experience		
Area	Years	Comments and Experience
Turnaround	Yes	Taught 5 years in a Priority elementary school. Served as Dean of Students at a Priority middle school before moving into current AP role.
ED	No	
ED	Yes	Worked as a teacher in a Title I school for 5 years. As Dean of Students led training on how to make curriculum relevant and engaging for all students particularly for economically disadvantaged students.
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Most Recent Evaluation's Area of Refinement		
Progress Monitoring (AM) Given the gaps in achievement and growth, there is opportunity to enhance the monitoring process to ensure consistent advancement of student performance.		
Leadership Framework Responsibilities		
Responsibility	Years	Evidence of Strength
Inspire a shared vision	Yes	In third year as AP, Bell oversees the development of the school's improvement plan. Excellent communication skills and natural people person based on TSIAM and qualitative data.
Develop people	Mixed	Led teacher-mentor program that matched teachers based on years of experience and expertise. Teacher satisfaction with the program was very high and retention of first year teachers increased despite a lack of growth of teachers' TSIAM scores.
Create a culture of belonging	Yes	Expert in Ruby Payne, led training on engaging all students, particularly low-income students.
Orient toward results	No	

Steps in Succession Planning:

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Steps in Succession Planning:



MNPS Leadership Bench Assessment Tool

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Professional Learning	Recognition and celebration	4
	Evaluation	3
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	Induction, support, retention, and growth	3
Resource Management	Teacher leaders	4
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	Community resources	3
	Diversity	3
	Employee and fiscal management	3

Most Recent Evaluation's Area of Refinement

Progress Monitoring (AP)
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Create a culture of belonging	Yes	Expert in Ruby Payne, led training on engaging all students, particularly low-income students.
Orient toward results	No	

Key areas of refinement aligned to leadership framework

Steps in Succession Planning:

Target

Identify
development
needs for bench

Create
individual
learning plans
for bench

Administrator Evaluation Individual Action Plan

School Administrator Name		Position
School Name		School Year
Tennessee Instructional Leadership Standard (TILS, 2013) to be strengthened: (select one) 1) Standard A: Instructional Leadership for Continuous Improvement 2) Standard B: Culture for Teaching & Learning 3) Standard C: Professional Learning & Growth		
Identify 2-4 SMART goals you plan to achieve during this academic school year based on a self-identified area of refinement in the TEAM rubric and the TILS standard you circled above. All goals/outcomes must align with TILS (2013) and the TEAM Administrator Evaluation Rubric and should be SMART: specific, measurable, achievable, relevant, and time sensitive.		
SMART Goal 1:		
SMART Goal 2:		
SMART Goal 3:		
SMART Goal 4:		
Action Steps	Timeline of Action Steps	Mid-Year Adjustments
		Expected Outcomes

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Putting it all together...

	Steps in the Activity:	Outcomes (what you will report back out to the full group)
Assess	<i>STEP 1: Review the data for the four aspiring principals and calibrate on their strengths and areas for growth</i>	➡ Types of schools each aspiring leader is well-suited for
Project	<i>STEP 2: Review the two school profiles of known vacancies and rank the school's needs using the Leadership Framework responsibilities</i>	➡ Leadership Framework rankings for both schools
Evaluate	<i>STEP 3: Determine if you would want to actively recruit any of these candidates for one of the known vacancies</i>	➡ Names of aspiring leaders you want to recruit to the schools and why you selected them
Target	<i>STEP 4: For the remaining aspiring leaders, identify learning plans that would better prepare them for future opportunities</i>	➡ Suggested learning opportunities for aspiring leaders who were not selected for recruitment

Breakout Group Activity Debrief



Steps in the Activity:

Outcomes

(what you will report back out to the full group)

Assess

STEP 1: Review and calibrate on your bench assessment data for four aspiring principals. Complete analysis section for each profile



What type of school did you think William Bell was well-suited for? Pat Jones?

Project

STEP 2: Review the two school profiles of known vacancies and rank the school's needs using the Leadership Framework responsibilities



What were your rankings for Davidson Elementary?

Evaluate

STEP 3: Determine if you would want to actively recruit any of these candidates for one of the known vacancies



Did you select any aspiring principals to recruit for the vacancies?

Target

STEP 4: For the remaining candidates, identify learning plans that would better prepare them for future opportunities



What types of actions did you recommend for the remaining aspiring principals?

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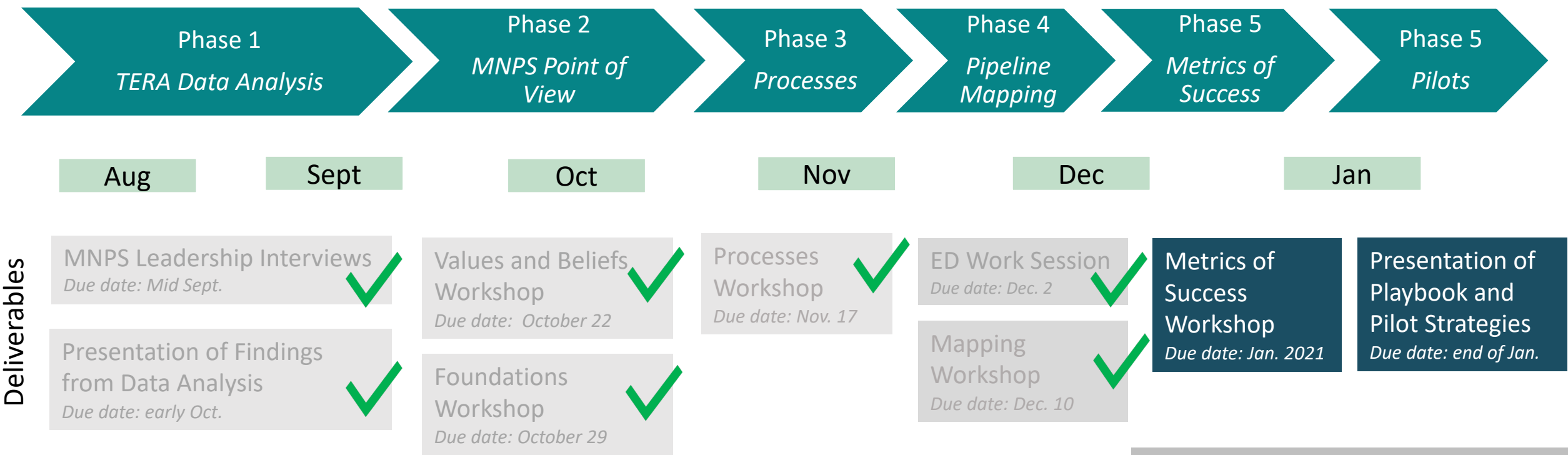
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| Michelle Springer | |

Developing the MNPS Leadership Playbook

The compilation of all the work you have done, the tools we created, and an implementation plan

- A set of MNPS Belief Statements about leadership and the role of the district in supporting leaders
- The MNPS Leadership Framework that includes roles, responsibilities, and key behaviors
- Look-fors aligned to the key behaviors in the Leadership Framework
- Recommendations around leader selection, bench-building, and developing
- Bench Assessment Tool
- School Vacancy Profile Tool
- Pilot options around leader selection, bench-building, and development



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