

Leadership Transition Plan

Jim Golden, Future Superintendent

Educate and inspire all students to reach their full potential,
equipped to be positive, contributing members of society.



Outline

Overview and Goals

3

Outcomes

3

Key Stakeholders: Students, Families, Community and Elected Officials

4

1. Students and Families

- a. Objectives
- b. Process, pre-entry; entry
- c. Sample questions

2. Community and Board of Directors

- a. Objectives
- b. Process, pre-entry; entry
- c. Sample questions

Governance Team-Board of Directors

6

1. Board of Directors

- a. Objectives
- b. Process, pre-entry; entry
- c. Sample questions

Organizational Capacity, Executive Team and Programs

7

1. Executive Team

- a. Objectives
- b. Process, pre-entry, entry
- c. Sample questions

2. Programs

- a. Objectives
- b. Process, pre-entry, entry
- c. Sample questions

Media

9

Overview

These transition activities are designed to help the new superintendent accelerate the smooth transition of leadership by quickly gathering critical information about the needs of the students, families, employees and community: establishing a strong community presence early; assessing the organizations strengths and opportunities for improvement; identifying critical issues and continuing to support and extend a network of contacts and resources to assist in the work of continuous improvement. As evident from the plan, much of the work will take occur simultaneously with the daily and regular responsibilities of leading the organization.

The transition plan has three phases:

Phase I: Pre-entry, April 1st to June 30th, 2015

Phase II: Entry, July 1st to October 31, 2015

Phase III: Development of Summary Report and Action Plan, December 31st, 2015

Goals

1. Ensure a smooth and orderly transition of leadership.
2. Enact a structure for the superintendent to listen broadly and learn comprehensively about the organization.
3. Ensure multiple perspectives and voices are heard.
4. Purposely and carefully structure the transition to best support stakeholders, create organizational improvement and increase in student achievement.
5. Review agency structure, climate, budget and key work processes to ensure alignment of resources, efficiency and effectiveness in meeting the educational needs of all students and the organizational needs of stakeholders.

Outcomes

Successful execution of this transition plan will result in the following work products:

1. A comprehensive summary of findings, observations, and knowledge acquired from the new superintendents listening activities.

2. An action plan consistent with the current district strategic plan, which identifies high priority activities designed to leverage available resources to optimize organizational efficiency, equality and excellence.

Key Stakeholders: Students and families, employees, community, elected officials.

Objectives:

- Establish a positive and collaborative relationship with key stakeholders to ensure that resources are being allocated and or expended to support the identified mission and goals of the organization.

Pre-entry Activities

- Visit and conduct one to one meetings with school board members, district leadership and key community stakeholders.
- Conduct a “meet and greet” so that students, parents and community members can share concerns and be listened to deeply.
- Attend a school board meeting in May or June.

Entry Activities:

- Visit schools and meet with building leaders, including teacher/leaders.
- Conduct small group meetings with the business manager, facility director, curriculum director, special programs director, principals and their assistants and leaders from the ESD and local colleges.

Sample Guiding Questions:

- What do we do well as a district?
- What is an area you see that needs improvement?
- What services or programs should be added or strengthened?
- Please share information that you feel is important for me to know.

Students and Families

Objectives:

- Establish a positive and collaborative relationship with students and families to ensure that all decisions are made with the best interest of kids in mind.

Pre-entry Activities:

- Perform program visits and informal introductions to students and families as available and in conjunction with visits to school sites throughout the district.

Entry Activities

- Conduct meetings with parents and students and visit school sites.
- Attend program and community functions.

Questions:

- How has the district served your student and family well?
- What areas of improvement do you see a need for the district to address?
- Please share information that you feel is important for me to know.

Community and Elected Officials (including other educational partners/agencies)

Objectives:

Establish positive and collaborative relationships with community leaders, elected officials and partner agencies. Work collaboratively with these partners to leverage resources, solve problems and create innovative and effective partnerships. We must work together effectively to solve difficult problems that affective our community and

cross institutional boundaries. The strength of a community is one of the most important measures of community health and well being.

Pre-entry Activities:

- Meet with leaders from the ESD, community college, universities, Chamber of Commerce, city and county government, Rotary and other service organizations.
- Communicate key areas of district strength and focus to stakeholders.

Entry Activities:

- Schedule meetings with community leaders and other stakeholders
- Attend meetings of various community leadership organizations.
- Meet with elected and appointed officials to insure open communication, understanding of safety issues, and areas for partnership and collaboration.
- Meet with representatives of the Oregon Department of Education and OEIB to discuss district needs and concerns.
- Meet with the district's State Representatives and Senator. Discuss format for ongoing and open communication about the district's needs.

Questions

- What are the strengths of the district?
- What are the opportunities for improvement for the district?
- What are some collaborative and innovative ways we can leverage our resources and partner to improve educational outcomes for our students?
- What suggestions, comments, concerns or commendations do you have?

Governance Team- Board of Directors

Objectives

- Establish a positive and productive relationship between the board and the superintendent. Focus this relationship on improving student achievement and

community engagement with our district. Establish a commitment to excellent, efficient and effective governance.

Pre-entry Activities

- Share Leadership Transition Plan with board for feedback and guidance.
- Review key reports, studies, plans and audits about the district.
- Review critical documents, policies and procedures, facility/bond plans, financial data and projections, safety and emergency plans in place for the district.

Entry Activities

- Develop and implement appropriate communication protocols between the board and superintendent.
- Establish regular meetings with the board chair and vice chair and individual meetings with board members to establish report and understand issues affecting their zone or the community they represent.
- Establish a board retreat to focus on shared values, initiate reflections on organizational structure and opportunities for improvement.

Questions

Why did you join the board?

Do you feel your perceptions of the district have changed since joining the board?

What are you impression on the district?

What work on the board are you most proud of and why?

What key issues or initiatives do you think we need to address immediately?

Please share with me any information that you feel I need to know about.

Executive Team

- Establish a positive and collaborative relationship with the executive team, as well as employee groups, while reviewing district structures and goals.

- Establish how communication and decision making will occur along with a focus on continuous improvement and increased student achievement.

Pre-entry Activities

- Conduct one to one and small group meetings with Executive Team and district office staff members.
- Review superintendent documents, briefings, longitudinal data analysis and reports from departments in order to better understand organizational structure and major initiatives underway in the district. Use these documents and staff conversations as a means to quickly understand the district's strengths, challenges and opportunities for improvements.

Entry Activities

- Establish a schedule to meet with all direct reports and key staff and as appropriate, initiate program reviews.
- Schedule meeting with leaders of each employee association for initial listening sessions and establish routine meetings with these groups.
- Assess budget appropriation in accordance with district priorities.
- Conduct executive team planning meeting. Develop a clear understanding of goals, roles, processes and relationships.
- Review with legal counsel any outstanding legal issues or pending litigation.
- Evaluate the use and effectiveness of the current data collection and analysis.
- Assess current professional development efforts and capacity for meeting staff needs.

Questions

- What is working well?
- What are key opportunities for improvement?
- What are key issues the district must face?
- What are the key concerns of our teachers?

- How can we improve our programs and educational delivery?
- What suggestions, comments, concerns or commendations do you have?

Programs

Objectives:

- Develop a comprehensive understanding of program goals, structures and results.
- Establish a positive, professional and collaborative relationship with employees.

Pre-entry Activities

- Review program structures and results.

Entry Activities

- Visit programs and meet with program staff to listen to their needs and concerns.
- Host meetings with teachers and support staff as a means to communicate about critical issues facing staff and our organization.

Media

Objectives:

- Establish a positive relationship with local media to ensure public understanding and involvement in the mission and vision of the district.
- Develop and understanding of internal and external communication systems and protocols.

Pre-entry Activities:

- The superintendent will engage local media for introductory interviews and to better understand issues that are important to the local media.

Entry Activities:

- The superintendent will engage local media in conversations about the future of the district and opportunities in the new biennia along with State and local initiatives related to education.

Conclusion

The purpose of this leadership transition plan is to create an outline for important entry activities that the new superintendent will engage in. Secondly, the focus of this plan is to provide many opportunities for the new superintendent to listen to and engage district stakeholders including students, parents, the community and staff members in conversations in order to better understand the complexities of the district. This plan will help the superintendent to gain a broad understanding of the complexities facing the district and the desires of greater community for the district. The hope is that through deep listening and questioning the new superintendent will gain a comprehensive understanding of the district. This transition plan will serve to help the superintendent begin to formulate ideas and strategies for continuous improvement of the organization.