

NOVEMBER 2022

THE SHARE

Demonstrated Success Newsletter



Empowering Educators to Improve Student Learning

The Power of Partnership

MIKE SCHWARTZ

One of the things we value at DS is partnership. We know the best work—for students, schools, districts, and the state—is done through strong partnerships. Bringing together multiple perspectives to solve problems can raise the level of success. In our work with schools and districts, creating authentic partnerships is particularly important because more than just support, we want to offer *meaningful, customized* collaboration. We also value our long partnership with the NH Dept. of Education and are investing in building a partnership with the MA education agency, DESE, and other surrounding states. And as you'll read about in this newsletter, we recently had a wonderful experience partnering with the NH Association of School Principals to offer a training day for early-career educational leaders. As leaders and educators, each of us should seek out the partnerships that support success!



DS offerings

Making MTSS Doable

New England Workshops:

March 9 & 10

June 22 & 23

October 5 & 6

LET US KNOW
IF YOU'RE INTERESTED

MTSS & RTI: Similar but not the Same

READ OUR LATEST
BLOG POST

DS is proud to have helped 9 NH schools exit their CSI designation.

LEARN ABOUT THE
SUPPORT WE PROVIDE!



Making MTSS Doable in Maine

KAREN MATSO

To meet a growing interest of Maine schools in implementing a Multi-Tiered System of Supports (MTSS) framework, the DS team recently conducted our two-day workshop, Making MTSS Doable, in Lewiston, ME. The workshop aims to provide the focused time, guiding resources, and expert support of our DS trainers to help school teams making manageable progress toward implementing the MTSS framework by marshalling their school's current resources.

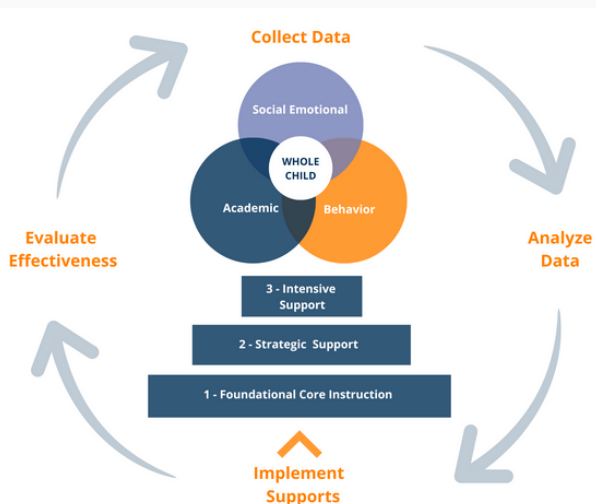
Highlighting that MTSS promotes greater equity in schools and supports the whole child, we helped participants build their understanding of the components of MTSS, including effective teaming; leadership; and tiered supports for academic, social emotional, and behavioral success of students.

Attending teams began their work with a [Readiness Assessment](#) (See the link below to download this useful resource!) to identify their school's resources and barriers to implementing an MTSS framework. Using this needs assessment, teams were able to establish priorities and set short- and long-term goals for MTSS tailored to their setting. To support this work, our trainers provided additional resources, which included schoolwide behavior flowcharts; tiered intervention referral documents; and tiered intervention choices for SEL, academics, behavior that school teams could tailor to their own needs.

Tammy Hilton, our academic coach, addressed the importance of maintaining rigor and pursuing high-level transfer skills in tiered instruction. She emphasized the essential role of providing universal Tier One access via differentiation and the Universal Design for Learning (UDL) framework. And she introduced routines and protocols for successful and sustained Tier 1 and Tier 2 leadership teams and helped participants define the mission and related responsibilities of each of these teams.

Our SEL specialist, Lauren Mercier, took participants through the CASEL competencies for Social Emotional Learning, so teams could discuss how CASEL competencies were and were not guiding their work in their settings, and how to focus on these competencies within all tiers of intervention.

All of this, facilitated each teams ability to create an action plan to drive the development and implementation of their MTSS framework. Feedback from the workshop highlighted attendees appreciation of the structure, resources, coaching support, and team time as well as the opportunity to learn from colleagues from other schools. Another share: [Click on the graphic below to download your own copy!](#)



To begin your MTSS journey, we encourage you to take [this MTSS Readiness Assessment](#).

And for a next step: Join us March 9 & 10 or June 22 & 23 or October 5 & 6 for our Making MTSS Doable workshop! [Let us know if you're interested.](#)



Supporting New Educational Leaders in New Hampshire

REBECCA DAWSON WEBB

Demonstrated Success was happy to partner with the New Hampshire Association of School Principals to offer a workshop at the end of September for new and aspiring educational leaders in New Hampshire. Empowering Early-Career Educational Leaders: Shifting from Management to Leadership, at the newly renovated Music Hall Lounge in downtown Portsmouth, brought together a group of thirty leaders and principal mentors with a broad range of experience from across the state.

The full-day event gave leaders the valuable opportunity to connect and reflect on problems of practice, different leadership styles and matching the style to the situation, and the need to protect the important from the urgent. The presenters were veteran educators and included NHASP's Mentor Program Coordinator, Ken Page, and DS's Leadership Coach, Tom Ledue. "The participants," Ledue observed, "had a chance to learn the hard-won lessons of the presenters and the seven principal mentors present. I wish I'd had such an opportunity at the beginning of my administrative career." The facilitated sessions offered action-oriented guidance as well as the chance for participants to learn from each other. Conversation was rich and practical.

Attendees expressed appreciation for being able to "share with others and see that they have similar issues and experiences," "to listen to different perspectives and learn about different strategies," and "to build a network of support and resources." Bridey Bellemare, NHASP Executive Director, noted, "participants were very impressed with the diversified population of leaders/mentors that were available to support them in navigating problems of practice throughout the day. Some aspiring leaders shared that what they got out of the day was even more valuable than some of the leadership courses they were taking towards their certification... so all in all, it was a great day!"

"One of the keys that propels New Hampshire as a leader in education is our capacity for collaboration across our educators, schools, and education agencies. It was so great to see this collaboration in action at this workshop!"

MIKE SCHWARTZ,
DS PRESIDENT





"I see far too many school leaders suffering through their own version of 'whack-a-mole.'"

TOM LEDUE,
SCHOOL LEADERSHIP SPECIALIST

Protecting the Important from the Urgent

TOM LEDUE

Being an educational leader is a complex job. Amidst many competing demands, we are tasked with keeping students and staff safe, creating conditions to support building durable learning for all members of the learning community, and managing all of the details that allow our school, department, or program to complete its work each day.

Compounding this complexity, the pace of school leadership is frenetic. Without clear priorities and structures to support those priorities, too often, leaders end up focusing on the next urgent thing and do not protect time to do the important work necessary to lead their schools, programs, or departments.

There is no one strategy to deal with the complexity, pace, and urgency, real or imagined, of our work. **Here are 5 strategies to consider as you work to protect the important from the urgent.**

A Baseline Formula

Ask yourself:

- What are the foundational leadership qualities that you are committed to?
- What are the core beliefs that guide you as an educator?
- What are your highest leverage priorities to meet your goals?

Then ask the essential question:

- What structures can you build to help you be the leader that you want to be and to protect your priorities?

Then follow through:

- Build those structures that support you in being the leader you want to be.
- Implement them.
- Assess their effectiveness regularly.
- Adjust or change them as necessary.

Continued on the next page



Protecting the Important from the Urgent (cont'd)

Maintain Your Focus!

- Collaboratively build a strategic plan for the year with clear SMART goals, action steps, and collective ownership.
- Use the plan and its priorities to screen every good idea or reactionary thought.
- Accept that some things may seem urgent, but they are not really important when weighed against the goals that guide your journey.

Decentralize Leadership I: Help Staff Understand What Your Job Is.

- Make sure that no one comes to see you for things that are someone else's responsibility. "Leader as Servant" does not mean that you meet the next need that you see. It means that you focus on the essential needs.
- To support staff and protect time, develop a "Who Do I See For What?" chart. Help people understand what your job is and what it is not.

Decentralize Leadership II: Delegate and Collaborate!

We cannot do everything ourselves. Trust that others care as much as you and that they have their own professional skills to help manage and lead.

- Empower others; do not micro-manage.
- Develop Talent; build capacity to serve the school.
- Collaborate; foster the fact that we are all in this together.
- Partner with students, parents, colleagues, administration, interns, and volunteers.
- Trust; share leadership.

Develop Proactive Structures that Anticipate Needs and Challenges

- Choose to be proactive by scheduling time so you can be. If it is high-leverage, important, and proactive, SCHEDULE IT!
- Shape meetings and their productive outcomes with meeting templates that focus on priorities and proactive approaches to challenges.
- Schedule time for high-leverage practices, such as instructional coaching or your own professional development.

While much leadership happens within the flow of any school day or week, we must remind ourselves that we can usually channel that flow for the most significant benefit of our school community. To do so, we need to have our strategies and structures in place to support an intentional school culture that is unified around clear priorities.

If you would like to discuss any of these ideas further, please feel free to reach out to us at **Demonstrated Success.**



20 Tips for Early-Career Educational Leaders

KEN PAGE, NHASP MENTOR PROGRAM COORDINATOR

1. **Put kids first, always:** As a leader, you will work more with adults, but always be guided by the fact that kids are the reason we do what we do.
2. **Have an entry plan:** Anticipate and plan, always.
3. **Find out what you need to do:** Right from the get-go, know how you are evaluated and work to meet the demands.
4. **Define yourself as a leader:** Dig deep and figure out what's most important to you as a leader. Continue to revise your vision.
5. **Change your area of expertise:** Your expertise is no longer your subject area; it's now leadership, and your goal is to build collective efficacy by working with others to achieve your goals.
6. **Share leadership:** We all own leadership, so share it with others.
7. **Be transparent:** People want to know what you're thinking. They don't like surprises, so be as open as you can.
8. **Expand your office:** Your office is now the whole school. Show up and be enthusiastically available: "What do you need?" "What can I do to help you?"
9. **Don't go it alone:** It's no longer just about what you can do. It's about what you and others can do together to move your school forward.
10. **Never stop learning and gaining perspective:** Read...read...read... and listen...listen...listen, even more than you do now.
11. **Get a mentor:** Make time in your schedule for taking stock, reflecting, and re-evaluating.
12. **Build relationships:** Build relationships with everyone in your building: kids, professional staff, para educators, office staff, custodians, cooks, bus drivers, substitute teachers, and volunteers.
13. **Build your network:** Find your network in your district, state, and nationally. Join your principals' organization: NHASP; join the national affiliate that advocates for you.
14. **Know what you can control:** "Really you can only control three things: Everything you say, everything you do, and everything you think. And that's enough." (Eikenberg)
15. **Remember change takes time:** "Not all big changes that you want in education can happen in your first year" (an actual quote from my principal on my first-year teacher evaluation).
16. **Pace yourself:** Tired leaders make poor decisions.
17. **Figure out your work/life balance:** Have conversations with your family and significant others about what is a realistic work day/week. Ask for help from your school team about how to help you meet your goals.
18. **Expand your professional circle:** Get involved with something professional outside of your school that is not your job.
19. **Remember actions speak louder than words:** Truly.
20. **Show gratitude:** Be a good leader by looking for opportunities to express gratitude, every day.

[Click here](#) to download a copy of these tips!

Leaders never stop learning!



Continuing the Leadership Conversation: Join us for Communities of Practice!

Early-career and aspiring leaders are invited to join our no-cost Communities of Practice series. Each one-hour, virtual session includes a protocol-driven discussion of a shared text, the presentation of new ideas on the topic, and an exchange of thoughts and ideas among the participants about their goals regarding the topic in their setting.

Register now for any or all of the sessions by clicking on the dates below.

Each no-cost, virtual session: 4:00 - 5:00 p.m.

- Effectively building school culture: Oct. 27 & [Jan. 17](#)
- Leveraging a distributive leadership model: Nov. 9 & [Jan 31](#)
- Getting at the causes of student behavior: [Nov. 22](#) & [Feb 9](#)
- Navigating policies & the law when not certain what's right or legal: [Dec. 8](#) & [Mar.8](#)
- General session for new leaders: [Jan. 5](#) & [Mar. 14](#)

Join us the 1st week of August: Empowering Early-Career and Aspiring Leadership workshop!
More details to come.

What We're Reading . . .

You're the Principal! Now What? Strategies and Solutions for New School Leaders by Jen Swanke

TAMMY HILTON

We recommend you check out the book we gave out at our Empowering Early-Career Educational Leaders workshop. This great pick was suggested by veteran educational leader and NHASP's Mentor Program Coordinator, Ken Page. Geared toward new leaders, this helpful guide draws on Swanke's experience as a principal. In Swanke's description, it provides "a practical, helpful, concise resource that could be referenced quickly and on an as-needed basis." In chapters like, "Building and Maintaining Positive School Culture" to "Conducting Staff Evaluations and Delivering Feedback" and "Establishing Good Habits for Balancing Priorities," Swanke describes recognizable scenarios and shares easily digestible strategies and tips to successfully handle these situations.



Click on the image to learn more.

