

Building Effective Relationships Module

PARTICIPANT GUIDE



Building Effective Relationships Competency

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Building Effective Relationships Module Outcomes

1. builds positive and learning-focused relationships with members of the jurisdiction, school and local communities.
2. strengthens professional relationships within and across the system and with key stakeholders.
3. facilitates meaningful participation of members of the school jurisdiction, school, and local communities in decision-making.

Acknowledgements

Thank you to researchers from the Werklund School of Education and Galileo Education Network who contributed to the design of the Professional Learning Modules. Overall Design Team contributors were Dr. Greg Bass, Brenda Gladstone and Dr. Dianne McConnell.

Dr. Barb Brown and Dr. Sharon Friesen contributed to the design of the Building Effective Relationships Module.

Thank you to Dr. Del Litke, who will be facilitating the Building Effective Relationships Professional Learning Module at the 2018 CASS / ASBOA Summer Learning Conference.

OVERVIEW

Learning Modules are designed to deepen and apply system leaders professional practice with opportunities to examine Alberta context through a community of inquiry approach based on research. Learning modules begin with a focus on personal capacity leading to the valuable role system leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta.

The CASS professional learning modules are founded on the *Superintendent Leadership Quality Standard* requirement that the professional practice of “jurisdiction leaders and superintendents must be informed by current, relevant educational research, with a focus on career-long improvement” (Alberta Education, 2018, p. 2).

This specific module is informed by Alberta, Canadian, and international research on high performing school districts. Through facilitated critical examination of their individual and collective leadership practices in collaboration with other system educational leaders, participants will co-construct and share strategies for enacting the *SLQS Building Effective Relationships Competency* informed by the research on effective professional learning through knowledge-building inquiry (Kaser & Halbert, 2017; Timperly, 2011).

This form of professional learning requires a high level of learner commitment. Participants will be asked to draw upon their professional experiences, analyze case scenarios, and collaboratively examine research to design action plans that address self-identified problems of system leadership practice. A culminating follow-up session will take place during the CASS Fall Conference. In this final session, participants will share evidence of their action plan’s impact and generate ideas for next steps with a small group of their participating peers.

Module learning materials will be posted online at: <https://cassalberta.ca/conferences-workshops/cass-asboa-summer-learning-conference/> and <https://cassalberta.ca/resources/>

SESSION A

Wednesday 9:00 am - 12:00 pm

A.1 Case Study - Deconstructing "Building Effective Relationships" In the 'Real World'

Building Effective Relationships	
A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.	
Indicators	Evidence in Practice / Areas for Growth
<ul style="list-style-type: none"> • collaborating with community and provincial agencies to address the needs of students and their families; • employing team-building strategies and using solution-focused processes to resolve challenges; • building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members; • modeling ethical leadership practices, based on integrity and objectivity; • establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and • facilitating the meaningful participation of members of the school community and local community in decision-making. • 	<ul style="list-style-type: none"> •

Read the article (and comments) In Appendix A - *Tommy Chang's relationship with community never clicked. observers say* from the Boston Globe, (June 23, 2018).

- Using the *Building Effective Relationship Competency and Indicators* (above), identify which indicators Chang MAY NOT appear to be demonstrating on a consistent basis.
- Are there any actions by the superintendent cited in the article that you thought were potentially positive? If so, speculate where things might have gone wrong.
- Brainstorm the "lessons learned" Identified from your group from this case study. Prioritize three "lessons learned" that your team would like to share with the group? Please record these on the following page. Continue to make a record your "lessons learned" as the workshop progress.

Lessons Learned



What does the research say?

The superintendent is the face of the school authority. They are the ones held responsible for the successes and failures within a school authority. Much of what a superintendent does involves working directly with people. The range of people with whom they work is far reaching, from students to school board personnel to community members, government officials, community agencies, members of employee organizations, and a variety of interest groups. It is imperative that superintendents work well with people and understand the value of building positive, productive working relationships. As important as strong relationships with a variety of constituents are to the success of a superintendent, “effective relationships both reflect and build shared understandings and goal commitments. They can also lead to greater knowledge of and respect for individual and cultural identities” (Robinson, Hohepa, & Lloyd, 2009, p.43).

Robinson, Lloyd and Rowe (2008) contend “effective leaders do not get the relationships right and then tackle the educational challenges—they incorporate both sets of constraints into their problem solving (p. 659). This is perhaps captured in the research literature indicating school districts need to develop a new relationship with schools to collaboratively use assessment data for instruction, and, districts need to change the way central offices function, utilizing strategic goal setting to craft coherence, while at the same time differentially supporting schools (Anderson, Mascall, Stiegelbauer, & Park, 2012; Honig & Rainey, 2015; Lee, Seashore Louis & Anderson, 2012; Leithwood, 2010). “The more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes (Robinson et al., 2008, p. 636).

Throughout this module, the emphasis is on adult relationships, collaborations, and partnerships that result in quality school leadership, quality teaching and optimum learning for all students in the school authority. As important as positive and productive relationships are, it is important to note that “unless the right things are being

Notes

The notes sidebars are designed for you to use to record ideas, thoughts, and questions as you work through Part A of Building Relationships module

focused on, collaborative relationships may end up being powerfully wrong” (Fullan, 2001, p. 67).

Discussion Questions: Be prepared to defend your responses.

- Do you agree with Robinson, Lloyd, and Rowe’s contention that “effective leaders do not get the relationships right and then tackle the educational challenges—the incorporate both sets of constraints into their problem solving”? Why or why not?
- The superintendent standard indicates that the superintendent’s focus is quality teaching and optimum learning for all students in the school authority. How might this focus help superintendents avoid the caution that Fullan (2001) posits “unless the right things are being focused on, collaborative relationships may end up being powerfully wrong” (p. 67)?

A.2 Identify the focus of your system priorities as they relate to quality teaching and optimum learning for all. Be prepared to share these with the full group.

Our System Priorities

1.

2.

3.

4.

A.3 Identify below all the communities (system and local) the superintendent (team) must build effective relationships with to foster quality teaching and optimum learning for all in relationship to each of the system priorities.

A.4 Assess quality of relationships with the communities involved with your key priorities. - To what degree do you already have a positive and productive relationship with each of the individuals or groups identified in relationship to each system priority? What processes do you currently have in place?

Assessment of Quality Positive Relationships

System Priorities	Communities Involved	Assessment of Relationship/Processes Embedded
1.		
2.		
3.		
4.		

SESSION B

Wednesday 1:00 pm - 3:30 pm

Part A: B.1 Special Cases

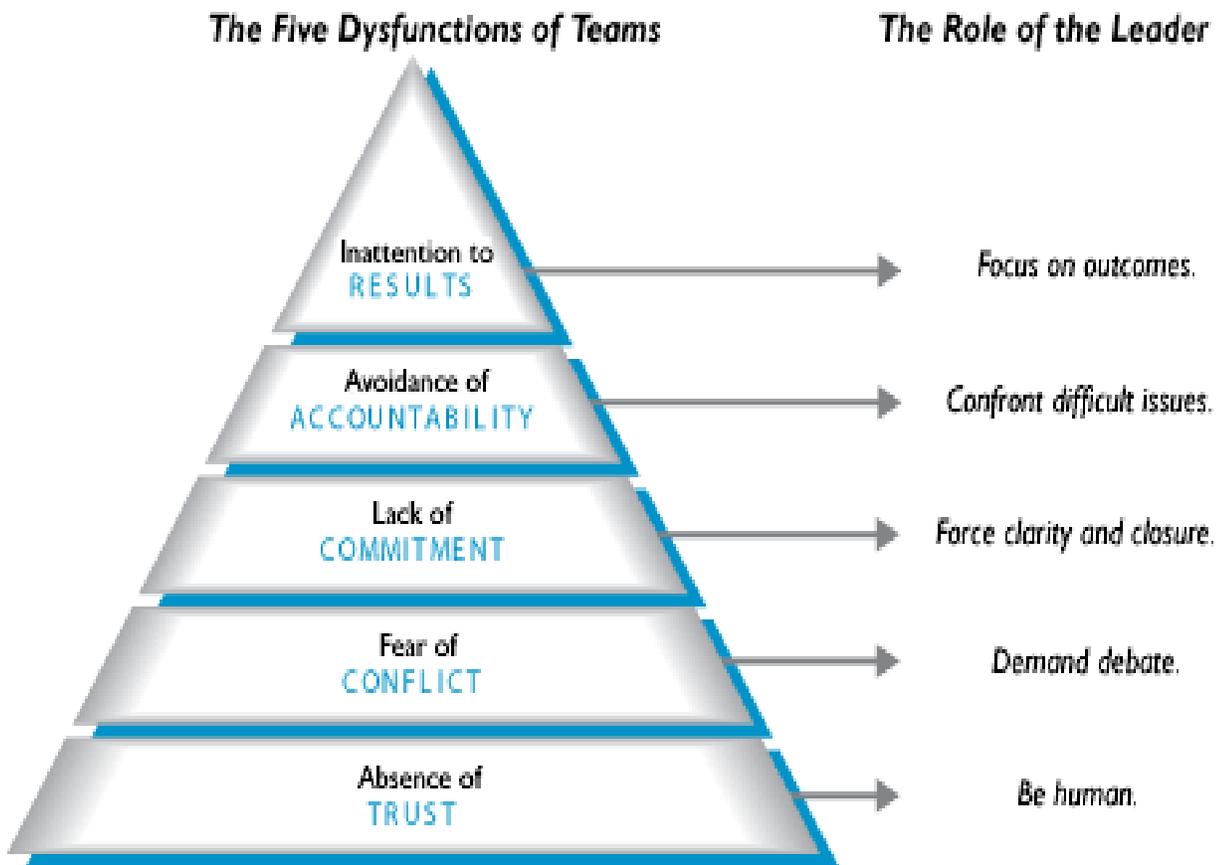
Case 1: Cultivating Trusting Relationships with System and School Leaders

The superintendent is new to the role and struggling with cultivating effective system relationships. The superintendent is familiar with the literature in building effective system relationships and recognizes the importance of paying attention to relationships with system and school leaders. A key insight from Robinson's (2011) work is that student-centered leadership requires doing things in ways that build relational trust in the school community. Building relational trust and developing relationships of respect and challenge is a necessary leadership capability (Bryk & Schneider, 2002; Kaser & Halbert, 2017; Timperley, 2011). In reflecting over the last few months in this new role, the superintendent recognizes fostering relationships is an area for growth and improvement. For example, last month the superintendent found out just that the Board of Trustees was meeting without the Superintendent present. Principals are reporting that the senior leadership team provides fragmented or inconsistent messaging to schools and this is causing uncertainty about the relationships between the district and schools. There are also clear indications that principals are meeting individually with Board members. There is sense of a growing group of disgruntled parents that do not support the direction of the system and are openly sharing their concerns within the community and even with the media. Superintendent X was also publicly criticized about the lack of building presence and connecting with the community in online spaces. Apparently, other superintendents in nearby jurisdictions are more active in communicating in online spaces. These are only a few examples of some of the recent indicators suggesting relationships need to be strengthened. Superintendent X recognizes trust is the "social glue" (Fullan & Quinn, 2016, p. 73) needed but is not sure how to begin improving relationships of respect and challenge.

Case Analysis Discussion and Questions

1. Speculate what has happened to create this situation? What has the superintendent possibly done or not done?

2. Identify the key communities where there appears to be relationship issues? What might the superintendent do now to create the conditions to strengthen system relationships?
3. Separate Discussion: Lack of building presence is noted as an issue. Where do you stand on Del's dilemma?



B.2 What Does the Research Say?

Superintendents within effective school authorities need to create structures and processes that promote interaction, dialogue, and collaboration, and engage staff and constituents at all levels of the organization in decision-making (Brandon et al., 2015)

Towards Building Effective Relationships: Determinants of Trust

Benevolence	Having confidence that another party will act in one's best interests (Forsyth et al., 2011; Tschannen-Moran & Hoy, 2000)
Competence	Depending on a person's knowledge, skills, and competence to do their job (Bryk & Schneider, 2002, 2003; Handford & Leithwood, 2013; Tschannen-Moran & Hoy, 2000)
Honesty and Integrity	The consistency between words and actions (Bryk & Schneider, 2002, 2003; Forsyth et al., 2011; Handford & Leithwood, 2013; Tschannen-Moran & Hoy, 2000). Doing what is right and demonstrating a commitment to shared beliefs or values (Bryk & Schneider, 2002, 2003).
Openness and Transparency	Sharing of information and transparency of one's actions or plans (Forsyth et al., 2011; Handford & Leithwood, 2013; Tschannen-Moran & Hoy, 2000).
Personal Regard	Caring for others (Bryk & Schneider, 2002, 2003).
Reliability or Consistency	The predictability of behaviour and the confidence that one's needs will be met (Forsyth et al., 2011; Handford & Leithwood, 2013; Tschannen-Moran & Hoy, 2000).
Respect	Recognizing other people's value and demonstrating this value by listening and considering their views (Bryk & Schneider, 2002, 2003; Handford & Leithwood, 2013).

The importance of relationships is evident from the fact that leadership is, by definition, a social process (Robinson, 2009). The more superintendents focus their relationships, their work, and their learning on quality teaching and optimum learning for all students the greater their influence on student outcomes in their school authority.

Consequences of High Relationship-based Trust	
For teachers and schools...	For students...
Positive attitude to innovation and risk	Improving academic outcomes in high trust schools
More outreach to parents	

	Enhanced commitment	Higher likelihood of positive social outcomes
	Enhanced professional community	

(Bryk & Schneider, 2002)

B.3 Teams

Identify the Special Cases In your organization that need to function as teams to reach your priorities? What processes are currently embedded to ensure "the team" Is operating at a high level.

Assessment of Teams

Team	Challenges/Level of Function	Processes/Actions Needed
1.		
2.		
3.		
4.		

B.4 Indicator 3: Building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members”

Case 2: Cultivating Relationships with the Local Indigenous Community

The school authority has a large number of Indigenous students from a number of different Indigenous communities. The school authority has prioritized improving Indigenous students’ success and achievement. The superintendent has asked to meet with the Chief and Council from one of the First Nations communities that has a significant number of students in a number of schools in the school authority. At this meeting the superintendent intends to share his vision for improving student achievement in the schools in which this community has a number of students. The Chief and Council agree to meet with the superintendent in their community. The superintendent begins the meeting by sharing his vision for improvement in the schools that surround their community. The Chief listens then looks at the documents the superintendent has provided to him. He pushes aside the documents up, indicates the meeting is over, and requests you leave their community.

Case Analysis Discussion and Questions

Clearly, the meeting did not turn out the way that the superintendent had anticipated.

1. Obviously, the meeting is a dismal failure. Speculate as to what has both been “done” or “not done” to create this situation?
2. What might the superintendent do to create the conditions to restore this relationship?
3. When working productively with First Nations groups, what are some of “Lessons Learned” that you can share with the group?

Notes

SESSION C

Thursday 8:30 - 11:30

"Working on the Work" (Schmoker)

Review: You don't work on relationships separate from the work. Let's examine what the best school divisions DO...

C.1 Uncovering the Research. Using the templates from the Alberta Framework for School System Success OR the Leithwood template

- A. Identify the level where you feel your system functions,
- B. Place a check mark indicating whether building relationships is foundational to high performance of the indicator, AND
- C. Identify whether the indicator should be something to consider for your action plan.
- D. Be prepared to share some of your "ah ha's" with the group.

SESSION D

Friday 8:30 – 11:30

D.1 Creating an Action Plan

Building, maintaining, and enhancing effective relationships is an ongoing undertaking. Create an action plan with evidence indicators that you will take back with you as you continue to build effective relationships in your school authority. Use the various documents you have created throughout this module to assist you to create this plan. *You will be bringing back evidence of your accomplishments to the next session within this module* (November).

Use the template on the next page to create an action plan with evidence indicators for your school authority. You will need to:

- Articulate system priorities – from your chart
- Name the stakeholder category – from your chart
- Assess the current state as it relates to effective relationships – from your chart
- Consider on your communities that need to function as teams – from your chart
- Consider actions from the competency and indicators, our discussions, the cases, research on relationships or research system improvement

- Identify timelines for each of the actions

**Building Effective Relationships in Advancing and Improving System Priorities Related to Quality Teaching and Optimum Learning for All: Evidence-Based Indicators
A Plan for Action**

System Priorities Related to Quality Teaching and Optimum Learning For All					
1.					
2.					
3.					
4.					
Stakeholder or Community	Current State of Relationship - processes currently in place?	Preferred State	Process: Strategy or Action Leading to Improvement	Determinant(s) of Relational Trust Addressed	Evidence of Improvement

Stakeholder or Community	Current State of Relationship - processes currently in place?	Preferred State	Process: Strategy or Action Leading to Improvement	Determinant(s) of Relational Trust Addressed	Evidence of Improvement

D.2 Final Activity: Return to your "Lessons Learned" page. Take a few minutes to reflect and make any additional comments. Consider the Competency and Indicators below...

Building Effective Relationships A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.	
Indicators	Evidence in Practice / Areas for Growth
<ul style="list-style-type: none"> collaborating with community and provincial agencies to address the needs of students and their families; employing team-building strategies and using solution-focused processes to resolve challenges; building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members; modeling ethical leadership practices, based on integrity and objectivity; establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and facilitating the meaningful participation of members of the school community and local community in decision-making. • 	<ul style="list-style-type: none"> •

D.3 Competency Overviews and additional supports for implementation

Visit www.cassalberta.ca the professional learning component of the CASS.ab.ca website.

Key resources:

- Competency overviews (updated this fall based on your input) <https://cassalberta.ca/professional-learning/> click on a competency to access the overview or visit the resources page to download a set. <https://cassalberta.ca/resources/>
- Planning for implementation planning templates and samples of CASS plans at: <https://cassalberta.ca/planning-for-implementation/>
- Conferences/modules include current learning opportunities as well as conference reading and resource materials <https://cassalberta.ca/conferences-workshops/>
- Research/resources page includes current resources with new materials coming this fall.
- Check out the new research summaries focused on developing leadership programs.

5. Coherence Framework Assessment Protocol

Purpose

- Use the Coherence Framework Assessment Protocol to assess the degree of coherence in your school/district.

Coherence Framework Assessment Protocol

1. As a school or district team, review the Coherence Framework Assessment Protocol.
2. Provide evidence for the statements as an assessment of your school or district's degree of coherence.

Component	Evidence
Focusing Direction	<ul style="list-style-type: none"> • Shared purpose drives action. • A small number of goals tied to student learning drives decisions. • A clear strategy for achieving the goals is known by all. • Change knowledge is used to move the district forward.
Cultivating Collaborative Cultures	<ul style="list-style-type: none"> • A growth mind-set underlies the culture. • Leaders model learning themselves and shape a culture of learning. • Collective capacity building is fostered above individual development. • Structures and processes support intentional collaborative work.
Deepening Learning	<ul style="list-style-type: none"> • Learning goals are clear to everyone and drive instruction. • A set of effective pedagogical practices is known and used by all educators. • Robust processes, such as collaborative inquiry and examining student work, are used regularly to improve practice.
Securing Accountability	<ul style="list-style-type: none"> • Educators take responsibility for continuously improving results. • Underperformance is an opportunity for growth, not blame. • External accountability is used transparently to benchmark progress.

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Appendices

B

Metro

Tommy Chang's relationship with community never clicked, observers say



JESSICA RINALDI/GLOBE STAFF/FILE 2016

Boston Public Schools Superintendent Tommy Chang said Friday he would step down after three years.

By John Hilliard

GLOBE CORRESPONDENT JUNE 23, 2018

To lead a school system like Boston's, a superintendent needs to build strong relationships with parents, teachers, the mayor, and the broader community, education experts and city officials said Saturday.

7/25/2018

Tommy Chang's relationship with community never clicked, observers say - The Boston Globe

For Superintendent Tommy Chang, who announced Friday he would step down after three years, a failure at community-building stymied efforts to improve the public schools, they said.

“He fell short of really building meaningful relationships,” said City Councilor Annissa Essaibi-George. “You can articulate a vision, but it proves to be impossible to actually effect any change because there wasn’t that relationship between him and the community.”

Chang, who took charge of Boston’s 56,000-student district in 2015, was three years into his five-year contract when he announced Friday that he had agreed to resign. He is negotiating with the School Committee “for a mutual parting of ways,” he told the Globe Friday.

Chang, through a spokesman, declined to comment Saturday.

Chang’s departure comes amid criticism that his tenure was marred by administrative stumbles that revealed breakdowns in communication between his office and other constituencies, including over the implementation of new school start times, and a public rebuke from Mayor Martin J. Walsh last year for not telling him about an IRS audit that found mismanagement of some school accounts.

The city school department was also sued last week by a group, including civil rights advocates, to force officials to reveal how much student data has been shared with federal immigration officials.

In a statement Friday, Walsh said, “We need a long-term education leader with a proven record in management who can gain the confidence of the community on the strategic vision for the district.” He plans to name an interim schools chief in the next week.

Michael Loconto, the School Committee chairman, declined to comment Saturday.

Chang began his job seemingly eager to reach out to the community. He showed up months early for his job and launched a listening tour before formally taking over as superintendent.

“It’s just the responsible thing to do, especially in a place like Boston where there are so many deep traditions,” Chang told the Globe in 2015. “I need to understand the work.”

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Tommy Chang's relationship with community never clicked, observers say - The Boston Globe

But as superintendent, his outreach efforts drew criticism: In public reviews by the School Committee, Chang received lowest marks for family and community engagement, where he was rated as “needing improvement.”

Essaibi-George, who leads the City Council’s committee on education and is a former school teacher, said that failure to connect with the schools’ constituents was what brought Chang’s tenure to an end.

“You have to be able to develop relationships in this city to be truly successful,” Essaibi-George said.

“

‘You have to be able to develop relationships in this city to be truly successful.’
— Annissa Essaibi-George, city councilor and former district teacher

Chang’s tenure broke down over his office’s coordination with Walsh and the School Committee, said Paul Reville, a state secretary of education under former governor Deval Patrick.

“So many people were unclear where this administration was heading on education, and without a clear direction, various crises assumed a larger share of importance . . . than they otherwise would have assumed,” Reville said, citing the controversy over proposed school start times.

Chang is a well-intentioned person of high integrity, but he didn’t have the interpersonal skills needed to succeed in the job, Reville said.

“This one did not work out — and I think it has more to do with the individual than the structure of the position,” Reville said.

Past Boston mayors and superintendents have found success by following a clear agenda, such as the tenure shared by former mayor Thomas Menino and former superintendent Thomas Payzant, he said. The city can replicate that success with a future superintendent if the mayor, School Committee, and superintendent can work together, he said.

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Tommy Chang's relationship with community never clicked, observers say - The Boston Globe

Thomas Scott, executive director of the Massachusetts Association of School Superintendents, said the power of a school superintendent can be limited. Success hinges on being able to convince key stakeholders — such as a school committee, a teachers union, and parents — to follow a course of action.

“It’s more about relationships and strategy than control and power,” Scott said.

Boston’s tough city politics, diverse population, and challenges with budgeting and transportation are similar to those faced by many urban districts, Scott said, and would come with the job of being an urban superintendent.

“I don’t think it’s very different than what we see in other superintendencies; it’s just a more high-profile place,” Scott said. “I think expectations in Boston are very high. For an urban district, it’s a place that people are very invested.”

Jessica Tang, president of the Boston Teachers Union, said in a text message to the Globe that transparency is a key factor for success for a school superintendent in Boston — a city where there is a “historic distrust” of the department, and where the local schools have faced decades of under-funding.

Those communication skills will be essential for the next superintendent, she wrote.

“We will be advocating for the selection of a leader who can engage community stakeholders in a thoughtful and transparent way and who will stand with us in our efforts to bring more resources to the schools — whether those efforts are at City Hall, the State House, or in Washington D.C.,” Tang wrote.

Elizabeth Reilinger, who chaired the school committee from 1996 to 2008, said it was critical to have a superintendent who will set specific goals for the district, and have the leadership skills to keep people accountable in meeting those priorities.

A superintendent in Boston also needs to know how to manage relationships between parents, the mayor’s office, and the community, and make sure everyone is on the same page, she said.

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City Councilor Lydia Edwards said Chang inherited a difficult position as Boston's school superintendent, as the city continues to grapple with its history, including with busing.

She would favor an internal candidate to take over the job — someone with deep experience with the city's neighborhoods and school communities.

"I would welcome [a candidate with] that familiarity with Boston," she said.

Despite Chang's abrupt resignation, Boston will still attract high-level educators interested in a superintendent's post with a national profile, observers said.

"Boston remains, for a lot of reasons, a highly desirable place for educational leaders to be," said Glenn Koocher, executive director of the Massachusetts Association of School Committees.

Koocher said superintendents in Massachusetts face tough state regulatory processes, but working in a state that leads in student achievement holds significant appeal.

"People watch Boston. Boston has the ability to experiment more than a smaller district does," Koocher said. "Boston, like most other big cities, can be a laboratory for innovation, and a laboratory for new strategies."

James Vaznis of the Globe staff contributed to this report. John Hilliard can be reached at john.hilliard@globe.com

45 Comments

Oldest

Newest

Best



[user_2565804](#)

06/23/18 07:32 PM

"Chang is a well-intentioned person of high integrity, but he didn't have the interpersonal skills needed to succeed in the job, Reville said."

Amidst the swirl of political speculation and policy postmortems, the truth of this statement stands out. And while it may not be ultimately responsible for his forced resignation, Mr. Chang's personality surely had a great deal to do with it. He is the kind of person who shakes your hand but never looks at you, because he is looking over your shoulder to see if there is someone more important he

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Tommy Chang's relationship with community never clicked, observers say - The Boston Globe

could meet.

Conveying to rooms full of very smart people that he is the smartest and therefore need not respect their opinions or hear their concerns is not the way to survive in a high-profile job--nor, indeed, in comfortable interactions as a human being.



CharterSt

06/23/18 07:47 PM

I disagree completely. In my dealings with him he was not like that at ALL. In fact, he was the OPPOSITE almost spending too much time with "the little guys" and NOT playing the room.



jshore

06/23/18 09:49 PM

CharlesSt,

At his first meeting with BPS and principals and headmasters, Dr. Chang told them that he never stayed in a job more than 5 years. Dr. Chang was in Boston to collect a line for his resume at our expense. His family never moved here. Principals who advocated for their schools were shown the door or were strategically pushed out when they wouldn't exit quietly. How many principals of color left BPS during Dr. Chang's tenure?

Dr. Chang pushed the envelope when he tried to use the "disruptive techniques," that the district cavalierly uses with teachers, with parents when he tried to dictate school start times. Parents choose schools based on start times to think you can just do that without input or notification, or even a plan, is just plain arrogant.

Now the BPS is stuck with all the minions he hired from all over the country at the Bolling Building. When I last checked there was double the staff at Bolling then there was ever at Court Street. BPS has whole departments set-up to support "failing" schools, if these schools

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succeed, these people will be out of a job! These "support positions" could be teaching positions in direct service to children.



[naturrules](#)

06/23/18 08:48 PM

West coast versus East coast attitudes



[naturrules](#)

06/23/18 08:48 PM

Neither best or better....just a fact of life



[shrent4](#)

06/23/18 10:12 PM

They would have never hired him if they had saddled him with the Asian penalty like Harvard does.



[momonty](#)

06/23/18 10:26 PM

In all the descriptions of qualities the next super needs, the word educator was never uttered. If all you need is a good ceo with pr skills head on over to the "B" school.



[ecce homo](#)

06/23/18 11:10 PM

Ker-chang! Take the money and run huh Tommy??



[Bakingmuffins](#)

06/24/18 05:20 AM

As to the first commentor equating BPS to "rooms full of very smart people"...really? Easy with your hyperbole. We are not grading on a curve here. Chang got the same exact treatment that Michelle Rhee got in DC from the "community" a few years back.

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Tommy Chang's relationship with community never clicked, observers say - The Boston Globe

The Boston "community" was never going to listen to an accomplished Asian about education. The "community" and the Teacher's Union was never going to give him a chance. So its children continue to wait for Superman.



[Lydiab15](#)

06/24/18 08:06 AM

Wild guess...Mr. Chang insisted on hard work as playing an important role in academic achievement and wasn't willing to make the usual excuses for the failure.



[Lydiab15](#)

06/24/18 08:25 AM

**for failure.

Show More Replies (2)



[NativeBos](#)

06/24/18 06:44 AM

How did the mayor not know about the IRS audit (and all goings on at the BPS) when the BPS chief of staff is a Walsh political appointee?



[jshore](#)

06/24/18 10:01 AM

Well NativeBos, the BPS chief of staff was appointed after the IRS audit.



[nbrosseau4](#)

06/24/18 07:40 AM

This was Marty's guy. Go back and read the statements when he was hired. If you're going to show Chang the door then you need to discount the grade you give Marty for hiring and putting the right people in place.

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[bogeyguy](#)

06/24/18 08:18 AM

This is so true. The Mayor owns this appointment, and deserves some criticism for its failure.



[rjcronin](#)

06/24/18 07:46 AM

Chang's biggest mistake was in believing that Marty Walsh had his back. Walsh used Chang as his weapon in the Boston Latin School character assassin campaign, Chang went along. Chang has no one to blame but himself. No sympathy.

This comment has been blocked.



[bluejay6](#)

06/24/18 08:59 AM

All of these movers and shakers quoted in this story are full of beans. Chang pissed off Mayor Marty to many times. Walsh is a hypersensitive finger in the wind politician. When Chang tried change and someone called Marty to complain bingo it was Chang's fault. This one is on Walsh, he hired him, he never had his back (even small stuff like snow days-you ever see Chang when one was called?), and used Chang as his excuse. Well Marty what now? All of these experts say you'll have zero problems hiring a good replacement-maybe if you pay a lot. Keep this in mind, the real superintendent of Boston schools is Marty Walsh!



[jshore](#)

06/24/18 09:50 AM

No bluejay6, Dr. Chang's problem had to do with his disruptive leadership style. He and his team created a lot of unnecessary chaos. We've had chaos in BPS for many years. What Boston Schools need is stability and equity in all our schools, and Dr. Chang just couldn't deliver.

7/25/2018

Tommy Chang's relationship with community never clicked, observers say - The Boston Globe



[J-Owen](#)

06/24/18 10:36 AM

Disruptive? If you want change it most likely will be disruptive. With the politics in this town it may never happen.

Show More Replies (4)



[RoyalHighness](#)

06/24/18 09:05 AM

It sounds like Councilor Lydia Edwards definitely already has somebody specific in mind. Presumably somebody who's more of a player.



[jshore](#)

06/24/18 09:34 AM

HaHaHa...I think you're a little overbaked there Bakingmuffins or you've seen too many ed venture funded, advertorial movies! Boston and Washington DC are two very different school districts and you can't compare Dr. Chang's with Michelle Rhee. Dr. Chang was welcomed here in Boston and he was liked. The Boston Teachers Union was very supportive. Everybody was glad or understood, that it was finally an Asian's turn to lead Boston Public Schools.

Dr. Chang's breakdown was in communication. True "Leadership" is always in service of others. A Leader who wants buy-in asks, "what do you need, what can I do for you." Nobody follows anyone until they get their needs met. Dr. Chang's "disruptive" leadership style created never-ending chaos in a school district looking for stability.

We have an educated population in Boston and Boston Schools have been set-up to be consumer driven. Dr. Chang's had no historical knowledge of the district and he dictated "innovative initiatives," without stakeholder input or buy-in, so he was always on the backpedal. Even after Mayor Walsh sent Rob Consalvo over as Chief of Staff, Dr. Chang never grasped that we work for parents and families.



momonty

06/24/18 10:02 AM

Perhaps a consumer driven school system is the problem. Trying to be all things to different consumers may work when you are selling t-shirts, but your kid (hopefully) is in a particular grade once. The constant disruption in policies, curriculum, teaching methods, etc., it's a wonder kids graduate at all. Add to that the politics cauldron in the BPS and to paraphrase a previous poster; we are looking for a 30th super in 40 years.



jshore

06/24/18 10:39 AM

momenty,

By "consumer driven" school system I meant that parents chose schools based on school hours, proximity to home, transportation, before and after school options, arts and sports options etc.

You're right, BPS is in constant disruption with policies, curriculum, and teaching methods and I would add BPS Strategic Planning targeting schools for turnaround and closure by moving ELL and SPED kids around the district, augmented by BPS Budget Department "clustering" Title 1 students into schools to get more money.

All these "innovative" disruptions deprive BPS schools of the rituals, traditions, and customs that come with a long-term stable staff. That type of supportive school community is only enjoyed by kids who can pass a test and get into the exam schools. It is a wonder that the rest of the kid's graduate.

7/25/2018

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NCARalph

06/24/18 10:23 AM

This job should be pretty straightforward. Connect to all the players: parents, unions, school committee, mayor, city council, neighborhood and minority organizations, business community, etc. Then, though open and respectful dialog, get a clear idea of everyone's priorities and desires.

Once that's accomplished, just implement all of them in the next school year. Piece of cake.



jshore

06/24/18 11:09 AM

Sounds like a plan! Will you be applying for the job NCARalph?



Aeroguy1

06/24/18 01:04 PM

I'm assuming "NCARalph" is joking (or being sarcastic ... or ...). Or, is he actually that stupid?



user_4444729

06/24/18 10:38 AM

Hmm. An Asian downgraded for personality reasons in an education context. Where have I heard that recently?



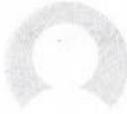
user_2565804

06/24/18 02:56 PM

Be careful, User. I haven't seen anyone here applying stereotypical thinking to Mr. Chang. The comments have addressed HIS personality and the extent to which it was a good fit for the job. The Harvard admissions story is another matter altogether. No one has characterized Mr. Chang's as representative of a group--nor should you.

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granny annie

06/24/18 10:39 AM

I was surprised when I first heard that Dr. Chang was a finalist for the Boston superintendent position. A pretty simple google search would have revealed problems in Los Angeles public schools, where he was a senior administrator.



kevinpen

06/24/18 10:45 AM

outsider in Boston does not work.



BostonSensible

06/24/18 12:30 PM

I'd ask former Interim Superintendent John McDonough for nominations.

He knows the BPS, led the BPS for a turbulent two year period and has a valuable national perspective through his relationships with local and national stakeholders, including parents, unions and educational leaders, many of whom have prudently looked to him for advice and guidance.

He paid careful attention to everyone without taking his eye off the ball. And when something or someone was flat out wrong he not only said so but worked to correct.



Sagnomore

06/24/18 02:48 PM

Only when parents in Boston see the value of a great education vs. a place to put the kids during the day, will education again flourish in Boston.



user_2565804

06/24/18 03:01 PM

Sagnomore, please tell us how you have concluded that the parents of Boston's schoolchildren do not "see the value of a great education" and instead view our public schools as free daycare. Is there data on

7/25/2018

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this? Volumes of anecdotal evidence? Or just the warped thinking of narrow-minded, judgmental people?



[user_2565804](#)

06/24/18 03:03 PM

Sagnomore, please tell us how you have come to the conclusion that the parents of Boston's schoolchildren do not "see the value of a great education" and rather view our public schools as free daycare. Do you have data to prove this? Volumes of compelling anecdotal evidence? Or just the conclusions drawn by narrow-minded, judgmental, and possibly racist thinking?



[user_2565804](#)

06/24/18 03:04 PM

Apologies for repeat message.



[incredible1](#)

06/24/18 04:15 PM

"You have to be able to develop relationships in this city to be truly successful," Essaibi-George said.

Ain't that the truth!



[boston2015](#)

06/24/18 06:05 PM

Time for a big change! Bring someone in from big four consulting, Bain, or BCG to run the show!



[OFC1144](#)

06/25/18 09:06 AM

Mayor Walsh, please try to find someone with a knowledge of BPS, its struggles AND successes. We looked down south, we looked to the west coast...there MUST be a local person willing and able to step up to the plate.



Survey/Planning Matrix 2017/ 2018

Source: Leithwood (2013) Strong Districts and Their Leadership

High Performing School Divisions				
	Awareness/ Contemplation	Exploration	Scaling Up / Established	Systemic/ Thriving
Dimension 1: A broadly shared mission, vision and goals founded on ambitious images of the educated person.	Division leaders are individually contemplating the need or value for action. There is sense of discomfort with the status quo, but not an overall consensus in leadership of anything being “broken” to the point that there is compelling need to change.	Emerging; division and school leaders are investigating and discussing the dimension but efforts are often fragmented. Beyond those involved in “pilot” projects, a significant number of participants are still unaware and/or disengaged	The division community is becoming engaged. The dimension is emerging beyond the pockets of excellence across the division (schools & departments). There are increasing levels of understanding plus formal processes, but actions do not reflect a consistent commitment.	The division community is fully engaged. Educators at all levels, plus the community and other stakeholders, are supportive and fully committed. There is high levels of understanding and actions of the participants are reflective of their collective commitment.
Ensures that a transparent visioning/direction-setting process is carried out.				
Consults extensively about district directions as part of the process				
Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organizations				
Articulates, demonstrates and models the system’s goals, priorities, and values to staffs when visiting schools.				
Embeds district directions in improvement plans, principal meetings and other leader-initiated interactions				

<i>Dimension 2: A Coherent Instructional Guidance System</i>	Awareness/ Contemplation	Exploration	Scaling Up / Established	Systemic/ Thriving
Adopts a service orientation toward schools				
Align curricular goals, assessment instruments, instructional practices and teaching resources				
Insists on ambitious goals for teaching and learning				
Advocates for attention to the best available evidence to inform instructional improvement decisions				
Expects schools to focus on needs of individual as well as groups of students				
Encourages staff to be innovative within the boundaries created by the district's instructional guidance system				
<i>Dimension 3: Build district and school staff's capacities and commitments to seek out and use multiple sources of evidence to inform decisions</i>				
Uses data from all available sources to assist decision making in the central office				
Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible				
Encourages collaboration in the interpretation and uses of data				
Builds system's capacity and disposition for using systematically-collected data to inform as many decisions as possible.				
Provides training for principals and staff on the use of data and research literature to sustain decision-making;				
Models evidence-informed decision making to school staffs				
Grounds interactions with, and advice to, trustees in sound evidence				

<p>Dimension 4: <i>Create learning-oriented organizational improvement processes</i></p>	<p>Division leaders are individually contemplating the need or value for action. There is sense of discomfort with the status quo, but not an overall consensus in leadership of anything being “broken” to the point that there is compelling need to change.</p>	<p>Emerging; division and school leaders are investigating and discussing the dimension but efforts are often fragmented. Beyond those involved in “pilot” projects, a significant number of participants are still unaware and/or disengaged</p>	<p>The division community is becoming engaged. The dimension is emerging beyond the pockets of excellence across the division (schools & departments). There are increasing levels of understanding plus formal processes, but actions do not reflect a consistent commitment.</p>	<p>The division community is fully engaged. Educators at all levels, plus the community and other stakeholders, are supportive and fully committed. There is high levels of understanding and actions of the participants are reflective of their collective commitment.</p>
<p>Requires improvement processes to be evidence-informed.</p>				
<p>Sets a manageable number of precise targets for district school improvement</p>				
<p>Includes school-level leaders in decisions about district-wide improvement decisions</p>				
<p>Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole.</p>				
<p>Develops and implements board and school improvement plans interactively and collaboratively with school leaders</p>				
<p>Creates structures to facilitate regular monitoring and refining of improvement processes</p>				
<p>Acknowledges Provincial goals and priorities in district and school improvement initiatives</p>				
<p>Allows for school-level variation in school improvement efforts</p>				

**Dimension 5:
Provide job embedded
Professional development**

Provides extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context.

Uses internal system networks as central mechanism for the professional development of school level leaders.

Aligns the content of professional development with the capacities needed for district and school improvement

Requires individual staff growth plans to be aligned with district and school improvement priorities

Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans

**Dimension 6:
Align budgets, personnel policies/
procedures and uses of time with district mission, vision and goals**

Aligns the allocation of resources with district and school improvement goals

Aligns personnel policies and procedures with the district's improvement goals

Aligns organizational structures with the district's improvement goals

Provides principals with considerable autonomy in the hiring of teaching staff

Expects and assists schools to allocate instructional resources equitably

<p>Dimension 7: Use a comprehensive performance management system for school and district leadership development</p>				
<p>Uses the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders</p>				
<p>Matches the capacities of leaders with the needs of schools</p>				
<p>Provides prospective and existing leaders with extended opportunities to further develop their leadership capacities</p>				
<p>Develops realistic plans for leadership succession</p>				
<p>Promotes coordinated forms of leadership distribution in schools</p>				
<p>Dimension 8. <i>Advocate for and support a policy governance approach to board of trustee practice.</i></p>				
<p>Encourages trustees to focus on district policy and the achievement of the district's goals and priorities (policy governance model of trustee practice)</p>				
<p>Encourages participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities.</p>				
<p>Regularly reports to the board progress in achieving these broad goals</p>				

<i>Dimension 9: Nurture productive working relationships with staff and stakeholders</i>				
<i>Area #1: Internal District and school staff.</i>				
Develops communication systems and processes throughout the district to keep all members informed				
Develops open, accessible and collaborative relationships with principals				
Encourages reciprocal forms of communication with and among schools				
Promotes high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement				
Creates structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system's directions.				
Buffers schools from external distractions to the district's and schools' priorities and goals.				
Area #2: Local Community Groups				
Routinely consults with community groups on decisions affecting the community				
Encourages staff to participate directly in community groups				

Demonstrates the importance the district attaches to its community connections				
Area #3: Parents				
Holds schools accountable for developing productive working relationships with parents				
Influences the work of schools toward fostering improved educational cultures in the home environments of their students				
Area #4: Ministry of Education				
Develops/maintains high levels of engagement with provincial department/ministry of education				
Engagement with department/ministry is frequently proactive rather than only responsive				
Makes flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities.				



College of Alberta School Superintendents

High Performing School Divisions				
I. Vision and Direction Setting	Awareness/Contemplation	Exploration	Scaling Up/Established	Systemic/Thriving
<i>Dimension 1: Focus on Student Learning</i>				
	Division leaders are individually contemplating the need or value for action. There is sense of discomfort with the status quo, but not an overall consensus in leadership of anything being “broken” to the point that there is compelling need to change.	Emerging; division and school leaders are investigating and discussing the dimension, but efforts are often fragmented. Beyond those involved in “pilot” projects, a significant number of participants are still unaware and/or disengaged	The division community is becoming engaged. The dimension is emerging beyond the pockets of excellence across the division (schools & departments). There are increasing levels of understanding plus formal processes, but actions do not reflect a consistent commitment.	The division community is fully engaged. Educators at all levels, plus the community and other stakeholders, are supportive and fully committed. There is high levels of understanding and actions of the participants are reflective of their collective commitment.
Has developed a widely-shared set of beliefs and vision about student learning and well-being in the 21 st century that falls within the parameters set by the province & was transparently developed and engaged multiple school and division stakeholders.				
Beliefs and vision includes a focus on "raising the achievement bar."				
Beliefs and vision includes a focus on “closing the achievement gap.”				
Beliefs and vision include a focus on nurturing student engagement and well-being.				
Beliefs and vision for students are understood and shared by staff.				

<i>Dimension 2: Curricula & Instruction</i>				
	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
Supports schools' efforts to implement curricula that foster students' deep understandings about "big ideas", as well as to develop the basic skills students need to acquire such understandings (<i>please consider the Ministerial Order on Student Learning</i>).				
Works effectively together to help provide all students with engaging forms of instruction.				
Works effectively together to help establish ambitious but realistic student performance standards.				
Includes teachers in a majority of schools in the division's instructional improvement work and assist teachers in developing sophisticated understandings of powerful instruction for students				
Works with schools to align curriculum, instruction, assessment, and teaching resources in extensive and ongoing manner				

<i>Dimension 3: Uses of Evidence</i>				
	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
Has an efficient and effective information management system.				
Provides schools with relevant evidence about their performance.				
Assists schools in using evidence to improve their performance.				
Creates collaborative structures and opportunities for the interpretation of evidence in schools.				
Calls on expertise from outside ___ for help with data interpretation when needed.				
Uses appropriate evidence for accounting to stakeholders				
Makes effective use of existing research to guide policy making and planning.				

II. Capacity Building	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
<i>Dimension 4: System Wide Efficacy</i>				
Provides extensive opportunities for staff to develop expertise relevant to achieving ___ goals.				
Creates organizational structures and settings that support and enhance staff's work and learning.				

<i>Dimension 5: Leadership for Learning</i>				
	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
Has well-designed and carefully implemented procedures for identifying, recruiting, selecting, appraising & retaining school-level leaders.				
Implements procedures for transferring school-level leaders that does no harm and, whenever possible, adds value to improvement efforts underway in schools				
Ensures that the most skilled leaders in the system are placed where they are most needed.				
Encourages school-level leaders, when useful, to supplement their own capacities with system-level expertise.				
System leaders expect principals to be knowledgeable about the quality of their teachers' instruction. This is a central criterion for selecting school leaders and for their performance appraisal.				
System leaders keep central office staff focused on learning and they support principals and teachers in their efforts to improve instruction and ensure high levels of learning for all students. The system assumes responsibility for significantly improving instructional leadership in schools.				
Expects system leaders to reflect the practices and competences identified in the CASS Professional Practice Competencies for System Educational Leaders as well as such other practices as might be deemed critical for local school system purposes.				
Expects school leaders to reflect the practices and competences identified in the Alberta Professional Practice				

Competencies for School Principals as well as such other practices as might be deemed critical for local school system purposes.				
Encourages coordinated forms of leadership distribution throughout and its schools.				
<i>Dimension 6: Professional Learning</i>				
	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
Very little time is devoted to administrative matters in meetings of teachers and principals. Meeting time formerly used for such matters is now devoted almost entirely to professional learning.				
Most professional development is carefully aligned with system-wide and school improvement initiatives.				
Differentiated professional development opportunities are provided in response to the needs of individual schools, administrators and teachers.				
Extensive opportunities are provided for both teachers and administrators to further develop their expertise.				
Schools provide time for collaborative work on instructional improvement initiatives. Schools are provided with the resources they need to provide this time and leaders are provided with training in how best to facilitate such work.				
System-sponsored professional development is closely aligned with the best evidence about how adults learn.				

III. Relationships	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
<i>Dimension 7: System Connections</i>	Division leaders are individually contemplating the need or value for action. There is sense of discomfort with the status quo, but not an overall consensus in leadership of anything being “broken” to the point that there is compelling need to change.	Emerging; division and school leaders are investigating and discussing the dimension, but efforts are often fragmented. Beyond those involved in “pilot” projects, a significant number of participants are still unaware and/or disengaged	The division community is becoming engaged. The dimension is emerging beyond the pockets of excellence across the division (schools & departments). There are increasing levels of understanding plus formal processes, but actions do not reflect a consistent commitment.	The division community is fully engaged. Educators at all levels, plus the community and other stakeholders, are supportive and fully committed. There is high levels of understanding and actions of the participants are reflective of their collective commitment.
Central office roles are interconnected & work is undertaken collaboratively in the service of a widely shared set of purposes. Communication among staff is frequent and cordial.				
School staffs often participate in system decisions & are in frequent contact with central office staff for support and assistance. Central office staff are in schools frequently and know most school staff members by name.				
Networks and professional learning communities are well established at both school and system levels and have become the established way of solving problems and taking care of other business.				
System and ATA local council share the same vision for student learning				
Time and space are provided for the local ATA council and Employee Relations Groups (ERG) to participate in planning system and school				

improvement efforts.				
System and school leaders working with the teachers' association and ERG to build trusting relationships.				
Communicates regularly with the Ministry, both formally and informally, about system goals and directions and encourages Ministry collaboration in achieving these goals and directions.				
Provides feedback to the Ministry about the relevance of its initiatives to system goals and directions.				
Has a multi-year plan that explicitly integrates provincial and school system priorities?				
Supplements government initiatives, when needed, in order to increase their local impact. Problem-solving groups in schools (e.g. PLC's) consider how to implement government initiatives in order to get the best results for the school and its students.				

<i>Dimension 8: Parent and Community Engagement</i>				
___ provides school staffs with helpful opportunities to acquire the capacities needed to productively engage parents in schools.				
___ provides school staffs with helpful opportunities to acquire the capacities they need to assist parents in creating conditions for their children's learning in the home and at school.				
___ has a formal policy on parent engagement and conducts periodic audits about the extent to which that policy is being implemented. School staffs and parents are asked for evidence as part of these audits.				
Community groups are routinely recognized for their contribution and support and consulted on decisions affecting the community. School system staff are regularly members of these groups themselves.				

<i>Dimension 9: School Board Leadership</i>				
The Trustees				
Participate in assessing community values and interests and incorporating them into ____ mission and vision for student learning and well-being				
Help mobilize parents and the wider community in developing and supporting the vision.				
Help create a climate of excellence that makes achieving the vision possible.				
Use divisional beliefs and vision for student learning and well-being as the foundation for strategic planning and ongoing board evaluation.				
Focus most policy making on the improvement of student learning and well-being consistent with divisional vision and beliefs.				
Identify and fund policies and programs/supports that provide rich curricula and engaging forms of instruction for all students and eliminate those that do not				
Maintain productive relationships with senior staff, school staffs, community stakeholders, and provincial education officials.				
Provide systematic orientation opportunities for new members and ongoing training for existing members.				
Avoid becoming involved in school system administration (i.e. day to day operations).				
Support and act, individually, in accordance with decisions by the Board of Trustees, as a whole.				
Organize Board practice to foster generative governance in addition to fiduciary and strategic governance.				

IV. System Design	Awareness/Contemplation	Exploration	Scaling Up/ Established	Systemic/Thriving
	<p>Division leaders are individually contemplating the need or value for action. There is sense of discomfort with the status quo, but not an overall consensus in leadership of anything being “broken” to the point that there is compelling need to change.</p>	<p>Emerging; division and school leaders are investigating and discussing the dimension, but efforts are often fragmented. Beyond those involved in “pilot” projects, a significant number of participants are still unaware and/or disengaged</p>	<p>The division community is becoming engaged. The dimension is emerging beyond the pockets of excellence across the division (schools & departments). There are increasing levels of understanding plus formal processes, but actions do not reflect a consistent commitment.</p>	<p>The division community is fully engaged. Educators at all levels, plus the community and other stakeholders, are supportive and fully committed. There is high levels of understanding and actions of the participants are reflective of their collective commitment.</p>
<p><i>Dimension 10: System Alignment</i></p>				
<p>___ has a systematic and ongoing process to continuously align its' budget with goals for students.</p>				
<p>___ has a systematic and ongoing process to continuously align its' personnel policies and procedures with goals for students.</p>				
<p>___ has a systematic and ongoing process to continuously align its organizational structures with staff's instructional improvement work.</p>				
<p>Adequate amounts of both time and money have been allocated for the professional development of both leaders & teachers and those in support roles.</p>				

<i>Dimension 11: System Improvement</i>				
___'s approach to improvement is coherent. A small number of key improvement goals are consistently pursued over sustained periods of time.				
Schools are not overloaded with excessive numbers of initiatives. Considerable effort is made to build the capacities needed by school staffs for successful school improvement.				
Improvement efforts in schools are guided by explicit and well-tested frameworks, policies and practices, as well as widely shared goals that permit local adaptation. All stakeholders have clearly defined roles to play in this approach to school improvement.				
Integrates new initiatives into existing routines and practices. Established structures and procedures are maintained and built on. Care is taken to ensure continuity and extension of core values.				
<i>Dimension 12: Leveraging Technology</i>				
School and system leaders focus on the instructional core and the ways in which changes in emerging technologies, change, threaten, enrich, or enhance the instructional core.				
___ provides proactive leadership and support for the implementation of technology with a strong vision for learning.				
Senior leaders employ IT governance to align ___ IT strategic direction with the division's goals, to manage IT risks and ensure that resources are used appropriately.				

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