

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Do Away With the Silos: Build a Framework for Collaborative District Level Teams

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SELF-ASSESSMENT: A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

November 8-10, 2016

Take Aways for You Today

- Characteristics of an effective district level team
- Initial actions to take in order to become more effective as a district level team
- Assessment Survey

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Activity #1: Prioritize Your Focus

Support for System-wide Improvement

Effective Leadership

Culture of Excellence & Equity

Quality Teaching & Learning

Clear & Collaborative Relationships

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Leadership Statement
The district's focus on effective leadership practices result in collaborative central office leaders where communication and cooperation support school administrators and focus on teaching and learning resulting in continuous school improvement.

A Focus on Leadership

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Effective Leadership

A.

1. Dynamic and Distributed Leadership
2. Provide Administrators with Effective and Sustained PD and Support
3. Teacher Leadership Opportunities
4. School Improvement Team and District Level Oversight of School Improvement Plan

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RCS Focus on Leadership

- Communication is the single most important leadership tool.
- In RCS leaders have moved beyond the belief that students can learn to taking steps necessary to change instruction so students can learn. Focusing on what students are doing in the classroom.
- Professional development for principals is a focus at the beginning of each monthly administrative K-12 meeting.
- We place our principals in zonal teams in which feeder elementary, middle and high school principals plan community events that are relevant to their communities.
- We supplement the K-12 administrative meeting with monthly leveled principal meetings in which each district department leader provides training, guidance and support.

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Leadership Continued...

- [District Administrative Google Site](#)
- RCS Strategic Planning
- Summer School Improvement Team Academy
- Connect Team Members
- Instructional Coaches
- District Learning Walks
- District Grading Committee
- PD Team
- Collaborative Committees: MTSS; Discipline Task Force; PBIS; Equity Leadership Team, Graduation Cohort Team
- RCS Rock Shop

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Professional Development and Support for School Administrators



"Central office staff works in service of schools and are responsible for providing quality services and developing the capacities of school leaders." (Ikemoto, Talaferro, Fenton, & Davis, 2014, p. 17)

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Adult Accountability Statement

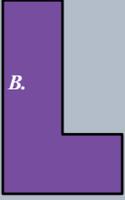
The district focus on teaching and learning is to ensure that adults are provided the necessary professional development they need to create instructional plans aligned to the curriculum and where culturally responsive classrooms provide equitable educational opportunities for all students.

A Focus on Quality Teaching and Learning

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Quality Teaching and Learning



1. High Expectations and Accountability for Adults
2. Coordinated and Aligned Curriculum Assessments
3. Implementation of Research Based Instructional Practices
4. Coordinated and Embedded Professional Development
5. Sustained Improvement Over Time
6. Focus on Data- [RCS Data Mart](#)

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RCS Focus on Quality Teaching & Learning

- District and school improvement takes time and district vision and strategies must be sustained by educational leaders for significant change to occur.
- One-to-One Initiative
- Professional Development Team
- Standards Based Report Cards
- Foundations Training
- Reading Foundations
- Math Foundations
- PTEC
- Schoolnet Teams
- Connect Teams
- Beginning Teacher Support

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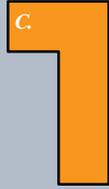
System-wide Improvement Statement

The focus on district and school level teams that collect and analyze a variety of data for both students and adults provides an environment that emphasizes the education of each child.

A Focus on System-wide Improvement

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Support for System-wide Improvement



1. Effective Use of Data (CASA)
2. Strategic Allocation of Resources
3. Policy and Program Coherence
4. Problem Solving For Student Success: Multi-Tiered Systems of Support

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RCS Focus on System-wide Improvement

- Data Analysis to Drive Instruction & PLCs - CASA
- Positive Behavioral Interventions and Support - PBIS
- Multi-Tiered Systems of Support - Cohort 1
- Cabinet Level Team focuses on school level allocations
- Leadership training on school level resources/master schedules
- Discipline Task Force - Examination of Discipline Data Monthly
- Cultural Responsivity Training for schools with highest discipline disproportionality & Equity Leadership Training
- Problem Solve to remove barriers to learning
- RCS has developed its own data base APEX to house and retrieve a variety of data.




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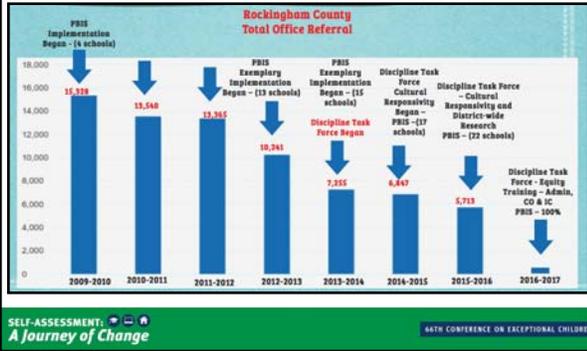
MTSS Systems of Support Implementation Timeline

Implementation Activity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
MTSS Implementation	RCS District MTSS Team Formed MTSS Coordinator Selected May 2015 RCS becomes a PBIS district committing to full implementation of PBIS in all 25 RCS schools June 2015 MTSS Partnership Agreement Signed MTSS Coordinator identifies MTSS	RCS MTSS Cohort #1-2 Elementary Schools trained in January 2016 of MTSS	RCS MTSS Cohort #3 Begins Tier 2 and 3 implementation of MTSS (2 elementary schools) RCS MTSS Cohort #4 Begins Tier 3 and 4 implementation of MTSS (2 schools) MTSS District Team continues to meet MTSS District Coaching Team continues to meet	RCS MTSS Cohort #5 Begins Tier 2 and 3 implementation of MTSS (2 schools) RCS MTSS Cohort #6 Begins Tier 3 and 4 implementation of MTSS (2 schools) MTSS District Team continues to meet MTSS District Coaching Team continues to meet	RCS MTSS Cohort #7 Begins full implementation of MTSS (2 schools) RCS MTSS Cohort #8 Begins Tier 2 and 3 implementation of MTSS (2 schools) MTSS District Team continues to meet MTSS District Coaching Team continues to meet	RCS MTSS Cohort #9 Begins full implementation of MTSS (2 schools) RCS MTSS Cohort #10 Begins Tier 2 and 3 implementation of MTSS (2 schools) MTSS District Team continues to meet MTSS District Coaching Team continues to meet	RCS MTSS Cohort #11 Begins full implementation of MTSS (2 schools) RCS MTSS Cohort #12 Begins Tier 2 and 3 implementation of MTSS (2 schools) MTSS District Team continues to meet MTSS District Coaching Team continues to meet	RCS MTSS Cohort #13 Begins full implementation of MTSS (2 schools) RCS MTSS Cohort #14 Begins Tier 2 and 3 implementation of MTSS (2 schools) MTSS District Team continues to meet MTSS District Coaching Team continues to meet

Vision: Every RCS School implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.
Mission: MTSS is a framework which promotes school improvement through engaging, research based academic and behavioral practices. MTSS empowers

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Historical Discipline Data



The Importance of Policy

Rockingham County, like every district, works within the boundaries of both local and state policies. When doing so we create coherence, linking the policies to the operations of the district. Executive Leadership Team works within the policies to implement programs and practices that supports the vision. That vision is communicated to the schools in order to provide an alignment that creates the organizational structure and instructional principles in which all involved are moving in the same direction.



Collaborative Relationship Statement

The district's focus on communication with stakeholders, partnerships with community agencies/organizations, and promotion of positive school culture, results in learning environments that are focused on student learning.

A Focus on Collaborative Relationships

Clear &
Collaborative
Relationships



1. Relationships – Community Partners
2. Professional Collaborative Relationships
3. Clear Understanding of School District Roles and Responsibilities
4. Teacher/Student Relationships
5. Interpreting and Managing the External Relationships

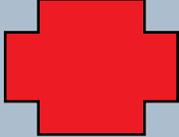
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RCS Focus on Collaborative Relationships

- Collaborative relationships are modeled. It starts with the executive level team and how well they function as a team. This team must communicate and have a clear understanding of their roles.
- Executive level teams must conduct honest evaluation of the effectiveness of meetings - Be purposeful.
- Understand that Executive level team members represent the district externally to the greater community. Executive level team members sit on a variety of community committees.
- Professional development for teachers not only focuses on quality of the delivery of the curriculum but emphasize relationships with students. Recent surveys indicate the importance of students' perceptions of relationships.

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A Culture of
Excellence &
Equity



1. Create a Mission, Vision, and Core Beliefs – Strategic Planning at the District Level
2. Building Capacity for District and School Improvement
3. Professional Relationships of Mutual Respect
4. Survey data of all stakeholders to consider with decision making

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RCS Strategic Plan 2020

Relationships are
built on trust

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EC Departments – Reach Out

Operational Excellence
High Quality Operational Support and System of Monitoring and Accountability

Instructional Excellence
High Quality Instruction and Services for Each and Every Student!

Graduation and Post-Secondary Focus
Improve Outcomes for Each and Every Student

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RCS Focus on Culture

- Strategic Planning involving a variety of stakeholders allows the district the opportunity to come together to collaborate and hear from different viewpoints to build consensus.
- Cooperation and Collaboration have to be a focus to build relationships (adult accountability).
- Perseverance - Many initiatives are a marathon not a sprint. Stay the Course! Several initiatives have been two to three years in the making.
- Survey data - Focus on gathering data from students but it is also important to consider data involving adults and their perceptions.

There must be a common culture of caring for others. RCS feels like a family.

**Change is the only constant.
Change is inevitable. Growth is optional.**

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Commit to Action Steps of Change

- Consider the "Speed of Trust" (Blankstein, Noguera, & Kelly, 2015, p. 264). When working to build levels of trust between stakeholders, in this case, district office staff, it is important to consider that trust must be gained. Sometimes small steps towards change take time. Creating opportunities for collaboration builds mutual respect for each other's assets and potential contribution. "Partners must break down walls they may not have realized existed" (p. 265).

It starts with you. You have to be mindful of your interaction with others and be willing to serve others.

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Action Step 1

The whole is greater than the sum of its parts.



Check your EGO at the door and those territorial feelings that often exist. Remember that the success of any endeavor is to consider that the effort put forth doesn't rest on any one individual. It depends on how you as a team react and commit to the changes you determined to be the right path and direction for the good of the district and ultimately for student success.

"If you want to go fast, go alone. If you want to go far, go together." -African Proverb

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Being a Part of A Team

Attitude Reflects Leadership



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Action Step 2

Create opportunities for diversity. With Strategic Planning, consider the cross categorical selection of team members to collect diverse points of view. The idea is to strengthen the end result. When everyone thinks the same way it inhibits creativity and diminishes the value of the work.



Responsibilities for successes and failures are co-owned. All players share a feeling of 'we're in this together, trying to achieve the same goals.' Ikemoto, Taliaferro, & Fenton, p. 10.

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Action Step 3

Create the model. The District Office Staff should establish standards of excellence and set the example for others to follow. If you want to have effective teams at the school level, then set the example for them by understanding by creating a model of collaboration.

1 Model the Way

Leaders establish how people should be treated and goals pursued. They create standards and set the example.

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“Leaders make it possible for everyone to do extraordinary work”.

James B. Kazes & Barry Z. Posner, 2013

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Central Office Evaluation Instrument

- 1. Strategic Leadership - *District Strategic Planning *Leading Change *Distributive Leadership
- 2. Instructional Leadership - Focus on Teaching and Learning and Instruction
- 3. Cultural Leadership - *Focus on Collaborative Work Environment *Acknowledges Failures and Focuses on Accomplishments, Rewards *Efficacy and Empowerment
- 4. Human Resource Leadership - Professional Development/Learning Communities *Recruiting, Hiring, Placing, and Mentoring Staff *Teacher and Staff Evaluation
- 5. Managerial Leadership - *School Resources and Budget *Conflict Management and Resolution *Systematic Communication *District Expectations for Student and Staff
- 6. External Development Leadership - *Parent and Community Involvement and Outreach *Federal, State and District Mandates
- 7. Micro-political Leadership - *Instructional Central Office Mandates



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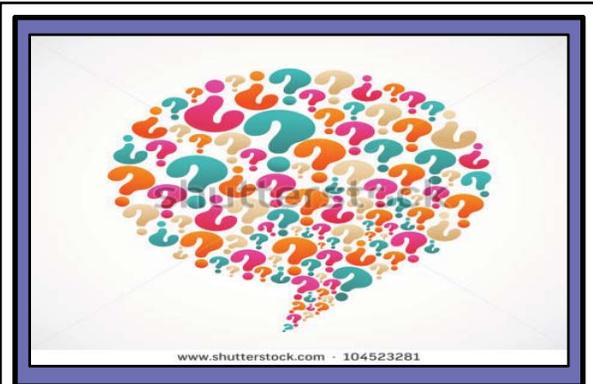
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Don't Wait. Act Today. Make a Decision for Change



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Resources

- ❖ Attitude Reflects Leadership, YouTube (2012)
https://www.youtube.com/watch?v=As_uWkVcJDg
- ❖ Blankstein, A. M., Noguera, P., & Kelly, L. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. Thousand Oaks : CA: SAGE Publications.
- ❖ Fink, R. & Riggan, M., (2013). *Building district capacity for system-wide instructional improvement in stamford public schools: Working paper*. GE Foundation Developing Futures in Education : Evaluation Series.
- ❖ From *The Five Practices of Exemplary Leadership Article* by James M. Kouzes & Barry Z. Posner. (2013). Pfeiffer, A Wiley.
- ❖ Shannon, G. S. and Bylsma, P. (2004). *Characteristics of Improved School Districts: Themes From Research*. Office of Superintendent of Public Instruction, Olympia, WA.
- ❖ *The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership* (2010). Southern Regional Education Board
- ❖ Cohen, S. B. (2013) *Breaking down silos in a school district: Findings from an ed.Ld. project in montgomery county*. Harvard Graduate School of Education.
- ❖ Ikemoto, G., Talaferro, L. Fenton, B., & Davis, J. (2014). *Great principals at scale: Creating district conditions that enable all principals to be effective*. The Bush Institute at the George W. Bush at the Presidential Center.

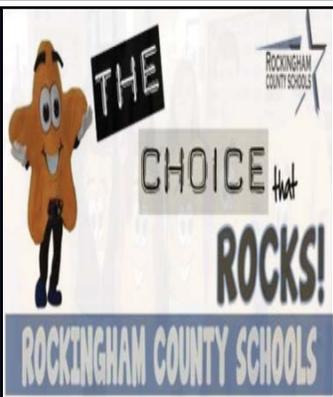
*This presentation is the culmination of utilizing resources which are listed above.

Thanks for Attending

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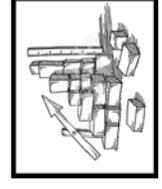
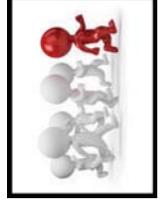


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- 5

Rationale

Directions: Choose a sticker as your #1 choice for what matters the most when creating teaming structures. Place the sticker in box #1. Then move on to box #2, 3, 4, & 5. Remember, you are prioritizing. Go ahead and add your rationale. Be ready to share out with your colleagues why this was your #1 choice.



Prioritize Your Focus- Activity #1

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