

CHAPTER V

The Role of the Executive Leadership Staff

“I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable.” – John Russell

Key Program Leadership Staff

This chapter outlines the roles and responsibilities of key leadership staff to assist you in understanding how they support new superintendents and in the development of their ILP teams.

The Executive Director of Coaching & Mentoring

The executive director of coaching & mentoring guides new superintendents, their mentors, and school board member liaisons through the onboarding process. The goal of coaching is to clarify the new leader's most essential duties in the first year and to help him or her assimilate and achieve the district's goals as they relate to the ILP (KASA Executive, 2015).

Executive coaching is an experiential and individualized leader development process that builds the new superintendent's capability to achieve short- and long-term goals for the school district. It is conducted through one-on-one and group interactions, driven by data from multiple perspectives, and is based on mutual trust and respect. The executive director of coaching & mentoring works in partnership with the new superintendent and his or her ILP team to achieve maximum impact (Executive Coaching Forum, 2012).

KASA's director of executive coaching & mentoring possesses the highest credentials and is a former superintendent who remains actively involved in public education at the leadership level. He or she maintains high standards of competence and exercises careful judgment in determining how to best serve the new superintendent and lead the ILP team. His or her experience as a school superintendent combined with his or her coaching, psychological, district and organizational expertise are powerful in guiding new superintendents while supporting their mentors.

He or she must meet the qualifications outlined in the [Executive Director of Coaching & Mentoring](#).



Scott Hawkins
*Executive Director of
Coaching & Mentoring*

Essential Duties for Successful Coaching

KASA's executive director of coaching & mentoring guides the Individualized Learning Plan (ILP) teams. The duties are extensive and critical to the success of both new superintendents and the onboarding program (KASA Coordinator, 2015).

The responsibilities of the executive director focus on five distinct areas:

1. Coaching New Superintendents

- a. Guide new superintendent development of ILP, PGP, 30/60/90 presented to the board.
- b. Solve tactical problems.
- c. Develop self-reflection skills and habits that ensure learning continues after coaching ends.

2. Communication

- a. Communicate the new superintendent's progress on a quarterly basis (or more frequently if necessary) to mentors, board chairs, community, and program staff.
- b. Ensure consistent and effective communication through in-person and virtual meetings.

3. Onboarding Program

- a. Attend professional learning events for mentors and new superintendents.
- b. Apply program information and tools to bring new mentors into the program and provide training.
- c. Spend a full day with the new superintendent in his or her district by September 30, attend an ILP meeting virtually, attend a school board meeting virtually, visit the district in May or June for the Capstone of Learning presentation.
- d. Conduct ILP team meeting with mentor in the fall.
- e. Virtually attend a board meeting with the new superintendent to support and monitor his or her presentations and guidance to the board chairperson.
- f. Submit detailed reports outlining interactions with the new superintendent and mentor October 1, December 1, April 1, and July 1.
- g. Onboard new superintendents that enter throughout the year.

A Good Coach

- Listens
- Asks open questions
- Clarifies points made
- Encourages reflection
- Avoids telling
- Builds rapport
- Is non-judgmental
- Challenges beliefs
- Helps to see the big picture
- Encourages commitment to action
- Doesn't have all the answers
- Develops trust and respect
- Is solutions focused
- Has a strong belief that colleagues have the capacity to learn, develop and change

*Essential Duties for Successful Coaching continued***4. Mentor Support**

- a. Join mentors on periodic site visits to the new superintendent's district.
- b. Respond to mentor questions immediately.
- c. Support mentors with the superintendent evaluation process, including monitoring progress of the ILP, the digital portfolio and development of the Capstone of Learning presentation.

5. Mentor Evaluation

- a. Supervise mentor work and provide constructive feedback each quarter.
- b. Provide written feedback quarterly to KASA on mentor work with the superintendent.
- c. Provide KASA and the mentor a final evaluation, using the [Summary of Mentor Experience and Assistance](#) survey tool located in the [Appendix](#).
- d. Onboard new mentors that enter throughout the year.

6. Individual Learning Plan (ILP) Support

ILP support services are available to assist the new superintendent in building an effective capstone presentation at the end of the program. Although optional, this support service ensures the necessary presentation components are met. Feedback provided through this service has proven to lead to successful capstone delivery.

The ILP support team will:

- a. Work with the ILP team leader (mentor) to provide assistance in structuring the following assessments:
 - Mid-year assessment sessions of superintendent's effectiveness of the 30-60-90- day plan, PGP, and draft district improvement plans (December)
 - ILP assessments of the new superintendent's district draft budget reviews (March)
 - Final year-one review of the portfolio and suggested creation of year-two ILP (May/June)

The ILP coordinator is a valuable resource to all members of the ILP team.

The Director of Faculty & Curriculum

The Director of Faculty and Curriculum guides the curriculum development and content delivery of the onboarding program in accordance with state law and guidelines established through the superintendent standards. Duties include:

1. Organize and facilitate meetings of staff, core team, and faculty

- a. Plan and organize monthly meeting agendas for the staff team.
- b. Plan and organize meeting agendas for core team and faculty.
- c. Send reminders and advanced notification of meetings to team members.
- d. Collaborate with the new superintendent staff team to organize and facilitate LPI coaching calls.

2. Plan, organize, and develop program agendas

- a. Work collaboratively to build training agendas around the following:
 - New superintendent self-assessment strengths and growth areas
 - Survey data and feedback from current and previous cohorts (customer voice)
 - Timing of content delivery that connects with yearly order of district workflow
 - Location/agenda flow based on alignment with other conference obligations and agendas (KASA, KSBA, KASS, ELF).
- b. Communicate and coordinate with faculty the session focus, date, time, and support needed.
- c. Work collaboratively to integrate The Leadership Challenge™ and the Leadership Practices Inventory™ into the curriculum for new superintendents.

3. Ensure smooth delivery of training sessions

- a. Collaborate with KASA staff to ensure meeting space, agenda, presentations, materials, and sponsors.
- b. Communicate with faculty to secure final PPT presentation. Work in collaboration with KASA staff. Upload information in the online community platform.
- c. Collaborate with KASA staff to record training sessions and upload in the Connect community.
- d. Facilitate smooth flow and transition between sessions among faculty members.
- e. Ensure completion of session survey data and follow up with faculty regarding next steps.
- f. Oversee completions of affidavit process and assignments for required sessions missed.

Compliance Officer & General Counsel

The job title serves a brief but clear indicator of the duties of the position, but the role of the Compliance Officer & General Counsel is multi-faceted and extends beyond what may initially come to mind. One clear primary role is to coordinate with other program leaders to make certain the implementation of the Leadership Series for Onboarding New Superintendents meets all the standards set in law for its content and operation. These are found in [KRS 156.111](#) and its companion administrative regulation, [704 KAR 3:406](#). The duties also include making certain that participants fulfill their legal duty to attend, participate, and produce work products that meet the program standards. The Compliance Officer and General Counsel also serves as a faculty member for the school law training module.

Duties and responsibilities include:

- Work cooperatively as a member of the leadership team of the program to assure that all facets of the program are in compliance with governing law and regulation.
- Monitor participation and attendance of all program participants to verify that they met the requirements set out in law required for successful completion of the program.
- Advise the program leadership team on matters related to operational integrity or compliance by faculty members and participants.
- Serve as a faculty member for the purpose of delivering content within the school law and human resources portion of the program curriculum.
- With other leadership team members, meet with participants who are not in compliance with program requirements and seek corrective action.
- Provide ongoing legal advice and assistance to program participants upon request as they carry out the duties of their superintendency.

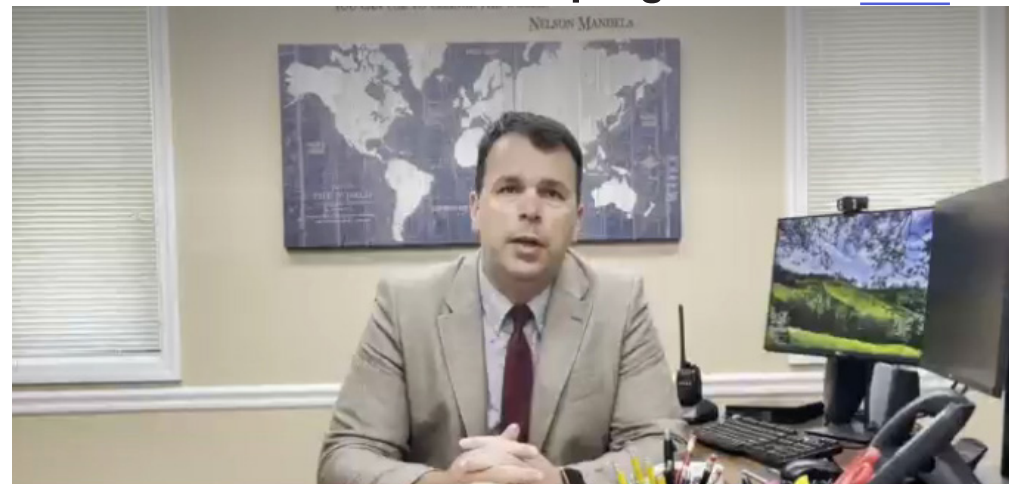
Integrity and Candor

The executive director of coaching & mentoring, and director of faculty and curriculum operate with the highest levels of integrity and candor when working with new superintendents and their ILP teams. Confidentiality is a component of integrity as it relates to ethical behavior and is part of best practice for ethics outlined in chapter two of this book. The relationships nor the intended outcome will reach their full potential without these important elements.

Building and maintaining relationships around these elements are key when discussing sensitive information as it relates to the onboarding process, the new superintendent's development, challenges faced, goals and activities on behalf of the school district and the Executive Leadership Series for Onboarding New Superintendents.

The onboarding program brings you together with these school leadership development experts. With them, you will explore the essence of effective leadership, align your role with key objectives, and better understand important factors in superintendent leadership.

To learn more about the program click [here](#).



Chris Meadows, Magoffin County Schools

The glue that holds all relationships together, including the relationship between the leader and the led is trust, and trust is based on integrity.

– Brian Tracy

Conclusion

Our hope is this program manual brings new tools and resources to your attention, and that these will help enhance your leadership role, increase your excitement and energy about the onboarding program and your role as a new superintendent or as an ILP team member. Most importantly, we hope it brings clarity to the roles and responsibilities of each ILP team member.

The Executive Leadership Series for Onboarding New Superintendents brings you together with expert leaders, experienced superintendents, other colleagues from universities, the Kentucky Department of Education, education agencies, and business partners who support public education.

This program manual, as a companion tool to the onboarding program, will aid you in exploring the essence of effective leadership of your school district, high performance teams, developing your ILP, continuing to define your philosophy as a leader, and aligning your role with key objectives for the program and your school district.

We hope you will find it helpful in preparing and nurturing a new generation of highly regarded school superintendents in Kentucky as they create schools of the future and prepare all of our children and youth to graduate life-ready for successfully living and working in a global society.

People who
work together
will win,
whether it be
against complex
football defenses
or the problems
of modern
society.

– Vince
Lombardi