NxG Leadership Series for Onboarding New Superintendents

Best practice, policy and procedure for guiding Kentucky’s new superintendents to a successful first year and beyond

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A GUIDE TO KENTUCKY’S NEXT GENERATION LEADERSHIP SERIES
FOR ONBOARDING NEW SUPERINTENDENTS

Best practice, policy, and procedure for guiding Kentucky’s new superintendents
to a successful first year and beyond

RHONDA K. CALDWELL, CAE, Ed.D. AND RONALD ANTHONY STRONG, Ed.D.
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First whatever path of presentation you chose… Do something that is you! Eighty percent of you is better than 100 percent of someone else.

I chose to recap the year based on the standards with particular expansion on the areas that were my focus for the district. The board and I chose a noon hour special meeting/luncheon. As the board and guests ate I delivered my capstone.

I prepared a PowerPoint based on my work within the district on the standards. I arranged it around my 30-60-90 day plan. Restated the standards, listed action and results, accompanied by photo documentation, and then next steps.

In giving the presentation, I did not read the PowerPoint, but spoke from my heart about our district’s transformation. Once the presentation concluded, the board members, media, other guests and staff stood and applauded. After it was over I realized I delivered my evaluation to the board for their review!

I also had the beginning of next year’s 30-60-90 plan.

This year I set up folders for each of the standards on my desktop and dropped in materials throughout the year. My evaluation documentation is at my fingertips for my board’s review.

— Linda Zellich
Foreword

In 1990 the Kentucky General Assembly enacted the most sweeping education reform legislation the nation had ever seen. One component of the new law was intended to be somewhat punitive. The legislature included a requirement that all sitting superintendents and all future superintendents in Kentucky successfully complete a training and assessment program that included school law, finance, school based decision making, principles of management, and other topics.

For two decades, every superintendent hired in Kentucky successfully completed the training and assessment program. Over time the training grew stale; and the multiple choice, pencil and paper tests given to superintendents became wholly inadequate. Kentucky’s commissioner of education set about to enhance the program and issued a request for proposal for a program redesign and a provider. The Kentucky Association of School Administrators was awarded the contract based on a proposal authored by Rhonda Caldwell, who convened a design team of superintendents and others to redesign the training modules and assessment process.

In this book, Rhonda Caldwell and Anthony Strong provide detailed insight into the results of that design work. They put forth a clear analysis of an induction program that is unmatched anywhere in the United States—one in which first-time superintendents receive meaningful, timely training in the critical functions of their new position; and their success is measured by tangible accomplishments based on clear and relevant performance standards.

Both the program and this book describing it in detail are justifiable sources of pride for Kentucky’s superintendents and all education leaders in our state. Rhonda and Anthony have done a great service to the profession by bringing it to us.

Wayne Young
Kentucky Association of School Administrators

“Both the program and this book describing it in detail are justifiable sources of pride for Kentucky’s superintendents and all education leaders in our state. Rhonda and Anthony have done a great service to the profession by bringing it to us.”

–Wayne Young
About This Book

Today’s school superintendent is an extraordinary leader who is a key player in the success of each student’s education. The role is both complex and challenging. The role is also incredibly rewarding and satisfying.

I’m in charge—now what? This is the first question often asked by leaders new to the superintendency. Frequently, the next question is “How do I prepare for this important leadership role, and who can guide me?”

New superintendents can be assured their colleagues are asking the same questions and more than likely have much in common. Most have an extensive career in education and have moved from teacher to principal or central office administrator and then to superintendent. A gap typically exists between completion of a university preparation program and being selected for the school district’s top position. Yet, all are selected for the job as the most highly qualified applicant and are chosen by the local board of education.

New superintendents in Kentucky benefit from an organized and sequenced professional learning and onboarding program designed and led by the Kentucky Association of School Administrators (KASA). The program, the Next Generation (NxG) Leadership Series for Onboarding New Superintendents, is a just-in-time, standards-based induction model that provides immediate support for a newly hired superintendent by an Individualized Learning Plan (ILP) team.

This book is designed and written for the program participants—education leaders who are entering their first year as a new superintendent or their first year as a superintendent in Kentucky, as well as the members of their ILP team. It is available for viewing on a computer or mobile device and can be downloaded as a PDF file and printed. Icons to access video messages and hyperlinks to supporting documents or additional resource information are located throughout the book.

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.”

–Steve Jobs
The book contains five chapters and is organized by role group for each member of the ILP team. The first chapter provides an overview of the NxG Leadership Series for Onboarding New Superintendents. It provides details about the program's structure, delivery methods, superintendent effectiveness standards and what experienced superintendents have to say about the program.

The second chapter is written specifically for the new superintendent. It provides information about steps for getting started, the yearlong schedule, attendance requirements, accessing the online community, contact information for key supports, the curriculum, and the ILP.

The remaining chapters provide information about the roles of the mentor, the school board member liaison, the executive coach, and the ILP coordinator. It describes how each person works individually with the new superintendent and as a collective team to assimilate the new leader to his or her role.

We hope the readers of this book will use it as a companion to the onboarding program and find it helpful in preparing and nurturing a new generation of highly regarded school superintendents in Kentucky. With the KASA onboarding program, a standards-based induction model, and a compendium of resources, we offer this book to help create schools of the future and prepare all of our children and youth to graduate life-ready for our global society.
Acknowledgments

First, to our families, thank you for your constant support and encouragement. You spent countless hours wondering where we were, with whom we were spending our time, how that time was being utilized, and why it was necessary to bury our minds and thoughts in so many books and resources. Even so, you never questioned us. You loved us unconditionally and provided the reassurance and belief that we could accomplish anything.

We also thank our boards for understanding how this program would impact us as leaders, but most importantly, those we serve in our communities. We are grateful for the investment you made in our development as transformational leaders. To our support teams, thank you for being our learning partners. Your understanding and support was essential to our success. The school leaders, faculty, children, and communities we serve have and will benefit from our professional learning experience.

We give our heartfelt gratitude to the new superintendents, mentors, executive coaches, and board member liaisons who provided valuable feedback as participants in the new superintendent onboarding program. They, along with the future superintendents of Kentucky, are the heart and soul of this work.

To the Kentucky Association of School Administrators and the program staff, we appreciate you for embracing our work and allowing us to apply our professional learning and knowledge to move the NxG Leadership Series for Onboarding New Superintendents from the implementation phase to the continuous improvement phase.

Finally, we thank the Ed.D. leadership team at Northern Kentucky University, our professors and members of our superintendent cohort. Together, they gave us permission to think and learn differently while giving us the opportunity to create new knowledge and apply it to the organizations for the benefit of those we serve. Professors Mark Wasicsko, Ted Hodgson, and Michael Chirichello, much like Warren Bennis, your leadership has given us the capacity to translate vision into reality. We are grateful.
About the Authors

Rhonda K. Caldwell, CAE, Ed.D. is the executive director of the Center for Education Leadership and the deputy director for the Kentucky Association of School Administrators. She is one of Kentucky’s foremost education leaders, with over 25 years of service to public education. She has served in various leadership capacities with the American Association of School Administrators, American Society of Association Executives, Asia Society and Partnership for Global Learning, Governor’s Community Engagement/Preschool Task Force, Kentucky Education Action Team, Kentucky Society of Association Executives, Kentucky’s NxG Leadership Series for Onboarding New Superintendents, Kentucky Minority Superintendent Intern Program, and as a registered lobbyist to the Kentucky General Assembly.

Caldwell is also a Certified Association Executive (CAE), a title held by fewer than five percent of association executives nationwide. She has received various state and national awards, including the University Council of Education Administration’s Excellence in Education Leadership Award, the Oasis Award, and was selected for the Education Delegation to China (2009) and has studied the Finland (2012) and Ontario (2014) education systems. She has designed, grown, and/or implemented over 10 substantial programs during her tenure at the Kentucky Association of School Administrators. Caldwell recently received her Doctor of Education in Educational Leadership degree from Northern Kentucky University.

Ronald Anthony Strong, Ed.D. is recognized across Kentucky for his leadership in school administration. His willingness to serve has put him in the position of president of both the Kentucky Association of School Superintendents and the Council for Better Education. In addition to those statewide positions, he serves on the board of directors for the Kentucky Education Professional Standards Board and the Kentucky Association of School Administrators.

Since 2004 he has led two districts as superintendent, returning to Pendleton County where he started his teaching career as a high school agriculture teacher. In Northern Kentucky (NKY), he continues to lead by serving on the NKY Education Action Team, the NKY Education Council, and the NKY Association of School Superintendents. Strong is considered a leader among superintendents and has served as a volunteer mentor to several first-year superintendents.

Strong is a known presenter at state and national conferences and is recipient of numerous leadership awards from the Northern Kentucky Chamber of Commerce, Kentucky Family, Career and Community Leaders in America, and Kentucky Future Farmers of America. His passion is for developing and growing administrators so that his district will always have a pool of candidates ready for leadership. Strong recently received his Doctor of Education in Educational Leadership degree from Northern Kentucky University.
CHAPTER I

Program Overview

NxG Leadership Series for Onboarding New Superintendents

“Upon the system of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject that we as a people can be engaged in.”

– Abraham Lincoln, letter to the people of Sangamon County, March 9, 1832 (HSW)
Today’s superintendents must be systems thinkers (Fullan, 2005; Hoyle, Bjork, Collier, & Glass, 2005). They must understand the connection and alignment of all district dimensions while also understanding the relationship among the parts.

The Next Generation (NxG) Leadership Series for Onboarding New Superintendents is the statewide induction program for first-year school superintendents in Kentucky. It is an extensive onboarding process that provides deeper knowledge levels, broadened skill sets, practical application, and dispositions for leadership based on seven effectiveness standards for superintendents.

The Kentucky Association of School Administrators (KASA), in partnership with the Kentucky Department of Education (KDE), is the sole provider of the onboarding program, which is required by KRS 156.111.

Important elements of the legislation include:
1. Required training and participation in the following components:
   • Core concepts of leadership quality best practice
   • Effective implementation of school-based decision-making
   • Kentucky school law
   • Kentucky school finance and budgeting
   • School curriculum and assessment
   • Instructional leadership
   • School improvement
   • Community and board relations
   • Effective communication
   • Ethical leadership
   • Executive coaching and mentoring program with an emphasis on demonstrated professional growth

To view a video about the value of the program, please click here.
2. A comprehensive collection of work products and assessments demonstrating proficiency, which shall be delivered to KDE and the employing board of education at the conclusion of the training
3. Successful completion of the onboarding program within two years of taking office to maintain superintendent certification

Program Design

The program was designed by a team of experienced superintendents, KASA staff, and university representatives with support from Scholastic Achievement Partners and the International Center for Leadership in Education. The program is a continuous improvement model that includes the following elements:
1. Superintendent and district diagnostic data to inform and guide the training
2. Individualized Learning Plan (ILP) crafted by a team comprised of the new superintendent, executive leadership coach, superintendent mentor, and a school board member liaison
3. Assessments tied directly to new superintendent implementation documents, including a 30-60-90-day plan, district improvement plan, district budget, and district policy. These documents are collected in an eportfolio and defended to the ILP team in a Capstone of Learning presentation at the end of year one.
4. Diverse learning modules in online formats that facilitate both customized learning from the ILP and a timely resource for new superintendents
5. Strong coaching and mentorship program with training and evaluation, including specific objectives outlined in the ILP and guidance throughout the onboarding process

“I believe this program has been well organized and very informative from day one. Professionally done; and the staff at KASA are great and easy to work with. Also, the collaboration time with other superintendents and building relationships is invaluable.”

– Sean Horne
Program Structure

Once a new superintendent is appointed, an Onboarding Cooperative provides immediate and wraparound support through the leadership series. The cooperative includes a number of high-performing team members who provide on-the-ground support, guidance, and professional learning.

ILP Team

The Individualized Learning Plan (ILP) team provides essential support, encouragement, and guidance to new superintendents. The team assesses current district needs while helping develop a flexible improvement plan that can be modified for the new superintendent in his or her ongoing decision-making process.

Executive Coach

The Director of Coaching and Mentoring oversees cohort members and guides new superintendents, their mentors, and school board member liaisons through the onboarding process. These duties are extensive and critical to the success of each new superintendent and to the onboarding program.

The executive coach possesses the highest credentials and is a former superintendent who remains actively involved in public education at the leadership level and meets the qualifications outlined in the Executive Coach Job Description.
**Mentors**
Mentors are charged with guiding new superintendents through a successful first year, providing a continuum of ongoing support and timely learning. The mentor meets routinely with the new superintendent in person and communicates frequently.

Mentors are experienced superintendents who volunteer to serve in this capacity. They must complete a required training program and possess the qualifications outlined in the Mentor Job Description.

**ILP Coordinator**
The ILP Coordinator serves a critical role in managing ILP teams in their oversight of participants as they develop their ILPs and present a Capstone of Learning at the end of the program year. The coordinator works with all organizations and departments to ensure superintendents successfully complete the program through teamwork with mentors, coaches, school board member liaisons, and sitting superintendents. The ILP Coordinator’s duties are outlined in the job description.

**School Board Member Liaison**
A school board member liaison is selected by the new superintendent to serve on his or her ILP team. This team member serves as a liaison between the local board of education and the new superintendent, providing guidance and direction from the perspective of district needs and working to assimilate the new leader in the school district. Specific duties are outlined in the job description.

Detailed job descriptions are located in the Appendix.

“Having gone through the training program almost 20 years ago, I can attest to the fact that it is now one thousand times better. It is a practical experience that helps superintendents become successful.”

– Stu Silberman
Professional Learning

This branch of the cooperative focuses on the new superintendent’s content knowledge base and his or her ability to apply it to the job. Faculty members, program directors, support staff, and members of the KDE team provide program support by sharing critical information to strengthen the first-year superintendent’s knowledge base. It is important to note that faculty members are selected based on their area of expertise as proven in a particular field or content area. They are the state’s top education leaders, are highly respected, and lead a school district or organization of excellence. Faculty members possess the highest levels of education, are award winners, and lead by example to facilitate the new superintendent’s professional learning.

Curriculum for the onboarding program is aligned with the Kentucky Superintendent Professional Growth and Effectiveness System (SPGES) and meets the requirements of KRS 156.111. Core operational skills, a strong knowledge base, and urgent and emerging issues are embedded in the curriculum framework shown below. The professional learning provided by the faculty aids new superintendents in extending and refining their leadership vision, honing critical skills, addressing the most pressing challenges, and meeting essential goals.

<table>
<thead>
<tr>
<th>Curriculum for Onboarding New Superintendents</th>
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<tbody>
<tr>
<td>Community Engagement</td>
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<tr>
<td>Communication</td>
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<tr>
<td>District Mission, Vision &amp; Goals</td>
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<tr>
<td>Education Law &amp; Policy</td>
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<tr>
<td>Ethics &amp; Values</td>
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“We had really terrific instructors and much needed support... KASA assisted me in elevating my leadership capacity to serve as a district superintendent. I am eternally grateful. Thanks KASA.”

– Carl Potter
**Partner Support**

New superintendents and partners are brought together in person so the new leader can meet the representatives from the organizations that support the work of a public school district and the students served. Partner organizations include the Kentucky Association for School Councils, Kentucky Association of School Superintendents, Kentucky Center for School Safety, Kentucky School Boards Association, Kentucky High School Athletic Association, Kentucky Education Professional Standards Board, educational cooperatives, and the Governor’s Office of Early Childhood Education.

**Standards-Based Model**

The onboarding program is a standards-based model that focuses on the emerging challenges of leading next-generation teaching and learning efforts across the state. Seven Next Generation Superintendent Effectiveness Standards serve as a framework for understanding the complex elements of a superintendent’s work.

**Effectiveness Standards**

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. Collaborative Leadership
7. Influential Leadership

The effectiveness standards aim to:

- Help superintendents focus on the most important aspects of the job
- Serve as a roadmap for ongoing professional growth and effectiveness from career entry through career exit
- Assist the ILP team in determining the new superintendent’s successful completion of the onboarding program
These standards, adopted by the Kentucky Department of Education for use by all superintendents, are known as the Superintendent Professional Growth Evaluation System (SPGES).

Each new superintendent, guided by his or her ILP team, develops an Individualized Learning Plan (ILP). The plan is based on a rubric that outlines the seven effectiveness standards and provides practices, indicators, and performance ratings. The plan provides opportunity for new superintendents to examine personal and district strengths. It also provides growth opportunities within the framework of the SPGES while building evidence and reflective benchmarks for the new superintendent’s evaluation through an eportfolio.

The standards-based model serves to illustrate proficient performance on the part of the new superintendent while recognizing he or she is unlikely to possess all the competencies and skills inherent in each of the seven effectiveness standards. Each new superintendent’s ILP team uses the rubric to gauge his or her performance level in each of the standards areas. The performance levels are listed below.

The new superintendent contributes to the rubric by conducting a self-assessment and provides evidence of his or her performance in each standard area throughout the year.

**Performance Levels**

- **Threshold**
- **Developing**
- **Accomplished**
- **Exemplary**

The ILP provides opportunity for new superintendents to examine personal and district strengths and growth opportunities within the framework of SPGES.
Near the end of year one, each new superintendent, under the guidance of the ILP team, synthesizes his or her own performance against the standards and shares those results with his or her board of education in a culminating Capstone of Learning presentation. At this point, the ILP team makes a consensus decision about the new superintendent’s successful completion of the NxG Leadership Series for Onboarding New Superintendents or will recommend additional time in year two of the program. This decision is the determining factor for a new superintendent to maintain his or her certification in the state of Kentucky. It is important to note a new superintendent’s board of education is still responsible for the annual evaluation, which may or may not be distinct from the ILP team’s performance appraisal.

Copies of the effectiveness standards document and the ILP rubric are located in the Appendix.

**Delivery Methods**

A variety of methods are utilized to deliver the onboarding program to new superintendents. Content and curriculum are provided using a timely method in accordance with the superintendent’s work flow, timelines, and legal deadlines. Methods for delivery include:

1. Face-to-face training led by experienced Kentucky superintendents and other leading experts in the education field
2. Peer-to-peer interaction within an online community that includes a repository of resources
3. Interaction and support provided by faculty members
4. Live webinars and on-demand videos of applicable content
5. Video resources available on demand
6. Group web conferencing
7. Individual mentoring and executive coaching

“I have learned so much this year during our training, and possibly the best part is the relationships I have developed through the meetings.”

– Steve Martin
What Superintendents Say About the Program

At the culmination of cohorts 1 and 2 (2012–13 and 2013–14, respectively), participants responded to questionnaires and participated in focus groups. The message was a resounding voice of approval.

The average combined feedback of the two cohorts reported a 97.5 percent satisfaction rate, indicating that they were “highly satisfied” with the program. Participants said they felt empowered and equipped to manage daily operations, in addition to leading their districts on budget, tax rates, education law and policy, and communications. Superintendents also said the program challenged them to take leadership of their own personal growth, forcing them to think proactively about the challenges in their district.

And finally, participants reported the program positively impacted their leadership skills by helping them build a statewide network of their peers, establish key relationships with mentors and other resources across the commonwealth, and prepare for their evaluation in the Superintendent Professional Growth and Effectiveness System standards.

“The opportunity to network with other new superintendents was incredibly valuable. Reflecting on things like the released audits, new standards and finance issues was particularly beneficial.”

– Mike Hogg
CHAPTER II

The New Superintendent

“Effective leadership is putting first things first. Effective management is discipline, carrying it out.”

– Stephen Covey
The New Superintendent

“All the world’s a stage,” as William Shakespeare put it in the play, *As You Like It*, “and all the men and women merely players.”

One inescapable reality of being named the new superintendent of your school district is that you attract much more attention and a higher level of scrutiny than before. You become the lead actor in your community’s public play. Privacy becomes less and less, and there is mounting pressure to show the right kind of leadership presence at all times.

The NxG Leadership Series for Onboarding New Superintendents is an extensive onboarding process for deeper knowledge levels, practical application, and a standards-based curriculum. The program is designed to fully prepare you to lead your school district to new levels while managing its daily operations.

This chapter contains detailed information regarding steps for getting started, a schedule of training sessions and other important dates for superintendents, attendance requirements, the code of conduct for ethical leadership, an overview of the curriculum and the Individual Learning Plan (ILP) process, and a directory of program staff, faculty and members of the new superintendent cohort.

Whether you’re joining your school district from the outside or have been promoted from within, this chapter will help you manage your leadership transition so you can take charge, develop your plan, enhance your learning, and deliver better results faster than thought possible.

“The collegial network that is developed through KASA’s leadership series, along with on-going collaboration among some of the most successful superintendents and education leaders in Kentucky, has provided new superintendents with a wealth of knowledge and experience in key areas of leadership, finance, communication, law, and culture which are critical elements in the success of all school district leaders.”

– Rob Clayton
Steps for Getting Started and Moving Forward

“The secret of getting ahead is getting started.” – Mark Twain

As a new superintendent, there are many steps you can take prior to assuming your position. The fuzzy front-end of your new position is the time period between the day you accepted your new job and your first day on the job. A new position is typically more than you think it is. This fuzzy front-end period is an excellent time to get a head start on preparing for your first day while managing your leadership transition.

Much like a runner in a relay race, you should prepare and start moving in advance, taking control of the transition by putting your hand where you want the baton placed to accelerate a decisive handoff. (Bradt, Check, Pedraza 2011).

The following steps will prepare you for the onboarding program, as well as help you transition into your new role:

1. Read this handbook in its entirety.
2. Add the training dates, located on page 18, to your calendar.
3. Ensure you have access to and are familiar with your cohort’s online community at connect.kasa.org. Details about the community are found on page 23 of this handbook.
4. Download the KASA mobile app from the Apple App store or Google Play for easy, mobile access of the online community.
5. Ensure you have a laptop or device for use at all in-person training sessions.
6. Complete the pre-program self-assessment tool. Results of your survey will be used to assist program staff in understanding your level of experience and knowledge related to the effectiveness standards for superintendents. Please complete the assessment as soon as possible.
Steps for Getting Started continued

7. Review the Essential District Data list located on pages 38 through 40. This information is beneficial and provided to you to ensure you have a solid understanding of your school district.

8. Connect with your mentor and executive coach to begin building your relationship and planning your schedule.

9. Select your school board member liaison and share his or her name and contact information with your executive coach or KASA program staff.

10. Manage the fuzzy front-end of your transition.

As a new superintendent, you have been hired to deliver results first and foremost. Three areas you can manage in the fuzzy front-end are taking control of your start, avoiding landmines, and activating your communications strategy (Bradt et al. 2011).

Three Areas for Managing Your Transition

1. Take control of your own start

One of the most important things you can do is engage in the onboarding program for first-year superintendents as quickly as possible, completing the ten steps outlined at the beginning of this chapter.

2. Avoid onboarding landmines

A new leader’s transition is often filled with landmines that are usually hidden and often undetected. An awareness of the landmines is helpful in managing them during the fuzzy front-end. Seven landmines referred to as the Deadly 7 are listed on the following page (Bradt, et al. 2011).
# Deadly 7 Onboarding Landmines

<table>
<thead>
<tr>
<th>Landmine</th>
<th>Cause</th>
<th>Time Period</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization</td>
<td>Lack of a winning strategy or the inability to implement that strategy</td>
<td>Before accepting the job</td>
<td>Ask tough questions.</td>
</tr>
<tr>
<td>2. Role</td>
<td>Expectations and resources or key stakeholders are not aligned</td>
<td>Before accepting the job</td>
<td>Listen for inconsistencies. Pursue.</td>
</tr>
<tr>
<td>3. Personal</td>
<td>Gaps exist in your strengths, motivation or fit</td>
<td>Before accepting the job</td>
<td>Ask yourself tough questions. Get a third opinion.</td>
</tr>
<tr>
<td>4. Relationship</td>
<td>Failure to build or maintain key relationships, up, across or down</td>
<td>Fuzzy front-end</td>
<td>Activate a 360° relationship compass and use it to help guide potential challenges and landmines.</td>
</tr>
<tr>
<td>5. Learning</td>
<td>Failure to gain adequate information, awareness or knowledge of the 5Cs— customers, collaborators, capabilities, competitors or conditions</td>
<td>Fuzzy front-end</td>
<td>Activate an ongoing learning campaign to thoroughly master these 5Cs. Keep your learning sharp.</td>
</tr>
<tr>
<td>6. Delivery</td>
<td>Failure to build a high-performing team or deliver results fast enough</td>
<td>First 100 days</td>
<td>Identify and validate clear and genuine winning deliverables and timetable. Empower and execute with team.</td>
</tr>
<tr>
<td>7. Adjustment</td>
<td>Failure to see or react to situational changes</td>
<td>As appropriate</td>
<td>Monitor business conditions and results actively. Understand the causes of change. Replan and execute quickly.</td>
</tr>
</tbody>
</table>

*(Bradt, et al. 2011) Deadly Seven Onboarding Land Mines*
3. Activate your communications strategy

Your communications strategy is at the core of your actions as a leader. While many of your key connections and contacts will occur during this time, it is also the time when your administrative team, teachers and other stakeholders begin to form their opinions of you and what is likely to happen in the coming weeks. The following is an outline of steps for your communications strategy (Bradt et al. 2011).

1. Identify key stakeholders.
2. Craft your message.
3. Manage your office setup.
4. Know what you can expect in staffing support.
5. If relocating, ensure your family is provided for and settled.
6. Conduct fuzzy front-end meetings and phone calls. When determining with whom and the order in which you speak with individuals, remember that people will view the order as a sign of relative importance. Those you talk to early will feel valued.
7. Deploy an information gathering and learning plan, including the Essential District Data located at the end of this chapter.
8. Plan your first 100 days.

Two resources first-year superintendents find especially helpful in managing their transition and first few months on the job are shown here.

"The 100-day action plan provides a practical template and some smart themes to guide the induction period for new superintendents. It encourages a listen and learn period followed by finding some quick ‘wins’ that can help new superintendents show professional courage and a willingness to put their ‘stamp’ on the district. It ultimately leads you to end your first 100 days with a well-constructed strategic plan linked directly to your 100-day experience."

– Owens Saylor
Two calendars are critical to a new superintendent’s success. The first provides an overview of in-person training sessions and activities with your ILP team. The second is provided by the Kentucky Department of Education and lists important due dates to keep you apprised of numerous legal deadlines.

1. Overview of Training Sessions and ILP Team Activities
The calendar on the next page provides an overview of the new superintendents’ training schedule, as well as ILP team activities.

2. Important Due Dates for Superintendents
The Kentucky Department of Education (KDE) publishes this document annually to keep superintendents apprised of legal deadlines for all education programs. The document is designed by month, due date, program, activity, and KDE contact person. The document is located in the Appendix or can be found here.
<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Training Session or Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>13–15</td>
<td>Session I: Gear Up Training— meet cohort members, faculty, and ILP team members</td>
<td>Galt House Hotel, Louisville</td>
</tr>
<tr>
<td></td>
<td>1–31</td>
<td>Executive coach and mentors visit districts by September 1</td>
<td>Your District</td>
</tr>
<tr>
<td>August</td>
<td>1–31</td>
<td>Executive coach and mentors visit districts by September 1</td>
<td>Your District</td>
</tr>
<tr>
<td>September</td>
<td>17–18</td>
<td>Session 2 to begin following Superintendents’ Summit on 9/17 (9 a.m.-3:30 p.m.)</td>
<td>KASA Office, Frankfort</td>
</tr>
<tr>
<td></td>
<td>1–30</td>
<td>Mentors, executive coach conduct ILP team meeting in September or October</td>
<td>Your District</td>
</tr>
<tr>
<td>October</td>
<td>29</td>
<td>Session 3</td>
<td>Regionally or online</td>
</tr>
<tr>
<td></td>
<td>1–31</td>
<td>Mentors, executive coach conduct ILP team meeting in September or October</td>
<td>Your District</td>
</tr>
<tr>
<td>November</td>
<td>3</td>
<td>Instructional Leadership, 10:30 a.m. ET</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td></td>
<td>TBA*</td>
<td>Optional Journal Study</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td>December</td>
<td>7 or 8</td>
<td>New superintendents and mentors meet at KASS winter conference</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>Session 4</td>
<td>KASA Office, Frankfort</td>
</tr>
<tr>
<td>January</td>
<td>1–31</td>
<td>Mentor attends board meeting with new superintendent in January or February</td>
<td>Your District</td>
</tr>
<tr>
<td></td>
<td>TBA*</td>
<td>Optional Journal Study</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
<td>Instructional Leadership, 10:30 a.m. ET</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Session 5: Personnel Essentials Webinar (1–4 pm)</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td></td>
<td>25–26</td>
<td>Session 6: Precedes KSBA conference</td>
<td>KASA Office, Frankfort</td>
</tr>
<tr>
<td></td>
<td>1–29</td>
<td>Mentor attends board meeting with new superintendent in January or February</td>
<td>Your District</td>
</tr>
<tr>
<td>March</td>
<td>17–18</td>
<td>Session 7: Education Law &amp; Finance Institute</td>
<td>Lexington Center, Lexington</td>
</tr>
<tr>
<td>April</td>
<td>TBA*</td>
<td>Optional Journal Study</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>Instructional Leadership, 10:30 a.m. ET</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td></td>
<td>TBA*</td>
<td>Optional Journal Study</td>
<td>Lync Conference Call</td>
</tr>
<tr>
<td>June</td>
<td>1–30</td>
<td>Mentor, executive coach attend Capstone of Learning presentation during board meeting</td>
<td>Your District</td>
</tr>
<tr>
<td></td>
<td>1–30</td>
<td>Finance Session</td>
<td>Online-On Demand</td>
</tr>
<tr>
<td>July</td>
<td>18–20</td>
<td>Year-end Celebration and Welcome New Cohort</td>
<td>Galt House Hotel, Louisville</td>
</tr>
</tbody>
</table>

*TBA – to be announced
Note: Be sure to incorporate these dates into your master schedule and share with your staff and board members.
Preparing for in-Person Sessions and Attendance Requirements

Details about each in-person session are posted two weeks prior to the training in the cohort’s online community at connect.kasa.org. Specifically, look for the agenda, pre-assignment posts from faculty members, and any items you will need to bring to the session with you.

Equipment
A laptop or tablet will be needed for each in-person session. Please ensure your device is Wi-Fi accessible and will not be hindered by pre-set district firewalls.

Lodging
Some sessions will require overnight lodging. In most cases, KASA staff will secure a block of rooms and will gladly add you to the master rooming list or share information so that you or your staff can make your reservation. Lodging is a district expense.

Meals
Most meals will be provided as part of the training session. Agendas will note when a meal is at your own expense.

Session arrival
Please arrive 30 minutes prior to the session start time so you may find a seat, set up your laptop, organize your materials, and network with your colleagues.

Plan to focus and be present in the moment
As a new superintendent, you will no doubt attend sessions with an overwhelmed state of mind and an unwieldy “to do” list. Honor this learning time and focus solely on the opportunity at hand. You will benefit a great deal from the expert faculty and your colleagues.

What to Wear
Dress for training sessions is business casual. Keep in mind that training room temperatures are often cool.

“Success is where preparation and opportunity meet.”
– Bobby Unser
Attendance Requirements
The leadership series for onboarding new superintendents includes a series of professional learning sessions, which requires some out-of-district time throughout the year. The complete schedule is listed on page 18, and it is important to note attendance at these sessions is mandatory and must be a priority.

The attendance policy provides guidelines and steps to take in the event of an unforeseen emergency (KASA Participation, 2014). There are two grounds for excused absences.

1. **Extreme hardship** shall be generally defined as an event which requires the superintendent’s presence and is not subject to the superintendent’s ability to schedule. Examples may include things like regular school board meetings, graduation, depositions, and court appearances. Each request will be considered on a case-by-case basis, and the superintendent is expected to attend any portion of the training session that is not in conflict with the external event. Events at which the superintendent’s attendance is discretionary or which are within the superintendent’s ability to schedule will not be approved for an excused absence.

2. **Sudden emergency** shall be generally defined as a serious personal or immediate family illness or medical emergency, death in the immediate family, an accident or natural disaster, childbirth (immediate family), or other similar unpredictable events of a substantial nature.

Steps for Submitting a Request for Excused Absence
1. Submit your written request for an excused absence to your executive coach or KASA’s program staff.
2. The executive leadership team shall review your request and notify you of approval or non-approval.
3. If the request is approved, complete and submit the affidavit located in the Appendix, explaining the reason for the absence, and indicating your agreement to either view the video of the missed training and produce satisfactory evidence of mastery, or attend a makeup session, at the discretion of the leadership team.
4. The leadership team shall consider all relevant facts in determining the nature of the makeup work.

*More than one approved request for an excused absence in a training year may require a second year of participation in the assessment and training program by the superintendent.*

― Willie Nelson

“Be here. Be present. Wherever you are, be there.”
Ethical behavior is the cornerstone of the education profession. The superintendent’s character and humanity are a reflection of his or her own leadership as well as the school district’s. The superintendent must be the best listener, the best interpreter, and the most passionate driver of the school district’s purpose (Quinlan, 2000).

As a school superintendent, you are obligated to establish and maintain ethical policies to serve as a guide for the conduct of your board members, faculty, staff, students, and local community.

To assist you, the policies of ethical behavior adopted by the Kentucky Association of School Administrators are embedded in the NxG Leadership Series for Onboarding New Superintendents (KASA, 2012). The detailed policy, listing the purpose of the code, framework for which the code is written, behavioral policies, and commentary explaining those policies, can be found in the Appendix. The policies for ethical behavior include:

1. Professional school administrators constantly uphold the highest standards of integrity in all interactions and relations with students, colleagues, school board members, and the public.
2. Professional school administrators obey local, state, and national laws; adhere to high ethical and moral standards; and express loyalty to the nation, and to the cause of democracy and liberty.
3. Professional school administrators accept the responsibility throughout their career to ascertain, use, and contribute to the growing body of specialized knowledge, concepts, and skills which characterize school leadership as a profession.
4. Professional school administrators strive to provide the finest possible educational experiences and opportunities for all students in their school or district.

The superintendent must be the best listener, the best interpreter, and the most passionate driver of the school district’s purpose (Quinlan, 2000).
5. Professional school administrators seek to preserve and enhance the prestige and status of the profession in obtaining and carrying out their contractual duties as an employee.

6. Professional school administrators carry out in good faith all policies duly adopted by the local board and the regulations of state authorities and render professional service to the best of their ability. Any desire to seek modification or renewal of policies is accomplished through legitimate and recognized means.

7. Professional school administrators honor the public trust of their position above any economic or social rewards.

8. Professional school administrators do not permit considerations of private gain or personal economic interests to affect the discharge of professional responsibilities.

9. Professional school administrators recognize that public schools are a transparent public endeavor, and they seek to keep the community fully involved with and honestly informed about its schools.

Every superintendent has a personal responsibility to be fully informed about ethical standards and their relationships to all aspects of the school district he or she leads. In keeping with this broad responsibility, it is essential that all members of the profession feel a commitment to and assume an active role in supporting high standards of ethical conduct throughout their careers.
Online Community and Eportfolio Information

Connect with your cohort and your ILP team at connect.kasa.org, a vibrant online community platform of collaboration and resources for new superintendents. Connect.kasa.org is a secure, private community platform that is purpose-built to improve engagement, promote information sharing, increase collaboration, solve problems, and provide a forum for innovation. As a cohort member, you can connect with other new superintendents, executive coaches, mentors and faculty any time of the day or night, from anywhere in the world, on any device.

The online community is used for discussions, special announcements, session materials, sharing resources and best practice, and getting answers to pressing questions. The community belongs to you, and your participation and contributions are needed to ensure it is rich and vibrant.

In addition to the cohort community, your eportfolio has been set up in the connect platform. Your eportfolio can be found under your name and is available to you and the members of your ILP team. It is designed for storing your ILP artifacts and collaborating with your team. You will have the option to share your eportfolio with colleagues in the program.

The online community platform, connect.kasa.org, is also supported on mobile devices. Download the KASA app from the Apple App or Google Play store.

Note: Visit www.kasa.org for access information.

“Communication is everyone’s panacea for everything.”
– Tom Peters

connect · kasa · org
Your Individualized Learning Plan

As part of the onboarding program, you will create and implement components of the ILP, which is designed to assist with managing your learning and development throughout your first year as a new superintendent. The ILP is the foundation of your onboarding program and is directly tied to the statewide-adopted Kentucky Superintendent Professional Growth and Effectiveness System (SPGES). Your learning plan will look forward to what is to be achieved within the larger framework of the ILP rubric.

Components of the ILP
1. Designed with the support and guidance of your executive coach, mentor and school board member
2. Based on your personal strengths and identified growth areas from the pre-program self-assessment tool, as well as the identified goals set for you by your board of education
3. Synthesized within the larger framework of SPGES
4. Aligned to give credence to your personal aspirations
5. Developed in concert with a 30-60-90 day plan that provides for a set of learning goals you will achieve over the course of the program year
6. Developed to provide an opportunity to build and collect evidence and reflective benchmarks for your evaluation through an eportfolio

“The CAPSTONE is an extremely helpful tool to organize and focus the work of the school district. Building the CAPSTONE around the Next Generation Superintendent standards provides a perfect way for the superintendent to demonstrate his/her professional strengths and areas for growth which, if leveraged correctly, will ultimately result in better district performance. Most impactful is the process of collecting evidence based on clearly defined indicators aligned with research based best practices. In my third year as superintendent in Daviess County, I continue to use a robust CAPSTONE presentation in June of each year as the means to report my professional growth and the overall improvement progress of our school district.”

– Owens Saylor
Your ILP culminates with a Capstone of Learning presentation to your board of education. The Capstone will reflect your year of learning, development, and the goals achieved on behalf of the school district. The Capstone is a learning record that looks to the past, what you have accomplished, and sets potential goals for the future.

**Individualized Learning Plan Team**

Your ILP team is comprised of an executive coach, experienced superintendent mentor, and a school board member liaison. The team’s purpose is to provide support, serve as a sounding board, and act as a critical friend throughout your first year. These individuals will guide you on a daily basis and assist with the development of your ILP and your Capstone presentation at the end of your program year, as well as ensure you successfully complete the training program.

The team meets a minimum of two times per year, but may meet as often as the superintendent and executive coach deem necessary or is desired.

**Superintendent Effectiveness Standards and ILP Rubric**

Seven Next Generation Superintendent Effectiveness Standards (NxGSES) serve as a framework for understanding the complex elements of your work (KASA Standards, 2014). The standards are outlined in an ILP rubric for new superintendents as listed (KASA Rubric, 2015):

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. Collaborative Leadership
7. Influential Leadership
The effectiveness standards aim to:
• Help you focus on the most important aspects of the job
• Serve as a roadmap for your ongoing professional growth and effectiveness from career entry through career exit
• Form a basis of support for which the ILP team can determine your successful completion of the onboarding program

The ILP rubric is the foundation of the state-adopted Superintendent Professional Growth and Effectiveness System (SPGES) evaluation tool for superintendents. The standards are also aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the superintendent evaluation document established by the Kentucky School Boards Association (KSBA), the Standards for Quality School Systems-AdvancED, and the North Carolina Standards for Superintendents (adapted from a Wallace Foundation study).

The ILP rubric includes a summary of each standard with an accompanying set of practices and indicators that clarify the levels listed. New superintendents develop lists of potential artifacts for each standard during training sessions. Performance ratings are listed below.

The standards-based model serves to illustrate proficient performance on the part of the new superintendent while recognizing he or she is unlikely to possess all the competencies and skills inherent in each of the seven effectiveness standards.

### Performance Levels

- **Threshold**
- **Developing**
- **Accomplished**
- **Exemplary**
Each new superintendent’s ILP team uses the rubric to gauge his or her performance level for each of the standards.

The new superintendent contributes to the rubric by conducting a pre-program self-assessment and provides evidence of his or her performance in each standard area throughout the year. Near the end of the program year, each new superintendent, under the guidance of the ILP team, synthesizes his or her own performance against the standards and shares those results with his or her board of education in a culminating Capstone of Learning presentation. At this point, the ILP team makes a consensus decision about the new superintendent’s successful completion of the NxG Leadership Series for Onboarding New Superintendents or will recommend additional time in Year two of the program. It is important to note a new superintendent’s board of education is still responsible for the annual evaluation, which may or may not be distinct from the ILP team’s performance appraisal.

Pre-Program Self-Assessment
This tool is based on the Superintendent Effectiveness Standards and is intended to obtain a self-assessment of superintendents at the beginning of their tenure. Individual data collected is shared with the new superintendent’s executive coach and mentor to help you capitalize on your strengths and focus on your growth areas. The ILP coordinator develops and provides a cohort summary to faculty to assist with focusing and customizing instruction. It is imperative that you be honest and open about your strengths and growth areas so that support from the ILP team can be more effective. Complete the pre-program self-assessment as soon as possible.

You will learn more about developing your ILP through a series of presentations at the in-person sessions held throughout the year.

Completion of the ILP process is required of all new superintendents to comply with the provisions of KRS 156.111 and to maintain certification to serve as a superintendent in the state of Kentucky.
Key Contact Information

Your cohort is comprised of new superintendents entering the program in 2015, along with a few superintendents who are completing the program as a member of the previous cohort. Cohort members and their mentors are listed.

### 2015-16 Cohort Members

**Superintendent**

- Beechwood Ind., Mike Stacy
- Bowling Green Ind., Gary Fields
- Bourbon County, Amy Baker
- Caverna Ind., Cornelius Faulkner*
- Clay County, William Sexton
- Estill County, Jeff Saylor
- Fairview Ind., Michael Taylor
- Fayette County, vacant
- Fleming County, Brian Creasman, Ed.D.*
- Frankfort Ind., vacant
- Gallatin County, Travis Huber*
- Grayson County, Doug Robinson
- Jenkins Ind., Freddie Bowling*
- Leslie County, Anthony Little*
- Lewis County, vacant
- Livingston County, vacant
- Mayfield Ind., Joe Henderson
- McCreary County, vacant
- McLean County, vacant
- Menifee County, Benny Patrick
- Montgomery County, Matthew Thompson
- Pike County, vacant
- Robertson County, Sanford Holbrook
- Somerset Ind., vacant
- Trimble County, vacant

**Mentor**

- Kathy Burkhardt, Erlanger-Elsmere Ind.
- Jonathan Ballard, Elizabethtown Ind.
- Anthony Strong, Pendleton County
- Leon Smith, Russellville Ind.
- Scott Paul, Whitley County
- Jim Evans, Lee County
- Sean Horne, Russell Ind.
- Donna Hargens, Jefferson County
- Steve Gilmore, Ashland Ind.
- Scott Hawkins, Woodford County
- Rob Stafford, Owen County
- Scott Lewis, Ohio County
- Tim Spencer, Breathitt County
- Kim King, Knott County
- Jeff Aulick, Bracken County
- Carrell Boyd, Caldwell County
- Trent Lovett, Marshall County
- Steve Butcher, Pulaski County
- Patricia Sheffer, Union County
- Deatrah Barnett, Morgan County
- Andy Dotson, Harrison County
- TBD
- Gary Wiseman, Paris Ind.
- Ed McNeel, Corbin Ind.
- Tim Abrams, Henry County

*Appointed in FY 2014-15 and will complete the program mid-year.

Note: This page will be updated as information becomes available.
Program Staff

Wrap-around support is provided 24/7 by your executive coach, faculty members and staff who lead the program. Their names and contact information are listed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Bailey, Coordinator Support Services</td>
<td>(502) 229-0610</td>
<td><a href="mailto:pat@kasa.org">pat@kasa.org</a></td>
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<tr>
<td>Kathy Burkhardt, Ed.D., Program Advisor</td>
<td>(859) 991-9638</td>
<td><a href="mailto:kathy.burkhardt@erlanger.kyschools.us">kathy.burkhardt@erlanger.kyschools.us</a></td>
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<tr>
<td>Rhonda Caldwell, Director Program Development</td>
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<tr>
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<tr>
<td>Jan Lantz, Ed.D., Coordinator Individual Learning Plans</td>
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</tr>
</tbody>
</table>
## Program Faculty

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<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
Kentucky Department of Education Support

The commissioner of education, his chief of staff and associate commissioners are an integral part of the onboarding program. You will meet each of them throughout the year and will gain insight as to the various offices and their functions, who is in charge of what, the role of the department of education versus the state board of education, local board, the superintendent and the SBDM council. In addition, you will learn what is needed from you during the first year, including delivery targets, assessment, reports, and other items.

Commissioner and Support Staff
Terry Holliday, Ph.D., Commissioner of Education
Tommy Floyd, Ed.D, Chief of Staff
Hiren Desai, Associate Commissioner, Office of Administration & Support
Ken Draut, Associate Commissioner, Office of Assessment & Accountability
Dale Winkler, Associate Commissioner, Office of Career & Technical Education
Kevin Brown, Associate Commissioner, Office of Guiding Support Services/General Counsel
David Couch, Associate Commissioner, Office of Knowledge, Information & Data Services
Amanda Ellis, Associate Commissioner, Office of Next-Generation Learners
Kelly Foster, Associate Commissioner, Office of Next-Generation Schools & Districts

To view a video about the value of the program, please click here.
Curriculum Overview and Course Descriptions

Curriculum for the onboarding program is aligned with the Kentucky Superintendent Professional Growth and Effectiveness System (SPGES) and meets the requirements of KRS 156.111. Core operational skills, a strong knowledge base, and emerging issues and trends are embedded in the curriculum framework. The professional learning provided by the faculty aids new superintendents in extending and refining their leadership vision, honing critical skills, addressing the most pressing challenges, and meeting essential goals. Courses included in the onboarding program include:

1. Community Engagement and Collaboration
   New superintendents will think through the purpose and value of community collaboration, forms of engagement and desired learning outcomes and connections for students. Community engagement ranges from brief visits or activities to long-term collaborations.

   Takeaways for this course include a preliminary planning framework for developing a community collaborative action plan and examples of current community collaboration and partnerships. (September)

2. Communication
   This course helps school superintendents step into communications leadership with confidence, knowing their job is to communicate to their various communities on behalf of the students they serve. This course is delivered through three in-person sessions, along with 24/7 virtual consulting via the online connect community, telephone and email. These sessions are delivered under the just-in-time learning principle.

   The first session focuses on understanding communications leadership, why it is critical to everyone's success and the ability to apply it to your opening day presentation. The second
session focuses on developing a message tree for communicating test score information. The final session focuses on putting your message into action and revisiting bridging techniques, videotaped role playing and reflective critique. (July, September, October)

3. Education Law & Policy
This module covers a wide range of education law topics, including personnel law and ethics, the superintendent’s role in Kentucky’s statewide education framework; civil rights, constitutional rights, and due process for students and employees; student discipline, including suspension and expulsion; dealing with juvenile court, law enforcement, social services, and child abuse; Site Based Decision Making (SBDM), and compliance with various laws such as the Family Education Rights and Privacy Act (FERPA), Family Medical Leave Act (FMLA), criminal records checks, open meetings and open records, Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act, and board policy compliance. (July, September, December, January, March)

4. Ethics & Values
Ethical behavior is the cornerstone of the education profession. The superintendent’s character and humanity are a reflection of his or her own leadership as well as the school district’s.

Every superintendent has a personal responsibility to be fully informed about ethical standards and their relationships to all aspects of the school district he or she leads. In keeping with this broad responsibility, it is essential that all members of the profession feel a commitment to and assume an active role in supporting high standards of ethical conduct throughout their careers. Ethics and values are embedded in education law and policy, finance and management, and governance courses, and include:

• Review of the Superintendent’s Duty to Report
• Differences between the Kentucky Education Professional Standard Board’s disciplinary statute, KRS 161.120, and KRS 161.790
Curriculum Overview and Course Descriptions continued

- Tribunal statute
- Review of potential ethical pitfalls for new superintendents, strategies for ensuring ethical behavior from staff, and other legal reporting duties required by superintendents and school staff
- Procurement and bid laws, direct or indirect benefit statute, conflicts of interest, employing relatives
- Ensuring the finest possible educational experiences and opportunities for all students
- Honoring the public’s trust, recognizing public schools are a transparent public endeavor, and preserving and enhancing the prestige and status of the profession as it relates to contractual duties

5. Finance, Budgeting and Management
This module begins in July and concludes in June to enhance the just-in-time learning of a superintendent in the areas of annual financial reporting, tax rates, budget and audit, internal control and financial accounting, facilities funding, bidding, SBDM, financial planning, year-end reporting, analysis, and planning. (July, September, October, December, February, March and June)

6. Human Resources Systems and Processes
This course will assist new superintendents to take advantage of proven systems, processes and laws to maximize the efficiency of scarce financial resources, ensure fair and equitable treatment of staff and improve student achievement by effectively recruiting, selecting and retaining the very best teachers and staff.

7. Instructional Leadership
Participants will receive an overview of the current landscape around major teaching and learning initiatives, examined through the lens of the district superintendent. At the application level, superintendents will analyze their 2015 Unbridled Learning results to determine appropriate goals, objectives, and responses based on those results including an in-depth study of achievement gap-related concerns. (September)
8. Leadership Dispositions: the Human Element
This dispositions program will teach new superintendents about the importance of educator dispositions for increasing student and leader success, provide new superintendents with an inventory of their leadership traits and dispositions (ILSA), assist in building leadership/dispositional growth pathways, and demonstrate how to embed dispositional hiring practices in the district in order to hire the best teachers and leaders (Wasicsko, 2008).

9. Organizational Culture
New superintendents will gain an awareness and appreciation for developing, changing, cultivating, and nurturing school and district culture. The presenters not only share their experiences as superintendents, they also share their research on the topic. New superintendents will leave this session with knowledge about the importance of cultivating school and district culture as well as just-in-time strategies and ideas to assist them. They will have opportunities to share what they are already doing in their districts with culture and gather ideas from their cohort colleagues and the faculty members. (December)

10. Planning, Analysis and Management
This session provides an overview of a process-centered organization and how it changes the work of leaders and those they lead. The focus is on the role the leader plays in process improvement and management. Gains from this session include:
• Understanding for the need of a culture of continuous improvement that is driven by well-defined processes
• Leading a process-centered organization
Curriculum Overview and Course Descriptions continued

- Understanding of what a process is
- Realizing that results are process-determined
- Understanding the difference between systems and processes
- Developing awareness of the interdependence of processes/systems
- Understanding the importance of process management
- Forming an awareness of tools for process improvement/management
- Understanding of the criteria for performance excellence (July, December)

11. School and District Governance
Numerous topics fall within the scope of this course, including governance, strategic planning and visioning, and superintendent-school board leadership.

_Governance_
For effective governance, district leaders and the board of education work effectively with each other and with educational partners, including schools, unions, state-level associations and parent groups. Working collaboratively and in sync, the superintendent leads the board to fulfill its responsibilities for district oversight and governance and provides a critical link between the district and schools and the district and community. (July, December)

_Strategic Planning & Visioning_
The visioning module has been created to allow superintendents to develop district-level vision and mission statements grounded in the core beliefs of their school district community. This vision and mission work is essential to the life of a school district as it sets the course for the work of school personnel and in doing so lays the foundation for both short (CDIP) and long-term strategic planning. Without a clearly articulated, action-oriented vision it is nearly impossible for a district to craft an effective and
Curriculum Overview and Course Descriptions continued

comprehensive strategic plan. The work in this module also includes development of five critical areas of strategic planning: facilities, fiscal resources, curriculum and instruction, personnel, and communication. (July, December)

**Superintendent-School Board Leadership**

The Board-Superintendent relationship is the key to success for leading a school district. Content for this session involves basic requirements, including clarity of roles, cultivation of the district’s vision and mission, self-management, tips to maintain a good relationship with your board, spending needed time with your board, effective communication, board member styles, preparation for effective meetings, building consensus around tough issues, dealing with a divided board, your evaluation, and your next contract. (July, December, March)

12. Trends and Emerging Issues

Incidents Happen! Incidents and resolutions by sitting superintendents will be analyzed and discussed to help gain insight into what a new superintendent might face and first steps when similar incidents arise. (October, December)
Essential District Data for Review

While many new superintendents will have conducted some research as part of initial interview preparations, the following list represents essential school district data to assist you with getting to know your district while gaining an in-depth understanding of its history, celebrations, and challenges. A review of this data will help drive your sustainable competitive advantage.

District and Community Information

1. Administrative Team
   - Notes from recent meetings
   - Names, roles and profiles of cabinet members
2. Board of Education
   - Board meeting minutes from the last three years
   - Board member profiles
   - Strategic plan
3. Bus Fleet
4. Community
   - Economic factors
   - Government and community leaders
   - Social and demographic information
   - Political, regulatory and governmental information
   - Private schools
5. District Information
   - History to understand how the district got to its current state
   - Mission, vision, and values
   - Newsletters, including community, district and school
   - School yearbooks
   - Student and staff performance, components of the overall numbers to get at what is working well and less well
   - Website and social media feeds

Review essential district data to gain an in-depth understanding of your district, its history, celebrations and challenges.
6. Facility Plan, LPC Notes, and Bonding Capacity, History and Rationale

7. Finance and Management
   • Budget review and comparison of the last three years
   • Financial audits from last three years

8. Insurance Policy and Provider

9. Litigation, Pending and Current

10. Policies and Procedures

11. Safety Plan and Crisis Response Leaders

12. SBDM Allocations (and if schools utilizing)

13. Staffing
   • Staffing allocations and any district add-ons (staff on MOAs)
   • District office staffing configuration
   • New fiscal year staffing, reduction-in-force, non-renewals, etc.
   • Number of tenured and non-tenured certified staff
   • Personnel on corrective action plan

14. Stakeholders to Know by Name
   • Award winners (staff and students)
   • Booster club leaders
   • Commonwealth Parent Institute participants
   • Parent Teacher Association (PTA) presidents
   • School council members
   • Teacher’s union president/association president

15. Trend Data for District/Community Profile (KIDS Count data/SAP)
Kentucky Department of Education
1. Academic/categorize college readiness
2. ACT/EPAS, Explore
3. AP data (map backwards AP—intermediate grades)
4. Attendance data for students and staff
5. Bonding potential
6. CIITS and other assessment data the last five years
7. Comprehensive school and district improvement plans (CDIP and CSIP)
8. District profile
9. Facility plan
10. Memoranda of Agreements with Kentucky Department of Education
11. Nonrenewable grants providing staff salaries
12. School Report Card last three years
13. Student services data/discipline
14. TELL survey data

Should you have questions about the data, please talk with your mentor or post in the cohort’s online community.
CHAPTER III

The Board Member Liaison

“When the board works with a united and conscientious perspective, the superintendent is in a strong position to carry out the duties effectively. With a supportive and positive relationship between the superintendent and board mentor that allows for critical conversations, the superintendent can confidently initiate new innovations and experience professional growth.”

– Ivory & Acker-Hocevar, 2007
The Board Member Liaison

The Next Generation Leadership Series for Onboarding New Superintendents represents an extensive onboarding process for deeper knowledge levels, practical application, and a standards-based curriculum. The program is designed to fully prepare the superintendent to lead the school district while managing its daily operations.

This chapter is devoted to you and your role as the school board member liaison serving on your new superintendent’s Individualized Learning Plan (ILP) team. It provides steps your board can take to assist with the onboarding process. It also outlines your role and responsibilities, provides information about accessing the superintendent’s eportfolio, and gives important dates and timelines for your calendar.

Successful onboarding is a true partnership between the new superintendent, the school district, and the Kentucky Association of School Administrators. In partnership, the three work to ensure the new superintendent has greater impact on student achievement.

Without an onboarding program, research data shows that 40 percent of leaders hired into new organizations don’t succeed and are out of the position after 18 months. In addition, 20 percent of leaders who are internally promoted without an onboarding program are underperforming after two years (Sessa, Kaiser, Taylor, & Campbell, 1998).

The onboarding program aims to get first-year superintendents up to speed faster, accelerating their progress while helping them transition to their new role. Effective onboarding drives productivity, accelerates delivery of results, and significantly improves retention rates of highly talented leaders.

Three onboarding components include accommodation, assimilation, and acceleration (Sims, 2011). Accommodation is doing what it takes to make your new superintendent ready, eager and able to do the job from the start. Assimilation helps them join with others, including their ILP team, their colleagues, faculty and program staff who oversee the onboarding program, and the many stakeholders in your community. Finally, acceleration is helping the new superintendent and his or her team deliver better results faster.
Accommodation: Preparing for Your Superintendent’s Arrival and Transition

First-year superintendents begin to develop and enhance their leadership when the announcement of their employment is made; but the initiative should occur from both directions as soon as the contract of employment is signed.

As the board team works to accommodate the new superintendent, the board member liaison should share information to ensure the new superintendent is well-versed on hot topics, trends, challenges and emerging issues in the community. This is not test data or demographics, but rather what some may call the lightening rod topics in the community. Initiating this conversation will give the new superintendent the opportunity to learn the issues, explore the history behind them, and use the information to better lead the district. This also leads to a supportive and positive relationship that paves the way for critical conversations in the future.

The district should immediately begin accommodation work by providing the new superintendent with the necessary tools for his or her office and work space. This includes work station setup, storage, space to meet with individuals, equipment, and access to the system network for email, file storage and pertinent district logins for access to data and reports.

In addition, the board should facilitate and foster relationships with the new superintendent and the staff through introductory meet-and-greets. These opportunities provide the pathway to success for impacting student achievement.

Onboarding begins the day your new superintendent accepts the job. This is the best time to roll out the welcome mat and assist him or her in managing the fuzzy front-end transition. Your board’s combined knowledge base is an excellent source of information that contributes to guiding and assisting your new superintendent.

“The superintendent should expect a team-oriented, supportive relationship based on open and honest communication that is free from special interests.”

(Tuttle, 1963)
The Board Member Liaison should complete the following tasks in preparation:

1. Read this guide in its entirety to gain a thorough understanding of the onboarding program for new superintendents—how it works, what it requires of the new superintendent, and the roles and responsibilities of each ILP team member.

2. Plan to attend the orientation session for board member liaisons in July.

3. Download the KASA mobile app from the Apple App store or Google Play for easy mobile access of your new superintendent’s eportfolio.

4. Lead a discussion with the board of education on the ways it can incorporate best practices in onboarding into its processes.

5. Assign a district administrator to prepare for the leader’s transition to the role.

6. Prepare a briefing information packet about the school district and deliver to your new superintendent long before his or her first day on the job. This information should include applicable items listed in the Essential District Data for Review section found at the end of chapter two.

7. Mentor your superintendent through the community’s political arena.

8. Assist with the relocation process by connecting your new superintendent to community resources. Ensure his or her family is provided for and settled.

9. Connect your new superintendent with his or her administrative team quickly and recognize that leadership is key to providing the support principals and teachers need to be effective instructional leaders (Glass, Franceschini, 2007). When possible, provide some flexibility to allow for the superintendent’s individual taste and working style.

10. Prepare and host a meet-and-greet schedule of key stakeholders.

11. Ensure your new superintendent’s office space is welcoming, set up, equipped and move-in ready.

12. Connect your new superintendent with support staff who can assist with identification cards, access to the building, email account, setting up voice mail, etc.

“Onboarding begins the day your new superintendent accepts the job. It’s the best time to roll out the welcome mat.”
13. Make coping, understanding and reducing superintendent stress a high priority for the board (Glass & Franceschini, 2007).

14. Review expectations for communication with your new superintendent, including delivery method, frequency and information to be shared.

15. Ensure your new superintendent has your support and the tools needed to participate in the onboarding program. Mobile devices and a laptop are essential for the program.

Completing these steps indicate you are prepared for your new superintendent’s arrival and that you genuinely care about getting him or her up to speed.

When a formal onboarding program is in place, new superintendents experience the following results (Sims, 2011):

1. Position matched their expectations
2. Clear understanding of their role and how it fits into the school district
3. Positive and welcoming environment
4. Transition objectives clearly focused the first weeks on the job
5. Meet-and-greets were planned, productive, and led to stronger relationships
6. Early wins built the new superintendent’s confidence and organization
7. Having structure the first few weeks/months was effective
8. Environment supports and encourages development on the whole

Most superintendents accept the top job because of their desire to have a greater impact on student achievement. School boards are instrumental in establishing many of the working conditions for their new leader, which in turn helps accelerate the transition and enables them to focus on student achievement and getting results much faster (Glass & Franceschini, 2007).
Assimilation: Key to Engagement and Acceleration

The school board member liaison is key to helping the new superintendent connect and engage in the onboarding program. The assimilation and acceleration phases include specific responsibilities to be carried out by the liaison.

The new superintendent’s ILP team is comprised of an executive coach, experienced superintendent mentor, and a school board member liaison. The team’s purpose is to provide support, serve as a sounding board, and act as a critical friend throughout the first year. These individuals guide the new superintendent on a daily basis and assist with the development of the ILP and Capstone of Learning presentation at the end of the program year, as well as ensure successful completion of the onboarding program. The team meets a minimum of two times per year, but may meet as often as the superintendent and executive coach deem necessary.

The school board member liaison is selected by the new superintendent to serve on the ILP team. This team member serves as a liaison between the local board of education and the new superintendent, providing guidance and direction from the perspective of district needs and working to assimilate the new leader into the school district and the statewide onboarding program (KASA Board, 2015).

Specific responsibilities of the board member liaison include:
1. Inform the superintendent about pertinent topics and issues.
2. Ensure the accommodation phase is completed.
3. Assist in the development of the ILP, ensuring local board goals and objectives are aligned.
4. Effectively communicate updates to the full board regarding the onboarding process.
5. Effectively guide and evaluate the new superintendent’s growth over time.
6. Complete the action items outlined on the next page.

"We know that leadership is very much related to change. As the pace of change accelerates, there is naturally a greater need for effective leadership.”

– John Kotter
## Important Dates and Action Items

<table>
<thead>
<tr>
<th>Month</th>
<th>Date(s)</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>15</td>
<td>Attend orientation session in July or view on demand video for in-depth understanding and knowledge of the program, its requirements and the impact on the new superintendent.</td>
</tr>
<tr>
<td>August</td>
<td>1–31</td>
<td>Meet with the new superintendent to discuss ILP development and align to district strategic plan and goals. Lead board of education in discussing the Superintendent Professional Effectiveness and Growth System (SPGES) standards utilized in the program and consider aligning it with the superintendent’s annual evaluation.</td>
</tr>
<tr>
<td>September</td>
<td>1–30</td>
<td>Meet with full ILP team in September or October.</td>
</tr>
<tr>
<td>October</td>
<td>1–31</td>
<td>Meet with full ILP team in September or October.</td>
</tr>
<tr>
<td>December</td>
<td>1–31</td>
<td>Meet with superintendent to discuss and review ILP.</td>
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<tr>
<td>February</td>
<td>26–28</td>
<td>Attend ILP team meeting held in conjunction with KSBA annual conference.</td>
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<td><strong>Specific date TBA</strong></td>
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<tr>
<td>March</td>
<td>1–31</td>
<td>Meet to discuss ILP checkpoints.</td>
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<tr>
<td>June</td>
<td>1–30</td>
<td>Schedule Capstone of Learning to be presented by your new superintendent during a June board meeting. Mentor and executive coach to attend.</td>
</tr>
<tr>
<td>July</td>
<td>1–31</td>
<td>Celebrate your new superintendent’s successful completion of the program (if entered the yearlong program in June of the previous year).</td>
</tr>
</tbody>
</table>
Eportfolio Information

Your new superintendent’s ILP requires an electronic portfolio of artifacts for showing progress on standards as listed in the ILP rubric and on the Superintendent Professional Growth and Effectiveness System (SPGES) document. The eportfolio is available at connect.kasa.org and is identified with your new superintendent’s name. It is organized by standard and is designed for your new superintendent to store his or her ILP artifacts and collaborate with you, the executive coach and the superintendent mentor.

Connect.kasa.org is a secure, private community platform that is purpose-built to improve engagement, promote information sharing, increase collaboration, solve problems, and provide a forum for innovation. Contact one of the KASA staff members listed on page 29 or visit www.kasa.org for access information and login credentials.

The online community platform is also supported on mobile devices. Download the KASA app from the Apple App or Google Play store.

Completion of the steps outlined in this chapter accelerates your new superintendent’s onboarding, bringing about immediate and positive results for the school district.
Recommended Reading

The following books are recommended by school board members, superintendents and participants who have completed the onboarding program or served on an ILP team. These publications serve as resources and are found beneficial by experienced school board members and superintendents.

**A Practical Guide to Effective School Board Meetings**
Written by Rene Townsend, James Brown, and Walter Buster, this book provides realistic, detailed information for turning board meetings into productive, result-getting events that help you focus on teaching, learning and achieving your districts goals. The authors have chaired over 1,000 board meetings and discuss creating role clarity, building the superintendent-board team to increase effectiveness and support positive working relationships, developing general operating procedures that work, carrying out effective board meetings, and following up post meeting.

**How Not to Be a Terrible School Board Member: Lessons for School Administrators and Board Members**
Veteran school board member, Richard E. Mayer, takes a humorous but substantive approach to the relationship between school administrators and board members. Key features of the book include 28 brief case studies and lessons learned for board members and administrators. In addition to highlighting typical traps, the case studies light the path to positive collaboration and shared decision-making between superintendents and school boards.

**KSBA School Board Leadership Guide**
Another excellent resource for working with your school board is KSBA's Leadership Guide.

“A capacity and taste for reading gives access to whatever has already been discovered by others. It is the key, or one of the keys, to the already solved problems. And, not only so, it gives a relish and facility for successfully pursing the yet unsolved ones.”
– Abraham Lincoln

Speech to the Wisconsin State Agricultural Society, September 1859
**The Art of School Boarding**
This easy read by Jim Burgett, written for school board rookies and veterans alike, describes how board members should treat the position and gives guidance on dealing with families, law, curriculum, finance, mandates, athletics and more.

**The Key Work of School Boards Guidebook**
The guide provides a systems-thinking framework for improving student achievement by focusing on eight essential and interrelated action-areas for effective school governance. Authors Katheryn Gemberling, Carl Smith, Joseph Villani refer to this as the Key Work of School Boards. The eight Key Work action-areas are vision, standards, assessment, accountability, alignment, collaboration, climate and continuous improvement.

**Successful School Board Leadership**
Authors Gary Ivory and Michele Acker-Hocevar provide success strategies for school board members in this book. They tackle leadership in an era of change, data driven decisions, leading with integrity, developing good staff, learning about education and your role, shortages of resources, mandates and micro politics, and understanding your superintendent’s perspective and good relationships.
CHAPTER IV

The Superintendent Mentor

Good mentoring depends on a reciprocal learning relationship between the new superintendent and the mentor. Together you form a partnership to work collaboratively on achieving mutually defined goals that focus on developing your skills, abilities, knowledge and thinking. (Zachary 2009).

To view a video about the value of the program, please click here.

Elmer Thomas  Superintendent, Madison Co.
One of the most valuable components of the Next Generation (NxG) Leadership Series for Onboarding New Superintendents is the Mentor-Match of a first-year superintendent to an experienced superintendent mentor.

Serving as the chief executive officer of a school district is a challenging, daunting and repeated gratifying experience, and it can also be a lonely one. Things happen that cannot or should not be shared with subordinates but would only be understood by someone in a similar position.

The mentor is key to helping the new superintendent navigate the superintendency and learn what works and what doesn’t work within the school culture. Research conducted by one of the authors shows past participants gained the following from their mentor (Caldwell, 2015):

1. Created a focused and strong framework of support that successfully guided them through their first year as superintendent
2. Gave confidence and direction for year two
3. Expanded their network of colleagues from whom they could seek additional support

This relationship has proven to be one of the most powerful sources for individual growth and performance among Kentucky’s new superintendents.
The Mentor-Match chapter is written especially for mentors matched to first-year superintendents enrolled in the onboarding program. It contains detailed information about mentor qualifications, essential duties, a pre-flight checklist for the first meeting, Individualized Learning Plan (ILP) development, and timelines. Most importantly, essential details and tools for supporting you as a mentor in the onboarding program are included.

**Steps for Getting Started**

The following steps will prepare you to mentor your new superintendent:

1. Read this guide in its entirety.
2. Ensure your new superintendent reads this guide in its entirety.
3. Add the training dates located on page 18 to your calendar to help support your new superintendent.
4. Ensure your new superintendent is prepared for in-person sessions as noted on pages 19 and 20 of this guide book.
5. Ensure you have access to and are familiar with your new superintendent’s online community and eportfolio located at connect.kasa.org. Details about the community are on page 23 of this handbook.
6. Download the KASA mobile app from the Apple App or Google Play store for easy, mobile access of the online community.
7. Ensure your new superintendent completes the **pre-program self-assessment** tool at and shares the results with you.
8. Review the Essential District Data list located on pages 38 through 40.
9. Schedule your first meeting with your new superintendent and begin building your relationship and planning your schedule.

The Mentor-Match has proven to be one of the most powerful sources for individual growth and performance among Kentucky's new superintendents.
Overview of Mentor’s Role and Responsibilities

Mentors guide new superintendents through a successful first year, providing a continuum of ongoing support and just-in-time learning. The mentor meets routinely with the new superintendent in person and communicates frequently to provide guidance and counsel.

Mentors serving in KASA’s onboarding program are experienced and successful superintendents who volunteer to serve in this capacity and who have two or more years’ experience in the job or are recently retired from a Kentucky school district. Mentors complete an intensive training program annually and are among the state’s most successful superintendents.

Essential Duties for Successful Mentoring

The mentor’s duties focus on three distinct areas:

1. Understanding the onboarding program, its focus, and available tools
2. Helping develop the new superintendent’s ILP
3. Effectively guiding and evaluating the new superintendent’s growth over time, and being a knowledgeable and empathetic ear for those issues that cannot be aired with the district.

The detailed job description is located in the Appendix (KASA, 2015).
Overview of Mentor’s Role and Responsibilities

Mentor’s Checklist

The following checklist has been designed to assist you in supporting your new superintendent while serving as a mentor:

<table>
<thead>
<tr>
<th>MENTOR DUTIES</th>
<th>ACTION ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understand the onboarding program’s focus and tools.</strong></td>
<td>☐ Attend all scheduled professional learning opportunities offered to cohort members and mentors. If available, review online.</td>
</tr>
<tr>
<td>a. Participate in professional learning for mentors so you can apply the information and tools to the process of mentoring new superintendents.</td>
<td>☐ When unavailable to attend, connect with your executive coach or program staff for updates and new information.</td>
</tr>
<tr>
<td>b. Access and use state data and survey information to effectively engage superintendents in discussions leading to understanding the district’s profile, needs, and possible action items.</td>
<td>☐ Access, understand and use district data to involve the new superintendent in the process.</td>
</tr>
<tr>
<td>c. Meet quarterly with executive coach to discuss and monitor success of your mentorship.</td>
<td>☐ Engage the superintendent in making data driven decisions for developing goals and taking action.</td>
</tr>
<tr>
<td>d. Attend continuing professional learning with new superintendent when possible.</td>
<td>☐ Meet quarterly with your executive coach and review action item checklist progress.</td>
</tr>
<tr>
<td>e. Be available in person, by telephone, email, and virtually to support the superintendent.</td>
<td>☐ Be available and accessible through face-to-face, email, mobile device and connect.kasa.org so that superintendents know they have access to you.</td>
</tr>
<tr>
<td>f. Possess good working knowledge of connect.kasa.org as it relates to the online community and eportfolios for new superintendents.</td>
<td></td>
</tr>
</tbody>
</table>
Mentor Checklist continued

2. Assist the new superintendent in developing his or her Individual Learning Plan (ILP)
   a. Utilize the pre-program self-assessment tool to determine growth areas for inclusion in the plan.
   b. Use the results of state data and survey data to develop the ILP with SMART goals.
   c. Apply a reasonable timeline to the plan and set expectations for accountability to complete the plan.

☐ Help the superintendent understand the relationship between the ILP and the professional growth plan he or she develops with their board.
☐ Utilize the pre-program self-assessment tool to determine growth areas for inclusion in the plan.
☐ Ensure district data is reviewed within the first two months and substantive goals developed for the ILP.
☐ Help develop a personal timeline which reflects milestones for the completion of key action items such as the ILP, submissions to the eportfolio and the final presentation of the Capstone of Learning presentation from year one.

3. Effectively guide and evaluate the new superintendent’s growth over time.
   a. Support and guide the superintendent in the development of an eportfolio based on the goals of the ILP.
   b. Throughout the year, assess incremental growth toward the goals.
   c. Evaluate superintendent’s success in growth toward the goals of the ILP by reviewing the eportfolio prior to attending the portfolio review with the local school board.
   d. Periodically visit the new superintendent in his or her district and attend board meetings to support and monitor superintendent presentations.
   e. Supervise the new superintendent’s work and provide constructive feedback quarterly or more frequently if needed.
   f. Provide quarterly reports and a final evaluation to the Director of Executive Coaches and Mentors.

☐ Schedule your first meeting.
☐ Ensure artifacts representing evidence of growth toward an ILP goal are uploaded in the eportfolio.
☐ Monitor progress of uploading artifacts on a continuous basis to track growth within each individual goal.
☐ Work with the superintendent on a continuous basis throughout the year to track growth within each individual goal.
☐ Assist in the development of the final Capstone of Learning presentation.
☐ Ensure regular meetings by scheduling in-district visits and attendance at board meetings.
☐ Schedule time to prepare appropriately for upcoming discussions.
☐ Respond to questions within 24 hours.
☐ Set clear next steps to close regular discussions.
☐ Follow-up on commitments.
☐ Submit quarterly reports to the executive coach October 1, December 1, April 1, and July 1 using the Mentor Quarterly Report template located in the Appendix.
Matching Mentors and New Superintendents

KASA’s program staff match first-year superintendents through a variety of means that require different levels of resources. The most successful matches are those that balance the criteria listed:

1. Participant recommendation, if provided to the Director of Executive Coaches and Mentors
2. Mentor’s expertise and strengths aligned to participant’s growth areas
3. Mentor and participant districts are in close geographical proximity

Connecting with Your New Superintendent

Reach out immediately to your new superintendent to begin developing a relationship, establish rapport, and schedule your first meeting. As one who walked the path of new superintendent, you will share your experiences and expertise to challenge him or her toward achieving the goals of the ILP and completing the onboarding program.

All too quickly, your new superintendent will begin feeling overwhelmed and somewhat alone. It is important to spend time at your first meeting establishing your meeting schedule for the year and the best way to communicate with each other. Email addresses, mobile phone and office numbers, and a preset schedule for the year will be critical. While the relationship you develop will last a lifetime, it is also the cornerstone of your new superintendent’s success.
This pre-flight checklist contains key discussion items for your first mentor-new superintendent meeting.

### Pre-flight Checklist for the First Meeting

- Share your professional experiences and background.
- Determine ground rules, confidentiality, and expectations for the relationship.
- Establish goals and review timelines for the onboarding program.
- Establish a meeting and checkpoint schedule.
- Assist with development of ILP and the 30-60-90 day plan.
- Ensure expectations for attendance at in-person training dates per the schedule on page 18.
- Review the Kentucky Department of Education’s Important Due Dates for Superintendents.
- Discuss any district personnel challenges and opportunities.
- Examine current or pending legal issues.
- Review district budget, tax rates and bonding capacity.
- Discuss district assessment data—discussions regarding test score results and remediation needed.
- Enhance superintendent-board leadership and methods to improve communication.
- Develop school board agenda and meeting facilitation support with chairperson.
- Assess district climate, possible morale boosters, celebrations, recognition and early wins.
- Share professional learning and networking opportunities.
- Discuss superintendent participation in civic organizations, visibility, and community leadership.
- Examine PGES and pupil attendance data.
- Discuss other items noted in the Essential District Data section at the end of chapter two.

Communication, meeting in-person, and connecting virtually are key to your new superintendent’s success. Be sure to plan the year in advance as soon as possible.
Confidentiality and Trust

Confidentiality and trust go hand-in-hand in a mentoring relationship. Neither the relationship nor the outcome will reach its full potential without these important elements. Confidentiality is a component of ethical behavior and part of the best practices for ethics outlined in chapter two of this book. A promise of confidentiality builds trust between the mentor and the new superintendent. A breach of trust can halt progress.

Be sure to discuss confidentiality during the initial meeting, identifying those items to remain confidential. Your new superintendent will need reassurance that he or she can speak freely without worrying what they say will be shared with others. A breach of trust can halt progress. With trust driving the relationship, candid conversations will take place and you will be there to help as a mentor.

Mentor-Match Summary Experience Survey

During the program year, the new superintendent, the executive coach, and you will be asked to respond to an electronic summary survey of your experiences as a mentor (KASA Summary, 2015). The summary provides an overview of the Mentor-Match, and is used as valuable input for continuous improvement of the program and support for the mentor.
Quarterly Reporting
Mentors are asked to complete and submit a quarterly report detailing all interactions and discussion topics with their new superintendents. The reports are collected and compiled for use in the final evaluation and determination if he or she successfully completed the onboarding program. Reports should be submitted to your executive coach on the following dates:

1st quarter  October 1
2nd quarter  January 1
3rd quarter  April 1
4th quarter  July 1

The Mentor Quarterly Report template is located in the Appendix (KASA Quarterly, 2014).

To view a video about the value of the program, please click here.
Accessing the Eportfolio

Stay in touch and keep abreast of conversations with new superintendents at connect.kasa.org, a vibrant online community platform for collaboration and resource sharing among first-year superintendents, their mentors, executive coaches, and program faculty.

In addition, your new superintendent’s ILP requires an electronic portfolio of artifacts for showing progress on the standards as listed in the ILP rubric and on the Superintendent Professional Growth and Effectiveness System (SPGES) document. The eportfolio is available at connect.kasa.org and is identified by your new superintendent’s name. It is organized by standard and is designed for your new superintendent to store his or her ILP artifacts and collaborate with you, the executive coach and the school board member liaison.

Connect.kasa.org is a secure, private community platform that is purpose-built to improve engagement, promote information sharing, increase collaboration, solve problems, and provide a forum for innovation. Contact one of the KASA staff members listed on page 29 or visit www.kasa.org for access information and login credentials.

The online community platform, connect.kasa.org, is also supported on mobile devices. Download the KASA app from the Apple App or Google Play store.
Individualized Learning Plan

As part of the onboarding program, your new superintendent will design and implement an Individualized Learning Plan (ILP). The ILP is the foundation of the onboarding program and is directly tied to the statewide-adopted Kentucky Superintendent Professional Growth and Effectiveness System (SPGES). The learning plan looks forward to what is to be achieved within the larger framework of the ILP rubric.

Components of the ILP

1. Designed with the support and guidance of the executive coach, mentor, and designated board member liaison
2. Based on the new superintendent’s personal strengths and identified growth areas from the pre-program self-assessment tool, as well as identified goals set by the board of education
3. Synthesized within the larger framework of SPGES
4. Aligned to give credence to the new superintendent’s personal aspirations
5. Includes a 30-60-90 day plan that provides for a set of learning goals to be achieved over the course of the program year
6. Developed to provide an opportunity to build and collect evidence and reflective benchmarks for the new superintendent’s evaluation through an eportfolio

The ILP culminates with a Capstone of Learning presentation to the new superintendent’s board of education. The Capstone will reflect his or her year of learning, development, and the goals achieved on behalf of the school district. The Capstone is a learning record that looks to the past, what has been accomplished, and sets potential goals for the future.

Together you form a partnership to work collaboratively on achieving mutually defined goals that focus on developing your skills, abilities, knowledge and thinking (Zachary, 2009).
The ILP team is comprised of the new superintendent, an executive coach, a superintendent mentor and a school board member liaison. The team's purpose is to provide support and serve as a sounding board and act as a critical friend throughout the new superintendent’s first year. The team provides guidance on a daily basis and assists with the development of the ILP and Capstone presentation at the end of the program year, as well as ensures he or she successfully completes the onboarding program.

The team meets a minimum of two times per year, but may meet as often as the superintendent and executive coach deem necessary or is desired.

Superintendent Effectiveness Standards and ILP Rubric

Seven Next Generation Superintendent Effectiveness Standards serve as a framework for understanding the complex elements of the new superintendent’s work. The standards are the same as those used in Kentucky’s SPGES and are outlined in the ILP rubric as listed:

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. Collaborative Leadership
7. Influential Leadership
The SPGES and the ILP rubric are identical with two exceptions:
1. Dispositions for leadership are embedded in the rubric.
2. The performance rating of “needs growth” in the SPGES is replaced with “threshold” in the rubric.

The effectiveness standards aim to:
• Help focus the new superintendent on the most important aspects of the job.
• Serve as a roadmap for ongoing professional growth and effectiveness from career entry through career exit.
• Form a basis of support for which the ILP team can determine the new superintendent’s successful completion of the onboarding program.

The ILP rubric is the foundation of the state-adopted SPGES evaluation tool for superintendents. The standards are also aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the superintendent evaluation document established by the Kentucky School Boards Association (KSBA), the Standards for Quality School Systems-AdvancED, and the North Carolina Standards for Superintendents (adapted from a Wallace Foundation study).

The ILP rubric includes a summary of each standard with an accompanying set of practices and indicators that clarify the levels listed. New superintendents develop lists of potential artifacts for each standard during training sessions. Performance ratings are also included in the rubric.

The standards-based model serves to illustrate proficient performance on the part of the new superintendent while recognizing he or she is unlikely to possess all the competencies and skills inherent in each of the seven effectiveness standards. Each new superintendent’s ILP team uses the rubric to gauge his or her performance level in each of the standards.
The new superintendent contributes to the rubric by conducting a pre-program self-assessment and providing evidence of his or her performance in each standard area throughout the year. Near the end of the program year, each new superintendent, under the guidance of the ILP team, synthesizes his or her own performance against the standards and shares those results with the board of education in a culminating Capstone of Learning presentation. At this point, the ILP team makes a consensus decision about the new superintendent’s successful completion of the Next Generation Leadership Series for Onboarding New Superintendents or will recommend additional time in year two of the program. It is important to note a new superintendent’s board of education is still responsible for the annual evaluation, which may or may not be distinct from the ILP team’s performance appraisal.

Completion of the ILP process is required of all new superintendents to comply with the provisions of KRS 156.111 and to maintain certification to serve as a superintendent in the state of Kentucky.

The chart on the following page outlines the process for developing each phase and timeline for the ILP.
### Timeline for Developing ILP

<table>
<thead>
<tr>
<th>Phases as a Process</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: Collaborate and build ILP on evidence and needs of the individual and the district.</td>
<td>1-12</td>
</tr>
<tr>
<td>Phase 2: Work throughout the year with coach and mentor to identify and collect evidence based on action items in the ILP.</td>
<td>1-12</td>
</tr>
<tr>
<td>Phase 3: Collect and review evidence and offer formative feedback (at a minimum quarterly).</td>
<td>1-12</td>
</tr>
<tr>
<td>Phase 4: Upload evidence of success for the eportfolio.</td>
<td>1-12</td>
</tr>
<tr>
<td>Phase 5: Review eportfolio with coach and mentor in quarter 4 and prepare for the Capstone presentation to the board.</td>
<td>1-12</td>
</tr>
<tr>
<td>Phase 6: Capstone presentation (eportfolio artifacts) and receive feedback.</td>
<td>1-12</td>
</tr>
<tr>
<td>Phase 7: Use feedback and create the year two ILP.</td>
<td>1-12</td>
</tr>
</tbody>
</table>
Recommended Reading

The following publications are recommended by program staff and mentors as helpful resources to coaches and mentors:

**Coaching Conversations: Transforming Your School One Conversation at a Time**
by Linda Gross Cheliotes and Marceta Fleming Reilly
Backed by research, this book shifts responsibility for instructional improvement from the school leader to the entire school community. It has numerous tips for those who are coaching and mentoring. Learn how to engage your new superintendent to work on a grass roots level to achieve instructional transformation. Includes tips on developing open, reflective conversations, motivating staff, and adopting new habits internally.

**Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance**
by Harvard Business Review Press
Seasoned mentors and new managers alike will find a comprehensive guide to coaching in this book. Readers will learn to master specific mentoring challenges, improve listening skills, and learn how to provide the right ongoing support for employees. Solution-oriented and content rich, this is the concise guide to coaching and mentoring in the 21st century. Free access to online tools is also included.

**The Mentee’s Guide: Making Mentoring Work for You**
by Lois Zachary and Lory Fischler
Filled with practical applications, stories, and useful exercises, this book takes the mentor and the mentee on a journey to mentoring relationships that work. Fun, easy principles complement discussions of the human relationship and its place in personal growth.
CHAPTER V

The Executive Coach and ILP Coordinator

“To view a video about the value of the program, please click here.

Jay Brewer  Superintendent, Dayton Ind.

“Coaching is the universal language of change and learning.” – CNN
The Executive Coach and ILP Coordinator

“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

This chapter outlines the roles and responsibilities of the executive coach and the ILP coordinator to assist you in understanding how these leaders support new superintendents and their ILP teams.

The Executive Coach

The executive coach guides new superintendents, their mentors, and school board member liaisons through the onboarding process. The goal of the 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 coach works in partnership with the new superintendent and his or her ILP team to achieve maximum impact (Executive Coaching Forum, 2012).

KASA’s executive coach possesses the highest credentials and is a former superintendent who remains actively involved in public education at the leadership level. He maintains high standards of competence and exercises careful judgment in determining how to best serve the new superintendent and lead the ILP team. His experience as a school superintendent combined with his coaching, psychological, district and organizational expertise are powerful in guiding new superintendents while supporting their mentors. He must meet the qualifications outlined in the Executive Coach Job Description.
Essential Duties for Successful Coaching

KASA’s executive coach guides the Individualized Learning Plan (ILP) teams. His duties are extensive and critical to the success of both new superintendents and the onboarding program (KASA Coordinator, 2015).

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

1. **Coaching New Superintendents**
   a. Ensure development of leadership capabilities and new ways of thinking and acting that apply to other situations and roles.
   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 KASA.
   b. Ensure consistent and effective communication through face-to-face and virtual meetings.

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
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. Return to the district in January or February to attend a school board meeting and again in June for the Capstone of Learning presentation.
   d. Conduct ILP team meeting with mentor.
   e. Attend board meetings 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.

4. Mentor Support
   a. Join mentors on periodic site visits to the new superintendent’s district.
   b. Respond to mentor questions within 24 hours.
   c. Support mentors with the superintendent evaluation process, including monitoring progress of the ILP, the eportfolio 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 mentor a final evaluation, using the Summary of Mentor Experience and Assistance survey tool located in the Appendix.

Your executive coach will help you apply the tools and knowledge gained from the onboarding program to harness your strengths and expertise for a complete understanding of how to use them to improve your performance while leading your school district to reach its goals on behalf of the students served.
The ILP Coordinator

The ILP coordinator serves a critical role in managing and supporting ILP teams in their oversight of participants as they develop their ILPs and present a Capstone of Learning at the end of the program year. The coordinator works to ensure superintendents successfully complete the program through teamwork with their mentors, school board member liaisons, and their executive coaches.

While the ILP coordinator’s duties are varied, the focus is on support in two distinct areas:

1. Data Analysis
   a. Analyze new superintendents’ pre-program self-assessment data for use by ILP teams in developing the ILP and 30-60-90 day plan and the faculty for preparing and presenting curriculum outlined in chapter two.
   b. Assist in the development of the district’s data dashboard which includes the Essential District Data for review section outlined in chapter two.
   c. Prepare progress data regarding each new superintendents’ ILP and the just-in-time learning modules.

2. ILP Team Support
   a. Assist the ILP team leader in the facilitation of team meetings and decisions to ensure a feedback loop is created for the candidate.
   b. Guide new superintendents on the development of their ILP and 30-60-90 day plan which is presented to the board of education and added to the superintendent’s eportfolio.
   c. Work with the ILP team leader (mentor) to structure the following assessments:
      • Mid-year assessment sessions of superintendent’s effectiveness of the 30-60-90 day plan and draft district improvement plans (December)
      • ILP assessments of the new superintendent’s district draft budget reviews (March)
      • Final year-one review of eportfolio and creation of year-two ILP

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

The executive coach and the ILP coordinator 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 Next Generation 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.

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

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

– Vince Lombardi

Our hope is this ebook has brought new tools and new 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 Next Generation Leadership Series for Onboarding New Superintendents brings you together with experts in leadership development, management, execution, and instruction and high-potential cohort members, experienced superintendents and other colleagues from universities, the Kentucky Department of Education, and education agencies and business partners who support public education.

This ebook, 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 the readers of this book 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 our global society.
References


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- Kentucky Association of School Administrators (2014). *Next generation effectiveness standards for Kentucky school superintendents*. Frankfort, Kentucky: Kentucky Association of School Administrators:

- Kentucky Association of School Administrators (2014). *Participation policy for new superintendent training and assessment*. Frankfort, Kentucky: Kentucky Association of School Administrators:

- Kentucky Association of School Administrators (2014). *Participation policy for new superintendent training and assessment affidavit*. Frankfort, Kentucky: Kentucky Association of School Administrators:


• Kentucky Association of School Administrators (2015). Job description board member liaison. Frankfort, Kentucky: Kentucky Association of School Administrators.


• Kentucky Superintendents Training Program and Assessment Center, KY. Stat 156.111 (2014)


APPENDIX

Useful Implementation Tools
Attendance Affidavit for New Superintendent Training
http://admin.kasa.org/e-book_newsuptonboarding/AFFIDAVIT.doc

Code of Ethics, Kentucky Association of School Administrators

Important Due Dates for Superintendents, Kentucky Department of Education

Individual Leadership Plan Rubric
http://admin.kasa.org/e-book_newsuptonboarding/ILP_Rubric_FY16_v3_ebook.doc

KRS 156.111, Kentucky Superintendents Training Program and Assessment Center (Kentucky Revised Statue 2014)

Mentor Quarterly Report Template

Participation Policy for New Superintendent Training
http://admin.kasa.org/e-book_newsuptonboarding/Supt_Assessment_attendance_policy.doc

Pre-program Self-Assessment Survey
Standards, Next Generation Effectiveness Standards for Kentucky School Superintendents
http://admin.kasa.org/e-book_newsuptonboarding/NxGNSLS_Standards_Effectiveness_110614_7standards_ebook.doc

Survey of Mentor Experience and Assistance Summary

Job Descriptions

Board Member Liaison Job Description
http://admin.kasa.org/e-book_newsuptonboarding/Job_Description_BoardMemberLiaison_030915.doc

Executive Coach Job Description
http://admin.kasa.org/e-book_newsuptonboarding/Job_Description__ExecCoach_082014.doc

Individualized Learning Plan Team Coordinator Job Description
http://admin.kasa.org/e-book_newsuptonboarding/Job_Description_ILPTeamCoordinator082014.doc

Superintendent Mentor Job Description
http://admin.kasa.org/e-book_newsuptonboarding/Job_Description_Mentor_062614.doc