The Basics of Successful Leadership

The following is an excerpt from the project Learning from Leadership, How Leadership Influences Student Learning by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, Kyla Wahlstrom, commissioned by the Wallace Foundation.

In organizational sectors, there is compelling evidence of a common core of practices that any successful leader calls on, as needed. Many of these practices are common to different models of leadership. These practices can be thought of as the “basics” of successful leadership. Rarely are such practices sufficient for leaders aiming to significantly improve student learning in their schools. But without them, not much would happen. Three sets of practices make up this basic core of successful leadership practices: setting directions, developing people and redesigning the organization.

Setting Directions

Evidence suggests that those leadership practices included in Setting Directions account for the largest proportion of a leader’s impact. This set of practices is aimed at helping one’s colleagues develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision. People are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

Often cited as helping set directions are such specific leadership practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization also assist in the development of shared organizational purposes.

Developing People

Evidence collected in both school and nonschool organizations about the contribution of this set of practices to leaders’ effects is substantial. While clear and compelling organizational directions contribute significantly to members’ work-related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions. Such capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles, as well as the organizational context within which people work. More specific sets of leadership practices significantly and positively influencing these direct experiences include, for example: offering intellectual stimulation, providing individualized support and providing appropriate models of best practice and beliefs considered fundamental to the organization.

Continued on page 5
Dear Colleagues:

The weather in New Mexico has been a bit crazy lately with record rainfall and flooding such as we’ve not seen in years or maybe ever, in our lifetimes, at least. Those of us in education understand how citizens must be feeling with the unexpected and sudden weather changes especially when people have had little time to prepare and now have limited resources to assist them in making appropriate or necessary adjustments. That’s similar to what educators have been dealing with for the past few years. Change is always difficult, even under the best of circumstances; and I believe people would agree that historically difficult changes have resulted in better quality of life for many people. However, when people are so overwhelmed with one change after another, morale and performance suffer.

The Legislative Education Study Committee (LESC) schedule their interim meetings in several locations of the state because they are interested in hearing from various constituents about their circumstances, their priorities and how they are coping with mandated changes and enacted legislation; they are thus able to see for themselves the condition and the needs of school districts across the state. In September the LESC held their meeting in Clovis, NM at the brand new Gattis Middle School. The smell of new carpet, paint and furnishings was still present in the air. The children and staff seemed excited and happy to be in the new facility.

However, the more impressive part of the meetings was the passion and intensity with which the Clovis superintendent and his staff presented an update on all they are doing to provide the appropriate training and resources to their teachers for the purpose of implementing the Common Core, understanding their school’s grade, preparing for the upcoming PARCC assessments, while training for and implementing the new evaluation system. The most important message they delivered was not that they couldn’t or wouldn’t implement these initiatives, but that everything is coming at them so quickly and with so few resources that they are unsure of the quality of the implementation. Meanwhile, they acknowledged that they have been preparing for the Common Core for two years because their district size affords them resources that other districts may not have. They asked LESC members to consider those districts who may not have access to those same resources.

The Clovis group simply reiterated what most of the state’s superintendents and district and school leaders have been saying for the past three years. Help us help our communities understand the A-F grading system; give us time to assure that our teachers understand the changes needed to implement the common core, give us the resources and the time to understand and implement the new evaluation system. Leaders are not opposed to making changes, as they’ve been accused of doing; instead those people who are on the ground working everyday to implement all the new initiatives can only do so much before they reach a breaking point. Our legislators need to hear from you. The upcoming LESC meetings continue to provide such opportunities. Each day has a time set aside to hear from community and superintendents.

Continued on page 5
Professional Development Event

Register Today — Educational Symposium

Ready or Not: Next Generation Assessments

Sue Gendron, Senior Fellow International Center for Leadership in Education and Policy Coordinator, Smarter Balanced Assessment Consortium

- Begin with the end in mind: understanding Next Generation Assessments (NGA).
- Creating formative and summative assessments that match NGA expectations. What does this mean for your district?
- Technology implications of NGAs: Are we ready? Resources available to districts.
- Linking assessment and instruction—Evidence-based Design: What is it? How does a district accomplish this?
- Action steps for districts—implementation of NGAs.

Tuesday, October 22, 2013, Embassy Suites Hotel

NMCEL Board Minutes in Brief

September 12, 2013

- Board members approved the Agenda.
- NMCEL Executive Director provided announcements to the Board.
- Board discussed ALAS Request for Membership
- NMCEL staff provided a report on the 2013 summer conference and evaluation.
- NMCEL Executive Director provided an update on:
  - LESC and LFC Meetings
  - ERB
  - 2014 Retreat
  - Office relocation & associated budget
  - Honorary Lifetime Memberships
- Board members approved the July 24, 2013 Minutes and Financial Statements for August 2013.
- Board members took action on Lifetime Memberships.
- Reports from each of the Affiliates were presented.
- Board members heard reports from the NMCEL staff.

Affiliates

- New Mexico School Superintendents Association (NMSSA)
- Albuquerque Public Schools Principals Association (APSPA)
- Alliance for the Advancement of Teaching & Learning (NMSU)
- Cooperative Educational Services (CES)
- Eastern New Mexico Educational Resource Center (ENMERC)
- New Mexico Activities Association (NMAAA)
- New Mexico Association of Bilingual Educators (NMABE)
- New Mexico Educational Retirees Association (NMAER)
- New Mexico Association of Elementary School Principals (NMAESP)
- New Mexico Association of Secondary School Principals (NMASSP)
- New Mexico Association of School Business Officials (NMASBO)
- New Mexico Association for Supervision and Curriculum Development (NMAASC)
- Phi Delta Kappa (NMPDK)
- New Mexico School Personnel Association (NMSPA)
- New Mexico Society for Technology in Education (NMSTE)
- Regional Educational Cooperatives Association (RECA)
- Southeastern New Mexico Educational Resource Center (SINMERC)
- New Mexico Council of Administrators of Special Education (NMCASE)
Dr. Lillian M. Torrez set a goal to someday become a superintendent in New Mexico. Through her dedication as an educator, university studies and participation in the New Mexico Coalition of Educational Leaders (formerly the New Mexico Coalition of School Administrators) 2011-2012 Aspiring Superintendents’ Academy (ASA), she reached her goal. ASA provides participants a structured year-long program designed for those whose aspirations are to seek a superintendent position in a New Mexico school district. In the spring of 2013, Dr. Torrez was hired as the superintendent at the Questa Independent School District.

Dr. Torrez is continuing to become more adept at the superintendency role through the AASA National Certification Program as she was one of the twenty-five finalists in the United States to be selected to participate in the first of its kind. On July 22, Dr. Torrez attended the first 4-day academy in Oceanside, California. The next 4-day academy is set for January of 2014. The major goal of the program is to prepare superintendents for the difficulties, pressures and tremendous responsibilities that this position entails and to create a new generation of leaders. It is designed to help superintendents anticipate and succeed in this brave new world. Topics will range from a 360-degree look at leadership to creating a learning-focused district and managing constant change in the superintendent role. The struggles facing superintendents today are complicated and constantly changing.

Participants in this eighteen month program will be prepared through simulations as well as forums, seminars, webinars, and coaching and mentoring with opportunities to define and examine with colleagues issues that surface in real-life, on-the-job situations. Dr. Torrez will be mentored by accomplished leader, Dr. Terry B. Grier, Superintendent of Houston Independent School District since 2009, formerly at San Diego Unified School District for almost two years. Dr. Grier has been recognized with numerous awards, including the AASA Effie H. Jones Humanitarian Award.

The following are some of the topics presented:

- Presenting your Leadership Story in your Daily Superintendent Role
- Personal Definition of Superintendent Leadership/Knowing Yourself
- Understanding the Changing Role of the Superintendency
- Peak Performing Leadership
- Leadership Strengths and Models of Extraordinary Leaders and their Characteristics
- Case Studies in Depth
Successful Leadership cont’d.

Redesigning the Organization

The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators’ good intentions and actually prevent the use of effective practices. In some contexts, for example, high-stakes testing has encouraged a drill-and-practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students. And extrinsic financial incentives for achieving school performance targets, under some conditions, can erode teachers’ intrinsic commitments to the welfare of their students.

Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students. Specific practices typically associated with this set of basics include strengthening district and school cultures, modifying organizational structures and building collaborative processes. Such practices assume that the purpose behind the redesign of organizational cultures and structures is to facilitate the work of organizational members and that the malleability of structures should match the changing nature of the school’s improvement agenda.

From the Executive Director cont’d.

Let our legislators know that increasing the demand on leaders’ and teachers’ time and efforts without the appropriate resources of time, materials, funding and training is a recipe for disaster. New Mexico’s children deserve the best education possible and will not receive it if every person they encounter in their school is so stressed that they cannot function to the best of their capacity.

As we draw closer to the next legislative session let your legislator know that education needs to be funded appropriately, tell them we cannot handle one more new initiative and ask them to fund appropriately all those initiatives currently in place.

Sincerely,

NMCEL is looking for new success stories that promote your district to include in the newsletters.

Success stories should include:
- Demographics
- Challenge
- Solutions
- Results
- Lessons learned
- Pictures or video (with appropriate permissions)

Please send your stories directly to Barbara Vigil-Lowder at barbara@nmcel.org.

Upcoming LESC Interim Meeting Schedule

- October 17-18 - Santa Fe
- November 13-15 - Santa Fe
- December 9-11 - Santa Fe
- January 20, 2014 - Santa Fe

NMCEL Executive Director and Leadership Coordinator have joined forces with the NMSBA, CES and NMAA to present information about the work of the organization at the Regional School Board Meetings. The team has already attended meetings in Santa Fe (Region II), Clovis (Region V), Hagerman (Region VI) and Reserve (Region VIII). The following are the remaining 2013 Fall Region Meetings:
- Region I, Aztec, October 2
- Region IV, Los Lunas, October 9
- Region III, Las Vegas City, October 21
- Region VII, Cloudcroft, October 22
NMCEL Welcomes New Board Members

The New Mexico Coalition of Educational Leaders (NMCEL) is comprised of eighteen affiliates that represent administrators across the state. Each affiliate selects a person to represent their organization on the NMCEL Board. NMCEL welcomes the following individuals to the board for the 2013-2014 school year.

Paul Benoit
Superintendent
Floyd Schools

Paul Benoit has been in the education field for 27 years and has held positions in Tucumcari, Estancia, Animas and Floyd. Mr. Benoit has continued to coach, even as he moved into his administrative roles. Paul has a love of music and can be seen playing his guitar with great enthusiasm for his wife, three children and four grandchildren.

Mr. Benoit’s goal serving on the Board is to improve the impact and status of educators in the eyes of the public. NMCEL welcomes Mr. Paul Benoit.

Theresa Griffin-Golden
Secondary Special Education Director & 504 Compliance Officer
Rio Rancho Schools

Theresa Griffin-Golden has worked in the Albuquerque Public Schools and Rio Rancho Schools for the past 17 years as teacher and educational diagnostician, which prepared her for her current position. Theresa enjoys scrapbooks, genealogy research and spending time with her husband and 6-year old daughter.

Ms. Griffin-Golden’s goal on the Board is to conduct activities and provide services necessary for NMCASE that are consistent with the purposes, goals and activities of NMCEL. NMCEL welcomes Ms. Theresa Griffin-Golden.

Gladys Herrera Gurulé
Principal
Taos Schools

Gladys Herrera Gurulé has been an educator for 34 years as Adjunct Professor at NMHU and NMMC, State Director for Bilingual Education, Assistant Superintendent and currently serves as Principal at Enos Garcia Elementary School. Gladys is originally from Columbia and is a strong advocate for multicultural education.

Dr. Herrera Gurulé’s goal serving on the Board is to advocate for ELL and Bilingual students, educators and families. NMCEL welcomes Dr. Gladys Herrera Gurulé.
Maria Jaramillo  
Executive Director  
REC 5  
Maria Jaramillo has 23 years experience as a speech-language pathologist, supervisor and program-related coordinator at CREC-REC 5. Ms. Jaramillo has worked in Carlsbad, Moriarty and Albuquerque Public Schools prior to becoming the Executive Director of REC 5. Maria enjoys weight lifting, spin and dance classes and spends weekends with her family working at their ranch, working cattle on horseback and branding.  
Ms. Jaramillo intends to continue the collaborative advocacy efforts in New Mexico to support students' success in the state. NMCEL welcomes Ms. Maria Jaramillo.

Tom Ryan  
CEO, President  
eLearn Institute, eMMERSON Learning, Education 360  
Tom Ryan began his career as a teacher and coach more than three decades ago. During that time, he served as assistant principal, principal, executive director of learning technologies and chief information officer at APS prior to his retirement in 2011. Tom continues to lead the way in online education—a blended model that combines face-to-face teaching and learning with resources that are available 24/7.  
Mr. Ryan will be a valuable resource regarding educational technology in New Mexico. NMCEL welcomes Mr. Tom Ryan.

Online Bus Driver Training  
... a solution for successfully training your drivers anywhere, anytime—faster and easier than ever before.  
New Mexico Department of Transportation Approved!  
High Plains Regional Education Cooperative  
101 North Second Street, Raton, New Mexico  
575-445-7090  Visit: www.hprec.com  
Reduced Pricing!
Dwayne Toivanen
Director of Personnel
Grants/Cibola County Schools

Dwayne Toivanen has worked in the educational field for 20 years. He was an elementary teacher, principal and then became Director of Personnel. He stays current on educational issues and is involved in his organization.

Mr. Toivanen provided valuable input during the last board retreat in developing the mission, vision, and strategic plan. NMCEL welcomes Dwayne Toivanen.

Lee White
Principal
Carlsbad Schools

Lee White has been in the education field for 15 years as a teacher, athletic coach, assistant principal and now principal. Lee enjoys spending time with his family and attending his children’s activities. He plays golf during his off time from work and remains an avid reader of multiple subjects.

Mr. White’s goal is to promote and support the educational initiatives that benefit the Coalition and the Elementary Principal’s Association. NMCEL welcomes Lee White.
Glenn W. Wilcox  
Principal  
Albuquerque Public Schools  
Glenn Wilcox has a varied background during his 16 years in education. He has been an elementary teacher, math specialist assistant principal and now serves as Principal at Mark Twain Elementary School.  
Glenn states he is looking forward to sharing the work of NMCEL with his association. In addition, he indicates the experience will provide an opportunity to broaden his perspective regarding educational challenges around the state. NMCEL welcomes Glenn Wilcox.

Stephen Wood  
Principal  
La Academia de Esperanza  
Stephen Wood has been involved in education in New Mexico for 27 years and has been the principal at La Academia de Esperanza (LADE) since 2004. He is best known for his knowledge and work with students that have behavioral and mental health issues, have either been suspended or faced expulsion from other schools. Mr. Wood believes that all students deserve not just a second chance, but even a third and fourth chance at academic success.  
Stephen states that he looks forward to being a productive member of the NMCEL Executive Board to provide leadership throughout the state. NMCEL welcomes Stephen Wood.

Support for Educational Leaders
School leaders communicate a vision and set the culture of a school. They also inspire excellence in teaching and learning and build processes for support continuous improvement. Faced with the challenges of higher performance, fewer resources, and growing student populations, educational leaders need more support than ever.

Steve Houston  
866-399-6019  
Steve.Houston@hmhp.com  
www.hmhco.com
The 13th Annual Educational Symposium will be held Wednesday, October 22, 2013 at the Embassy Suites, Albuquerque. The keynote speaker this year is Sue Gendron, who will provide a hands-on session linking the Common Core State Standards to the Next Generation Assessments.

Superintendents are encouraged to bring key instructional leaders. There is a fee of $150 per person.

On Thursday, October 23, Superintendents will meet for their full day annual retreat and meeting. There is no fee for Thursday’s meeting and is open to superintendents only.

Registration is available online at www.ces.org, or by calling Melanie, CES at 505-344-5470 or Carol Wood, NMCEL at 505-277-6986.

REGISTER TODAY!
Our mission at AASA is to represent you in the halls of Congress and be your advocate on behalf of public education. Since the passage of No Child Left Behind, the most recent iteration of the Elementary and Secondary Education Act (ESEA), the federal government has significantly increased the level of intrusion into what happens in your district. Prior to NCLB you were primarily accountable to the feds for the academic achievement of students that were recipients of federal dollars. Now the feds hold you accountable for the performance of all of your students, whether they are the recipients of federal funding or not. All of your schools have to make Adequate Yearly Progress, even if the school does not receive a federal penny.

The Obama administration has taken advantage of the deadlock in Congress and implemented their education agenda by using stimulus dollars and waivers as the carrot. Race to the Top promised to dole out huge sums of money to states that submitted applications promising to implement the reform agenda put forth by the administration. In reality, the states were promising that you (at the local level) would be implementing these federally mandated programs in your district.

Procedures would be implemented to recruit, develop, reward and retain effective teachers and principals and the lowest achieving schools would be turned around. Eleven states and the District of Columbia were the recipients of the RTTT grants. Many of the states that applied were obliged to make the changes required by the administration simply to submit the application and be considered for funding.

AASA immediately objected on your behalf, pointing out that the intent of the ESEA was to help correct funding inequities and that historically the funds were distributed based on formulas, not competitive grants. At a time when districts and states were suffering the ravages of the great recession, the administration had states and districts jumping through hoops to receive much needed federal dollars.

AASA has collaborated with the Broader, Bolder Approach to Education in the publishing of a report that looks at the first three years of RTTT implementation. States made promises that they will not be able to keep. Achievement levels were put forth on NAEP and state tests that are impossible to obtain. Gaps that will not be closed, graduation rates that will not be reached, college attendance and completion rates that will not happen. Millions of dollars spent in the pursuit of narrow goals that ultimately will not yield the anticipated results.

As AASA continues to prioritize complete reauthorization of ESEA, it will be inclusive of a continued argument for a federal role committed to leveling the playing field, providing the limited federal dollars in a way that ensures all of the nation’s schools have access to the resources.”
Amplify your Common Core implementation.

As the Common Core summative tests approach, it is more important than ever to prepare your students and teachers for the rigor of the new standards and the test-taking skills they will require. Amplify offers a comprehensive suite of assessment content and tools—lor grades K-12 in ELA, math and writing—designed to prepare your classrooms now. These include:

- CCSS Quick Checks including short assessments that introduce students in grades 2–12 to the new expectations and give teachers an immediate understanding of what needs to be accomplished. Scoring rubrics and distractor rationales help teachers guide instruction to prepare students for the summative tests.

- K–1 Assessments for assessing student mastery in grades K–1 with developmentally appropriate activities in ELA and math for small-groups or individual settings.

- Online Blueprinting Tool: innovative software that streamlines district planning and creation of individual assessments and annual assessment programs.

To learn more, visit: amplify.com/new-mexico

Cathy Carr
602.254.1514
carr@amplify.com

Eric Howey
972.341.1334
ehowey@amplify.com
New Mexico Superintendent Selected for AASA National Program cont’d.

Graduation is set for February 2015 at the National AASA conference for all twenty-five selected participants from around the nation.

“I am humbled and honored to represent New Mexico in the AASA National Superintendent Certification Program,” said Dr. Torrez, “So far, it has been an incredible experience and I will continue to gain knowledge and expertise in the Superintendent role from the best educators and researchers around the world.”

Striving to be the best leader does not stop when the job begins, but continues at the individual level with personal and professional development. The AASA National Superintendent Certification Program will help our members manage the call of duties as we move our nation’s schools into a new era of success.

The 2013 Prudential Spirit of Community Awards

The Prudential Spirit of Community Awards Program, sponsored by Prudential Financial in partnership with the National Association of Secondary School Principals (NASSP) recognizes students annually in middle and high school grades who have demonstrated exemplary community service.

Eligible students are:

- In grades 5-12 as of November 5, 2013, and a legal resident of the United States or the District of Columbia;
- Have engaged in a volunteer activity that occurred at least in part after September 1, 2012;
- Completes an application and submits to a school principal by November 5, 2013.

Applications are available online at http://spirit.prudential.com or www.nassp.org/spirit. Encourage your students to apply for this prestigious honor.