Encouraging and Supporting Administrators

WASA Superintendent’s Conference
Monday, May 7, 2018
Dr. Michelle Price
2017–18 Goals and Action Steps

GOAL I—LEADERSHIP
Cultivate transformative, equity-driven leaders to ensure each student in every school and community is college, career, and life-ready.

**Action A:** Recruit, mentor/support, and retain effective leaders who represent the student demographics of Washington State.

**Action B:** Provide targeted, quality professional learning.

**Action C:** Promote engaged leadership with education associations, agencies, and WASA regions benefiting from shared knowledge, understanding, and interests.

**Action D:** Support systems-level improvement through collaborative inquiry and learning.
No one is born with the ability to function competently as an adult in society.
Leaders build capacity, not dependency.
Sheryl Sandberg

“I feel really grateful to the people who encouraged me and helped me develop. Nobody can succeed on their own.”
Leading

- Leading does not require a particular title, position or role

- Relationships, relationships, relationships
  - Make others feel safe to contribute and to speak up
  - Make decisions
  - Communicate often and openly
  - Be accountable to others
  - Challenge people to think
  - Lead by example
Leading

“People will not give you their hand until they can see your heart”

John Maxwell
# Newly Assigned Superintendents

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total New</td>
<td>41</td>
<td>49</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>Out of State</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>First Superintendent Job</td>
<td>23</td>
<td>31</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>33</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Interim</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>In-District Promotions</td>
<td>14</td>
<td>19</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Unfilled</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
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</table>

*Based on incomplete data.*
## Currently Serving Superintendents

<table>
<thead>
<tr>
<th>Superintendent Tenure</th>
<th>2017–18</th>
<th>2016–17</th>
<th>2015–16</th>
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<tbody>
<tr>
<td>Mean years in position</td>
<td>5.1</td>
<td>5.0</td>
<td>5.2</td>
</tr>
<tr>
<td>Median years in position</td>
<td>3.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>&lt; 3 years in position</td>
<td>126</td>
<td>127</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>3–6 years in position</td>
<td>93</td>
<td>83</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>7–10 years in position</td>
<td>55</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>&gt;10 years in position</td>
<td>33</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>12%</td>
<td>14%</td>
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</table>
### New Female Superintendents by Year

<table>
<thead>
<tr>
<th>School Year</th>
<th># of New</th>
<th>% of New</th>
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<tbody>
<tr>
<td>2011–12</td>
<td>17</td>
<td>40%</td>
</tr>
<tr>
<td>2012–13</td>
<td>16</td>
<td>47%</td>
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<tr>
<td>2013–14</td>
<td>11</td>
<td>28%</td>
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<tr>
<td>2014–15</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>2015–16</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>2016–17</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>2017–18</td>
<td>11</td>
<td>28%</td>
</tr>
</tbody>
</table>

Data prior to 2013–14 courtesy of Gene Sharratt, WSU Superintendent Program.
## 2016-17 Active Membership by Component

<table>
<thead>
<tr>
<th>Component Group</th>
<th>Number</th>
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<tbody>
<tr>
<td>Business and Personnel Administrators</td>
<td>198</td>
</tr>
<tr>
<td>Principals</td>
<td>31</td>
</tr>
<tr>
<td>Instructional Program Administrators</td>
<td>382</td>
</tr>
<tr>
<td>Special Education Administrators</td>
<td>171</td>
</tr>
<tr>
<td>Superintendents</td>
<td>346</td>
</tr>
</tbody>
</table>
The Administrative Pipeline

Paraeducator -> Teacher -> Building Level Administrator -> District Level Administrator -> Superintendent
• Women held 27 percent of the nation’s superintendencies,
• Most in smaller rural and suburban districts.
• In 2000, that figure was 13 percent.
• By contrast, women today comprise 76 percent of K-12 teaching posts and 52 percent of all principalships nationwide, according to the National Education Association.
The Pipeline: AWSP Membership - Principals and Assistant Principals

- **Elementary:** 1558
  - Female: 778
  - Male: 451

- **Middle:** 738
  - Female: 259
  - Male: 317

- **High School:** 1001
  - Female: 320
  - Male: 477

- **Total Membership:** 3297

* Number of female/male is based on self-reporting
How do we ...

• Attract young talent to the role of superintendent?

• Mentor/support talented educators in the role of superintendent?

• Retain talented educators in the role of superintendent?
Know The Condition of Your Flock

• Get to know your people
• Engage them regularly
Discover the SHAPE of your Sheep

- S  Strengths
- H  Heart
- A  Attitude
- P  Personality
- E  Experiences
Succession Planning is Also an Important Part of Your Job

- The current educator shortage reminds us that we must do more to encourage others into the profession.
- One measure of your future success is the number who became successful leaders because of your support.
- For those already in the profession, look for your stars and encourage them into a superintendent pathway.
- For those who are not yet educators, be a salesperson for the profession.
- Seek out ways to give others the opportunity to lead and to learn about educational leadership.
- In these efforts, please help broaden leadership diversity.
Modified Consultancy Model

Choose a reader and a reporter

3 scenerios

• 1 person reads the scenario to the group; you can add to the scenario from your own experiences (2 min)
• Around the table, ask the reader probing or clarifying questions about the scenario (3 min)
• The person who read the scenario takes a listening role while the group talks about possible solutions. (10 min)
  • I wonder if.....
  • I think you could.....
  • What if.....
• Reporter shares thoughts with the whole group
1. Consider 2-3 people you work with, and repeatedly ask yourself “how can I grow this person?”

2. Make a list of 3-4 different roles/activities that would utilize and expand their interest in leadership (these could be formal or informal roles or even ad-hoc projects).
Reflecting on what matters most to you personally and in your work as a leader

- Are your words, stories, and language in alignment with that?
- What is the legacy you have been inspired to leave?
How do you see potential in others and encourage them?
You are a learner

You must learn from your mistakes.
But if you keep on doing the same mistake, then you are suffering from a learning disability called stupidity.

nigkcolets2.tumblr.com