



Mountain View
Whisman
School District

Update on MVWSD Leader Development, Wellness

Detailed approach to improving employee retention and engagement through coaching, wellness and emotional safety.





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Strategic Plan Connections

Strategic Plan 2021 & 2027

VALUES AND BELIEFS

As an element of the strategic planning process, Mountain View Whisman School District has developed a collective set of values and beliefs used to drive planning and decision-making throughout the District.

We believe:

- Students and learning are at the center of all we do.
 - Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
 - Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
 - Clear policies, procedures and responsible resource management support an effective school system.
 - High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
 - Modeling innovation and curiosity supports

Strategic Plan goals 2021

DESIRED OUTCOME	ACTIONS	2016-17	2017-18	2018-19	2019-20	2020-21
Develop an onboarding process for all MVWSD employees	Develop an employee handbook that includes a timeline outlining major events throughout the school year for new staff	■	■	■	■	■
	Create well-developed induction procedures	■	■	■	■	■
	Establish a mentor program partnering seasoned staff with new staff per job description		■	■	■	■

Strategic Plan goals 2021

Consistent and well-designed individual performance evaluations and professional learning plans aligned with District goals	Redesign evaluation system of all staff through a comprehensive research analysis of current best practices	■	■	■	■	■
	Provide training on evaluation system for all staff		■	■	■	■
	Develop structure for ongoing, job-embedded feedback into the evaluation process for all staff		■	■	■	■

Strategic Plan goals 2021

Leadership Development program for all staff to provide leadership and opportunities for innovative practices	Re-establish District Leadership Academy for emerging teacher leaders			■	■	■
	Develop individual career paths for MVWSD employees to provide experiences and opportunities for developing leadership skills		■	■	■	■

Strategic Plan goals 2027

#4 Effective and engaged employees								
Objectives	Strategic Initiatives	Outcomes	Owner	2022-23	Actions			
					2023-24	2024-25	2025-26	2026-27
4a. Attract and retain diverse, quality employees	4a.1. Develop and implement district level recruiting and hiring practices that reflect the diversity of our student population.	Demographics of new staff will more closely reflect the student demographics in MVWSD.	Chief Human Relations Officer	Assess staff and student diversity and current recruiting and hiring practices and explore best practices for recruiting and hiring a diverse workforce.	Engage stakeholder groups in the development of a plan to recruit and hire a more diverse workforce. Provide diversity and equity training to hiring teams .	Implement recruiting and hiring practices that reflect the diversity of MVWSD students.	Refine and revise recruiting and hiring practices. Provide additional training to the hiring teams relating to equality and diversity in staff recruiting and hiring. Continue to assess staff and student diversity.	Implement revised recruiting and hiring practices that reflect the diversity of MVWSD students. Continue to assess and revise recruiting and hiring strategies.

Strategic Plan goals 2027

#4 Effective and engaged employees

Objectives	Strategic Initiatives	Outcomes	Owner	2022-23	Actions			
					2023-24	2024-25	2025-26	2026-27
4b. Adopt an approach to differentiated professional development aligned with student success for all employee	4b.1. Develop and implement a comprehensive Differentiated Professional Development program that clearly identifies a process of data driven, collaborative, targeted, and recurring cycles of collective inquiry that are ongoing and meet the needs of sites and staff.	MVWSD will have a clear PD program that is data driven, collaborative, targeted, and meets the needs of staff.	Chief Human Relations Officer	No action in this year.	Assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. Assess retention rates and exit surveys.	Convene certificated and classified professional development committees to develop a high quality professional development programs including differentiation, collaboration, and data driven practices .	Implement high quality professional development programs.	Assess the effectiveness of the professional development programs.
4c. Build leadership skills to support future district needs	4c.1. Develop a system that promotes opportunities for growth, leadership, and career advancement for all staff.	MVWSD will create clear leadership pathways and provide clear leadership opportunities for all staff.	Chief Human Relations Officer	No action in this year.	Conduct an assessment of leadership opportunities for staff	Engage stakeholder groups to develop clear leadership pathways	Develop systems to promote leadership opportunities and pathways	Assess and refine leadership pathways and leadership opportunities for all staff



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What the Data Suggests

Climate Surveys from 2017

	About School (6-12)					District Office Climate Survey					Staff Survey					Teacher Survey					Family Survey				
	School Belonging	School Climate	School Rigorous Expectations	School Safety	School Teacher-Student Relationships	District office climate leadership	District office leadership	Feedback and Coaching	Professional Learning	Staff Leadership Relationships	Feedback and Coaching	Professional Learning	School Climate	School Leadership Relationships	Staff Leadership Relationships	Feedback and Coaching	Professional Learning	School Climate	School Leadership Relationships	Teaching Efficacy	Barriers to engagement	Family Efficacy	Family Engagement		
Bubb Elementary School	60%	57%	73%	77%	81%						42%	48%	83%	72%	80%	64%	76%	86%	85%	92%	42%	81%	69%	48%	70%
Castro Elementary School	64%	64%	77%	68%	79%						46%	53%	83%	66%	95%	44%	59%	70%	75%	82%	46%	85%	60%	36%	71%
Crittenden Middle School	43%	54%	67%	60%	62%						32%	51%	59%	54%						68%	60%	80%	64%	22%	62%
Graham Middle School	45%	52%	69%	60%	60%						37%	47%	58%	67%	80%	25%	35%	42%	36%	56%	54%	79%	66%	24%	64%
Huff Elementary School	51%	50%	67%	74%	79%						24%	41%	79%	70%	74%	52%	50%	76%	71%	74%	53%	77%	63%	47%	67%
Landels Elementary School	56%	46%	69%	68%	74%						35%	42%	73%	59%	77%	26%	32%	50%	35%	59%	48%	79%	70%	45%	73%
Mistral Elementary School	47%	30%	73%	62%	87%						68%	77%	79%	86%	93%	31%	46%	70%	64%	80%	39%	78%	71%	52%	73%
Monta Loma Elementary Scho...	53%	47%	70%	59%	74%						56%	44%	70%	69%	80%	36%	52%	67%	56%	63%	53%	81%	63%	37%	68%
Stevenson Elementary School	63%	63%	76%	84%	80%						51%	53%	87%	83%	90%	57%	62%	80%	63%	78%	57%	85%	79%	73%	78%
Theuerkauf Elementary School	58%	50%	71%	64%	68%						41%	54%	62%	58%	69%	32%	31%	41%	51%	69%	53%	79%	60%	39%	64%
District Office - Admin Services						86%	71%	25%	62%	93%															
District Office - Business						72%	57%	60%	71%	82%															
District Office - Ed Services						82%	71%	57%	66%	91%															
District Office - MOT						35%	37%	15%	27%	63%															
District Office - Supt						50%	40%	22%	56%	58%															
District Office - Tech						95%	49%	25%	80%	92%															
Preschool											67%	74%	91%	81%	85%	85%	67%	89%	74%	87%	75%				

New Teacher retention rates

Teacher retention rates in MVWSD for the past decade (2009-2010 to 2019-20 school years).

Based on Human Resources data stored in our software program for personnel called QCC, the following percentages show teacher retention rates, which means teachers that attained permanency in our district after 3 years of hire. We have not included teachers for 19-20 since they have not yet been employed in the District for 3 years.

2010-11 - 20/45 = 44%

2011-12 - 15/50 = 30%

2012-13 - 5/29 = 17%

2013-14 - 17/32 = 53%

2014-15 - 32/60 = 53%

2015-16 - 17/41 = 42%

*2016-17 - 22/42 = 51%

*2017-18 - 39/64 = 61%

*2018-19 - 25/49 = 51%

*2019-20 - 35/47 = 75%



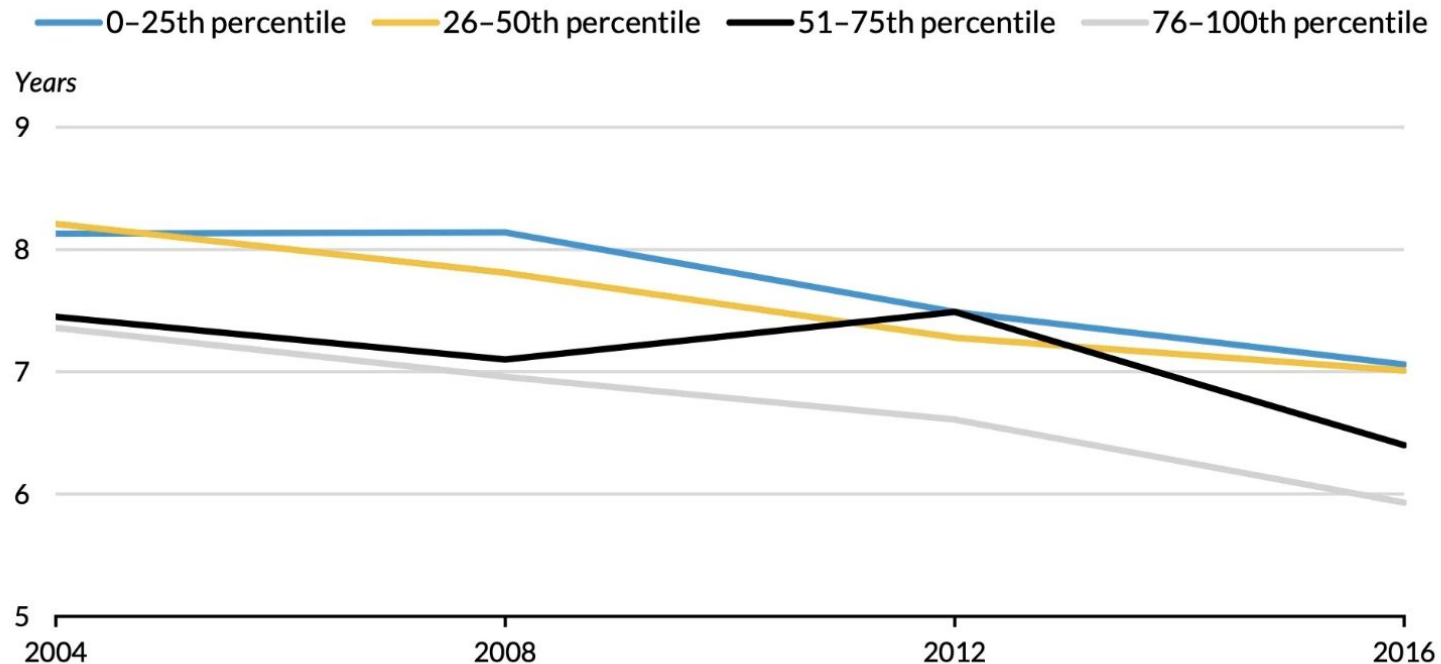
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Administrator Impact on Retention

Principals' Years of Experience Declining

FIGURE 3.10

Public School Principals' Average Years of Experience, by School's Poverty Percentile



Source: Authors' calculations from the Schools and Staffing Survey/National Teacher and Principal Survey.

Note: The sample is nationally representative of traditional public and charter schools.

<https://wallacefoundation.org/report/how-principals-affect-students-and-schools-systematic-synthesis-two-decades-research>

MVWSD Years of Experience

During the 2022 school year

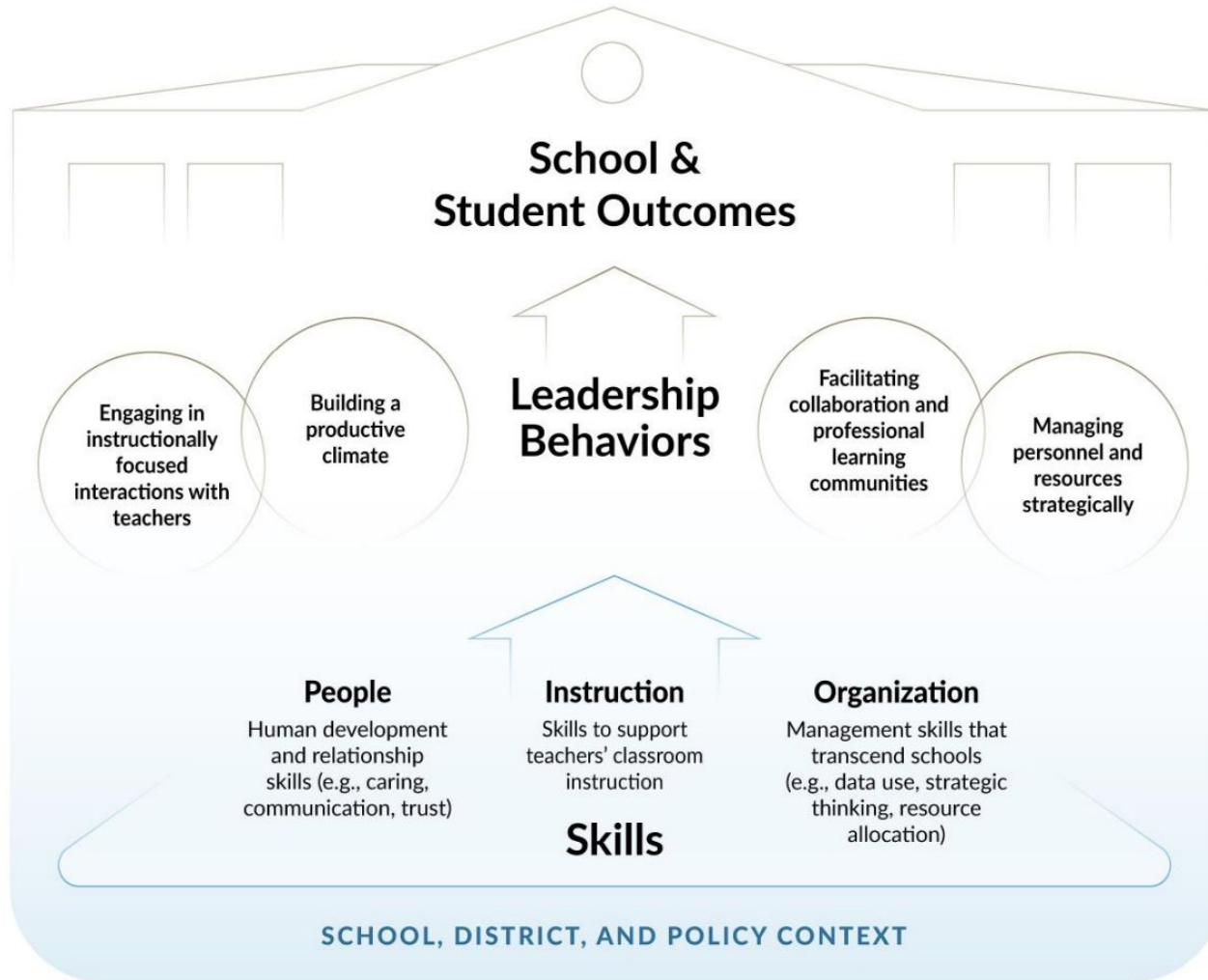
- 11 Site leaders
 - 28% have 10 or more years of experience
 - 4 had less than 3 years of experience
 - The average years of experience was 9.76 years
- Leadership team (45 individuals)
 - Average years of experience 10.29 years
- Cabinet (12 individuals)
 - Average years of experience 13.8 years
- Superintendent
 - 20 years in administration (11 site / 9 Superintendent)
 - {2 year overlap of site leadership and director}

The Impact of a School Principal

- Effective principals are key drivers for student success, second only to teachers; however their impact may be “understated”
- Wallace Foundation notes that administrators have substantively important effects that extend beyond student achievement. Effective principals:
 - Orient their practice toward instructionally focused interactions with teachers;
 - Create a productive school climate;
 - Facilitate collaboration and professional learning communities; and,
 - Have strategic personnel and resource management processes.

FIGURE ES.2

Principal Skills and Behaviors to Improve School Outcomes

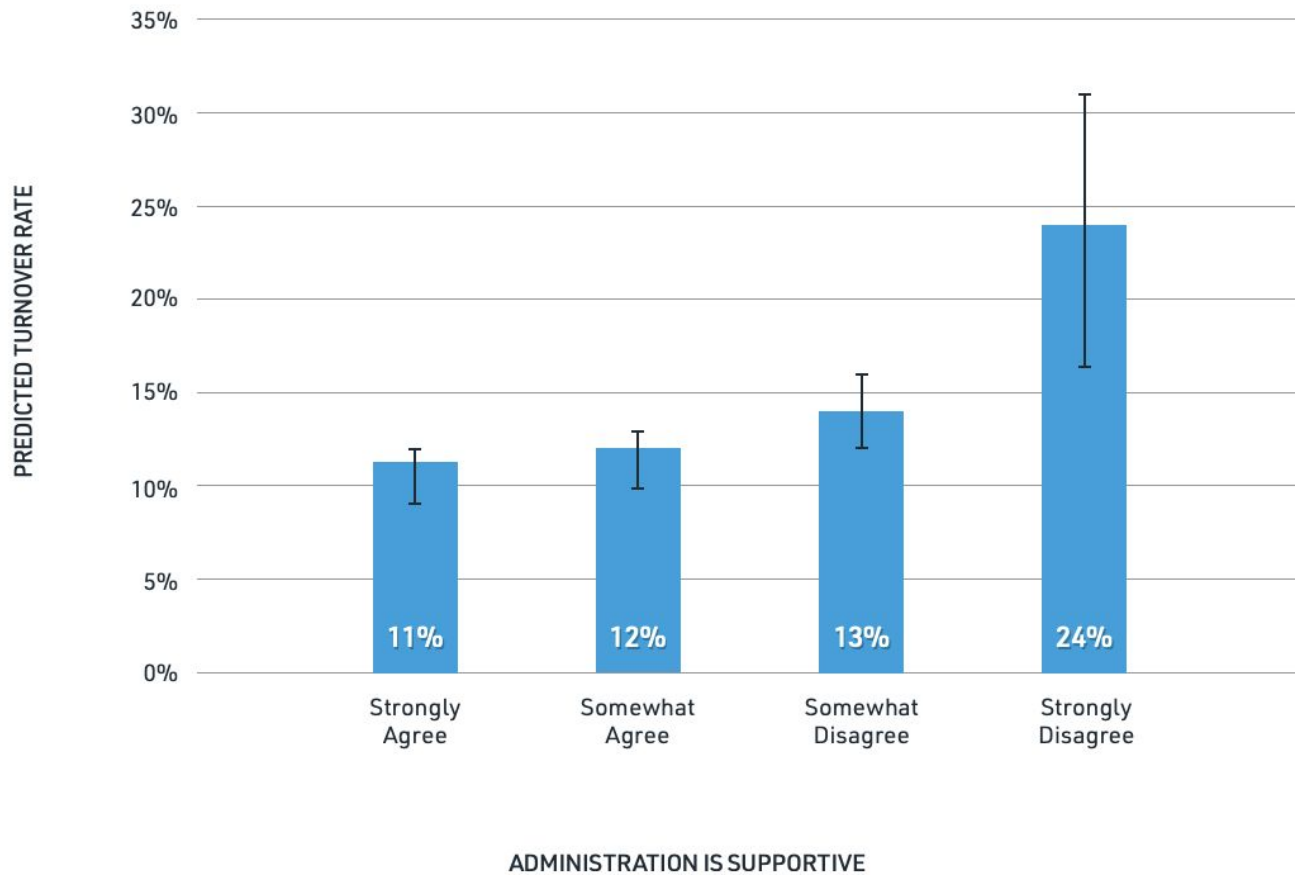


NASSP findings 2022

Figure 4: Strategies to Sustain Principal Retention



Figure 1: Predicted Teacher Turnover Rate by Administrative Support



Source: Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it (brief)*. Palo Alto, CA: Learning Policy Institute.

NASSP Findings on Improving Retention

- Ensure adequate and stable compensation for principals, commensurate with the responsibilities of the position
- Provide high-quality professional learning opportunities,
 - both initial preparation and in-service
- Improve working conditions to foster principals' satisfaction with their role
- Support decision-making authority in school leadership to allow principals to shape decisions and solutions to address the specific needs of their staff and students
- Reform accountability systems to ensure that incentives encourage effective principals to stay in challenging schools to support teachers and improve student learning

Principal Leadership is Key to Teacher Retention

- According to NASSP and The Learning Policy Institute
 - Research demonstrates that a principal’s ability to create positive working conditions plays a critical role in attracting and retaining qualified teachers
 - principal support as one of the most important factors in their decisions to stay in a school or in the profession
 - When teachers strongly disagree that their administration is supportive, they are more than twice as likely to move schools or leave teaching than when they strongly agree that their administration is supportive.

https://learningpolicyinstitute.org/sites/default/files/product-files/NASSP_LPI_Principal_Turnover_Research_Review_REPORT.pdf



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Working on the 5 areas of Principal retention

Area 1: Adequate and stable compensation

- MVWSD has been a leader in increasing wages for all employees since 2015
 - Salaries have been increased by more than 57% for all employees...
 - i.e. Starting teacher salary
 - 2015 - \$52,207
 - 2024 - \$81,726

Area 2: Decision Making Autonomy

- Feedback suggests
 - an opportunity for growth in terms of decision making consistency
 - Leaders vary in terms of consistency with various leadership protocols
 - Action After Reviews, CRISPs, Concentric Circles etc...
 - More discretion should be given to site leaders
 - Freedom Flexibility and Accountability
 - especially as experience increases and results are proven
- Leadership development needs to evolve from whole group training to a more individualized approach
 - Leaders need a place to vent without fear of reprisal
 - Women leaders requested tailored growth experiences

Area 3: Decision making autonomy

-Leadership Development Series

5 Strategic leader

- Understanding larger data trends
- Training methods and leveraging systems for teacher PD
- Communicating with data the overarching approach

2 Key priorities and systems

- Determining what is a priority for your work and the site
- Developing systems to achieve your goals
- Setting priorities

1 Personal mastery

- Assessing your personal effectiveness
- Learning how to manage your schedule, time, and deadlines

Leadership

- Curating and implementing classroom walkthrough protocols
- Creating systems to create accountability loops (i.e. giving and receiving feedback)
- Performing trend analysis and tying individual teacher / staff growth to site plans
- Building a system for coaching

3 Stakeholder management

- Understanding and using concentric circles
- Formalizing systems for communication
- Learning how to provide feedback, staying on message

Area 4: Productive Not Punitive Accountability

- Superintendent begins feedback sessions
 - eventually feedback is aligned / integrated / codified into the Leadership Development Series
- Leaders undergo leaders book series
 - cohort experience to create opportunities for leaders to develop a common language and discuss “problems of practice”
- ALULA introduces DCOM

DCOM® for Effective Strategy Execution

Direction

D

Clear direction

"I know what I should do and why."

Competence

C

Knowledge and skill to do the work

"I can do what I should do."

Opportunity

O

Resources and tools for the work

"I have what I need to do what I should do."

Motivation

M

Willingness to do the work

"I get reinforced for doing the right thing."

Without these, people can't perform

Without this, people won't perform

Area 5: High Quality Professional Learning Opportunities

- 2016 - 2018
 - Ken Wagner consultant from Aubrey Daniels International to help all administrators lead individualized coaching approach
 - train the trainer model
 - Peter Senge - MIT professor / Founder of the Society for Organizational Learning
 - train the trainer model

Area 5: High Quality Professional Learning Opportunities

The Board of Trustees requested that the Superintendent and other leaders do 360 evaluations

- 2018 - 2020

- Ken Wagner from ADI joins ALULA which has the ability to facilitate 360 evaluations, as well as provided job embedded coaching to leaders
 - 360 evaluations rolled out in 2020-21
 - reveals the need for individualized feedback sessions



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Adjustment Post Pandemic

Post-COVID shutdown, new issues emerge









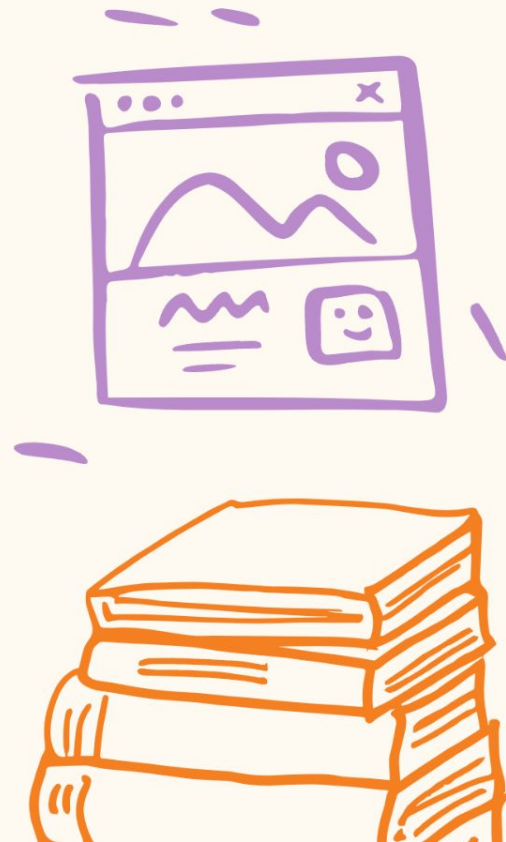
Post-COVID Shutdown

- Mental health moves to the forefront
 - Principal and Superintendent experience death threats
 - Despite repeated requests to remove video
 - Security camera system is purchased for principal who reports that they are being followed
 - Every Leader and Board of Trustee member is enrolled in DeleteMeNow as an added layer of protection
 - Acknowledge Alliance is contracted to assist all employees manage stress (teacher and staff resilience groups formed)
 - Stress management through meditation is offered
 - Insurance providers creates Employee Assistance Program

NASSP findings 2022

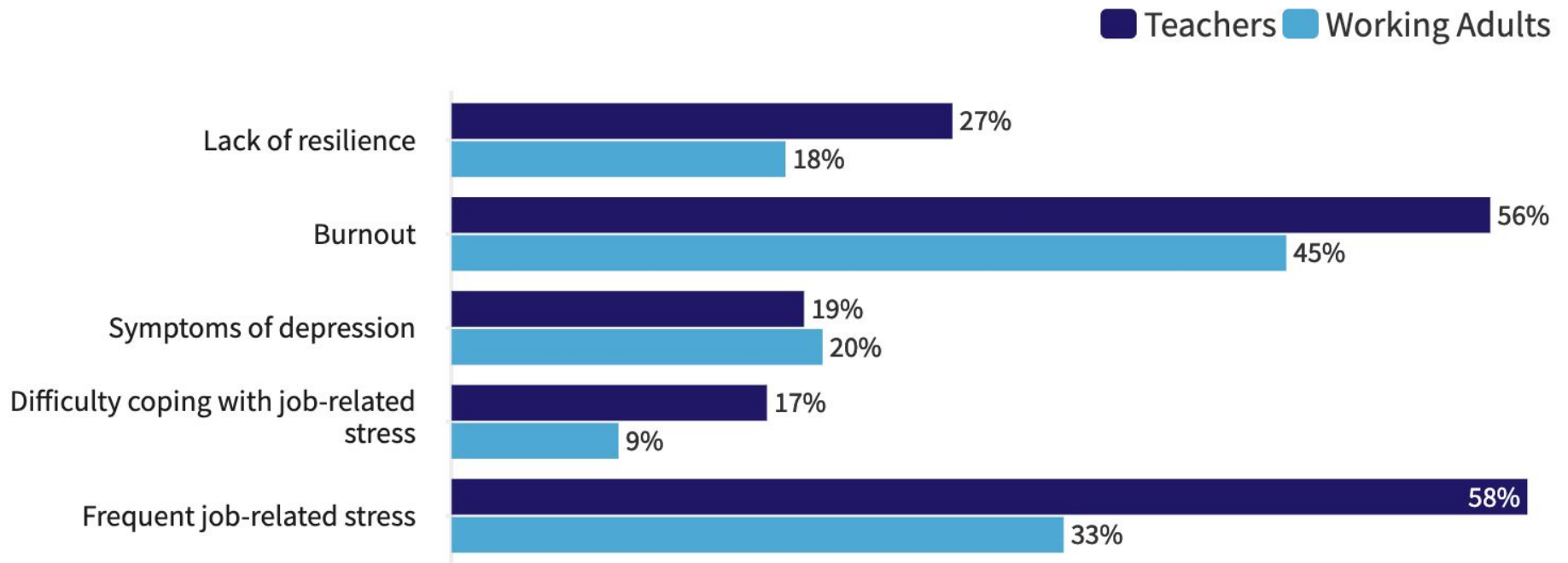
The key findings include:

- One out of two school leaders claim their stress level is so high they are considering a career change or retirement. 
- The majority of students (73%) report they are generally satisfied at their school, but there is an opportunity to involve them more in school planning and policies. 
- Three-quarters of school leaders (73%) and students (74%) report they needed help with their mental or emotional health last year. 
- The majority of school leaders (70%) and students (51%) report they have personally been threatened or attacked, physically or verbally during the past year. 
- School leaders and students agree that more work needs to be done when it comes to meeting the needs of underserved students. 
- School leaders and students believe there are some benefits to pandemic practices that help meet students' unique needs. 



Well-Being of Teachers and Working Adults

K–12 public school teachers' self-reported well-being compared with that of working adults in the United States in Spring 2023.



Note: Survey of 1,439 teachers and 527 working adults

SOURCE: The RAND Corp.

No More Teachers: The Epic Crisis Facing Education In 2024

Mark C. Perna Contributor

I explore Millennials and Gen-Z in careers, education, and the workforce.

Follow



Jan 3, 2024, 08:00am EST

What will the world look like when there are no more educators?



McKinsey Findings, Con't...

- Create a systemic approach to employee health
 - with intentional interventions at the organizational, team, job, and individual levels.
- Executives should consider employee health a part of leading by example, showing how better health and better business practices can allow everyone to flourish.

“For organizations, it’s no longer enough to consider employee health a soft metric.”

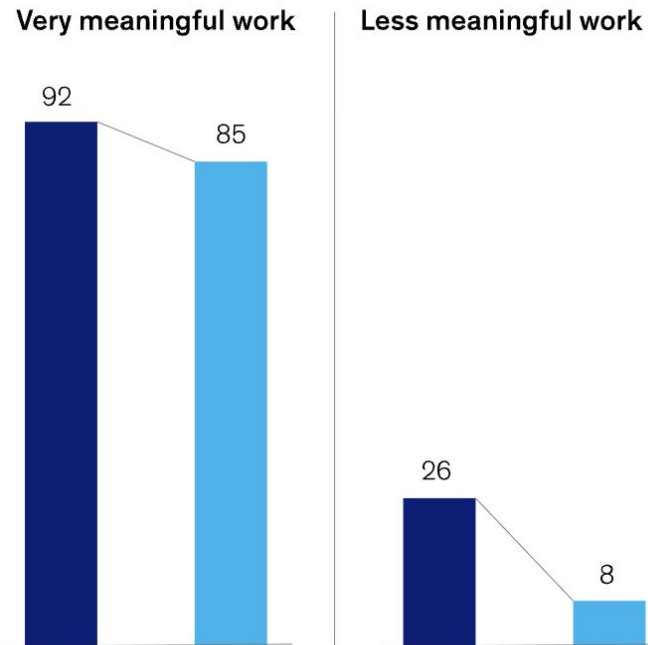
<https://www.mckinsey.com/mhi/our-insights/reframing-employee-health-moving-beyond-burnout-to-holistic-health#/>

Meaningful work buffers the effect of toxic workplace behavior on holistic health but isn't sufficient to stop burnout symptoms in a toxic environment.

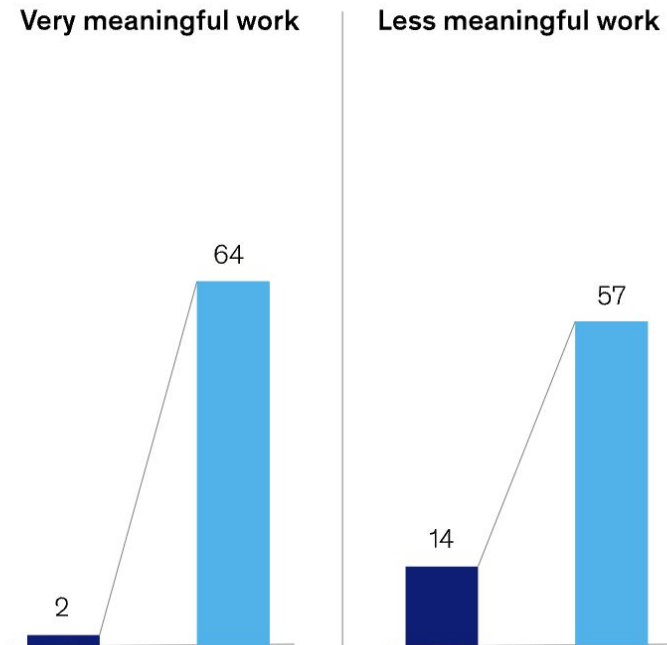
Reported good holistic health and high burnout symptoms, by work meaningfulness, % share

■ Reported low levels of toxic workplace behavior ■ Reported high levels of toxic workplace behavior

Good holistic health¹



High burnout symptoms²



Note: "Low" refers to bottom 25% of respondents; "high" and "good" refer to top 25% of respondents.

¹Statistically significant relationship between experiencing toxic workplace behavior and holistic health, moderated by meaningful work.

²Statistically significant relationship between experiencing toxic workplace behavior and burnout symptoms, moderated by meaningful work.

Source: McKinsey Health Institute Employee Holistic Health Survey, 30,392 participants at all levels of the organization, Apr–Jun 2023

According to McKinsey

“If employers want to improve holistic health, they need interventions at all four levels (individual, job, team, and organization). If employers want to reduce immediate negative outcomes such as burnout, then focusing interventions at the job and team levels are the best place to start.”

<https://www.mckinsey.com/mhi/our-insights/reframing-employee-health-moving-beyond-burnout-to-holistic-health#/>

Post pandemic adjustments

Working Conditions Matter...

According to McKinsey & Company

Enabling a healthy workforce is no longer a luxury but rather a strategic imperative for organizations to navigate turbulent times in an ever more complex society.

- Employers must recognize their role in creating thriving workplaces that prioritize holistic health as an important outcome
- Employers can take action by understanding how demands and enablers affect employees at various levels: organizational, team, job, and individual.
 - If employers want to reduce immediate negative outcomes such as burnout, then focusing interventions at the job and team levels are the best place to start.

McKinsey, Con't...

McKinsey notes that

“Holistic health is a strong measure of how an employee can sustain growth over time, which contributes to positive workplace performance. Having employees with strong holistic health has implications beyond short-term business performance. Community engagement beyond work is one example: when employees are suffering from poor holistic health, they are likely unable to help their communities. Relatedly, they may create a strain on health services through delaying care.”

<https://www.mckinsey.com/mhi/our-insights/reframing-employee-health-moving-beyond-burnout-to-holistic-health>

Area 5: High Quality Professional Learning Opportunities (revisited)

- Phase Four 2022 to present
 - After the pandemic every leader is assigned an external coach
 - ILO contract approved by Board of Trustees to address needs of women leaders
 - Pete Gorman and Associates expands to provide coaching to Senior Cabinet members
 - Ken Wagner brings on Alycia Diggs-Chavis to help coach all site principals and directors
 - with help from Diggs-Chavis, Dr. Rudolph codifies and presents Leader Development Series
 - Meditation and Mindfulness is introduced
 - Providers included Director Jinbo, then a free provider, then Diggs-Chavis Associates

Wellness Sessions

Participation and Feedback Data

September 2023 - May 2024

19 leaders, 41 DO staff & teachers = **60 Staff Members**

118 individual, 3 group sessions = **121 Sessions** (13/month average)

Leaders surveyed said Wellness Sessions helped them be more effective in their roles.

They report the sessions helped them to:

- *relax so they could focus better (90%)*
- *be more confident in their decision making (70%)*
- *handle emotionally charged situations more effectively (60%)*



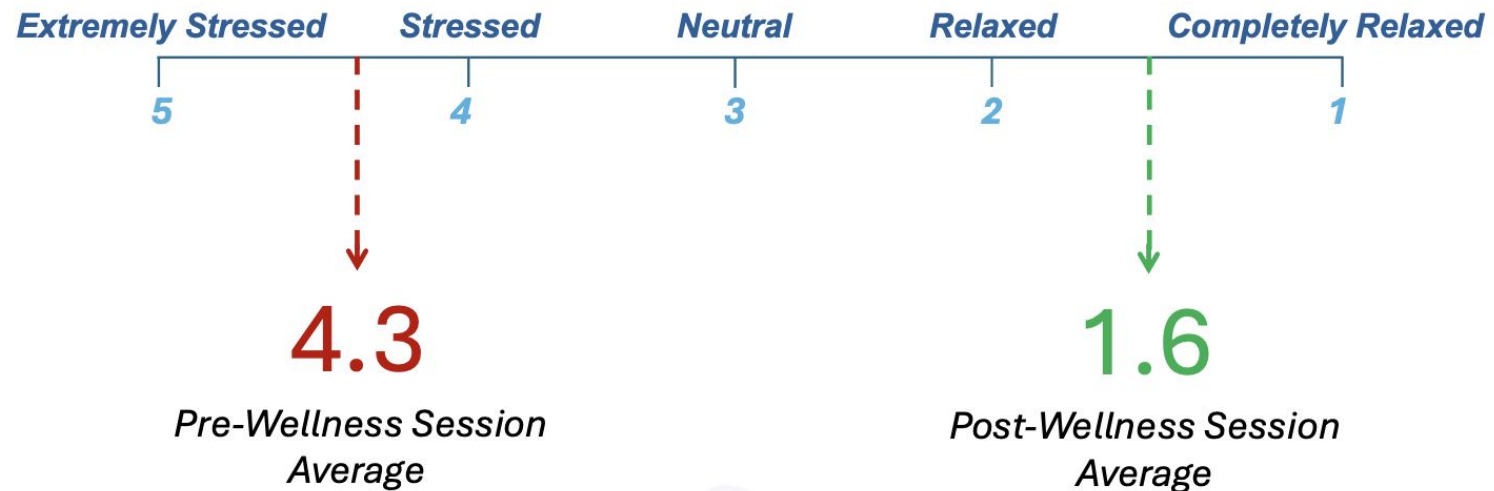


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Impact

Working Conditions Conducive to Learning

Leaders surveyed reported notable decrease in stress level after Wellness Sessions



Teacher and Staff Retention Rates

Goals and Actions

Goal

Goal #	Description
4	Develop and Implement policies and practices to support and retain effective and engaged employees.

An explanation of why the LEA has developed this goal.

Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly. Actions and metrics outlined in this goal are designed to support the District these areas.

This goal is aligned to SP2027 Goal Area 4 and State Priority 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Retention Rates	2020-21 Data: Data is current as of May 19, 2021 and will be updated as applicable. Overall Staff Retention - 91% Certificated Staff - 87% Classified Staff - 94% Teachers - 85%	2021-22 Data: Data is current as of April 25, 2022 and will be updated as applicable. Overall staff Retention - 91% Certificated Staff - 88% Classified Staff - 92% Teachers - 88%	2022-23 Data: Data is current as of April 19, 2023 and will be updated as applicable. Overall staff Retention - 94% Certificated Staff - 93% Classified Staff - 97% Teachers - 92%		Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 90%

LCAP Climate results

Metric	Baseline	2021-22	2022-23	Year 3 Outcome	Desired Outcome for 2023–24
		Year 1 Outcome	Year 2 Outcome		
Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.	74% agree or strongly agree	61% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	65% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.		85% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.	88% agree or strongly agree	87% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	87% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.		95% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.	71% agree or strongly agree	65% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	70% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.		80% of teachers will agree or strongly agree

LCAP Climate results

Metric	Baseline	2021-22	2022-23	Year 3 Outcome	Desired Outcome for 2023–24
		Year 1 Outcome	Year 2 Outcome		
Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.	74% agree or strongly agree	61% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	65% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.		85% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.	88% agree or strongly agree	87% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	87% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.		95% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.	71% agree or strongly agree	65% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	70% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.		80% of teachers will agree or strongly agree



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Next Steps

Next Steps

- Shifting economic conditions have led both organizations to reassess their positions
 - ALULA and MVWSD agree to pause next contract
 - this creates a gap in 360 evaluations and site level coaching
 - Wellness contract with Diggs-Chavis Associates will be paused after current work is completed
 - creates a gap in wellness programs
 - Acknowledge Alliance contract (2024-25) reduced and will be revisited at the end of the year
 - creates a gap in teacher and staff resilience work

Next Steps

- Senior staff will seek feedback from:
 - All principals, districts leaders, teachers and staff to determine what what supports are necessary
 - Staff plans to return to the board during the first quarter of 2025 to discuss what supports will continue and which will be paused indefinitely
 - To fill the void for 360 evaluation and wellness MVWSD will submit a request for proposal



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Questions