



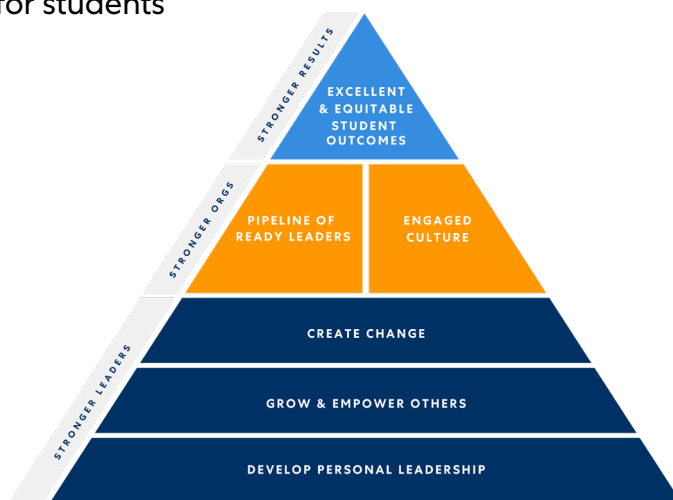
District Leadership Program CURRICULUM OVERVIEW

We always start with the outcomes we are trying to achieve.

At Holdsworth, our vision is to impact, over time, the quality of public education provided to all Texas students. We believe that high-quality leadership is critical to achieving this vision. Our mission is to help school districts build a pipeline of high-capacity educational leaders—leading classrooms, leading schools, and leading districts—who deliver excellent and equitable student outcomes.

We will know we have made an impact when:

- Leaders who participate in our programs emerge stronger and more skilled because they have grown, improved, and deepened their capacity to lead themselves, lead others, and lead change.
- Leaders who participate in our programs create stronger organizations. They establish strong, engaged cultures and effectively and systemically develop and cultivate talent, including retaining their highest-performing staff members.
- Leaders who participate in our programs deliver excellent and equitable outcomes for students



Our curriculum articulates the skills & competencies we work to instill in our Leaders.

Leadership is not about a position of formal authority. Leadership is about influencing and mobilizing others to solve problems and drive positive change within a community. In the context of American public schools, the ultimate measure of leadership is excellent and equitable student outcomes. Great leadership on a campus or in a district can be seen in students who demonstrate mastery, autonomy and purpose, and are equipped to lead meaningful, successful and satisfying lives.

Though leadership is ultimately measured by its results, at Holdsworth we believe leaders are developed inside out. Leadership begins with focusing on how to **develop personal leadership**. Then, leaders **grow and empower others**, building the capacity of individuals and teams to drive organizational learning and change. Finally, leaders **create change** within their organizations.



**DEVELOP PERSONAL
LEADERSHIP**



**GROW & EMPOWER
OTHERS**



CREATE CHANGE

DEVELOP PERSONAL LEADERSHIP



First a leader must build the foundational skills and resources to develop personal leadership. If you cannot develop personal leadership, you cannot lead others. A leader can't inspire change in others or in their organization if they don't model the changes they seek or demonstrate the ability to continuously change and grow.

Developing personal leadership is based in:

- A deep connection to your purpose
- An ability to manage your physical, mental, and emotional resources
- The willingness and ability to identify highest priority growth areas and actively improve

Building upon the foundation of developing personal leadership, we turn our focus to a leader's ability to grow and empower others—both individuals and teams.

GROW AND EMPOWER OTHERS



Every great leader is a great coach, skilled in identifying individuals' strengths and growth opportunities and providing clear, actionable feedback that allows individuals to reach their full potential. In addition to coaching, great leaders empower others to lead, ensuring that they have opportunities to tackle stretch opportunities and to take risks.

Great leaders also establish and cultivate effective learning teams. These teams have a clear purpose and a foundation of trust that allows them to rigorously debate and challenge each other's ideas, managing conflict and other interpersonal dynamics along the way, in pursuit of breakthrough results.

Both developing personal leadership and growing and empowering others are in service of creating change.

CREATE CHANGE



Creating change begins with a clear, shared vision. We believe each district needs a clear vision for excellent and equitable student outcomes, supported by a vision for how other key drivers—specifically leadership development and organizational culture—support the realization of this vision.

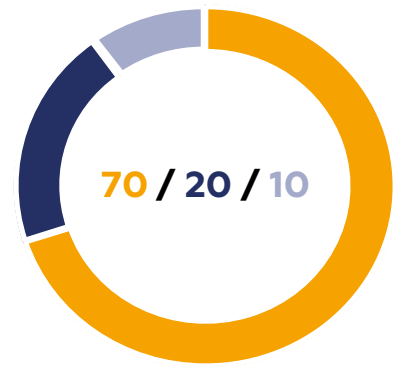
- For schools and districts, the ultimate vision is about the future being created for students, with a specific focus on producing increasingly excellent and equitable outcomes for all.
- We believe one of the most critical drivers of sustained excellent and equitable student outcomes is great campus leadership. As a result, improving each district's leadership pipeline is critical. We support Leaders over the 5-year partnership to help them improve the district's approach to identifying, developing, placing, and supporting leaders. This work begins by establishing a clear vision for leadership development in each district—connected to specific needs and vision for student outcomes.
- Finally, leaders need to understand the current organizational culture and identify how the culture needs to evolve in support of a vision for change.

Once leaders have established a clear, shared vision, the work of change centers around:

- Communicating effectively, engaging stakeholders, and motivating them to enroll and commit to the vision
- Building short- and long-term plans for change
- Monitoring and adjusting strategies

THE HOLDSWORTH EXPERIENCE

At Holdsworth, we are believers in the 70/20/10 model of development, which argues that **70 percent** of a leader's development occurs through job-related experiences, **20 percent** from interactions with others (including coaching), and **10 percent** from formal educational events and training. We don't want to restrict work with Leaders in our program to the narrow 10 percent, so we strive to design learning experiences that access the other 90 percent of a leader's development.



The **develop personal leadership** strand is driven by self-reflection and supported by coaching and feedback. Superintendents and District Champions have an executive coach throughout the first year of the program. Midway through the year, they will be encouraged to share their goal with key stakeholders and to proactively seek feedback from stakeholders to drive their development. By involving stakeholders, they can accelerate development and change the perception of stakeholders more quickly. Throughout the two years, all Leaders in the program will form and develop peer groups, providing feedback and accountability to one another.

We believe the competencies within the **grow and empower others** strand can only be built through practice—specifically, what Daniel Coyle has dubbed 'deep practice.' Deep practice requires hard work, mental struggle and extreme attention. These conditions are often hard to create and protect in the context of a district leader's daily work. Our goal is to use Holdsworth sessions to create space for deep practice in how leaders coach, develop, and empower individuals and build dynamic, learning teams. In session, we push districts towards repeated deep practice and then support them to transfer and apply their practice on a daily basis.

Our work in **creating change** centers on "the 70 percent." It is deeply job-embedded, supported, and reinforced by the District Support Teams present in the district each week. We start by working with each district to center in their vision or, if necessary, create a clear and compelling district-wide vision for student success. Then each district will assess their culture, develop a leadership definition, establish a vision for leadership development and drive the necessary changes to bring that vision to life. Throughout the 2-year program, Leaders have a number of opportunities to visit organizations—both inside and outside of education, both within and beyond the U.S.—that will push their ideas of what is possible and inform the vision for their district. All of the teaching around change will focus on the work Leaders are doing. This is one of the main reasons why this is a program for teams—it allows us to bring a job-embedded component into every session we deliver.