

WHAT'S  
**RIGHT**  
in Education

2017 EVENT PROGRAM

# CHICAGO



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**#WRIE**



Dear Conference Partners,

Welcome to our annual What's Right in Education Conference!

We are fortunate to work with people who have great passion and purpose for achieving organizational excellence. As leaders, we rely on our employees to help us achieve results that matter. This means providing opportunities for individuals to plan and grow together around accomplishing meaningful outcomes. Almost every week we engage with our organizational partners as they apply actions that build organizational excellence. We continue our excitement by sharing partner stories and accomplishments with you.

Thank you for taking time out of your busy schedules to join us. At this conference, our goal is to showcase positive outcomes and promote the practices that matter most. We host several conferences throughout the year giving you an opportunity to hear about successes from those experiencing positive results. Also, our partners share areas needing improvements and strategies they use to increase results. The conferences offer a platform for all of us to learn from each other to continue our journey toward excellence. We are grateful for the opportunity to share their work with you.

Studer Education partners with organizations to create an aligned culture and accountability for achieving excellence together. Working side-by-side with educational leaders, we help to establish, accelerate, and hardwire the necessary organizational changes to create a culture of excellence. This leads to better transparency, higher accountability, and the ability to target and execute specific, high-leverage actions that are meaningful to the work we do and those we serve.

Our conferences are one of my favorite things throughout the year. Our goal is to have fun, learn, and network with each other. I hope you leave with new ideas and tactics to try in your organizations.

Over the next several days, you will have the opportunity to network and learn from each other. I am excited you are here to engage with us and with each other.

Thank you for the difference you make and the service you give to others. We're glad you are here with us.

With gratitude,

Janet K. Pilcher, Ph.D.  
Executive Leader & Managing Director



**WELCOME**





7:00 AM – 8:15 AM

**REGISTRATION, BADGE PICK-UP, NETWORKING BREAKFAST**

8:15 AM – 8:45 AM

**SETTING THE STAGE FOR SUCCESS**

**KEYNOTE**

**Janet Pilcher**

*Managing Director & Executive Leader, Studer Education*

What is Evidence-Based Leadership<sup>SM</sup>, how was it developed, and why are we gathered here? In this session, Dr. Pilcher sets the context for our time together by explaining the framework and principles of Evidence-Based Leadership<sup>SM</sup>. We'll come to understand its importance to achieving excellence, managing change, and maximizing performance.

8:45 AM – 9:45 AM

**OWN YOUR RESILIENCE**

**KEYNOTE**

**Kris Ann Piazza**

*Coach and National Speaker, Studer Group*

There's nothing more rewarding in the workplace than knowing the time, energy, and personal sacrifices you make are having a positive impact on others. Being a professional in education offers meaningful work, especially for those who are a part of an organization where they feel engaged and truly committed to the mission, vision and values of that organization. It can also be intensive, exhausting work that takes a toll on emotional and physical well-being. For that reason, it is important to be aware of what keeps you resilient as work demands continue to rise.

9:45 AM – 10:15 AM

**INTERACTIVE TABLE ACTIVITY**

**PROCESSING THE LEARNING**

10:15 AM – 10:30 AM

**NETWORKING BREAK**

10:30 AM – 11:15 AM

**PROMISING PRACTICE**

**BUILDING AND SUSTAINING EFFECTIVE TEAMS**

*School District of Menomonee Falls - Menomonee Falls, WI*

As a system, the School District of Menomonee Falls is committed to continuous improvement and we recognize the importance of engaging every employee in the improvement process. This requires us to place a premium on collaborative groups as the core unit to implement improvements to reach our goals. We have noted recently, through reflecting on system data and talking with members of teams getting the greatest results, that productive collaboration is a common denominator in our success. Collaboration does not commonly happen by chance. It must be intentional, learned, practiced, and applied. This is the beginning of the journey for us.

11:15 AM – 11:30 AM

**NETWORKING BREAK**



11:30 AM – 12:15 PM

**10 MINUTES THAT COUNT****EFFECTIVE FEEDBACK TO MAXIMIZE PERFORMANCE***Chippewa Falls Area Unified School District - Chippewa Falls, WI*

As a partner organization entering their 4th year with Studer Education, the Chippewa Falls Area Unified School District leadership team embraces the value of performance conversations for improvement. Hear from Superintendent Heidi Taylor-Elioupoulos and Principal Sue Kern about the why, what, and how of some of the most important conversations around performance, and how effective interactions with leaders make a powerful difference.

**STARTING OUR PERFORMANCE SCORECARDS***Belvidere Community Unit School District 100 - Belvidere, IL*

A new superintendent, a new continuous improvement process, a new Studer Education partner, and Belvidere Community Unit School District 100's first scorecard! Learn the secrets of going slow at first to go fast later, including starting with a pilot scorecard created in a transparent, open process with stakeholders and focusing clearly on a few important goals. Hear about the experience of Dr. Dan Woestman's first scorecard, how he achieved buy-in and shared ownership with cabinet leaders, and how they worked through the challenges of preparing to cascade the scorecard to all leaders.

**RAISING GRATEFUL KIDS***Stoughton Area School District - Stoughton, WI*

At WRIE 2016, we heard from Giacomo Bono, author of *Making Grateful Kids* and a founder of The Youth Gratitude Project. Erin Conrad, principal of Kegonsa Elementary, Stoughton, Wisconsin, was in the audience and became interested in joining the Youth Gratitude Project. Listen to her story of learnings and wonderings.

12:15 PM – 1:30 PM

**NETWORKING LUNCH**

1:30 PM – 2:20 PM

**PROMISING PRACTICE****THE "HOW" OF PERFORMANCE EXCELLENCE: IMPROVING PROCESSES WITH STAKEHOLDER FEEDBACK***Schertz-Cibolo-Universal City Independent School District - Schertz, TX*

In the Schertz-Cibolo-Universal City School District (TX), leaders have integrated the Baldrige Framework for Performance Excellence into their continuous improvement approach. As part of this work, key priorities of the school district include a "High-Performing, Engaged Workforce" and "Effective and Efficient Operations," in support of their number one priority, "High Achievement for All Students". To ensure that internal processes are working well for employees, leaders, families, and students, the district engages Studer Education and their local Top Workplaces organization to gather feedback via surveys; they apply the results to action planning, monitoring progress, and adjustments throughout the year. Dr. Damon Edwards, Deputy Superintendent; Paige Meloni, Executive Director of Finance, and Linda Cannon, Chief Human Resources Officer, will share specific actions they've taken to improve important processes and achieve performance excellence.



2:20 PM – 2:35 PM

## NETWORKING BREAK

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2:35 PM – 3:20 PM

## CONCURRENT SESSIONS

### THE FIRST YEAR: BRINGING EVIDENCE-BASED LEADERSHIP TO LIFE IN OUR DISTRICT

*Belvidere Community Unit School District 100 - Belvidere, IL*  
*Consolidated School District of New Britain - New Britain, CT*  
*Schertz-Cibolo-Universal City Independent School District - Schertz, TX*

Each Studer Education partner organization begins the journey to excellence in an individualized way, aligned to the Nine Principles® and the core tenets of the Evidence-Based Leadership<sup>SM</sup> Flywheel: passion, purpose, and meaningful results. We will engage with Dr. Dan Woestman, Belvidere Superintendent; Nancy Sarra, New Britain Superintendent; and Dr. Greg Gibson, Superintendent of Schertz-Cibolo-Universal City ISD, all of whom are just completing Year 1 in partnership with Studer Education. Their reflections on starting up, prioritizing initial work, and “lessons learned” will be valuable to non-partners, early partners, and all others as participants consider their own path forward toward organizational excellence.

### SETTING THE STAGE FOR SERVICE EXCELLENCE

*Portage Public Schools - Portage, MI*

Portage Public Schools is on a journey to excellence by creating a continuously improving team of leaders to lead the way. They determined early in the journey that ALL employee groups should be part of the development of standards of excellence. The “Standards Team” truly became a cohesive unit over many sessions of working through standards development, reviewing stakeholder feedback, and completing multiple revisions. Learn how Mark Bielang (Superintendent) and Michelle Karpinski (communications) managed this process effectively and how they are planning for the BIG rollout to employees so that everyone in Portage Public Schools is soon “living it every day!”

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3:20 PM – 3:30 PM

## NETWORKING BREAK

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3:30 PM – 4:15 PM

## CONCURRENT SESSIONS

### ROLLING OUT RESULTS FROM BOARD ROOM TO CLASSROOM

*School District of Altoona - Altoona, WI*

The School District of Altoona embraces results rollout all the way from the board room to the classroom. Dr. Connie Biedron, Superintendent, and her team of leaders, including Dan Peggs, Middle School Principal, decided to share survey results with leaders, employees, and students. Learn how this team prepared a process for empowering teachers to be the leaders of the rollout process for student engagement results.

### PLANNING AND PRACTICING AN EFFECTIVE PERFORMANCE CONVERSATION

*Chippewa Falls Area Unified School District - Chippewa Falls, WI*

Effective conversations are the most powerful way to maximize human performance and one of a leader’s perennial learning opportunities. Bring your thoughts and worries about an upcoming performance conversation, then plan, practice, and reflect with support from Chippewa Falls leaders and the participants around you. Planning and practice can bring you closer to perfection, and ensure excellent results.



4:15 PM – 4:30 PM

## NETWORKING BREAK

4:30 PM – 5:00 PM

## WONDERINGS, LEARNINGS & POSTS *PROCESSING THE LEARNING*

5:00 PM – 6:30 PM

## TEAM PLANNING TIME

## NETWORKING WITH STUDER EDUCATION TEAM AND ADVISORY COMMITTEE MEMBERS

7:30 PM - 9:00 PM

## NETWORKING RECEPTION AND CHICAGO SKYLINE TOUR AT NIGHT *HOSTED BY STUDER EDUCATION*

### WE'LL SEE YOU ON THE BOAT!

*112 E. Wacker Drive*

We invite you to be our guests on a relaxing, 90-minute evening cruise on a classic Chicago River cruising yacht, Chicago's Leading Lady! Take in the skyline views along Chicago's spectacular lakefront, enjoy hearty "dinner-worthy" appetizers, beverages and toe-tapping live music! Sit on the open air deck or enjoy the climate-controlled interior salon. The Leading Lady will depart at 7:30 PM from Chicago's River Walk, which is just minutes from the Sheraton Grand Chicago hotel. We'll escort you to the boat from the hotel lobby. More specific details will be provided at Tuesday's conference. ***For GPS purposes, use 112 E. Wacker Drive.***





7:00 AM – 8:00 AM **NETWORKING BREAKFAST**

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8:00 AM – 8:40 AM **THEMES AND QUESTIONS: PAUSE IN THE JOURNEY**  
**KEYNOTE**

**Janet Pilcher**

*Managing Director & Executive Leader, Studer Education*

Based on your questions and observations, Dr. Pilcher will synthesize key learnings from our first today together, with a focus on application: How do the pieces fit together? How do I apply and leverage my learning when I get back home?

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8:40 AM – 9:40 AM **PARTNER GALLERY WALK**  
**POSTER HANDOUTS LOCATED IN PROGRAM APPENDIX**

**LEADER ROUNDING FOR ENGAGEMENT**

*Edgerton School District - Edgerton, WI*

**LEADER NORMS FOR EFFECTIVE TEAMING**

*D.C. Everest Area School District - Weston, WI*

**ALIGNING EFFORT VIA SCORECARDS**

*Merrill Area Public Schools - Merrill, WI*

**ROUNDING BEYOND EMPLOYEES FOR AWESOME RESULTS**

*Northwestern Illinois Association - Sycamore, IL*

**ACCELERATING STUDENT ACHIEVEMENT**

*School District of Janesville - Janesville, WI*

**DEPARTMENT ROUNDING BY CHILD STUDY TEAM ROUNDING LEADERS**

*Sparta Township Schools - Sparta, NJ*

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9:40 AM – 10:00 AM **DESIGNING YOUR POSTER**  
**PROCESSING THE LEARNING**

10:00 AM – 10:15 AM **NETWORKING BREAK**

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10:15 AM – 11:15 AM **SERVICE EXCELLENCE IS AS EASY AS P.I.E.**  
**KEYNOTE**

**Liz Jazwiec**

*National Speaker and Award-winning Author*

Most of us work ourselves silly focusing on quality, demonstrated outcomes, and proven results. That's a good thing. Yet too often we stop short of the final step: zeroing in on how all our hard work comes across to the to the customers we serve - students, employees, and families. Why do we spend so much time making sure the ingredients are right...and so little time thinking about perception?



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**11:15 AM – 12:00 PM PROMISING PRACTICE****REWARD AND RECOGNITION: A COMMUNITY COMMITMENT***Tarrant City Schools - Tarrant, AL*

As Tarrant City Schools (AL) embark on their 4th year working with Studer Education, we recognize their skillful application of tactics for reward and recognition, and the difference that conscious, targeted effort in this area has made for students, families, employees, leaders and the community. They wholeheartedly highlight “what right looks like” in action every day. Dr. Shelly Mize, Superintendent, will share her key learnings and promising practices, implemented across the school district, for meaningful celebrations and a culture of continuous improvement.

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**12:00 PM – 1:00 PM NETWORKING LUNCH**

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**1:00 PM – 1:15 PM CONNECTING THE PIECES & EVALUATION**  
*PROCESSING THE LEARNING*

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**1:15 PM – 1:30 PM CLOSING REMARKS**

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**1:30 PM – 2:00 PM OPTIONAL TEAM TIME/NETWORKING WITH STUDER EDUCATION TEAM**  
*CONNECT WITH YOUR DISTRICT TEAM OR THE STUDER EDUCATION TEAM*

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**2:00 PM - 3:30 PM POST-CONFERENCE WORKSHOPS: OPTIONAL****NEW LEADER ONBOARDING**

In this 90-minute workshop, we welcome our partner-organization leaders who are new to their roles, the organization, and/or the work of Studer Education<sup>SM</sup>. During this opportunity to “catch up” with their colleagues, we’ll provide a complimentary copy of *Maximize Performance: Creating a Culture of Educational Excellence* to each participant. Studer Education coaches will provide background information about our organization and highlight key tactics and principles that leaders may be expected to execute in their new leadership roles. Offered in response to requests from our partners, we strongly encourage partner superintendents to extend an invitation to this session to leaders who have just joined or are about to join the organization.

**ALIGNING THE NINE PRINCIPLES® TO ACHIEVE PERFORMANCE EXCELLENCE WITH THE BALDRIGE FRAMEWORK**

In this workshop, Dr. JoAnn Sternke, former Superintendent of Schools of the 2013 Baldrige recipient Pewaukee School District, WI, will provide an overview of the Baldrige framework and share how the Studer Education<sup>SM</sup> Nine Principles®, surveys, scorecards and other key tactics position districts to begin or advance a Baldrige journey. Participants will receive a copy of the Baldrige Excellence Builder, and a recently updated crosswalk between the Nine Principles and the Baldrige framework. We are offering this workshop to support our partner organizations who already use the Baldrige Excellence Framework as well as those who have expressed an interest in learning more about how the Baldrige Framework could strengthen continuous improvement efforts.

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**3:30 PM – 4:30 PM NETWORKING TIME WITH STUDER EDUCATION TEAM**

# OUR PARTNERS

PARTNER		EXECUTIVE LEADER
AMARILLO INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Dana West</i>
ARLINGTON INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Marcelo Cavazos</i>
ASHWAUBENON SCHOOL DISTRICT	WI	<i>Dr. Brian Hanes</i>
BARRINGTON PUBLIC SCHOOLS	RI	<i>Michael Messore</i>
BELVIDERE COMMUNITY UNIT SCHOOL DISTRICT 100	IL	<i>Dr. Dan Woestman</i>
CESA #9	WI	<i>Dr. Karen Wendorf-Heldt</i>
CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT	WI	<i>Dr. Heidi Taylor-Eliopoulos</i>
CHRISTIAN COUNTY PUBLIC SCHOOLS	KY	<i>Dr. Mary Ann Gemmill</i>
CLINTON SCHOOL DISTRICT	MO	<i>Dr. Adam Willard</i>
CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN	CT	<i>Nancy Sarra</i>
D49 SAND CREEK ZONE	CO	<i>Sean Dorsey</i>
D.C. EVEREST AREA SCHOOL DISTRICT	WI	<i>Dr. Kristine Gilmore</i>
EDGERTON SCHOOL DISTRICT	WI	<i>Dr. Dennis Pauli</i>
ESCAMBIA COUNTY SCHOOL DISTRICT	FL	<i>Malcolm Thomas</i>
FLORIDA VIRTUAL CAMPUS	FL	<i>Dr. Pam Northrup / Mike Dieckmann</i>
GREENDALE SCHOOL DISTRICT	WI	<i>Dr. Gary Kiltz</i>
HILLSBORO COMMUNITY SCHOOL DISTRICT	IL	<i>David Powell</i>
HOPKINS COUNTY SCHOOL DISTRICT	KY	<i>Deanna Ashby</i>
HUMBLE INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Elizabeth Fagen</i>
JENKS PUBLIC SCHOOLS	OK	<i>Dr. Stacey Butterfield</i>
KENTUCKY ASSOCIATION OF SCHOOL ADMINISTRATORS	KY	<i>Dr. Rhonda Caldwell</i>
KETTLE MORAINES SCHOOL DISTRICT	WI	<i>Dr. Patricia Deklotz</i>
MANOR INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Royce Avery</i>
MARSHALL PUBLIC SCHOOLS	WI	<i>Dr. Barbara Sramek</i>
MERRILL AREA PUBLIC SCHOOLS	WI	<i>Dr. John Sample</i>
MICHIGAN STATE UNIVERSITY - INFRASTRUCTURE PLANNING AND FACILITIES DIVISION	MI	<i>Dan Bollman</i>
MISSION CONSOLIDATED INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Ricardo López</i>

# OUR PARTNERS

PARTNER		EXECUTIVE LEADER
MUSKEGO-NORWAY SCHOOL DISTRICT	WI	<i>Dr. Kelly Thompson</i>
NORTHWESTERN ILLINOIS ASSOCIATION	IL	<i>Jon Malone</i>
OCONOMOWOC AREA SCHOOL DISTRICT	WI	<i>Dr. Roger Rindo</i>
PEWAUKEE SCHOOL DISTRICT	WI	<i>Michael Cady</i>
PORTAGE PUBLIC SCHOOLS	MI	<i>Mark Bielang</i>
RACINE UNIFIED SCHOOL DISTRICT	WI	<i>Dr. Lolli Haws</i>
RICHLAND COUNTY ONE SCHOOL DISTRICT	SC	<i>Dr. Craig Witherspoon</i>
SANTA ROSA COUNTY SCHOOL DISTRICT	FL	<i>Tim Wyrosdick</i>
SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Greg Gibson</i>
SCHOOL DISTRICT OF ALTOONA	WI	<i>Dr. Connie Biedron</i>
SCHOOL DISTRICT OF ASHLAND	WI	<i>Dr. Keith Hilts</i>
SCHOOL DISTRICT OF CADOTT COMMUNITY	WI	---
SCHOOL DISTRICT OF HOLMEN	WI	<i>Dr. Kristin Mueller</i>
SCHOOL DISTRICT OF JANESVILLE	WI	<i>Dr. Steven Pophal</i>
SCHOOL DISTRICT OF MENOMONEE FALLS	WI	<i>Dr. Patricia Greco</i>
SCHOOL OF THE OSAGE	MO	<i>Dr. Brent Depee</i>
SETON CATHOLIC SCHOOLS	WI	<i>Donald Drees</i>
SOUTH LOUISIANA COMMUNITY COLLEGE	LA	<i>Dr. Natalie Harder</i>
STOUGHTON AREA SCHOOL DISTRICT	WI	<i>Dr. Tim Onsager</i>
SOUTHWEST SCHOOLS	TX	<i>Dr. Brenda Arteaga</i>
SUSQUEHANNA TOWNSHIP SCHOOL DISTRICT	PA	<i>Dr. Tod Kline</i>
TARRANT CITY SCHOOLS	AL	<i>Dr. Shelly Mize</i>
URBANDALE COMMUNITY SCHOOL DISTRICT	IA	<i>Dr. Steve Bass</i>
UNIVERSITY OF MISSOURI - STUDENT LIFE DIVISION	MO	<i>Chris Provorse</i>
UNIVERSITY OF WEST GEORGIA	GA	<i>Dr. Kyle Marrero</i>
WARREN COUNTY SCHOOL DISTRICT	KY	<i>Rob Clayton</i>
WAUKESHA COUNTY	WI	<i>Paul Farrow</i>
WEST ALLIS-WEST MILWAUKEE SCHOOL DISTRICT	WI	<i>Dr. Martin Lexmond</i>
YSLETA INDEPENDENT SCHOOL DISTRICT	TX	<i>Dr. Xavier De La Torre</i>

# OUR TEAM



**JANET PILCHER**, *Executive Leader and Managing Director*

[Janet.Pilcher@StuderGroup.com](mailto:Janet.Pilcher@StuderGroup.com) |  @JanetPilcher

**Ph.D. Measurement and Evaluation**, *Florida State University*  
**M.Ed. Educational Leadership**, *University of West Florida*  
**B.S. Business**, *Florida State University*

Janet Pilcher is the founder and Executive Leader of Studer Education and a Managing Director of Studer Group. In 2010, Janet transitioned from higher education to work with the founder of Studer Group, Quint Studer, to determine how best to transfer leadership best practices in healthcare to education. Several years down this path, Janet and Quint joined in partnership to co-author, *Maximize Performance: Creating a Culture for Educational Excellence*. This book highlights our partner results and accomplishments that align to the foundation of our work, the Nine Principles®, and our mission, which is to maximize human and organizational performance. By working in partnership to develop the highest level of leadership, Janet and the coaching team engage with leaders to elevate educational organizations to become best places to work, learn and achieve.

Prior to joining Studer Group, Janet served a 19-year tenure at the University of West Florida where she was a professor, associate dean and dean of the College of Professional Studies. While at UWF she received and oversaw 17 million dollars of grant and contract projects and achieved one of UWF's research distinction awards. In 2005, Janet transitioned from the dean's position to create and lead the Institute for Innovative Community Learning. While at UWF, she and Dr. Robin Largue co-created the TeacherReady® program, a premier virtual program that prepares second career teachers who live all over the world. In partnership with the University of West Florida, Studer Education continues to offer this program serving teacher candidates in 50 states and 95 countries.



**ROBIN LARGUE**, *Senior Director*

[Robin.Largue@StuderEducation.com](mailto:Robin.Largue@StuderEducation.com) |  @RobinLargue

**Ed.D. Educational Leadership**, *Florida State University*  
**M.A.T. History**, *University of West Florida*  
**B.S. History Education**, *University of Alabama*

*Educational leadership certification and license in Florida.*

Robin Largue is a Studer Education Coach for the Evidence-Based Leadership K12 approach applied in school districts. She has leadership experiences as an executive leader and high school principal in the Escambia County School District (FL), where she served the school district for nearly three decades. In 1999, Robin left the school district to serve as the leader of the educational leadership program at the University of West Florida where she and Janet Pilcher co-created an online alternative teacher certification program, TeacherReady®. As part of her work with school districts while at the university, Robin continued to provide professional development to school leaders and teachers; she also partnered with the School of Business to create an interdisciplinary online masters of administration program for educational leaders.

In 2010, Robin partnered with Janet to initiate Studer Education, the new education division in Studer Group. She is the co-author of the book, *How to Lead Teachers to Become Great* and has developed many face-to-face and online learning modules for leaders, aspiring leaders, and teachers.

# OUR TEAM

**THERESA VERNETSON**, *Instructor Emeritus, University of Florida*

[Theresa.Vernetson@StuderEducation.com](mailto:Theresa.Vernetson@StuderEducation.com) |  @TVernetson

**Ed.D. Educational Administration and Supervision: Higher Education**, *University of Florida*  
**Ed.S. Community Education**, *University of Florida*  
**M.Ed. in Adult Education**, *University of Florida*  
**B.A. English**, *Florida State University*



Theresa Vernetson retired as the Assistant Dean for Student Affairs in the College of Education at the University of Florida in 2014, after 31 years of service. She served as the University's K-12 liaison, the University's Certification officer, the College's Affirmative Action Officer, Title II contact, and was responsible for coordinating the College's undergraduate admissions, monitoring undergraduate students as they completed their programs of study, and certifying that each candidate completed the appropriate Florida and NCATE approved educator preparation program at the graduate or undergraduate levels. She also supervised the Office of Recruitment, Retention, and Multicultural Affairs, and student activities in the College. She chaired the committee to revise the Florida Educator Accomplished Practices in 2010, served as a member of the UF team to develop program approval standards in 2012-13, and served as a member of the Florida Staff Development Protocol revision team and the Clinical Education revision team with the Department of Education. Theresa has been a teacher of English at the middle school and reading at the adult school level. She served the College as the Director of Extended Services (1984-1995), Director of the Office of Professional Development and Communications (1995-2000), as Assistant Dean for Educational Outreach and Communications (2000-2001), and as Assistant Dean for Student Affairs (2002-2014). In addition to serving as a master facilitator for Studer Education, Theresa provides input on strategy, product development, and coordinates the Leadership Service Line Advisory Board.

**MELISSA MATARAZZO**, *Senior Director*

[Melissa.Matarazzo@StuderEducation.com](mailto:Melissa.Matarazzo@StuderEducation.com) |  @LrngLdr

**Ed.D. Urban Superintendents Program**, *Harvard University Graduate School of Education*  
**Ed.M. Educational Policy & Management**, *Harvard University Graduate School of Education*  
**Ed.M. School Leadership**, *Harvard University Graduate School of Education*  
**B.A. History**, *Brown University*



*Educational leadership certification and license in Massachusetts and South Carolina.*

Melissa Matarazzo is a Studer Education coach for the Evidence Based Leadership<sup>SM</sup> K12 approach. Prior to this, Melissa served as the Executive Director for Achievement and Accountability in the Charleston County School District (SC), overseeing the offices of teacher effectiveness, leadership development, and assessment and evaluation. In this role, Melissa designed and implemented a School Quality Review process that fostered consistency and learning connections between schools. Prior to her tenure in Charleston, Melissa was a middle school principal in the Peabody Public Schools (MA) and an 8th grade teacher and assistant principal in the Derry Cooperative School District (NH). Melissa has served as a supervisor of teacher interns at the College of Charleston, SC and an adjunct instructor at American International College in Springfield, MA. Sharing her passion for leadership development and systems improvement, Melissa has provided consulting support to leaders in the Amesbury Public Schools, Boston Public Schools, and the KIPP Jacksonville region.

# OUR TEAM



**JOANN STERNKE**, *Senior Director and Coach*

[JoAnn.Sternke@StuderEducation.com](mailto:JoAnn.Sternke@StuderEducation.com) |  [@jasternke](https://twitter.com/jasternke)

**Ed.D. Leadership, Learning, and Service**, *Cardinal Stritch University*

**M.Ed. Educational Leadership**, *Marquette University*

**B.S. English, Speech Theatre Education**, *Marquette University*

In June 2017, Dr. JoAnn Sternke retired as the Superintendent of Schools in Pewaukee School District, a district that serves 2900 students on a beautiful campus located just west of Milwaukee, Wisconsin. Under her leadership, student achievement saw a dramatic increase. Despite having one of the most rigorous public school graduation requirements (28 credits) in the state, PSD achieved a 97% graduation rate. A key measure of college and career readiness, the percentage of PSD students attending a two- or four-year college increased from 68.8% in 2006-2007 to close to 91% in 2013-14. The Pewaukee School District is dedicated to using the Baldrige Criteria for Performance Excellence. In 2010, the Pewaukee School District was the first education recipient of the Wisconsin Forward Award, the highest level of recognition in Wisconsin's performance excellence program. In 2013, the Pewaukee School District was honored to receive the Malcolm Baldrige National Quality Award, a presidential honor few organizations have attained. For five years, the Pewaukee School District has been recognized as a Top Workplace by the Milwaukee Journal Sentinel, one of very few educational institutions recognized with this honor. The district pursues a relentless focus on using strategic planning, results data, and key work process identification to leverage improvement. JoAnn serves on the Board of Examiners for both the Baldrige National Quality Program and the Wisconsin Center for Performance Excellence. She is an active member of the American Society for Quality. She was recognized as Pewaukee's Person of the Year in 2014 and Wisconsin's Superintendent of the Year for 2013. She was also honored with the Milwaukee Business Journal's Women of Influence in 2010. Dr. Sternke earned her doctoral degree in Leadership, Learning, and Service through Cardinal Stritch University where JoAnn also serves as a professor in the Masters in Educational Leadership Program and superintendent licensure program.



**KAREN (KK) OWEN**, *Coach*

[Karen.Owen@StuderEducation.com](mailto:Karen.Owen@StuderEducation.com) |  [@KKOwen\\_Coach](https://twitter.com/KKOwen_Coach)

**Ed.D. Educational Leadership and Curriculum and Instruction**, *University of West Florida*

**M.Ed. Educational Leadership**, *University of West Florida*

**B.A. Elementary and Exceptional Student Education**, *Louisiana State University*

Karen (KK) Owen is a Studer Education coach for the Evidence-Based Leadership K12 approach. Previously, she served as the Director of Professional Learning for the Escambia County School District (FL). While in this role, KK Owen served as project leader for reforming teacher, school leader, and district leader evaluations under the Race To the Top system and supervised principal and teacher leader training for federal, state, and district initiatives; worked with the Florida Association of District School Superintendents and the Bill and Melinda Gates Foundation in the improvement of teacher and principal quality; and worked on union collaboration projects with the Teachers Union Reform Network and the National Education Association. In addition to her experience as a district leader, KK has 15 years of school leadership experience serving as the principal of three elementary schools in Pensacola, Florida-C.A. Weis, Blue Angels, and N.B. Cook. She was twice selected Principal of the Year in Escambia County and was a regional finalist for Florida Principal of the Year. Prior to serving as a school and district leader, KK was a classroom teacher in both general and special education K-12 in public school systems in Louisiana and Florida as well as in a private system in Louisiana.

# OUR TEAM

**ELIZABETH (LIZ) MENZER**, *Senior Director for Partner Development*

[Liz.Menzer@StuderEducation.com](mailto:Liz.Menzer@StuderEducation.com) |  @LizMenzer

**B.S. Communications**, *University of Wisconsin Stevens Point*



Elizabeth (Liz) Menzer is the senior leader for Partner Development for Studer Education. Liz works to identify and develop markets and products to strategically grow the Leadership Service Line. She also draws on her decade of school board leadership in Wisconsin by supporting partners and their boards. Prior to this role, Liz was the long-time executive director of the Wisconsin Center for Performance Excellence where she helped organizations of all types and sizes understand and use continuous improvement strategies and Baldrige-based assessments. Liz chairs the Alliance for Performance Excellence, a network of state, regional, and sector-specific programs that collectively help organizations in every state in the nation use the Baldrige Excellence Framework to improve their performance. She is an alumni Baldrige examiner and training facilitator, serves on the Baldrige Board of Overseers and is on the board of directors for the Foundation for the Malcolm Baldrige National Quality Award. Liz has held marketing and communication leadership positions in the higher education, health care, service, and nonprofit sectors, most recently serving as Vice President, Marketing and Communications at MetaStar, Inc. Liz was a public member of the Board of Trustees for the Higher Learning Commission, one of six regional institutional accreditors in the United States.

**ERICA CALLAWAY**, *Performance and Product Specialist*

[Erica.Callaway@StuderEducation.com](mailto:Erica.Callaway@StuderEducation.com) |  @Erica4SE

**M.Ed. Teaching, Learning, and Advocacy**, *College of Charleston*  
**B.S. Elementary Education**, *College of Charleston*



Erica Callaway is the Performance and Product Specialist for Studer Education. In this role, Erica provides strategic guidance for administrative and operational functions to support the success of all district partners. Early in her career, Erica was an award-winning teacher in the Charleston County School District (SC). After achieving National Board Certification, she obtained a Master of Teaching, Learning, and Advocacy degree from College of Charleston, and moved into a leadership role in Charleston managing the organization's performance management process and system implementation. She is currently pursuing her Ed.D. in Leadership and Innovation at Arizona State University. Erica's experience and long-standing commitment to education drive her work in creating systems that promote innovation and growth in an organization.

**RYAN HESS**, *Partner Development Specialist*

[Ryan.Hess@StuderEducation.com](mailto:Ryan.Hess@StuderEducation.com) |  @HessRyanT

**M.Ed. Educational Leadership**, *University of West Florida*  
**B.S. Elementary Education**, *University of South Alabama*



Ryan Hess is the Partner Development Specialist for the Studer Education team. Prior to this, Ryan served as a training specialist and program coordinator in the Escambia County School District's (FL) Professional Learning and Information Technology departments. His professional experiences within the education sector have been diverse, with highlights including: engaging students to measurably improve achievement, managing technology systems, developing curriculum guides and district assessments, coaching teachers in strategies for integrating technology, managing technology projects and implementations, and coordinating, developing, and executing large-scale professional development initiatives. Ryan supports the Studer Education coaching team through outreach to potential partners.

# OUR TEAM



**MANDY GAGLIARDI**, *Integrated Communications Associate*

[Mandy.Gagliardi@StuderEducation.com](mailto:Mandy.Gagliardi@StuderEducation.com) |  [@MVolodymyrenko](https://twitter.com/MVolodymyrenko)

*B.S. Advertising in Communications, University of West Florida*

Mandy Gagliardi is the Integrated Communications Associate at Studer Education. She supports the Studer Education team in the development, design, and delivery of digital and print materials to improve partner experience. She also serves as a technology solutions specialist for the Evidence-Based Leadership<sup>SM</sup> and TeacherReady<sup>®</sup> teams. Mandy applies her background in Property Management and Marketing Communications to implement process and communication solutions for future teachers and leaders.



**ASTI KELLEY**, *Public Relations Specialist*

[Asti.Kelley@StuderEducation.com](mailto:Asti.Kelley@StuderEducation.com)

*North Carolina State University*

Asti Kelley is the Public Relations Specialist for Studer Education. Asti manages blog and social media content for the division, as well as the publication of our monthly newsletter. Asti will complete her bachelor's degree in Communications at North Carolina State University at the end of this year. She has experience serving as the Public Relations Chair for her sorority as well as blogging. She is passionate in her work to innovate and further the team's impact in education.



## CONTACT OUR TEAM



[info@studereducation.com](mailto:info@studereducation.com)



[StuderEducation.com](http://StuderEducation.com)



850.898.3949

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# SPEAKERS



## KRIS ANN PIAZZA

COACH AND NATIONAL SPEAKER - *STUDER GROUP*

Kris Ann Piazza epitomizes the positive mindset needed in today's challenging healthcare environment to emerge successfully through change. With passion and intelligence, she speaks about how she has triumphed over personal adversity to demonstrate the human capacity for resiliency. Kris Ann coaches leaders on creating cultures of alignment, action, and accountability to achieve organizational excellence. She believes great leaders positively impact the transformation of organizational culture through employee engagement. As a result, she has dedicated her life to helping leaders focus on quality processes, clear communication and values-driven behaviors. Diligent, creative and motivating, Kris Ann is recognized for her ability to connect with people, her expertise and passion for service and the ability to coach others to greater levels of personal and professional achievement.

## MARGARET HANGOS

TEACHER - *SCHOOL DISTRICT OF MENOMONEE FALLS*

Maggie Hangos is a social studies and reading teacher. She believes that educators are successful when they create solid teams around themselves. In order to create these teams, Maggie builds strong working relationships with her students and colleagues. The end result is a strong foundation for the pursuit of academic and curricular success. In addition to her work experience, Maggie and her husband enjoy raising their 2 year old daughter, Harper, and are looking forward to their new daughter joining the family in October. Maggie holds a BS in Education from the University of Wisconsin-Milwaukee and a Reading Certification from Concordia University Wisconsin. She is currently in the process of earning her Masters of Science in Education-Literacy from Concordia University Wisconsin.

## SUE LEE

LEARNING AND IMPROVEMENT SPECIALIST - *SCHOOL DISTRICT OF MENOMONEE FALLS*

Sue Lee believes all students will learn when they know you believe in them. The system is strongest when we work as a team committed to the same goals. Thus, Sue works tirelessly to facilitate conversations that build common understandings and lead to high impact decisions. Sue has been an educator for 30 years and worked as an elementary teacher, math coach, gifted and talented resource teacher, and curriculum specialist. In addition to her career, Sue is the proud mother of four young men and will soon make her second trip to Guam to help teachers and administrators develop their understanding of improvement processes. Sue holds a B.S. in Elementary Education from Mount Mary University, a Master of Curriculum from National Louis University, and a Coordinator of Gifted certificate from the University of Wisconsin, Whitewater.

## TAMI JAECK

LEARNING AND IMPROVEMENT SPECIALIST AND LITERACY COACH - *SCHOOL DISTRICT OF MENOMONEE FALLS*

Tami Jaeck supports staff in achieving professional goals to help all students learn. After two decades of working in the Falls, Tami has worn many hats while serving on various teams. Her level of leadership embodies and models the best of outstanding communication and data analysis to determine next steps with student learning and system changes. She is truly a team player who has positive relationships with colleagues and keeps individual and team communication a high priority. She truly cares about her students and peers. Tami has the ability to see different perspectives and meet people where needed when providing supports. Tami holds a BA in Business Education from University Wisconsin-Whitewater, MS in Educational Computing from Cardinal Stritch University, and Reading Certification from University Wisconsin-Stout.

# SPEAKERS



## COREY GOLLA

DIRECTOR OF CURRICULUM AND LEARNING - *SCHOOL DISTRICT OF MENOMONEE FALLS*

Corey Golla works with administrators, coaches, and teachers to help them realize their vision of achieving exceptional and relevant results for students. Corey believes that if you empower teams with the knowledge, skills, time, and trust to improve while keeping them connected to why they accepted the challenge of working in education our students will thrive. Corey Golla has worked toward that culture of empowerment as a principal at Menomonee Falls and most recently in his role as Director of Curriculum and Learning. Corey holds a Masters in Educational Leadership from Marian University and recently completed the requirements for his Superintendents license at Concordia University.

## SUMEERA MANSUKHANI

ELEMENTARY TEACHER - *SCHOOL DISTRICT OF MENOMONEE FALLS*

Sumeera Mansukhani works to foster independence in elementary students to achieve excellence in mathematics, literacy, social studies, and science. Sumeera believes that students reach their highest success in environments where they feel valued, respected, and celebrated for their differences. Thus, she works to create a safe, inclusive, and culturally responsive learning environment for all students to excel and become tolerant, open-minded citizens of a larger community. Sumeera researched how to integrate literacy with social studies for her Masters thesis. This past year, she collaborated to initiate and plan the first Multicultural Fair at her school. Sumeera was recognized in the area of service to others and chosen to help her district establish the standards for Team Excellence. Sumeera holds a BA in Psychology from the University of Wisconsin, Madison and a Masters in Teaching from Cardinal Stritch University.

## HEIDI TAYLOR-ELIOPOULOS

SUPERINTENDENT - *CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT*

Heidi Taylor-Eliopoulos is Superintendent of the 5,200-student district in Northern Wisconsin. She believes strongly that educational leaders working together can make all of our communities better. Heidi prioritizes human capital as the district's greatest resource, and she is committed to empowering employees to make a difference. Heidi began her career as an English teacher at Eau Claire North High School. She was an administrator in both Durand and Steven's Point before returning to Chippewa Falls to lead the Chippewa Falls Middle School before becoming Superintendent. Heidi is very active in the Wisconsin Association of School District Administrators and the School Superintendents Association, particularly as a member of their Redefining Ready Cohort. Heidi graduated from University of Wisconsin-Eau Claire with a bachelor's degree in English education. She earned a master's degree in educational administration from University Wisconsin-Superior and a doctorate in educational leadership from the University of Nebraska.

## SUSAN KERN

PRINCIPAL - *CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT*

Sue Kern is entering her 3rd year as the Principal of the Chippewa Falls Middle School. She is deeply committed to educating the whole child and has focused on ensuring authentic, personalized learning for all students in her school through current technologies and innovative teacher practices. Sue has led the school into exciting new territory for early academic and career planning that engages students as they explore who they are and what they're interested in for the future. With experiences ranging from 4th to 12th grade, Sue taught in both Pepin and Eau Claire, Wisconsin. She served as a high school associate principal at Eau Claire North High School for ten years before joining the Chippewa Falls Area Unified School District as a principal. At the University of Wisconsin-Eau Claire, Sue earned her Bachelors of Science in education and her master's degree in education with emphasis in Middle Level Education and At-Risk Education. Sue holds licensure in Educational Leadership and as a Director of Curriculum.

# SPEAKERS



## DAN WOESTMAN

*SUPERINTENDENT - BELVIDERE COMMUNITY UNIT SCHOOL DISTRICT 100*

Dan Woestman is the superintendent for the Belvidere Community Unit School District 100 who works to impact the lives of others by helping them make good choices through his optimism, perspective, and knowledge. Dan believes all children are a vital part of the communities we live in and our future, and that we have an obligation to give them the best learning experiences we can offer. He knows that schools have a tremendous influence on children both in and outside of the classroom, and that a high capacity, dedicated, and ever-learning staff are the most important resource that schools offer children. Dan served as an English teacher for the Nebo School District in Utah, as well as an ESL teacher and administrator at Hononegah Community High School District in Illinois. He most recently served as the Chief Quality Officer for the Rockford Public Schools in Illinois for five years before taking his current position in Belvidere. Dan holds a Doctorate in Educational Leadership from Northern Illinois University.

## ERIN CONRAD

*PRINCIPAL - STOUGHTON AREA SCHOOL DISTRICT*

Erin Conrad is starting her second year as principal at Kegonsa Elementary in Stoughton, Wisconsin. Last year they launched an inquiry based kindergarten which was successful academically as well as socially and emotionally. Inspired by their success, the entire school is beginning their journey to reimagine what teaching for learning can look like. Prior to Kegonsa, Erin worked in Sun Prairie as an assistant principal and in various capacities in the Madison Metropolitan School District, most recently coordinating professional learning for all student service staff. With deep roots in bilingual and special education Erin is committed to helping schools push beyond legacy practices and instead create rich learning experiences for all of our learners that best ready them for our world of tomorrow. Erin lives in Monona, Wisconsin with her husband, three children and two cats.

## GREG GIBSON

*SUPERINTENDENT - SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT*

Greg Gibson became SCUC ISD Superintendent of Schools in January 2010. He feels honored to serve with a staff that works to provide a safe, secure, and challenging learning environment where all students can realize their potential and become productive members of society. In 2016, Greg was selected as the ESC-20 Superintendent of the Year, and was 1 of 5 finalists for Texas's Superintendent of the Year. Prior to that, Greg served as the Superintendent of Crowley ISD from 2003-2009. He began his career as an educator in 1991 at Graham ISD and quickly became Graham's Superintendent from 2000-2003. Since 2011, SCUC has been named one of San Antonio's Top Workplaces among large employees by the San Antonio Express-News. In 2015, Greg was appointed by the U.S. Department of Commerce to serve on the Panel of Judges for the prestigious Malcolm Baldrige Award. In 2016, Greg was appointed by Governor Greg Abbott to serve as a Trustee for the Teacher Retirement System of Texas. He received his Doctorate of Education from the University of North Texas in Denton in 2009. He received his Superintendent Certification from Tarleton State University and his Master's and Bachelor's degrees from Midwestern State University in Wichita Falls.

## DAMON EDWARDS

*DEPUTY SUPERINTENDENT - SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT*

Dr. Damon Edwards, Deputy Superintendent, leads the Student and Academic Services Division to support all campuses and departments with a focus on continuous improvement related to three district priorities: High Achievement for All Students, High-performing and Engaged Workforce, and Effective and Efficient District and Campus Operations. Damon believes that how we interact with people impacts their motivation and desire to learn, perform, create, and influence others. He believes the members of the system must work collaboratively to develop an environment that allows students to achieve and that we all learn based on feedback. Prior to his role as Deputy Superintendent, Damon served as a teacher, coach, assistant principal, principal, director, executive director and chief instruction officer. He is a member of the Texas Association of School Administrators, the Association of Supervision and Curriculum Development, and the Texas Association of Secondary School Principals. Damon received his Doctorate in Educational Leadership from Nova Southeastern University, his Master of Education and Bachelor of Science from Abilene Christian University.

# SPEAKERS



## LINDA CANNON

CHIEF HUMAN RESOURCES OFFICER - *SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT*

Linda Cannon works with the campuses and departments to support their needs with staffing and employee relations. She believes that it is important to find opportunities to listen and learn from staff members to create an environment for staff engagement. For the past 30 years, Linda has served in SCUCISD as an elementary teacher, an assistant principal, an elementary and junior high principal, and a curriculum and instruction director before moving into the Human Resources Department. She is active in Texas Association of School Personnel, Texas Association of School Administrators (TASA) and Society for Human Resources. Linda holds a Bachelor of Arts Degree in Education from Texas State University and a Master's Degree in Educational Leadership from the University of Texas at San Antonio.

## PAIGE MELONI

EXECUTIVE DIRECTOR OF FINANCE - *SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT*

Paige Meloni works with all campuses and departments in the organization to allocate and manage financial resources for continuous improvement. Paige believes that a sense of collective purpose in a school district begins with both the informal and formal feedback connections that district leaders establish and carry out with their building principals, other district leaders and direct reports. Over the past 25 years, Paige has served as an elementary teacher, assistant principal, principal, and district curriculum and instruction leader prior to moving into her current role in the Finance Department. She is an advocate for public education in Texas and is active in both the Texas Association of School Administrators and the Texas Association of School Business Officials. Paige holds a Bachelor of Arts in International Studies from Austin College, Sherman, Texas; a Master of Arts in Latin American Studies from Tulane University, New Orleans, Louisiana; Texas Teacher Certification through the University of Texas at San Antonio; a Master of Arts in Educational Leadership at Trinity University, San Antonio, Texas; and the Texas Superintendent's Certification through Texas State University, San Marcos, Texas.

## NANCY SARRA

SUPERINTENDENT - *CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN*

Nancy Sarra has served New Britain's children for over 20 years from classroom teacher to building principal to central office, always with the goal of educating the whole child. Nancy believes the New Britain community is charged with the essential mission of preparing all students for college, career readiness, and citizenship. She has worked extensively with the Coalition for New Britain's Youth on strategic actions for children around summer learning enrichment as well as chronic absenteeism. She believes that the collective efforts of the community in partnership with the School District will ensure that each student is healthy, safe, engaged, supported and challenged. Nancy has advanced degrees in Educational Leadership from the University of Connecticut and Central Connecticut State University and is a lifelong resident alongside the students and families she serves in New Britain.

## MARK BIELANG

SUPERINTENDENT - *PORTAGE PUBLIC SCHOOLS*

Mark Bielang works with an exceptional leadership team to continuously improve the learning culture for 10,000 students and staff. Having spent more than four decades in Michigan's Public Schools, Mark applies what he learned as a builder to create organizations with strong foundations. Mark has been a teacher, high school principal, and for the past 22 years, superintendent in two school districts. In addition, he was elected to serve his profession as president of both the American Association of School Administrators and Michigan Association of School Administrators. He continues to stay connected as a builder by serving as president of Habitat for Humanity-Van Buren County. Mark holds a BS in Industrial Education from Western Michigan University, an MA in Educational Leadership also from WMU, and an Ed.S in Educational Administration from Central Michigan University. When his schedule and weather allow, he can be found on a country road riding his Harley.

# SPEAKERS



## MICHELLE KARPINSKI

COMMUNITY RELATIONS MANAGER - *PORTAGE PUBLIC SCHOOLS*

Michelle Karpinski has the perspective of a parent with two graduates from the District. Michelle's career began as a broadcast journalist with WEAQ in Eau Claire, WI, then WWMT in Kalamazoo, MI, before spending more than 20 years as an executive in non-profit management. Her areas of expertise include fundraising, marketing, and customer service. Michelle has experienced the positive results that service excellence standards can generate in an organization through building shared values and in setting expectations of performance when interacting with others. She is excited to bring this work to the public-school setting. Michelle holds a BA in Broadcast Journalism and Spanish from the University of Wisconsin-Eau Claire, and a Master's in Public Administration from Western Michigan University. She is also a Certified Fundraising Executive.

## DAN PEGGS

MIDDLE SCHOOL PRINCIPAL - *SCHOOL DISTRICT OF ALTOONA*

Dan Peggs has a passion for improving the lives of middle-level learners. Dan is driven by data to improve his school, but knows that behind each data point is a human being with a passionate story to tell. He believes it is his directive to harness the power of our individual experiences to continuously improve the work that we do in education. Dan has served as a middle school science teacher, high school principal, and middle school principal throughout West-central Wisconsin. In addition to his experience in education, Dan enjoys exploring the great outdoors with his three young daughters and wife. Dan holds a Bachelor's degree in physical science education from the University of Wisconsin-Eau Claire, a Master's degree in educational administration from Concordia University, and is currently finishing his Doctoral degree in higher-education administration from Edgewood College.

## CONNIE BIEDRON

SUPERINTENDENT - *SCHOOL DISTRICT OF ALTOONA*

Dr. Connie Biedron has served as the superintendent of the School District of Altoona since 2012. She was an elementary school principal for 13 years in the Blair-Taylor School District. In 2016, Connie created a Fab Lab with the help of two \$25,000 grants from the WEDC and a network of business partnerships. In 2014, she worked to pass a \$23 million referendum to build a new K-3 Elementary School and remodel the existing campus. She also created a 4th and 5th grade, multi-age Project Based Learning School in 2013. Connie notes her job is very demanding but also satisfying. What she relishes most about it, she says, is the opportunity to build systems that will facilitate continuous improvement for future Altoona students.

## LIZ JAZWIEC

NATIONAL SPEAKER AND AWARD WINNING AUTHOR

Liz Jazwiec, R.N. is a nationally renowned speaker, strategist and author who has shared her passion for leadership, engagement and service with audiences across the country. Her work as vice president of patient care and as the director of emergency services was one of the key reasons Holy Cross won Fortune Magazine's Enterprise Award for Best Business Practices. She uses that expertise to inspire other organizations interested in building a culture where excellence is driven by strong leaders and engaged employees. Liz is the award winning author of the bestselling books *"Eat THAT Cookie!"* and *"Hey Cupcake! We are ALL Leaders"*. In 2010 *"Eat THAT Cookie"* was chosen as a winner of the American Journal of Nursing Book of the Year award in the leadership and management category. Her latest book *"Service Excellence is as Easy as P.I.E."* has just been released, and is already receiving rave reviews. Many audiences describe Liz's presentations as uplifting, motivational and fun. However, they also clearly respect her practical and experience-based style. You're sure to enjoy her creative and viable suggestions for addressing some of the difficult issues facing organizations today.

# SPEAKERS



## SHELLY MIZE

SUPERINTENDENT - TARRANT CITY SCHOOLS

Dr. Shelly Mize, Superintendent of Tarrant City Schools, sees each staff member and student as an individual and works hard to unlock his/her potential by honing gifts, talents, and skills. After working for more than 25 years in Tarrant City Schools, Shelly understands the importance of fostering and building relationships, leading by example, and to not let limited funding be a barrier. Her favorite game is to “pretend we have money.” Tarrant staff members have found that when funding is not perceived as an obstacle, they have been able to think outside of the box and brainstorm creative ways to leverage resources and make amazing opportunities happen for students. As a superintendent in a high-poverty, urban school district, she believes it's very important to be an advocate and cheerleader for those who cannot speak for themselves. Shelly has served as an after-school teacher, fifth grade teacher, assistant principal, testing coordinator, webmaster, principal, and superintendent of schools all in the Tarrant school system. She received her doctorate from Samford University in 2003. She was recognized as District V Superintendent of the Year (2013) and “Runner up” for Alabama School Superintendent of the Year (2013). She received the Dr. Phil Hammonds Educator of the Year Award (2014) from the Youth Leadership Development Program. Mize was also honored with an inaugural Learning for Life award (2015) from Samford University's Orlean Beason School of Education for making a significant impact in the lives of others in the field of education and her community.



## STUDER EDUCATION SPEAKERS SPEAK FROM EXPERIENCE



Did the *What's Right in Education* speakers inspire you? Would you like to arrange for one of our WRIE speakers to attend your next in-service or conference? Our experienced speakers will grab your audience with humor, personal stories, and real-life case studies of failure and success. From large district events to exclusive executive training, Studer Education speakers deliver the perfect balance of inspiration and education for every audience.

Contact Liz Menzer, Senior Director for Partner Development, to learn more about the Studer Education Speaker's Bureau.

[Liz.Menzer@StuderEducation.com](mailto:Liz.Menzer@StuderEducation.com)



WITH THE  
DEMANDS  
TODAY, IT IS  
IMPERATIVE  
THAT WE  
CONTINUE  
TO **EVOLVE,**  
**IMPROVE, AND**  
**REINVENT**  
**OURSELVES.**

- James Robbins



## UPCOMING EVENTS

### NOV 16-17, 2017 **MENOMONEE FALLS, WI** SYMPOSIUM ON CONTINUOUS IMPROVEMENT

[studereducation.com/cievent](http://studereducation.com/cievent)

This two-day symposium and two-day pre-conference will afford a deeper conversation as participants examine how to build a culture committed to learning and focused on quality outcomes for the community. You will have opportunities to visit classrooms and to speak to staff about tactics and strategies used to build continuous improvement processes throughout the school district. From kindergarten students to the Board, process improvement is having an impact on system effectiveness and efficiency.



### SEPTEMBER 14-15, 2017 **NEW ORLEANS, LA** DESTINATION HIGH PERFORMANCE

[studereducation.com/dhp-new-orleans](http://studereducation.com/dhp-new-orleans)

Join us for **Destination High Performance: Higher Education Leadership Best Practices Seminar.**

Today, difference-makers in education understand the role leadership plays in the success of our organizations and communities. Learn from and engage with high performing executive leaders as we network to transform education institutions to maximize organizational and individual performance. The seminar focuses on leadership practices that build aligned and engaged educational institutions. You'll hear from leaders from a variety of backgrounds who are using Evidence-Based Leadership<sup>SM</sup> practices to set clear expectations, reduce inconsistent performance, develop and support teams that are adaptive to change, and create a culture of service excellence.



### NOV 28-29, 2017 **NASHVILLE, TN** DESTINATION HIGH PERFORMANCE

[studereducation.com/dhp-nashville](http://studereducation.com/dhp-nashville)

Join us in Nashville as we share and learn about leadership practices that promote high levels of employee engagement across a district and in each school and department. Our partners will share strategies they used to attract and retain the best teachers and staff in service to students and families. You'll hear from leaders from a variety of backgrounds who are applying actions that build organizational excellence, and impact results that matter. Registration is open.

## STUDER NINE PRINCIPLES®



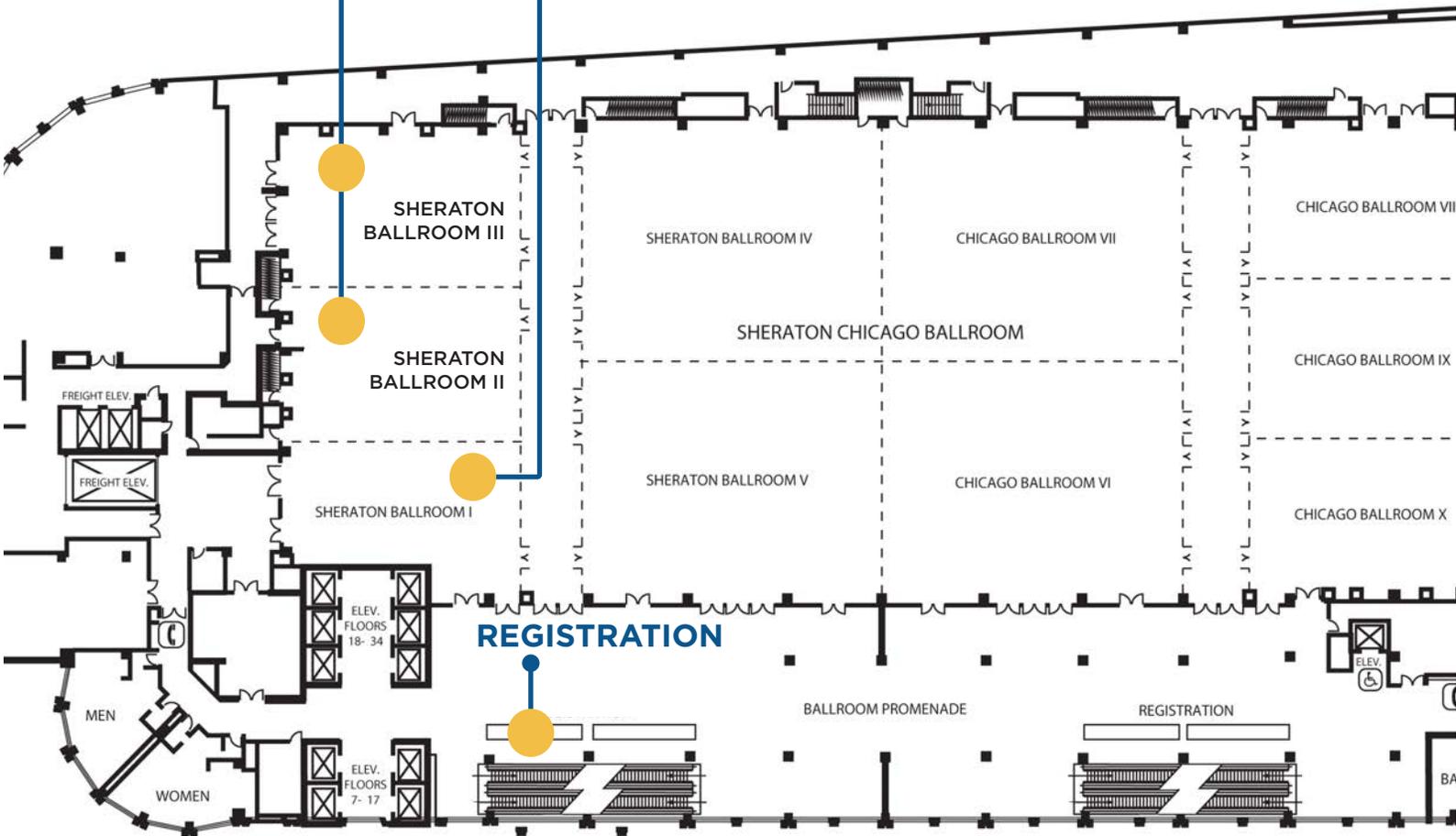
- 1 Commit to Excellence**  
Define what success looks like while living out values and develop consistency of leadership practices to support teams to achieve success.
- 2 Measure the Important Things**  
Objectively assess the current status and track progress towards goals.
- 3 Build a Culture of Service**  
Ensure high quality outcomes within a caring environment for colleagues, students, and community.
- 4 Create & Develop Leaders**  
Make leadership development a priority and identify advancement paths for faculty and staff.
- 5 Focus on Employee Engagement**  
Give opportunities for input and act on it.
- 6 Build Individual Accountability**  
Align individual goals and measures to those of unit, division, & institution.
- 7 Align Behaviors with Goals & Values**  
Define annual outcomes and actions in a transparent way.
- 8 Communicate at All Levels**  
Show why, then describe what and how.
- 9 Recognize and Reward Success**  
Invest in individual and team success by recognizing behavior and results.



SESSION TITLE	MAXIMIZE PERFORMANCE CHAPTER ALIGNMENT	NINE PRINCIPLES® ALIGNMENT
<b>Setting the Stage for Success</b> <i>Janet Pilcher</i>	1-4, 5, 7	1-4
<b>Own Your Resilience</b> <i>Kris Ann Piazza</i>	4, 10	4, 5, 9
<b>Building and Sustaining Effective Teams</b> <i>School District of Menomonee Falls</i>	2, 4, 5, 7	1, 4, 5, 7
<b>Effective Feedback to Maximize Performance</b> <i>Chippewa Falls Unified School District</i>	11, 12	4, 5, 6, 9
<b>Starting Our Performance Scorecards</b> <i>Belvidere Community Unit School District 100</i>	8, 9	1, 2, 4
<b>Raising Grateful Kids</b> <i>Stoughton Area School District</i>	1, 11	1, 3, 4
<b>The “How” of Performance Excellence: Improving Processes with Stakeholder Feedback</b> <i>Schertz-Cibolo-Universal City Independent School District</i>	8, 11, 13	2, 3, 5
<b>The First Year: Bringing Evidence-Based Leadership to Life in Our District</b> <i>First Year Partner Panel</i>	1, 2, 3, 6	1, 2, 7
<b>Setting the Stage for Service Excellence</b> <i>Portage Public Schools</i>	2, 5, 11, 13	1, 3, 6, 8
<b>Rolling Out Results from Board Room to Classroom</b> <i>School District of Altoona</i>	1, 2, 5, 7	1, 2, 9
<b>Themes and Questions: Pause in the Journey</b> <i>Janet Pilcher</i>	6, 10	4, 7
<b>Service Excellence is as Easy as P.I.E.</b> <i>Liz Jazwiec</i>	11, 12	3, 5
<b>Reward and Recognition: A Community Commitment</b> <i>Tarrant City Schools</i>	11, 12, 14	1, 2, 9

**MAIN SESSIONS  
AND MEETINGS**

**CONCURRENT  
SESSIONS**



**BALLROOM LEVEL**

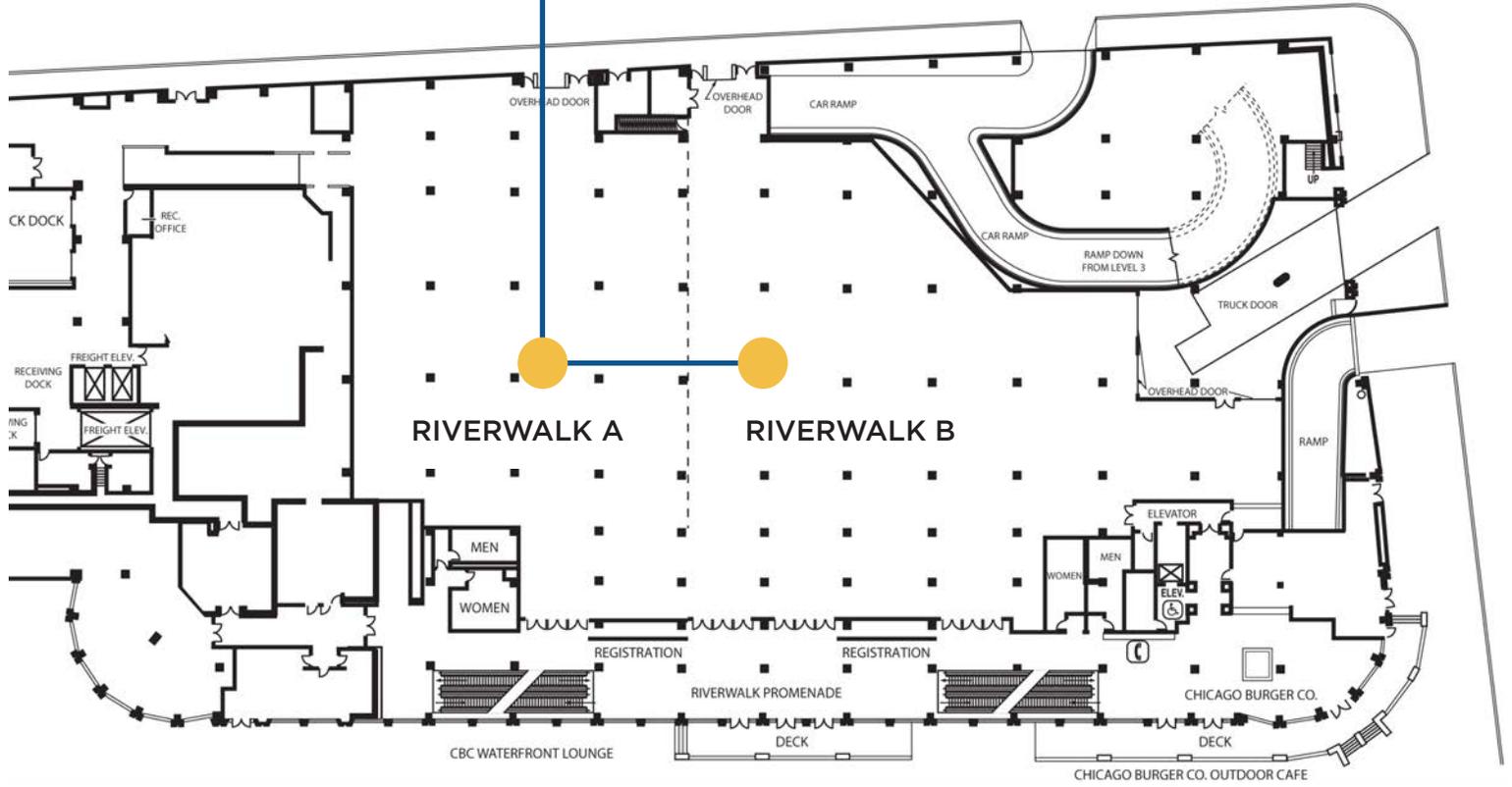


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**#WRIE**

**MEALS**



**RIVERWALK LEVEL**

**HOTEL**

# APPENDIX



**33** Own Your Resilience Handout

## **POSTERS**

**35** Leader Rounding for Engagement  
*Edgerton School District*

**36** A Commitment to Norms to Strengthen the Effectiveness of  
Your Leadership Team  
*D.C. Everest Area School District*

**37** Aligning Effort Via Scorecards  
*Merrill Area Public Schools*

**38** Rounding Beyond Employees for Awesome Results  
*Northwestern Illinois Association*

**39** Accelerate Student Achievement  
*School District of Janesville*

**40** Department Rounding by Child Study Team Rounding Leaders  
*Sparta Township School District*



**#WRIE**

# OWN YOUR RESILIENCE

By Kris Ann Piazza

There's nothing more rewarding in the workplace than knowing the time, energy and personal sacrifices you make are having a positive impact on others. Being a professional in healthcare offers meaningful work, especially for those who are a part of an organization where they feel engaged and truly committed to the mission, vision and values of that organization. It can also be intensive, exhausting work that takes a toll on emotional and physical well-being. For that reason, it is important to be aware of what keeps you resilient as work demands continue to rise.

In my role as a coach at Studer Group, I have found that many confuse stubbornness with resilience. Understanding the difference between the two can be your best defense against the burnout so prevalent among healthcare staff, physicians and leaders.

**RESILIENCE** is the quality of character that allows a person (or group of people) to experience and grow from disappointment or adversity. It's about being flexible and innovative when things go wrong, leveraging your strengths, accepting where you have opportunities to be better, proactively seeking out help from others and believing that you have value to self and others.

**STUBBORNNESS** as a characteristic is often a barrier to growth because it makes a person (or group of people) inflexible. Its focus is on being right instead of doing the right thing, and stubbornness rarely allows for reaching out or accepting help because the primary goal is about proving help isn't needed.

I have experienced several seemingly insurmountable challenges that I thought I might never be able to overcome in both my personal and professional life, but I did. From a permanent spinal cord injury at the age of 12 to eliminating preconceived ideas about what a quadriplegic could bring to the workplace, my life journey offers four tips you can use to develop and sustain resilience. I've also included a checklist of suggested actions that I recommend to make resilience a habit.

## 1. Cultivate a Positive Mindset

Make the choice to develop a positive mindset by choosing to embrace a positive attitude as routinely as you select something to wear to work every day. You'll be surprised how resilient you can be when

you stop obsessing about what you can't do, start focusing on what you can do and commit 100 percent to what you will do. Not only will focusing on the positives in your life help you find the positives in others, you will discover a more profound feeling of mental, spiritual and physical well-being.

### Suggested actions:

- Begin every morning with gratitude for what/who brings joy to your life.
- Before going to bed, revisit one positive thing you accomplished that day.
- Establish a "resilience reservoir" journal to record your thoughts around the first two actions for a collection of positive reminders to revisit when you feel your resilience is being stretched to its limits. It will connect you back to why you do what you do.
- Empower yourself and others by focusing on strengths instead of weaknesses, so you can replicate behaviors that delivered positive outcomes in the past.

## 2. Make Personal Health a Priority

Burning the candle at both ends is common among high-performing people, but failing to take care of your personal well-being ultimately negatively impacts the great work you want to accomplish. Resilient people take care of themselves because they understand to do their best they need to feel their best.

### Suggested actions:

- Get enough rest and eat well; both improve your brain and body's output.
- Make exercise a part of your daily routine; it can be as simple as stretching.
- Disconnect from email during vacations to decompress from work-related stress, and be genuinely present during these experiences with friends and family.
- Talk about what you are feeling and experiencing with others who will help you focus on solutions instead of contribute to or validate negative thoughts.

### 3. Align Your Personal Values to Organizational Values

With an average of 40 hours per week spent working (more than 2000 hours annually), it's important to choose a place to work that brings mutual value to you and your employer. If what's important to your organization is important to you, you will struggle less to maintain your resilience through difficulties and feel happier with day-to-day role responsibilities.

I have found the most engaged leaders and employees are those whose personal values mirror the organizational mission, vision and values they are expected to uphold. That connection creates a personal and direct link to the heart, which facilitates meeting work-related challenges with solutions and adversity with courage because they believe passionately in what they are doing. In turn, employers can screen job candidates carefully during the selection process for the right cultural fit prior to hiring.

People who love what they do rarely call it "work." They call it "my passion" or "my calling." These are the individuals who willingly provide discretionary effort that differentiates employees who are fully engaged in efforts they find meaningful from employees who are simply satisfied with a paycheck. Understanding that difference is a critical factor for sustainable cultural transformation within your organization and the new core competency in healthcare. To find out more on the topic of engagement in healthcare, I highly recommend the book: "The E Factor: How Engaged Patients, Clinicians, Leaders, and Employees Will Transform Healthcare" authored by Craig Deao, MHA.

### Suggested action:

- Make sure the organization you sign on with believes in values you believe in, so you can be resilient through change and challenges together.

- Assess how closely aligned your personal values are with your organization's values at least once annually to determine if where you work is still the right place for you.

### 4. Pursue What Work-Life Blend Means to You

Prioritizing between "work" (ambition) and "lifestyle" (health, leisure, family, socialization, spirituality) is your greatest responsibility to self. Take ownership for your choices. Only you can decide where you should invest time and effort on both personal and professional levels. You may not always like the consequences of your choices, but the power of choice is *always* yours.

### Suggested actions:

- If ambition to move up the career ladder is a high priority for you, take ownership for the choice to invest more time at work to achieve your goals.
- If spending time with family is more valuable at this stage in your life, communicate that clearly to your supervisor. A good leader who is invested in your engagement will understand and be responsive to what drives you.
- Invest in your professional development by taking leadership courses in areas you struggle with to reduce anxiety and increase productivity, self-esteem and confidence.
- Engage in diverse interests outside of work with others to inspire personal growth, nourish a sense of belonging and experience new perspectives.

There is no doubt that most professionals in healthcare possess several characteristics of resilience that allow them to bounce back from hardship, but being truly resilient means doing more than temporarily "bouncing back." It's about taking ownership for developing sustainable behaviors around positive actions, so you can nurture the things that replenish your resilience through current and future challenges.



**Kris Ann Piazza** is a Studer Group coach and national speaker with more than 25 years of experience in healthcare communications.

# LEADER ROUNDING FOR ENGAGEMENT

Implementing rounding and new staff check-in practices at the building level: Sharing K-12 learning and reflections from the Edgerton School District.

## BACKGROUND

**The Edgerton School District** is comprised of roughly 1800 students and 250 staff members K-12. It is located in suburban/rural southern Wisconsin, roughly 20 miles Southeast of Madison. The Edgerton School District is geographically expansive and includes students from four municipalities.

## CONTACT

**DREW WELLMAN**  
*Elementary Principal*

**608.561.6011**

drew.wellman@edgerton.k12.wi.us

**EDGERTON SCHOOL DISTRICT**  
1800 STUDENTS  
250 STAFF

### LEADER ROUNDING FOR ENGAGEMENT

#### WHAT WE'VE LEARNED

**FINDING TIME**  
Finding time for rounding conversations was initially challenging. As time went on, it became evident that scheduling these meetings (rather than doing them "on the fly") was an effective strategy and allowed administration to ensure that rounding was happening on a regular basis.

**POSITIVE RESULTS**  
Rounding and check-in conversations were very positive! After each conversation, administration had the opportunity to share positive comments with other staff members that were gathered from their peers during rounding.

**RESOURCES**  
Resources were developed throughout the year to assist in our rounding and check-in practices. These resources were shared amongst the administrative team as a strategy to help everyone be more efficient in their efforts.

**THEMES**  
Over time, themes developed from staff feedback during the rounding conversations. For example, we evolved safety practices at a District level and each building had changes in practice as a result of rounding.

#### ROUNDING

ROUNDING WITH GOOGLE FORMS AND TEMPLATE FORMS

#### WHAT SPECIFIC CHALLENGE WERE YOU TRYING TO SOLVE OR OUTCOMES WERE YOU AIMING TO ACHIEVE?

The purpose of implementing rounding and new staff check in practices was to increase employee engagement by giving all staff a voice and an opportunity to dialogue with leadership on a scheduled and intentional basis.

#### HOW DID YOU ADDRESS THE CHALLENGE USING EVIDENCE-BASED LEADERSHIP?

- Finding time for rounding conversations was initially challenging. As time went on, it became evident that scheduling these meetings (rather than doing them "on the fly") was an effective strategy and allowed administration to ensure that rounding was happening on a regular basis.
- Monthly discussions at our administrative meetings about Student practices, including rounding, helped us be accountable to each other and develop consistency in our approaches. These discussions also allowed us to identify district level themes that could be addressed.
- Resources were developed throughout the year to assist in our rounding and check-in practices. These resources were shared amongst the administrative team as a strategy to help everyone be more efficient in their efforts.

#### WHAT WERE YOUR RESULTS? WHAT DID YOU LEARN?

- Rounding and check-in conversations were very positive! After each conversation, administration had the opportunity to share positive comments with other staff members that were gathered from their peers during rounding. This practice was very rewarding for administration and staff!
- Over time, themes developed from staff feedback during the rounding conversations.
- The rounding and check-in questions elicit clear input and feedback regarding challenges, but they also do a great job of eliciting positive information about the organization and each other. Through rounding and check-ins, we were able to positively impact our school climate.

# A COMMITMENT TO NORMS THAT STRENGTHEN THE EFFECTIVENESS OF YOUR LEADERSHIP TEAM

Developing and committing your leadership team to norms that include decision-making, communication, valuing employees, building trust and measuring what is important can lead to a cohesive leadership team.

## BACKGROUND

**The D.C. Everest Area School District** serves just under 6,000 students in Central Wisconsin. We have 6 elementary schools, 1 Middle School, 1 Junior High School, 1 Senior High School, 1 Project-Based 6-12 Charter School, and 1 K-5 Multi-Age School. Everest has an approximately 22.4% minority population and approximately 31% of our students receive free or reduced lunch. Our Leadership team, in partnership with Studer Education, and are in Year 2 of implementation of Evidence-Based Leadership.

## CONTACT

**JACK STOSKOPF**  
**MARY JO LECHNER**  
*Assistant Superintendents*

**715.359.4221**

jstoskopf@dce.k12.wi.us  
 mjlechner@dce.k12.wi.us

**D.C. Everest Area SCHOOL DISTRICT**

**NEEDS:**  
 REASSESS priorities  
 COMMUNICATE at all levels  
 REWARD AND RECOGNITION as a hard-wired practice  
 TRUST in Leadership Team  
 ACCOUNTABILITY for individuals

**HOW:**  
 DEVELOP NORMS all administrators commit to  
 EVALUATE AND ALTER communication to make sure the WHY is clear  
 PROVIDE OPPORTUNITIES for staff to provide input – assuring their views were valued  
 IMPLEMENT various employee recognition practices  
 SURVEY staff  
 EVALUATE AND ADJUST based on survey results

**OUTCOMES:**  
 STUDENT-FOCUSED DECISION MAKING  
 CONSISTENT COMMUNICATION  
 EMPLOYEE RECOGNITION  
 IMPROVED CULTURE  
 LESS WE/THEY

**6,000 STUDENTS**  
**22% MINORITY STUDENTS**  
**31% REDUCED LUNCH**

**D.C. EVEREST LEADERS COMMIT TO:**  
 MAKING MY DECISIONS BASED ON WHAT IS BEST FOR KIDS  
 • Creating a safe, clean, effective learning environment  
 • Making curriculum available to all learners  
 • Accessing and integrating student voice  
 TIMELY AND TRANSPARENT COMMUNICATION  
 • Being transparent with WHY  
 • Maintaining consistent messages between levels  
 • Ensuring a structured, procedural approach to communication of steps/initiatives  
 VALUING AND APPRECIATING EMPLOYEES  
 • Offering opportunities for employees to provide input  
 • Utilizing and trusting staff expertise  
 • Recognizing employee contributions  
 AN ATMOSPHERE OF TRUST  
 • Shared professional expectations  
 • Accountability at all levels  
 • Clarifying decision-making responsibilities  
 IDENTIFYING AND MEASURING THE IMPORTANT THINGS  
 • Using survey results to improve  
 • Explicitly determining what gets measured

**AARON NELSON**  
 FINANCE MANAGER

## WHAT SPECIFIC CHALLENGE WERE YOU TRYING TO SOLVE OR OUTCOMES WERE YOU AIMING TO ACHIEVE?

While D.C. Everest has always prided itself on being an exceptional school district, there is always room for improvement. This required a fresh look at both how we do things and a re-assessment of our priorities. Ensuring we are communicating effectively with staff, parents, and others accurately and in a timely fashion is an important goal. Valuing and appreciating employees in new and different ways on a more regular basis has become a priority. Developing and fostering an atmosphere of trust within our Leadership Team allows us to have high expectations of one another and hold each other accountable.

## HOW DID YOU ADDRESS THE CHALLENGE USING EVIDENCE-BASED LEADERSHIP?

- To begin this process we did the following:
- Developed the norms that all administrators agreed to commit to
  - Began to evaluate and alter our method of communication making sure the WHY was clear
  - Provided more opportunities for staff to provide input – assuring their views were valued
  - Implemented various employee recognition practices
  - Completed multiple surveys from staff
  - Evaluated survey results and put in place changes where improvement was need

## WHAT WERE YOUR RESULTS? WHAT DID YOU LEARN?

- When decisions are made, we focus back on what is best for students
- We have become more focused on consistent messaging with our communications
- Employees feel more valued, recognized, and appreciated
- Changes in practice from survey feedback and resulted in an improved culture
- With clear communication and trust, we have reduced the We/They situations

# ALIGNING EFFORT VIA SCORECARD: SHARING THE SUCCESS FROM MERRILL AREA PUBLIC SCHOOLS

## BACKGROUND

**The Merrill Area Public School District** serves approximately 3300 students in North Central Wisconsin. Leaders from our district meet frequently to hone leadership skills with guidance from Studer Education. Merrill Area Public Schools (MAPS) is approaching the third year of our partnership with Studer Education, implementing Evidence Based Leadership.

## CONTACT

**DALE BERGMAN**

*Buildings and Grounds Supervisor*

**715.536.7383**

**GERALD BEYER**

*Director of Curriculum and Instruction*

**715.536.4581**



## WHAT SPECIFIC CHALLENGE WERE YOU TRYING TO SOLVE OR OUTCOMES WERE YOU AIMING TO ACHIEVE?

MAPS faced several challenges across the district:

- Low academic growth
- Inconsistent professional development
- Varying methodology, pedagogy, and resource usage at grade and building levels

## HOW DID YOU ADDRESS THE CHALLENGE USING EVIDENCE-BASED LEADERSHIP?

Several important steps, processes, or initiatives were developed:

- Align building level scorecards with district level scorecards
- Conduct a Professional Learning Community self-assessment
- Utilize a Personalized Learning audit
- Revise curricular map process using Google forms
- Expand building-level RtI processes into a Q&A format
- Onboard instructional coach program
- Require resource purchase coordination via grade level coordinators at elementary
- Implement reader's workshop three-year rollout plan
- Coordinate a professional development plan for all elementary staff on 1-to-1 technology, reader's workshop, or personalized learning

## WHAT WERE YOUR RESULTS? WHAT DID YOU LEARN?

- Increased District Services Satisfaction and Employee Engagement results in key areas.
- Increased all department teams' participation in district-level decisions
- Added departments for future scorecard work – Food Service – Activities Director
- Using data to make decisions increases our impact
- 54.4% of Merrill Area Public School students met their expected growth on the Reading Spring 2017 MAP test (up from 49%)
- 50.8% of Merrill Area Public School students met their expected growth on the Math Spring 2017 MAP test (up from 44%)

# ROUNDING BEYOND EMPLOYEES FOR AWESOME RESULTS

## BACKGROUND

**Northwestern Illinois Association** serves 40 public school districts and provides services including adaptive physical education, audiology, physical therapy, occupational therapy, deaf and hard of hearing services, vision orientation/mobility, and technical assistance in Autism, Inclusion, and Assistive Technology. 250 leaders and employees work with districts to assist thousands of students achieve and succeed by focusing on customer service.

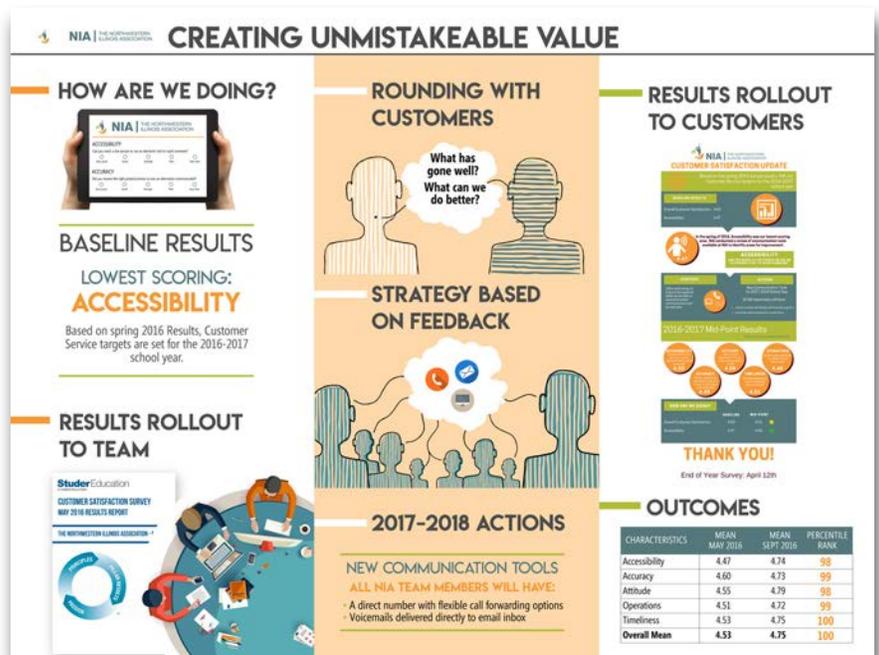
## CONTACT

**JON MALONE**  
*Regional Director*

jmalone@thenia.org

## OUTCOMES

CHARACTERISTICS	MEAN MAY 2016	MEAN SEPT 2016	PERCENTILE RANK
Accessibility	4.47	4.74	98
Accuracy	4.60	4.73	99
Attitude	4.55	4.79	98
Operations	4.51	4.72	99
Timeliness	4.53	4.75	100
<b>Overall Mean</b>	<b>4.53</b>	<b>4.75</b>	<b>100</b>



## WHAT SPECIFIC CHALLENGE WERE YOU TRYING TO SOLVE OR OUTCOMES WERE YOU AIMING TO ACHIEVE?

Jon Malone, Regional Director, and his team of leaders began a partnership with Studer Education<sup>SM</sup> and the intentional practice of Evidence-Based Leadership<sup>SM</sup> in order to serve customers (leaders in surrounding school districts) and support their work to provide the best services possible to their students. Their #1 goal is to provide “unmistakable value” to their customer districts. To build value, they knew they had to seek customer input, highlight specific service excellence characteristics, and provide continuous feedback on how they were adapting practices to improve service. After all, these customers were not obligated to purchase the services from NIA...they could take their business elsewhere!

## HOW DID YOU ADDRESS THE CHALLENGE USING EVIDENCE-BASED LEADERSHIP?

To build unmistakable value in the eyes of our customers, we intentionally implemented these practices:

- Customer Satisfaction Surveys (inviting superintendents, special education directors, and others to rate services of departments and provide feedback to the organization)
- Rounding with Customers (NIA leaders meeting with district leaders to ask specifically what services were providing outstanding value, what services could be added or adjusted to increase value, and who at NIA was especially valuable to the district)
- Reporting the survey results and the action steps to build value (“On our last survey, accessibility was our lowest score. A new phone system has been added...”)

## WHAT WERE YOUR RESULTS? WHAT DID YOU LEARN?

Our customer service results have improved over two years and three customer satisfaction surveys.

# ACCELERATE STUDENT ACHIEVEMENT

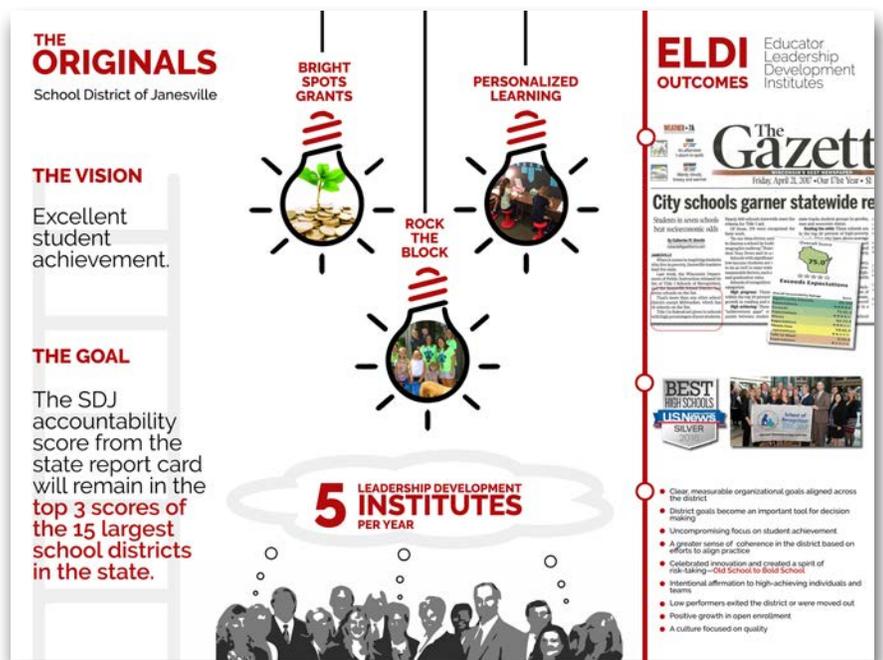
## BACKGROUND

**The School District of Janesville** serves 10,000+ students in 21 schools and is the 10th largest school district in Wisconsin. Fondly known as “The Originals” in Studer Education<sup>SM</sup> and proud of the fact that Quint Studer once taught at Parker High School in Janesville, the continuous improvement process and the Evidence-Based Leadership<sup>SM</sup> Framework has been in place for many years and is a well-established part of the fabric of this district. Student results over time have been consistently high over time in Janesville and this school district continues to work toward greater and greater achievement.

## CONTACT

**STEVEN POPHAL**  
*Superintendent*

spophal@janesville.k12.wi.us



## WHAT SPECIFIC CHALLENGE WERE YOU TRYING TO SOLVE OR OUTCOMES WERE YOU AIMING TO ACHIEVE?

While we always say that the Pillars of the Scorecard are all important, the real core work of the school district occurs in the area of student achievement (under the Quality Pillar in Janesville). If student achievement results do not improve, we must question our work in other areas-employee engagement, fiscally responsible practices, operational efficiency and our service to internal and external customers. In Janesville, one of the 9 principles led the way to sustainable student results as the team took on the “create and develop leaders” challenge. As leadership practices are pushed beyond leaders, student results are higher.

## HOW DID YOU ADDRESS THE CHALLENGE USING EVIDENCE-BASED LEADERSHIP?

To meet the challenge of maintaining high student achievement, Janesville undertook the following steps:

- Implementing “ELDI” or Educator Leadership Development Institutes (teachers leading teachers)
- Bright Idea Challenges-encouraging and rewarding innovation and new ideas that bring about greater student achievement results
- Reaching out to the community to truly embrace partnership with parents and other supporters with events such as “Rock the Block”

## WHAT WERE YOUR RESULTS? WHAT DID YOU LEARN?

Janesville’s vision is “Excellent Student Achievement” and the results have been consistently high:

- Achieving and maintaining a spot in the top 3 of the 15 largest school districts in Wisconsin
- Having more high performing Title I schools than any other district except Milwaukee-7 schools for 2016-17
- Overall state report card score is 75.0 (Exceeds Expectations)

# DEPARTMENT ROUNDING BY CHILD STUDY TEAM ROUNDING LEADERS

Rounding strengthens communication and employee engagement in Sparta Special Services

## BACKGROUND

**Sparta Township School District** educates approximately 3300 students in rural Sussex County, New Jersey. There are 275 teachers in Sparta schools of which 47 are special education teachers. Sparta administrators and employees work passionately to provide a range of program options for students to discover their talents and build upon their skills to prepare for post-secondary success.

## CONTACT

**DANIELLE HAMBLIN**

*Doctoral Candidate - Caldwell University*

*Director of Student Services*

danielle.hamblin@sparta.org

## WHAT SPECIFIC CHALLENGE WERE YOU TRYING TO SOLVE OR OUTCOMES WERE YOU AIMING TO ACHIEVE?

The Department of Special Services leaders identified the need to unify communication between department administrators and special education teachers as well as establish a culture of support and value for the special education teachers. The department supervisors recognized that establishing a formalized system of rounding for outcomes would provide a venue to collect specific information from teaching staff that would identify the bright spots within the department, address areas for improvement and routinely recognize staff for their contribution toward the department's One Team, One Purpose mission.

## HOW DID YOU ADDRESS THE CHALLENGE USING EVIDENCE-BASED LEADERSHIP?

The administrators utilized the EBL framework to align behaviors and actions among leaders for the purpose of improving communication within the department; they implemented a formalized rounding system by establishing a non-supervisory model for rounding. Study Team-Rounding Leaders (CSTRLs) asked teachers the same questions during their individual, monthly round, and collected the responses to the questions through the My Rounding Software platform. The department administrators utilize the information collected from the rounds to identify: what is working well, what needs there are within the department, and who among the staff deserves recognition.

## WHAT WERE YOUR RESULTS? WHAT DID YOU LEARN?

- Allocation of Funds for Meaningful Professional Development Opportunities
- Teachers are Provided with the Resources to Do Their Jobs
- Systems that Work are Shifting from School to Department Practices
- Recognition is shifting from Administrator-Only to Employee to Employee. Recognition is becoming part of the department's culture.

# THE TEAMWORK TOOLKIT:

## DEVELOP HIGH PERFORMING TEAMS to achieve organizational excellence.



### WHY

#### Focus on Developing High Performing Teams?



Two minds are better than one.  
A team of minds is unbeatable.



High performing teams help organizations  
achieve organizational excellence.



For teams to be high performing, team  
members need to know what high  
performance looks like.



Team members want and need to  
continuously develop teamwork skills.

### WHAT

#### Can You Do to Build and Sustain High Performing Teams?

- Understand the value individuals bring to a team.
- Know what high performing teamwork looks like.
- Determine the teamwork standards that work best for an organization.
- Gain high performing teamwork skills.
- Know how to address team conflicts.
- Engage in self-reflective and team reflective practices.

### HOW

#### Can We Support You to Build and Sustain High Performing Teams?



#### DIAGNOSE

Team  
Members'  
Individual  
Strengths



#### SELECT

Teamwork  
Standards



#### DEVELOP

Teamwork  
Skills



#### APPLY

Teamwork  
Skills



#### SELF-ASSESS

Teamwork  
Skills



#### PROVIDE

Feedback to  
Teammates



#### ADDRESS

Team Conflict  
at Anytime

### WHAT TOOLS DO WE OFFER TO HELP ORGANIZATIONS DEVELOP HIGH PERFORMING TEAMS?

- Teamwork Strengths Individual Assessment
- Teamwork Conflict Communication Protocol
- Teamwork Standards Aligned to Your Organizational Culture
- Teamwork 360 Rubric

TELL US  
WHAT  
YOU  
THINK

TAKE THE EVENT SURVEY:



[SURVEYMONKEY.COM/R/WRIE2017](https://www.surveymonkey.com/r/WRIE2017)



CHICAGO 2017

WHAT'S  
**RIGHT**  
in Education