

The background of the top half of the page features a large, light green watermark of the Nesdec logo. The logo consists of the word "NESDEC" in a bold, sans-serif font, with the letters "NES" being significantly larger and more prominent than "DEC". The letters are slightly overlapping and have a 3D effect.

Professional Development and Executive Coaching Series

New England School Development Council
28 Lord Road
Marlborough, MA 01752
www.nesdec.org

INTRODUCTION

Dear Colleagues and Board Members:

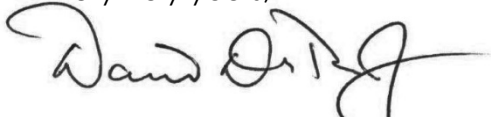
The New England School Development Council is committed to supporting school districts in ensuring that they meet the needs of their students, staff, parents, and community stakeholders.

Here at NESDEC, we want you to be as successful in your leadership roles as possible. To that end, we have developed the *NESDEC Executive Coaching Series*, consisting of several activities and opportunities designed to ensure your success as district leaders for years to come. These activities are offered as a supplement to the *Entry and Transition Consultation* and can be purchased independently of one another.

NESDEC's *Executive Coaching Series* is a high-quality program designed to assist your district in cultivating the skills and talents of your leaders and leadership teams. NESDEC's Executive Coaching Service enables school districts to provide ongoing professional development tailored to the needs of beginning as well as experienced leaders.

If you or your team are interested in any of the following services, or if you think we can be helpful as you begin your important work together, please do not hesitate to contact us.

Very truly yours,



David DeRuosi, Jr., Ed.D.
Executive Director



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NESDEC offers flexible professional development workshops and training for school districts, school boards/committees, and leadership teams. We have a wide range of consultants with specialties in facility work, finances, instructional curriculum, and leadership.

NESDEC works with individual districts to address their professional development needs with minimal disruption to school operations. Each opportunity can be tailored to the district and audience, with flexible scheduling and delivery options. Several available topics are outlined below.

RECONNECTING TO THE 'WHY' OF OUR WORK

Purpose of the Training/Overview

This workshop will focus on the “why” associated with a school district's work. Through interactive activities and discussions, your leadership team will unpack the purpose of its work. To accomplish this, your administrative team will engage in facilitated discussions, explore personal experiences and expectations, and examine the strengths of the board as well as some of the challenges it may face.

The goal of this training is to bring your leadership team together and begin building the working relationships needed to support the district's work. Together, you will identify the “why” of the work and develop a plan to transition from the “why” of the work to the “how” you will work, and ultimately to “what” you wish to accomplish.

CONFLICT RESOLUTION: DEALING WITH DIFFICULT PEOPLE

Purpose of the Training/Overview

This presentation will provide participants with the skills needed to problem-solve effectively when people disagree. The focus of the training will be on using conflict-resolution skills to create conflict-positive environments, learning how to be effective listeners, learning how to de-escalate situations, and practicing the basics of negotiation. These skills can be applied to support classroom management, supervision and evaluation discussions, strengthen staff and labor/management relationships, and create a culture of dialogue within the workplace environment. Content delivery will include a close study of selected excerpts from books on leadership and negotiation to be discussed in class. Participant outcomes include hands-on skills they can apply immediately to difficult situations.

This presentation will highlight Ronald Heifetz's work on leadership. Heifetz shifts the lens to leadership as an “activity,” and he believes that the role of leadership is to move the social system through the “adaptive work” needed to create lasting change.

LEADING THROUGH CHANGE: MOVING AN ORGANIZATION THROUGH THE CHANGE PROCESS

Purpose of the Training/Overview

Leading Through Change supports the development of leaders by providing an overview of the skills needed to lead school buildings and districts through organizational change. This training will focus on the work of Ronald Heifetz and his book *Leadership Without Easy Answers*.

This series of workshops provides participants with the concepts and practical skills needed to support their work as they manage the “holding environment” at the heart of Heifetz’s work. Participants will explore conflict resolution, the development of tactical strategic plans, root-cause analysis, and quality-control circles.

Content delivery will include a close study of selected excerpts from books on leadership to be discussed in class. Key takeaways from the process include understanding and working through failure and recognizing the importance of developing a sequential plan to move the organization through the change process. Participant outcomes include hands-on skills they can apply immediately to difficult situations.

INNOVATION AND FAILURE: ESTABLISHING A BETTER UNDERSTANDING OF THE VALUE OF FAILURE TO ADVANCE INNOVATION

Purpose of the Training/Overview

This presentation will provide participants with an understanding of how failure is a natural part of the innovation process. Participants will explore current cultures around failure, the emotional aspects of failure, and how to reframe failure to support the work of leaders involved in the change process. Participants will apply practical, hands-on skills that will support teams as they examine and work through failures they may encounter.

This training will highlight the work of Amy Edmondson and two of her books, *Teaming to Innovate* and *Right Kind of Wrong*. Amy Edmondson’s work focuses on how to create environments that accept the concept of failure, provide a safe environment to unpack failure, and learn from failure.

SOCIAL EMOTIONAL LEARNING AND FACILITATION (SEL*F)

Prepared by Barbara Malkas, Ed.D.

Purpose of the Training/Overview

This training introduces educators to SEL*F: a practical professional learning approach that places educator well-being at the center of student success, classroom readiness, and positive school culture.

Educator well-being shapes classroom climate, student engagement, and instructional readiness. When adults can model self-awareness, regulation, connection, and resilience, social-emotional learning becomes more meaningful and effective. This training gives staff practical tools to respond to stress, build trust, strengthen relationships, and support long-term goals such as improved school climate, stronger attendance, teacher retention, and deeper classroom connection.

SEL*F combines skill-building with reflection. Educators examine their own practices, strengthen wellness strategies, and learn approaches that promote belonging, equity, and human-centered learning. Participants will leave with a clear understanding of why the training matters, what they will experience, and how they can apply the strategies right away with students and colleagues.

HUMAN INTELLIGENCE PROFESSIONAL DEVELOPMENT TRAINING: A PROFESSIONAL LEARNING FORMAT FOR EDUCATORS

Prepared by Barbara Malkas, Ed.D.

Purpose of the Training/Overview

Artificial intelligence is changing education, but it cannot replace a great teacher. Educators provide the human presence students need to build knowledge, relationships, resilience, emotional awareness, critical thinking, and purpose.

This professional development experience introduces the Human Intelligence Framework as a practical way to support educator well-being, social and emotional learning, classroom culture, and student engagement through five dimensions: Somatic, Emotional, Cognitive, Relational, and Universal Intelligence. Participants will build shared language, practice simple strategies, and reflect on how human-centered teaching can be used immediately in classrooms and school communities.

Participants will gain an understanding of Human Intelligence in an AI-influenced educational landscape, along with practical tools for self-awareness, emotional regulation, resilience, relationship-building, belonging, and student engagement.

Note: The Human Intelligence Framework is developed by Breathe for Change, Inc. (2025).

EXECUTIVE COACHING SERIES

ENTRY PLAN SUPPORT

Based on our experience conducting focus groups to support the development of a *Candidate Profile*, we see more district and community stakeholders looking for their next superintendent to develop a strong understanding of the district and community they are about to lead.

To support the work of the board and the new superintendent, NESDEC is prepared to provide guidance and support through the process of developing an Entry Plan. Working with the board and the superintendent, a NESDEC consultant will provide the technical support and guidance to develop a strong entry plan.

The purpose of an Entry Plan is to provide a new superintendent with the opportunity to develop a better understanding of the district they will be leading. The Entry Plan also gives the stakeholders in the district and community the opportunity to meet and interact with the new superintendent.

An Entry Plan should focus on developing a deeper understanding of the district, individual schools, and the extended community. It is a collaborative process that engages a variety of stakeholder groups by asking questions, listening to feedback, and building the groundwork needed to establish internal and external relationships. The Entry Plan provides foundational knowledge about the district's strengths, opportunities, and challenges. Another aspect of the Entry Plan is to provide the board/committee with a document to begin the process of collaborating with the superintendent to develop their goals.

NESDEC consultants are available to support the superintendent in the development of the plan and provide guidance as the data collected becomes a working document.

STRATEGIC PLAN AUDIT

A strong strategic plan is important to a school district's overall success. Periodically, a superintendent or school board may be called upon to assess district improvements as they relate to the strategic plan. Strategic plans are unique to the needs of each district and are formatted in a variety of styles. In our continuous focus on supporting district leadership, we now offer a Strategic Plan Audit.

A NESDEC consultant will work with the superintendent of schools or a designee to design and facilitate the assessment of the current strategic plan, review current data and educational trends, identify emerging issues and skills, and develop clear, step-by-step plans to achieve the goals outlined in the plan.

We encourage and will facilitate the gathering of perspectives from a diverse school community of stakeholders, which is vital to the overall success of the district. The purpose of the audit is to identify the components that fall into three distinct points on a continuum of completion: on track, derailed, and completed.

The completed audit will contain both commendations and recommendations to the board/committee to assist in its support of actualizing the components of the strategic plan.

STRATEGIC PLAN DEVELOPMENT: PLANNING FOR SUCCESS MODEL

To support the work of the superintendent and school boards/committees, NESDEC is offering a flexible, interactive model for strategic planning. Adapted from the *Planning for Success Model*, our goal is to work with school districts to create strategic plans that are living documents, driving the district's improvement for students, staff, and community.

NESDEC recognizes that all school districts are unique, and that their strategic plans should reflect the needs of the district. Our strategic plan development is designed to be flexible and customizable; there are as many ways to structure the planning process and the planning team as there are districts. We pride ourselves on our ability to facilitate your work based on your needs.

As district leadership considers the structure of the strategic planning process and the level of internal or external stakeholders involved, our knowledgeable consultants will work with your district to facilitate a process that encourages community involvement. NESDEC's consultants are well versed in the development and facilitation of community outreach, such as focus groups and strategic questionnaires.