

success story

Montgomery County Intermediate Unit

Project Description

Pennsylvania's Montgomery County Intermediate Unit (MCIU) provides support to meet the educational and social service needs of the County's 200+ schools, including 25 public school districts, 150+ nonpublic schools, 4 career-technical schools and the Pennsylvania Department of Education.

In order to provide leaders with the opportunity to gain problem-solving and decision-making processes, MCIU hosted a TregoED introductory workshop. Over 40 education leaders from 22 districts/organizations participated. After each of the three one-day sessions, participants applied the processes to issues in their own districts. Leaders who attended and completed designated assignments, received PA ACT 45 credits. (PA Inspired Leadership credits required for administrators).

"Those I supervise feel empowered and feel that their opinion and ideas matter. I see that staff are willing to bring ideas and solutions rather than problems/concerns."

**Kevin McAneny, Principal,
Wissahickon School District**

Tackling Tough Issues

Armed with new tools, all participants successfully used the systematic approaches to address real issues. Leaders applied the tools to an impressive array of job issues: complex problems, challenging decisions and implementation of critical initiatives. TregoED processes were used to examine (partial list):

Failure and retention rates among grade 9 students

The Superintendent used TregoED tools with high school faculty and staff to examine Grade 9 failure and retention. They examined and analyzed data on suspension rates, discipline, and attendance. The leader stated that he valued both "involving those at the service delivery level (teachers) and having a neutral process for potentially volatile issues."

Implementing the new GAIN (RTI) model

Teachers and staff identified potential problems related to the new model—and delineated actions to prevent or address those problems. The Principal recognized that, "involving people is critical to securing their buy-in to a new initiative. Using this step-by-step process eliminated many of the fears and misgivings that people had."

Addressing student overcrowding in specific elementary grades and math classes

Within ten days of training, this leader used TregoED tools with others to examine data related to an overcrowding issue. The resulting recommendation and resolution was issued two days later to the principals and school board—using the format taught in the workshop.

Outsourcing transportation services

Stakeholders identified potential problems associated with the decision to outsource—as well as ways to handle the problems. The leader observed that you "cannot think of every contingency plan alone. Stakeholders who are closest to the problem are the stakeholders best able to identify potential problems and contingencies."



Other situations where TregoED processes were used include:

- Purchasing curriculum to support K-5 Math program
- Development of a school-wide positive behavior support plan
- Recommending sustainable budget actions
- 1:1 Chromebook implementation in grades 9 and 10
- Closing a school
- Changing school start times
- Scheduling cycles in the Middle School
- Developing curriculum, instructional models and assessments



Students benefit from well-informed and thoughtful planning and decisions. Keeping students at the center of decisions is not only possible, but expected in each of the protocols.”

**Scott Eveslage, Assistant Superintendent
Lower Merion School District**

Looking at Results

Pre-session assessments show that participants started the workshop feeling least confident in their ability to:

- Build commitment from diverse stakeholders to solutions and initiatives
- Engender confidence and support from boards, communities, staff, and other stakeholders
- Develop powerful solutions to complex problems

However, by the end of the workshop, they were most confident in their ability to:

- Build commitment from diverse stakeholders to solutions and initiatives
- Effectively involve others in making decisions and addressing problems
- Understand and address large, complex issues and problems



The workshop provided tools for effectively engaging individuals—and confidence to reach solutions despite complexity and emotions.”

Gary Cooper, Interim Superintendent, Allentown School District

Results show participants experienced significant growth in these areas:

- Building commitment from diverse stakeholders to solutions and initiatives (46% average growth)
- Engendering confidence and support from boards, communities, staff, and other stakeholders (25% average growth)
- Effectively involving others in making decisions and addressing problems (25% average growth)
- Making decisions that support desired ends, consider creative options, and guard against risks (23% average growth)
- Planning for successful implementation of changes, policies, and initiatives (23% average growth)
- Developing powerful recommendations which are supported and accepted (23% average growth)

After completion of the workshop, participants reflected on its impact:

- 97% said it had changed their approach to decision making—e.g., by providing a more thoughtful approach to tough issues, more confidence, ability to justify conclusions, and a means to better collaboration
- 97% stated that it had changed their approach to collaboration—e.g., by demonstrating the value of including others and providing an effective way to do so
- 88% identified ways these skills would positively affect student achievement—e.g., by resolving issues related to student success, ensuring student issues remain at the forefront, and encouraging student-focused changes and climate

