



**Special Meeting Agenda
Friday, December 12, 2025
Cedar Park Middle School Library
2100 Sun Chase Blvd.
Cedar Park, TX 78613
6:15 PM**

Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

Doors will open to the public at 5:45 PM.

Members of the public may access this meeting via live stream at <https://www.leanderisd.org/boardlivestream>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special Meetings, Citizen Comments will be limited to topics listed on the agenda.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://www.leanderisd.org/citizencommentform>, between noon on Thursday, December 11, and noon on Friday, December 12, and be present at the meeting when their number is called.

Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on December 5, 2025, at 5:37 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
- 3. GOVERNANCE TEAM (BOARD AND SUPERINTENDENT) TRAINING AND DEVELOPMENT**
 - A. Discussion of Radical Candor In Practice: Strengthening Effective Communication 2
 - B. Leading Professional Learning Communities (PLCs) Districtwide 28
- 4. BOARD MEETING DEBRIEF**
- 5. ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Friday, December 12, 2025

Agenda Item:	Radical Candor in Practice: Strengthening Effective Communication
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Angela Hodges, Ed. D., Area Superintendent; Kimberly Waltmon, Ed. D., Area Superintendent; Paul Johnson, M. Ed., Area Superintendent; Kristen Alex, M. Ed., Area Superintendent
Attachments:	Radical Candor in Practice: Strengthening Effective Communication Presentation

Background Information:

The purpose of the presentation and board training is to strengthen our collective effectiveness by improving how we give and receive feedback, enhancing transparency in our discussions, and modeling constructive communication for the broader organization. The training will cover the core components of Radical Candor, common pitfalls, and practical board-level applications, along with short exercises to support skill development. We look forward to Board Members' participation and to integrating these practices into our ongoing governance work.

Administrative Recommendation:

N/A

Sample Motion:

N/A



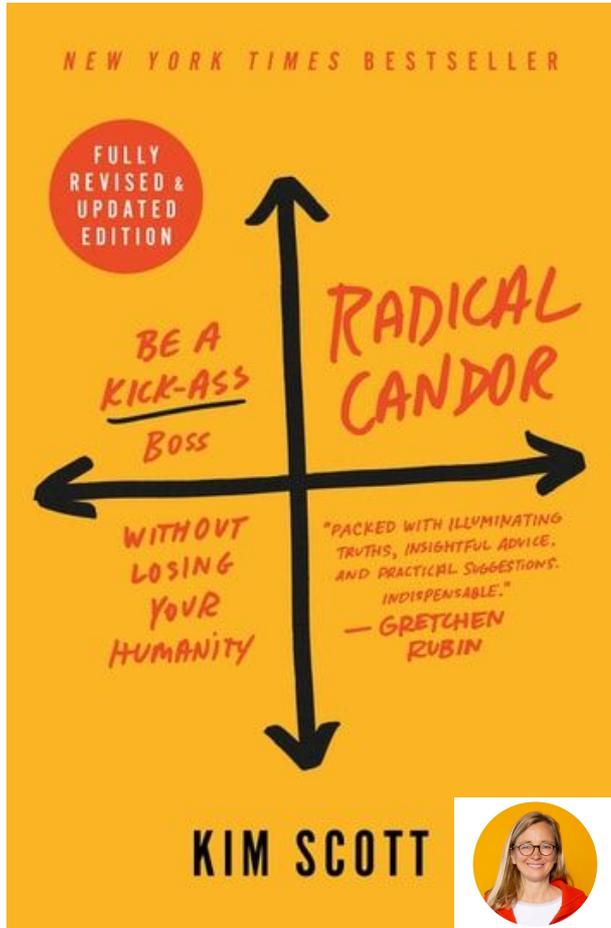
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DECEMBER 12, 2025

RADICAL CANDOR

Radical Candor in Practice: Strengthening Effective Communication

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RADICAL CANDOR



Feedback Reflection

1. Think about the best feedback you've ever received. What made it effective?

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2. Now reflect on the least helpful feedback you've received. What made it ineffective?



Learning Outcomes

Support and inspire your leadership growth:

- **Interrelational Leader** - Building strong, collaborative relationships.
- **Executive Leader** - Utilize strong communication skills and solicit feedback from all stakeholders to drive decisions.
- **Cultural Leader** - Create shared vision, common purpose and goals.
- **Transformational Leader** - Clear focus, manage change, and create a purposeful learning community.

CAMPUS LEADERSHIP PROFILE
THINK | BUILD | CREATE

LEADER ISD
LEADING TO A BRIGHT FUTURE

LEADERSHIP BELIEF STATEMENT
Only through a full commitment to developing the leadership capacity of campus administrators will we be able to ensure that each campus will effectively establish a clear focus, manage change, and create a purposeful learning community needed to reach our shared vision.

VISION OF A HIGHLY EFFECTIVE CAMPUS LEADER
A campus leader who is willing to be challenged and is passionate about ensuring that every student, regardless of socioeconomic and demographic, every day will have every option open to reach their full potential by developing a learning community that works collaboratively to impact student learning.

AS AN INTERRELATIONAL LEADER
Our decisions focus on positively impacting student learning.

AS AN INTERRELATIONAL LEADER
Our actions focus on building and sustaining our interdependence.

AS AN EXECUTIVE LEADER
Our words and actions align with our model core values.

AS A CULTURAL LEADER
Our vision supports high expectations and excellence for all.

AS A TRANSFORMATIONAL LEADER
Our efforts are driven by a results-oriented mindset.

WE WILL...

- Provide students an interactive and challenging learning experience through the active involvement and knowledge of curriculum, instruction and assessment practice.
- Engage staff in the implementation of PLCs as defined by LISD PLC Collaborative Team Commitments.
- Be a visible presence in classrooms to provide formative feedback to staff as they impact student success.
- Hire and support high-quality teachers and staff.
- Build strong, collaborative relationships.
- Empower teachers by providing ongoing feedback and professional development.
- Exemplify the 10 Ethical Principles.
- Self reflect and pursue growth opportunities as a lifelong learner.
- Utilize strong communication skills and solicit input from all stakeholders to drive decisions.
- Create shared vision, common purpose and goals.
- Embrace the Leader Way by nurturing a growth mindset with high expectations for all.
- Maintain a safe, caring learning environment.
- Foster an active involvement of and partnership with all stakeholders.
- Establish a clear focus, manage change, and create a purposeful learning community.
- Continuously improve key processes and use improvement tools.
- Analyze data to inform the decision-making process.

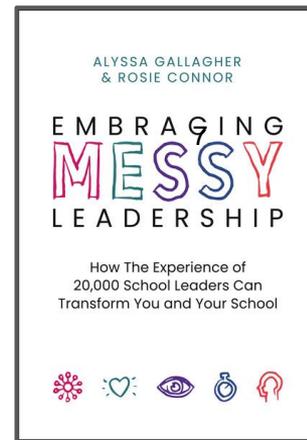
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Nine Common Global Challenges Facing School Leaders

Embracing Messy Leadership (Gallagher, Connor)

9. **Creating Shared Purpose** - Building a team vision and shared collaboration.
8. **Seeing Bigger Picture** - Prioritizing time to think strategically.
7. **Personal Well-Being** - Learning to say no and setting personal boundaries.
6. **Getting things Done** - Managing Time and not procrastinating.
5. **Slowing Down** - Moving from task orientation to people orientation.

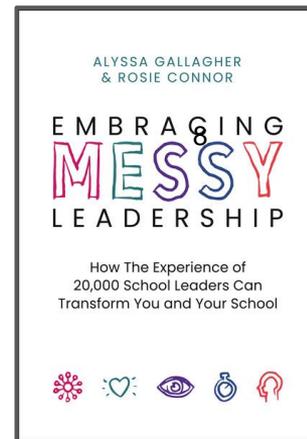




Nine Common Global Challenges Facing School Leaders

Embracing Messy Leadership (Gallagher, Connor)

4. **Confidence** - Authority and overcoming “Imposter Syndrome.”
3. **Engaging Others** - Get buy in, influencing others to change their practice or mindset.
2. **Empowering/Coaching Others** - Not fixing everyones problems, delegating.
1. **Courage to Have Difficult Conversations** - How to give feedback and hold others to account without damaging relationships.







**Say what you mean...
without being mean.**

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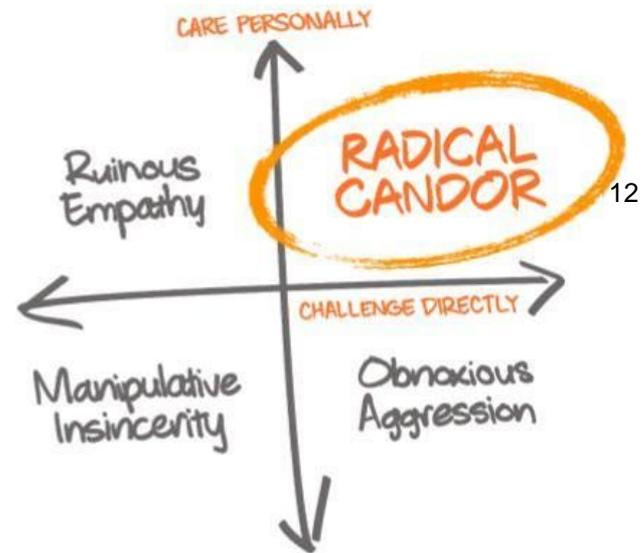
1. Identify the top challenges the Board experiences as a collective governance body.¹¹
2. Prepare to share with a partner.

CARE PERSONALLY + CHALLENGE DIRECTLY DIRECTLY = RADICAL CANDOR

Care Personally: It's not enough to care only about people's ability to perform a job. To have a good relationship, you have to be your whole self and care about each of the people who work for you as a human being. It's not just business; it is personal, and deeply personal.

Challenge Directly: Delivering hard feedback, making hard calls about who does what on a team, and holding a high bar for results – challenging people is often the best way to show them that you care when you're the boss.

Be a better leader at RadicalCandor.com





*IGNORANCE,
NO CHANGE*

Care Personally

*TRUST,
FUNDAMENTAL CHANGE*

Creates an environment where excellence rarely happens. In fact, your best performers may leave out of frustration.

RUINOUS EMPATHY:

- Silence to avoid hurting the person's short term feelings even though they'd be better off knowing in the long run.

RADICAL CANDOR:

- Asking for criticism.
- Offering specific, sincere praise & kind, clear criticism.
- Gauging how what's said lands, and adjusting.

Leaders who can achieve the ideal balance between directly challenging and caring personal about others.

Challenge Directly

This is the most toxic workplace..and where the drama lives.

MANIPULATIVE INSINCERITY:

- Silent contempt
- False humility
- Protective hesitation
- Polticial behavior
- Passive aggressive behavior
- Back-stabbing
- Self-protective silence

OBNOXIOUS AGGRESSION:

- Loud contempt
- Arrogance
- Character Attack
- Self-righteous shaming
- Bullying behavior
- Front-stabbing
- Entitled bloviation

Problem because it hurts people and it is inefficient...and the tendency is to go towards manipulative insincerity.

*MISTRUST,
NO CHANGE*

*DEFENSIVENESS,
LITTLE CHANGE*

*IGNORANCE,
NO CHANGE*

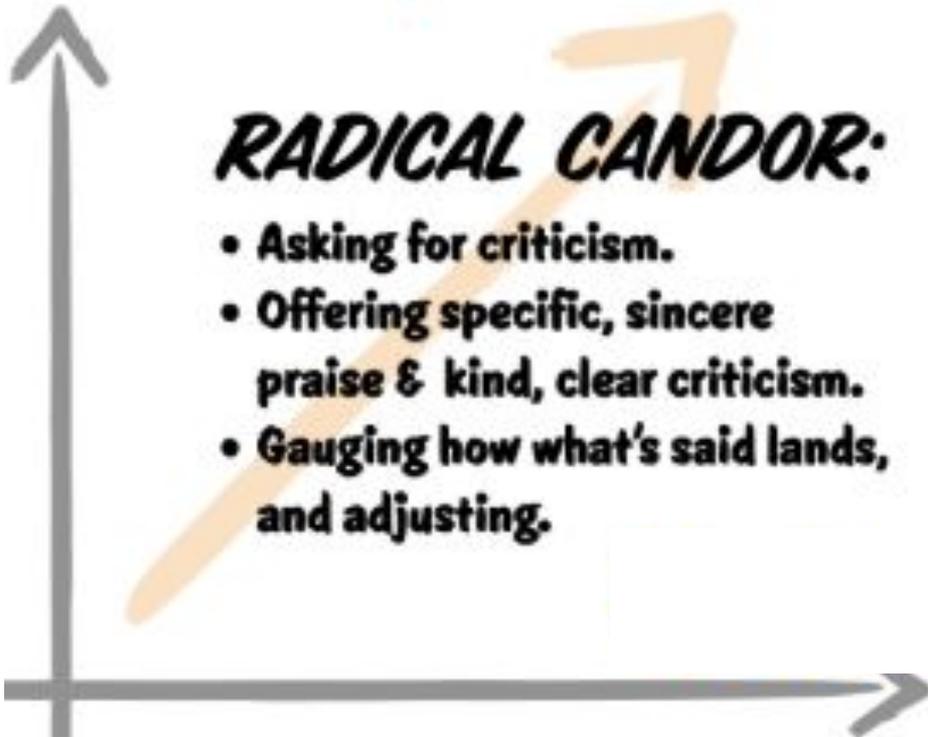
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EMPATHY:***

- **Silence to avoid hurting the person's short term feelings even though they'd be better off knowing in the long run.**

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*TRUST,
FUNDAMENTAL CHANGE*



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***MISTRUST,
NO CHANGE***



Four Corners Activity

1. Move to one of the four quadrants.
2. Pair up
3. Based on the quadrant description.....
 - a. Share a personal experience that resonates.

or

 - b. Discuss the implications for your personal leadership.

RADICAL CANDOR

**COMMUNICATION
IS MEASURED AT
THE LISTENER'S
EAR, NOT THE
SPEAKER'S MOUTH**

- KIM SCOTT

**Feedback the
Radical Way!**

**Get it
Give it
Gauge it
Encourage it**

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Why Radical Candor Matters

The Core Principles of Radical Candor

- Make it Genuinely Personal
- Be Specific and Actionable
- Deliver Immediately (or as soon as appropriate)
- Focus on Behavior, Not Character
- Balance Praise and Criticism (But Don't Mix)
- Be Humble and Open to Being Wrong

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Sentence Stems to start feedback:

- "I noticed that when you..."
- "Next time, could we try..."
- "Then intent was... but the impact was.."



Why Radical Candor Matters

Choose ONE governance scenario

1. A trustee has taken to posting vague criticisms on social media after board meetings, and you want to discuss the impact without escalating conflict.
2. Two trustees disagree publicly. How do we reinforce norms?
3. Board receives community criticism. How to respond with clarity and kindness?

Protocol

1. 2 minutes: read scenario
2. 5 minutes: small-group response using Radical Candor principles
3. 5 minutes: whole-group debrief



Why Radical Candor Matters

Assist in helping leaders fulfill their three core responsibilities:

1. **Create a Culture of Growth** - Continuous improvement of governance practices
2. **Build a Cohesive Team** - Unified voice in public spaces
3. **Achieve Results Collaboratively** - Alignment between superintendent, board, and district goals

Remember, it's not about being brutally honest.



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Silent Reflection

What are the 1–2 challenges I anticipate this year as a trustee?

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How can Radical Candor help me navigate them?



Share out

How will Radical Candor strengthen governance, trust,²⁶
and superintendent partnership?



Everyone Wins When The Leader Gets Better!

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Friday, December 12, 2025

Agenda Item:	Leading Professional Learning Communities (PLCs) Districtwide
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services and Strategic Planning; Chris Clark, Ed.D., Deputy Superintendent of Learning and Innovation; Brenda Cruz, M.Ed., Assistant Superintendent of Empowered Learning
Attachments:	Leading Professional Learning Communities (PLCs) Districtwide Presentation (<i>to be uploaded to BoardBook following the meeting</i>)

Background Information:

As Leander ISD continues the commitment to operating as an effective Professional Learning Community (PLC) at every level of the organization, the Board of Trustees will engage in learning specifically aligned to their role within a PLC, including establishing and refining their PLC norms. Through the course of the retreat, the Team of 8 PLC will also identify board goals, related actions, and evidence which may be utilized to determine progress of the goals. Additionally, a Team of 8 PLC Implementation Guide will be discussed and developed for use beginning in the spring of 2026. Dr. Chris Clark, Brenda Cruz, and Dr. Sarah Grissom will facilitate this PLC activity time.

Administrative Recommendation:

N/A

Sample Motion:

N/A



December 12, 2025

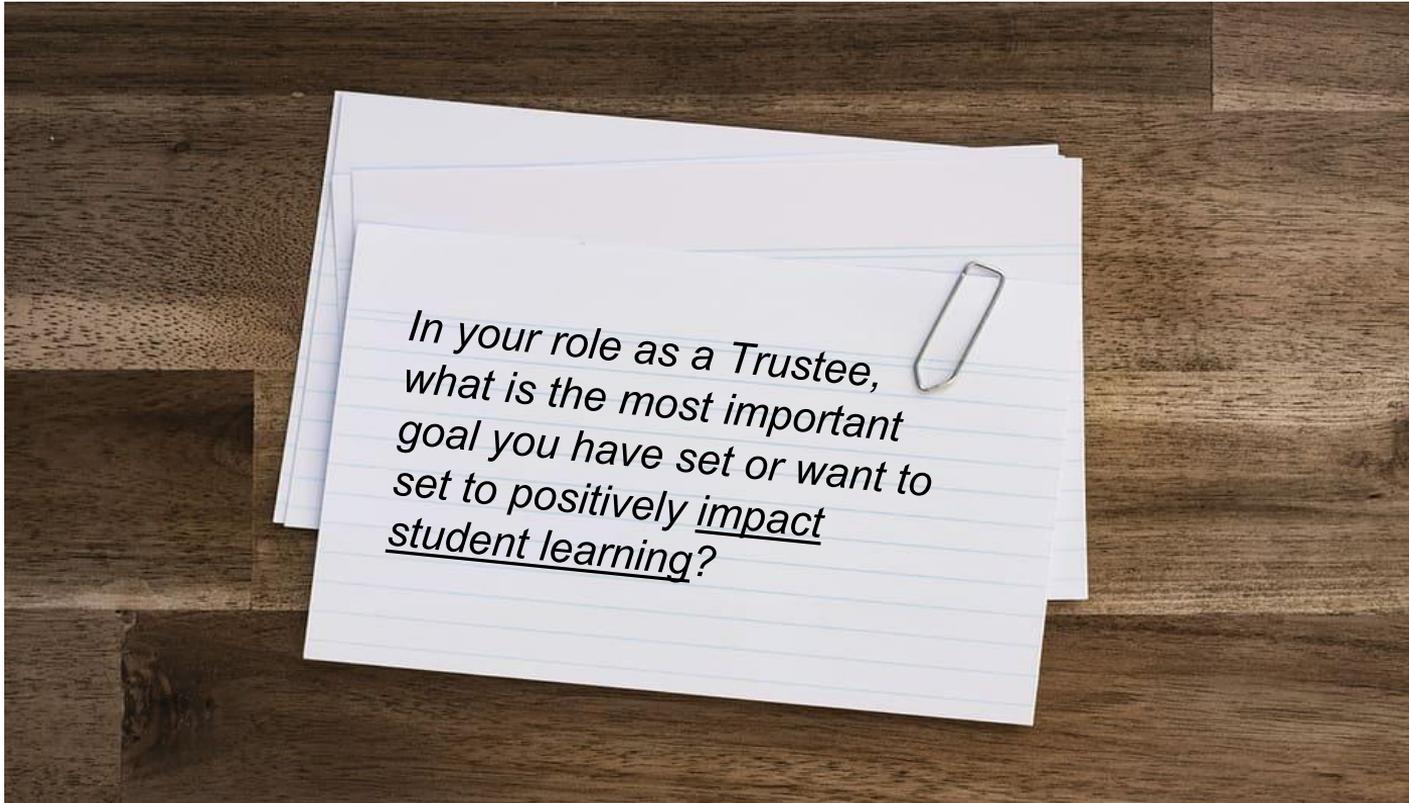
Leading Professional Learning Communities (PLCs) Districtwide

PURPOSE

As Leander ISD continues the commitment to operating as an effective Professional Learning Community (PLC) at every level of the organization, the Board of Trustees will engage in learning specifically aligned to their role within a PLC.

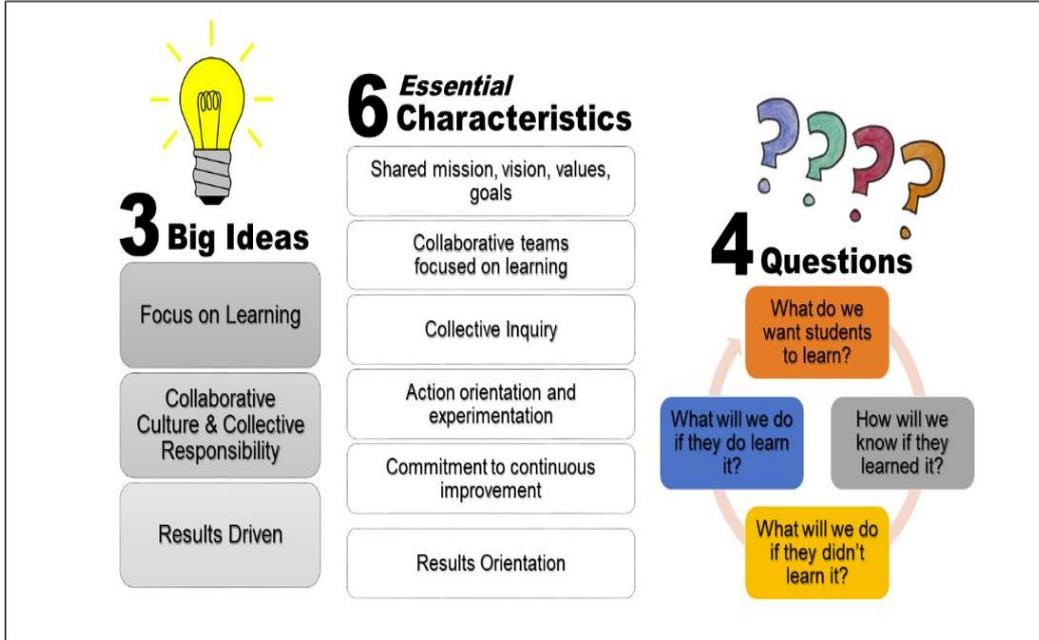


Impacting LISD





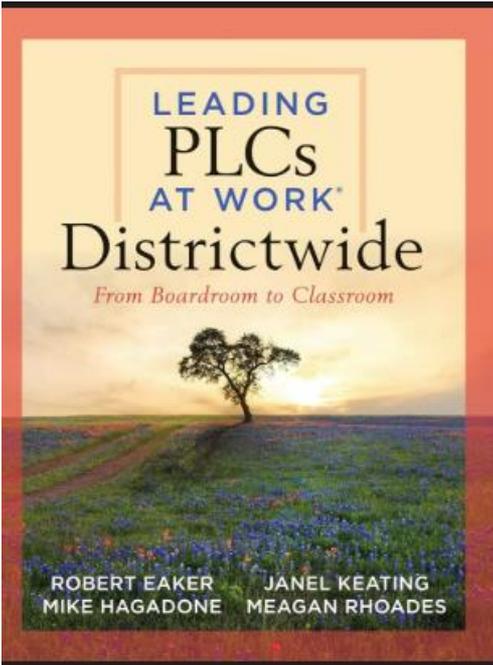
What is a Professional Learning Community?



What a PLC IS	What a PLC IS NOT
A process and a fundamental way of operating (a culture).	A single time of day; a program, textbook, or curriculum.
A focus on results and continuous improvement of student learning.	A focus on activities (e.g., attending a workshop).
Teams focused on four critical questions to drive instruction and assessment.	Teams focused on logistics (e.g., scheduling, field trips, planning parties).
Teams that use real-time, common, frequent assessment data to identify students who need intervention/challenge.	Teams that rely mostly on anecdotal evidence or simply comparing grades.
The systematic development of common essential learning targets (standards).	A place to simply converse/complain about mandates or the difficulties of the job.
Teams that take collective responsibility for all students' learning in a grade level or course.	Teachers working in isolation behind closed classroom doors.
A commitment to guaranteeing a viable curriculum for every student in every classroom.	A meeting to divide up the work for the next unit without deep discussion.
Teams that commit to collective inquiry into best practices and collective learning.	Time taken from PLC Collaborative for other administrative mandates.



Leading PLCs at Work Districtwide: From Boardroom to Classroom



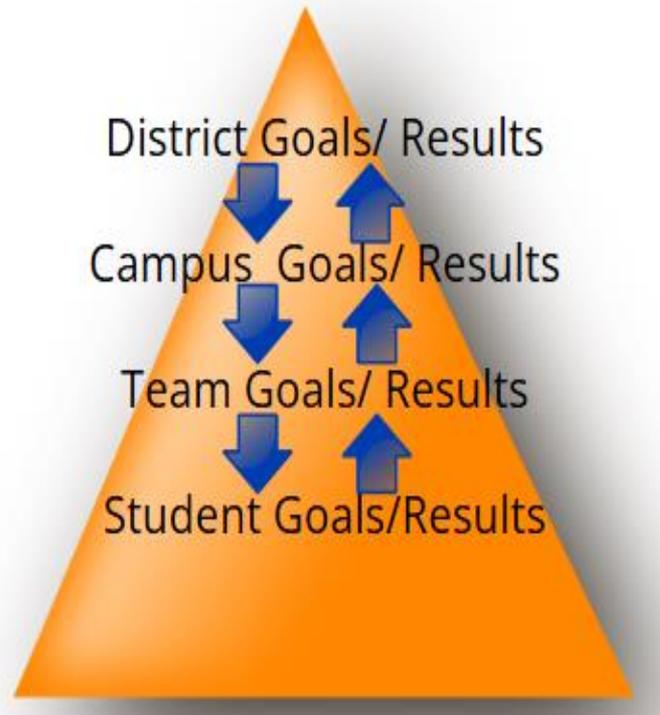
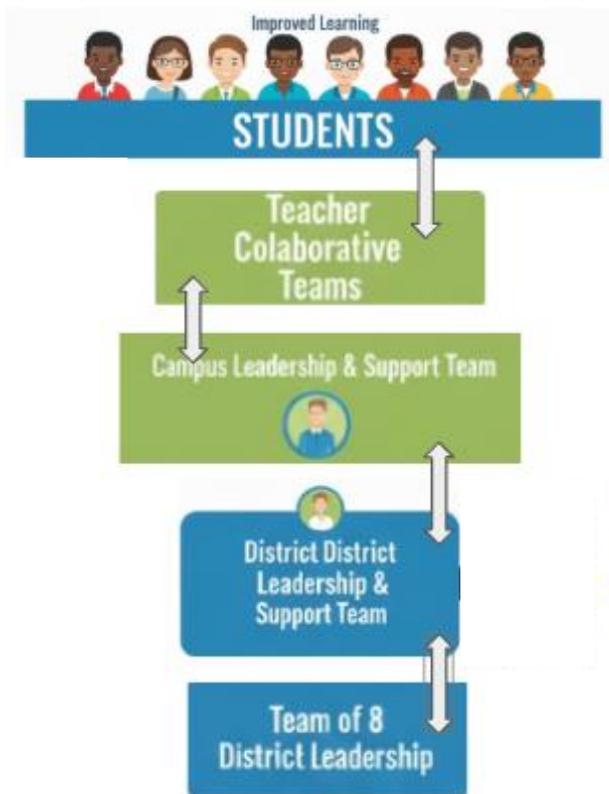
Read pgs. 7-10.

Debrief the reading: Complete your team role as indicated in the Text Navigator activity.

- Summarizers
- Questioners
- Connectors



Leading PLCs at Work Districtwide: From Boardroom to Classroom





“Coherence occurs when there is a shared depth of understanding, about the practice of effective teaching and learning. It’s when there’s focused direction, intentional learning, collaborative culture, and layers of accountability. A key aspect of this work is internal accountability - every team takes ownership of the work at hand.”

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NORMS

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DISCUSSION