Corbett Education Consulting

Virginia Department of Education

Working with Stakeholders & Staff Evaluation, Reward & Removal

Technical Assistance Workshop

VDOE — Office of School Improvement

January 11, 2012

Technical Assistance Sessions

Sept. 20th

- Strand B: Moving Towards School Autonomy
- Strand G: Leading Change

November 9th

- Strand K: Reforming Instruction

January 11th

- Strand D: Working with Stakeholders & Building Support
- Strand H: Evaluating, Rewarding & Removing Staff

March 13th

- Strand I: Providing Rigorous Staff Development
- Strand J: Increasing Learning Time

April 25th

- Reflections and Planning for 2012-13

Today's Agenda

Introductions & Updates	9:00 – 9:30 AM
Strand D: Working with Stakeholders	9:30 – 10:30 AM
Discussion about Readings	10:45 – 11:45 PM
Lunch	11:45– 12:45 PM
Strand H: Evaluating, Rewarding & Removing Staff	12:45 – 2:15 PM
Focus Groups by Role	2:30 – 3:30 PM

Stakeholder Snapshot

Stakeholders (groups or individuals)	Timeframe/Date of most recent meeting/ communication	Ways they are involved with implementation	Next steps

Strand D: Working with Stakeholders & Building Support for Transformation

1. Assign transformation team members to create a work plan and communicate with stakeholders
2. Announce change and anticipated actions publicly, communicate urgency, and signal the need for change
3. Engage parents and the community
4. Build support for transformation
5. Establish a positive organizational culture
6. Help stakeholders overcome resistance to change
7. Persist and persevere but discontinue failing strategies

1. Assign Team Members to Create Work Plan & Communicate with Stakeholders

*What people resist is being controlled, being told what to do without being told why, and not being able to affect the change process**

- Who needs to be most involved in the work plan's development and implementation?
- Who is best positioned to communicate with the broader community?
- What strategies and processes should be used to guide and track implementation?
  - Within the transformation team?
  - Within the school?
  - Within the division?
- What level of involvement is necessary for each aspect of the transformation?

Resources:

- *Reinventing Education, *Change Masters & Change Fundamentals*, www.reinventingchange.org
- *Communicating about School Reform*, Center on Innovation & Improvement http://www.centerii.org/webinars/

2. Announce Change and Actions Publicly, Communicate Urgency & Signal the Need for Change

- Clearly define and publicize:
  - The needs of the school and the community
  - The process
  - The goals
- Clearly and visibly track progress
- If needed, launch a statewide media effort to explain, highlight & support transformation efforts
- Send regular updates on the progress and changes
  - newsletters, e-briefs, website, public television, etc
- Ensure that staff understand the changes and can communicate the message effectively
- Get the support of a few key stakeholders within the building, and within the community, to promote the message
- Hold community meetings / parent nights / open houses / family nights outside of the school

Resources:

- *Setting the Theme, Diagnostic*, Reinventing Education Change Toolkit, 2002

3. Engage Parents and the Community (1 of 2)

Parent engagement is more than an annual parent/teacher conference, an occasional newsletter, or parental choice

- Engaging parents can occur on three different levels:
  1. Children's learning at home
  2. Connecting parents with other parents
  3. Linking parents to teachers and the school
- Schools that succeed in engaging families share three key practices:*
  1. Focus on building trusting, collaborative relationships among teachers, families and community members
  2. Recognize, respect and address families' needs, as well as class and cultural differences
  3. Embrace a philosophy of partnership where power and responsibility are shared

Resources:

- Familes & Schools, Academic Development Institute, http://www.families-schools.org
- Harvard Family Research Project, http://finenetwork.org
- *National Coalition for Parent Involvement in Education (NCPIE) http://www.ncpie.org/
- Virginia Parent Information and Resource Center, VA PIRC, http://www.vpirc.peatc.org

Strategies to Increase Parental Involvement* (1 of 2)

Recognize that all parents, regardless of income, education or cultural background want their children to do well

- Design programs that support families to guide their children's learning
- Develop the capacity of school staff to work with families
- Focus on developing trusting and respectful relationships among staff and families
- Make sure that parents, school staff, and community members understand that the responsibility for children's educational development is collaborative
- Build strong connections between schools, community & faith-based organizations
- Keep parents aware of changes and the impact on their children
- Encourage regular home contact (notes, emails, calls, home visits)
- Create a parent liaison position (staff or volunteer)
- Schedule parent meetings & open houses at times that allow for working parents to attend
- Work with community organizations to bring adult learning at the school (i.e. computer labs, classes, tax help, etc)

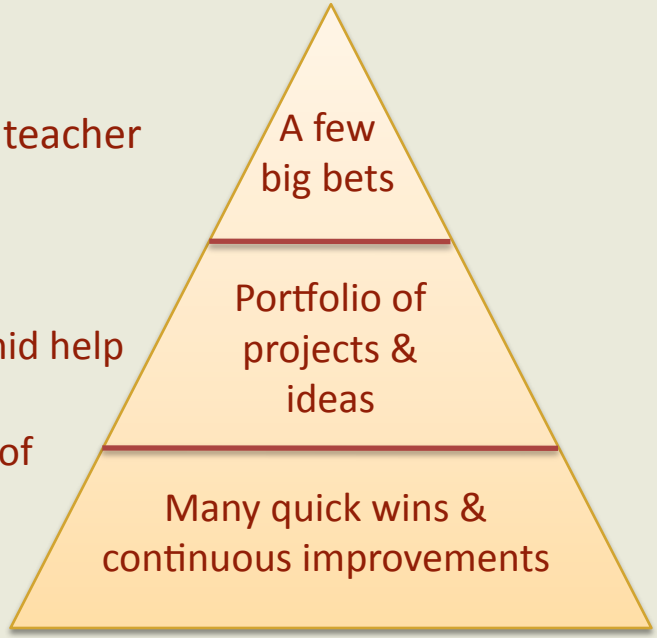
* http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm

4. Build Support for Transformation & 5. Establish a Positive Organizational Culture

- Make sure that people understand and are aware of the strengths and skills of team members
- Recognize staff for their strengths, ideas, impact, contributions & accomplishments
- Ensure that staff are invested in and given extra "organizational capital" (time, a place to work, equipment, legitimacy, etc.)
- Set policies & procedures that foster and enable open communication and access to information
- Recognize progress as it happens
- Use a variety of staff team building activities
- Allow innovation to come from all levels (support staff, teacher leaders, division staff, partners, parents)

Innovation Pyramid

- How do ideas and experiments from one part of the pyramid help guide innovations at other points in the pyramid?
- What methods can be used to spread ideas from one part of the pyramid to others?



Resources:

- Reinventing Education, *Change Masters & Change Fundamentals,* www.reinventingchange.org

6. Help Stakeholders Overcome Resistance to Change

- Communicate with the resistant stakeholders to learn why there is resistance to change
- Explain the problem and the goals
- Ask the resistant to help develop solutions
- Don't be afraid to move forward anyways
- Get the support of a few key stakeholders within the building, and within the community, to promote the message of change
- Send regular updates on the progress and changes
  - newsletters, e-briefs, website, public television

Resources:

- Reinventing Education, *Change Masters & Change Fundamentals*, www.reinventingchange.org
- *Communicating about School Reform*, Center on Innovation & Improvement http://www.centerii.org/webinars/

7. Persist and Persevere but Discontinue Failing Strategies

- Meet with leadership team regularly to analyze data and monitor progress against timelines
- Recognize the possible causes of decreasing success:*
  - Forecasting problems: time/resource shortages
  - Unexpected obstacles: roadblocks you couldn't see before
  - Loss of momentum: the team gets tired
  - Critics surface: the project becomes more controversial
- Explore the pros & cons of continuing, discontinuing or altering a strategy
- Develop an action plan to continue implementation or to phase out a partially-implemented strategy

Resources:

- *Reinventing Education, *Mastering the Middles, Diagnostic*, http://www.reinventingeducation.org

Article Discussions

- *Building a Teaching Profession that Recognizes Excellence: Reimagining the Step-and-Lane Pay Scale.* Teach Plus Boston, Spring 2011. http://www.teachplus.org
- *Bumping HR: Giving Principals More Say Over Staffing*. National Council on Teacher Quality, October 2010. http://www.nctq.org
- Fifteen Ideas for Promoting Effective Teaching in MCS with Master Teachers, Teach Plus Memphis, Spring 2011. http://www.teachplus.org

Lunch Discussions

Please eat with your school's team and discuss:

- Progress against what you expected would be completed by Jan. 2012
- Any major issues/barriers to implementation that must be addressed
- How your team is working together
- Major goals/priorities for the rest of the school year

Strand H: Evaluating, Rewarding & Removing Staff

GUIDING PRINCIPLES

- Establish a system of procedures and protocols for recruiting, evaluating, rewarding & replacing staff
- Work with teachers (and/or unions) at each stage of development & implementation
- Secure & find funding for long-term sustainability
- Combine forces to make & enforce some of the tough decisions
- Discover the origin of barriers – invisible ink
- Eliminate redundant state or district practices/protocols
- Focus on teachers, but principals/administrators & support staff should also be held to the same standards for evaluation, incentives, and removal

Just because a condition hasn't existed in the past doesn't mean it can't exist in the future

Resources:

- *Evaluating School Principals*, National Comprehensive Center for Teacher Quality, July 2010. http://www.tqsource.org/
- *Invisible Ink in Teacher Contracts*, Education Next & National Center for Teacher Quality (http://educationnext.org/invisible-ink-in-teacher-contracts/ & www.nctq.org)

Strand H, Part 1: Evaluation

1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding & replacing staff
2. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools
3. Include evaluation of student outcomes in teacher evaluation
4. Make the evaluation process transparent
5. Provide training to those conducting evaluations to ensure standardization
6. Document the evaluation process
7. Provide timely, clear, constructive feedback to teachers
8. Link the evaluation process with the district's collective and individualized PD programs
9. Assess the evaluation process periodically to gauge its quality and utility

Evaluation

- Why evaluate staff?
  - Feedback & development
  - Inform Professional Development
  - Promotions & career planning
  - Compensation
  - Retention & dismissals
  - Future recruiting & hiring
- What questions should be asked during the design of an evaluation system?
  - How often?
  - Who contributes to the evaluations?
  - Design of instruments?
  - Format of feedback?

Evaluation usually occurs after staff begin working, what evaluations can be used DURING the hiring process?

Competencies to Evaluate

Nurturing the Whole Child

Working with Others
Partnering with Parents
Working in Teams

Winning Hearts & Minds
Understanding the Environment
Developing Others

Knowing Self & Others
Emotional Intelligence

Cultivating Knowledge
Subject Mastery
Analytical Thinking
Initiative
Teaching Creatively

Resources:

- *Using Competency-Based Evaluation to Drive Teacher Excellence: Lessons from Singapore*, Public Impact, 2010. pg 11. http://opportunityculture.org/images/stories/singapore_lessons_2010.pdf

Evaluation Timeline

Vision

- Determine the purpose of performance measurements
- Choose objectives that align with the mission
- Evaluate teachers frequently on an informal basis
- Formal evaluations each semester (for new or struggling teachers), or each year (for veteran or strong teachers)

Design

- Ensure transparency
- Include employee input throughout design process
- Document every step
- Design performance measures & categories
- Set performance standards (all teachers & master teachers)
  - Skills & competencies
  - Knowledge
  - Student growth
- Take into account different positions & roles

Implementation

- Train all staff performing reviews & ensure they have the same interpretation of quality
- Include teachers in goal-setting
- Provide timely feedback
- Use results to take action and align district-wide PD
- Hold leaders accountable for their evaluations

Review

- Review feedback regularly
- Review evaluation process annually
  - Evaluators
  - PD
  - Quantity & quality of improvement
- Adjust process & measures based on results
- Double-check leaders evaluations to ensure fidelity to the agreed upon standards

Strand H, Part 2: Rewards & Incentives

1. Create a system for awards that is transparent and fair
2. Provide performance-based incentives
   - Increased compensation based on:
     - classroom growth
     - whole school growth
     - additional responsibilities (i.e. lead/mentor teacher)
   - Non-monetary incentives
3. Use non-monetary incentives for performance
   - Additional PD opportunities
     - Paid release time
     - Scholarships for advanced study
     - Online training
     - Increased collaboration with colleagues (locally, regionally, nationally)
   - Career advancement
     - Distributed leadership team positions
     - Various teaching tracks (teacher, senior teacher, lead teacher, master teacher)
     - Various leadership tracks (project managers, assistant principal, principal, district positions)

Resources for Rewards & Incentives

Guide to implementation: Resources for applied practice (link below)

- Classroom observations of teacher practice
- Principals and alternative compensation
- Communication and stakeholder engagement
- Alternative compensation for teachers of non-tested subjects and grades
- Data quality essentials
- Paying for performance-based compensation systems
- Information technology considerations
- Value-added measurement

Resources:

- *A guide to implementation: Resources for applied practice*. Center for Educator Compensation Reform, http://cecr.ed.gov/TIFgrantees/resources/guideToImplementation.cfm
- *Handbook on Effective Implementation of School Improvement Grants*, Center on Innovation & Improvement, pgs 93-94, http://centerii.org

Incentives & Rewards Timeline

Vision

- Clearly articulate the goal for providing rewards:
  - Retention
  - Recruitment
  - Accountability
- Create a system for making awards that is transparent and fair

Design

- Base performance incentives on multiple measures
- Ensure that valid data are available on whether performance indicators have been met or not
- Decide whether or not award individual or school-wide performance incentives
- Determine the amount of the incentives, based on budgetary considerations and what is necessary for effectiveness
- Work with teachers (and union)

Implementation

- Work with teachers (and union)
- Develop and implement a communication plan for program clarity and building stakeholder support

Review

- Secure funding or look for reallocations for long-term program sustainability
- Evaluate effectiveness of reward program
- Revise evaluation system, data points & process as needed
- If not already in practice, develop reward system for non-tested or graded teachers

Strand H, Part 3: Removal

1. Set clear goals and measures for employees' performance and provide targeted training
2. Reform tenure protections, seniority rights, and other job projections to enable quick performance-based dismissals
3. Negotiate expedited processes for performance-based dismissals
4. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals
5. Make teams available to help principals
6. Create several exit points for employees
7. Facilitate swift exits to minimize further damage

Resources:

- *Performance-Based Dismissals,* Center on Innovation & Improvement, http://www.centerii.org/survey/downloads/Performance-Based_Dismissals.pdf

Removal

- Reasons for removal:
  - Fails to improve despite assistance (after 1 year)
  - Poor attitude (undermines reforms)
  - Lacks professionalism
  - Sends a clear message to the rest of the staff & can improve overall performance
  - Increases employee morale – creating a culture of performance
  - Helps Recruitment – candidates sense a high-performing organization
- Ways to decrease the need for removal:
  - Increase screening during hiring process
  - Better match teachers with school environment
  - Increase the use of voluntary resignations
    - Clearly define the transformation model and the changes required (Election to Work Agreements)
  - Provide quality and aligned PD and additional supports
  - Counsel underperforming staff into other educational positions that are better suited to his/her skills

-- Ensure that a pipeline to replace removed teachers exists --

-- School leaders are being judged on a school's performance, if low-performing teachers are retained, the school leader will be held accountable --

Removal

Effective School Administrators:

- Clearly communicate the goals for the organization and for each employee
- Gather the best information possible about each employee's skills, capacity, motivation, and will
- Watch carefully as problem employees try to improve
- Make swift decisions when unsatisfactory performance continues
- Monitor & record every step of the process

Effective Districts & States:

- Negotiate expedited removal process in SIG schools
- Create a SWAT/intervention team to support and monitor struggling teachers & support principals/districts
- Prioritize recruitment, hiring & placement for SIG schools
- Hold district leaders accountable for not supporting the school leaders on staff removal

Resources:

- *Performance-Based Dismissals,* Center on Innovation & Improvement http://www.centerii.org/survey/downloads/Performance-Based_Dismissals.pdf

Removal Timeline

Vision	Design	Implementation	Review
• Negotiate expedited removal in SIG schools • Some teachers will thrive in a different working environment • Some teachers will not embrace the changes (and will inhibit success) • Some teachers will not improve despite additional supports • What's the best way to get the best teachers in front of students?	• Set clear goals, measures & timelines • Create teams to support struggling teachers • Indentify exemplar teacher mentors • Monitor & provide feedback, additional PD opportunities & team teaching	• Ensure transparency throughout the entire process • Allow several exit points: transfer, counsel-out, removal • Are policy/contract barriers inhibiting the process? • Are political barriers inhibiting the process? • Provide immediate feedback post-evaluations	• Are struggling teachers improving? • Are continuously struggling teachers being removed from the school & the classroom? • Are there ways to expedite the process? • Does the staff have the capacity to provide appropriate PD & mentoring?

Provide significant feedback and PD to struggling staff. If he/she cannot meet performance goals, it's time to make the tough decisions.