LEAD Connecticut Leadership Institute

Improving Performance through a Systemic Human Capital Approach

JUNE 2013

An integrated approach to developing talent and managing people can improve performance.

DMC's Human Capital Framework

Defining & Redefining Success through Human Capital

Preparation & Background	Recruiting & Hiring Processes	Induction	Ongoing Performance Management
• Education & Training (Course-based & Clinical)	• Interview processes	• Subjects covered	• Evaluation approaches
• Personality & Ambition	• Timeline management	• Duration	• Career tracking
• Certification	• Messaging	• Intensity	• Staffing models
• Geographic reach		• Mentoring structure	• Professional development

How do you evaluate staff and plan for succession?

Source: DMC

A robust performance management system can develop and support educators to become more effective.

DMC's Human Capital Framework

Defining & Redefining Success through Human Capital

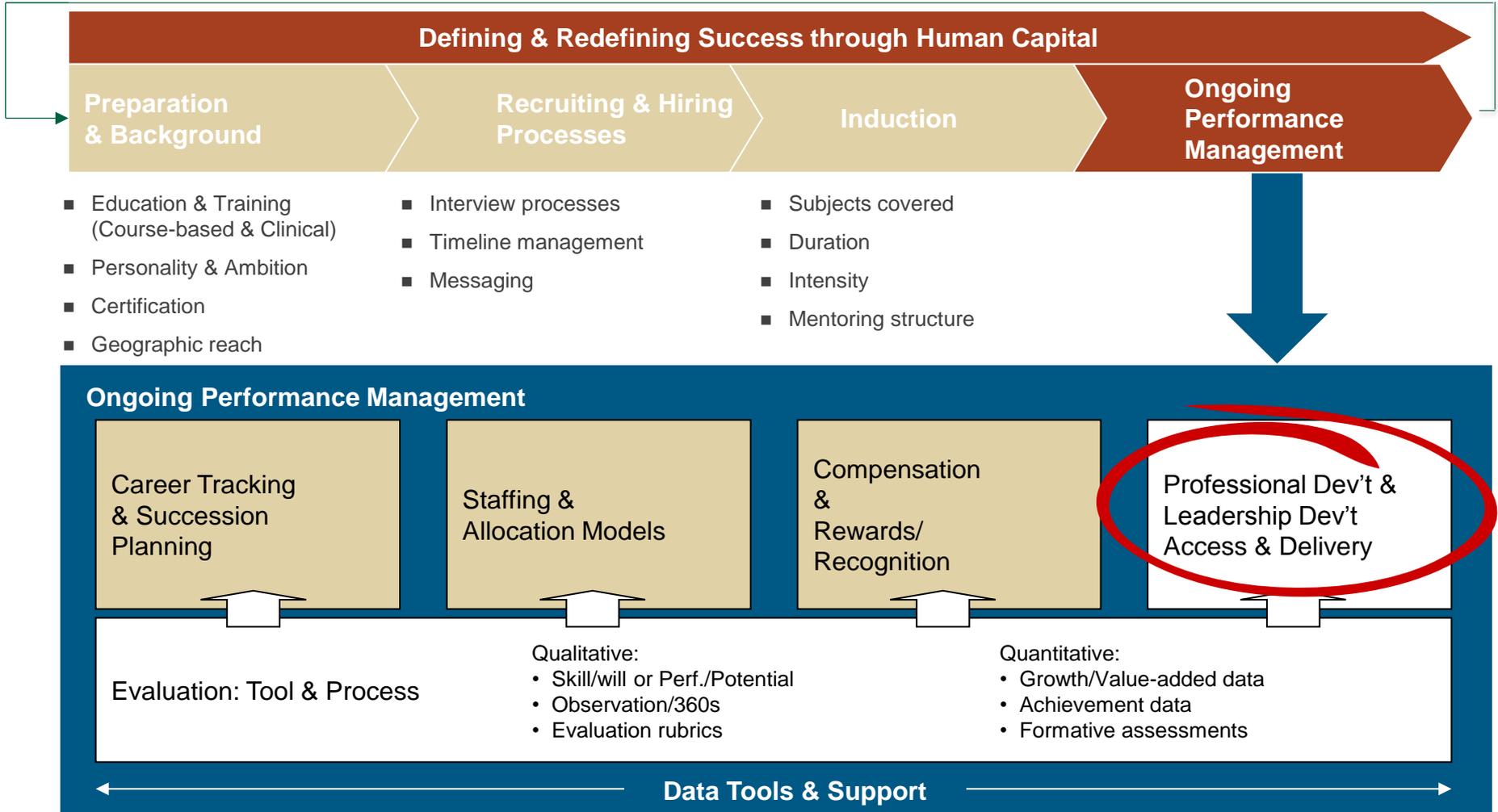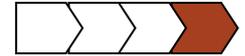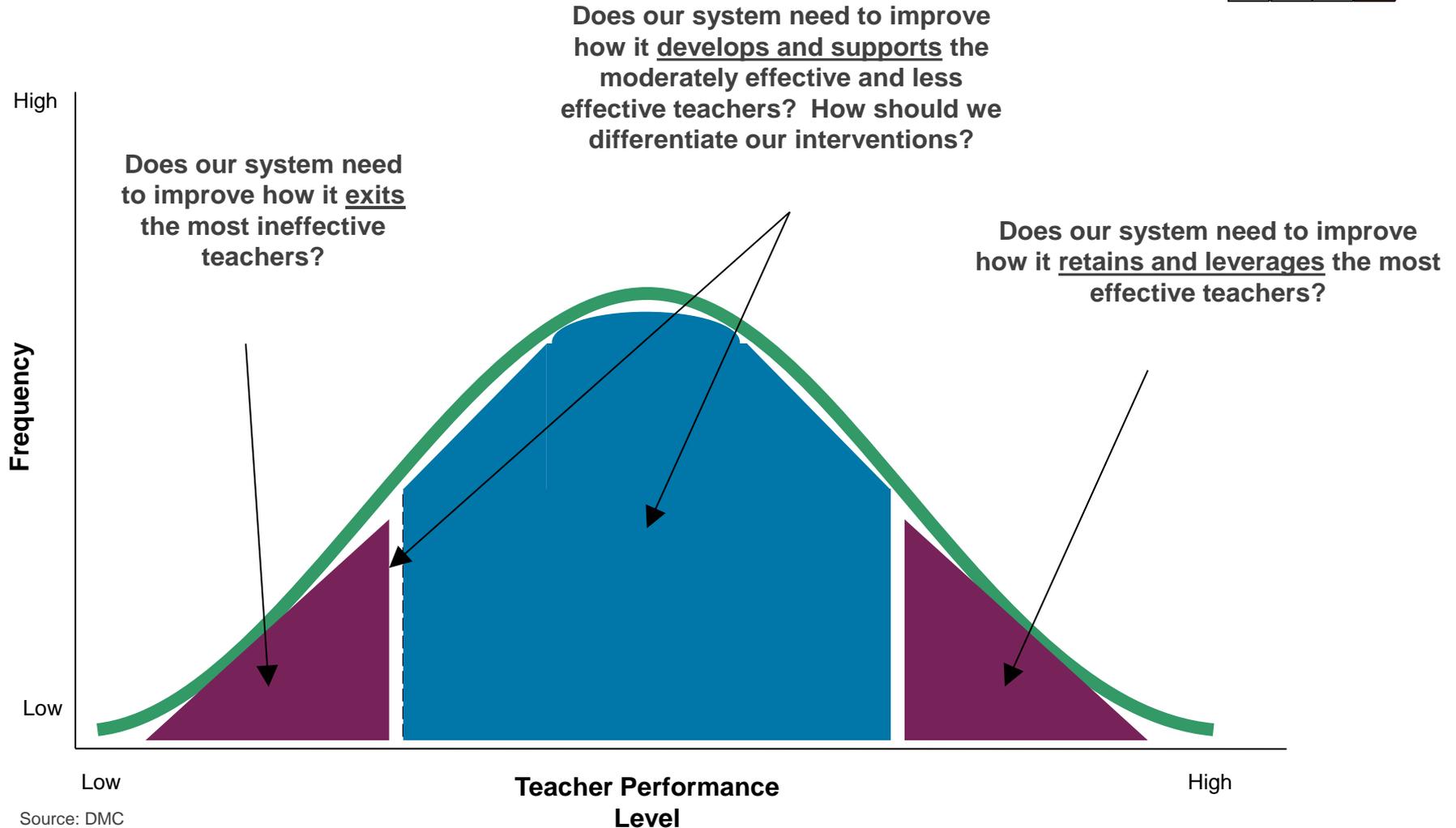| Preparation & Background	Recruiting & Hiring Processes	Induction	Ongoing Performance Management

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- Interview processes
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- Subjects covered
- Duration
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Ongoing Performance Management

Career Tracking & Succession Planning	Staffing & Allocation Models	Compensation & Rewards/ Recognition	Professional Dev't & Leadership Dev't Access & Delivery

Evaluation: Tool & Process

Qualitative:
• Skill/will or Perf./Potential
• Observation/360s
• Evaluation rubrics

Quantitative:
• Growth/Value-added data
• Achievement data
• Formative assessments

Data Tools & Support

An evaluation system should be used to improve systemic performance.

Differentiated Strategy for Teachers based on Performance

Does our system need to improve how it develops and supports the moderately effective and less effective teachers? How should we differentiate our interventions?

Does our system need to improve how it exits the most ineffective teachers?

Does our system need to improve how it retains and leverages the most effective teachers?

High

Frequency

Low

Low

Teacher Performance Level

High

Source: DMC

The focus for top performers must be retention as well as continued professional development and career advancement opportunities.

Differentiated Strategy for Teachers based on Performance

Top performers are those who consistently exceed expectations and are viewed as leaders within their respective cohorts.
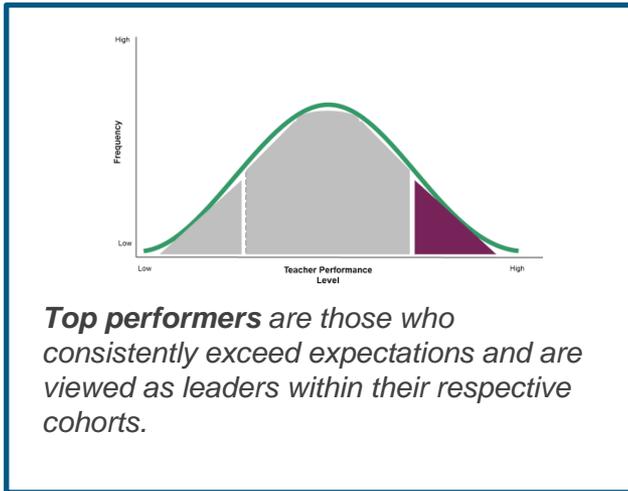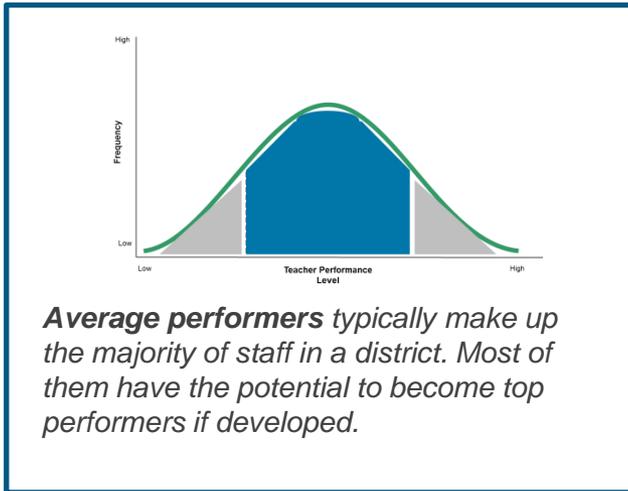
Strategy

Retain top performers by ensuring that they are supported by appropriate career advancement and recognition opportunities

Key Questions:

- Are top performers being provided with a view of a potential career ladder within the district?
- Are top performers currently being rewarded or recognized for their contributions in the classroom or within the district?
- Does the district have an understanding of trends for retention of high performers?
- Are top performers benefiting from professional development opportunities?
- Does the district survey top performers to identify what types of PD opportunities they are interested in?

Strategies around professional development for the average performer should center around helping those teachers become high performing.

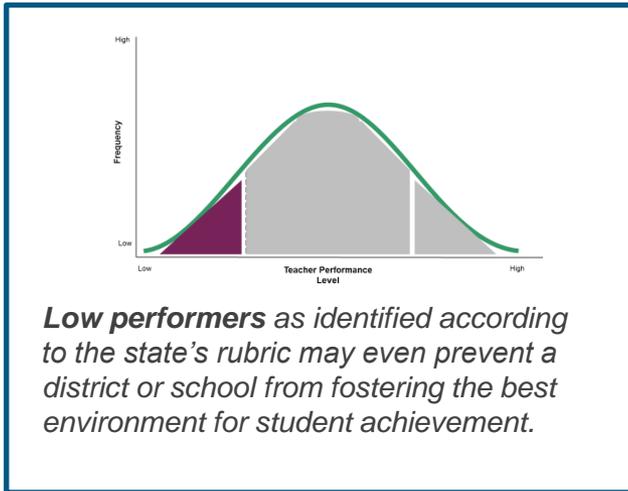## Differentiated Strategy for Teachers based on Performance

Average performers typically make up the majority of staff in a district. Most of them have the potential to become top performers if developed.

Strategy

Enhance the skills of average performers and enable them to perform at a higher level for both their benefit and the district's

Key Questions:

- Based on performance evaluations, what are the most common development areas of average performers?
- Are these development areas components of ongoing training or coaching programs in the district?
- What separates the top performers from the average performers?
- Can these characteristics be taught or integrated into professional development programs?
- How can we leverage top performers to mentor or coach the average performers?

Understanding teacher potential is important in determining whether a low-performing teacher must be trained further or dismissed.

Differentiated Strategy for Teachers based on Performance

Low performers as identified according to the state's rubric may even prevent a district or school from fostering the best environment for student achievement.

Strategy

Improve the quality of the teacher pool through development opportunities or dismiss / non-renew low performers

Key Questions:

- What resources or supports have been given to help your lower performers?
- Do you ask your low performers which resources they need to succeed?
- How can professional development opportunities be better aligned with key areas of concern?
- Is the appropriate documentation in place to support a dismissal or non-renewal?
- Do you track performance year over year to understand progress made (or not) by low performers?
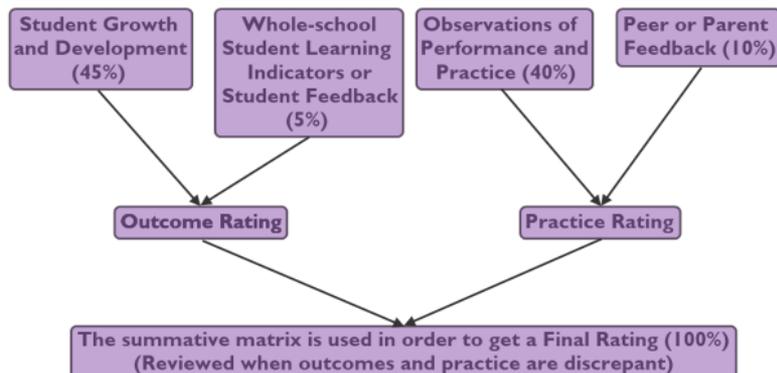
The state's evaluation rubrics provide a powerful tool to identify key areas of job-embedded development.

Connecticut's System for Educator Evaluation and Development

Summative Teacher Evaluation Rating

A teacher's summative rating will be determined by combining as follows:

1. Teacher Practice Related Indicators score – is calculated by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score.
2. Student Outcomes Related Indicators score- is calculated by combining the Student Growth and Development score and Whole-School Student Learning or Student Feedback score.
3. Final Summative Rating- is determined using the Summative Matrix (see the SEED Handbook).

- Student Growth and Development (45%)
- Whole-school Student Learning Indicators or Student Feedback (5%)
- Observations of Performance and Practice (40%)
- Peer or Parent Feedback (10%)

→ Outcome Rating

→ Practice Rating

The summative matrix is used in order to get a Final Rating (100%) (Reviewed when outcomes and practice are discrepant)

Summative Administrator Evaluation Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. Annual summative evaluations will be calculated as follows:

The process for determining summative evaluation ratings involves three steps: (a) determining a practice rating, (b) determining an outcomes rating, and (c) combining the two into an overall rating.

❯ A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

❯ B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

❯ C. OVERALL: Practice (50%) + Outcomes (50%) = 100%

Source: SEED website

Development programs entail on-the-job leadership development.

Complete Development Program

- A comprehensive development program contains four components that address both learning and ongoing management.

- The categories of activity, including on-the-job development, coaching and mentoring and formal training, address the major areas of where learning occurs.

- The fourth component, Ongoing Management of Program, addresses the ongoing management needed to sustain the overall program.

■ *Focus in this module*

| On-the-Job Leadership Development | **+** | Coaching & Mentoring | **+** | Formal Induction Training | **+** | Ongoing Management of Program |
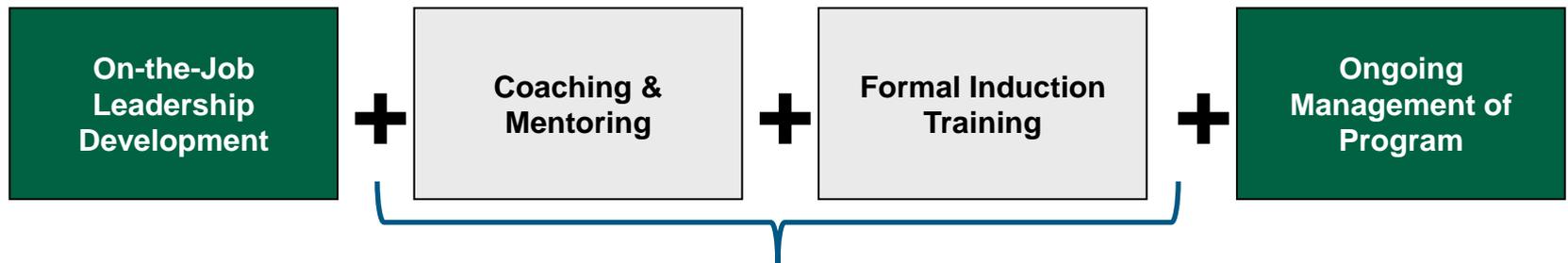
Covered in the Induction phase of the Human Capital Framework

Many on-the-job development opportunities come at no incremental cost to the district.

On-the-Job Development Examples

Enlargement

- **Widening the scope of the job:**
  - Adding additional responsibilities for operations or finance staff
  - Adding additional grade levels or geographies to responsibilities
  - Coaching, data team, or curriculum leadership positions for teachers (perhaps with stipends)

Rotation

- **Taking on new tasks (perhaps temporarily):**
  - School rotation
  - Geographic rotation
  - Grade level rotation

Enrichment

- **Increasing the depth of job content:**
  - Grade-level expansion (for instance, from K-5 to K-8)
  - Operations expansion (for instance, from food service operations to procurement or finance)

Regular assessment and adjustment of the actual Development Program is essential for continued progress and evolution.

Components of Effective Ongoing Management of Development Programs

- **Management of the development program should combine <u>objective</u> measures, like the following:**

  - One or more well-qualified internal candidate prepared and ready to be promoted to key district jobs

  - A record of successful promotions (or lateral placements) based on the development program

  - Few high performers leaving the organization because of 'lack of opportunity'

- **…And subjective measures as well.**

  - Perception of discrimination – ethnic, gender, age, etc.

  - Perceptions of fairness

  - Transparency of the promotion and placement process

  - Morale & employee satisfaction scores

  - Perceptions of a clear career path, development options

  - Perceptions of managerial and executive competence

  - Confidence in primary and alternative candidates

  - Perceptions of bench strength for key positions