

# Strategic Roadmap Development

*LAUSD's strategic planning process focuses on four fundamental strategies to personalize learning for all students*

***Supporting All Employees Update***

January 25, 2011

Overview of all the pieces – For LAUSD

Inspirational

**Vision**  
*Every LAUSD student will receive an education in a safe, caring environment, and every student will be college-prepared and career-ready*

**Mission**  
*LAUSD will provide high quality instruction and a coherent and rigorous curriculum in every classroom to facilitate student learning and achievement*

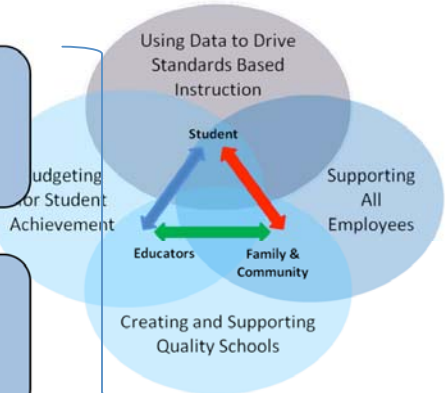
**Goals**  
*1. 100% graduation 2. Proficiency+ for All 3. 100% Attendance  
4. Engaged Parents/Families 5. Safe Schools*

**Theory of Change**  
*Personalized learning (student, educators, family & community)*

**Strategies**  
*1. Using Data to Drive Standards Based Instruction 2. Supporting All Employees  
3. Budgeting for Student Achievement 4. Creating and Supporting Quality Schools*

**Metrics / Objectives**  
*The specific metrics & objectives under each strategy that will help us realize our goals*

**Operational Plan**  
*<In development with Leadership Team>  
How we will achieve our objectives*

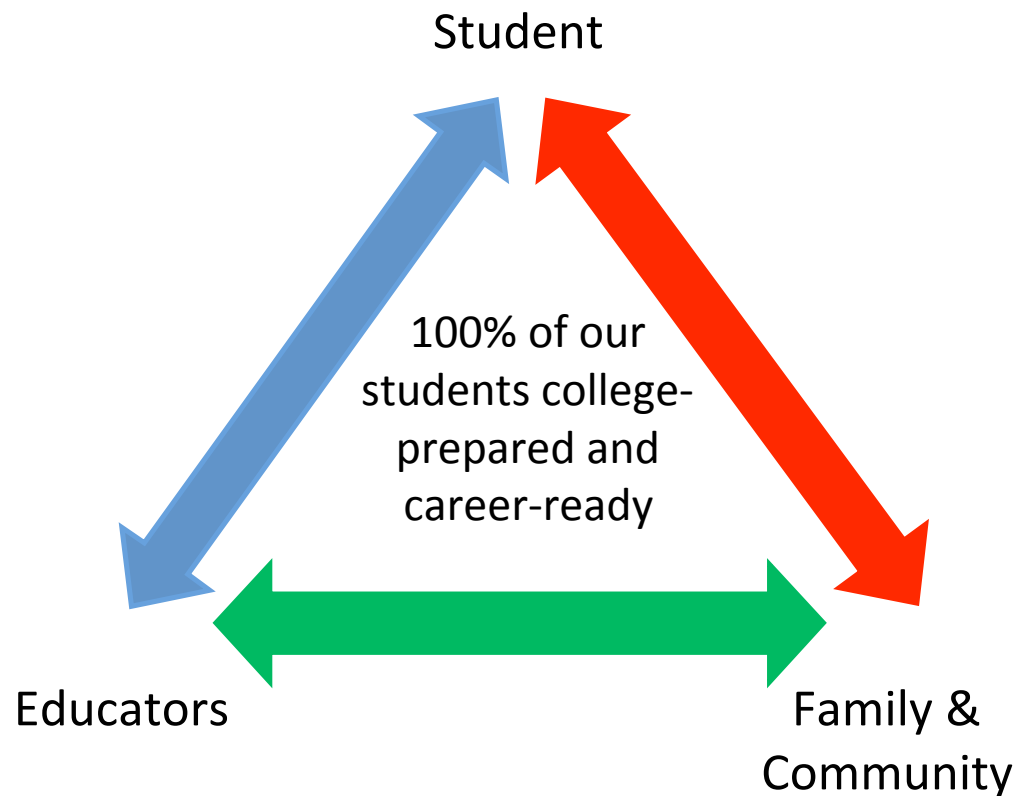


Set by the Board and Superintendent

Operational

## Theory of Change

We envision an organization where we know every child and adult by name and face and we personalize the learning experience for all students and adults.



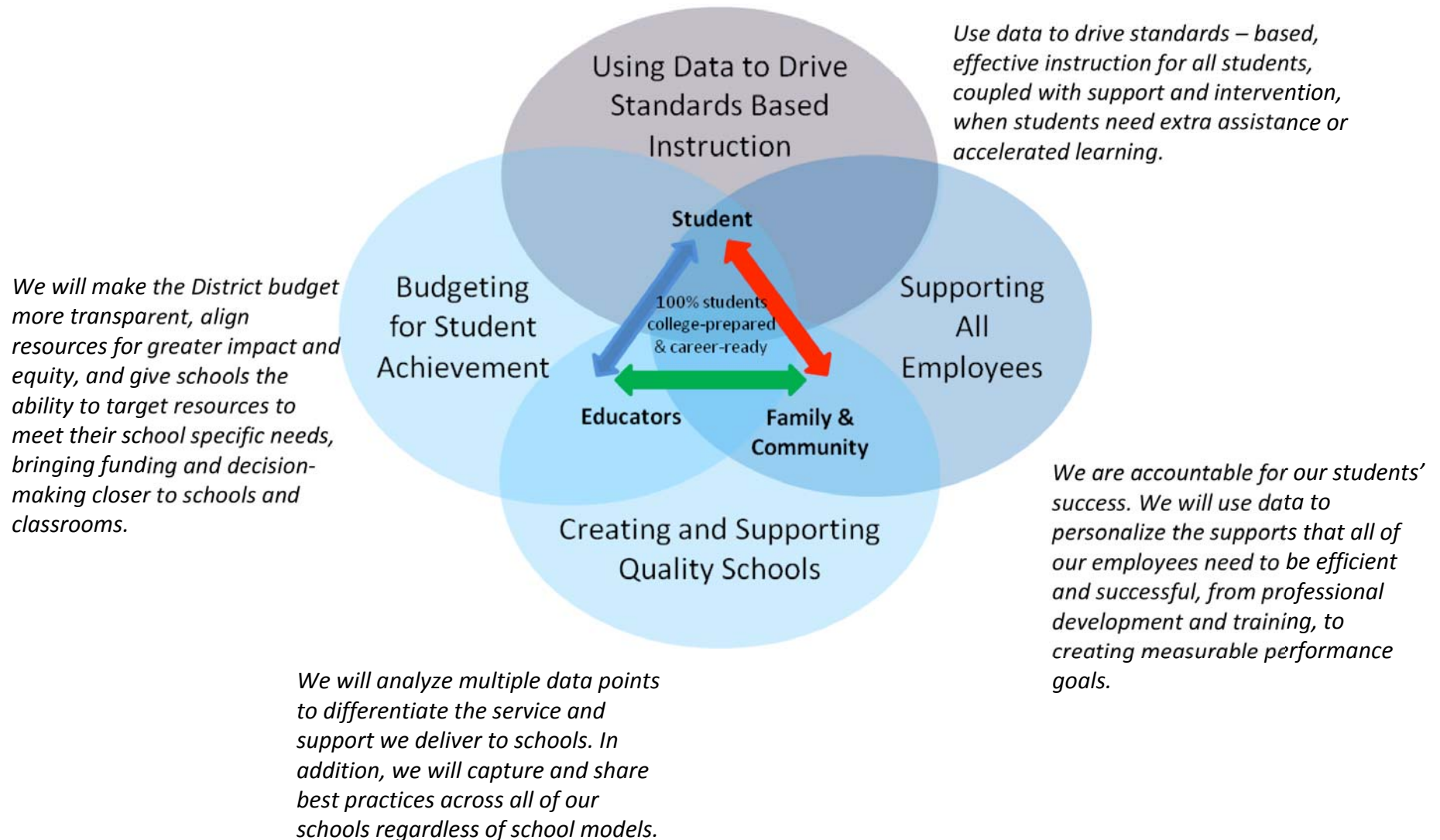
Student – personalized learning experience based on the needs and talents of our students

Educators – personalized learning experience based on the needs and talents of our employees. We are all teachers and learners including administrators, classified staff, and support staff

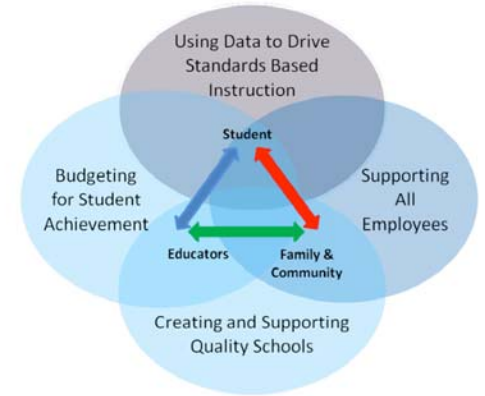
Family & Community – personalized learning experience based on the needs and talents of our families and community members.

## Strategies

LAUSD has four interconnected strategies that will help us meet our goals and ensure all students are college-prepared and career-ready.



## Strategy: Supporting All Employees

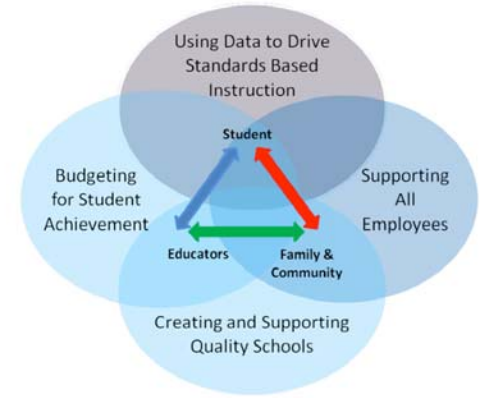


### Definition

We are accountable for our students' success. We will use data to personalize the supports that all of our employees need to serve our students, from professional development and training, to creating measurable performance goals.

### Supporting Board Resolutions & Actions:

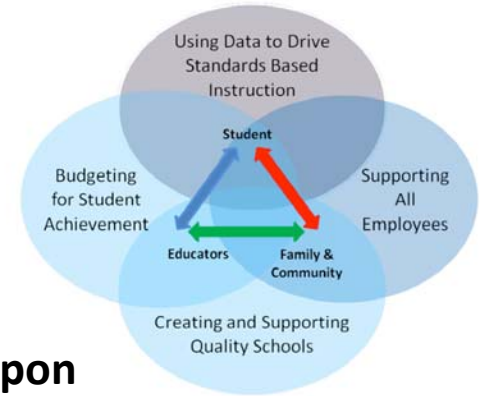
- Leaders of Leaders Program (July 10, 2007)
- Teach LAUSD Campaign (July 10, 2007)
- Quality Leadership and Teaching to Ensure a World Class Education for All Students (April 28, 2009)
- Teacher Quality: A Call to Legislators (June 9, 2009)
- Protecting Equal Access and Opportunity for All Our Students (June 15, 2010)
- **New:** Board Principles (September 2, 2010)
- **New:** Guidance for working with our collective bargaining partners (September 14, 2010)



# Classified update

# Supporting All Employees

## Employee Development Cycle and Career Stages for Classified Staff



### Employee Development Cycle – Data & Results Driven and Based upon Performance Expectations

- ✓ Review
- ✓ Development & Support
- ✓ Differentiated Compensation & Recognition

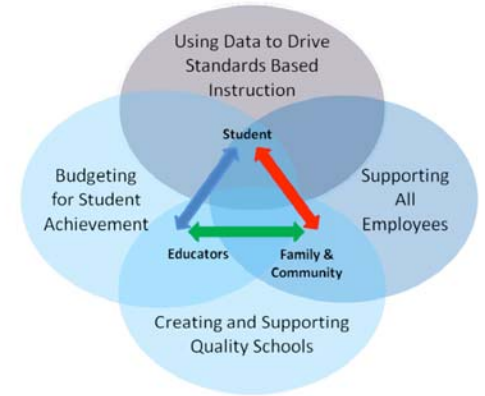
### Career Stages

- ✓ Preparation
- ✓ Recruitment, Competency Assessment, Selection & Assignment
- ✓ On-Boarding & Orientation
- ✓ Probation, Annual Goal Setting, Evaluation, and Training
- ✓ Career Ladders

# Supporting All Employees

## Classified Employee Highlights

### Recent Activities



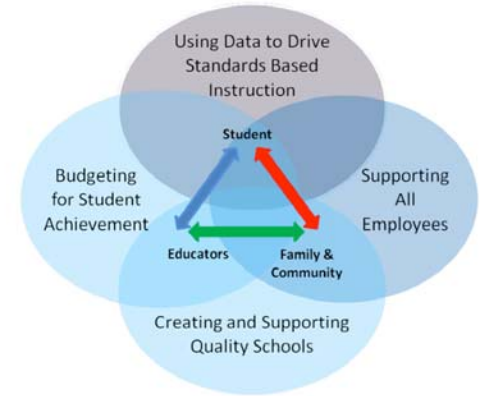
### Supporting employees who have been reassigned due to a reduction in force.

- ✓ Conducting **School Office Procedures Training** that is targeted to those school office employees that have been recently reassigned to schools due to RIFs. Training prepares them to carry out their new roles.
  - site-based training
  - stand-alone workshops
  - telephone support
- ✓ Holding the **School Office Procedures - Eight Session Certificate Series** for new and aspiring School Administrative Assistants.
- ✓ Offering **Supervisory Certificate Training Programs (Level I & II)** that emphasize **effective performance management**. Program emphasizes development of skills that will aid supervisors who are working with staff members who have recently been reassigned to their school or office.

# Supporting All Employees

## Classified Employee Highlights

### Recent Activities



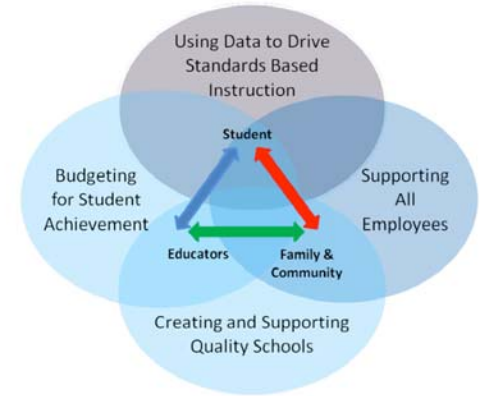
### Supporting employees who have been noticed that they will be laid off from the District.

- ✓ Providing **Career Transition and Outplacement Services**.
  - Mini Conference
  - Rapid Response Sessions
  - Career Workshops
  - Web-based Resources
    - Counseling Services
  
- ✓ Investing in a **recruitment strategy** to target laid off employees to fill new job vacancies.

# Supporting All Employees

## Classified Employee Highlights

### Recent Activities

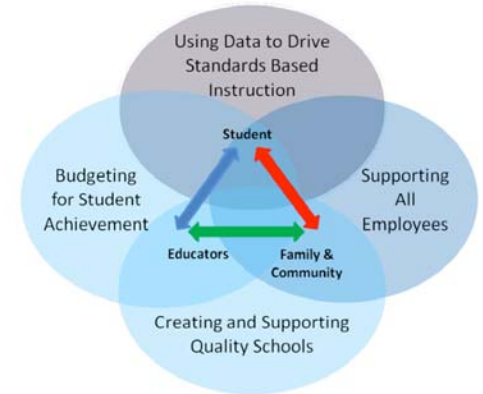


### Supporting current employees.

- ✓ Providing **Performance Management Training** to support supervisors in effectively managing their employees' performance.
  
- ✓ Partnering with colleges and universities to bring **onsite at LAUSD locations degree and university certificate programs** to support employees in elevating their education levels and knowledge base and to expand the capacity of the District's workforce.
  - AA Degree Programs
  - Bachelor's Degree Programs
  - Master's Degree Programs
  - School Business Management Certificate Program

# Supporting All Employees

## Classified Employee Development Plan



Empanel  
Multi-Stakeholder  
Workgroup

- Empanel workgroup by March, 2011
- Workgroup will develop recommendations to begin a Classified Employee Development plan based on best practices
- Workgroup to include key stakeholders from groups including classified staff; collective bargaining partners; site administrators; hiring managers; HR professionals; parents and students.

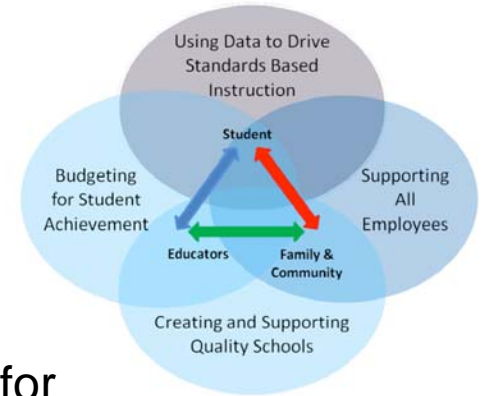
Develop Plan  
Based on  
Stakeholder  
Recommendations

- Develop plan by end of calendar year 2011
- Plan to include design of performance evaluation tool; reward strategy for superior performance; staff development plan to support employees.

Execute Employee  
Development Plan

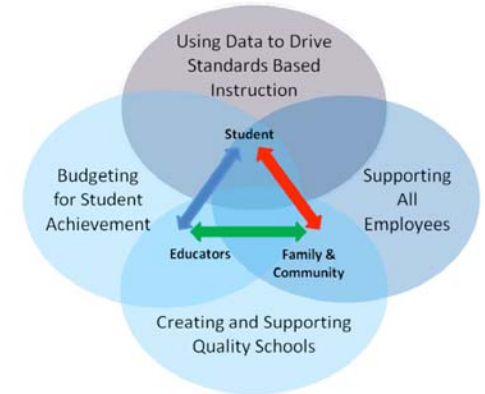
- Execute plan by mid 2012
- Need to assure support for plan from executive team
- Need to assure appropriate resources have been provided to implement plan.

## ***Empanel and Launch a Workgroup Focused on Classified Employee Effectiveness***



- ✓ **Workgroup Focus:** Develop a set of recommendations for improving Classified Employee Effectiveness based on best practices:
- ✓ **Workgroup objectives:** The Workgroup will focus on the following areas:
  - **Performance Reviews:** What is the role of performance reviews in developing and improving the effectiveness of Classified Employees? What should be the elements of a performance review? What personnel actions should be contingent on performance review data? (e.g. promotions; demotions; RIF decisions). How can we train staff to manage performance effectively?
  - **Staff Development & Support:** What is the role of development and support in the effectiveness of the Classified Staff? What should be the components of an effective development and support plan? Who would be responsible for implementing the components of the plan?

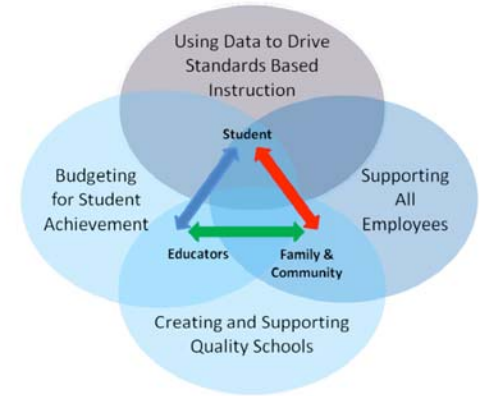
## ***Empanel and Launch a Workgroup Focused on Classified Employee Effectiveness***



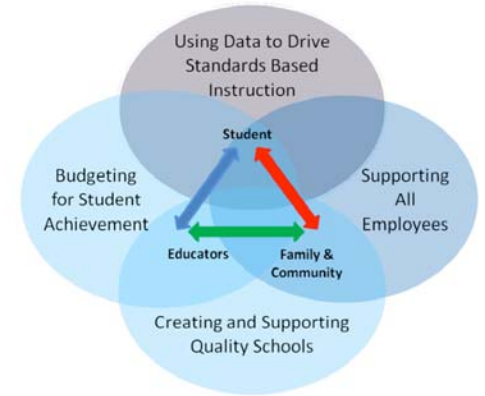
(continued)

- **Employee Recognition:** What is appropriate recognition for effective employees?
- **Career Stages:** How should LAUSD think about the career stages of a Classified employee with regard to effectiveness, including such concepts as recruitment and on-boarding of employee into the position, the purpose of the probationary period, staff development once on the job and opportunities for promotion?

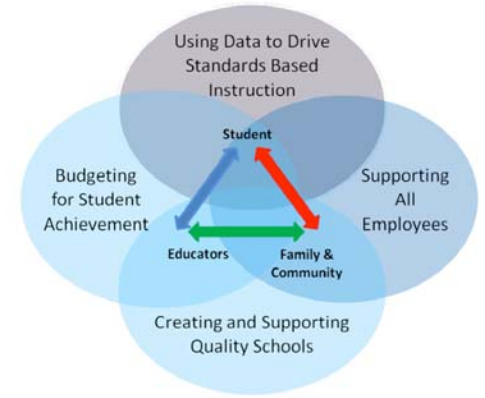
## Overview of target objectives for Classified Employee Effectiveness Plan.



Frameworks	Performance Management	Employee Growth & Development	Employee Recognition	Aligned & Supportive Infrastructure
<ul style="list-style-type: none"> <li>• Competency-based framework that will include goals, standards and metrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure to include organization-wide; class specific &amp; supervisory performance competencies.</li> <li>• Development of performance evaluation tool as well as performance management training for supervisors and managers.</li> <li>• Effective use of probation period.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual staff development plans based on performance development objectives and performance gaps.</li> <li>• Individual and group employee development programs (e.g. mentor program; School Office Procedures training program).</li> </ul>	<ul style="list-style-type: none"> <li>• Offer of rewards/ recognition for exceeding performance standards.</li> <li>• Clearly defined career path for successful employees.</li> <li>• Staff development and career counseling to encourage upward mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Partnership with Unions</li> <li>• Effective Communications</li> <li>• Legislative changes</li> </ul>

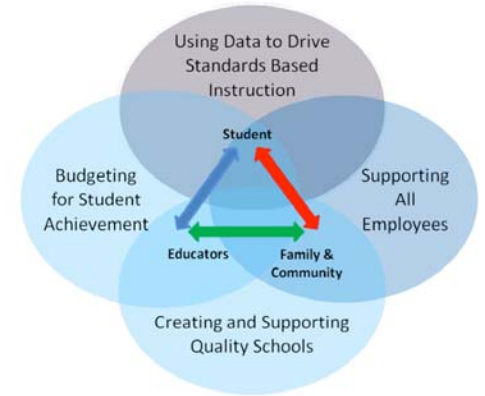


# Additional questions & discussion



# Certificated update

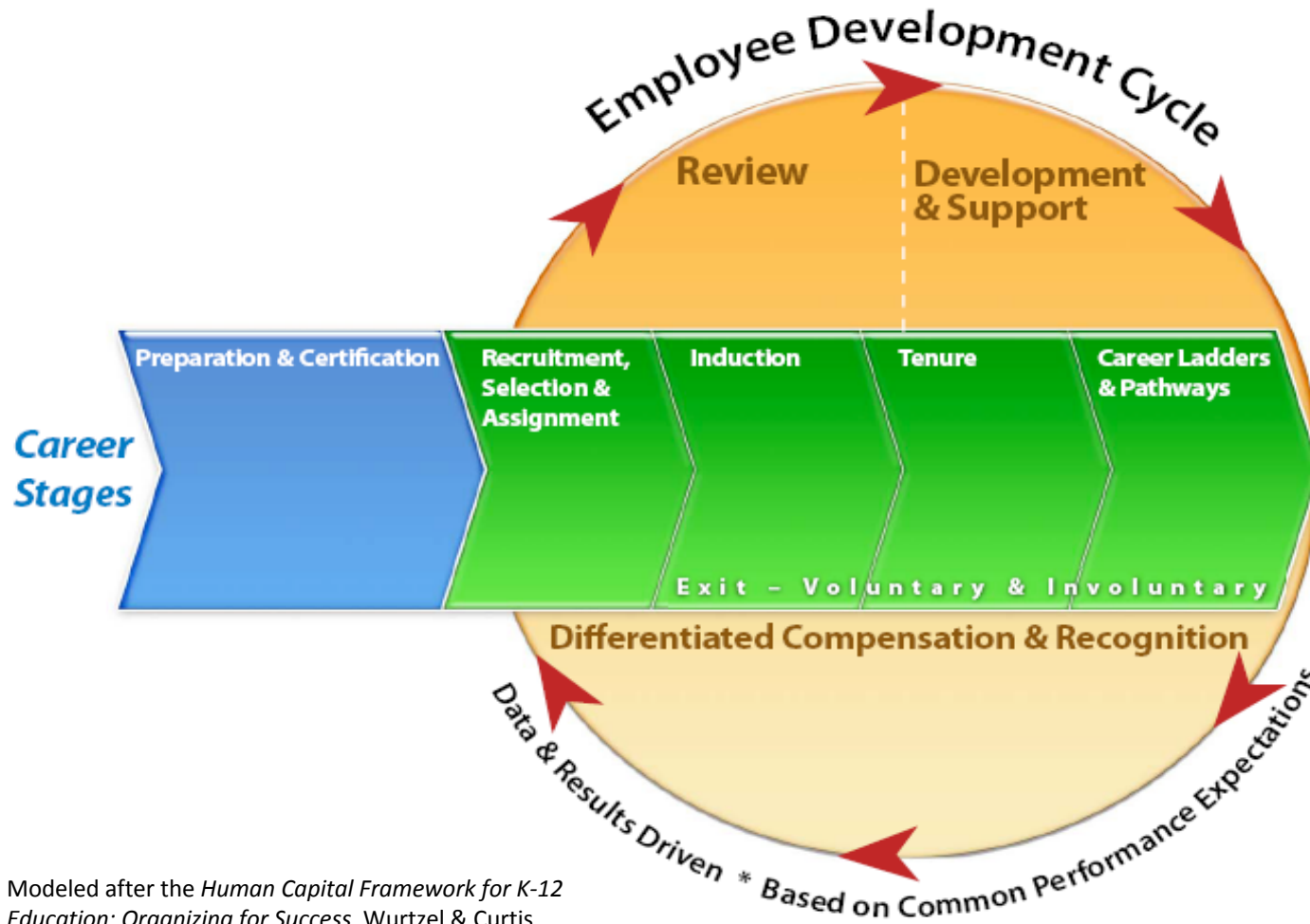
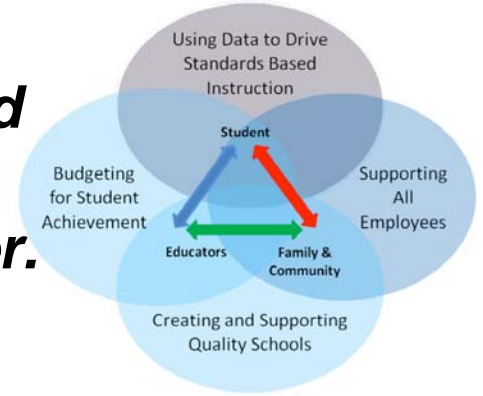
***In Spring 2010, our Teacher Effectiveness Task Force (TETF) released a comprehensive set of interconnected recommendations.\****



- Multiple measure evaluations that inform all decisions
- Differentiated compensation/career pathways based on district needs
- Tenure as a true achievement
- Coherent and targeted support and development
- Legislative changes to layoff and dismissal laws, etc

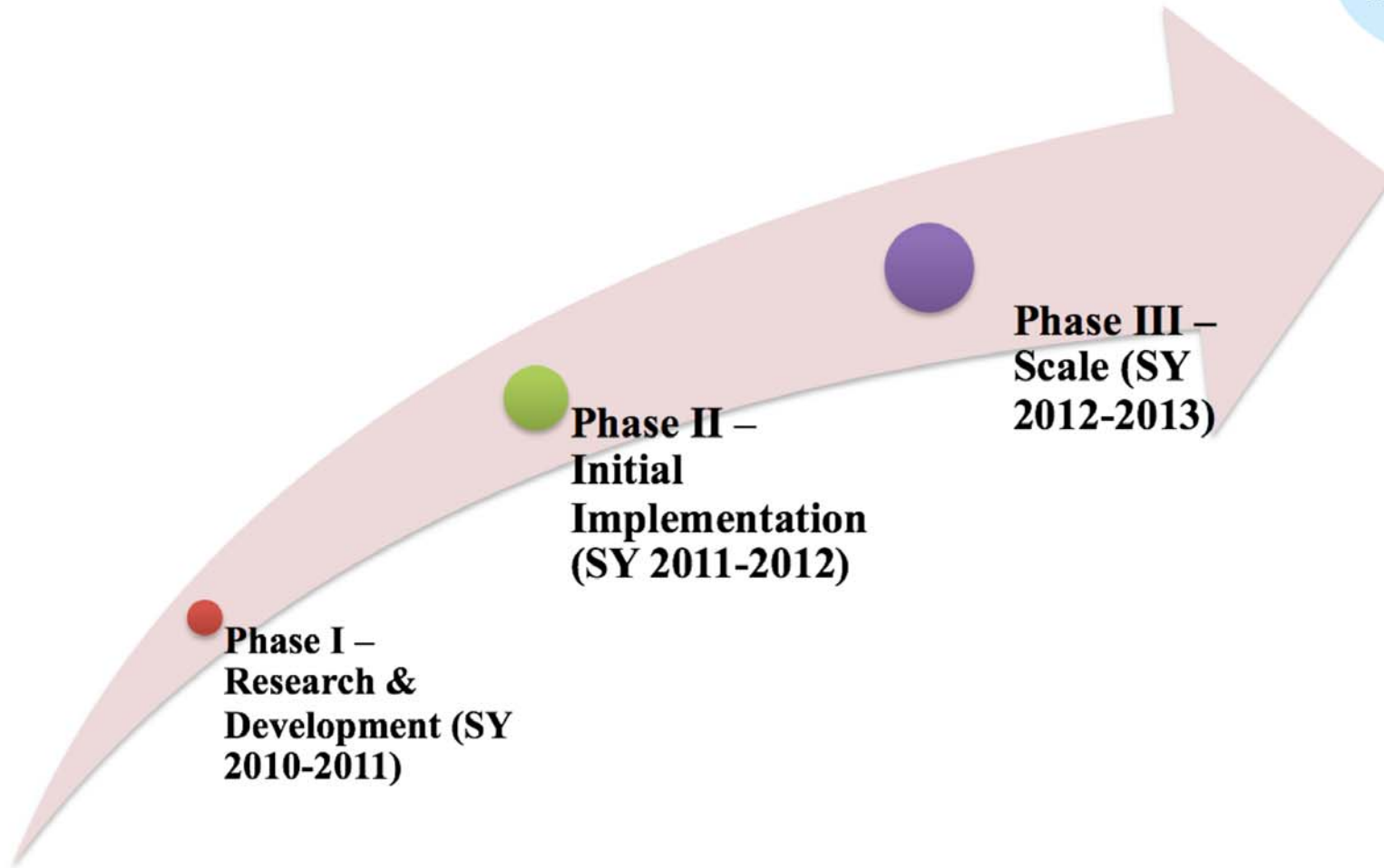
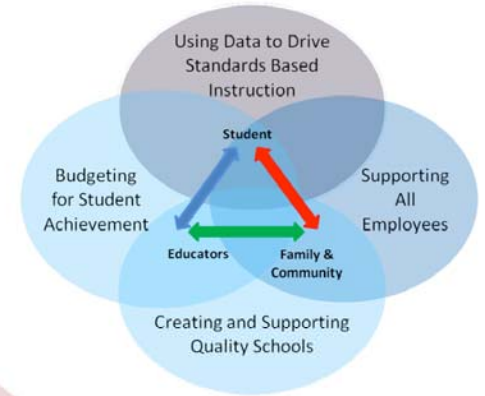
*\*Not all Task Force members agreed in full with every recommendation*

**Based upon these recommendations, an integrated strategy has been developed to support our certificated employees at each stage of their career.**

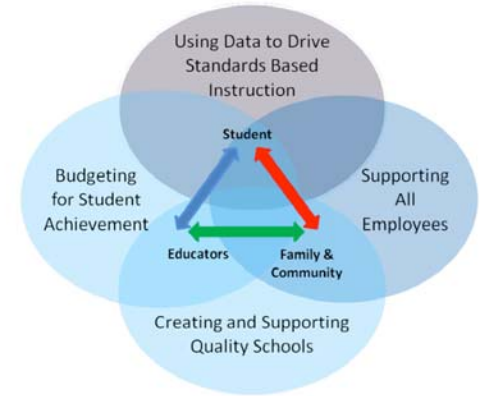


Modeled after the *Human Capital Framework for K-12 Education: Organizing for Success*, Wurtzel & Curtis (Aspen Institute, July 2008).

***For our teachers and school leaders, we are half way through the first year of our three-year, three-phased strategy.***



***There are three key purposes to this strategy.***

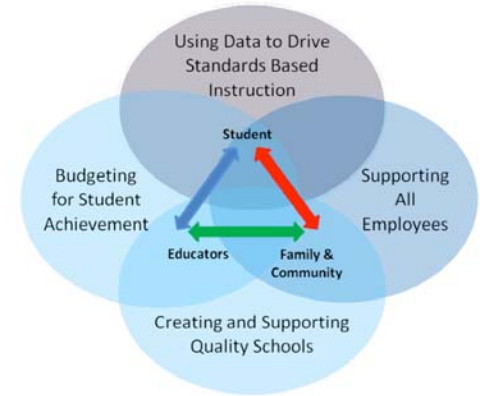


**Identifying,  
celebrating  
and  
learning  
from  
excellence**

**Helping  
everyone  
get better**

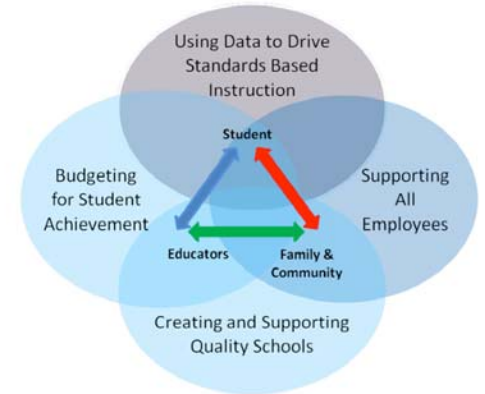
**Ensuring  
quality  
control**

# Supporting All Employees Certificated Employee Highlights



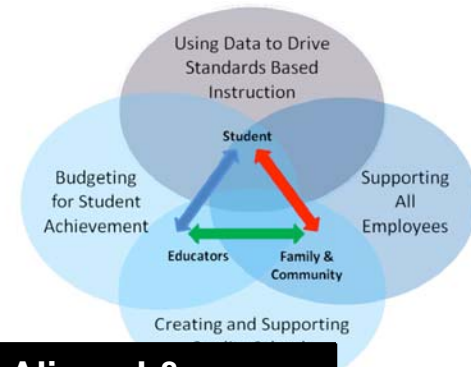
- ✓ Performance matters at all levels and so we have developed a framework, a corresponding rubric and a 360 degree survey for implementing a multiple measure performance reviews for our **District Leaders** (e.g., Chiefs, Local District Superintendents).
- ✓ We have launched efforts to develop the **LAUSD Teaching & Learning Framework**, which will inform all aspects of our teacher effectiveness plans, including performance reviews, individualized support and development, and opportunities to recognize and reward excellence.
- ✓ We have similarly empanelled a multi-stakeholder working group to guide us on the development of our **School Leadership Framework**.
- ✓ Negotiated an agreement for the **School Improvement Grant**, which commits to a new multiple measure evaluation system.

# Supporting All Employees Certificated Employee Highlights



- ✓ We have begun work with our new research partners at the University of Wisconsin at Madison to develop measures of **Academic Growth over Time** at the educator level.
- ✓ We have empanelled and begun meeting with a **Technical Advisory Group**, consisting of national and local experts, as well as representatives from our labor partners.
- ✓ Since December, we have been meeting in an **exploratory workgroup** with our labor partners at UTLA and AALA to discuss teacher and administrator evaluations.
- ✓ We are negotiating a settlement agreement, which will provide alternatives to a seniority-based **reduction in force** process.
- ✓ We are on track to complete the Superintendent's mandated **Leadership Modules** for the teacher evaluation process.

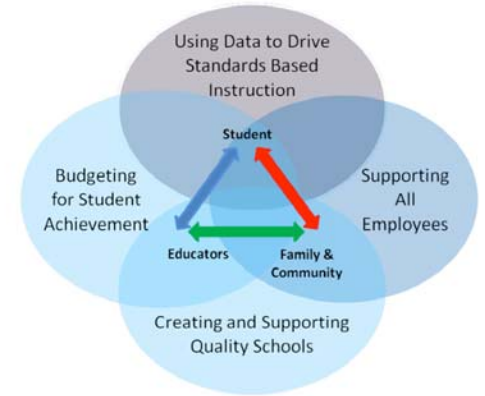
***Over the next six months, we will complete development of the tools and processes to support our Initial Implementation in SY 2011-2012***



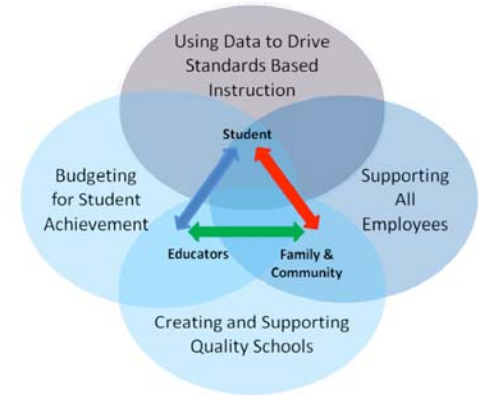
Frameworks	Performance Reviews	Individual Growth & Development	Differentiated Compensation & Career Pathways	Aligned & Supportive Infrastructure
<ul style="list-style-type: none"> <li>•Teaching &amp; Learning Framework</li> <li>•School Leadership Framework</li> </ul>	<ul style="list-style-type: none"> <li>•Senior leadership performance reviews</li> <li>•Observation of teacher practice</li> <li>•Review of school leader practice</li> <li>•Contributions to student outcomes (e.g., Academic Growth over Time)</li> <li>•Stakeholder feedback (surveys)</li> <li>•Contributions to school community</li> <li>•Total effectiveness scoring</li> </ul>	<ul style="list-style-type: none"> <li>•Individual Growth Plans</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher Leader role</li> <li>•Rewards for excellence voluntary pilot</li> </ul>	<ul style="list-style-type: none"> <li>•Technology</li> <li>•Collective bargaining agreements</li> <li>•Communications</li> <li>•Legislative agenda</li> <li>•Fund development</li> <li>•School Improvement Grant</li> <li>•Internal analyses</li> <li>•<b>Implementation decisions</b></li> </ul>

\*See appendix for examples of selected components.

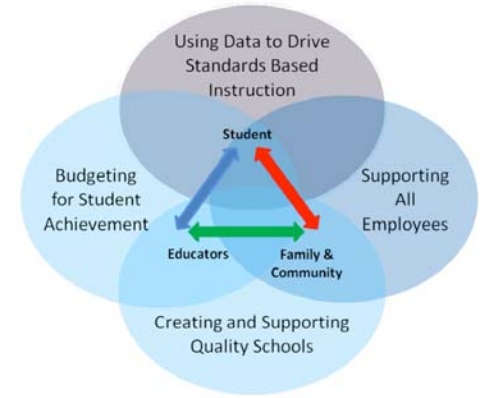
***The Senior Executive Effectiveness Rubric provides clear expectations and guidance for our district leadership.***



<b>Focus on Results</b>	<b>Talent Management</b>	<b>Operational Management</b>	<b>Communication and Collaboration</b>	<b>Personal Development</b>
<ul style="list-style-type: none"> <li>• Data-driven decision-making</li> <li>• Goal-setting</li> <li>• Planning</li> <li>• Progress monitoring &amp; execution</li> <li>• Drive results</li> <li>• Instructional improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Team management</li> <li>• Performance management</li> <li>• Talent development</li> </ul>	<ul style="list-style-type: none"> <li>• Managing resources</li> <li>• Financial decisions</li> <li>• Management of day-to-day operations</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder engagement</li> <li>• Communication</li> <li>• Impact and influence</li> <li>• Cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Learning</li> <li>• Risk-Taking</li> <li>• Self-Awareness</li> <li>• Integrity</li> </ul>

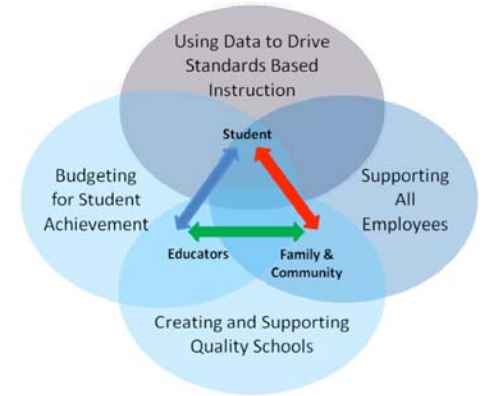


# Additional questions & discussion



# Appendix

# Multiple measure reviews for our teachers and school leaders anchor our Supporting All Employees strategy.



## LAUSD Multiple Measure Reviews for Certificated Employees

### Frameworks for Teaching & School Leadership

*Common foundations & understandings for effective teaching & school leadership*

*Multiple Measures*

#### Review of Practice

Observations  
Reviews of artifacts (e.g., lesson plans, professional development materials)

#### Contributions to Student Learning Outcomes

Academic Growth Over Time  
Analysis of Supplemental Closed-Ended & Open-Ended Assessments

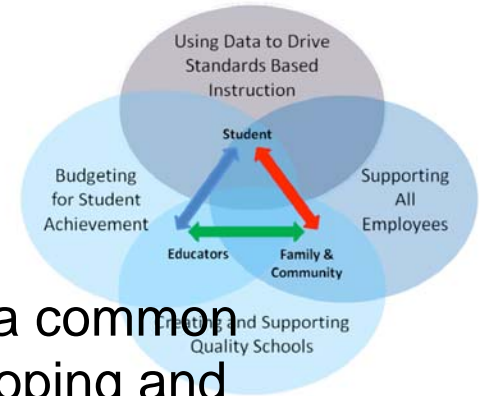
#### Stakeholder Feedback

Student Surveys  
Parent Surveys  
Faculty and Staff Surveys

#### Contributions to School Community

*Multiple Measures*

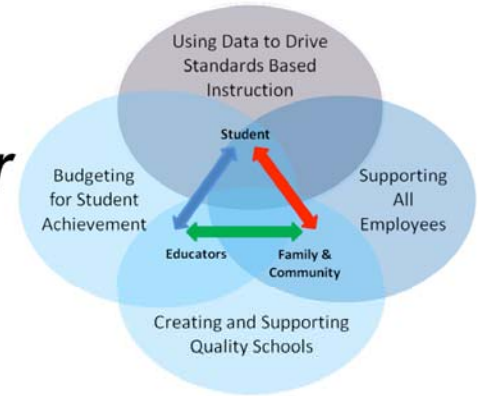
## ***The purposes of the Teaching & Learning Framework***



LAUSD's Teaching & Learning Framework will provide a common language and foundation for defining, supporting, developing and measuring instruction.

- Teacher induction, support and intervention programs
- Professional development
- Teacher preparation
- Teacher recruitment
- Lesson design
- Teacher performance reviews (evaluations)
- Tenure decisions
- Teacher leadership promotion decisions
- School plans and reviews

***We are on track for a confidential, no stakes release of Academic Growth over Time results for educators.***



January 2011 – Placeholder language on the School Report Card

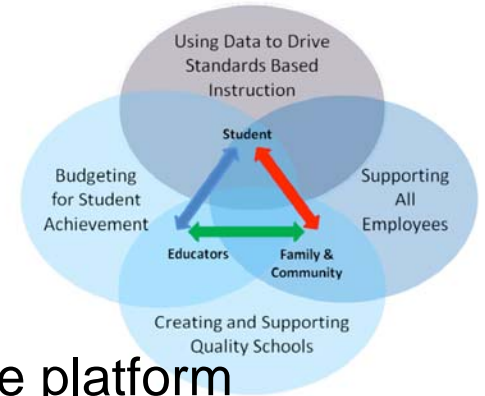
Mid-February 2011 – Final model and display decisions

Late March, 2011 – Embargoed release of school-level results to principals

Mid-April 2011 – Public release of school-level results

Late April/early May 2011 – Confidential, no stakes release of educator results

***We have begun outreach to build support for the Board's Legislative Agenda regarding educator effectiveness.***



- **Performance Reviews:** We seek to create a legislative platform that makes performance the key indicator in discussions and decisions about teachers, school leaders, and support personnel.
- **Tenure (Permanency):** We seek to allow districts more time to make informed choices about permanency.
- **Dismissals/Commission on Professional Competence:** We seek to ensure a coherent dismissal process that balances the fundamental civil right for all students to have an effective teacher, while maintaining due process rights for permanent teachers.
- **Layoffs:** We seek to end the practice of quality-blind layoffs.

***We are currently exploring key decisions for next year's Initial Implementation Phase.***

- Overall size
- Composition of schools, school leaders and teachers
- Value and opportunities for participating employees
- School selection process

