

Western States Benchmarking Consortium

CAPACITY DEVELOPMENT

Expanding Organizational Effectiveness

Promoting Innovation

Improving Professional/Organizational Development

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Western States Benchmarking Consortium
CAPACITY DEVELOPMENT: Expanding Organizational Effectiveness

Impact Question: What indications are there that the district administration and School Board consistently examine data and develop plans to improve student learning?

Emergent	Islands	Integrated	Exemplary
<p>Organizational Roles Organizational roles and responsibilities are static and rigid.</p>	<p>Organizational Roles Organizational roles and responsibilities change to address immediate problems.</p>	<p>Organizational Roles The organizational structure shifts to align with the core values of the district. Organizational roles and responsibilities change proactively to address the anticipated short- and long-term needs of the district.</p>	<p>Organizational Roles The organizational structure is aligned with the core values of the district. Frequent and open examinations of the alignment are made throughout the organization. Roles and responsibilities change proactively to address both short- and long-term needs. Strong leadership exists at all levels of the organization and a high level of commitment and trust are evident throughout the organization.</p>
<p><i>GUIDING QUESTION: What written plans, processes, outcomes, and documents provide evidence that the organization structure is dynamically aligned with and periodically adjusted to the core values of the district.</i></p>		<p><i>POSSIBLE EVIDENCE:</i></p> <ul style="list-style-type: none"> • <i>Professional development addresses top management leadership skills</i> • <i>Organizational charts, committee structures, managerial job descriptions.</i> • <i>Periodic reviews align the organizational structure with core values.</i> • <i>Core values are articulated in decision-making documents.</i> • <i>Leaders are assessed in relation to core values.</i> 	
<p>Patterns of Organizational Communication The communication of organizational information is confused, repetitious, contradictory, and/or vague. Communication must follow established organizational protocols and channels and is generally “top down.” Information focuses on immediate needs.</p>	<p>Patterns of Organizational Communication One-way information is conveyed on a need-only basis. However, there is considerable discussion of the need to create a continuous two-way information flow.</p>	<p>Patterns of Organizational Communication Opportunities for meaningful dialogue across organizational lines exist. The dialogue is two-way, rather than hierarchical, and is usually associated with a proactive problem-solving orientation.</p>	<p>Patterns of Organizational Communication An open flow of meaningful information and feedback occurs both horizontally and vertically throughout the organization. Heavy use of data is prevalent in this information flow.</p>
<p><i>GUIDING QUESTION: What results and document reviews show that there is effective two-way vertical and horizontal flow of information?</i></p>		<p><i>POSSIBLE EVIDENCE:</i></p> <ul style="list-style-type: none"> • <i>Communication documents are rated against a formal protocol</i> • <i>Stakeholders are included in planning symposia.</i> • <i>Internal and external communication formats and venues display open flow and sharing of timely and meaningful information.</i> • <i>Internal and external feedback is evident and is treated with credibility.</i> • <i>Communication processes are regularly assessed and improved.</i> • <i>Communications reflect common data.</i> 	
<p>Responsiveness/Flexibility of Organizational Structures The operational structures are static and rigid. Unique talents and capacities of leaders are generally disregarded, and leadership teams are formed without attention to balancing styles and talents.</p>	<p>Responsiveness/Flexibility of Organizational Structures Discussion addresses a growing concern that current structures under-utilize the strengths and talents of leaders in solving problems. Demand increases to reexamine structures to better address</p>	<p>Responsiveness/Flexibility of Organizational Structures Discussion takes place regarding the change process as it relates to the organizational structure. Significant structural changes are made to better respond to environmental demands. This change involves</p>	<p>Responsiveness/Flexibility of Organizational Structures Diverse and effective leadership teams address new and emerging challenges. The organization is highly responsive to both present needs and future issues. Vision, strategic planning, goal setting, relationships,</p>

Responsiveness to environmental demands is extremely slow or nonexistent.	long-range environmental demands.	creating a healthy “customer/supplier” orientation within the school system structure. Personnel capacity building is central to the change process.	and management parameters provide the basis for a strong central/site-based process that adapts to internal variations as well as external forces.
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GUIDING QUESTION: Document review provides evidence of plans that have been developed/ revised to address internal and/or external forces with proportionate focus on present and future needs.		POSSIBLE EVIDENCE:	
<ul style="list-style-type: none"> A clear, and complementing, delineation of responsibility exists between site based, building, and central office leadership. Leadership teams reflect a balance of stakeholders and interest groups. Timely and substantive processes exist for sharing information between leadership levels. Review of past and present initiatives demonstrates an effective balance between current issues and future needs. Strategic planning (visioning, goal setting, etc) result in decisions and action planning. Evidence of trend analysis and future thinking. 			
Resources Fiscal resources are not appropriated for professional development on the topic of change.	Resources Appropriation of time, money and information is reactionary.	Resources Time and money are allocated to support changes in organizational structure. Local data and research regarding the implementation and impact of change are central to staff development offerings.	Resources Resources are allocated to study the effectiveness of current organizational processes and structures and to support change efforts. Professional development addresses improved organizational and leadership skills.
GUIDING QUESTION: What budget information shows evidence of a significant commitment to change efforts?		POSSIBLE EVIDENCE:	
<ul style="list-style-type: none"> Allocation of budget reflects adjustment to changing needs and priorities. Data is integrated and analyzed from systems across the district to provide a comprehensive and synergistic view of organizational effectiveness relative to the mission of the district. Professional development funding allows for implementation of change as evidenced by the calendar and content of offerings. 			
Policy (The organization lacks a clear vision and mission. Time is not allocated for board discussions on organizational structure.) Board policies are prescriptive, intrude into operational decision-making, and provide little opportunity to meet changing instructional and organizational needs.	Policy (The board is informed on a need-only basis of organizational structure decisions.) Some policies are developed to support a stated district mission and values and to provide for creative approaches to implementation. Other policies may be developed solely to prescribe or to constrain operational practice.	Policy (The board is frequently involved in organizational structure discussions.) Policies usually written to support a clearly defined district mission and values. They generally allow operational flexibility and seldom prescribe or constrain operational practice.	Policy Policies routinely support and enable the district's organizational structure, preserve its alignment with the district's mission and values, and guide decision-making.
GUIDING QUESTION: What evidence demonstrates that policies authorize/support the district's mission, values and organizational structure?		POSSIBLE EVIDENCE:	
<ul style="list-style-type: none"> Policies exist regarding the on-going evaluation of organizational effectiveness (i.e., strategic planning and goal setting). Evidence of systematic review and revision of policies. 			

Western States Benchmarking Consortium
CAPACITY DEVELOPMENT: Promoting Innovation

Impact Question: What data show innovative practices have resulted in improved student learning?

Emergent	Islands	Integrated	Exemplary
<p>Support for Innovation “Status quo” is the modus operandi, and the district culture is resistant to change. Innovators and risk-takers are stifled. When change occurs, it is without intent or regard to identified needs. Communication among stakeholders is minimal and generally ineffective. Little discussion regarding improving student learning takes place.</p>	<p>Support for Innovation The district culture tolerates change, and interest in improving student learning grows. Innovators and risk-takers are tolerated, but not encouraged. Some innovation occurs with limited planning and is occasionally in response to identified needs. Communication among stakeholders regarding innovation is informal and may be hit-or-miss.</p>	<p>Support for Innovation The organizational culture is supportive of change and identifies improving student learning as a priority. Innovators and risk-takers are accepted and encouraged. Innovation occurs with thoughtful planning and consideration for all parties affected. Data are collected, analyzed, and considered in the planning process. Research is consulted as an indicator of best practice. Some communication and collaboration occur routinely among stakeholders.</p>	<p>Support for Innovation Strategic planning drives innovation and involves risk-taking. Innovation is a collaborative process that promotes shared decision-making. Strong communication and feedback are fundamental and encouraged. Implementation incorporates system thinking and the interdependent nature of stakeholders and the effect on student learning. Innovative practices are recognized and shared.</p>
<p>GUIDING QUESTION: <i>What evidence shows that innovation was planned and is articulated with the district’s mission, values and strategic plans?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>The strategic plan is a driver of innovation</i> • <i>Innovations are directly related to district vision and goals.</i> • <i>Innovations are perceived as integral to the district’s change process.</i> • <i>Innovative practices published and celebrated.</i> • <i>Results (success) data associated to every innovative program.</i> • <i>Evidence of collaboration with parents, staff, unions, business, etc.</i> 	
<p>Resources Fiscal and human resources are not available for innovation.</p>	<p>Resources Some resources are allocated for innovation, but funds are inconsistently allocated. Generally, the resources for innovation are made available at the central (rather than school) level.</p>	<p>Resources Meaningful time, staff and materials are provided to support and encourage innovation.</p>	<p>Resources Resources are routinely available to support innovative work. Special support, especially through professional development, is provided to review research and local data, build clear and shared vision, and design meaningful implementation.</p>
<p>GUIDING QUESTION: <i>What budget information shows evidence of support for development and implementation of innovative programs?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Sponsoring innovation is a leadership responsibility and is addressed in performance criteria and evaluations.</i> • <i>Innovation is sufficiently funded via school and community sources.</i> • <i>Innovative programs include innovative funding (e.g., grants, coops, etc.)</i> • <i>Innovations drive professional development for acceptance and expansion as evidenced by the professional development agenda.</i> • <i>Established systems/procedures exist to monitor innovations.</i> 	
<p>Policy Policies regarding innovation are non-existent, and the predominant view is that all schools and programs should look the same.</p>	<p>Policy Discussion increases regarding the need for policies about innovation, but dialogue is generally geared toward controlling innovation.</p>	<p>Policy The board and central office have established policies and regulations that advocate for innovation and define clear evaluative criteria for supporting innovative practices.</p>	<p>Policy Board policy calls for routine progress reports regarding innovative efforts. Policy also provides incentives for successful innovative practices. Analysis of unsuccessful innovations will be used to promote organizational learning.</p>

GUIDING QUESTION: What documents demonstrate leadership by the Board and top management in sponsoring, encouraging, and engaging in decisions about continuing, discontinuing or rewarding efforts at innovation?

POSSIBLE EVIDENCE:

- Innovators are recognized through assignment, promotion, recognition for their successes and for their efforts even when not successful.*
- Board reports reflect purpose and nature of innovations.*
- Innovations are typically brought before Board work sessions in public meetings.*
- District reports to stakeholder.*
- Innovations which are not successful still lead to some degree of adaptation or drive further innovation to address the original objective.*
- Protocols exist and are used to decide whether to continue or discontinue innovations.*

Western States Benchmarking Consortium

CAPACITY DEVELOPMENT: Improving Professional/Organizational Development

Impact Question: What data show that student learning has improved?

Emergent	Islands	Integrated	Exemplary
<p>Focus, Content, & Delivery Professional development is generally focused on staff interests. Activities occur infrequently and are delivered in similar form, e.g., in a traditional workshop. The need for collaboration and team building as professional development is recognized, but not supported. Support staff needs are addressed infrequently.</p>	<p>Focus, Content, & Delivery Professional development focuses on staff needs with occasional regard for effect on student learning. Some variation in delivery models exists. Job-embedded professional development activities occur sporadically with infrequent opportunities for collaboration, learning, and shared decision-making. Opportunities for support staff are available on a limited basis.</p>	<p>Focus, Content, & Delivery Student learning needs are considered when planning and implementing staff development. Delivery models are varied with some support for practice and follow-up. Staff development content primarily has value for the individual participant with some potential impact on student learning and/or organizational development. Professional development activities are occasionally job-embedded and include instances of collaboration and team building. Frequent opportunities occur for involvement of support staff.</p>	<p>Focus, Content, & Delivery The primary focus of professional and organizational development is to impact student learning. Research-based delivery models are designed to maximize staff performance by enhancing knowledge, skills, and abilities. The content that is delivered has value in increasing student learning and in facilitating both personal and organizational development. Whenever possible, professional development activities are job-embedded and provide for professional dialogue, collaborative team building, and shared decision-making. A comprehensive organizational plan provides for professional development for all staff, including support staff.</p>
<p>GUIDING QUESTION: <i>What systemic processes confirm that the professional development program is designed, marketed, and administered to address competencies that have research or data based correlations to student achievement.</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Professional development plan reflects links between student achievement and professional development competencies.</i> • <i>Evidence that teachers take responsibility for their professional development and evidence reflects district-wide participation.</i> • <i>An annual assessment takes place that aligns professional development plans with results.</i> • <i>Quality time/days are set aside for professional development and have a mandatory focus on student Achievement.</i> 	
<p>Results/Orientation Infrequent attempts are made to assess professional development needs or to evaluate provided activities.</p>	<p>Results/Orientation Professional development activities are based on individual interests, with minimal efforts to assess student or organizational needs, evaluate impact, or adjust programs.</p>	<p>Results/Orientation Assessment of needs occurs. Evaluation of the impact of professional development takes place occasionally with some attempts to utilize feedback to adjust programs.</p>	<p>Results/Orientation The organization has a comprehensive system in place to collect and analyze information in order to assess needs for professional development at all levels of the organization. Evaluation of the impact of professional development occurs regularly. Evaluation data are used to modify programs and activities.</p>
<p>GUIDING QUESTION: <i>What reports show evidence that professional development activities are driven by assessments of need, are data-driven and are routinely evaluated?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Broad-based needs assessments drive professional development plans</i> • <i>Evidence of teacher implementation of knowledge and skills related to student learning goals.-</i> • <i>Evidence of Board & Superintendent involvement in reviewing the results of the professional development program as an integrated portion of the student achievement review .</i> 	

<p>Foundations Audience needs and adult learning stages are rarely considered in the design of professional development activities. Staff members demonstrate some motivation for personal professional development.</p>	<p>Foundations Limited consideration is given to audience needs and to adult learning stages. Staff members are motivated to improve personal and professional skills.</p>	<p>Foundations The stages of the change process are acknowledged. Some attention is given to adult learning stages and to systems thinking. Staff members recognize the need for continuous improvement of professional skills in order to improve student achievement. They often participate in professional development activities aligned with student learning goals.</p>	<p>Foundations The professional development plan embraces the phases of the change process, knowledge about human learning, adult learning stages, and systems thinking. Continuous improvement for students and staff alike is a central focus in the culture of the organization. Teacher professional development goals are closely aligned with the instructional goals students are expected to achieve. Teachers are highly skilled in the analysis of gaps between instructional goals and actual student performance.</p>
<p>GUIDING QUESTION <i>What processes or documentation exists that confirms an organizational culture that embraces research based, continuous development and is open to changes that will impact student performance?</i></p>		<p>POSSIBLE EVIDENCE</p> <ul style="list-style-type: none"> • <i>A defined methodology for developing and assessing professional development curriculum.</i> • <i>Evidence that professional development opportunities are differentiated to recognize adult learning needs and response to change.</i> • <i>Clear purpose statement or desired outcomes for each offering relates to student achievement.</i> • <i>Performance or outcome based confirmation that professional development was effective.</i> 	
<p>Recruitment/Hiring/Retention Efforts are demand-based. There is no systematic plan for recruitment. Hiring is done at the individual school level and is not inclusive of other stakeholders. Applicants are confused about the application and hiring process. Career development is minimal. Staffing is based on current need without long range planning.</p>	<p>Recruitment/Hiring/Retention Efforts are sporadic and not aligned with areas of need. Applications lack organization and screening. Hiring involves some, but not all stakeholders. Some applicants view the process as accessible and fair. Career development is sporadic but is not a part of an overall plan.</p>	<p>Recruitment/Hiring/Retention Efforts are systematic and targeted. There is some alignment to level/curriculum. Recruiting acknowledges and seeks the benefits of hiring a qualified, diverse, multicultural staff. Applications are organized and come from several sources. Hiring involves some stakeholders. Most applicants view the process as open and fair. Career development exists for some. Succession planning exists but is not consistently applied.</p>	<p>Recruitment/Hiring/Retention Efforts are systematic, thoughtful, and targeted toward hiring and maintaining a highly qualified staff aligned to level/curricular areas. Attention and conscientious efforts are made to secure, develop and maintain a qualified, diverse, multicultural staff. Applications are solicited from a wide variety of sources/regions. Hiring involves the stakeholders. Applicants view the application/hiring process as accessible. Career Development opportunities are promoted. Succession planning is an integral part of the staffing plan.</p>
<p>GUIDING QUESTION: <i>A proactive forecasting and recruiting program is well established with statistical validation that the district is attracting, inducting, and retaining high quality candidates that reflect the demographics of the district and the needs of the program.</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Quality and Quantity of applicant pool relative to selections.</i> • <i>A process that assures a consistent focus on competencies of high performing teachers and is not distracted by inappropriate bias or preconception.</i> • <i>Retention rates.</i> • <i>Employee satisfaction survey (new hires and administrators).</i> • <i>Staff diversity statistics.</i> • <i>Board and Superintendent involvement in the overall screening and selection process and criteria.</i> 	
<p>District Resources Resources for professional development are minimal. The school calendar is developed with occasional opportunities for professional development.</p>	<p>District Resources Limited financial and resource support is provided for professional development. The school calendar reflects occasional opportunities for professional development.</p>	<p>District Resources Financial support is budgeted for professional development, and the school calendar provides frequent opportunities for delivery. Materials and technology are available to support professional development efforts.</p>	<p>District Resources Professional development is a high priority during budget development, and sufficient time for professional development is regularly scheduled within and outside of the contract year. Leadership is informed, and ample materials and technology exist to support professional development.</p>

<p>GUIDING QUESTION: <i>How do budget documents and district/school calendars provide evidence that professional development is a high priority?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Surveys regarding the adequacy of professional development opportunities in relation to expectations for improvement and change.</i> • <i>Budget allocations for staff development as a percentage of total budget</i> • <i>Quality of time and timeliness of professional development offerings.</i> • <i>Required professional development expectations.</i> 	
<p>Organizational Infrastructure Leadership for professional development is diffuse and comes from various sources in the organization. Professional development opportunities rarely involve community resources.</p>	<p>Organizational Infrastructure Professional development leadership is identified as a secondary job responsibility. Opportunities to connect with the community occasionally occur.</p>	<p>Organizational Infrastructure An identified administrator whose primary responsibility is professional development leads efforts. Opportunities to connect with the community are provided.</p>	<p>Organizational Infrastructure A quality staff is assigned specific and primary responsibility for professional development that supports interdependence of all divisions within the organization and directly supports the district strategic plan. Frequent opportunities to connect with the community are provided.</p>
<p>GUIDING QUESTION: <i>Is the professional development staff properly prepared for and skilled in the management of a professional development program, and is effective collaboration present across all functions (e.g., human resources, curriculum, building administrators, etc.)</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Preparation of key professional development staff.</i> • <i>Evidence that other Districts call upon the staff for ideas and contributions.</i> • <i>Evidence of respect for the professional development program from outside agencies and associations.</i> • <i>Organizational chart shows clear responsibilities for staff development.</i> • <i>Comprehensive staff development plan that reflects district strategic direction.</i> • <i>Professional development work plans, goals are integrated across all district-wide initiatives and programs..</i> 	