

Year 6 at Valentine Elementary Embracing a Human Capital Management System

By Chris Nutt, Field Specialist

Valentine Elementary School District is taking full advantage of REIL-Extend year 6. From curriculum mapping to website redesign, Superintendent Cliff Angle has put Human Capital Management Systems (HCMS) front and center in our small rural district.

Training and development are key components to improving employee performance and the instructional team at Valentine Elementary embraces this idea wholeheartedly. We began implementing our newly developed ELA schoolwide curriculum plan this year with instructional units and lessons aligned to quarterly themes and essential questions. As we begin the development of a Math schoolwide curriculum plan, we continue to keep the schoolwide vision as our central focus. We are also working collaboratively with Nancy Feiring and Karla Gutierrez-Whitmire, our peer evaluators, on a book study of Culturally Responsive Teaching and The Brain by Zaretta Hammond, and the REIL PD team is working with our K-4 teachers on Literacy Coaching.

The Multi-Classroom Leader (MCL) and Teacher Team are seizing the opportunity to have a positive impact on our student achievement with a renewed focus on the Collaborative Team Meeting (CTM) and Student-Centered Coaching. Our amazing MCL is supporting her teacher team by creating the conditions to establish a team culture and vision. Together we engage in a collaborative learning cycle focused on shared commitments and common goals.

To maintain a strong HCMS, the Superintendent and I are reviewing key policies for potential obstacles for sustainability, reviewing and revising job descriptions to better attract applicants, and developing a recruitment strategy that actively recruits from institutions and organizations that serve Native American populations. We are developing our onboarding

process and ensuring our new hires can access training and professional development in individual and team settings. We are reviewing our website with a critical eye to determine what information and resources to prioritize and how to maximize its impact. Our final thoughts surround career ladders and succession planning with the challenge to evaluate how leaders develop career pathways that prepare their staff to cross-train and assume leadership positions.

For further information, please contact Chris Nutt (christianne.nutt@maricopa.gov).



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How the LOI, COI, and LdOI All Work Together

By Kendra Moreno, Project Lead

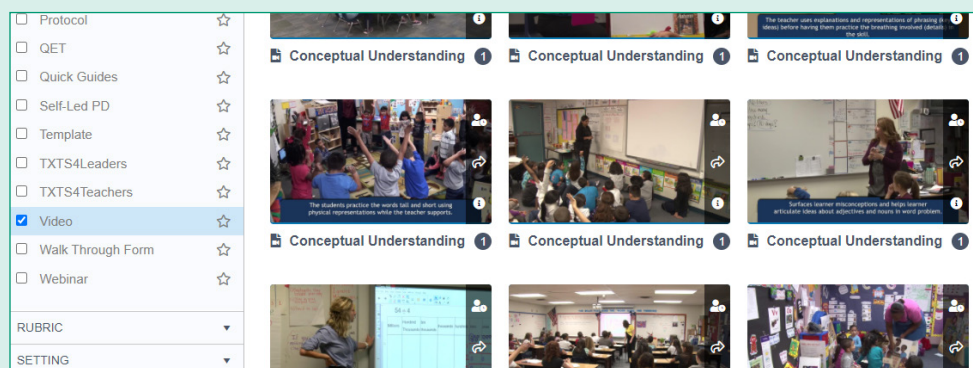
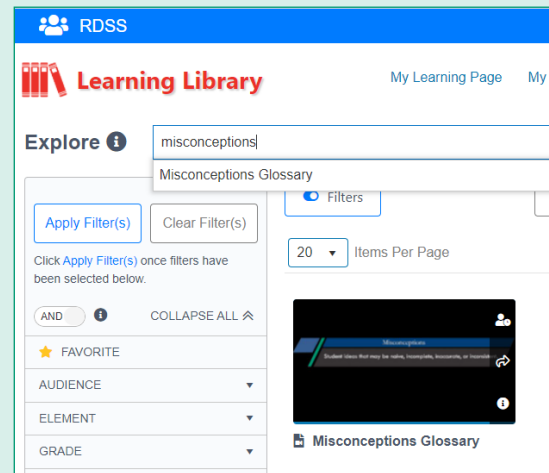
Something you may not be aware of is that the Learning, Coaching, and Leading Observation Instruments were all designed to support one another. The elements in this collection of learning, coaching, and leading frameworks complement each other and, in some instances, actually overlap.

- Teachers are accustomed to articulating the cause-and-effect relationship of their instruction on student learning as part of the *Analysis of Instruction* LOI element. Did you know that the *Instructional Analysis* element a coach facilitates as part of the Collaborative Team Meeting in the COI also supports teachers to utilize protocols to effectively discuss the connection between their content knowledge, actions, and the student learning data?

New Teacher Support

A wonderful resource in the Learning Library is the collection of **LOI Glossary Videos**. These clips help to clarify specific LOI descriptor terminology used in the Learning Observation Instrument elements by providing concrete examples in the form of real teachers in the classrooms. Type the term you are looking for in the search window and, if a Glossary Video is available, the system will populate the rest in the search bar.

In addition, new teachers will benefit from watching classroom videos of the LOI elements. With a variety of grade and content levels available, each video clip includes “pop ups” that clarify element descriptors and an optional reflection document. In the Learning Library, select and apply “video” as your resource type and then search for the element you’d like to learn more about.



For those teachers who employ the Professional Responsibilities Rubric of the LOI, the element of *Leadership* closely aligns to the LdOI element of *Recruitment, Retention, and Succession Planning*. The idea is that teachers are provided an opportunity to take on leadership roles in the school-wide effort to create a shared vision and supportive culture. Providing these opportunities to emerging teacher leaders can provide a greater sense of engagement and commitment to the school community.

Coaches and leaders both address the *Group Facilitation* element. With identical descriptor language, both groups are supported to think about how the use of a well-written agenda, facilitation strategies, norms, and clear next steps help to direct the processes and participation in an effective meeting.

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From *Student Progress* (LOI) to *Instructional Planning* (COI) to the *Implementation of Strategies* (LdOI), teachers, coaches, and leaders work together to create conditions for student success by sharing a common vocabulary and vision.

For further information, please contact Kendra Moreno (kendra.moreno@maricopa.gov).

Adopting a Teacher-Powered Approach

By Michael Labrecque, Field Specialist

Have you heard of the Teacher-Powered School Approach? Maricopa County Regional School District (MCRSD) has adopted this unique and empowering approach which elevates teacher voice in order to have a positive impact on school communities. Without a traditional building administrator, teacher leaders at both Esperanza Community School (K-8) and Hope Academy (9-12) collaboratively lead and create student-centered schools.

The National Teacher-Powered Network explains that teacher-powered schools are composed of teacher teams that have autonomy to design and run their school. Teachers are trusted to surface areas of importance and drive necessary change. Fifteen possible autonomies are identified ranging from administrative tasks such as scheduling, budgeting, and staff selection to instructional practices like choosing assessments and the learning program. MCRSD teacher leaders have at least partial autonomy in nine of these areas. Each autonomy rewards teachers with increased ownership and accountability. Not only does such a shift make teaching a more attractive profession, but it also leads to greater job satisfaction.



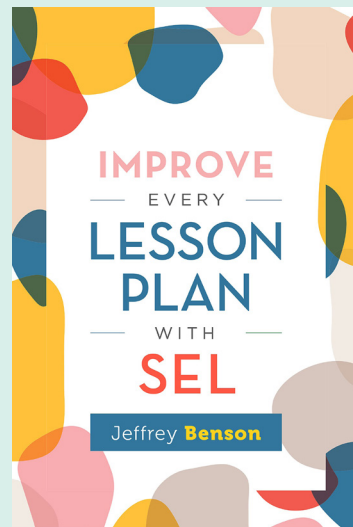
Hope and Esperanza operate around four central pillars: *Caring Culture, Safe Climate, Inspirational Structure, and Equipped for the Future*. An individual’s specific needs under each of these pillars may look different than the next student. Having decisions made at the teacher-level allows for the necessary flexibility to rapidly adjust to student needs rather than having to wait for bureaucratic direction. Student voice is equally important. Being teacher-powered has allowed the two MCRSD schools to focus their attention on creating an environment that is designed around student needs and allows for student voice to be a central part of school decisions. Hope Academy, for example, moved into a new building this year. Located in the heart of Downtown Phoenix, the school provides students ready access to real world learning experiences. In addition, the building itself is an open structure where learning can take place without barriers, giving students easy access to collaborate with both their teachers and peers. Such a setup further gives teachers the freedom to appropriately plan learning catered to the specific student needs.

For further information, please contact Michael Labrecque (michael.labrecque@maricopa.gov).

[Click here](#) to read more about MCRSD’s teacher-powered initiative.
[Click here](#) to find out more about teacher-powered schools across the US.

Improve Every Lesson Plan with SEL

A new book study is available in the Learning Library. **Improve Every Lesson Plan with SEL** by Jeffery Benson offers research-based strategies for integrating SEL skills into every part of a lesson plan including the introduction, accessing prior knowledge, instruction, formative assessment, and closing a lesson. The use of the strategies allows teachers to seize every opportunity to develop a caring and joyful community of learners. This book helps with being more intentional as you develop lesson plans. The reflective questions from the book study support with reflecting, connecting, and applying all the possibilities in working with the whole child whose experiences and skills contribute to a more equitable classroom.



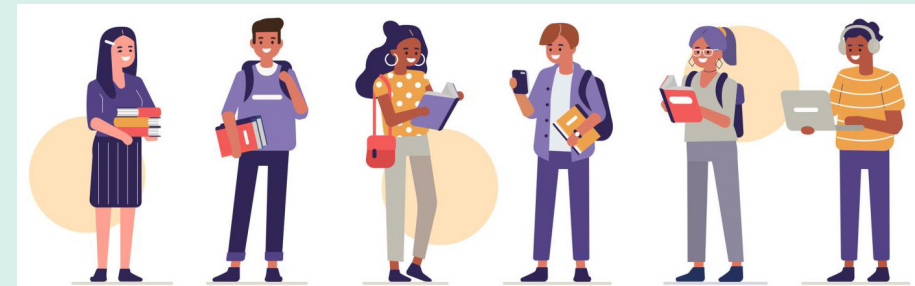
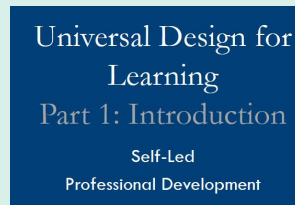
Universal Design for Learning

You can now access a **Universal Design for Learning (UDL)** self-led professional development series in the Learning Library designed to help educators like you plan for and deliver equitable learning opportunities for your students! These PDs can be completed individually or teachers and teams can join together to learn and implement new strategies. UDL is a proactive approach to teaching that gives all learners an equal opportunity to succeed. UDL offers flexibility in ways to motivate students and different options for students to access materials and show what they know. When UDL is implemented intentionally, all students benefit!



Universal Design for Learning Self-Led Series:

- Part 1: Introduction
- Part 2: Engagement
- Part 3: Representation
- Part 4: Action & Expression



The Power of the System

By Emily Beck, HCMS Administrator

We all have goals. Every athlete wants to win the game. Every songwriter wants to pen the next Top Hit. Every principal wants to hire an incredible new teacher. But if all we are focusing on is the accomplishment of that single goal, we set ourselves up for an endless cycle of frustration and, often, failure. Success comes not from setting goals of excellence, but from adopting a systems-first mindset that supports continuous improvement across all related functions. Meeting those original goals becomes the natural by-product.



In his book, *Atomic Habits*, James Clear writes, “You do not rise to the level of your goals. You fall to the level of your systems. Your goal is your desired outcome; your system is the collection of daily habits that will get you there.” This could not be more evident in our work toward establishing LEA-wide, high-quality Human Capital Management Systems.

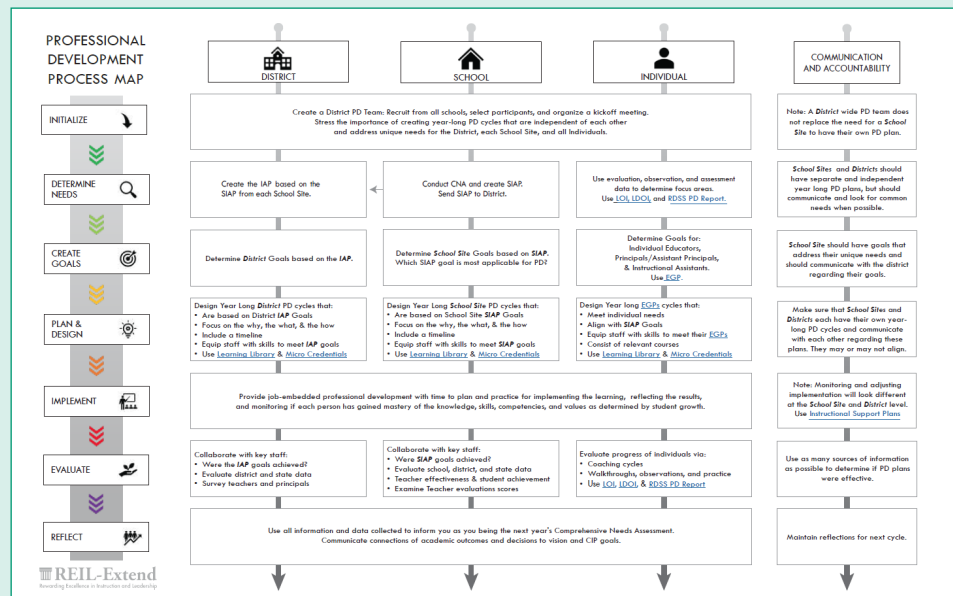
When we take a step back, it’s simple to see that hiring one more excellent teacher, or even a remarkable principal, isn’t going to resolve every challenge a school is facing. But establishing systems that attract, retain, and sustain excellent educators over the course of their careers? Now that is impactful. When we begin to really see how each component of Human Capital Management impacts the others, that systems-first mindset becomes a powerful tool for strategizing the next series of actions. Maybe that means revising district compensation policies, implementing longer-term onboarding and mentorship plans, or overhauling the approach to professional development. It wasn’t ever just about hiring that person, was it?

In order to improve in the long run, we have to stop focusing on individual goals or outcomes and start focusing on solving problems at the systems level. Let your expertise in Human Capital Management be your guide to shoring up the systems-thinking that drives strategy to the next level.

For further information, please contact Emily Beck (emily.beck@maricopa.gov).

New HCMS Materials Available!

Utilizing process maps supports the work of developing, implementing, and maintaining a Human Capital Management System. Also known as “flowcharts,” these visual representations show and communicate the steps involved from start to finish to create a better understanding of how the whole process works. New on the Learning Library are three *HCMS Process Maps: New Employee Onboarding, Professional Development, and Teacher-Student Placement*. School and district leaders should check them out! These exemplar process maps may be supportive or can serve as inspiration to develop or re-examine your own processes.



REIL-Extend Goals

Goal 1: Attract, place, retain, and sustain effective educators through implementation of a high-quality, LEA-wide human capital management system focused on expanding leadership and cultivating an engaged workforce.

Goal 2: Redesign high-need schools to accelerate access to effective educators by extending the reach of excellent teachers.