

5.0 Faculty and Staff Focus

5.1 Work Systems

The BCSC organizes all work and jobs around its basic mission of student success. The district is organized by a central administration, school buildings, district programs and auxiliary services.

5.1.a (1) Organization and Management of Work: The organization and management of work and jobs begins with the development of district High Expectation Objectives during the annual planning process. Considerations that are taken into account include enrollment, state and federal regulatory requirements, labor contracts, retirements, resignations, terminations, technology, course offerings, student needs, economic climate, staff and parent surveys, and available workspace.

Elementary teachers work in grade level teams, middle school teachers work in inter-discipline teams and high school teachers are organized in subject area departments. Teachers have collective responsibility in their elementary grade level teams, their middle school cross discipline teams and high school departments. Work is managed through grade level meetings, inter-discipline team meetings and department meetings.

Leadership and staff play an important role in the execution of all plans that are outlined in this document. The plans are designed, organized and managed to promote cooperation, collaboration, initiative, innovation, and flexibility. Senior leadership meets on a regular basis with a variety of stakeholders including staff members and district wide service providers. Communication through email, and voice-mail enhance the ability to effectively share

best practices and progress toward BCSC aims.

5.1.a (2) Capitalizing on Diverse Ideas: Teachers and therapists are encouraged to develop their full potential through a variety of methods. The Teacher Evaluation Process, grounded in Universal Design for Learning (UDL) and Positive Behavior Instructional Supports (PBIS), is designed to function as a professional growth system. Teachers identify goals for professional growth in alignment with several of the four areas of the teacher success rubric. Ongoing professional development opportunities are provided to stakeholders at no cost. Guidelines for expending district professional development resources are aligned with the building and district goals.

Support staff members are encouraged to utilize their full potential by being able to move up the salary scale by applying for positions with increased scope of job function and responsibility. Support staff members are also afforded the opportunity to attend professional development conferences and seminars that are connected to their line of work. Support staff members are encouraged to participate in district-wide professional development opportunities. Over the past few years, support staff personnel have participated in a variety of trainings provided by the Autism Coordinator. These trainings consisted of reading documents and then taking quizzes. Certificates were awarded to the support staff to verify their participation in this training.

The Behavior Coordinator also provides training to teachers, therapists, parents administrators, and paraprofessionals. These trainings include discussions on how to deal with difficult behaviors, as well as hands on training in Crisis Prevention Instruction.

Senior Special Education Leadership has partnered with the Directors of Curriculum to train staff within the Bartholomew Consolidated School Corporation on Universal Design for Learning (UDL). A UDL Summer Institute hosted by BCSC provided training to approximately 135 teachers. This training provided by national experts served as the foundation for teacher work in lesson development and the creation of accessible learning environments.

5.1.a (3) Communication and skill sharing:

Universal Design for Learning (UDL) best practices are provided to all teaching staff. Three UDL Coordinators provide training and in class coaching to teachers upon request.

All schools within BCSC have been trained in the Instructional Consultation Team (ICT) problem solving process. The purpose of ICT is to enhance, improve, and increase student and staff performance. Each school has selected a teacher to serve as the school's ICT facilitator. The teachers, along with administration, develop a systematic support network within each building, including a trained Instructional Consultation Team.

“The collaboration between the classroom teacher and case manager is essential for improving student performance. Affording teachers valuable time to making an instructional match is vital for student success.”

-ICT Facilitator

5.1.b Faculty and Staff Performance Management System

The evaluation system is a professional growth system that ties teacher growth and development to the building and district goals.

Paraprofessionals also go through an evaluation process. This process is a ranking process that is performed by the teacher the paraprofessional works with. During this process, strengths are identified along with strategies for improvement.

The BCSC School Board recognizes faculty members through monthly commendations. BCSC staff members are nominated and receive recognition through a variety of community, regional, state and national organizations.

2012 Arc of Bartholomew County Awards

Educator of the Year – Emily Nolting & Julie Calfee

Professional of the Year – Arien Lucas

5.1.c (1) Hiring and Career Progression

There are opportunities for employees to progress to positions with additional responsibilities and compensation. BCSC has a practice of “hiring from within”. Staff have the opportunity to grow professionally with the knowledge that priority is given to promoting current staff.

Teacher concerns regarding health and safety issues have resulted in additional training in areas of lifting, medical procedures and crisis intervention. Teacher issues brought up at Senior Leadership meetings have resulted in a policy of including local Fire Marshall approval, when appropriate, of Individual Disaster/Evacuation Plans.

5.1.c (2 and 3) SKILLS NEEDED BY POTENTIAL FACULTY/STAFF:

The BCSC's teacher selection process is rooted in an identification process for teachers called the “Teacher Perceiver” developed by the Gallup Company. The process identifies twelve talents of outstanding teachers and

provides a structured interview process to aid in selection and development of teachers.

BCSC conducts a district orientation for new teachers prior to the start of each school year. District administrators teach an orientation class for new teachers.

5.2 Faculty and Staff Learning and Motivation

5.2.a (1 and 2) EDUCATION AND TRAINING / USE OF FACULTY AND STAFF INPUT: The BCSC professional development plan links professional development opportunities with district goals. There are several ways that these opportunities are provided:

- District professional development is developed providing a multitude of workshops on a broad array of topics.
- The Columbus Learning Center provides opportunities for specific course work. These courses are offered in conjunction with Indiana University-Purdue University at Columbus, Purdue Statewide Technology, Ivy Tech State College and Workforce Development.
- The Administrative Leadership Team meets quarterly for professional development designed by the senior leaders and related to achievement of the overall goals of the district.
- A summer UDL Institute is held to provide up to 150 teachers from BCSC training in the foundations of UDL, as well as the application of UDL guidelines to instruction.

5.2.a (3) ADDRESSING STAFF AND FACULTY TRAINING:

There is an orientation for all teachers who are new to the district regardless of their years of experience. Each district employee must receive training in dealing with blood-borne pathogens. The Director of Nursing monitors employee participation levels. Maintenance and food service employees receive safety training in each of their areas.

The Special Education Department identifies training needs, by collecting data through ISTEP results, PAC, and Best Practices.

The Special Education Department also provides training to the Transportation Department. The trainings are provided so that students can be transported to and from school in a safe manner.

5.2.a (4,5 and 6) FACULTY AND STAFF TRAINING DELIVERY AND NEW KNOWLEDGE DEPLOYMENT.

Professional development activities are evaluated for effectiveness. Responses are summarized and evaluated for ways to improve professional development.

A new approach to knowledge deployment has been the addition of learning opportunities during principal and staff meetings. Responsibility for leading the group in studying a new book or new article that is important to the direction of the district is read by all of the members and several methods of retention are used to reinforce the learning from the reading and discussion. Discussion protocols are used by principals, assistant principals and many teachers in the school system.

Teachers are invited to share the results of their own best practice work. Attendance at workshops and other formal staff development opportunities are provided that align with Special Education and district

aims. Optional quarterly meetings are also held for staff members to discuss needs and improvements along with things that are going well in the classrooms.

5.3 FACULTY AND STAFF WELL-BEING AND SATISFACTION

5.3.a (1 and 2) WORK ENVIRONMENT:

The district or schools' CICs focus on continuous improvement. The teams often are inter-disciplinary or cross-grade teams that focus on a specific area of improvement, analyze the problem and recommend a course of action to improve performance. Examples of district level teams are the K-12 Articulation Team(s).

Factors that affect faculty and staff well being, satisfaction, and motivation will be determined through a staff survey. Senior leaders are currently working with Building Administrators, the Special Education Leadership Team, families, students, paraprofessionals, therapists, and individual teachers to attempt to improve satisfaction levels.

5.3.b (1) KEY FACTORS EFFECTING WELL BEING, SATISFACTION, and MOTIVATION

The CEA monitors satisfaction and work environments. Concerns are brought to monthly Discussion Committee meetings for input and resolution. The Discussion Committee is composed of administrators and CEA leaders who address those topics discussable under Indiana Public Law 217.

The Support Staff Roundtable serves as a voice for support staff personnel. They meet monthly or quarterly and discuss issues important to each group.

5.3.b (2) EVALUATION METHODS:

Salaries and benefits for teachers are discussed according to collective bargaining laws. Beginning in the 2013-2014 school year, all certified staff will be evaluated based on the teacher success rubric, developed by BCSC. Fifty percent of the rubric is based on the implementation of universal design for learning and fifteen percent is based on the implementation of positive behavior instructional supports. The outcome of the teacher success rubric determines the pay raise each teacher will receive.

All other employee groups have the opportunity to discuss salaries and benefits. Salaries are compared with similar districts for parity and availability to attract and keep personnel. A key issue is the benefits package provided to support staff. The district decided that the benefit package, as determined through the teacher collective bargaining process, would be made available to all employees eligible for benefits.

Each employee group has a grievance procedure available to it. These grievances are monitored by the district office. The low number of grievances filed is one indicator of faculty and staff satisfaction.

Each CIC determines which results of the Satisfaction Survey are key to the achievement of its goals. Plans of action relative to improvement are developed. The CCIC oversees this area of improvement for the district.

5.3.b (3 and 4) Assessment Methods and Measures:

Faculty and staff well being, satisfaction, and motivation are tracked via satisfaction surveys and performance evaluations. We include indicators of retention, absenteeism, grievances, safety, and productivity.