

5.0 Faculty and Staff Focus

The District's culture of excellence is based on Continuous Improvement Model pillars and foundation blocks and is dependent upon the diversity and strengths of faculty and staff.

5.1 Work Systems

5.1a (1) Organization and Management of Work

Work is organized at three levels: the district, the school, and the classroom. Each job in Jenks Public Schools has a detailed job description listing the various duties and responsibilities required for that job. Potential applicants and hiring personnel receive the job description. Applicant skills and talents are matched to job skill requirements. In grades PK-12, 98.5% of JPS teachers are highly qualified, meaning their teaching assignment matches their certification and/or professional education. Additional human resource plans are located in the Strategic Plan, **Figure 2.1-2**.

The organization and management of work for all staff in JPS focuses on the contribution each makes to the accomplishment of the District's vision and mission. Teamwork is critical to the success of all employees. Observation of any worker at JPS will demonstrate that skills and knowledge are shared resources. There is an atmosphere of teamwork, cooperation, initiative, empowerment, and innovation as evidenced by scheduled site collaboration times and district cross training.

The District Continuous Improvement Leadership Team plays a significant role in deploying the culture of JPS to all new staff members by conducting an inservice pertaining to the Continuous Improvement Model.

Administrator meetings frequently include a continuous improvement topic such as removing barriers or teamwork, and principals provide continuous improvement activities for their staff members. Leadership, Continuous Improvement, Customer Focus, and Systems/Process Focus are the pillars of the model and these pillars are topics of periodic review, clarification, and discussion as the District proceeds on its continuous improvement journey. Data-Based Decisions, Teamwork and Professional Development compose the foundation blocks for the Continuous Improvement Model.

Work and jobs are organized and managed in groups by department, by school site and occasionally by classroom according to the needs identified by the District, sites, and classrooms with a systems perspective. The District Organizational Chart depicts the organization of work and jobs as well as the leadership for each area. The agility required to remain current with educational service needs is achieved through continuous training aligned to district or job goals. The Continuous Improvement Process facilitates organizational agility. Continuous improvement is integrated

into formal and informal communication regarding everything from student achievement to meeting customers' needs, professional development opportunities, decision-making strategies, programs, policies, and procedures. District administrators achieve district goals and key measures (strategic objectives) by using the JPS System Alignment depicted in **Figure 1.1-1** to develop action plans.

5.1a(2) The District capitalizes on the richness of diversity by composing committees with diverse perspectives and ideas and including parents, staff members, administrators, and students, when appropriate. One example is the committee model used for curriculum development. It capitalizes on the myriad of ideas by including 50-60 teachers, administrators, and parents in committee work each year.

5.1a(3) The Curriculum, Instruction, Assessment and School Climate System depicted in **Figure 6.1-1** results in improved communication among teachers, administrators and parents as well as setting high standards for students and staff. It also provides a forum for effective communication and skill sharing across departments, jobs and locations. Other methods of communication include E-mail bulletin boards, the CourseWhere professional development management software, Edline parent portal software, E-APECS financial management software, staff meetings, administrator meetings, local professional development activities, and other committees. See **Figures 3.1-1** and **5.1-1** for additional communication and sharing forums.

The Curriculum, Instruction, Assessment and School Climate System facilitates communication among instructional staff at both feeder and receiver schools. In addition, school sites provide tours and induction programs for students progressing to a new school site. Transition/induction programs are provided as students progress from a PK-4th site to a 5th - 6th grade site; when they progress to the 7th - 8th grade site; when they progress to the 9th grade site; and finally, when they progress to the 10th - 12th grade site.

5.1b Faculty and Staff Performance Management System
The Teacher Evaluation Instrument was developed by a committee of teachers and administrators in 1998. See **1.1a(1)** for further detail. It is composed of three parts: 1) the Teacher Evaluation Instrument, 2) a rubric which defines the standards and criteria, and 3) a narrative. The Teacher Evaluation Instrument itself contains three levels of performance for each performance characteristic. The three levels are 1) unsatisfactory/not acceptable, 2) suggested refinement /suggested focus, and 3) professionally competent /meets expectations. Distinguished performance is recognized in the narrative, which accompanies the Teacher Evaluation Instrument. The management system supports high performance work by providing acknowledgement of those efforts during formal Performance Appraisal Review sessions and informally on an ongoing basis. All other current Evaluation Instruments were implemented in 1999.

Teamwork/Collaboration Activity	Within Groups	Across Groups	Skill/Knowledge-Sharing
Curriculum & Instruction Team MO	All CRIs, designated assistant principals, and C&I administrators (2 Assist. Superintendents, 2 Directors, 1 Coordinator)	All CRIs, designated assistant principals, C&I administrators (2 Assistant Superintendents, 2 Directors, 1 Coordinator)	Increase knowledge of curriculum and process skills to achieve implementation and deployment of curriculum, and process skills required to improve teaching and learning.
Cabinet Meeting WE		Superintendent, Associate Superintendent, Assistant Superintendents, and one Principal	Increase knowledge and understanding of student, staff and patron needs. Increase knowledge and understanding of finance, curriculum, and federal and state laws affecting areas of school activity. Participation in problem solving.
Communications Review WE		Superintendent, Assistant Superintendent Human Resources, Director Communications	Increase knowledge and understanding of current issues. Participation in problem solving.
Finance Review MO		Superintendent, Associate Superintendent, Executive Director of Finance	Increase knowledge and understanding of financial issues. Participation in problem solving.
Jenks-Union Planning Committee MO (5 times)	Elementary teacher representatives from Union P.S. and from Jenks P.S. meet with administrators	Elementary teacher reps from Union P.S. and from Jenks P.S. meet with administrators to plan the conference	Share knowledge of subject content to plan activities broadens Jenks and Union teachers and administrators knowledge base. Participation in planning processes.
Principal's Meetings MO		Principals/Designated Assistant Superintendent	Share plans and issues, and participates in planning and problem solving.
Employee Recognition Banquet AN		Classified and certified staff meet with Director of Communications to provide this event	Share ideas, plan, and execute
Select Committee for the Study of School Finance MO (4 times)		Patrons, staff members, Superintendent, Associate Superintendent & Executive Director of Finance	Share knowledge regarding school finance issues.
Media Directors Meeting MO	Media Directors, Assistant Superintendent of Curriculum, Instruction and School Improvement, Director of C & I		Share plans and issues regarding vendor selection and uniform software selection. Make decisions regarding opportunities for professional development.
SERT Team Meetings MO		Representatives of all employee groups meet with the Executive Administrator to plan prevention exercises and improve procedures.	Each member receives specific training in conducting each role of the SERT team so that in the absence of a member, another team member can execute that job.
Administrator Meetings MO		Superintendent and all administrators	Share knowledge and plans; resolve issues.
Principals Meetings with Superintendent MO		Superintendent, Cabinet and Principals	Share knowledge and plans; resolve issues.
Curriculum Development Committee MO		50+ teachers, administrators and parents (PK-12)	8-month process of developing and aligning the curriculum, selecting textbooks, developing essential elements and pre-post assessments, and planning workshops.

Figure 5.1-1 JPS communicates and shares organizational performance, analysis, and learning via a system of forums including both face-to-face and written communications. MO (monthly), AN (as needed), WE (weekly)

A critical component of the Performance Appraisal Review Process for administrators includes reporting on the status of department or site goals and actions plans which are aligned to district goals and key measures (strategic objectives). An in-depth description of this process may be found in **2.1a(1)** and **(2)**. In this portion of the evaluation, the management system supports high quality work, and recognizes contributions to achieving district goals and action plans. The Performance Appraisal Review Process also provides the supervisor and staff member with an opportunity to discuss strengths and focus areas.

In addition to the formal Performance Appraisal Review Process, the JPSF supports both certified and classified staff by awarding staff members who exemplify the components of the Continuous Improvement Model. A thoughtful and deliberate committee process includes district administrators and staff members, as well as Foundation Board members. The recipients of VOE awards are announced at the Back-to-School Celebration each fall with all school employees in attendance. The announcement of these awards contains a description of the dedication to leadership, continuous improvement, customer focus, and systems/process focus each recipient exhibits on the job. (**Figure 7.4-12**)

5.1c(1) Hiring and Career Progression

The Work Characteristics and Job Skills Process begins by: 1) identifying the job task requirements, 2) describing the skills and physical abilities necessary to accomplish the work, and 3) identifying the characteristics or attributes of an individual the District wants to include in its workforce. The District identifies characteristics and skills needed by potential faculty and staff in two documents. One document is the Expected Attributes list developed by the Continuous Improvement Leadership Team. The Expected Attributes list is published on the JPS website employment page to give potential employees the opportunity to view the district's expectations. Administrators use the list to help determine the suitability of potential candidates for a job in the District. The other document is a detailed job description listing the duties and skills required for the specific job. When the skills and attributes match an applicant, the administrator continues the hiring process.

5.1c(2) The District has an excellent reputation, and therefore attracts many job applicants; however, it has been a challenge to ensure that staff members represent diversity. To reach the goal of providing a diverse staff, district administrators actively recruit persons at employment fairs hosted by colleges and universities throughout Oklahoma and advertise job openings in the newspaper and on the Web site each week.

5.1c(3) The Succession Planning Process provides strong candidates for leadership positions. First, administrators identify staff members with leadership potential. Then, the administrator recommends the individual to the Superintendent and the Cabinet members as having leadership potential. The Superintendent and the Cabinet

participate in succession planning by giving potential candidates opportunities for professional growth and advancement through intern positions, by promoting them to the role of the CRI or to Assistant/ Building Principal. Each of these provides excellent experience and training for future leadership positions. Teamwork eases the transition of successions. **Figure 5.1-2** provides examples of a few of the teams within the district.

The District ensures the hiring of staff members who are certified or licensed to work in the area for which they are being considered. Human resource staff members take great care to obtain all credentials, certificates, and licenses before recommending a candidate's name to the BOE for hiring. They also conduct background checks and require a drug-use examination prior to recommending employment.

5.2 Faculty and Staff Learning, and Motivation

The District accomplishes common language, skill refinement, and motivation by aligning training with key measures and job goals, and by recognizing excellence in staff members who exhibit the characteristics of the Continuous Improvement Model.

5.2a. Faculty and Staff Education, Training, and Development

5.2a(1) Training for faculty and staff within the District is designed to support district goals, and actions plans. Since action plans result from the organizational Performance Appraisal Review Process and from the Strategic Planning Process, training supports the key measures identified by the District. Training either is developed in alignment with the curriculum or is designed to meet the needs demanded by changing technology. Professional development opportunities are offered to assist teachers in attaining highly qualified status.

District professional development opportunities provided for certified and classified staff are focused on attaining district key measures (strategic objectives) and fulfilling specific requirements mandated by the SDE. The District focuses on providing professional development opportunities aligned with and supportive of strategic objectives and action plans. **Section 6.1a(3)** also addresses this issue.

To meet the demands made of staff members by rapidly evolving technology, the District is a member of a professional development consortium called the Eighth Floor. Eighth Floor training is technology based, with a special emphasis for certified staff, on using technology in the classroom. Training for classified personnel emphasizes learning new or improved computer skills. The District's membership in the Eighth Floor provides all staff with the opportunity to learn new computer skills.

The District requires all classified clerical staff to participate in six hours of training each year, and certified staff

members to participate in nine hours of in-district training. Other classified staff members have specific training needs provided by the appropriate departments i.e., bus drivers must participate in a Driver Safety course each year, administrative assistants participate in Oklahoma Cost Accounting (OCAS) code training. The human resource plans in **Figure 2.1-2** elaborate on training goals, which assist in accomplishing goals, key measures (strategic objectives), and action plans related to performance improvement and technological change. **Figure 4.1-3** provides additional detail regarding key measures (strategic objectives) and analysis.

The education and training approach used by the District balances short- and longer-term organizational objectives with faculty and staff needs for development, ongoing learning and career progression by: 1) providing basic skills training to meet immediate staff needs, 2) providing enhanced skills training to meet longer-term staff needs, 3) providing leadership training and experience to meet career progression needs, and 4) providing experience in using decision-making tools at every level and in every department. In addition to these formal types of events and experiences, informal training occurs spontaneously and regularly throughout the District. For example, when a teacher expresses an interest in developing a classroom Web page to add to the school site Web page, a CRI or someone with experience designing Web pages provides that instruction. It is “a teachable moment.”

The District’s mission to “...prepare all learners for productive, responsible citizenship in an ever-changing world” pervades the District and may be seen in the approaches to professional development. In the long term, staff members earning credit for graduate work receive pay increments based on the number of college credits they earn. In the short term, staff members are required to participate in designated training which advance specific targets identified in District goals and key measures (strategic objectives) and/or by the SDE.

5.2a(2) All new employees attend an induction program consisting of an introduction to the District’s philosophy of continuous improvement. This program explains the components of the Continuous Improvement Model, how they apply to the District, and how individuals may benefit by using the various components.

In addition to the induction program, all staff members are required to participate in diversity training, outreach to parents, confidentiality training (ethics), and safety training on a regular basis (once per year or once every four years). These sessions assist in achieving the District’s key measures (strategic objectives) described in **Figure 1.1-1**.

5.2a(3) Annually, the Professional Development Committee conducts a survey to determine staff, faculty, and supervisor satisfaction with the content of the training provided and the training method used. Staff members also identify training opportunities of personal interest to them on this survey. In

addition, site leadership teams identify specific needs for training in their respective CLEPs (Comprehensive Local Education Plan). Survey results may indicate a need for and result in providing additional training, smaller group sessions, hands-on experiences versus lecture, subject specific training, etc. These results are used to identify and improve professional development presenter selections and delivery methods as they align with district goals and key measures (strategic objectives). CLEPs are developed at the site level in alignment with district goals and key measures, and action plans (**Figures 1.1-1** and **1.1-3**). The CLEPs include a component to identify specific needs for professional development at that site.

The wealth of knowledge among staff members is substantial. The District provides most professional development and training events by utilizing knowledge and skills within the workforce. **In 2004/2005, district staff members provided over 274 in-district training sessions for employees.** One example of in-district training is the key measure (strategic objective) to train all staff in differentiation strategies. All differentiation training is provided by district employees.

5.2a(4) A variety of delivery methods are implemented in training sessions: lecture, hands-on, study groups, on-the-job, computer-based, collaborative, mentoring, and combinations thereof. Trainers request participants to evaluate training sessions. The needs expressed by individuals and collective staff members determine the best approach to use for future training delivery. Some trainers may receive additional coaching to refine, further develop, or add to the delivery strategies used. If a single teacher needs assistance using a particular differentiation strategy, then a CRI provides mentoring for that teacher by observing the teacher in action and subsequently providing suggestions for improvement. If several teachers need that assistance, the CRI will prepare a training session that consists of the delivery methods appropriate for the strategy identified. Teachers selected for the CRI position have demonstrated proficiency as a classroom teacher and have exhibited leadership potential.

5.2a(5) CRIs and assistant principals reinforce the use of new knowledge and skills on the job by mentoring teachers and by enforcing the requirement that staff will implement effective instructional strategies. Principals reinforce the use of new knowledge and skills by requiring those skills be used.

Jenks Public Schools accomplishes the systematic transfer of knowledge from departing or retiring individuals through 1) paper records, 2) computer records, 3) pre-departure training, and/or 4) cross-training. In the case of pre-departure training, the employee leaving the District mentors the replacement. The amount of mentoring required depends upon the experience of the replacement. Frequently the mentor accompanies the replacement to various functions to observe procedures and expectations. In the case of cross training, employees schedule times to work

together at alternating job sites to teach and learn the skills and knowledge required for respective jobs.

5.2b Motivation and Career Development

The District motivates faculty and staff to develop and utilize their full potential by focusing on continuous improvement and recognizing excellent performance in several different medias such as *Our Schools*, radio announcements, television newscasts, the Web site, E-mail and in commercial magazines and newspapers as well as local newspapers. Examples of excellence recognized nationally include the Grace Living Center Intergenerational Program, two National Teacher of the Year Finalists and other athletic accolades. Additional details regarding the awards won by District employees and students are in **P.1**. The Continuous Improvement Leadership Team provides focus on the Continuous Improvement Model by providing formal training for all new staff members each year. Annually, site and department administrators provide refresher sessions for all staff members. Annually, the JPS Foundation in a joint effort with the District identifies, and provides public recognition and financial rewards to faculty and staff members who exhibit specific characteristics of continuous improvement in their work i.e., strong quality leadership, customer focus, teamwork and data based decision-making skills. The District also motivates faculty and staff by focusing on improving processes and the system rather than blaming individuals for errors.

Mechanisms the District uses to assist faculty and staff in attaining job and career related development and learning objectives include formal programs such as hosting cohort degree programs offered in partnership with an accredited university, providing professional development training, providing access to Eighth Floor training, and informal mechanisms such as mentoring, on-the-job training, and cross training.

Senior leaders and other supervisors support staff attainment of job and career related development and learning objectives by providing the staff members with professional leave, providing a substitute for the absent staff member, encouraging continued learning and growth, providing information to assist in making job/career decisions, providing information relative to financing additional training, and providing technical assistance as needed or upon request.

5.3 Faculty and Staff Well-Being and Satisfaction.

5.3a (1) Work Environment

The District has fully-deployed programs to ensure workplace health, safety, security, and ergonomics. The Indoor Air Quality Team addresses workplace health. Staff members have received training in safe handling of hazardous materials. The Occupational Safety and Health Administration (OSHA) monitors found the district to be in 100% compliance regarding OSHA regulations. Monitoring

systems are located in 100% of our school sites and SERT procedures guide staff actions during and following an emergency. SERT operation details are provided in **5.3a(2)**. The Warehouse Manager works with employees to design ergonomic workstations and reduce employee injury (**Figure 7.4-1**). The narrative in **7.4a(1)** provides data regarding a few of these accomplishments.

5.3a (2) Safety of students and staff is a key focus of the District. To ensure safety, the District employs a two-pronged approach. One approach to ensuring student/staff safety is emergency preparedness. The SERT is composed of administrators, campus police, teachers, a school nurse, and staff members from across the District. The SERT meets monthly to develop and refine procedures to: 1) provide a standardized emergency procedure plan that will assist school officials in meeting both the ethical and legal responsibilities of students, peers and the community in times of emergency; 2) provide suggestions for meeting minor emergencies, as well as recommendations for action during major natural or man-made disasters; 3) provide suggested forms to be used, to keep emergency plans current; 4) provide an emergency procedure guide for distribution to all employees; and 5) maintain confidentiality utilizing a “need-to-know” philosophy. SERT procedures include:

- Incident Management Flow Chart
- General Responsibilities for Staff
- After-Hours Building Emergency
- Media Relations
- Child Abuse Reporting
- Student Runaway/Abduction
- Suicide Intervention
- Death of a Student/Staff Member
- Fire/Severe Weather/Intruder
- Power Outage
- Mass Disturbance
- Accident/Serious Injury/Illness/Assault
- Earthquake
- Bomb/Explosive Threat
- Hazardous Chemical/Biological Incident
- Unknown Substances, Suspicious Package or Letter

The SERT also coordinates full-scale disaster exercises that include agencies (FBI, Fire, Police, etc.) within the Tulsa area, students, administrators and other staff members. Collaborating agencies include hospitals, fire and police departments, ambulance services, and others as needed by the type of disaster drill planned.

The second approach to ensuring student and staff safety is prevention. The SERT team conducts unannounced prevention exercises approximately two times each year. The exercises involve obtaining staff volunteers to assist with the exercise, selecting a school site, securing the entrances and exits, and then conducting a systematic search of backpacks and lockers as students arrive at school.

5.3b (1) Faculty and Staff Support and Satisfaction

A survey consultant with Total Quality Management training and experience works with the Superintendent to identify the key factors affecting faculty and staff well-being, satisfaction, and motivation. The factors identified for certified staff include safety and emergency preparedness; uniform and fair policies; opportunities to participate in decisions affecting work; appropriate feedback and support; satisfaction with student focus, parental support, and school leadership support; reasonable expectations; and appropriate allocation of resources.

The same consultation/identification process occurs when developing surveys for classified staff members, and then again for patrons. The survey cycle was disrupted temporarily in 2002 due to decreased school funding following the September 11, 2001 national tragedy. However, the survey cycle has resumed. **Figure 5.3-1** depicts several tools used to determine faculty and staff satisfaction. Surveys are segmented by site and/or department, and job classification to provide specific information to help guide improvement efforts.

5.3b(2) The District and school sites are committed to improved student achievement and staff well-being. The compensation package for district employees includes both salary and fringe benefits. Fringe benefits include health and life insurance, disability insurance, workers’ compensation, unemployment insurance, retirement incentives and benefits, Medicare, sick leave, bereavement, personal leave, business leave, professional development leave, and family medical leave. Other options include vision and dental insurance as well as medical savings accounts. Insurance benefits are tailored to fit the needs of the individual.

In addition, the District offers services to staff through the Employee Assistance Program. Staff members use this program for a broad range of personal issues and concerns, which might otherwise affect their well-being and satisfaction. This consultation and referral service is free to

JPS employees and their immediate family members. Employees who use this service remain anonymous.

Policies which support staff members include the religion policy, the sexual harassment policy, and the nondiscrimination policy to name a few. In addition to these policies, the District accommodates employees with disabilities by providing for specific needs. Examples include providing interpreters, data entry assistance, and assigning work teams or job sharing for those who need some assistance completing job responsibilities

Dissatisfaction is often the result of a misunderstanding or lack of information. Many times a resolution may be accomplished easily and quickly. At other times, resources are not available to affect a speedy remedy. However, the District and school sites are committed to improved student achievement and staff well-being.

5.3b(3) The District identifies barriers to employee satisfaction by using both formal and informal methods. **Figure 5.3-1** depicts the formal and informal measures the District uses to assess employee well-being, satisfaction, and motivation.

An Issue Drop Box located on the District Web site provides additional data and resources for determining student, staff and patron satisfaction/dissatisfaction. Issue Drop Box process details are provided in **3.2a(3)**. The process includes determining whether the issues are indicators or systemic problems. The District averages receiving one issue each week.

5.4b(4) The PDSA Process is used to identify priorities for improving the work environment and climate. Relationships among survey findings and key measures (strategic objectives **Figure 4.1-3**) set priorities for continuous improvement. Information deployment from the District superintendent and Cabinet members to department and site administrators results in improvements to processes and to the system, and provides for cycle refinement.

Organization	Formal/Informal	Type	Frequency	Analyzed/Resolved by
JCTA	F	Survey (not shared)	Annually	Site, Department or District / JCTA
District	F (segmented)	Certified and Classified Staff Survey 7.4-9, 7.4-10	Annual Survey Cycle*	Site, Department or District / Cabinet
District	F (segmented)	Absenteeism	As needed	Site, Department or District / District
Site/Department	I/F	Barriers identification	As needed	Site, Department / Site, Department
All	I	Discussion/Conversation	Ongoing	Site, Department or District / All
District	F (segmented)	Grievances	On-Going	Site, Department or District / District
District	F (segmented)	Worker’s Compensation Claims 7.4-1	Monthly	Site, Department or District / District
District	F (segmented)	Issue Drop Box	Monthly	Site, Department or District / District

Figure 5.3-1 Satisfaction data fuel improvements to the system. (*Three-year survey cycle for determining patron, certified staff and classified staff satisfaction and needs.)