

Faculty and Staff Focus Category

What does the “Faculty and Staff Focus Category” look like at the school and classroom levels?

- The school has processes in place that determine the education and training needs of all staff members that will support strategic goals/objectives and action plans. This category also includes the evaluation of training, well-being, and levels of satisfaction/dissatisfaction of all staff members.
- In a Classroom Learning System, the teacher and the students work to build a classroom learning system that reflects the school’s learning system/professional learning community. The teacher and students together develop their background knowledge to create a classroom learning system that focuses on performance excellence and continuous improvement by developing class and personal goals/objectives, supported by action plans, and by incorporating processes and quality tools.

A Process for Meeting the Requirements of the Baldrige Faculty and Staff Focus Category for School Improvement Planning

Once strategic goals/objectives, data points, and targets based upon student and stakeholder needs have been established, staff needs for education and training are determined and aligned to achieve the school’s goals/objectives. Included in this category are the development of leadership capacity and the monitoring of both the well-being and levels of satisfaction/dissatisfaction among staff.

To address the requirements of the Faculty and Staff Focus Category, the school must engage in processes that define the content or actions of the category needed for the School Improvement Plan. These processes may be addressed through a set of process or “how” questions strategically aimed at the Baldrige requirements of the category. By answering these questions, the school improvement team will address specifically the content and actions or “what” questions to meet the needs of the school within the Faculty and Staff Focus Category.

Process Questions (How)¹	SIP Content Questions (What)
1. How does the leadership system involve staff as it analyzes, aligns, and defines the education and training that will help the staff attain school and classroom goals/ objectives and action plans?	1. What education and training does the staff need to implement the school’s strategic goals/objectives and action plans?
2. How does the school design and deploy education and training for its adult learners?	2. What plans for the education and training of the adult learners does the school have in place?
3. How does the school evaluate the impact of the education and training the staff receive on classroom teaching and student achievement? How does the school sustain the outcomes of staff education and training that have value for student achievement?	3. What evaluation tools are in place to determine the impact of the education and training the staff receives on classroom teaching and student achievement? (The results of evaluations are documented in the Organizational Performance Results Category.) What actions will be taken to sustain improvements?

¹ See the Principal’s Handbook for suggestions or actions as a guide for answering these questions.

4. How is the school organized and managed to focus on the school's SIP goals/objectives and action plans?	4. What organizational structures are in place to support the schools' goals/objectives?
5. How does the school motivate and enable staff to develop and utilize their full potential?	5. What strategies are in place for motivating staff to use their potential? What are the results?
6. How does the school provide feedback to staff members about their performance in relation to school goals/objectives and action plans?	6. What actions have been identified to provide feedback to staff members about their performance in relation to the school's goals/ objectives?
7. How does the school recognize the staff for meeting the goals/objectives that focus on student achievement?	7. What processes does the school have in place for recognizing staff for meeting goals/objectives that focus on student achievement?
8. How does the school determine the staff's well-being and levels of satisfaction/dissatisfaction?	8. What are the staff's levels of satisfaction and dissatisfaction with the current work systems and school environment? What are the areas identified that need improvement? (The results of evaluations are documented in the Results Category.)

Directions for completing the SIP category for “Faculty and Staff Focus”

- ⇒ Place the selected activities that will be used to address key needs for education and training, staff well-being, and levels of satisfaction/dissatisfaction under the heading Faculty and Staff Focus on a linkages chart, linear chart, narrative, etc., the format to be chosen by individual schools.²
- ⇒ Under the heading “Process Management,” summarize the key well-defined, well-designed, and well-deployed processes that will be used to manage, analyze, and monitor the identified activities. As other Baldrige categories are addressed, check for the alignment of actions and processes to work towards a truly integrated, efficient, and effective management system.

² It may be necessary for schools just beginning to integrate the Baldrige processes into the SIP, to prioritize which processes and actions they can realistically undertake in the first or even second years.

