



**Implementing the
NCDPI Organizational Assessment
Recommendation #8:
Combine educator talent-related
functions into a single end-to-end
talent division**

**North Carolina State Board of Education
Meeting
December 6, 2018**

NC DPI organizational assessment

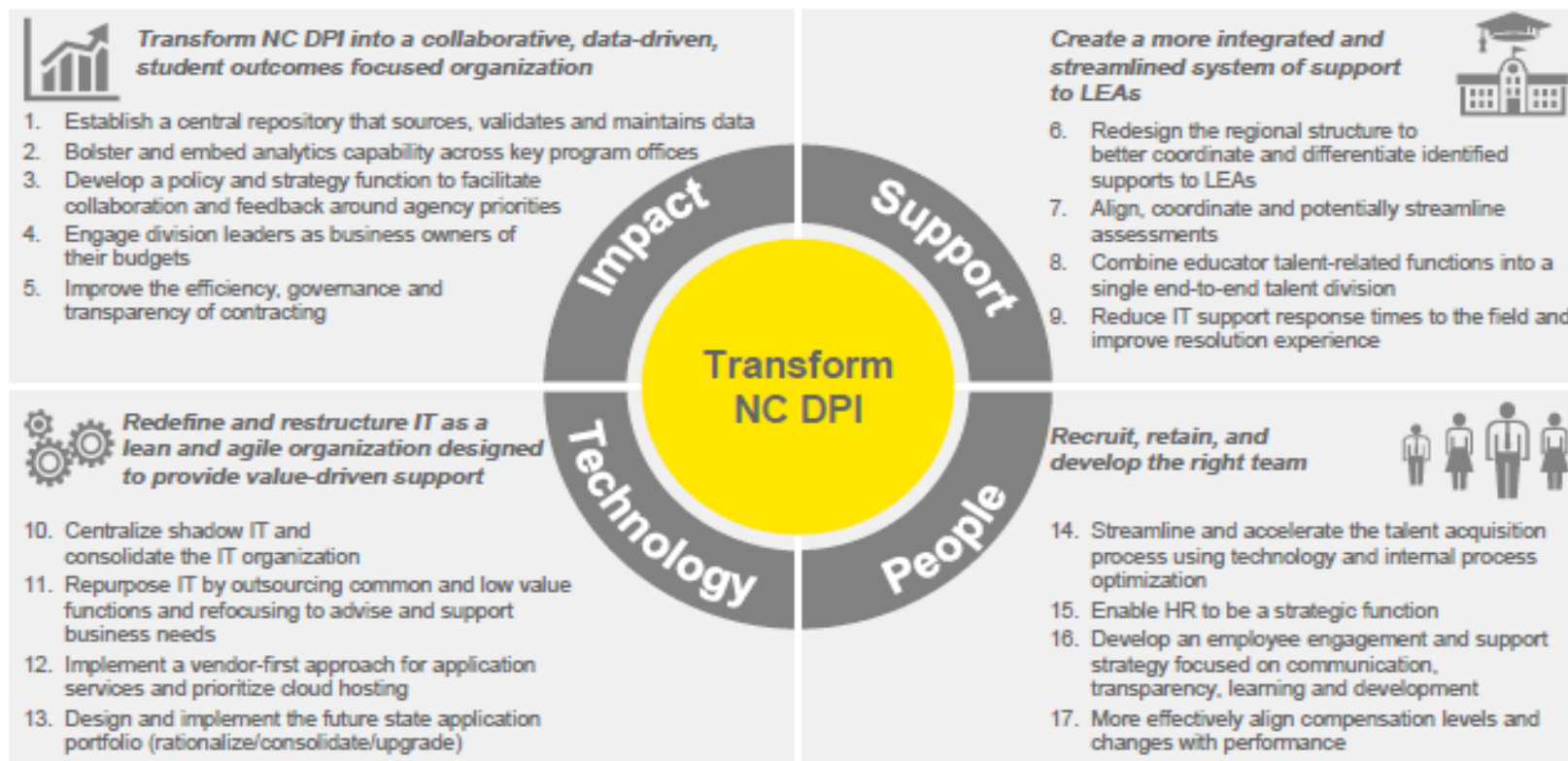
Final report

April 27, 2018



Project overview

Our work highlights 18 recommendations that could be implemented to support the transformation of NC DPI



A transformation management office should be created to support the effective implementation of these recommendations (Recommendation #18)

Note: Shadow IT refers to resources performing IT related functions that resides in divisions outside of the IT organization



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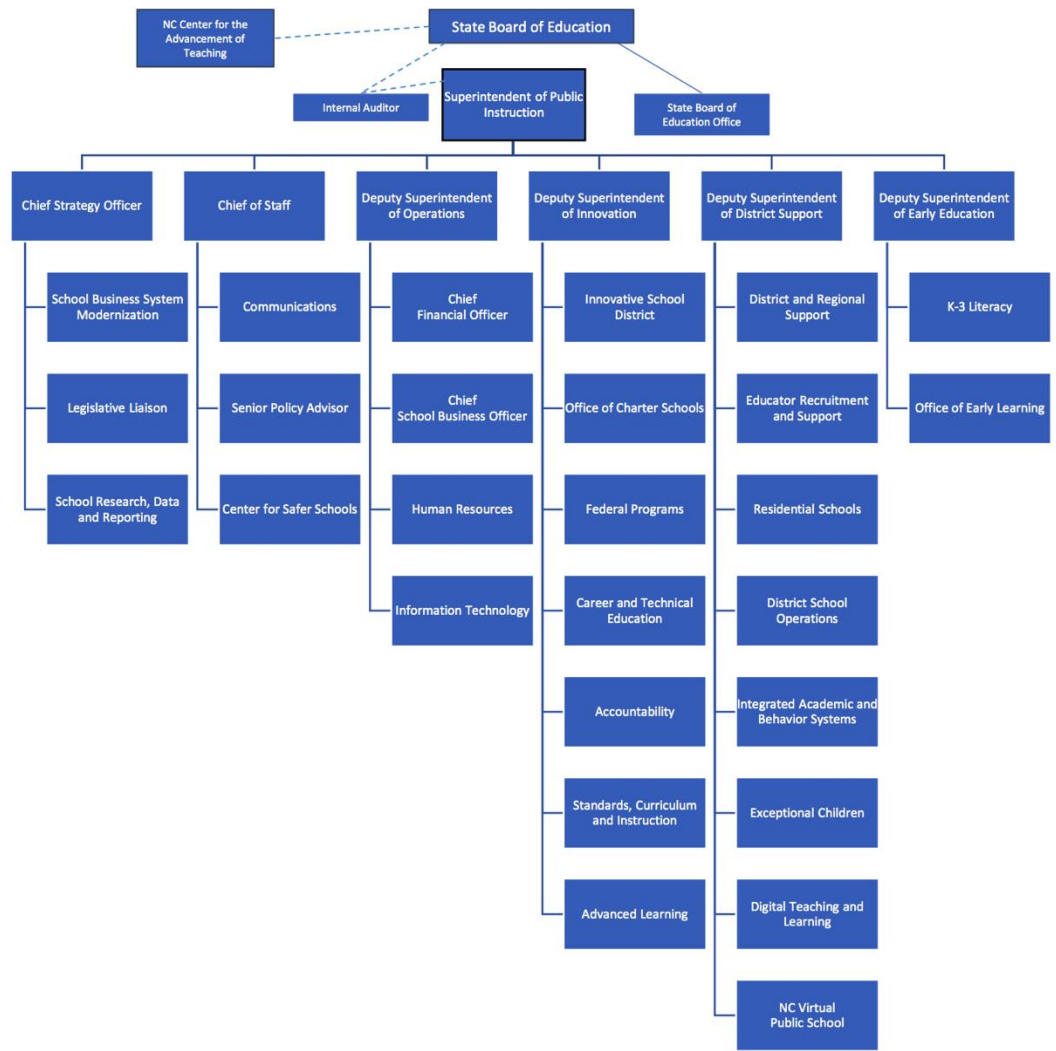
Support: Recommendation #8

Combine educator talent-related functions into a single end-to-end talent division

Rationale: Employees are the most valuable assets in an organization

- Teacher support functions within NC DPI are spread out across at least three teams and interviews with NC educators suggest this has created unnecessary confusion and frustration among teachers when they require support
- Therefore, creating a single educator talent function that draws together all of the existing teacher supports will increase coordination, bolster educator support and provide significant value to the field





Support: Recommendation #8

Combine educator talent-related functions into a single end-to-end talent division

December Update:

Change management update using Kotter's Eight Step Process for Leading Change to combine educator talent-related functions into a single end-to-end talent division

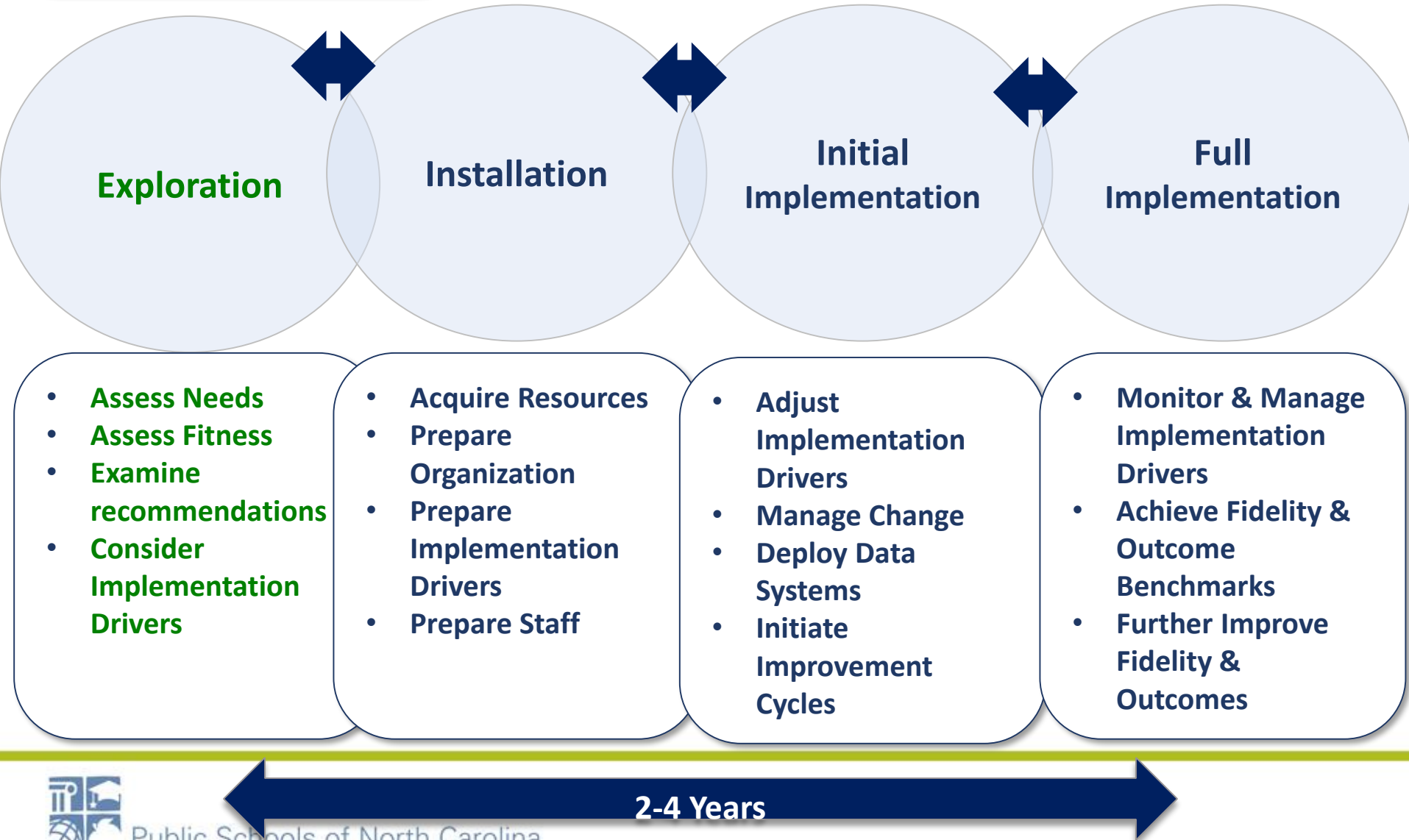


John Kotter's 8 Step Process for Leading Change

- **Creating a Sense of Urgency**
- **Creating the Guiding Coalition**
- **Developing a Change Vision**
- **Communicating the Vision for Buy-in**
- **Empowering Broad-Based Action**
- **Generating Short-term Wins**
- **Consolidating improvements and producing still more change**
- **Institutionalizing new approaches**



Implementation Stages



John Kotter's 8 Step Process for Leading Change

Creating a sense of urgency to combine educator talent-related functions into a single end-to-end talent unit

- Examine talent related functions of other State Education Agencies
- Identify and discuss potential pitfalls and opportunities with steering committee and internal staff
- Create a catalyst for change, which includes measurable outcomes and data points linked to desired outcomes



John Kotter's 8 Step Process for Leading Change

Creating a sense of urgency to combine educator talent-related functions into a single end-to-end talent unit

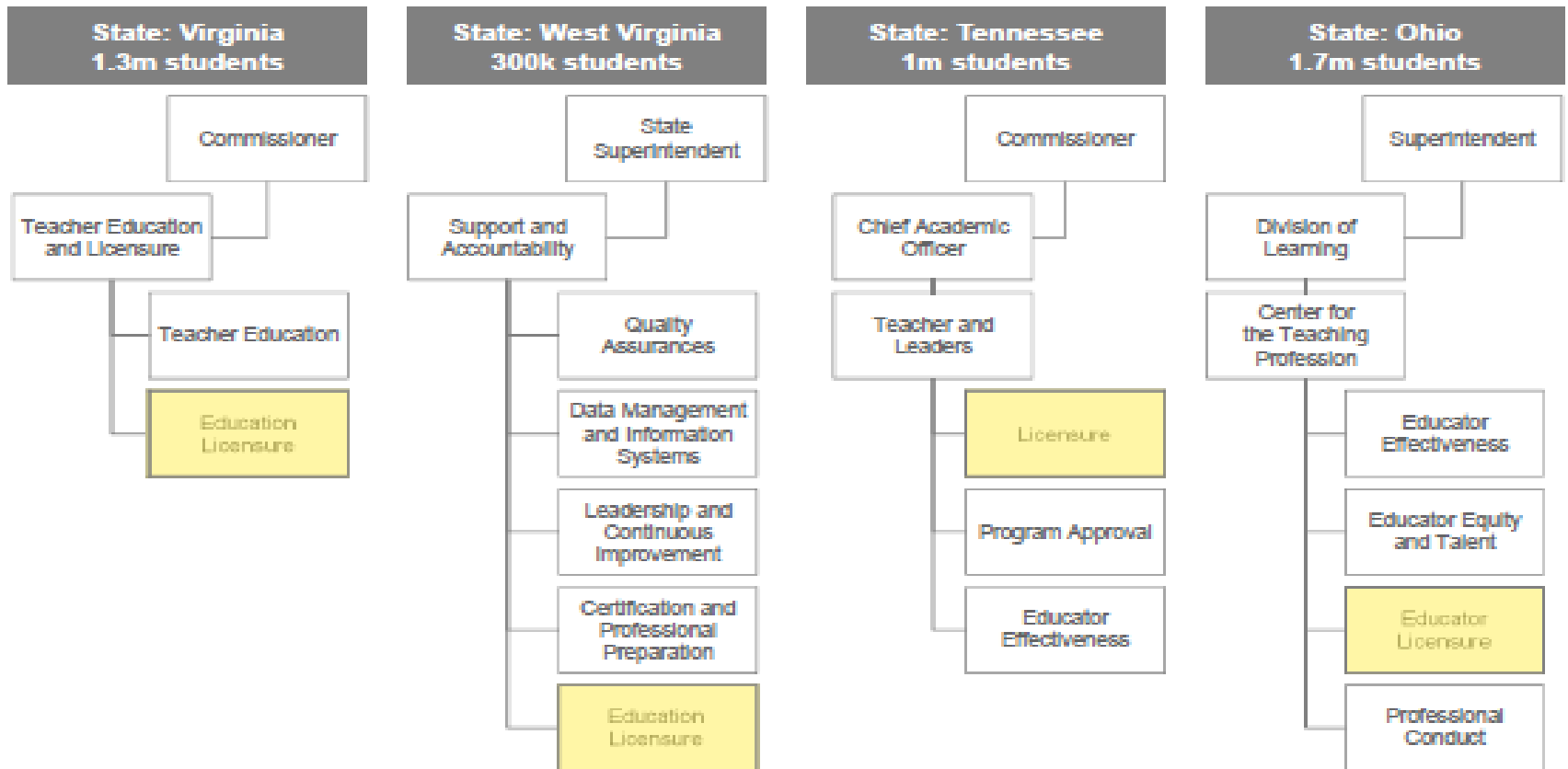
Examine talent related functions of other State Education Agencies

- **These functions could include:**
 - Educator Prep program approvals
 - Educator effectiveness
 - Talent monitoring and analytics
 - All basic leave & retirement-related information
 - Educator licensure policies
 - Licensure (currently a standalone office)



Supporting analysis recommendation #8

Virginia, West Virginia, Ohio and Tennessee have licensure in the same office with educator effectiveness and support

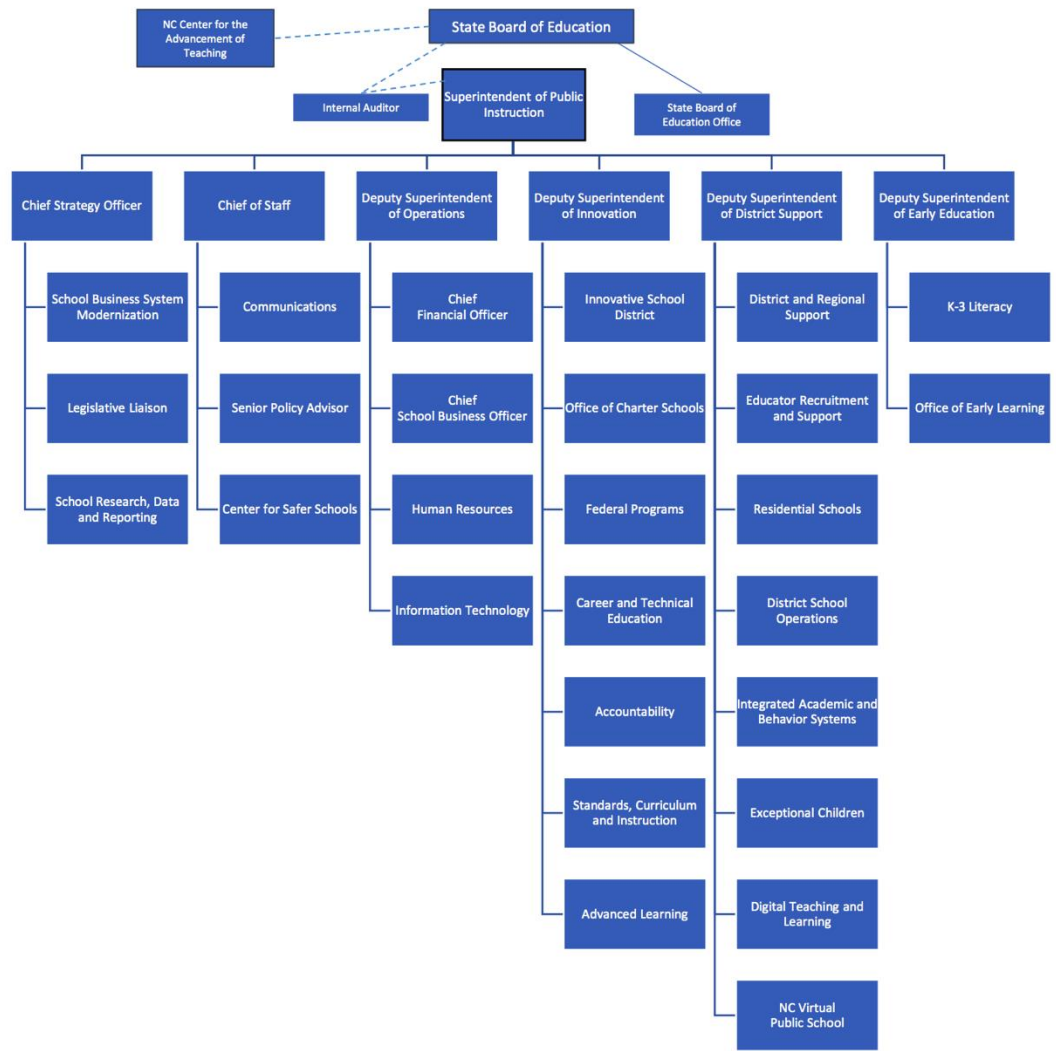


Note: States were selected in accordance with NC DPI criteria (e.g. south-eastern location or leading practice in educator support)
 Source: NCES; EY Analysis; State websites



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Current Locations of Educator Support Areas at NCDPI

- School Research and Data Reporting

Ed Prep

- Licensure (Stand alone)

- District and School Support

Educator Effectiveness

Future Location of Educator Support Areas at NCDPI

Educator
Recruitment
& Support

Ed Prep

Licensure

Educator
Effectiveness



John Kotter's 8 Step Process for Leading Change

Creating a sense of urgency to combine educator talent-related functions into a single end-to-end talent unit

Identify and discuss potential pitfalls and opportunities with steering committee and internal staff

- Seek supports to clarify HR/Benefits/Leave issues, to address salary audit exceptions and to focus on data analytics and visualization (Could be new hires or repurposed/reclassified positions)
- Seek out beginning teacher coursework to support the new teacher induction efforts across the state
- Consider how and what supports are needed for the rule making process for Ed Prep and Licensure policy



John Kotter's 8 Step Process for Leading Change

Creating a sense of urgency to combine educator talent-related functions into a single end-to-end talent unit

Create a catalyst for change, which includes measurable outcomes and data points linked to desired outcomes

– Sample Data Points:

- Licensure Application Processing Times (From submission date to first communication with applicant)
- Licensure Application Approval Times (From submission date to application approval)
- Ed Prep Approval Processing Times (From submission date to approval)



John Kotter's 8 Step Process for Leading Change

Creating the Guiding Coalition to combine educator talent-related functions into a single end-to-end talent unit

- Assemble a group to lead the change effort to include the Regional Alternative Licensing Centers
- Consider including the Regional Alternative Licensing Centers as a part of the application review process for LEAs, especially for beginning teachers being hired by LEAs
- Use the Concern Based Adoption Model to gauge concerns and provide necessary supports



Concern Based Adoption Model

6	Refocusing	I have some ideas about something that would work even better.
5	Collaboration	How can I relate what I am doing to what others are doing?
4	Consequence	How is my involvement ? How can I refine it to have more impact?
3	Management	I seem to be spending all my time getting things ready.
2	Personal	How will my involvement affect me?
1	Informational	I would like to know more about it.



John Kotter's 8 Step Process for Leading Change

Developing a change vision to combine educator talent-related functions into a single end-to-end talent unit

- Seek feedback from partner groups such as local superintendents, the Professional Educator Preparation & Standards Commission, the Task Force on Credentialing, Recruitment & Retention, the Personnel Administrators of NC and the Charter School Advisory Board
- Use the feedback to create a vision that directs the change effort
- Develop strategies for achieving that vision to include partners, such as BEST NC, which is currently leading the TeachNC initiative



John Kotter's 8 Step Process for Leading Change

Communicating the vision for buy-in regarding the single end-to-end talent unit

- Use multiple channels to communicate the new vision (LEA HR Monthly Webinars/Licensure Guidance Document), especially with LEA/Charter School Personnel Administrators
- Work with internal staff to promote behaviors that support a combined talent unit and provide staff with opportunities to lead by example
 - Using data
 - Focusing on results
 - Communicating effectively
 - Sharing leadership



John Kotter's 8 Step Process for Leading Change

Empowering Broad-Based Action when combining educator talent-related functions into a single end-to-end talent unit

- Change systems or structures that may undermine the vision (i.e. NCVIP, Job Descriptions, Org Charts, Reporting Structures)
- Update all NCDPI staff members on the newly created division. Possible topics include, but are not limited to implementing human capital strategies and understanding licensure & EVAAS data to determine the needs of LEAs



John Kotter's 8 Step Process for Leading Change

Generating short-term wins when combining educator talent-related functions into a single end-to-end talent unit

- Plan for visible performance improvement that includes feedback from external stakeholders, especially LEA/Charter School Personnel Administrators

Consolidating improvements and producing more change when combining educator talent-related functions into a single end-to-end talent unit

- Hire, promote, and/or develop employees who can implement the vision

Institutionalizing new approaches when combining educator talent-related functions into a single end-to-end talent unit

- Ensure leadership development and succession planning are in place for full implementation



Immediate Next Steps

- Schedule meetings and set up a work plan for all deliverables
- Determine vacancies/re-classified positions needed in educator talent-related areas
- Consolidate existing educator-related functions into a single office and develop cross training topics for staff
- Conduct evaluation of current supports and services and identify areas where improved processes are necessary (Licensure Audit was completed and now we are pursuing a process flow review in partnership with UNC Chapel Hill)
- Continue to address specific Licensure Audit recommendations in the area of policy development, communications, team culture/structure, and technology/reporting

Installation and Implementation Timeline

- Installation Period: Install the Changes, Finalize Resources, Prepare Customers, Share Implementation Drivers, Support Staff in the Change

May 1 – July 31, 2019

- Initial Implementation Period: Adjust Drivers and Initiate Improvement Cycles

2019-2020 School Year



Support: Recommendation #8

Combine educator talent-related functions into a single end-to-end talent division

Desired Outcomes:

- Increased teacher satisfaction and retention
- Improved communication and service to LEAs and schools around educator-related policies and supports
- Better alignment of NC DPI and LEA efforts when it comes to recruiting and retaining high quality educators
- Increased use of data to drive policies
- Development of policies that reflect the full continuum of needs for teachers



Questions

