



CTE Leadership Academy Performance Management



The CTE Leadership Academy Performance Management system will be unlike any other K-12 education evaluation system you've ever experienced.

This two-pager will describe the objectives of CTE Leadership Academy . . . how our system is different from typical K-12 evaluations . . . the challenges in implementing this system . . . and the advantages of this assessment system.

Primary Objective of the Academy:
to help you develop and deploy effective CTE leadership skills.
Secondary Objective: to increase your risk tolerance.

Academy Objectives

The primary objective of the Academy is to help you develop and deploy effective CTE leadership skills. There is a body of policy information and conceptual knowledge that you should master to the best of your ability as the foundation for your decisions and actions. ***But our evaluation of your performance will focus on the decisions you make, the actions you take . . . and the ways you communicate these decisions and actions to your stakeholders.***

The secondary objective of the Academy is to increase your risk tolerance. We are going to encourage you to try new things. We're going to give you hard exercises that don't have easy, definitive answers . . . and then we're going to provide critical input on how you address these exercises. ***No one will get a "perfect score" at this Academy – no one should waste any time worrying about perfection, focusing instead on optimizing what they know and can do.***

The Academy will provide intensive, incisive personalized performance reviews with the objective of enhancing your demonstrated leadership capabilities.

Our grading philosophy will reflect these objectives by creating a performance management system that minimizes distracting gradations / distinctions in quantitative grades, focusing instead on in-depth personalized feedback intended to help you develop your own highly-effective leadership capabilities.

We're confident that the Academy will offer you more detailed and demanding performance feedback than you've ever received. For many of you, this will not be a comfortable experience (especially at first).

How the Academy's Performance Management System Differs from Typical K-12 Evaluations	
Typical K-12 Evaluations	Academy Performance Reviews
<ul style="list-style-type: none">• Tiered (A, A-, B+, B, B-, C+, C, C-, D, F)• Limited observations• Versus a conceptual norm• Objective• One-way feedback	<ul style="list-style-type: none">• Binary (S, U)• Multiple observations• Versus your unique potential• Customized• Two-way dialogue

The Academy's approach to performance management will rely on extensive written and verbal feedback . . . some of which you'll find helpful. Other times you'll find this feedback unhelpful, too critical or maybe even misguided. That's OK . . . all feedback is just the beginning of a dialogue . . . with the end result being your ability to master and deploy new capabilities, rather than receiving a grade.

Because the Academy's approach to performance management will be so unfamiliar and potentially uncomfortable, the key to making the Academy's system of performance review work is **TRUST**.

- **Trust** that the Academy has your best interests at heart, that the intention of critical feedback is to make you more effective and more joyous.
- **Trust** that negative feedback won't hurt you professionally.



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- **Trust** that the Academy is capable of developing accurate, actionable insights that are appropriate for your district / school culture, personality and professional goals.
- **Trust** that the Academy will *patiently push* you to superior performance.
- **Trust** that feedback is a two-way street, that the insights you receive can be amended upon discussion and deliberation, and that your input on improving the Academy experience is valued and embraced.

The binary grading system for the Academy will be:

- S** Satisfactory performance, indicating the participant is on track to receive Academy certification;
- U** Unsatisfactory performance. Participants receiving a U evaluation are on notice that they may be asked to suspend their participation in the Academy unless they remedy their performance deficits.

To complement these binary assessments, there are two other grades that participants may receive:

- n/a** Indicates that the Academy does not have sufficient data to determine an S or U grade;
- S-** Indicates the participant is in danger of receiving a U evaluation based on specific areas of concern indicated in his / her evaluation

Within one year of the graduation, the Academy reserves the right to assign a grade of H to cohort members who distinguish themselves by their implementation success on key CTE initiatives in their schools / districts.

Challenges in Implementing this Assessment System

Discomfort with lack of positive reinforcement via a letter grade – as high-performers you're used to getting top grades. No one gets top grades in the Academy. But you'll get plenty of input that will help you be more effective.

Discomfort with a focus on areas for improvement – some may find all the input on how to improve discouraging at first. We'll balance criticisms with positive observations, but our singular focus will always be on helping you improve.

Discomfort with acceptance of less than the top grade – you'll need to get over this. You're not at the Academy to earn top grades. You're here to enhance your ability to maximize student opportunities and revolutionize CTE in your school, your district and your state.

Discomfort with too many "n/a" grades – we're going to err on the side of withholding judgement until we have sufficient data to reach at least a preliminary assessment we're confident is accurate.

Advantages of this Assessment System

For all this potential discomfort, there are two huge advantages to this type of performance management approach.

- 1) Academy performance management mimics real-world dynamics for leaders: lots of negative feedback, lack of clarity on "final" work products, the need to continuously revise and improve initial efforts, and constantly moving objectives and stakeholder preferences that require continuous adjustment and communications.
- 2) Academy performance management will use a level of individual candor, caring and attention unlike any other assessment system you will have ever experienced

We look forward to discussing the Academy's approach to performance management at our next in-person session.