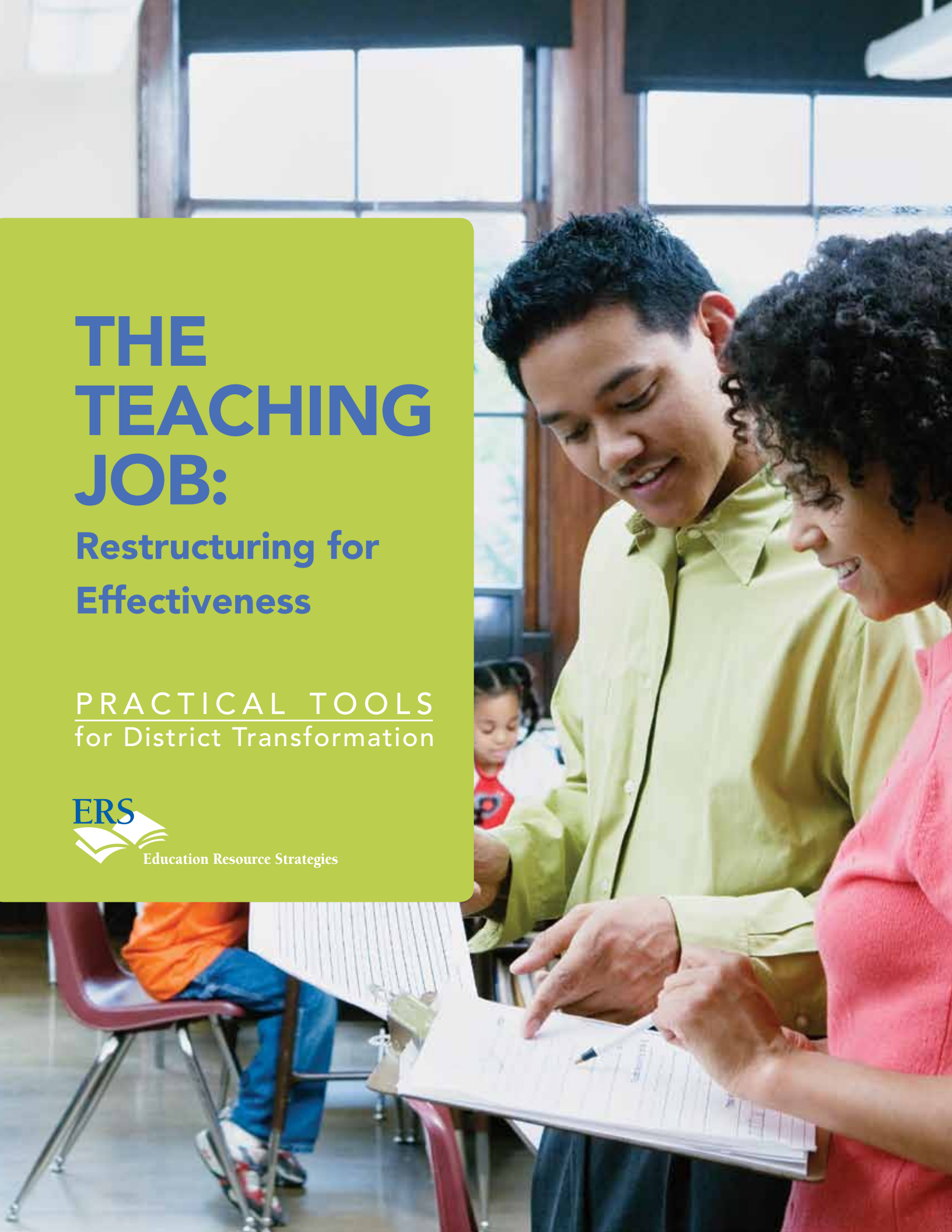# THE TEACHING JOB:

Restructuring for Effectiveness

PRACTICAL TOOLS
for District Transformation

ERS
Education Resource Strategies

PRACTICAL TOOLS FOR DISTRICT TRANSFORMATION

Based on firsthand observations by Education Resource Strategies, Inc., of resource use in large urban school systems, this series is designed to help districts begin the process of identifying and addressing resource decisions that don't support improving student performance. This guide is one of six publications specifically designed to help district leaders analyze and optimize school system resource allocation.

ResourceCheck

ResourceCheck is an easy-to-use online self-assessment tool all district leaders can use to measure current resource use relative to best practices. This tool will give you a quick sense of where you should look deeper to get a better picture of what your district is doing. Users answer questions about district resource policies and practices and use the answers to evaluate performance.

Seven Strategies for District Transformation

Targeted for superintendents, this guide presents a comprehensive vision of seven strategies presented in *ResourceCheck* that are integral elements of effective district transformation.

Resource Guides

Targeted for district leaders including chief operating officers, chief finance officers, and chief academic officers and their staffs, four guides offer practical guidance and action steps that can help districts successfully challenge and transform their education system. Guides focus on school funding systems, school design, the teaching job, and district strategies for turnaround schools.

All six electronic publications can be found at www.ERStrategies.org.

ABOUT ERS

Education Resource Strategies, Inc. (ERS), is a nonprofit organization that works extensively with large urban public school systems to rethink the use of district- and school-level resources and build strategies for improved instruction and performance.

THE TEACHING JOB:

Restructuring for Effectiveness

ERS
Education Resource Strategies

Rethinking Resources for Student Success
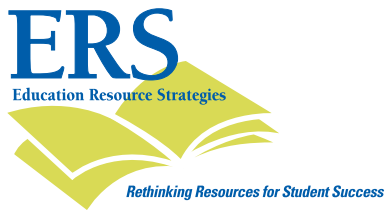
DATA SOURCES

Unless otherwise noted, all data come from ERS work in urban school districts. To maintain confidentiality, we have used the labeling convention of "District A," "District B," etc. However, these labels do not consistently reflect the same district from figure to figure. Districts include:

Atlanta (2005–10)

Baltimore (2007–08)

Boston (2005–06)

Charlotte-Mecklenburg (2007–08)

Chicago (2005–06)

Los Angeles (2005–06)

Milwaukee (2009–10)

Philadelphia (2008–09)

Rochester (2008–10)

Seattle (2009–10)

St. Paul (2005–06)

Washington, DC (2004–05)

CONTENTS

Are you ready to restructure the job of teaching?

INTRODUCTION

RECENT WORK on improving teaching effectiveness has focused on preparing and hiring better teachers and on identifying and removing the lowest-performing teachers. These efforts are critical, but by themselves they affect only a small percentage of the total teaching force and students. To improve teaching and increase student achievement at scale, districts need to fundamentally restructure the job of teaching — changing the working conditions, requirements, expectations of and rewards for the profession of teaching. This degree of restructuring means an overhaul of the whole system of funding, assigning, supporting, compensating, evaluating, retaining, and dismissing teachers.

Tamika is in 6th grade at Swanson Middle School. She was a happy, social child in elementary school, but she struggled in math. Now that she is in middle school, her struggles are taking a toll. Tamika rarely smiles and does not seek help from her teachers. She is performing well below grade level in math. Her teacher this year is Ms. Jones, who has been teaching for two years but who is new to Swanson this year. The school was delighted to get her — she did well in her last position at a high-performing middle school in another district and is considered highly qualified — but she has not had experience teaching students who are as far behind as Tamika. At Swanson, she has five sections of math each day with an average of 28 students per class. Although the district has a set of standards for 6th grade math, Ms. Jones did not receive a curriculum or scope and sequence to help her move through the content, and she has not been given any training in achieving the district standards. There are a number of very disruptive students in her classes, but Ms. Jones is not receiving any support in dealing with them. She does not share common planning time with any other math teachers. Ms. Jones does not receive information about how Tamika is doing in other subjects nor how she has performed on state-mandated assessments or in previous years.
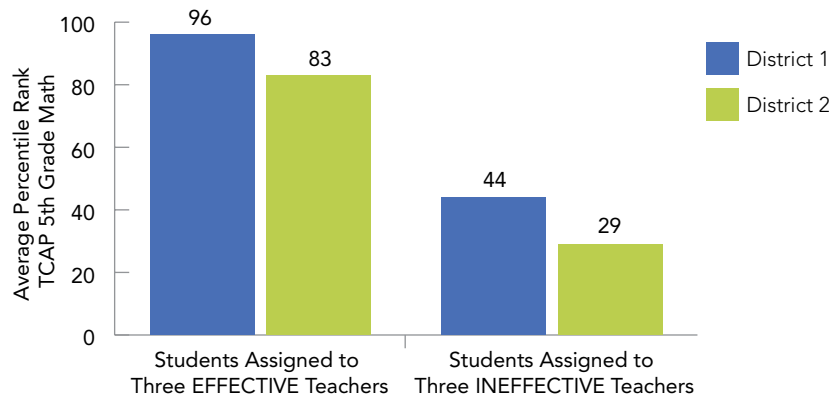
As a new teacher at the school, Ms. Jones was assigned a coach, Ms. Smith, at the beginning of the year. Ms. Smith was given the role of coach and the accompanying $1,000 stipend in recognition of her many years at Swanson. She is not considered a strong leader or even a strong teacher by her colleagues. She has never taught math and is very busy with her own teaching responsibilities and the other teachers assigned to her. The meetings she arranges with Ms. Jones are brief, infrequent, and not helpful to Ms. Jones. They do not share planning periods.

Mr. Johnson teaches in the classroom next door to Ms. Jones. He teaches 7th grade math and has reached out to help his new colleague whenever he can. He is well respected and liked by his peers and is considered a talented teacher, but he has not been invited to be a coach.

Tamika deserves to have an excellent teacher, in every subject, each year. The quality of the teaching she receives is the single most important factor in whether, how, and how much she will learn. Compelling research shows that children who have an effective teacher for three years in a row dramatically outperform peers who have ineffective teachers for three years in a row.[1]

1 Sanders, W., & Rivers, J. (1996, November). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Nashville: University of Tennessee Value-Added Research and Assessment Center.
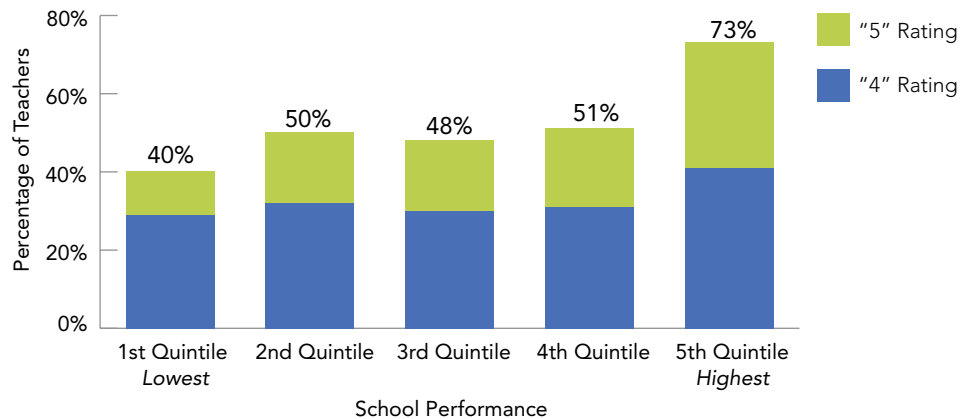
Impact of Teaching Effectiveness on Student Performance

Average Percentile Rank TCAP 5th Grade Math

- District 1
- District 2

Students Assigned to Three EFFECTIVE Teachers: District 1 = 96, District 2 = 83

Students Assigned to Three INEFFECTIVE Teachers: District 1 = 44, District 2 = 29

Source: Rivkin, S., Hanushek, E., & Kane, J. (2000).
Teachers, Schools and Academic Achievement. Dallas: University of Texas-Dallas, Texas Schools Project.

Unfortunately for Tamika, she may not have an effective teacher in 7th grade either. Students in low-performing schools are more likely to have ineffective teachers than their higher-performing peers in high-performing schools, so those students with the highest needs will likely fall even further behind. The chart below illustrates the disparity in the number of top-rated teachers in high-performing schools versus other schools in one urban district. Only 40% of teachers in the worst-performing schools were given high performance ratings, compared to 73% of teachers in the top tier of schools. Clearly there is a cause and effect question here: Do successful schools perform better because they have more effective teachers or do more effective teachers gravitate to higher-performing schools? The answer is some of both. Generally, the schools in the top tier provide more attractive working conditions, including student populations with much lower levels of need (e.g., fewer special education students, students with higher incoming proficiency), stronger principals, and more effective teachers as colleagues. As a result, effective teachers with more choice about where they work often choose higher-performing schools rather than the struggling ones.

Distribution of Highly Effective Teachers by School Performance

Percentage of Teachers

- "5" Rating
- "4" Rating

1st Quintile *Lowest*: 40%
2nd Quintile: 50%
3rd Quintile: 48%
4th Quintile: 51%
5th Quintile *Highest*: 73%

School Performance

The hurdles that Tamika's teacher encounters at Swanson exist in schools across the country. Passionate, committed teachers are trying to give struggling students the high-quality instruction they need, but too many teachers are failing — trapped in a system that neither supports nor demands accountability for success.

To improve teaching and increase student achievement at scale, districts need to fundamentally restructure the job of teaching. Junior teachers — such as Ms. Jones, who is new to teaching high-need, low-performing students — need coaching in how best to help these students. Outstanding teachers — such as Mr. Johnson, who have the skills to teach these students and to help other teachers — must be recognized and rewarded for those abilities and leveraged to support their colleagues. Secondary school core subject teachers, who are often responsible for as many as 150 students, need more time to collaborate with other teachers on how to improve instruction. Special education teachers, who are expected to provide high-quality instruction across all subjects to challenged students, may need support from other teachers with content expertise, additional professional development, or different approaches to meeting the needs of their students. All teachers need systematic feedback, structures, and support to continuously improve their instruction and tailor it to the needs of their particular students; they need to work creatively to meet student needs with the resources available to them.

The system we need

Ensuring that all children have excellent teachers requires fundamentally changing the working conditions, requirements, expectations of and rewards for the profession of teaching. Schools and districts need to move from a system that treats teachers as assembly line workers to one that emphasizes teacher teams and collaboration, differentiated roles, and more flexible job definitions and schedules. They need to focus on developing a system that attracts the best candidates to the job, enables good teachers to do their best and support their peers, helps teachers with potential to fulfill it, and forces ineffective teachers to leave the profession. Schools and districts must design teachers' jobs to promote continuous improvement, providing the structures and supports for teachers to succeed; teachers need to open their classroom doors and work collaboratively with their peers, immersing themselves in data on student results and leveraging this self- and team-reflection to improve instruction. Schools must be staffed not as a collection of individual teachers but as a symbiotic whole, collectively reflecting all of the skills and experience needed to support the instructional vision and student needs. The system needs to value and reward teachers who improve their students' learning and contribute to reform and improvement efforts in their schools. Effective teachers should see for themselves a career path that recognizes, supports, and rewards them and provides opportunities for growth and leadership.

The cost of hiring, training, and compensating teachers represents by far the single-largest expense in most districts, but this spending is not structured in ways that produce enough effective teachers, especially in low-performing districts. While it is true that fixing these issues requires a significant investment, strategically overhauling this flawed system will align resources with instructional goals, result in better teaching for more students, and ensure a better job situation for all teachers, current as well as new. Tackling these areas will require revising union contracts, reworking state regulations and guidelines, and revamping district systems and policies. Reallocating resources always involves tradeoffs, but in this arena, the potential to get higher value from existing resources is especially great.

To restructure the job of teaching, districts need to fundamentally change how they allocate resources and support teachers in five interconnected areas:

1. **Defining and Measuring Effectiveness:** Ineffective teacher evaluation systems and practices constrain districts from making the best human capital decisions for both teachers and students. Without good information on teacher strengths and weaknesses, districts and schools cannot effectively build complementary teaching teams, reward high performers, support struggling teachers, and remove low performers who don't improve. Districts must define and measure teaching effectiveness, anchored in evidence of student learning, in a way that provides the foundation for the next four areas of the human capital system.

> Ensuring that all children have excellent teachers requires fundamentally changing the working conditions, requirements, expectations of and rewards for the profession of teaching.

2. **Hiring:** Current hiring and assignment policies, practices, and timing result in a mismatch between student needs and staff skills and capacity, especially at low-performing schools. Districts need to recruit talented individuals who fit district needs, and they need to facilitate a selection and assignment process that allows school leaders to hire teachers with the right experience and capability for the job.

3. **Individual Growth:** Teachers are expected to move in "lock step" through a standardized path and to take courses on their own initiative if they need additional knowledge or skills. New teachers often receive limited feedback on how well they are doing and what they might do to improve. Struggling teachers may not receive the support they need to improve, or embrace the support they do receive, yet they still receive tenure and automatic salary increases. Great teachers sometimes leave the profession for lack of growth or recognition. Effective systems begin with clear standards for teacher proficiency and frequent feedback for teachers on whether they are meeting those standards. Districts must invest to help new teachers succeed and structure job assignments, team assignments, and career opportunities to encourage individual professional growth and retain the most effective teachers and leaders.

4. **School-Based Support:** Teaching assignments within schools don't always leverage teacher strengths and address areas for growth and development. Teachers often do not have the time, information, and support to continuously improve instruction. Professional development spending is often fragmented and does not follow research-based principles of effective teacher support. Districts must ensure that teachers are deliberately assigned to teams with complementary skills and experience. Teacher teams must have support and coaching that respond to student and teacher learning needs and that match the school's instructional design. Collective bargaining agreements must allow teachers adequate time for collaboration around student work.

5. **Compensation and Career Path:** Teacher compensation structures reward longevity instead of contribution; leadership and growth opportunities for outstanding teachers are limited. Huge amounts of resources are tied up in compensating teachers for seniority and course credits and, therefore, cannot be used to reward high-performing teachers or support average teachers in growing and improving. Districts need to create new compensation models and career paths that reward the greatest contributors, promote differentiated roles, and attract top talent to challenging schools.

School system leaders might argue that these are difficult times to be making large-scale changes in state and local school systems. School systems continue to experience budget crises, and more teacher layoffs are coming for schools and districts that have already pared down budgets. But these tough times present the opportunity and the imperative to focus on the bottom line: What does it take to improve student achievement? We know that first and foremost it takes excellent teaching. Identifying, protecting, and investing in the best teachers sends a clear message about priorities.

Tough times present an opportunity to focus on the bottom line. Identifying, protecting, and investing in the best teachers sends a clear message about priorities.

The impact of layoffs on student achievement can be mitigated if districts act strategically when cutting budgets. In general, across-the-board personnel or salary cuts are not the best way to trim budgets. Rather, districts need to develop a process to determine which teachers are making the biggest difference for students and keep them and the support they need in place — even if that means cutting more positions elsewhere. When eliminating jobs, it is essential that the highest contributors remain and that they continue to receive the support they need (e.g., sufficient time and coaching to collaborate with colleagues around improving instruction). Otherwise, the negative effect of budget cuts will reverberate for years as the system struggles with lower-quality teachers and the need for even more remediation and support.

The American Federation of Teachers, the nation's second-largest teachers' union, has expressed its support for evaluation systems that take student performance into account.[2] In addition, the federal government is focusing heavily on improving the quality of teaching and promoting a fair and equitable distribution of the strongest teachers and principals. There is real momentum for finally addressing the serious flaws in the system.

Now is the time for bold action.

Using this guide

This guide offers practical guidance for restructuring the teaching job tailored to your district's situation.

- Use the Self-Assessment to determine whether your district is achieving its goals for improving teaching quality.

- Learn more about the five areas listed above as well as the causes of misalignment between resource allocation and strategic goals.

- Apply the methodology detailed in the worksheets in this guide to figure out the extent of misalignments in your district.

- Identify actions you can take.

- Determine your priorities for reallocating resources and leveraging federal dollars.

2   American Federation of Teachers (2010). Press Release: *AFT President Unveils New Approaches to Teacher Evaluation and Labor-Management Relations.*
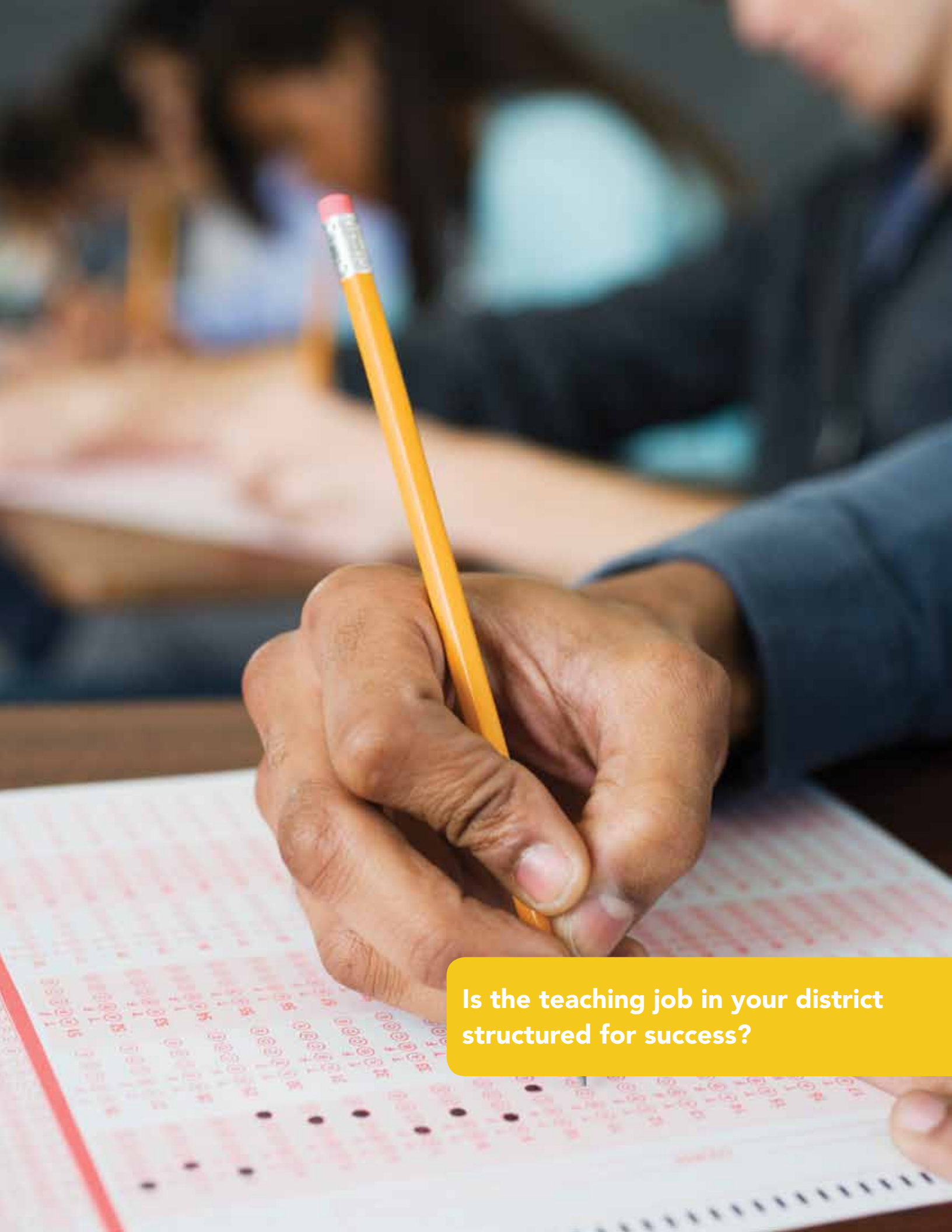
Is the teaching job in your district structured for success?

SELF-ASSESSMENT

USING THE SELF-ASSESSMENT, you can begin to understand best practices for restructuring the job of teaching, and see how well your district matches resources with instructional priorities. After reviewing best practices, assess how your district compares by circling the answer that best describes your current practice.

Once you have an idea of your greatest resource allocation issues, dig deeper in this guide to explore the root causes of these issues and quantify the size of the problems in your district.

Instructions

For each best practice, circle the choice that is closest to current practice in your district. If you don't know the answer, leave it blank. Give yourself one point for every 1, two points for every 2, and three points for every 3.

Evaluating your score

First, take a look at all the areas in which you circled a 1. These are the areas on which you need to focus to restructure the job of teaching. Second, to get an overall sense of how your district compares to best practices, compute your score:

- **If your total score is between 70 and 87,** you're on the right track. Your district is likely doing a good job structuring the job of teaching to maximize effectiveness and contribution.

- **If your total score is between 45 and 69,** there are opportunities for improvement in your district. Look through the Self-Assessment to identify the areas in which you scored lower and turn to those sections of this guide for ideas on how to diagnose and address those issues.

- **If your total score is below 45,** you need to re-examine how teaching is structured in your district. Read the rest of this guide for direction on how to diagnose and address your teaching structure issues.

DEFINING AND MEASURING EFFECTIVENESS: Does your district define, measure, and report teaching effectiveness in a way that informs all other aspects of the human capital system?

Current practice in your district (circle best answer)

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1. The district has clear practice standards defining good teaching that reflect current research and evidence on practices that improve student learning.

Why is this important?
The first step in measuring teaching effectiveness is having a clear picture of what good teaching is. You need to develop a definition of effective teaching that is grounded in evidence of what improves student learning. Practice standards should include not only instructional practice within the classroom but also classroom management, additional responsibilities that the teacher takes on within the school,[3] and softer factors such as connection with students and contribution to the overall school culture.

POINTS: _____

1. The district has no teaching practice standards.

2. The district has teaching practice standards, but they do not reflect the most current research and evidence.

3. The district has adopted clear teaching practice standards that are based on current research and evidence of practices that improve student learning.

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2. Teaching effectiveness is measured by both adherence to practice standards and value-added student outcomes.

Why is this important?
Student outcomes are a critical part of measuring teaching effectiveness. Ideally these measures should look at value-added student outcomes across multiple years and adjust for factors such as student attendance and incoming proficiency. However, student outcomes are extremely difficult to measure in a way that reliably isolates only the results that are attributable to the teaching that students receive. Therefore it is critical that any teaching effectiveness measure includes both **student outcomes,** carefully defined, and **an assessment of practice** against the broad practice standards outlined in question 1.

POINTS: _____

1. Teaching effectiveness is not linked to practice standards or student outcomes.

2. Teaching effectiveness is linked to either practice standards or student outcomes.

3. Teaching effectiveness is linked to both practice standards and student outcomes.

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3   Danielson, C. (2009). "Teacher Evaluation." In *A Grand Bargain for Education Reform.* Eds. T. Hershberg & C. Robertson-Kraft. Cambridge, MA: Harvard Education Press.

3. **Principals and other teacher evaluators have easy access to teaching effectiveness data as well as contextual factors (e.g., teaching load, course assignment, and student measures that are not included in the outcomes calculation).**

Why is this important?
In addition to data on student outcomes and teacher practices, school leaders need access to other information when assessing teaching performance and making decisions around support, job assignment, promotion, remediation, and compensation. Many factors can influence an individual teacher's performance, including the mobility of the students she teaches, the types and number of courses she needs to prepare, the teaching team she is part of, her attitude and fit with school culture, and whether she is a novice teacher.

1. Teacher evaluations are paper-based; evaluators have limited and haphazard access to other data.

2. Teacher evaluations include an assessment of performance against standards and student outcomes and are stored electronically, but evaluators have limited and haphazard access to other contextual data.

3. Teacher evaluations include an assessment of performance against standards and student outcomes and are informed by rich, easily accessible data on effectiveness and other contextual factors.

POINTS: _____

4. **All teachers are evaluated at least annually. Teachers who do not have tenure or are struggling are evaluated multiple times a year.**

Why is this important?
Teacher evaluation provides the foundation for giving teachers the support they need to succeed, matching teacher capability to student need, rewarding solid contributors, and managing out the worst performers. Without accurate, timely information on performance, school leaders cannot make effective decisions in these areas. Teachers without tenure and teachers who are struggling require more intense and frequent observation to finely tune support and intervention and maximize the probability of success.

1. No teachers receive annual evaluations.

2. All teachers, including new and struggling teachers, are evaluated annually.

3. All teachers receive annual evaluations. Teachers who do not have tenure, are on a support plan, or are in the lowest performance category are evaluated more frequently.

POINTS: _____

Current practice in your district (circle best answer)

5. Teacher evaluations include multiple performance categories that facilitate human capital decisions.

Why is this important?
Binary evaluation systems that categorize teachers only as "satisfactory" or "unsatisfactory" do not provide sufficiently nuanced information to make good decisions around teacher assignment, promotion, professional development, and support, remediation, and dismissal.

1. Evaluations are binary (satisfactory/ unsatisfactory).

2. Evaluations include more than two performance categories but categories are not clearly defined or useful in differentiating teacher effectiveness and leadership.

3. Evaluations include sufficient performance categories to allow districts to differentiate among teachers and inform human capital decisions.

POINTS: _____

6. The teacher evaluation process is structured to ensure accuracy and consistency.

Why is this important?
Standards that are not consistently applied have limited value. Without sufficient training and ongoing monitoring, reinforcement, and support, it is unlikely that principals and other evaluators will be able to maintain a consistent process and standards over time.[4]

1. Principals, other evaluators, and teachers have not received appropriate training to evaluate teachers accurately and consistently.

2. The district has trained principals and other evaluators and teachers but does not follow up to ensure consistency across schools.

3. The district has provided sufficient support to allow a common understanding of standards that is consistently applied across schools.

POINTS: _____

4   Danielson, C. (2009).

7. Principals and other evaluators are supported and held accountable for timely, accurate, and rigorous evaluations and for using evaluations to support teachers in improving practice.

Why is this important?

The best evaluation system in the world won't work if it is not used. Principals and evaluators need to be held accountable both for conducting the required evaluations and, more important, for using the information from those evaluations to improve teaching practice in their school.

1. Evaluations of principals and evaluators do not include measurements related to teacher evaluation and development.

2. Principals and other evaluators are held accountable for conducting teacher evaluations but not for using that information to develop teachers.

3. Principals and other evaluators are held accountable for conducting teacher evaluations and for supporting teachers in improving practice.

POINTS: _____

HIRING: Does your district recruit and hire talented individuals to work in teams that match experience and capability to the needs of the job?

	Current practice in your district (circle best answer)
1. The district has an effective program to recruit and hire high-quality teachers, especially in high-need areas. **Why is this important?** Many districts underinvest in hiring and recruiting. Arguably, one of the most important strategies for having more effective teachers is to hire them in the first place, which can cut down on the need for remediation and ongoing support to help struggling teachers improve. **POINTS:** _____	1. The district does not assess teacher hiring needs in a timely manner and does not have a proactive recruitment program to fill those needs. 2. The district is usually able to fill all open positions by the beginning of the school year, but not all new hires are at the desired level of quality. 3. The district is always able to fill all open positions with high-quality teachers.
2. Virtually all teaching positions are filled by June 1. **Why is this important?** If principals do not have a stable teaching team by June, it is difficult for them to effectively build school culture and make rational course assignments. Often, the lowest-performing schools are left with open positions and a smaller pool of candidates during the summer, so teachers who have not yet secured a position elsewhere end up in those schools. **POINTS:** _____	1. Most schools still have a significant number of open positions in June. 2. Most schools have filled most or all positions by June, but the hardest-to-staff schools, subjects, and specialties still have a significant number of open positions. 3. All schools have filled their most critical positions by June 1.

	Current practice in your district (circle best answer)	

3. Principals have the authority to choose teachers based on the fit of their skills and expertise with school and student needs.

Why is this important?
To effectively match teaching staff with school and student needs, principals need the ability to choose teachers that will best meet the needs of their student population, complement the skills and experience of current faculty members, and fit well within the school culture. Collective bargaining agreements with seniority as the primary driver of in-district transfer decisions, as well as other district practices, can limit principals' flexibility in hiring the right staff to meet their needs.

1. Principals must first fill open positions based on seniority or other transfer policies.

2. Principals have some flexibility in filling open positions.

3. Principals may choose teachers based on fit and need. They work closely with human resources to ensure they have access to the right candidates.

POINTS: _____

4. The district actively works to ensure that the lowest-performing schools attract high-quality teachers.

Why is this important?
Seniority, teacher preference, and precedent typically combine to concentrate high-quality teachers at higher-performing schools. Thus, struggling students most often are saddled with lower-performing teachers. Addressing this will require a variety of approaches and incentives, including bonuses for teachers who move to and stay at struggling schools, the opportunity to work with a highly effective principal and other high-performing teachers, career opportunities only available at struggling schools, and special recruitment efforts.

1. No attention is given to attracting high-performing teachers to struggling schools.

2. An attempt is made to attract high-performing teachers to struggling schools, but other factors often take precedence.

3. High-performing teachers are systematically attracted to high-need schools.

POINTS: _____

5. The district identifies schools with a high concentration of new or low-performing teachers and ensures additional support.

Why is this important?
Teachers are generally less effective in the first three years and need support to become comfortable with students, curriculum, and the job of teaching. Schools with high concentrations of new teachers are not necessarily at a disadvantage if they compensate by providing extra supervision, coaching, professional development, lower class sizes, or reduced student load/class preparations.

1. The district does not identify schools with high concentrations of new teachers or low-performing teachers.

2. The district identifies schools with high concentrations of new teachers or low-performing teachers but does not provide additional support.

3. The district systematically identifies schools with high concentrations of new teachers and provides additional resources or support to those schools and teachers.

POINTS: _____

INDIVIDUAL GROWTH: Does your district structure individual professional development and career opportunities to encourage professional growth and retain the most effective teachers and leaders?

	Current practice in your district (circle best answer)
1. All teachers have individual professional development plans, informed by teacher evaluations, and are provided support and growth opportunities based on these plans. Why is this important? An individualized professional development plan is key for each teacher to grow and improve throughout his or her career. Progress relative to this plan should be a consideration in a teacher's evaluation. Teachers who take advantage of development opportunities and take initiative to improve their teaching should be recognized and compensated as their performance improves. **POINTS:** _____	1. Teachers do not have individual professional development plans; individual support is only provided to struggling teachers and all teachers have limited growth opportunities. 2. All teachers have individual professional development plans on paper, but they are not connected to support and growth opportunities. 3. All teachers have individual professional development plans that drive tailored support and growth opportunities.
2. The district offers teacher professional development and support at critical career junctures, including induction, remediation, and transition to leadership, as well as support for additional certification in high-need areas. Why is this important? Most districts have invested in teacher induction programs that include training, mentors, or coaches and occasionally include reduced teaching or course loads. However, few districts systematically define what support is appropriate for teachers who want to take on leadership responsibilities, teachers who are seeking certification in additional subjects, or teachers who need remediation. Instead, they reimburse teachers for taking courses or workshops that are largely of the teachers' choice. **POINTS:** _____	1. The district has no clear strategy for individual professional development. 2. The district invests primarily in teacher induction but does not have a targeted approach for support at other career junctures. 3. The district invests systematically to support teachers at all critical career junctures.

	Current practice in your district (circle best answer)	
3. The district rigorously evaluates teachers before making tenure decisions and promotes only those who are effective. **Why is this important?** In most districts, teachers are eligible to receive tenure or professional status after three years. Because choosing not to grant tenure is so much easier than managing out low performers once tenure is granted, it is critical that districts have an effective process for evaluating performance and identifying low performers early.	1. The district has no clear process for evaluating teachers eligible for tenure; more than 95% of eligible teachers receive tenure. 2. The district has a clear process for evaluating teachers eligible for tenure, but more than 95% of eligible teachers receive tenure. 3. The district has a clear process for evaluating teachers eligible for tenure and only effective teachers receive tenure.	POINTS: _____
4. Underperformers, as identified by teacher evaluations, are actively managed out of the district. **Why is this important?** Teachers who perform poorly, even after they are given support, guidance, and opportunities to improve, need to be removed from the school (and preferably the teaching profession). State and local provisions for removing the lowest-performing tenured teachers are often so cumbersome and strictly defined that it can take years to evaluate a teacher out and require an outsized commitment of time and money. Districts and schools need a fair but effective process for removing teachers who don't perform.	1. The state and/or district have a cumbersome process that makes it difficult to manage out underperformers, and principals tend to take advantage of the transfer process rather than manage out. 2. The state and/or district have a clearly defined process for identifying and managing out underperformers, but the district does not always provide principals adequate support or hold them accountable. 3. The state and district have a clearly defined process for identifying and managing out underperformers that is systematically used across all schools.	POINTS: _____

SCHOOL-BASED SUPPORT: Does your district ensure that teaching teams include expert coaching support and schedule time to collaborate to improve instruction in response to student needs?

Current practice in your district (circle best answer)

1. Teachers are deliberately organized into teams (e.g., subject or grade-level teams) with complementary skills and experience, shared content, and or/students.

Why is this important?
Assigning teachers to teams with complementary skills and experience allows them to work collaboratively around subject/course content and/or specific students and to learn from and support each other. For example, novice teachers might be teamed with more experienced teachers for their first several years; or teachers who excel at teaching struggling students could be teamed with other teachers who have less experience in that area.

POINTS: _____

1. Teachers are not organized into teams.

2. Teachers in some schools are organized into teams, but assignment is not deliberate and teams don't always work collaboratively around content or students.

3. All teachers in all schools are deliberately organized into teams with complementary skills and experience, and they work collaboratively around content and/or students.

2. Teacher professional development is primarily job-embedded and supported by school-based lead teachers or instructional coaches.

Why is this important?
Traditional professional development involves teachers participating on an individual basis in coursework outside the school that may or may not be directly related to their subject area, their students, or their school's reform goals. There is little correlation between this kind of coursework and improved instruction that meets students' needs.[5] Job-embedded professional development under the guidance of an instructional expert that revolves around how students are performing and what they need to improve ensures that teachers can seek and get the information, support, and strategies they need to continuously improve their instruction to meet their students' needs.

POINTS: _____

1. Teacher professional development is primarily offered through district courses, with no connection to schools or follow-up.

2. Professional development is primarily school based, but schools do not have school-based lead teachers or coaches and/or times allotted during the school day for leaders or coaches to work with teaching teams or provide in-class modeling or coaching.

3. Professional development is primarily school based, using school-based experts (lead teachers or instructional coaches) to improve practice through teaching teams, coaching, modeling and observations.

5   Walsh, K., & Tracy, C. (2004, October). *Increasing the Odds: How Good Policies Can Yield Better Teachers.* Washington, DC: National Council on Teaching Quality.

	Current practice in your district (circle best answer)	
3. Teacher teams in all schools have at least 90 minutes of collaborative planning time per week. **Why is this important?** Research shows that collaborative planning time, when used well, is an important predictor of student achievement and one of the best uses of teacher time.[6] All core teachers (elementary school classroom teachers and secondary English language arts, math, social studies, science, and foreign language teachers) and their teams should have at least 90 minutes of collaborative planning time each week.	1. Teachers have limited time to meet beyond individual planning time. 2. Core subject teachers in some schools have additional collaborative planning time. 3. Core teachers in all schools have at least 90 minutes per week of collaborative planning time.	POINTS: _____
4. Collaborative planning is focused on improving practice by looking at student work and student performance data. **Why is this important?** Just time together is not enough — and it is costly to provide — but research is clear that teachers must spend time collaboratively working with formative student achievement data.[7] They also need support, particularly new teachers and teachers new to this kind of professional development, in using the time effectively and translating their collaborative discussion into concrete changes to their teaching, focused on meeting instructional goals, local standards, and student needs.	1. No guidelines or protocols exist for how collaborative planning time is used. 2. Limited guidelines or protocols exist, but teachers and lead teachers/coaches have not been trained and formative assessment data are not available in a timely manner. 3. Teaching teams and coaches have been trained in effective protocols for improving practice, and student formative assessment data are available.	POINTS: _____

6 Shields, R., & Miles, K. (2008). *Strategic Designs: Lessons from Leading Edge Small Urban High Schools.* Watertown, MA: Education Resource Strategies.

7 Shields, R., & Miles, K. (2008).

Current practice in your district (circle best answer)

5. School-based lead teachers or instructional coaches are selected from high-performing teachers, have clear job descriptions, and are given adequate time and training to effectively support the teachers for whom they are responsible.

Why is this important?
  Coaching, if implemented well, is one of the most effective strategies for improving teaching.[8] The job of a coach must be clearly defined and well understood by coaches, the teachers they coach, and school leaders. Good coaches are school based and have reduced student loads or receive stipends for extra hours to ensure they have time to prepare adequately for coaching. They are trained in effective coaching. They know the subject areas in which they are coaching. They know the teachers and students well and work with the same teachers for a sustained period of time. And they are compensated for additional responsibilities and rewarded for helping teachers improve.

POINTS: _____

1. The district has no clear selection criteria or job descriptions for coaches or designated instructional leaders.

2. The district has clear selection criteria and job descriptions, but coaches and lead teachers do not receive appropriate training or have a mix of other responsibilities that interfere with the coaching function.

3. The district has clear selection criteria for coaches or designated lead teachers, and it provides sufficient time and training for them to be effective.

6. Principals are held specifically accountable for effective use of school-based support resources (staff, time, and budget).

Why is this important?
  Principals need to understand the principles of effective school-based support around continuous instructional improvement. They need to clarify goals and expectations for teachers, teams, and coaches/lead teachers. They also need to be held accountable for supporting this process within their school.

POINTS: _____

1. Principals are not evaluated based on strategic use of resources, including school-based support resources.

2. Principals are evaluated based on use of school-based support resources, but they do not receive support or training on strategic use.

3. Principals are evaluated based on how they use resources strategically to develop teaching effectiveness, and they receive appropriate support and training around high-performing practices.

8   Miles, K., & Frank, S. (2009). *The Strategic School: Making the Most of People, Time, and Money.* Thousand Oaks, CA: Corwin Press.

COMPENSATION AND CAREER PATH: Does your district create compensation models and career paths that reward the greatest contributors and attract top talent to the biggest challenges?

Current practice in your district (circle best answer)

1. Teacher salary adjusted for contracted time (e.g., length of day, personal days) is competitive with surrounding districts.

Why is this important?
To attract the highest-quality teachers, districts must offer salaries that are attractive relative to surrounding districts. Looking at salary alone without considering the number of days per year, the number of hours per day, and other factors can give districts a skewed view of how they compare.

1. Teacher salaries adjusted for contracted time are not competitive, and the district is unable to attract high-quality new hires and/or loses high-quality teachers to surrounding districts.

2. Teacher salaries are competitive overall, but when adjusted for contracted time, they are not sufficient to attract and retain high-quality teachers.

3. Teachers are paid a competitive salary relative to contracted time that attracts and retains high-quality teachers.

POINTS: _____

2. Benefits levels and structures are in line with other local employers.

Why is this important?
Often, school districts provide more generous benefit packages than local employers, tying up huge amounts of resources in areas that may not be as highly valued by teachers or potential teachers as salary and other forms of compensation. Districts should consider bringing teachers' packages more in line locally as a strategy to free resources to reward effectiveness and leadership and to focus resources in areas that teachers most value.

1. Benefits are significantly more generous than other local employers.

2. Benefits are somewhat more generous than other local employers.

3. Benefits are aligned with and comparable to other local benefit packages.

POINTS: _____

SELF-ASSESSMENT

3. Teachers receive differential compensation for teaching in hard-to-staff subjects.

Why is this important?
Districts often find it difficult to attract highly qualified teachers in some core subjects, especially math, science, technology, and special education. Teachers or potential teachers in these areas may have other career options that pay significantly more than teaching. Districts need to recognize this "supply and demand" dynamic and offer increased compensation for these subjects. These incentives must be large enough to be meaningful and be tied to teaching effectiveness to ensure high-quality instruction in these subjects. These strategies can help attract professionals in these fields into teaching and can provide incentives for teachers to get certified in these subjects.

POINTS: _____

1. There is no differentiation in teacher compensation by subject.

2. Teachers receive nominal additional compensation for teaching hard-to-staff subjects.

3. Teachers who can demonstrate effectiveness receive meaningfully higher compensation for teaching in hard-to-staff subjects.

4. Teachers receive differential compensation based on the school in which they teach.

Why is this important?
In many districts, transfer rules, working conditions, and other provisions may make it hard to staff low-performing schools. The result is that the highest-need schools may experience high turnover and high incidences of both new teachers and teachers who cannot find positions elsewhere. To ensure that the highest-need schools and students get the quality teachers they need, districts should consider offering increased compensation for teachers who teach at these schools. These incentives must be large enough to be meaningful and be tied to teaching effectiveness to prevent low-performing teachers from moving to low-performing schools to increase their compensation. Many teachers are eager for the opportunity to teach the students who need them most, and this approach affords them added incentive to do so.

POINTS: _____

1. There is no differentiation in teacher compensation by school.

2. Teachers receive nominal additional compensation for teaching in hard-to-staff schools.

3. Teachers who can demonstrate effectiveness receive meaningfully higher compensation for teaching in hard-to-staff schools.

5. Teachers receive salary increases primarily based on contribution and leadership responsibilities, rather than years of experience or accumulated course credits.

Why is this important?
The traditional salary structure in most districts rewards seniority and accumulated course credits almost exclusively. To keep the focus on improving student achievement, teachers should be compensated more if they contribute more to student outcomes and school success. This new compensation model is impossible without a robust system for evaluating teaching effectiveness.

1. The vast majority of teacher salary increases are based on education and seniority.

2. Most teacher salary increases are based on education and seniority, but there are also significant financial rewards for contribution and leadership.

3. The primary drivers of teacher salary increases are contribution and leadership responsibilities.

POINTS: _____

6. The district provides opportunities for strong teachers to pursue multiple leadership paths (e.g., administrative position or lead teacher).

Why is this important?
Traditionally, there are limited opportunities for strong teachers to take on significant additional responsibilities or make significantly more money other than becoming full-time administrators. Districts need to find other ways to provide growth and leadership opportunities for their strongest teachers, such as department head, teacher leader, and mentor positions so they can contribute in additional ways to school improvement while staying part-time in the classroom or leave temporarily and return.

1. Opportunities for advancement are limited to full-time administrative positions such as principal or assistant principal.

2. Limited opportunities exist for leadership positions that include both teaching and other responsibilities (e.g., teacher leader, department head).

3. The district offers a robust "career lattice" that includes a variety of opportunities for teachers to combine leadership roles with teaching and to take on increased responsibilities throughout their careers.

POINTS: _____

SELF-ASSESSMENT

7. Teachers who demonstrate effectiveness have flexible options to work higher or lower workloads/hours and are compensated accordingly.

Why is this important?

Teachers may choose different workloads throughout their careers. At certain times they may prefer a reduced load in order to care for children or elderly parents or to pursue an advanced degree or additional certification. At other times they may wish to take on additional responsibilities beyond a standard, full-time position to increase their earning potential and/or develop new skills. Districts that can support effective teachers in adapting their schedules over their careers can increase teacher loyalty, satisfaction, and retention.

POINTS: _____

1. The district does not offer flexible teaching schedules.

2. The district allows flexible teaching schedules but only on an exception basis where a full-time solution cannot be found.

3. The district provides a broad array of flexible teaching options for effective teachers, including both higher and lower workloads/hours.

Summary Sheet with Scores

ADD UP YOUR SCORE

DEFINING AND MEASURING EFFECTIVENESS	POINTS
1. Practice standards	_____
2. Teaching effectiveness measure	_____
3. Access to data and contextual factors	_____
4. Teacher evaluation: Frequency	_____
5. Teacher evaluation: Performance categories	_____
6. Teacher evaluation: Accuracy and consistency	_____
7. Evaluator support and accountability	_____
Total Section Score (Max 21)	_____

HIRING	POINTS
1. Program effectiveness	_____
2. Timing	_____
3. Principals' authority	_____
4. Low-performing schools	_____
5. Distribution of new teachers	_____
Total Section Score (Max 15)	_____

INDIVIDUAL GROWTH	POINTS
1. Individual professional development plans	_____
2. Support at critical career junctures	_____
3. Tenure decisions	_____
4. Dismissal process	_____
Total Section Score (Max 12)	_____

SCHOOL-BASED SUPPORT	POINTS
1. Team assignment	_____
2. Job-embedded professional development	_____
3. Collaborative planning time	_____
4. Focus on continuous improvement	_____
5. Coaching	_____
6. Principals' accountability	_____
Total Section Score (Max 18)	_____

COMPENSATION AND CAREER PATH	POINTS
1. Competitive salary	_____
2. Comparable benefits	_____
3. Differential compensation: Hard-to-staff subjects	_____
4. Differential compensation: Hard-to-staff schools	_____
5. Differential compensation: Effectiveness	_____
6. Multiple leadership paths	_____
7. Flexible teaching options	_____
Total Section Score (Max 21)	_____
TOTAL SCORE (Max 87)	_____

Does your district define, measure, and report teaching effectiveness in a way that informs all other aspects of the human capital system?

1. DEFINING AND MEASURING EFFECTIVENESS

MEASURING TEACHING EFFECTIVENESS accurately provides the foundation of a system that aims to ensure that every student has a high-performing teacher. Without good information about how a teacher is performing, it is not possible to give her the support she needs, recognize her for her contributions, and remove her from the school if necessary.

The best systems to measure and manage teacher performance encompass three key areas:

- **What the teacher does:** Teaching practice relative to standards

- **What students learn:** Student outcomes

- **Situational factors:** Teacher-specific context

The Widget Effect makes the case that the system in place in most states and districts for evaluating teacher performance is dismal and ineffective. "Put simply, they fail to distinguish great teaching from good, good from fair, and fair from poor. A teacher's effectiveness — the most important factor for schools in improving student achievement — is not measured, recorded, or used to inform decision-making in any meaningful way."[9]

The typical teacher evaluation process currently involves infrequent reviews, based on a handful of classroom observations, augmented with subjective and anecdotal knowledge that the principal or supervisor has of the teacher's effectiveness and contribution. School leaders often are not evaluating teachers against a research-based set of practice standards, and they rarely have good information on student outcomes to inform their evaluation.

Defining teacher effectiveness

The best systems to measure and manage teacher performance encompass three key areas:

1. **WHAT THE TEACHER DOES: Teaching practice relative to standards.** There is more and more research on the impact of different teaching practices on student learning.[10] The first step in measuring teacher performance is to lay out clear, comprehensive, research-based standards that describe what teachers must know and be able to do. These standards should be broad enough to include all aspects of teacher contribution to student learning and school performance, both in and out of the classroom. Charlotte Danielson suggests one possible framework that includes four categories or "domains":[11] planning and preparation, classroom environment, instruction, and professional responsibilities. The standards serve as the basis for developing observational and assessment tools for evaluators.

2. **WHAT STUDENTS LEARN: Student outcomes.** The ultimate measure of whether teaching has been effective is the impact on student learning. Student outcomes — value-added progress at the individual teacher, team, and school levels — must be a component of any evaluation system. However, because it is so difficult with current measurement systems to measure student outcomes in a way that isolates the impact of a single teacher, it is also critical that this measure comprise only one part of an effective evaluation system.[12]

9   Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness.* Brooklyn, NY: The New Teacher Project.

10 Nye, B., Konstantopoulos, S., & Hedges, L.V. (2004). "How Large Are Teacher Effects?" *Educational Evaluation and Policy Analysis, 26(3),* pp. 237–257.

Rivkin, S.G., Hanushek, E.A., & Kain, J.F. (2005). "Teachers, Schools, and Academic Achievement." *Econometrica, 73(2),* pp. 417–458.

Fuller, E.J., & Alexander, C. (2004, April). *Does Teacher Certification Matter? Teacher Certification and Middle School Mathematics Achievement in Texas.* Paper, presented at AERA meeting, San Diego.
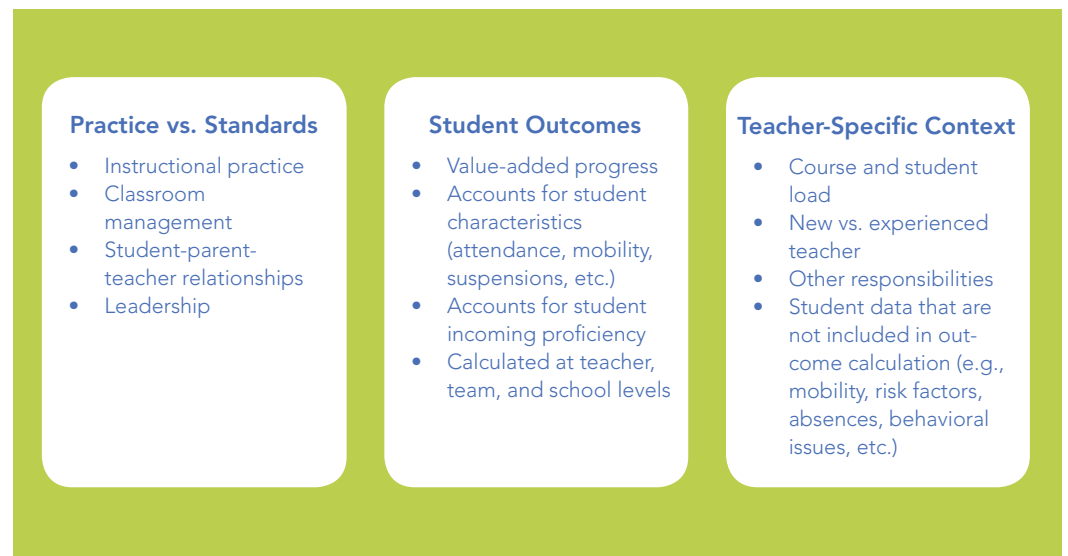
11 Danielson, C. (2009).

12 Ibid.

Many discussions around measuring and managing teaching effectiveness focus on both of these components. However, these two factors alone are not enough either to accurately assess individual teacher performance, strengths, and areas for development or to inform a wide variety of human capital decisions, such as teacher teams and course assignment, support and development, growth opportunities, promotion, remediation, and dismissal. A third category of information is critical.

3. **SITUATIONAL FACTORS: Teacher-specific context.** In assessing an individual teacher's situation, school leaders must also look at a variety of contextual information that will influence that teacher's effectiveness. For instance, is the teacher a novice? How many courses did the teacher have to prepare for each day? Who are other teachers on this teacher's team and how effective are they? How stable was the student population that the teacher taught this year (if that is not included in the measure of student outcomes)? All of these factors will shed light on how effective a teacher is and should influence human resource decisions about that teacher.

Measuring and managing teaching effectiveness

To improve teaching effectiveness, school leaders and their supervisors need easy access to a **wide variety of data** on teacher effectiveness, support, and assignment, and they need to **use these data to support human capital decisions,** including tenure, professional development and support, school assignment, course load, promotion or assignment of additional responsibility, placement on a performance plan, and dismissal. School and district leaders need access to data in the three areas identified above: how teachers perform relative to clearly defined standards of practice; student progress; and contextual factors that influence both student outcomes and the teacher's ability to do his job.

To improve teaching effectiveness, leaders need easy access to a wide variety of data, and they need to use these data to support human capital decisions.

Data Required for Effective Human Capital Decisions

Practice vs. Standards
- Instructional practice
- Classroom management
- Student-parent-teacher relationships
- Leadership

Student Outcomes
- Value-added progress
- Accounts for student characteristics (attendance, mobility, suspensions, etc.)
- Accounts for student incoming proficiency
- Calculated at teacher, team, and school levels

Teacher-Specific Context
- Course and student load
- New vs. experienced teacher
- Other responsibilities
- Student data that are not included in outcome calculation (e.g., mobility, risk factors, absences, behavioral issues, etc.)

School leaders should be held accountable for leveraging data to evaluate teacher effectiveness and strategically manage teaching staff. To do this they will need sufficient training, support, and time to regularly observe teacher practice and analyze information.

Unfortunately, data from across our partner districts indicate that teachers are not reviewed frequently enough to give their supervisors an accurate and timely picture of their performance. A recent report indicated that, in one large urban district, union contracts require that non-tenured teachers be evaluated every year and all teachers every other year. However, in practice only half of all teachers were evaluated over a two-year period and one-quarter of schools had no records of any teachers being evaluated.[13]

Evaluations that occur only once every two or three years are not enough to assess teacher performance or to identify what kinds of support each teacher needs to improve his practice, what kinds of professional development would be best for each teacher, or how teacher assignment and student load are impacting performance (e.g., Is a teacher overloaded? Or could a teacher handle more or different preps?). Struggling teachers in particular need frequent feedback and evaluation if they are to get the support they need to understand and improve their practice. Less formal or intense annual feedback may be appropriate for highly effective teachers, but teachers and their supervisors should at least engage in a discussion of their performance and development plan yearly.

Increasing the frequency of reviews will require additional time and support for evaluators who may already be stretched just to meet the current schedule of evaluations. Figure 1 illustrates the number of teachers that school leaders are responsible for evaluating in two urban districts. More than half of the principals in District A and almost 80% of the principals in District B are responsible for evaluating at least 20 teachers. Almost 15% of principals in District A and 40% in District B must review 30 teachers or more. With these loads, it is unlikely that principals have adequate time to effectively evaluate teachers.

Figure 1: Span of Review for Teacher Evaluation
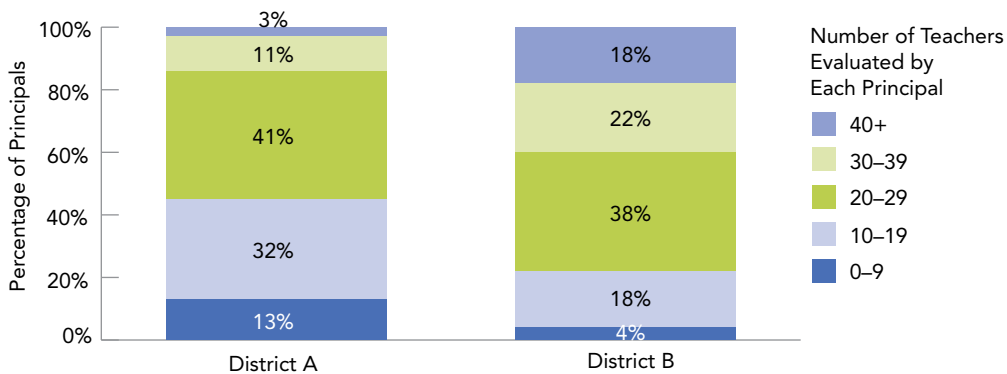
Even when districts and schools have good evaluation information, they usually use it narrowly, focusing primarily on remediation and dismissal. Figure 2 on page 28 illustrates how evaluation data are used in four urban districts with which we've worked.

13 National Council on Teaching Quality (2010). *Human Capital in Boston Public Schools: Rethinking How to Attract, Develop and Retain Effective Teachers.* Washington, DC (p. 6).

Figure 2: District Use of Teacher Evaluation Data in Human Capital Decisions

Human Capital Decisions	District A	District B	District C	District D
Recruitment and Selection		🔴		🔴
School Assignment by District			◐	
Job and Team Assignment by School		◐		◐
Professional Development			◐	
Compensation	◐			
Granting Tenure		◐		◐
Retention				
Layoffs				
Remediation	🔴	◐		◐
Dismissal	🔴		◐	

🔴 Evaluation data are a significant factor and are consistently used
◐ Evaluation data are marginally a factor or are inconsistently used
  Evaluation data are not a factor

These districts are missing an opportunity to align all aspects of staffing and assignment with good information on teacher strengths and areas for development — information that will help leverage their highest performers and help teachers with strong potential grow into solid contributors.

Questions to Consider

❶ Has your district defined and adopted standards for teacher practice that are used for evaluation?

❷ Does your district measure student outcomes and use these data along with teacher practice information to evaluate teaching effectiveness?

❸ Does your district report a rich set of data on teaching effectiveness, support, and assignment that drives human capital decisions?

❹ Does your district hold principals accountable for effectively evaluating and supporting teachers?

❺ Does your district evaluate each teacher annually for performance? Do principals and other evaluators have small enough spans of review to do this effectively?

❻ What would it take to implement a more robust process to gather and report data on teaching effectiveness and use these data to support human capital decisions?

Take Action!

- **Adopt districtwide teaching performance standards to measure teaching effectiveness.** Every district should have clear, transparent, measurable standards for teacher performance. These standards should be developed jointly with teachers and should be grounded in research about what works. They should set a high bar for teacher performance and clearly outline the support teachers will receive if they are not meeting the standards.

- **Invest to develop a robust system to track student progress.** New federal funding guidelines heavily emphasize the use of data to inform decisions about both student progress and teacher effectiveness. Districts need to develop a measure of value-added student progress that can be linked to individual teacher, team, and schoolwide instructional effectiveness. The development of value-added student performance measures is complex, and districts should seek to work with organizations or individuals with proven experience in this area.

- **Invest to develop a comprehensive teacher evaluation system.** Value-added student performance data and clear teaching standards are necessary but not sufficient to build a complex and accurate teacher evaluation system. To strategically manage your teaching force, you need to have an accurate picture of each teacher's performance, strengths, and developmental areas, using multiple kinds of data. Teacher evaluation should also include contextual information around student mobility, teacher course and prep load, and team assignment. In addition, there should be multiple vehicles for gathering teaching effectiveness information, including regular observations, portfolios of teacher and student work, absenteeism, and peer or student feedback.

- **Increase principal and evaluator capacity and accountability.** There is a great deal of discussion about the role of principals as instructional leaders and their need to spend time in the classroom. Despite this discussion and focus, principals often don't know what good teaching looks like because they have not received the appropriate training and support to identify it. Principals should be held accountable for performing timely, effective evaluations and for using evaluations, student outcomes, and other data to make all human capital decisions.

- **Increase the effectiveness of teacher evaluation by bringing more people into the process.** It is nearly impossible in all but the smallest schools for principals to bear sole responsibility for teacher evaluation — and do it well. Rigorous evaluation of teachers takes time, and principals have too many other responsibilities to devote the necessary time. Seek alternative and creative ways to spread out the responsibility. Department heads, lead teachers, assistant principals, and outside observers (e.g., retired principals or teachers), with training and support, can participate in the teacher review process. Peer review can be one way to provide more frequent feedback to teachers. You may need to work with the union if contracts preclude these and other nontraditional ways to give teachers ongoing feedback about their work and gather accurate information about their performance.

- **Develop data systems to collect teacher effectiveness, support, and assignment information and link it to other areas of human capital management.** Your district needs to develop a process for collecting a wide array of data on teacher effectiveness, support, and assignment. But just having the data isn't enough. You need to put systems in place to use these data to support a broad array of decisions. Solid information that draws on multiple measures about teacher performance is essential in identifying poor performers, but perhaps more important, it is crucial in improving, recognizing, rewarding, and retaining your top teachers.

How many unifix cubes tall are you?

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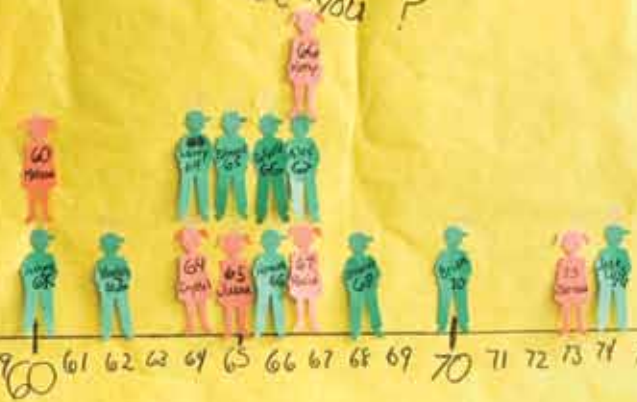
your
yesterday

Question Words
? ? ? ? ?

who	can
what	did
when	is
why	do
where	are
which	will
	how
	have

Does your district effectively match experience and capability to the needs of the job?

2. HIRING

LEADERS OF HIGH-PERFORMING SCHOOLS AND SYSTEMS view hiring as a way to strategically improve teacher capacity and overall school performance.[14] Every time a school leader has the opportunity to hire a new teacher, she should ideally take that opportunity to evaluate what skills the school, position, and teaching team require, what capabilities are missing on the faculty, and what kind of teacher could strengthen the school. The district can support schools in this process by understanding their needs, developing a strong and diverse candidate pool, and helping match those candidates with each school's needs, focusing especially on attracting high-quality teachers to low-performing and other hard-to-staff schools.

Recruiting high-quality teachers

The first step in hiring teachers should be an understanding of immediate and long-term staffing needs. Districts should help schools create an inventory of staff skills and a long-term hiring plan that fits student needs. For example, a school that is combining English and social studies into a humanities course will need dual-certified teachers; while a school with a veteran teaching staff nearing retirement may want to recruit younger teachers to provide staff continuity. Once this plan is in place, districts need a proactive recruiting strategy to generate the best possible candidates. Hiring candidates who have demonstrated or have high potential for excellence in the first place not only leads to better instruction for students but also can reduce future turnover and investment in remediation and extra support. When it comes to recruiting good teachers, you get what you pay for. Districts typically spend very few recruiting dollars per teacher hired — and it shows in the quantity and quality of candidates. Spending wisely on recruiting and hiring is a good investment of resources, and it is well worth the cost if the district ends up with the best possible teachers.

Supportive hiring practices

Districts can help schools by working to expand the pool of qualified applicants and by tracking hiring sources to see which sources consistently generate the best teachers, expanding hiring from strong sources, reducing or eliminating hiring from others, exploring creative recruiting practices, and tapping into nontraditional applicant pools.

Districts can also support schools with a timely recruitment and hiring calendar, elimination of practices such as seniority transfers that compromise school decision making, and tracking concentrations of novice and low-performing teachers. They should also share information with hiring schools about teacher candidates — evaluations, years of experience, certifications, and district training — to facilitate the best match of candidates with schools.

The timing of recruitment and hiring is a critical factor in the quality of candidates. By May or June, good teachers who have the best options and the most choices have likely already accepted positions. Districts that start the process too late are at a major disadvantage and will lose the best candidates to other districts. Figure 3 on page 32, from The New Teacher Project's *Unintended Consequences,* shows the high percentage of vacancies filled with one month or less left before the start of school in the fall in three large districts. Research indicates that urban districts that hire teachers after May 1 lose large numbers of applicants, including the best, to districts that hire earlier.[15] It is extremely difficult for schools to have positions remain open until shortly before or even after the start of school. School leaders have a harder time bringing together the faculty around common goals, finalizing assignments, giving teachers time to prepare, and planning strategically for the best use of all teachers.

14 Miles, K., & Frank, S. (2009), p. 26.

15 Levin, J., Mulhern, J., & Schunck, J. (2005). *Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts.* Brooklyn, NY: The New Teacher Project.

Figure 3: Percentage of Vacancies Filled One Month or Less before the Start of School

> If low-performing schools are not attracting the quality of teachers they need, the district must take action to support those schools in hiring, recruiting, and providing incentives to work in those schools.
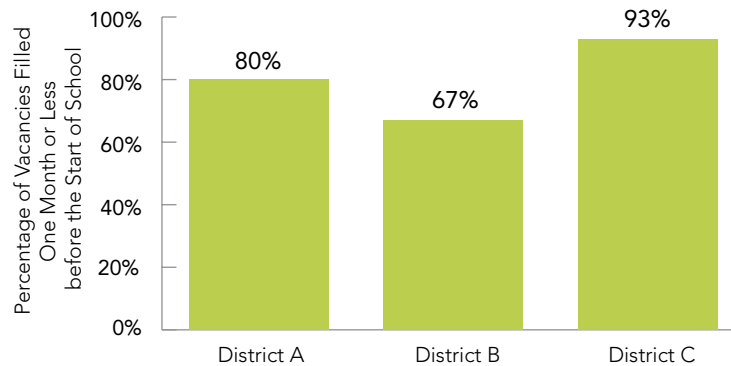
Late hiring tends to have the biggest negative impact on the highest-need schools, as these schools generally have a harder time attracting top teachers under the best of circumstances.

Seniority transfer or forced placement provisions in collective bargaining agreements may create obstacles to principals trying to match teachers' skills with school needs. In many districts, schools are required to hire voluntary in-district transfers — even if they are not a good fit with the school's needs — before bringing new teachers in from outside the district. They also may be required to hire from a list of "excessed" involuntary transfers — teachers who were released from other district schools and need a new place to work. Some union contracts allow teachers to transfer within the district well into the summer, which can leave schools with unexpected, unfilled positions near or even after the start of school in the fall. These provisions severely limit the flexibility of school leaders to choose the best teachers to meet student needs.[16]

Human resources staff should work actively with school leaders to ensure that the teachers hired into their school are a good fit for school needs in terms of skills, experience, and culture. For example, they could help principals develop an inclusive hiring process that allows teachers and potentially parents and students to meet the candidates, improving the probability of a good fit.
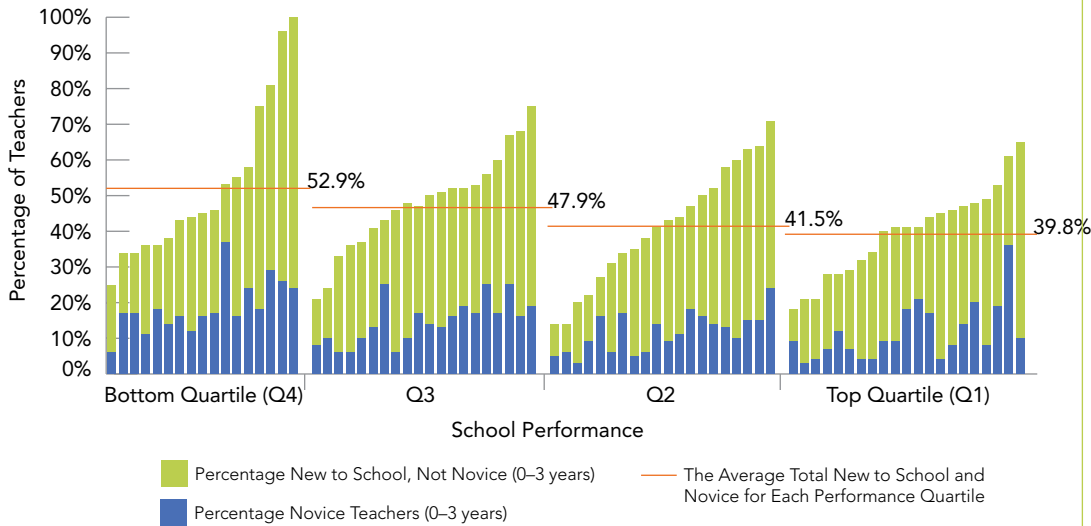
Tracking teacher distribution

Districts that have implemented strong teacher evaluation systems should track the concentration of low-rated and high-rated teachers to understand how teaching quality is distributed and whether students with the greatest needs have disproportionate numbers of low-rated teachers. In particular, if low-performing schools are not attracting the quality of teachers they need, the district must take action to support those schools in hiring the appropriate staff, which will likely require actions beyond just recruiting and hiring support, such as providing monetary and other incentives to work in those schools, changing school leadership, and improving working conditions.

16 Levin, J., Mulhern, J., & Schunck, J. (2005).

In addition, districts need to track the concentration of new teachers and the rate of teacher turnover by school. This information is key to improving the quality and consistency of teaching in each school. Schools with a high percentage of new teachers and/or high turnover need additional support to improve teaching quality and morale. Figure 4 illustrates the percentage of novice teachers and teachers new to a school, grouped by school performance. While there is significant variation among schools, struggling schools tend to have both higher percentages of novice teachers and higher teacher turnover. Having a lot of new teachers is not necessarily a disadvantage, especially if the district has solid recruiting and good hiring strategies, but schools should receive extra and intensive support for these new hires. High turnover, on the other hand, is generally not a good thing, and districts need to be proactive and intervene before good teachers leave.

Use the worksheets on pages 69 and 71 for hiring.

Figure 4: Stability of Teaching Force by School Performance*

Percentage New to School, Not Novice (0–3 years)

Percentage Novice Teachers (0–3 years)

The Average Total New to School and Novice for Each Performance Quartile

The school performance metric is the average of the percentage of students proficient in math and the percentage of students proficient in English language arts.

Questions to Consider

❶ Does your district have a good understanding of each school's short- and long-term staffing needs?

❷ Does your district recruiting process attract the teaching expertise that you need? If not, how can you expand your pool of qualified candidates?

❸ Does your district identify staff needs soon enough in the year to ensure a qualified pool of candidates? If not, how can you identify needs earlier?

❹ Is there a mandated deadline for resignations or in-district transfers?

❺ Do you have seniority transfer provisions or forced placements? Do these provisions constrain school leaders from hiring the best candidates to meet their needs?

❻ Does your district track the distribution of teachers by skills and performance and take action to match teacher hiring to school needs? Do you ensure that low performers are not concentrated in high-need schools?

❼ Does your district manage the distribution of new teachers and provide support for schools with high concentrations of new teachers?

Take Action!

- **Develop a long-term staffing plan.** Work with your schools to inventory the skills of current staff and to understand current and projected staffing needs in detail, including the skills, experience, and certifications that will be required. This information can help you quantify your recruiting needs and will give you a map of the resources already available within your district that may be redirected to help fill staffing gaps in high-need schools.

- **Evaluate your teacher recruiting and hiring spending and process.** Examine your current recruiting investment, timing, and process to identify opportunities for improvement. Be clear about your recruiting and hiring goals, and ensure that the process and resources that you devote to this area are sufficient and that your staff has the capacity and skills to meet those goals.

- **Identify and expand effective sources of teaching candidates.** Carefully analyze data from the past several years to determine where your best teachers came from and which sources consistently yield high-performing teachers. Once you determine the sources for your highest-performing teachers, deepen your partnerships with these organizations to increase the pipeline. Explore new sources: Form partnerships with local colleges and alternative certification programs, for instance. Do some research on top teacher candidates who did not accept offers in your district or who chose not to apply. Find out why, and address those reasons. At the same time, you should reduce or discontinue hiring from sources that are not providing high-quality candidates. Communicate your findings and decisions to the low-performing programs, and to your state Department of Education, to increase the pressure on those programs to improve.

- **Refine rules on voluntary transfers and forced placement of excessed teachers.** To effectively implement their schools' instructional vision, principals need the ability to match the skills, experience, and work styles of their staff to the needs of their schools. Transfer rules that require schools to accept forced placements or excessed teachers, regardless of whether that teacher is a good fit for the needs and culture of the school, undermine these efforts. The solution that provides the most flexibility for schools in hiring is to eliminate involuntary transfers altogether and have transfers compete with external candidates for open positions. A more incremental approach, often referred to as "mutual consent," is one in which all transfers are voluntary and principals have the ability to approve or reject transfer applications.

  The timing of internal transfers is also important. In some districts, principals delay opening positions until as late as possible because they do not want to be forced to fill positions with excess transfers. In others, the human resources department delays hiring new teachers because they know the new teachers must be bumped for forced placements.[17] By finalizing all internal moves early in the spring, districts and schools are better able to attract the strongest external candidates for remaining positions.

17 Levin, J., Mulhern, J., & Schunck, J. (2005).

- **Increase principal flexibility and capacity around hiring.** In addition to transfer provisions, there may be other district or union requirements that constrain principals in hiring the best teachers to meet their schools' needs. Examine district policies to identify opportunities to give principals more flexibility to assemble a faculty with the right mix of skills to meet their students' needs, including assignment of new teachers, use of part-time resources, or the option to swap positions and redefine roles. Districts can also support principals in thinking about what specific combinations of skills they most need, in developing a strong hiring process, and in matching the most appropriate candidates to the job.

- **Carefully track teacher assignment to avoid overconcentration of new teachers in some schools and develop strategies to attract high-quality teachers to high-need schools.** Offer incentives for high-potential new teachers, as well as high-performing current teachers, to work in high-need schools, such as the opportunity to work with a successful principal and/or team of highly effective teachers, bonuses, and leadership opportunities. Develop special recruitment efforts to increase the number of high-performing teachers in high-need schools, and collaborate with local teaching colleges and outside organizations such as Teach for America and The New Teacher Project to increase the pipeline of teachers in these schools.
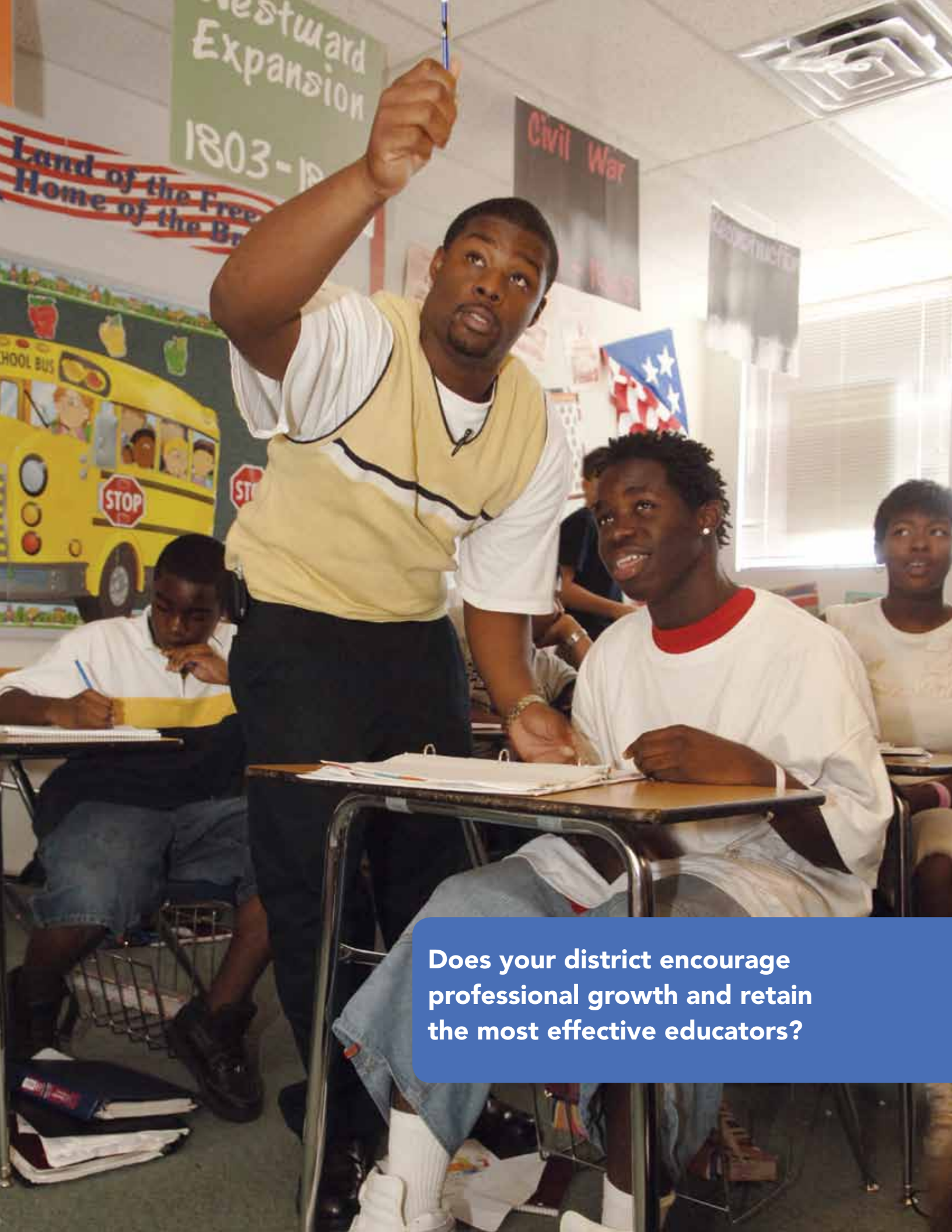
Does your district encourage professional growth and retain the most effective educators?

3. INDIVIDUAL GROWTH

THE BEST HUMAN CAPITAL MANAGEMENT SYSTEMS work to help teachers reach their maximum potential throughout their careers. Districts define a career path or lattice that teachers follow from novice to capable to highly capable; use data to identify where they are along the path; and provide job and team assignments and other opportunities, professional development, and support to help them progress. These systems are grounded in an evaluation process that accurately identifies each teacher's strengths and weaknesses and integrates this information into an individual development plan. School leaders design job and team assignments to match teachers' current skills and the skills they need and want to develop with school and student needs. Strong performers are rewarded with additional opportunities, and underperformers are supported and removed if performance does not improve.

In many districts, the portion of professional development targeted at individual teacher growth is concentrated around induction and hiring. Teachers who have a year or so of experience in a district often do not receive individualized support, professional development, or growth opportunities tailored to their specific strengths and developmental and career needs. The teachers that do receive interventions are most often low-performers who are put on performance plans.

Districts can help schools provide additional support at key career transition points — when teachers are new to the profession or new to a school (induction), when they are struggling (remediation), when they are seeking to expand their qualifications or certifications (skill development), and when they are transitioning to leadership roles (leadership) — in order to continuously improve the overall quality of their teaching force.

Investing in teacher development

Figure 5 illustrates the investment in professional development for individual teachers across five urban districts. The total spending varies widely, as does the breakdown among the different spending categories. Districts A, B, and C invest primarily in induction, which is critical for ensuring that new teachers are positioned for long-term success.

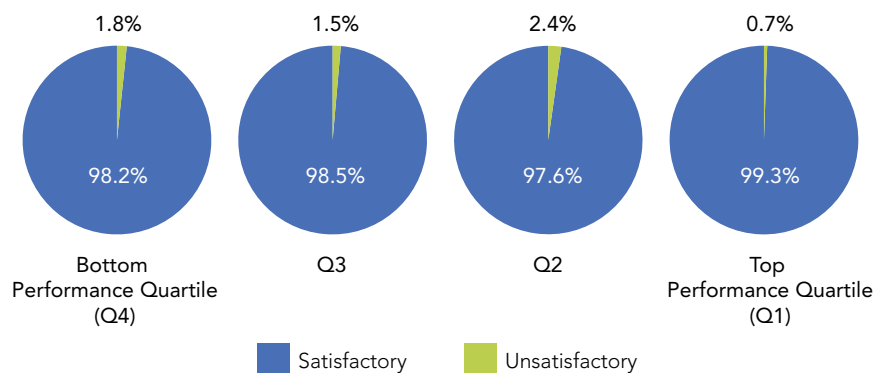Figure 5: District Individual Professional Development Spending by Category

Spending in districts D and E is focused on tuition reimbursement. In many districts, teachers are reimbursed for taking courses *they* choose to earn credits in and that move them along a salary schedule or career path. While teachers should be free to make their own choices when paying out-of-pocket for courses, district tuition-reimbursement resources should be aligned with district priorities, including developing lead teachers and increasing the number of teachers with certification in key subjects.

None of the districts invests significantly in the areas of remediation, targeted skill development, or leadership. Districts that do not also support teachers at these other critical transition points lose the opportunity to develop promising teachers and future leaders. Instead, by identifying areas of need and supporting existing, effective teachers in meeting these needs, districts can improve the quality of their teaching force and retain their best performers.

> Districts that do not support teachers at critical points lose the opportunity to develop promising teachers and future leaders.

Managing poor performers

Most districts have a process to give a struggling teacher feedback on his performance, provide support for improvement, and take steps toward dismissal if improvement does not occur. But many districts and schools do not use this lever. Figure 6 illustrates that in one urban district, only a tiny percentage of teachers ever receive unsatisfactory performance reviews, even at the lowest-performing schools. This pattern is repeated in large districts nationwide.[18] Districts and schools that do not give unsatisfactory ratings to low performers are limiting their options for giving these teachers the help they need to improve and, if they don't improve, counseling them out of the district.

Figure 6: Unsatisfactory Teacher Performance by School Performance* Quartile

|			
1.8%	1.5%	2.4%	0.7%
98.2%	98.5%	97.6%	99.3%
Bottom Performance Quartile (Q4)	Q3	Q2	Top Performance Quartile (Q1)

■ Satisfactory　■ Unsatisfactory

*The school performance metric is the average of the percentage of students proficient in math and the percentage of students proficient in English language arts.

Many might argue that the effort and unpleasantness associated with delivering poor evaluations isn't worth it because collective bargaining agreements and state requirements make it so difficult to remove teachers. District and school leaders already have more autonomy to remove provisional or untenured teachers. But unfortunately, even in these instances they are often avoiding these hard decisions.

18   Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

Districts have the authority to deny tenure to new teachers who are not performing, yet this option is seldom exercised.[19] While it can sometimes be difficult to predict long-term performance so early within a teacher's career (tenure is typically granted after an average of three years in the district[20]), research shows that principals have a much better sense of a teacher's effectiveness after one to two years than upon hiring.[21] Figure 7, from *The Widget Effect*, shows the percentage of teachers not granted tenure over a five-year period across several districts — and illustrates how few principals exercise their right to withhold tenure for low-performing teachers.

Figure 7: Non-Renewals of Probationary Teachers for Performance, SY 2003–04 through SY 2007–08
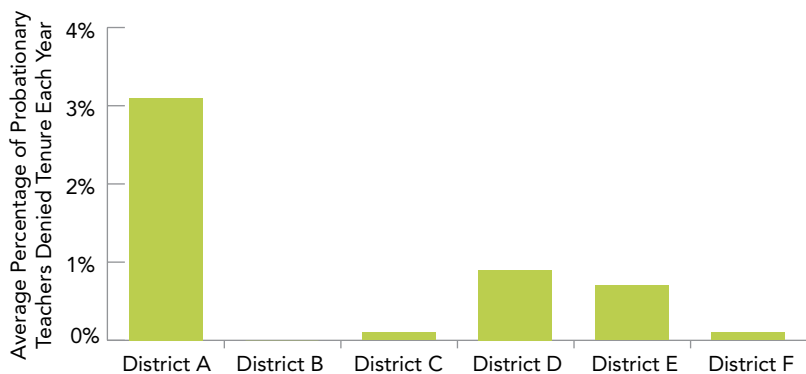
Source: The New Teacher Project, The Widget Effect (2009).

Firing even an untenured teacher is not easy. It can be confrontational, it creates additional staff churn, and there is no guarantee that the principal will be able to replace the teacher with a more effective candidate. Districts can support principals in focusing attention early in a teacher's career on progress and performance and working to expand the pool of qualified replacement candidates. Armed with this information, principals can and should be much more selective in granting tenure because it is so much more difficult to dismiss someone once they have it.

Use the worksheets on pages 73–78 for individual growth.

See page 34 for more detail on strategies for hiring and recruiting.

Questions to Consider

❶ Does your district support teachers at all critical transition points or is support focused primarily on induction?

❷ How can you use your existing evaluation system to match support to instructional needs?

❸ Does your district reimburse teachers for taking courses they choose that may or may not support district or school needs?

❹ Are school leaders accurately rating teacher performance?

❺ Is your district automatically granting tenure regardless of performance?

❻ Is the tenure decision driven by a shortage of qualified candidates? How can you attract more teaching applicants?

❼ Is there a clear and reasonable process for teacher dismissal?

19 Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

20 U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2010–11 Edition.* www.bls.gov/oco/ocos318.htm.

21 Kane, T., & Staiger, D. (2005). *Using Imperfect Information to Identify Effective Teachers. Working paper.* Los Angeles: UCLA Department for Policy Studies.

Take Action!

- **Assess your overall professional development spending and ensure that it is aligned with district priorities.** A strategically designed professional development plan targets scarce resources to a district's most important priorities in ways most likely to improve student achievement. Make sure that your investment is well balanced among individual and districtwide professional development and school-based support (see p. 43). Establish reliable systems to measure whether professional development programs are having a positive impact on student and teacher performance — and if they aren't, change them.

- **Develop an effective teacher induction program.** Teachers who are new to teaching or even new to your district need additional support. Most districts provide orientation and new teacher training. Many also pair new teachers with mentors or coaches. If you do have new teacher mentors, you should ensure that mentors teach the same subject or grade as the teachers they support. You should also consider giving new teachers reduced responsibilities, such as fewer course sections, smaller classes, fewer preps, or the opportunity to co-teach with an experienced teacher.

- **Examine tuition reimbursement and other professional development programs.** Reimburse teachers only for courses that directly impact teachers' effectiveness or expand their skills in areas of school or district need. Examine investments in workshop-based programs that are not directly linked to classroom instruction. These dollars may be freed up to invest in school-based support such as collaborative planning time, formative assessments, and expert support resources.

- **Create a leadership development program for your best teachers.** Identify leadership needs that are common across schools in the district. These needs might include instructional coaches, lead teachers, curriculum development, or Web-based instruction. Identify strong teachers who are interested in and well suited for leadership positions and develop ways to provide them training or mentoring in the skills they need. Then investigate creative ways to both develop and leverage their expertise within their schools and districtwide.

- **Provide opportunities and support for additional certifications.** Teachers who are certified in multiple subjects or specialties greatly expand the options available to school leaders for instructional grouping and scheduling, especially in small schools. Encourage promising teachers to seek additional certifications by identifying and publicizing the combinations of certifications that are most needed. Also consider tuition reimbursement for required courses and/or other financial incentives.

- **Develop a rigorous, consistent approach for granting tenure.** Set clear and consistent performance standards across the district, and make sure all teachers and principals are well-versed in the standards. As discussed previously, make sure you have a rigorous and multifaceted evaluation process in place for all teachers to support tenure decisions. Most important, hold firm about the standards, and if a teacher's evaluation does not support tenure, do not grant it. This sends a clear message about expectations — and also makes it easier to remove low-performing teachers if necessary.

- **Work to refine teacher tenure and dismissal requirements.** In many states, state statute governs teacher tenure provisions and dismissal procedures. In some, they are defined or refined in collective bargaining agreements. State, district, and union leadership should consider alternatives to the traditional structure of tenure, such as a provisional period of five years instead of two or three, and/or require "re-tenuring" of teachers every 5–10 years to allow for periodic review. They also need to create a fair and transparent process for removing low-performing teachers that guarantees due process but also supports timely removal of teachers if performance does not improve.

- **Create a clear and timely process for remediation and dismissal.** Teachers who are not performing must be identified quickly and put on performance plans that clearly detail what their performance challenges are, what they need to do to overcome them, and what the timeframe is for improvement. Consider providing coaches, mentors, or training to teachers in remediation to maximize their opportunity to improve. If they have not demonstrated sufficient progress within the designated timeframe, you need a clear process for dismissal. State and union rules and processes around dismissal can be unreasonably burdensome. School leaders are often reluctant to place teachers on performance plans because the process for counseling out underperformers is long, unclear, and often unsuccessful, leaving the principal with an underperforming, resentful employee. School supervisors and human resources personnel will need to work closely with principals to ensure they have the information and training they need and are supported in this process.

- **Develop individual development plans for all teachers.** In addition to the "point in time" support provided by induction, remediation, and leadership development, each teacher should have a dynamic plan that guides professional development that is based on an evaluation of strengths, areas of challenge, and goals for improvement. Teachers should be held accountable for following this plan — and school leaders should be held accountable for ensuring that they do. These plans should intersect and build on each teacher's career goals and should help ensure that teachers feel professionally fulfilled and rewarded. Sticking to the plan will help reduce participation in ineffective professional development and thus help districts redirect resources toward strategies that are directly related to what teachers need.

Does your district support teachers in improving instruction in response to student needs?

4. SCHOOL-BASED SUPPORT

EXCELLENT SCHOOLS are more than an assembly of good individual teachers — they are organizations that encourage collaboration across classrooms and engage in ongoing efforts to develop teachers' capacity to increase student achievement.[22] They hire the right teachers; assign them to teams with other teachers with complementary skills; and then support them by investing in collaborative planning time focused on regular assessment of student learning needs and expert support.[23]

When district leaders think about investing in teacher support and development, they often think about individual professional development — workshops or coursework to build specific skills or knowledge — or districtwide professional development to provide instruction in districtwide programs or policies. Both of these areas are important for district investment and attention. But a third, critical area of investment is school-based support, undertaken by teams of teachers, in their school and classrooms, in response to the specific needs and challenges of the students and teachers in those schools. **School-based support** is built into the way teachers do their job each day, rather than classes or workshops that are added on top of their regular workdays. This process of continuous improvement is key to structuring teaching for success.

This expert support can come from existing lead teachers (teachers within a school who are given release time and often additional compensation to provide coaching and support) or from coaches within or outside the district hired explicitly to build capacity where needed. In this environment, says Susan Moore Johnson,

> Teachers work across classroom and grade-level boundaries to support and extend each other's efforts. Arguably, the more that a school's teachers are knowledgeable about all students and coordinate their efforts to meet those students' needs, the more effective the school will be. This collaborative work among teachers with different levels of skill and different types of experience is designed to capitalize on the strengths of some and compensate for the weaknesses of others, thus increasing the overall professional capacity of the school.[24]

Not every team member will be or needs to be an expert in every facet of instruction — the whole teaching team truly is greater than the sum of its parts.
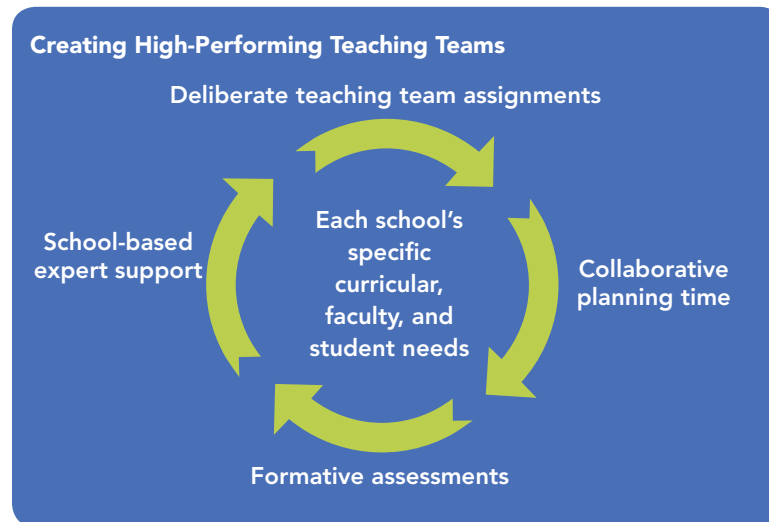
22 Miles, K., & Frank, S. (2008).

23 Education Resource Strategies (2008). *Teaching Quality: The First Priority.* Watertown, MA.

24 Johnson, S.M. (2009, October). *How Best to Add Value? Strike a Balance between the Individual and the Organization in School Reform.* EPI briefing paper #249. Washington, DC: Economic Policy Institute.

Creating high-performing teacher teams

The chart below summarizes the interconnected elements that comprise effective school-based support for teachers. Many districts invest in parts of this framework but do not see significant instructional improvements because they have not implemented an integrated solution. To continuously improve instruction, teachers need to be part of teaching teams that collectively include the necessary skills and experience; they need access to accurate and timely formative data on student learning; and they need time to analyze these data and adjust instruction, under the guidance of a qualified coach, teacher leader, or other expert who can help interpret data, model and observe instructional techniques, and provide feedback. Without all of these elements, investments in individual elements are much less effective.

> Strategic school leaders deliberately assign teachers to create a complementary mix of skills across subjects, teams, and grades, and they provide collaboration and leadership opportunities that allow teachers to share and develop their expertise.

Creating High-Performing Teaching Teams

Deliberate teaching team assignments

School-based expert support

Each school's specific curricular, faculty, and student needs
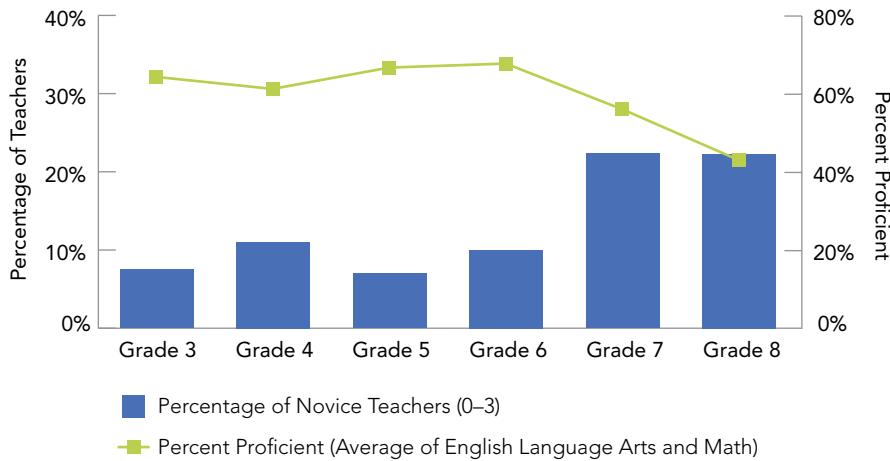
Collaborative planning time

Formative assessments

For instance, many districts have invested significantly in instructional coaches without clearly defining the roles they want coaches to play and the skills they will need. Others have hired coaches but not added collaborative time for teachers to work with those coaches or ensured that the coaches are staffed so that their available time coincides with teacher planning time. In other situations, teachers and expert resources do not have useful data on student progress to guide their work together.

Job and team assignment

Teacher assignment should match teacher experience and capacity to the needs of the students and the job. Strategic school leaders deliberately assign teachers to create a complementary mix of skills across subjects, teams, and grades, and they provide collaboration and leadership opportunities that allow teachers to share and develop their expertise. For example, they might team a teacher struggling with classroom management with a teacher who has demonstrated strength in that area, or they might assign a novice teacher to teach courses with smaller class sizes or lower-need students. But in many schools, the opposite happens: New teachers are assigned the courses that more senior teachers don't want to teach — large, transition grade classes or remedial courses. These courses can be more difficult to teach, may have higher-need students, and therefore may be better served by a more experienced, highly effective teacher.

Figure 8 illustrates that the percentage of novice teachers in each grade level in a large urban district remains relatively stable until grade 7. At that point, the number of novice teachers triples, while student performance dips significantly. This trend is not intentional — it is more difficult to attract and retain middle school teachers — but without a proactive process for managing teacher assignment, the result is that novice teachers are being assigned to the grades with the lowest performance and highest need.

Figure 8: Incidence of Novice Teachers and Student Performance by Grade

■ Percentage of Novice Teachers (0–3)

▬■▬ Percent Proficient (Average of English Language Arts and Math)

Collaborative planning time

To continuously adjust and improve instruction based on evolving student needs, teachers need nonteaching time built into their schedules to work with and understand student results, to collaborate with each other and with experts, and to adapt their instructional plans as a result. We have found that teachers ideally need at least 90 minutes of collaborative planning time per week.[25] Given the inherent complexity of school schedules and union contracts, it can be difficult to schedule this much time for teacher teams, and districts may have to provide additional or reallocated resources to make it happen. But if used strategically, this time is the most effective use of professional development resources.

The amount of time that districts provide teachers for this critical work varies significantly from district to district. Figure 9 on page 46 illustrates the amount of time that 11 large districts provide to elementary school teachers each week that could be used for collaborative planning — time that is contractually specified as collaborative and time that is unspecified (not including individual planning time). Some districts provide no collaborative time, while District A provides more than 250 minutes of collaborative and unspecified time each week. But as important, many of the districts already have 90 minutes or more a week that could be used for collaborative planning and work. The challenge is to support schools in scheduling this time in blocks that are at least 45 minutes long and that are shared across teaching teams and their coaches/lead teachers. Teachers must have planning time that overlaps with colleagues teaching the same students or the same subjects to allow for collaboration.

25   Miles, K., & Frank, S. (2008).

Figure 9: Teacher Collaborative Planning and Unspecified Time
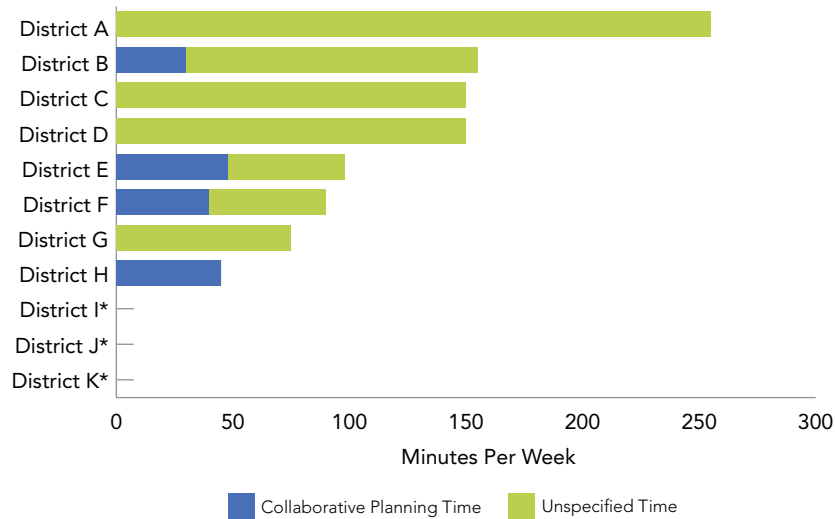
These districts had no unstructured or collaborative planning time stipulated in contract

Given the expense and potential impact on instructional quality, having the right data and support during that collaborative planning time is paramount.

Student assessment data

To effectively adjust instruction, teachers and the lead teachers or coaches who work with them need timely, accurate data on how well students are learning the material they are being taught. Districts should provide proven formative assessments for every grade and subject that teachers can use in conjunction with their own assessments and observations to regularly gauge student learning. When students are not adequately mastering material, teachers can examine student work together and develop intervention strategies for struggling students or revisit the material if the majority of students are having trouble.

Expert support and facilitation

Effective teaching teams need experts in instruction and facilitation who can help them diagnose student learning progress and adjust instruction. These experts should have a proven record of outstanding instructional performance. They need training in analyzing and interpreting data, expertise in working with adult learners, sufficient time to prepare for team meetings, and opportunities to work with teachers in their classrooms. Providing this kind of expert support will require moving some of a district's best teachers out of the classroom for at least some of their time, but research shows it can have a powerful positive impact on student outcomes.[26]

26 Bryk, A. (2010, May). *A Value-Added Study of Literacy Collaborative.* American Educational Research Association Annual Meeting, Denver.

Figure 10: Coach and Lead Teacher Investment per Teacher
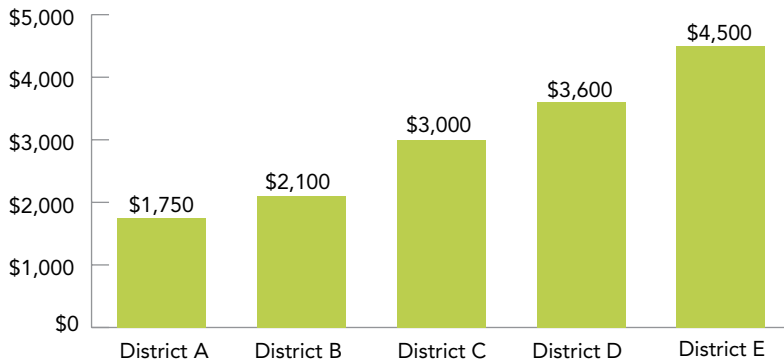
Most districts already invest significantly in coaches and/or lead teachers and may not need to invest incremental dollars in this area. Figure 10 shows the per-teacher investment in coaches and lead teachers in five large urban districts. Many districts already invest in this area, but if they are not hiring the right lead teachers or coaches, are not providing them with adequate time and training, or are not deploying them in concert with collaborative planning time and data on student progress, they may not be realizing the results they had hoped to achieve.

If districts decide to invest in coaches or lead teachers, they should focus coaching resources on the highest-need schools and teachers and ensure that coaches have adequate time and appropriate workloads to provide effective support. Too often, districts try to spread coaching resources thinly to help as many schools as possible. Coaches responsible for too many schools and/or too many teachers cannot succeed at helping teachers improve instruction. Figure 11 shows the coach-to-teacher ratio for middle and high schools, sorted by AYP status, in one urban district. In this district, there is a wide range in the number of teachers that a single coach is expected to support, from as few as 10 teachers to more than 60, and the district is making no distinction among schools by need: The coaching ratio is about the same for schools in good standing as for schools requiring corrective action. Limited coaching resources will be more effective if they are focused on the highest-need schools, teachers, and subjects and they support a reasonable number of teachers.

Figure 11: Teacher-to-Coach Ratio by School, Grouped by AYP Status
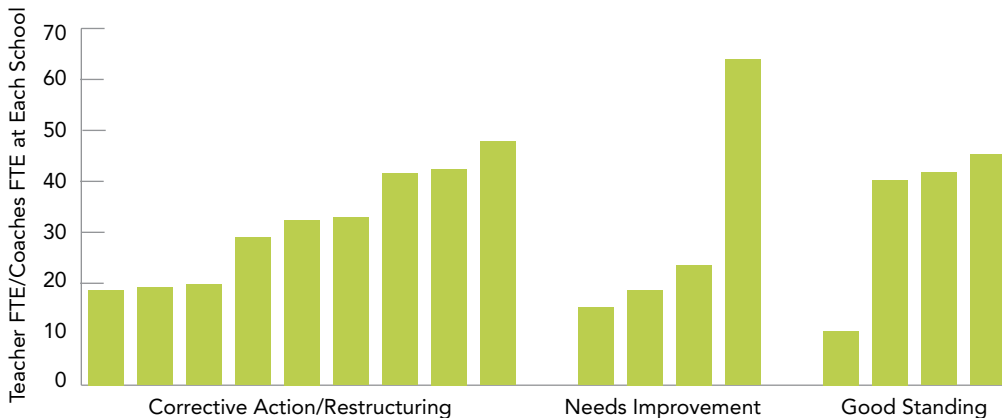
Districts should focus coaching resources on the highest-need schools and teachers and ensure that coaches have adequate time and appropriate workloads to provide effective support.

Use the worksheets on pages 79–86 for school-based support.

4. SCHOOL-BASED SUPPORT

Using coaches or lead teachers effectively involves structuring their time well to make the most of both coaches' and teachers' time. It is also imperative to hire the right people as coaches/lead teachers — skilled instructors with subject-area knowledge and the skills to work effectively to help teachers improve.

Questions to Consider

❶ Are you investing enough to provide effective school-based professional support?

❷ Do your school leaders deliberately organize job and team assignments to leverage teacher strengths and support continuous improvement?

❸ Does your district provide adequate collaborative planning time to teacher teams for them to continuously improve instruction?

❹ Does your district provide teachers with effective formative assessments for every grade and subject?

❺ Is your district investing in coaches or lead teachers? Are you ensuring they have the right skills and support to be successful?

❻ Are your coaches or lead teachers focused in areas of highest need or fragmented across too many schools and teachers to be effective?

❼ Are there opportunities to improve the return on your coaching investment by redeploying coaches or lead teachers and implementing best practices around school-based support?

Take Action!

- **Support principals in assembling teacher teams with complementary skills and experience.** You can help principals be strategic in teacher job and team assignments by supporting them in hiring the teachers they need, providing them adequate information on strengths and weaknesses, and providing them with staffing flexibility. Staffing flexibility includes the ability to vary class size and student groupings based on teacher skills and student need, to use part-time resources to fill in critical skill areas, and to change job and team assignments to leverage teacher knowledge and experience. You may need to work with your union to relax requirements that allow teachers to choose course assignments based on seniority.

- **Provide teachers with at least 90 minutes per week of collaborative planning time.** All teachers in your district, but especially those teaching struggling students and those at high-need schools, should have at least 90 minutes of collaborative planning time each week. When used well, this time is critical to improving instruction. Establish clear guidelines for how this time is to be used, and hold school leaders, teachers, and coaches accountable for using the time well.

  Although the required release time can be difficult to fund, districts can find additional resources by using strategies such as improving the management of school programs and capacity; increasing class sizes in noncore subjects; using part-time staff and less expensive staff to cover release time; or redirecting professional development investment from non-job-embedded programs and tuition reimbursement.

Further explanation and detail can also be found in the ERS guide *School Design: Leveraging Talent, Time, and Money.*

Increasing class sizes to free teacher time for collaboration may seem counterintuitive — states and districts have been investing to reduce class size for years. However, reducing class sizes without having enough high-quality teachers to teach those smaller classes is not effective. Instead, districts should look at incrementally increasing class sizes, especially in noncore subjects, to fund needed investments in teacher development first.

- **Invest in formative assessments and a system that makes it easy for teachers and coaches to access results and track progress.** Regular student assessment data are critical to high-quality professional development and collaborative planning time. Ongoing formative assessment data allow teachers to closely track the performance of their students to evaluate the effectiveness of specific practices and interventions. Schools should prioritize assessments for English language arts, math, and early and transitional grades to augment existing classroom assessment tools.

- **Create or refine a coaching or lead teacher program that provides effective expert support to teachers in the areas of highest need.** Figure out how much you are currently investing in coaching. Your investment may be larger than you realize, especially if you look across all departments and programs that involve coaching. Then, look carefully at the load for each coach and lead teacher — overloaded coaches are not effective. It is better for each teacher to have one coach with the time and skills to really help her than to work with numerous coaches from different programs, so assign your coaches accordingly. Ensure that high-need schools and teachers have all the coaching resources they need, and then provide coaching for other schools if you have enough capacity. Core academics — especially math and English language arts — should take priority. Find out how well your current coaches are performing — are teachers getting the support they need to improve their practice? Are the coaches skilled enough? Are you providing them with the training and support they need? Seniority alone does not make a good coach. Coaches must not only be outstanding and experienced instructors, but they also need to know how to teach adults, a skill not everyone has.

- **Build expert support within teacher teams.** Leveraging existing teachers to provide expert support as lead teachers by reducing their course load and/or increasing their compensation is generally less expensive than adding full-time coaches. It can also be more effective, as these teachers are full-time at the school and understand the instructional vision and cultural dynamics of the school better than an outsider might. These positions can also be part of a career path for teachers within the building. However, some schools may not have enough high-capacity teachers to provide coaching expertise. In these cases, the district may choose to introduce external coaches to build capacity over time. One district deployed coaches and lead teachers based on the performance of each school and each teacher. Where school performance and teacher capacity were low, the district provided instructional support teams and content coaches. Where school performance and teacher capacity were higher, schools were encouraged to promote teachers to team leader positions and bring in outside experts only as needed.

Does your district reward the greatest contributors and attract top talent?

5. COMPENSATION AND CAREER PATH

TEACHER COMPENSATION represents the largest expenditure line item in most districts. To maximize the return on this investment, a teacher compensation system should be designed to attract candidates with the strongest potential, reward the greatest contributors, and put the best teachers where they are most needed. It should provide incentives to teachers to continuously improve their instruction and take on new and more challenging roles, including teaching low-performing students and in low-performing schools. It should reflect today's employment reality and be competitive with other opportunities available to potential teachers. The goal of such a system is to integrate teacher compensation with the overall reform plan, and it involves much more than simply raising salaries across the board or tying salaries to student performance.

The biggest positive change that districts can make is to move away from compensating all teachers alike based only on experience and education and toward differentiating among teachers — recognizing individual skills and accomplishments and emphasizing contribution and excellent performance. Traditional teacher salary structures treat all teachers equally, rewarding teachers for years of experience and course credits, whether or not they perform well. Yet research shows that neither experience (after the first three to five years) nor master's degrees (except degrees in math) are correlated with teaching effectiveness.[27] Most districts offer little or no additional money to teachers based on the subject they teach (ignoring the competing career opportunities they may have), the need level of their students and schools, their effectiveness, or their willingness and ability to take on additional responsibilities (e.g., lead teacher, teacher mentor, curriculum leader). Even in districts that do include some of these factors in determining salary and stipends, the relative amount awarded for contribution and leadership is small compared to that awarded for experience and coursework.

Changing the system will likely require changes to collective bargaining agreements and in some cases state law, but a compensation system that is part of a larger organizational development strategy can be good for both teachers and school systems. Districts can work proactively with teachers and teacher unions to redistribute or even expand the current pool of compensation dollars and reward the best teachers with significantly higher salaries than most can earn under old rules. Good teachers will be rewarded for their effectiveness and have opportunities to take on more challenging assignments or additional responsibilities and increase their earning power. But low-performing teachers, teachers who are treading water rather than striving to improve, and teachers who refuse to support reform efforts will no longer be able to earn as much as or more than their talented, hard-working, and more effective peers. The system will support struggling teachers who want to improve, reward teachers who take the initiative to improve their practice and grow throughout their careers, and remove those who are not helping their students achieve.

27 Rivkin, S., Hanushek, E., & Kain, J. (2005), pp. 417–458.

Ehrenberg, R., & Brewer, D. (1994). "Do School and Teacher Characteristics Matter? Evidence from High School and Beyond." *Economics of Education Review 13(1)*, pp. 1–17.

Districts cannot afford to funnel so many resources into a system that does not reward the best teachers nor provide incentives for teachers to improve and contribute.

These are enormous changes that will likely be difficult to implement, and an overhaul of the compensation system can take years. Districts can start with incremental changes while working on longer-term, fundamental changes. Some districts have a two-tiered compensation system through which current teachers can opt to stay with the existing structure, while new teachers are hired under the new system. The bottom line: Now more than ever, with budgets tightening and fiscal pressures increasing, districts cannot afford to funnel so many resources into a system that does not reward the best teachers nor provide incentives for teachers to improve and contribute.

Teacher compensation in most districts comprises five major categories: base salary, experience, educational attainment, benefits and other, which includes stipends/compensation for additional responsibilities and performance pay. Figure 12 illustrates this breakdown for two typical urban districts. Base salary is the single largest component of compensation, followed by experience, benefits, education, and finally, compensation that is based on teacher effectiveness and additional contribution or responsibilities.

Figure 12: Compensation Spending per Teacher
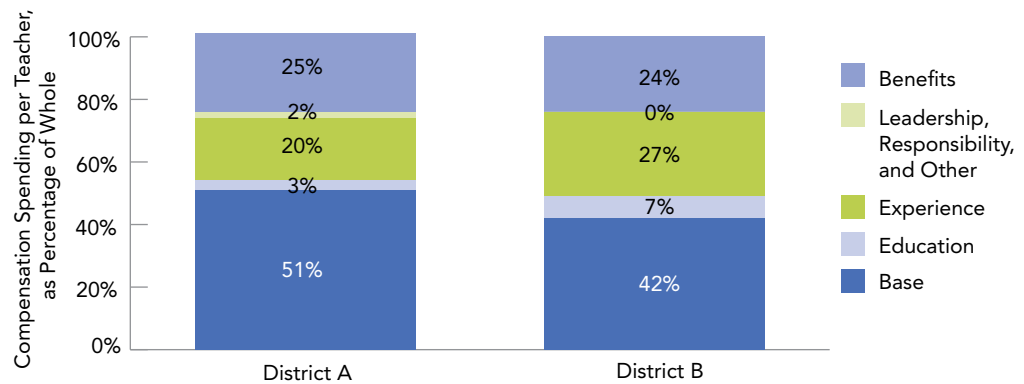
ERS has developed a set of compensation principles that outline how districts need to think differently about each of these components individually and as a system. The table below outlines the principles and the implications of implementing these principles in a typical district compensation system.

COMPENSATION PRINCIPLE	DESIRED RESULT	CURRENT COMPENSATION STRUCTURES THAT MAY NEED TO CHANGE
OVERALL COMPENSATION LEVELS		
Competitive market salaries and benefits at entry and over time	District and schools attract and retain the highest-quality candidates	• Similar starting salaries to comparable opportunities • Differentiated salaries based on subject matter, particularly in market-competitive areas such as math and science and in high-need areas such as special education • Contract hours and work year adjusted to reflect job demands (e.g., added time for collaborative planning) • Benefit levels and structures aligned with local employers

(cont.)

COMPENSATION PRINCIPLE	DESIRED RESULT	CURRENT COMPENSATION STRUCTURES THAT MAY NEED TO CHANGE
DRIVERS OF SALARY INCREASES		
Differentiated compensation for greater contribution and responsibility	Higher-performing teachers take on leadership roles	• Differentiated career paths that provide higher compensation for high-performing teachers who take on coaching, mentoring, peer assistance, and other roles
Differentiated pay for hard-to-staff schools and subject areas	District and schools attract and retain the highest-quality candidates to the areas of highest need Highly effective teachers take on challenging assignments	• Significantly higher compensation levels for teachers who are effective in teaching high-need students and in high-need schools
Greater compensation for more effective teachers and teaching teams	Teachers focus on continuous improvement Teachers and other school staff work collaboratively together District and schools retain highest performers Low performers leave the system	• Significantly higher compensation levels for those teachers and teams who contribute the most to improving student and school performance, with increased opportunities throughout a teacher's career • Limited salary increases based on experience; no increases based on experience for low performers • Reduced salary increases based on education, with awards linked to district and school needs; tenure awarded later in career and renewed periodically • Greater increases in salary at tenure and at key career junctures • Teaching effectiveness rubric that includes collaborative work
WORK OPTIONS AFFECTING SALARY		
Flexibility to work higher or lower workloads and hours with pro-rated compensation	District and schools retain highest performers	• Clarity and expansion of options for part-time work, job-sharing, and extended time

Competitive market salaries and benefits

To attract and retain high-quality teachers, urban districts need to compensate teachers competitively with surrounding districts. Many districts compare their salary schedules to those in other districts, but this comparison does not tell the whole story. Teachers making decisions on where to teach weigh compensation relative to working conditions, including the length of the contract day and year. Figure 13 shows starting teaching salary and annual contract time in seven urban districts. At first glance, District C appears to pay the highest salary, but teachers in District A have a shorter contract day and are thus paid more than District C teachers relative to contracted time.

Figure 13: Teacher Salary Relative to Contracted Hours

	District	Number of Teacher Days	Hours per Day	Annual Hours	Starting Bachelor's Salary
Total Teacher Hours	District A	183	6.5	1,190	$44,943
	District B	190	7.1	1,346	$44,587
	District C	192	7.5	1,440	$48,567
	District D	196	7.5	1,470	$39,114
	District E	181	7.1	1,279	$48,446
	District F	181	7.0	1,267	$43,787
	Average	**187**	**7.1**	**1,332**	**$44,907**

Districts need to understand how they compare to surrounding districts, not just for starting salary but also at key points throughout a teacher's career. For example, if a district has an attractive starting salary but the increases for an effective teacher are lower than in neighboring areas, the district may invest in training and supporting teachers through those critical first years of their careers only to lose them to other districts once they hit their stride.

In addition to salaries, districts (and states) need to look carefully at the benefit packages they offer and whether they are using these resources strategically to improve the quality of teaching. Teacher benefits have traditionally been quite generous (i.e., defined benefit pension plans and generous health benefits), in part because of the perception that teachers have a lower salary scale than other professionals. However, this high investment in benefits can backfire on districts if top-quality candidates do not value the benefits as highly as they value salary. For example, most districts spend significant amounts on pension contributions for teachers. However, many younger teachers might prefer to receive the same amount in salary or other more current benefits. If districts are providing more generous benefits than other local employers but are still not attracting and retaining talented teachers who don't value those benefits, there may be opportunities to realign this spending and use these resources for other forms of compensation that attract and retain top teachers.

Differentiated compensation

Strategic districts looking to support excellent teaching should increase teachers' salaries based primarily on effectiveness and contribution. Salary schedules should include raises based on teaching effectiveness at all schools, differential pay for effective teaching in hard-to-staff subjects and schools, and opportunities for strong performers to take on additional leadership and other responsibilities for additional pay, especially at high-need schools.

Figure 14 illustrates the total potential for teachers to get compensation increases over the course of their careers based on education/experience versus contribution and leadership. In most of these districts, 20% or less of the total possible teacher salary is for responsibility and performance (this category includes teacher performance pay, subject- or school-specific bonuses, and compensation or stipends for taking on additional responsibilities).

Figure 14: Total Possible Raises and Stipends over a Teacher's Career
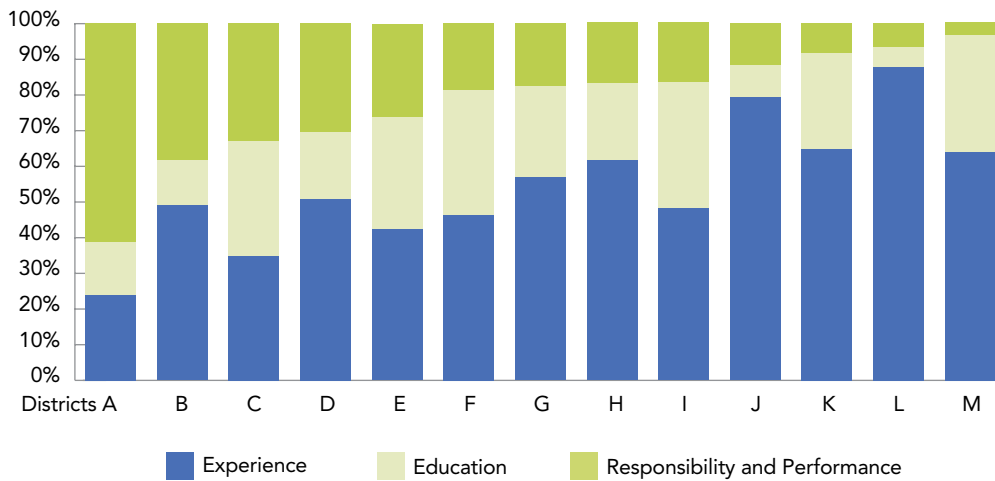
Flexible work options

Most teacher positions in the same school or district look the same. While some teachers may teach a reduced course load to take on leadership responsibilities, such as department head or lead teacher, they still work the same hours per day and the same number of days per year as every other teacher. Part-time positions and full-year opportunities are rare. Districts can increase teacher loyalty, satisfaction, and retention by providing teachers with more flexible options throughout their careers. Flexible work options can also help attract higher-quality candidates and candidates for hard-to-fill subjects and positions such as technology and engineering. These options should include part-time assignments for those who desire a reduced load as well as opportunities for those who want to increase their compensation or develop new skills to add responsibilities, hours, or days beyond the standard full-time teaching position.

Strategic districts looking to support excellent teaching should increase teachers' salaries based primarily on effectiveness and contribution.

Use the worksheets on pages 87–91 for compensation and career path.

5. COMPENSATION AND CAREER PATH

Questions to Consider

❶ Is your district's compensation structure competitive with surrounding districts, adjusted for working conditions and hours?

❷ Does your district offer benefits that exceed what other local employers offer?

❸ Does your district provide significant salary incentives for teachers around contribution and leadership?

❹ Are there opportunities for your district to begin to shift salary increases from education and experience to contribution and leadership?

❺ Does your district offer flexible working options that allow teachers to work additional or reduced hours for pro-rated pay at different times during their careers?

Take Action!

- **Develop a *shared* long-term vision for your compensation system.** Changing the way that teachers are paid is a large and controversial undertaking. All critical parties must be involved in the discussion from the beginning, including teachers, the teachers' union, school leaders, the school board, parents, and in many cases, the state. Work collaboratively with this group to define a new vision for the teaching job that recognizes the value of the profession; maintains or increases overall investment in teachers; provides the support and environment for teachers to learn and grow over their careers; rewards effectiveness and contribution; and does not tolerate poor performance or lack of professionalism.

- **Overhaul your teacher compensation system to align with the guidelines on pages 52–53.** As we have discussed throughout this guide, we believe that better teaching is the linchpin to improving the quality of public education. To do this, you need to fundamentally restructure the job of teaching, including how teachers are compensated. The best solution is to dramatically rebuild the system from the ground up, eliminating traditional step and lane increases, rather than simply layering small performance bonuses on top of the existing system — but this cannot be done in a vacuum. Simply changing how teachers are paid, without also redefining how they are hired and trained, assigned, evaluated, and supported, *will not work.*

  A complete overhaul of the teacher compensation system may require transitional investment in the short term, as districts try to respect veteran teachers who have "played by the old rules" for their entire careers, while providing exciting career and salary opportunities for younger teachers. Federal funding focused on improving teaching effectiveness and private funding may be possible sources of this transition funding.

- **Align compensation goals across all levels.** If you are going to hold teachers accountable for effectiveness, it is important that a portion of the evaluation for school leaders, school supervisors, superintendents, and other staff also be linked to performance. Aligning compensation systems encourages all levels in the district to work more effectively together to reach common goals.

Short-term opportunities

Even if a complete overhaul of the compensation system may not be realistic right now, there are incremental steps you can take now to free resources and redirect them toward critical areas. We have tried to highlight short-term opportunities to reallocate spending below, as well as in the other guides in this series. *These steps will help you move toward your long-term vision and the principles on pages 52–53.*

As you undertake incremental changes to teacher compensation, it is critical that you ensure that each incremental step you take brings you closer to this vision. For instance, eliminating cost-of-living increases may be a way to cut costs in the short term and be less controversial than other options. However, keeping cost-of-living adjustments and instead taking the same dollars from step or lane increases achieves the same dollar savings and moves you closer to a system that rewards contribution and effectiveness. When budgets are restored, instead of reinstating step or lane increases and restoring the status quo, you can push for performance bonuses or stipends for effective teachers to teach in hard-to-staff subjects or schools or other investments that reward effectiveness and contribution.

- **Review your compensation levels relative to other districts.** Salary schedules are publicly available. Review your salary levels and working conditions to understand your salary levels and contracted hours relative to comparable and surrounding districts. You can use this information in collective bargaining to make starting salaries more comparable.

- **Review benefits relative to other local employers.** Schools tend to have generous health benefits and pensions. Districts should evaluate shifting spending from benefits to salary, as long as benefits remain competitive. As part of your analysis, include a review of your retirement plan to see if there are more cost-effective alternatives.

- **Reduce or remove lane increases.** There is no demonstrated correlation between teaching effectiveness and educational attainment beyond a bachelor's degree (except for a slight impact in the case of high school math and science).[28] By negotiating a reduction, phase out, or complete removal of salary increments for additional credits or degrees, you can free up significant resources to invest in other areas. You can also tighten policies for approving lane education credits. In most districts, principals or central office supervisors must approve individual course credits toward lane credit. By approving only courses that truly impact instructional effectiveness or move teachers toward certification in critical fields, and by requiring a minimum grade for credit, you can reduce lane spending and improve the quality and impact of the courses teachers are taking.

28 Ozdemir, M., & Stevenson, W. (2010). "The Impact of Teachers' Advanced Degrees on Student Learning." *Human Capital in Boston Public Schools: Rethinking How to Attract, Develop and Retain Effective Teachers.* Washington, DC: National Council on Teaching Quality.

Ehrenberg, R., & Brewer, D. (1994).

5. COMPENSATION AND CAREER PATH

- **Enable teachers to reach the top salary step earlier in their careers.** In the districts we have studied, there are between 12 and 30 steps in the salary ladder. By having the salary scale top out earlier in a teacher's career, districts can free more dollars to invest in incremental compensation for contribution and leadership.

- **Change the way you offer stipends.** Be proactive in directing stipends toward your top performers. First, when possible, encourage your best teachers to take on additional responsibilities, allowing them to earn stipends and get leadership experience as a reward for high performance. Second, revise stipends so more money goes to those who make the biggest contribution to school and student achievement. Third, concentrate stipend resources in high-need schools to reward those teachers willing to teach there.

- **Create differential salary schedules by subject.** Teachers with expertise in some subjects (e.g., math, technology, science, special education) have more (and more highly compensated) alternatives to teaching than teachers in other subjects (e.g., physical education, music). This difference in the marketplace should be reflected in teacher compensation. Many districts have implemented nominal stipends of $1,000–$2,000 per year. This differentiation is not sufficient to compete with other job alternatives. The additional compensation must be enough to attract and retain effective teachers in these areas.

- **Differentiate compensation for teaching at hard-to-staff schools.** Teachers in hard-to-staff schools who can demonstrate effectiveness should receive extra compensation if they are willing to commit to at least three years. You might also consider differentiation for teams of effective teachers who elect to transfer to high-needs schools together, as this can be attractive for teachers and is a powerful strategy to jumpstart a shift in school culture and performance. Again, stipends of $1,000–$2,000 per year are not sufficient to compete with other job alternatives. The additional compensation must be enough to attract and retain effective teachers to these schools.

- **Differentiate compensation based on teacher effectiveness.** Before districts can consider paying teachers based on effectiveness, they need to have a strong, multifaceted teacher evaluation system that includes value-added measures of student growth (see pp. 25–26). Once this system is in place, districts should look to reward teachers who demonstrate effectiveness as measured through student performance, observation, and instructional practice. The additional pay must be significant enough to provide effective teachers with truly differentiated compensation and to retain the most talented teachers throughout their careers. The easiest and fastest way to do this is by layering performance bonuses on top of existing salary schedules. But embedding effectiveness in the salary schedule itself provides the most effective and sustainable change for both districts and teachers, as add-on programs may be both limited in size because they are new dollars and easier to cut in tough budget years.

- **Develop career lattices/paths that allow teachers to take on more leadership responsibility and still teach.** Consider adding multiple pathways so the most effective teachers can take on leadership responsibilities either through teaching a reduced load, working over the summer, or adding additional time during the school year. Reward teachers for this work on top of their salaries.

- **Develop career lattices/paths that allow teachers to reduce their workloads temporarily or permanently.** Find ways to keep your best teachers teaching. Encourage part-time work if needed temporarily (e.g., for a teacher with young children at home or pursuing a graduate degree). These options can provide needed flexibility for teachers and can help districts manage budgets by giving them flexibility in matching staffing to student needs. For example, one school might need two teachers with different qualifications but only need each one half time. Districts can support schools in using part-time teachers by actively recruiting and hiring a pool of skilled part-time employees and working with unions to build in this flexibility.

How can you maximize
investments in areas most
likely to return lasting results?

PUTTING IT ALL TOGETHER

NOW THAT YOU have diagnosed and quantified your teaching issues and have a list of potential actions to address them, you will want to:

- Identify short and long term priorities — taking advantage of potential quick wins while setting the stage for sustainable transformation; and

- Learn how to leverage new federal spending.

Finding the starting point

It is easy, especially with the current intense budget pressure, to focus on the quick wins. Indeed, you should be looking for the easiest ways to free up valuable resources with the least negative impact on student performance. However, to truly restructure the teaching job for effectiveness, you also must leverage the current financial pressure to take on the difficult trade-offs and challenges that stand in the way of real change.

Use the chart below to prioritize quickly which actions to undertake first and which have the greatest longer-term potential. Once you have determined the size of your resource misalignments, plot all of the actions you are considering according to the cost (the size of the misalignment they address) and the ease of implementation. Short-term priorities will be in the upper right-hand box, and longer-term priorities will be in the lower right-hand box.

For instance, tightening requirements around which courses are eligible for tuition reimbursement may be a fairly straightforward way to free resources to redirect to other areas of teacher support in the short term. If so, you would place this in the upper right quadrant. On the other hand, you might put reducing or eliminating lane salary increases in the lower right quadrant. Although it is a critical step for restructuring the teaching job, the political will required to negotiate salary schedule changes may make this a longer-term priority.

The sample chart below illustrates where each of the misalignments identified in this guide most often lies. Your district situation may be different, but the chart offers a good starting point.

EASY

Ease of Implementation

Hiring and Assignment •

Individual Growth and Reten-tion •

Professional Development •

Evaluation •

Compensation •

HARD

LOW   Cost   HIGH
(magnitude of misalignment)
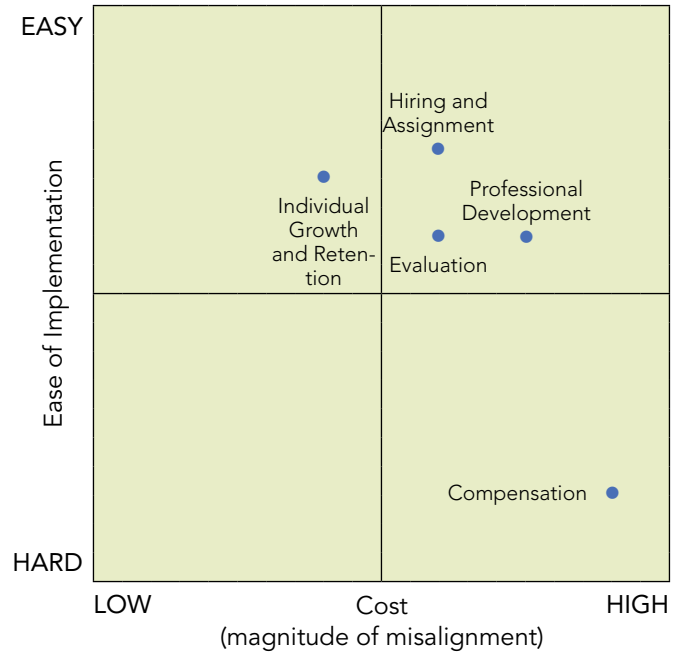
Questions to Consider

❶ What is your district already addressing or, based on this analysis, likely to address soon?

❷ What should be on your radar screen that is not there now?

❸ Is your state considering action that will impact your district in this area? How can you influence or participate in this work?

❹ How are you planning to galvanize action or support ongoing progress?

❺ What can you do now to lay the groundwork for the more difficult, long-term changes?

Making budget decisions now

Even with the influx of federal stimulus funding, districts across the country are struggling to make cuts in ways that will have the least negative effect on students. Some district leaders are trying to do less with less by cutting across the board. Some are protecting funding for the schools and students who need it most by being strategic with their budget reductions.

The tables below, which draw from the recommended actions in this guide, offer guidance on how districts can reallocate existing spending as well as build a foundation for the future.

SHORT TERM: ALIGN SPENDING WITH GOALS		
Reduce spending by …	**Shift resources …**	**Increase spending to …**
• Eliminating professional development initiatives that are not aligned with district priorities or school needs and don't adhere to best practices • Tightening approval practices for which coursework is eligible for tuition reimbursement and counts toward lane increases • Reducing the number of years of step increases	• To concentrate coaches in schools and on teachers with highest needs • To target highest-quality teachers to lowest-performing schools • To shift from step and lane increases to targeted increases based on contribution and leadership	• Provide 90+ minutes per week of collaborative planning time for all teachers • Pay teachers more for increased contribution (which school, which subject, leadership, responsibility)

LONG TERM: SUPPORT SUSTAINABLE TRANSFORMATION	
Invest transition resources to …	**Lay groundwork for long-term change by …**
• Develop a value-added student performance tracking system • Develop a multifaceted teacher evaluation system • Build data systems to track and report key teacher information • Develop hiring partnerships	• Building the public case showing how current salary structure and raises are not linked to performance; how annual costs increase on "autopilot"; and the benefits to students and teachers of paying the best teachers more • Opening a dialogue with teachers, unions, and the state around compensation reform and changes to tenure and dismissal requirements
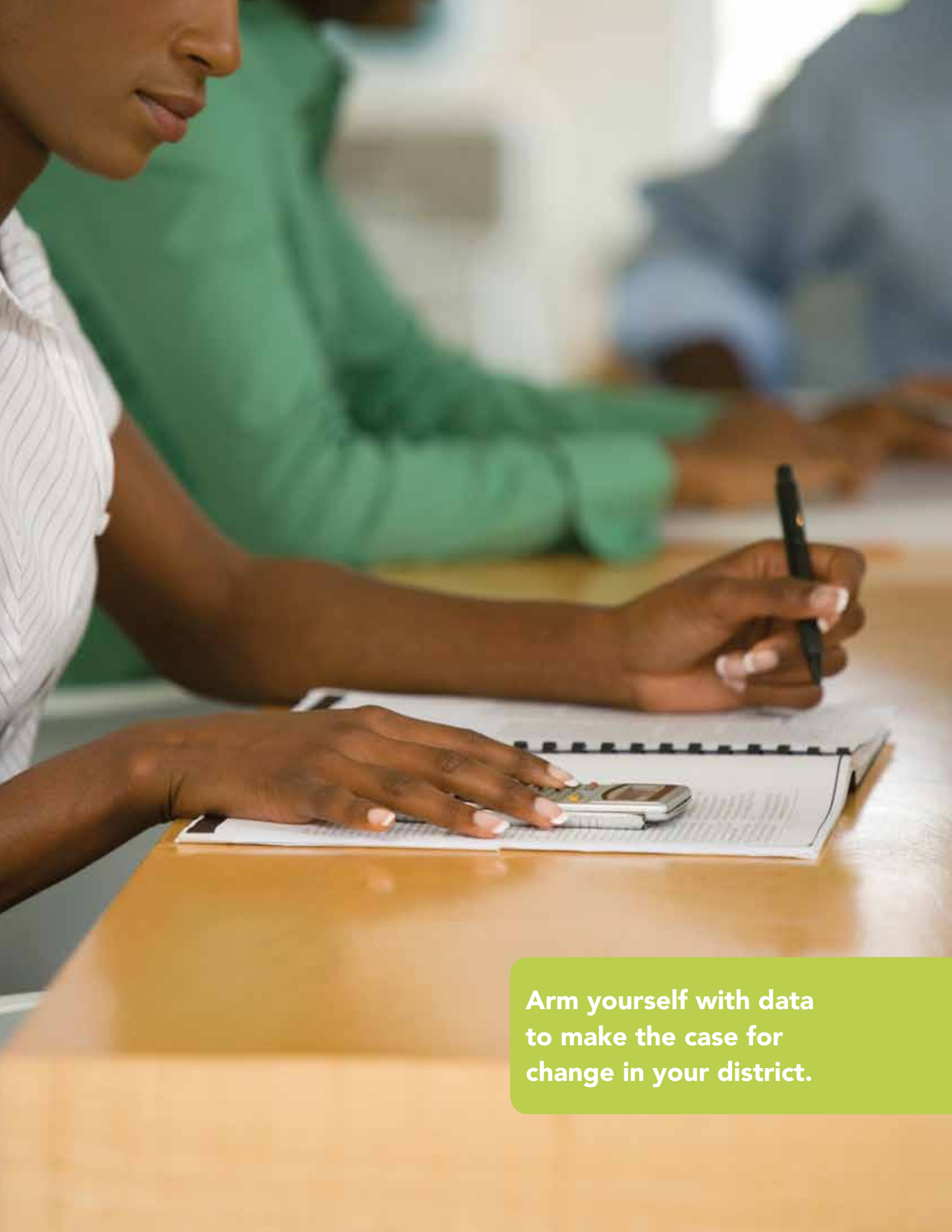
Arm yourself with data to make the case for change in your district.

DO-IT-YOURSELF WORKSHEETS

THIS SECTION INCLUDES worksheets with step-by-step instructions to help you calculate and measure teaching effectiveness. These analyses can help identify your largest challenges and greatest opportunities for action.

Armed with this knowledge, you will be able to quantify transformational opportunities for your district.

Analyses for restructuring teaching effectiveness

	ANALYSIS	WORKSHEET	PAGE
1. DEFINING AND MEASURING EFFECTIVENESS	Measuring and managing teaching effectiveness	1. Span of review for teacher evaluation	67
		2. District use of teacher evaluation data in human capital decisions	68
2. HIRING	Supportive hiring practices	3. Percentage of vacancies filled by month	69
	Tracking teacher distribution	4. Stability of teaching force by school performance	71
3. INDIVIDUAL GROWTH	Investing in teacher development	5. District individual professional development spending by category	73
	Managing poor performers	6. Unsatisfactory teacher performance by school performance quartile	75
		7. Non-renewal patterns of untenured teachers	77
4. SCHOOL-BASED SUPPORT	Job and team assignment	8. Incidence of novice teachers and student performance by grade	79
	Collaborative planning time	9. Teacher collaborative planning and unspecified time	81
	Expert support and facilitation	10. Coach and lead teacher investment per teacher	82
		11. Teacher-to-coach ratio by school, grouped by AYP status	85
5. COMPENSATION AND CAREER PATH	Compensation and career path	12. Compensation spending per teacher	87
	Competitive market salaries and benefits	13. Teacher salary relative to contracted hours	89
	Differentiated compensation	14. Total possible raises and stipends over a teacher's career	90

Data checklist

Use this list to gather the data and files that you will need to complete the worksheets that follow. Once you have the data you need and know which questions you want to answer, follow the steps identified in the worksheets for the appropriate analyses. You will need.

☐ **District budget file at the lowest level of detail available.** **This file will allow you to:**

    a. Identify budgeted positions and vacancies.

    b. Categorize professional development spending.

☐ **District current year and previous year human resources file.** **This file will allow you to:**

    a. Determine total years of experience in teaching, in district and in school.

    b. Characterize teachers by district's measure of effectiveness.

    c. Identify tenured and untenured teachers.

    d. Determine reasons for non-renewal of untenured teachers.

☐ **District K–12 course file by student, by grade, and by school.** **This file will allow you to:**

    a. Determine the primary subject taught by teachers.

    b. Categorize teachers as core-subject versus noncore-subject.

    c. Determine the primary grade level taught by teachers.

☐ **District student performance file. This file will allow you to:**

    a. Track student performance metrics for various testing instruments in district (e.g., statewide standardized exams).

☐ **District payroll file. This file will allow you to:**

    a. Identify actual salary, not average salary, and, if possible, the benefits for each position.

☐ **District applicant tracking file. This file will allow you to:**

    a. Identify the hire date for new teacher hires.

☐ **District teacher contract. This will allow you to:**

    a. Identify raises and stipends for which teachers are eligible.

    b. Identify the hours contractually required of teachers.

WORKSHEET ❶ Span of review for teacher evaluation

OBJECTIVE: To understand how many teachers each principal (or school leader) is expected to support and develop in a school year
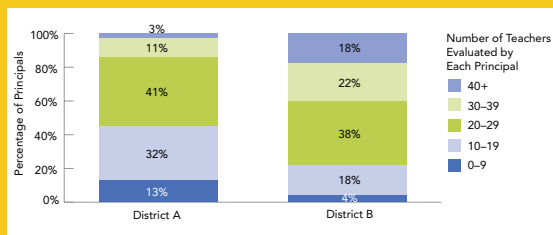
SUMMARY OF METRICS

STEP 1: Identify school evaluation practices.

STEP 2: Calculate the number of teachers evaluated by the principal (or other evaluators).

STEP 3: Graph comparison metrics by school.

REMINDER

Figure 1: Span of Review for Teacher Evaluation

STEP 1:   Identify school evaluation practices.

1. Determine how teacher evaluation data are collected. This will be done at the central office where the central office will have either the district human resources (HR) file or a report of all teacher evaluations and appropriate evaluator. Or, this will be reported only at each individual school.

   a. Within this report, ensure there is a field "Evaluator Role" or some other text to signify the role of the evaluator (e.g., principal, assistant principal).

STEP 2:   Calculate the number of teachers evaluated by the principal (or other evaluators).

1. Using the teacher evaluation data collected either centrally or by school, determine evaluator span of review.

2. By school, simply count the number of teachers a principal (or other evaluator) evaluated in a given school year. For a more robust analysis, use multiple years of evaluation data for each school and average the number of teachers assigned to a single principal (or other evaluator).

STEP 3:   Graph comparison metrics by school.

1. Construct a bar graph in which:

   a. Each stack in the bar represents the percentage of principals (or evaluators) for each span of review range.

   b. Each bar represents 100% of the principals (or evaluators) at each school.

OBJECTIVE: To assess the extent to which your district has incorporated teacher evaluation data into human capital decisions and to identify opportunities to leverage evaluation data more broadly

SUMMARY OF METRICS

STEP 1: Create a rubric for rating the extent to which teacher evaluation data are incorporated into each human capital decision.

STEP 2: Identify how teacher evaluation data are used for each human capital decision.

STEP 3: Create a table outlining how teacher evaluation data are used for each human capital decision.

REMINDER

Figure 2: District Use of Teacher Evaluation Data in Human Capital Decisions

Human Capital Decisions	District A	District B	District C	District D
Recruitment and Selection		●		●
School Assignment by District			◐	
Job and Team Assignment by School		◐		◐
Professional Development			◐	
Compensation	◐			
Granting Tenure		◐		◐
Retention				
Layoffs				
Remediation	●	◐		◐
Dismissal	●		◐	

● Evaluation data are a significant factor and are consistently used
◐ Evaluation data are marginally a factor or are inconsistently used
  Evaluation data are not a factor

STEP 1: Create a rubric for rating the extent to which teacher evaluation data are incorporated into each human capital decision.

1. Develop a list of the human capital decisions in your district that you want to evaluate. Use the list from Figure 2 as a starting point.

2. Identify a rubric that is meaningful for your district leadership. For this chart, we used the following rubric:

   a. **No circle:** Teacher evaluation data are not a factor.

   b. **Half circle:** Teacher evaluation data are only marginally a factor or inconsistently used across schools.

   c. **Full circle:** Teacher evaluation data are a significant factor and are consistently used.

STEP 2: Identify how teacher evaluation data are used for each human capital decision.

1. For each human capital decision, talk with a sampling of the human capital decision-makers in the district to discern the decision-making process and how teacher evaluation data fit into that process, if at all.

2. Compare the learnings from Step 2.1 with the rubric created in Step 1 to create a rating for each human capital decision.

STEP 3: Create a table outlining how teacher evaluation data are used for each human capital decision.

1. Create a table listing all human capital decisions that you are evaluating and the extent to which they leverage teacher evaluation data.

WORKSHEET ❸ Percentage of vacancies filled by month

OBJECTIVE: To understand the timing of the hiring process in your district and whether that timing is limiting schools' ability to hire and integrate high-quality candidates

SUMMARY OF METRICS

STEP 1: Identify the total number of vacancies for the recent hiring cycle.

STEP 2: Identify the number of vacancies that still needed to be filled one month, two months, three months, and four months before school started.

STEP 3: Calculate the percentage of vacancies that were unfilled at each month-out point.

STEP 4: Graph the percentage of vacancies unfilled at each month-out point to illustrate the timing of the hiring process.

REMINDER

Figure 3: Percentage of Vacancies Filled One Month or Less before the Start of School
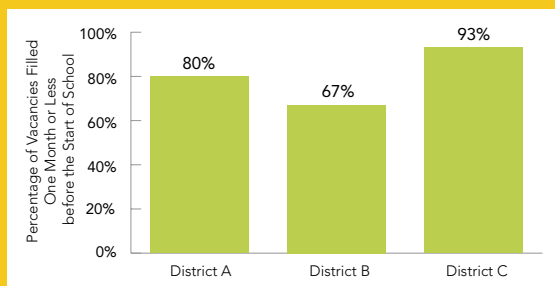
Note: This chart is from The New Teacher Project, Unintended Consequences *(2005), and illustrates this analysis for positions filled a month or less before the start of school. To best understand the timing of the hiring process in your district, it is most useful to track positions opened and filled each month beginning in the spring through the start of school. This will help you pinpoint opportunities both to identify and to fill open positions earlier in the hiring cycle.*

STEP 1: Identify the total number of vacancies for the recent hiring cycle.

1. **Using your applicant tracking system:**
   a. Identify the column used to define the position for which an applicant is hired, and identify all the job codes that correspond to teaching positions.
   b. For teaching positions, identify the column used to track the hire date. This should not be the employee's start date but, rather, when they signed a contract or committed to working for the district.
   c. Identify a beginning date and end date for your hiring cycle. If you don't have a specific hiring cycle start date, choose a date in the spring (e.g., April 1) after which the majority of positions are opened. If you don't have a specific hiring cycle end date, choose either the first day of school or a date in the fall (e.g., October 1) by which the majority of positions are filled.
   d. Count the number of teachers hired between the beginning and end dates of your hiring cycle.

2. **Using your district's budget file:**
   a. Identify the column and values that indicate a budgeted teaching position.
   b. Identify the column and values that indicate a position is vacant.
   c. To find the number of unfilled vacancies on the end date of your hiring cycle, count the number of budgeted teaching positions that are vacant.

3. **Using the figures you calculated above, perform the following calculation:**

   Number of teaching position hires by end date of hiring cycle
   + Number of budgeted positions that are vacant on end date of hiring cycle
   _____
   Total number of vacancies for hiring cycle

STEP 2: Identify the number of vacancies that still needed to be filled one month, two months, three months, and four months before school started.

1. Identify the dates that correspond to one month, two months, three months, and four months before the start of school. For instance, if school starts on September 1, then these dates — the "month-out points" — would be August 1, July 1, June 1, and May 1, respectively.

2. To find the number of vacancies filled by each date, count the teaching position hires (Step 1) who have hire dates prior to the date in question.

3. For each month-out point, perform the following calculation:

   Total number of vacancies for hiring cycle
   − Number of vacancies filled prior to date in question
   _____

   Number of vacancies still to be filled

STEP 3: Calculate the percentage of vacancies that were unfilled at each month-out point.

1. Using the figures you calculated for each month-out point, perform the following calculation:

$$\frac{\text{Number of vacancies at the date in question}}{\text{Total number of vacancies for hiring cycle}} = \text{\textbf{Percentage of vacancies unfilled at each month-out point}}$$

STEP 4: Graph the percentage of vacancies unfilled at each month-out point to illustrate the timing of the hiring process.

1. Construct a bar graph with:

   a. Y-axis: Percentage of vacancies unfilled.

   b. X-axis: Create one bar for each month-out point, from four months out to the first day of school.

2. You may also want to compare vacancy rates across schools to see whether low-performing schools have more and later vacancies than high-performing schools.

WORKSHEET ❹ Stability of teaching force by school performance

OBJECTIVE: To determine the incidence of novice or "new to teaching" and "new-to-school veteran" teachers across schools to assess whether there is a need to stabilize the workforce or provide additional support, especially to low-performing schools

SUMMARY OF METRICS

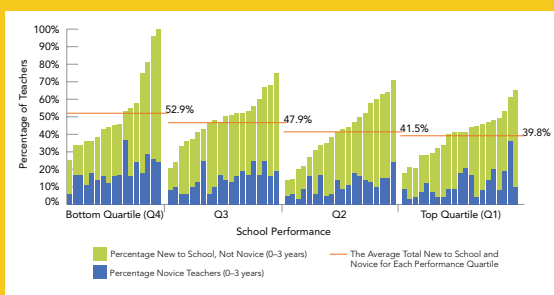STEP 1: Identify novice and "new-to-school veteran" teachers by school.

STEP 2: Calculate percentage of novice and "new-to-school veteran" teachers by school.

STEP 3: Assign schools to performance categories.

STEP 4: Graph comparison metrics to understand the distribution of novice and "new-to-school veteran" teachers across schools and school performance categories.

REMINDER

Figure 4: Stability of Teaching Force by School Performance

STEP 1: Identify novice and "new-to-school veteran" teachers by school.

1. Using your district's HR file:

   a. Identify metrics used to define years of teaching experience. These are often listed as years of experience in district, years of experience in school, years of experience in teaching, or the salary step.

   b. Identify which measures denote total years of experience in teaching and years of experience in school.

   c. The analysis in this guide defines "novice" or "new to teaching" as teachers who have three years or fewer of total teaching experience and "new to school" as teachers who have been at their current school for three years or fewer:

      i. *For total teacher population, identify the number of unique teacher IDs for each school.*

      ii. *For each school, identify how many of those teachers are novice.*

      iii. *For each school, identify how many teachers are "new-to-school veterans," defined as teachers who are "new to school" but have more than three years of teaching experience.*

STEP 2: Calculate percentage of novice and "new-to-school veteran" teachers by school.

1. Using the figures you calculated for each school above, perform the following calculations:

$$\frac{\text{Number of teacher IDs with 3 years or fewer of teaching experience}}{\text{Total teacher IDs for school}} = \text{Percentage of novice teachers by school}$$

$$\frac{\text{Number of teacher IDs with 3 years or fewer experience at the specific school and 4+ years of teaching experience}}{\text{Total teacher IDs for school}} = \text{Percentage of "new-to-school veterans," by school}$$

STEP 3: Assign schools to performance categories.

1. If you have an accepted school performance metric that is used within your district, use it to group your schools by performance. If it is a continuous metric, we recommend grouping the schools by performance quartiles.

   a. Exclude new schools that have been open for three years or fewer because all teachers will be "new to school."

2. If you do not have an accepted school performance metric used within your district, we recommend using the following:

   a. Exclude new schools that have been open for three years or fewer.

   b. For each remaining school, calculate the percentage of students who achieved at least a proficient on the previous year's standardized test for math, and then calculate the same percentage for English language arts. The average of these two numbers is the school's percent proficient value.

   c. Group the schools in quartiles according to their percent proficient value.

STEP 4: Graph comparison metrics to understand the distribution of novice and "new-to-school veteran" teachers across schools and school performance categories.

1. Construct a bar graph with:

   a. X-axis: Different schools represented by separate bars. Group the schools within the school performance groupings.

   b. Y-axis: Percentage of teachers at each school. The first part of each stacked bar is the percentage of teachers who are novice. The second part of each stacked bar is the percentage of teachers who are "new-to-school veterans."

2. You can also calculate the average percentage of novice and "new-to-school veteran" teachers for each performance category by taking the average across schools in each category, weighted by student enrollment.

WORKSHEET ❺ District individual professional development spending by category

OBJECTIVE: To understand how spending on professional development targeted to individual teacher growth is allocated and whether opportunities exist to reallocate spending to more strategic areas

SUMMARY OF METRICS

STEP 1: Identify the budget line items that relate to professional development for teachers.

STEP 2: Categorize each line item related to teacher professional development as "individual growth" or "school/district."

STEP 3: Categorize every individual growth line item into the appropriate spending category.

STEP 4: Determine the total number of teacher full-time equivalents (FTEs) in the district.

STEP 5: Calculate the per-teacher expenditure for each category.

STEP 6: Graph the per-teacher expenditure for each category to understand spending differences across the categories.

REMINDER

Figure 5: District Individual Professional Development Spending by Category
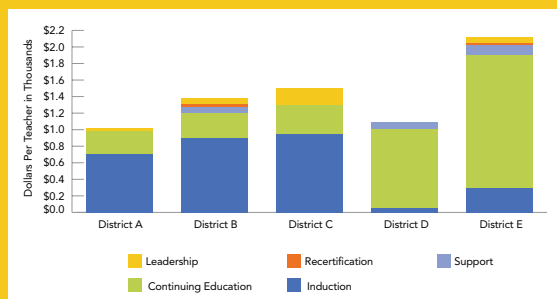
STEP 1: Identify the budget line items that relate to professional development for teachers.

1. Using your district's budget file, identify every line item that relates to professional development for teachers.

   a. Include all professional development programs and initiatives.

   b. Include tuition reimbursement payments to teachers.

   c. Include time for district administrators working on professional development. If there are district administrators whose time is split between teacher professional development and other areas, split their compensation into two different line items, one for professional development and one for non-professional development, according to the approximate time they spend working on teacher professional development.

   d. Do NOT include lane increments on the salary schedule or teachers' time.

STEP 2: Categorize each line item related to teacher professional development as "individual growth" or "school/district."

1. Categorize every professional development budget line identified in Step 1 as either "individual growth" or "school/district."

   a. Individual growth items should be those that are tailored to an individual teacher's needs (e.g., a mentor or training program for a new teacher, or optional courses offered by the district).

   b. School/district items should be those that are implemented for all teachers at a district or a school (e.g., training on a new reading curriculum).

STEP 3: Categorize every individual growth line item into the appropriate spending category.

1. Categorize every individual growth line item from Step 2 into a particular spending category, using the following guidelines:

   a. Induction: Any costs associated with orienting new teachers and helping them become effective in their role.

   b. Continuing education: Tuition reimbursement for any classes that teachers take related to their profession, unless specifically for recertification.

   c. Support: Any costs associated with remediation for struggling teachers.

   d. Recertification: Any costs associated with teacher certification renewal or helping a teacher become certified to teach a new subject, grade level, or student population.

   e. Leadership: Any costs associated with providing leadership opportunities for teachers.

STEP 4: Determine the total number of teacher full-time equivalents (FTEs) in the district.

1. Using your district HR file:

   a. Calculate the total number of teacher FTEs in the district by summing the FTE values across all unique teacher IDs.

STEP 5: Calculate the per-teacher expenditure for each category.

1. For each category described in Step 3, sum the total cost of the line items within that category to calculate the category's total cost.

2. Perform the following calculation:

$$\frac{\text{Total cost of each category}}{\text{Total number of teacher FTEs in the district}} = \textbf{Per-teacher expenditure by category}$$

STEP 6: Graph the per-teacher expenditure for each category to understand spending differences across the categories.

1. Construct a graph with:

   a. Y-axis: Dollars per teacher in thousands.

   b. X-axis: Create a stacked bar for your district individual growth professional development spending, in which each spending category from Step 3 constitutes one section of the bar. Compare your district's spending to the other districts shown in this guide.

WORKSHEET ❻ Unsatisfactory teacher performance by school performance quartile

OBJECTIVE: To determine what percentage of teachers receive unsatisfactory ratings and whether there are differences in ratings that are correlated with school performance

SUMMARY OF METRICS

STEP 1: Determine the number of teachers at each school who were recently evaluated.

STEP 2: Determine the number of teachers at each school who received an unsatisfactory rating on their recent evaluation.
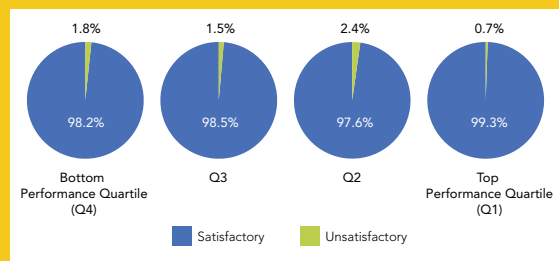
STEP 3: Calculate the percentage of teachers receiving an unsatisfactory rating at each school.

STEP 4: Assign schools to performance categories.

STEP 5: Graph comparison metrics to understand the incidence of unsatisfactory teacher ratings across school performance categories.

REMINDER

Figure 6: Unsatisfactory Teacher Performance by School Performance Quartile

1.8%	1.5%	2.4%	0.7%
98.2%	98.5%	97.6%	99.3%
Bottom Performance Quartile (Q4)	Q3	Q2	Top Performance Quartile (Q1)

■ Satisfactory   ■ Unsatisfactory

STEP 1: Determine the number of teachers at each school who were recently evaluated.

1. Using your district's HR file:
   a. Identify the total number of K–12 teachers at each school.
   b. Identify the teachers at each school who were evaluated during your most recent evaluation period (e.g., last school year).
   c. Count the total number of teachers at each school who have recent evaluation ratings.

STEP 2: Determine the number of teachers at each school who received an unsatisfactory rating on their recent evaluation.

1. Identify the evaluation ratings that correspond to an unsatisfactory rating.

2. From the set of teachers identified in Step 1, count the number of teachers at each school whose recent rating corresponds to an unsatisfactory rating.

STEP 3: Calculate the percentage of teachers receiving an unsatisfactory rating at each school.

$$\frac{\text{Number of teachers at each school receiving unsatisfactory rating}}{\text{Number of teachers at each school recently evaluated}} = \text{\textbf{Percentage of teachers receiving unsatisfactory rating at each school}}$$

STEP 4: Assign schools to performance categories.

1. If you have an accepted school performance metric that is used within your district, use it to group your schools by performance. If it is a continuous metric, we recommend grouping the schools by performance quartiles.

2. If you do not have an accepted school performance metric used within your district, we recommend using the following:

    a. For every school, calculate the percentage of students who achieved at least a proficient on the previous year's standardized test for math, and then calculate the same percentage for English language arts. The average of these two numbers is the school's percent proficient value.

    b. Group the schools in quartiles according to their percent proficient value.

STEP 5: Graph comparison metrics to understand the incidence of unsatisfactory teacher ratings across school performance categories.

1. Using the groupings created in Step 4 and the percentages calculated in Step 3, calculate the average unsatisfactory rate across schools within each performance group, weighted by student enrollment.

2. For each performance group, graph the unsatisfactory rates versus the satisfactory rates as a pie chart.

OBJECTIVE: To assess how selective the district is in granting tenure

SUMMARY OF METRICS

STEP 1: Identify the set of untenured teachers in the most recent school year.
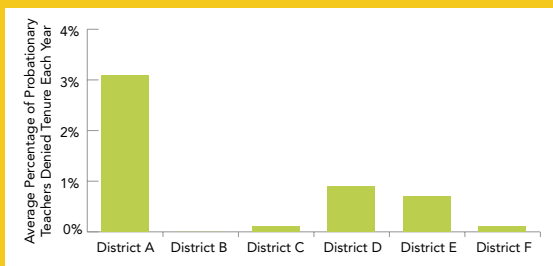
STEP 2: Of the untenured teachers, identify those who were non-renewed for performance reasons.

STEP 3: Calculate the percentage of untenured teachers who were non-renewed for performance reasons.

STEP 4: Graph the non-renewal rate to understand the incidence of untenured teachers being non-renewed for performance.

REMINDER

Figure 7: Non-Renewals of Probationary Teachers for Performance, SY 2003–04 through SY 2007–08

Note: This chart is from The New Teacher Project, The Widget Effect *2009. We suggest the following methodology to calculate this metric for your own district.*

STEP 1: Identify the set of untenured teachers in the most recent school year.

1. Using your district's HR file for the most recently completed school year, identify all untenured teachers.

STEP 2: Of the untenured teachers, identify those who were non-renewed for performance reasons.

1. Within your district's HR file:

    a. Identify the set of values within the Reason for Termination field or its equivalent that equate to non-renewal for performance.

    b. Count the number of teachers identified in Step 1 who were non-renewed due to performance.

    c. If you don't have Reason for Termination information available, then identify all untenured teachers who were non-renewed.

STEP 3: Calculate the percentage of untenured teachers who were non-renewed for performance reasons.

$$\frac{\text{Number of untenured teachers non-renewed for performance reasons}}{\text{Number of untenured teachers}} = \text{Percentage of untenured teachers non-renewed for performance reasons}$$

STEP 4: Graph the non-renewal rate to understand the incidence of untenured teachers being non-renewed for performance.

1. Construct a bar graph:

    a. Y-axis: Percentage of untenured teachers non-renewed for performance reasons.

    b. X-axis: Bar for your district.

2. To take it a step further, calculate the non-renewal rates for each school, and construct a bar graph to compare the non-renewal rates across schools.

WORSHEET ⑧ Incidence of novice teachers and student performance by grade

OBJECTIVE: To determine the distribution of novice teachers, and to understand whether there are opportunities to better align teacher assignment with student need

SUMMARY OF METRICS

STEP 1: Determine the number of core-subject teachers at each grade level.

STEP 2: Determine the number of novice core-subject teachers at each grade level.

STEP 3: Calculate the percentage of novice core-subject teachers at each grade level.

STEP 4: Calculate the average percent proficient by grade level.

STEP 5: Graph the percentage of novice teachers and the average percent proficient by grade level.

REMINDER

Figure 8: Incidence of Novice Teachers and Student Performance by Grade
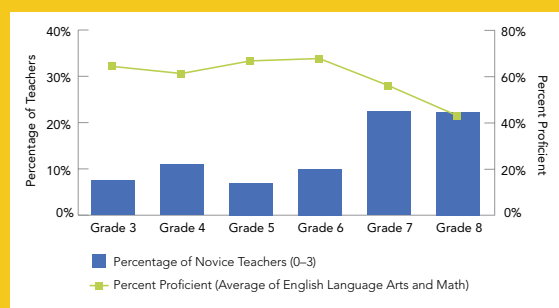
Note: This guide illustrates this analysis at the district level for middle grades. You may want to do a more in-depth analysis by looking at the distribution of teacher experience across all grades and subjects in the district and by grade and subject within schools.

STEP 1: Determine the number of core-subject teachers at each grade level.

1. Using your district's previous year HR file:
   a. Identify teachers and unique teacher IDs using job code/title.

2. Using the district's previous year course file:
   a. Identify the subject taught by each teacher. Assign a teacher to a subject if they teach that subject for more than 50% of their classes.
   b. Categorize each teacher as either a core-subject teacher or noncore-subject teacher. Core-subject teachers are those that teach English language arts, math, science, social studies, or foreign language for at least 50% of the classes they teach.
   c. Identify a grade level for each teacher. The grade level of a teacher can be determined through the course file using the name of the courses they teach (e.g., 7th grade math) or the student composition of their classes (i.e., teachers who teach more than 50% 8th graders are considered to be 8th grade teachers).

3. Using the designations you just created, calculate the number of core-subject teachers in each grade level.

STEP 2: Determine the number of novice core-subject teachers at each grade level.

1. Within your district's previous year HR file:
   a. Identify which measure denotes total years of experience in teaching.
   b. The analysis in this guide defines "novice" as a teacher who has three years or fewer of total teaching experience, so categorize every teacher identified in Step 1 with three years or fewer of total teaching experience as "novice."

2. Count the number of novice core-subject teachers at each grade level.

STEP 3: Calculate the percentage of novice core-subject teachers at each grade level.

$$\frac{\text{Number of novice core-subject teachers}}{\text{Number of core-subject teachers}} = \text{Percentage of novice core-subject teachers at each grade level}$$

STEP 4: Calculate the average percent proficient by grade level.

1. Identify the test instrument to measure student proficiency (e.g., state standardized exams, districtwide assessments).

2. Determine the cut-off points for at/above proficient and below proficient.

3. Using your district student performance file:

   a. Identify the number of unique student IDs by grade that are at/above proficient.

   b. Calculate the percentage of tested students by grade who are at/above proficient.

STEP 5: Graph the percentage of novice teachers and the average percent proficient by grade level.

1. Construct a graph with:

   a. Left Y-axis: Percentage of novice teachers.

   b. Right Y-axis: Average percentage of students at/above proficient.

   c. X-axis: Grade levels.

2. You may also want to compare the distribution of novice teachers with student performance by subject, across schools, or by grade and subject within schools.

WORSHEET ❾ Teacher collaborative planning and unspecified time

OBJECTIVE: To identify relative investment in collaborative planning time and identify opportunities to leverage and reallocate existing time for collaborative planning
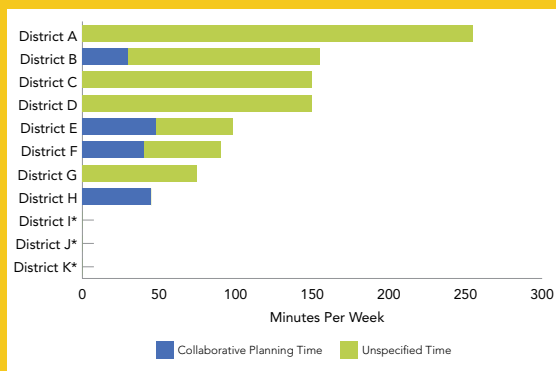
SUMMARY OF METRICS

STEP 1: Identify number of minutes of collaborative planning time stipulated in teacher contract.

STEP 2: Determine number of minutes of unspecified time.

STEP 3: Graph collaborative planning and unspecified time.

REMINDER

Figure 9: Teacher Collaborative Planning and Unspecified Time

STEP 1: Identify number of minutes of collaborative planning time stipulated in teacher contract.

1. Using the district's teacher contract, identify the number of minutes allocated for collaborative planning time.

2. In doing this, you will most likely also be able to identify the number of minutes allocated for other teacher activities in a day

    a. Arrival and departure time

    b. Student day

    c. Individual planning

    d. Lunch

    e. Other

3. Determine the total number of minutes stipulated in contract:

    Collaborative planning time
    + Arrival/departure time
    + Student day
    + Individual planning
    + Lunch
    + Other stipulated time
    _____

    Minutes stipulated in contract

STEP 2: Determine the number of minutes of unspecified time.

1. Unspecified time is generally not stipulated in the contract and must be calculated as the difference between total time and stipulated time:

    Total minutes
    – Minutes stipulated in contract (Step 1)
    _____

    Unspecified time

STEP 3: Graph collaborative planning and unspecified time.

1. Construct a bar graph with:

    a. Y-axis: Minutes per week.

    b. X-axis: Collaborative and unspecified time.

2. Graph the total minutes per week of collaborative planning and unspecified time and compare to other districts and to the 90-minute recommended minimum collaborative planning time.

OBJECTIVE: To understand relative level of investment in coaches and lead teachers

SUMMARY OF METRICS

STEP 1: Determine the number of coaching FTEs for the district.

STEP 2: Calculate investment in coaches using average coach compensation.

STEP 3: Determine the number of lead teachers used in the district.

STEP 4: Determine if lead teachers are compensated in a standard way across the district or differently at each school.
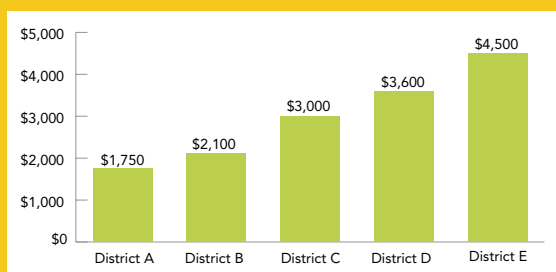
STEP 5: Calculate the investment in lead teachers based on the compensation model.

STEP 6: Determine the total number of teacher full-time equivalents (FTEs) in the district.

STEP 7: Calculate the coach and lead teacher investment per teacher.

STEP 8: Graph the investment in coaching for your district.

REMINDER

Figure 10: Coach and Lead Teacher Investment per Teacher

STEP 1: Determine the number of coaching FTEs for the district.

1. Using your district's HR file:

   a. Identify coaches by job code/title (often identified as instructional specialists).

   b. Where applicable, determine the number of FTE units for each coach.

   c. Determine the average compensation for a full-time coach/instructional specialist.

   d. For each school, create a list of the coaches with four columns:

      i. *Coach name/ID*

      ii. *FTE units*

      iii. *Average coach compensation (from HR/payroll file)*

      iv. *Coach investment*

STEP 2: Calculate investment in coaches using average coach compensation.

1. Using the list you just created, calculate coach investment by:

   a. Multiplying each coach's FTE allocation by the average compensation.

2. Sum coach investment for all coaches in all schools. This sum is the total investment in coaches for the district.

STEP 3: Determine the number of lead teachers used in the district.

Note: Depending on how your district treats the lead teacher role, lead teachers may be difficult to identify from the HR file. If you know that schools in your district have a significant number of lead teachers, you may want to ask individual schools for lead teacher information.

1. The district HR file will most often flag a teacher as a lead teacher, either in job title or in additional roles.

2. Identify the number of lead teachers in your district.

STEP 4: Determine if lead teachers are compensated in a standard way across the district or differently at each school.

1. Refer to the teacher contract to understand whether lead teachers are compensated via stipend or are provided release periods when they perform their lead teacher duties.

2. If the contract does not indicate this information, the district payroll file may indicate whether stipends are given to lead teachers.

3. If the district payroll file does not indicate this information, you may need to discuss lead teacher practices individually with each school.

STEP 5: Calculate the investment in lead teachers based on the compensation model.

1. For each school, create a list of the lead teachers with four columns:
   a. Lead teacher name
   b. FTE units
   c. Average teacher compensation (HR/payroll file)
   d. Lead teacher investment

2. If a lead teacher is compensated through an annual stipend, simply enter this amount in the lead teacher investment column.

3. If a lead teacher is provided release time, the lead teacher investment will equal FTE units multiplied by average teacher compensation:
   a. To determine FTE units, use the district course file to determine the number of periods (or minutes) of release time and the percentage of total periods (or total minutes). Enter this as the FTE units.
   b. In the lead teacher investment column, multiply the average teacher compensation by the FTE units.

4. Sum the values in lead teacher investment. This sum is the total lead teacher investment.

STEP 6: Determine the total number of teacher full-time equivalents (FTEs) in the district.

1. Using your district's HR file:
   a. Calculate the total number of teacher FTEs in the district by summing the FTE values across all unique teacher IDs.

STEP 7: Calculate the coach and lead teacher investment per teacher.

1. Perform the following calculation:

$$\frac{\text{Investment in coaches + Investment in lead teachers}}{\text{Total number of teacher FTEs in the district}} = \textbf{Coach and lead teacher investment per teacher}$$

STEP 8: Graph the investment in coaching for your district.

1. Construct a bar graph with:

   a. Y-axis: Dollar investment.

   b. X-axis: List of districts for which you want to compare coach and lead teacher investment.

   c. Graph the level of coach and lead teacher investment per teacher for your district and compare to other districts.

OBJECTIVE: To determine the number of teachers that each instructional coach or teacher leader is expected to support, and identify whether there are opportunities to better match coaching support to school and teacher need

SUMMARY OF METRICS

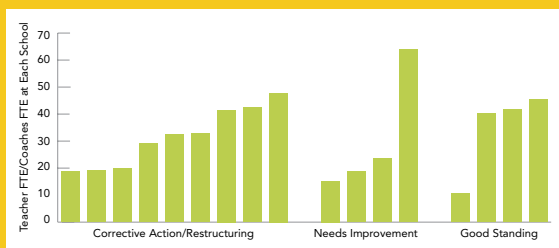STEP 1: Determine the number of coaches deployed at each school and total FTE allocation.

STEP 2: Determine the number of teachers at each school and total FTE allocation.

STEP 3: Calculate teacher-to-coach ratio at each school.

STEP 4: Graph comparison metrics by school.

REMINDER

Figure 11: Teacher-to-Coach Ratio by School, Grouped by AYP Status

STEP 1: Determine the number of coaches deployed at each school and total FTE allocation.

1. Using your district's HR file:

    a. Identify coaches by job code/title (often identified as instructional specialists).

    b. Determine whether each coach is assigned to one school or multiple schools. The HR file will list the schools this coach is assigned to in the current year.

    c. Where applicable, determine the number of FTE units for each coach at each school, e.g., a coach who is assigned to one school full time will have FTE = 1. A coach who works only 50% and splits her time at two schools will have FTE = 0.25 *at each school.*

    d. For each school, create a list of the coaches with two columns:

        i.   *Coach name/ID*

        ii. *FTE units at school*

    e. Using the list you just created, calculate total coach FTE units at each school:

        i.   *Sum the "FTE units at school" column.*

STEP 2: Determine the number of teachers at each school and total FTE allocation.

1. Using your district's HR file:

    a. Identify teachers by job code/title.

    b. Where applicable, determine the number of FTE units for each teacher at each school.

    c. For each school, create a list of the teachers with two columns:

        i.   *Teacher name/ID*

        ii. *FTE units at school*

    d. Using the list you just created, calculate total teacher FTE units at each school:

        i.   *Sum the "FTE units at school" column.*

STEP 3: Calculate teacher-to-coach ratio at each school.

$$\frac{\text{FTE teacher units}}{\text{FTE coach units}} = \begin{array}{l}\textbf{Teacher-to-coach ratio}\\\textbf{at each school}\end{array}$$

STEP 4: Graph comparison metrics by school.

1. Construct a bar graph with:

    a. Y-axis: Teacher-to-coach ratio (i.e., number of FTE teachers per each FTE coach).

    b. X-axis: List of schools for which you want to compare teacher-to-coach ratio. It may be helpful to sort schools by whatever measure of school performance you use in your district. Lower-performing schools are likely to have higher needs for coaching resources, and therefore, they should ideally have lower teacher-to-coach ratios.

OBJECTIVE: To understand how district compensation spending is distributed across different categories

SUMMARY OF METRICS

STEP 1: Identify all K–12 teachers and their salaries and benefits.
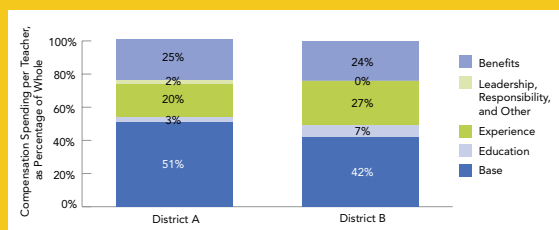
STEP 2: Split every teacher's total compensation into the different compensation categories.

STEP 3: Calculate each compensation category as a percentage of total compensation.

STEP 4: Graph the compensation spending to understand how district compensation spending is distributed across the compensation categories.

REMINDER

Figure 12: Compensation Spending per Teacher

STEP 1: Identify all K–12 teachers and their salaries and benefits.

1. Using your district payroll file:

   a. Identify all K–12 teachers.

   b. For each teacher, identify his or her total compensation, including salary, benefits, and stipends. Include all benefits costs that are paid directly by the district. (Note: In many districts this will exclude pension costs.)

STEP 2: Split every teacher's total compensation into the different compensation categories.

1. Split the total compensation for every teacher into the following compensation categories:

   a. **Base:** Look at the district salary schedule, and use the salary level at Step 1 and Lane 1.

   b. **Experience:** Identify what step the teacher is in. Using the salary schedule, look at Lane 1, and subtract the base salary from the salary at the teacher's current step.

   c. **Education:** Identify what lane the teacher is in. Using the salary schedule, subtract the salary at Lane 1 and the teacher's current step from the salary at the teacher's current lane and step.

   d. **Performance, responsibility, and other:** Using the payroll file and any other relevant sources, identify all other non-benefits compensation costs including any raises or stipends for performance, additional responsibility, or any other raises or stipends.

   e. **Benefits:** Using the payroll file, identify the district-paid cost of the benefits provided to the teacher.

STEP 3: Calculate each compensation category as a percentage of total compensation.

1. Within each compensation category, sum across all teachers to get a total cost for the category.

2. Sum the total compensation for all teachers to get the total cost of compensation.

3. For each compensation category, perform the following calculation:

$$\frac{\text{Total cost of the category}}{\text{Total cost of compensation}} = \textbf{Compensation category as a percentage of total compensation}$$

STEP 4: Graph the compensation spending to understand how district compensation spending is distributed across the compensation categories.

1. Construct a graph with:

   a. Y-axis: Compensation spending, as a percentage of the whole.

   b. X-axis: Create a stacked bar for your district's compensation spending, where each spending category from Step 2 constitutes one section of the bar. Compare your district's spending to the other districts shown in this guide.

WORSHEET ⓭ Teacher salary relative to contracted hours

OBJECTIVE: To compare teacher salaries, relative to contracted hours, to other districts

SUMMARY OF METRICS

STEP 1: Identify your district's teacher days per year and teacher hours per day.

STEP 2: Calculate your district's annual teacher hours.

STEP 3: Identify your district's starting teacher salary.

STEP 4: Construct a table to compare starting teacher salary and contracted hours to other districts.

REMINDER

Figure 13: Teacher Salary Relative to Contracted Hours

	District	Number of Teacher Days	Hours per Day	Annual Hours	Starting Bachelor's Salary
Total Teacher Hours	District A	183	6.5	1,190	$44,943
	District B	190	7.1	1,346	$44,587
	District C	192	7.5	1,440	$48,567
	District D	196	7.5	1,470	$39,114
	District E	181	7.1	1,279	$48,446
	District F	181	7.0	1,267	$43,787
	Average	**187**	**7.1**	**1,332**	**$44,907**

Note: This guide illustrates this analysis for starting salaries for teachers with a bachelor's degree only. You may also want to compare your salaries to other districts at other key points in your salary schedule.

STEP 1: Identify your district's teacher days per year and teacher hours per day.

1. Using the teacher contract:
   a. Identify the number of teacher days per year.
   b. Identify the number of teacher hours per day.

STEP 2: Calculate your district's annual teacher hours.

1. Perform the following calculation:

$$\begin{array}{r} \text{Number of teacher days per year} \\ \times \ \text{Number of teacher hours per day} \\ \hline \textbf{Teacher hours per year} \end{array}$$

STEP 3: Identify your district's starting teacher salary.

1. Using the salary schedule, identify the starting salary for a teacher with a bachelor's degree by looking at the salary level at Step 1 and Lane 1.

STEP 4: Construct a table to compare starting teacher salary and contracted hours to other districts.

1. Using the information identified in Steps 2 and 3, construct a table to compare starting teacher salary and contracted hours to the other districts shown in this guide.

2. If possible, add other local districts to the table to compare your district with the districts with whom you most directly compete for talent.

OBJECTIVE: To understand the relative sizes of different drivers of compensation increases

SUMMARY OF METRICS

STEP 1: Identify the maximum possible teacher raises and stipends from responsibility and performance.

STEP 2: Identify the maximum possible raise from experience.

STEP 3: Identify the maximum possible raise from education.

STEP 4: Calculate each raise category as a percentage of total possible raises and stipends.

STEP 5: Graph your district's total possible raises and stipends to understand the relative investment in different areas and the resulting incentives for teachers.

REMINDER

Figure 14: Total Possible Raises and Stipends over a Teacher's Career
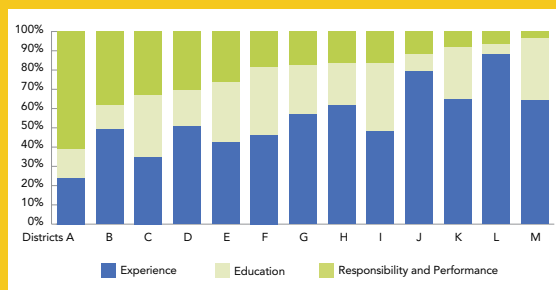
Note: This chart is intended to illustrate the maximum possible increases in salary and stipends that would be possible in your district if a teacher were to reach the maximum step, maximum lane, and qualify for all additional available raises and stipends. It is designed to show the relative value that your district's compensation model places on different drivers of compensation increases. It is not intended to reflect actual compensation for any individual teacher.

STEP 1:   Identify the maximum possible teacher raises and stipends from responsibility and performance.

1. Using the teacher contract:

    a. Identify every possible raise and stipend a teacher can receive either for taking on additional responsibility or for performance.

    b. Sum all the possible raises and stipends for responsibility and performance.

STEP 2:   Identify the maximum possible raise from experience.

1. Using the salary schedule:

    a. Calculate the difference between the salary at the lowest step and the salary at the highest step for each lane.

    b. To obtain the maximum possible raise from experience, take the maximum difference between the lowest step and the highest step.

STEP 3:   Identify the maximum possible raise from education.

1. Using the salary schedule:

    a. Calculate the difference between the salary at the lowest lane and the salary at the highest lane for each step.

    b. To obtain the maximum possible raise from education, take the maximum difference between the lowest lane and the highest lane.

STEP 4: Calculate each raise category as a percentage of total possible raises and stipends.

1. Sum the values calculated in Steps 1, 2, and 3 to get the total possible raises and stipends for teachers in the district.

2. Divide each value from Steps 1, 2, and 3 by the total possible raises and stipends for teachers to calculate each as a percentage of total possible raises and stipends.

STEP 5: Graph your district's total possible raises and stipends to understand the relative investment in different areas and the resulting incentives for teachers.

1. Construct a graph with:

   a. Y-axis: Possible raises and stipends, as a percentage of the whole.

   b. X-axis: Create a stacked bar for your district's total possible raises and stipends, where each category from Steps 1, 2, and 3 constitutes one section of the bar. Compare your district's possible raises and stipends to the other districts shown in this guide.

LEARNING MORE

THE WIDGET EFFECT   *Publication and Website*
The New Teacher Project

A GRAND BARGAIN FOR EDUCATION REFORM   *Book*
Edited by Theodore Hershberg and Claire Robertson-Craft,
Harvard Education Press

TEACHING QUALITY BRIEF
Education Resource Strategies   *Publication*

TEACHER QUALITY: WHAT YOU NEED TO KNOW   *Website*
The Joyce Foundation

UNINTENDED CONSEQUENCES   *Publication*
Jessica Levin, Jennifer Mulhern, and Joan Schunck,
The New Teacher Project

THE STRATEGIC SCHOOL: *Book*
MAKING THE MOST OF PEOPLE, TIME, AND MONEY
Karen Hawley Miles and Stephen Frank,
Corwin Press

JOURNAL OF EDUCATIONAL RESEARCH ASSOCIATION
Value-Added Assessment Special Issue,
American Educational Research Association   *Publication*

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