

School systems and school leaders develop a quality workforce through the following actions:

- **Recruiting talented educators:** recruiting and hiring high-quality educators who are ready for the classroom on day one
- **Placing educators:** placing educators in the grades and subject areas where they will have the greatest impact on student learning
- **Supporting educators and improving instruction:** supporting educators through meaningful observation and feedback practices and professional development that supports effective instruction
- **Retaining talented educators:** rewarding, promoting, compensating, and granting tenure to educators with strong student achievement results

This guide, a partner to the [School System Planning Guide](#), outlines key questions that will help districts use the educator workforce data to:

- reflect on and guide local workforce decisions, actions, and policies,
- make decisions regarding placement and positions for the 2018-2019 academic year,
- establish or improve partnerships with teacher preparation providers, and
- complete the 2018-2019 school redesign grant application.

## WORKFORCE DATA REFLECTION

EDUCATOR WORKFORCE OVERVIEW	
Reflection Questions	Trends
<ul style="list-style-type: none"> <li>• What trends do we see in classes taught by appropriately certified teachers?</li> <li>• In which subject areas and school types do we have the greatest need for appropriately certified teachers?</li> <li>• What are 1 – 2 key action steps we can take to immediately address our workforce needs around appropriately certified teachers?</li> <li>• What are some critical decisions that we need to make to address our workforce needs for the long term?</li> <li>• Do we have a partnership with a teacher preparation provider that addresses our actual workforce needs? If not, what barriers are preventing this? If yes, does our partnership agreement align with our data and address our workforce needs? Does our MOU need to be revised?</li> </ul>	

## RECRUITING AND HIRING

### Reflection Questions

- Are we hiring program completers in the certification areas and schools with the greatest needs?
  - If not, how can work with preparation programs to change this?
- Does your district have a sufficient number of trained mentor teachers to support new teachers – including teachers on practitioner licenses?
  - How are you utilizing the opportunity to send teachers to the mentor teacher and content leader trainings?
- Are there any key shifts needed regarding teacher placement and/ or position to better ensure all students are taught by appropriately certified teachers?

### Trends

## EVALUATING RESULTS

### Reflection Questions

- What trends do you see in TSGD? Where are results strong? Where do they need improvement?
- In which grades and subjects are a high number of teachers positively impacting student learning, as reflected in their transitional student growth data (TSGD)? Why might that be the case (e.g., professional development sessions, initiatives)?
- How will you expand the impact of teachers with exceptional student results? Will they be considered for advancement into leadership roles (e.g. content leader, teacher leader, mentor teacher, etc.)?
- How will you provide support to teachers who have consistently low VAM/TSGD ratings? What decisions need to be made regarding those teachers?
- How will you support principals in strengthening their goal setting, observation, and feedback practices so that they are better able to support and mentor teachers?

**Note: The 2016-2017 Compass data (available in CIS) provides data on teacher and school leader effectiveness and can be used to inform decisions related to districts' goal setting, observation, and feedback practices.**

### Trends

**COMPENSATION****Reflection Questions**

- How does compensation in your district compare to your region and the state?
- Does compensation reflect or address workforce needs in particular subject areas and/or schools?
- Are the most successful teachers and school leaders rewarded for their positive impact on student achievement?
- Do you have a performance and demand pay structure in place to incentivize and reward your teachers? If so, how your teachers with the highest effective ratings and those in the highest-needs positions rewarded compared to all other teachers?
- What, if anything, could you change about compensation to address workforce needs and priorities?

**Trends****RETAINING, PROMOTING, AND GRANTING TENURE****Reflection Questions**

- Which teachers and school leaders are leaving your district? How will you address these trends?
- Which schools have the highest rates of departing teachers? What support can be provided to the principal to increase retention? Are there any key shifts needed regarding teacher placement and/ or position to increase retention in our schools with the highest turnover rates?
- Are the individuals who are on track to earn tenure the individuals you would like to retain indefinitely?
- How effective are the teachers who have earned or are on track to earn tenure? Are there schools with significant misalignment between those earning or on track to earn tenure and the VAM ratings of those teachers? What support should be provided to the principal with regard to conducting evaluations?
- Are my teachers who serve as mentor teachers and content leaders my most effective teachers? Are they placed in schools where residents are likely to be hired?

**Trends**

**TEAM**

Who is your school system should be included on the task force charged with reviewing your educator workforce data and making critical decisions related to addressing your workforce needs?

TEAM	
Team Member	Position

**ACTIONS**

Based upon your review of the workforce data, list one to two high-impact actions you will commit to taking to strengthen your workforce for the 2017-2018 academic year and beyond.

KEY ACTION STEPS	
Action Steps	Who? When? How?

**RESOURCES**

The following resources will support districts in developing or strengthening partnerships with teacher preparation program providers.

- [Teacher preparation partnership resources](#), including a partnership assessment, sample MOUs, and a sample governance meeting agenda (prepared by US Prep)
- [Believe and Prepare Library](#)