



Teacher Hiring, Transfer and Evaluation in Pueblo City Schools

Report from The New Teacher Project | October 2008



Contents



Introduction

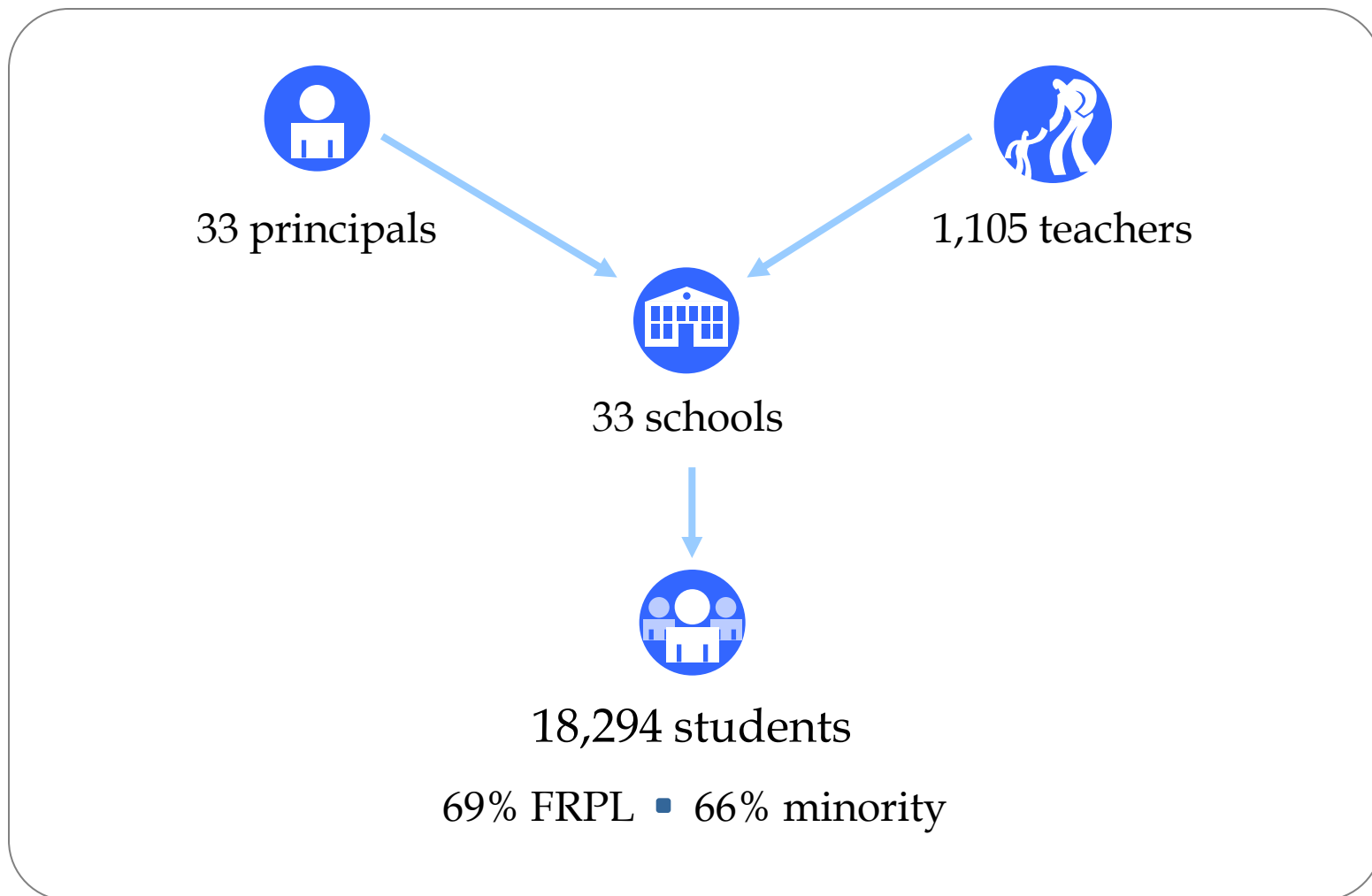
Findings

Summary of Recommendations

Appendix



Overview of Pueblo City Schools



Sources: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/rv2007pmlinks.htm/>

PCS website, <http://www.pueblo60.k12.co.us/>



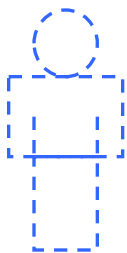
Why does TNTP focus on teacher quality?



It is the **single most important school-based factor** influencing student achievement (Hanushek et al., 1998)



In Illinois, students who had high-quality teachers in high-poverty schools were **twice as likely to meet state standards** as students in high-poverty schools who had low-quality teachers (Peske and Haycock, 2006)



Despite this evidence, classes in high-poverty schools are 77 percent **more likely to be assigned a teacher who lacks certification** in the subject being taught than classes in low-poverty schools (Jerald and Ingersoll, 2002).



The New Teacher Project (TNTP) partnered with Pueblo City Schools to analyze the effect of current policies and practices on teacher quality.

TNTP completed the analysis using three main sources:



Interviews with district stakeholders, including central district leadership, school principals and teachers



Analysis of district teacher employee transaction and evaluation data

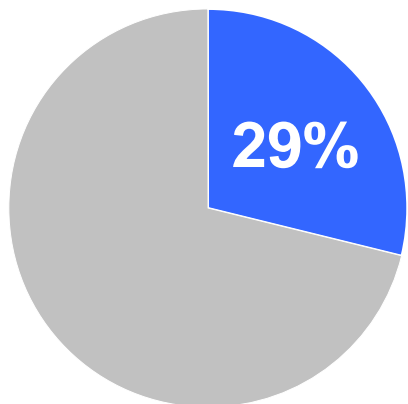


Online surveys of district principals and more than 500 teachers¹

1. The teacher survey response rate was 51% (565 out of 1105) and the completion rate was 73% (414 out of 565). The principal survey response rate was 103% (34 out of 33) and the completion rate was 85% (29 out of 34). For more detailed information about methodology, please see the Appendix.



Current PCS policies and practices appear to prevent schools from building the best possible instructional teams.



Only **29%** of PCS principals agree that the transfer and hiring process allows them to create the best possible instructional teams for their schools.¹

1. Principals responding "Strongly agree", "Agree" or "Somewhat agree"

Source: TNTP survey conducted in June 2008 of 34 PCS principals



Human Resource and survey data reveal several problematic areas.

Barriers to Effective Staffing



Hiring

Subject-specific applicant shortages and a late hiring timeline lead schools to fill vacancies with low-quality candidates, or not at all.



Reduction in Building Staff

Contractual provisions governing position cuts cause schools to lose valued teachers and create considerable job insecurity for novice teachers.



Transfers

The current transfer process deprives some teachers of the ability to find satisfactory new placements, and deprives schools of choice in filling vacancies.



Evaluation

The evaluation process does not distinguish strong performers or identify poor performers for remediation and dismissal.



Contents

Introduction

 **Findings**

Summary of Recommendations

Appendix



#1

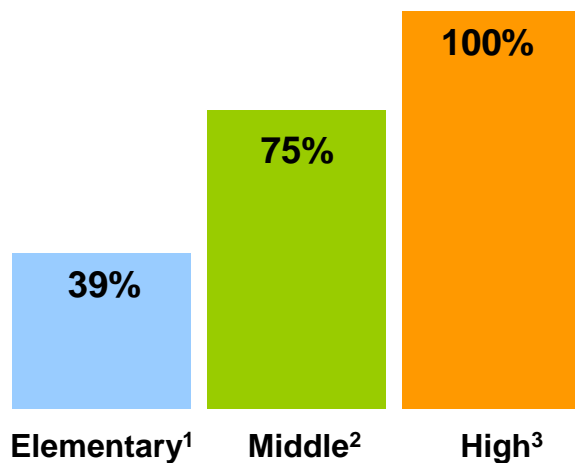
Subject-specific applicant shortages and a late hiring timeline lead schools to fill vacancies with lower quality candidates, or not at all.

Note: Teacher survey data in this section include teachers hired by PCS in the last three years only.

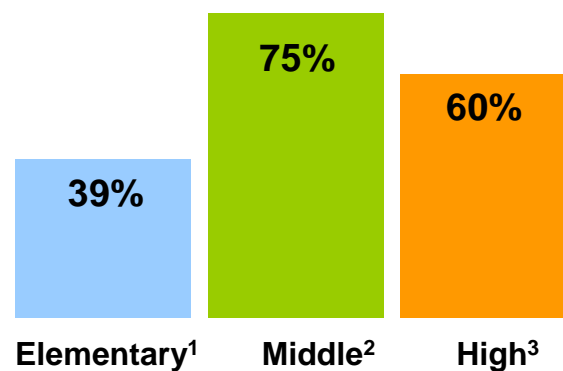


The majority of middle schools and high schools report annual inadequacies in the size and quality of the teacher applicant pool.

Principals reporting one or more vacancies a year for which the teacher applicant pool was **insufficient in quantity**



Principals reporting one or more vacancies a year for which the teacher applicant pool was **unsatisfactory in quality**



1. n=18 2. n=4 3. n=5

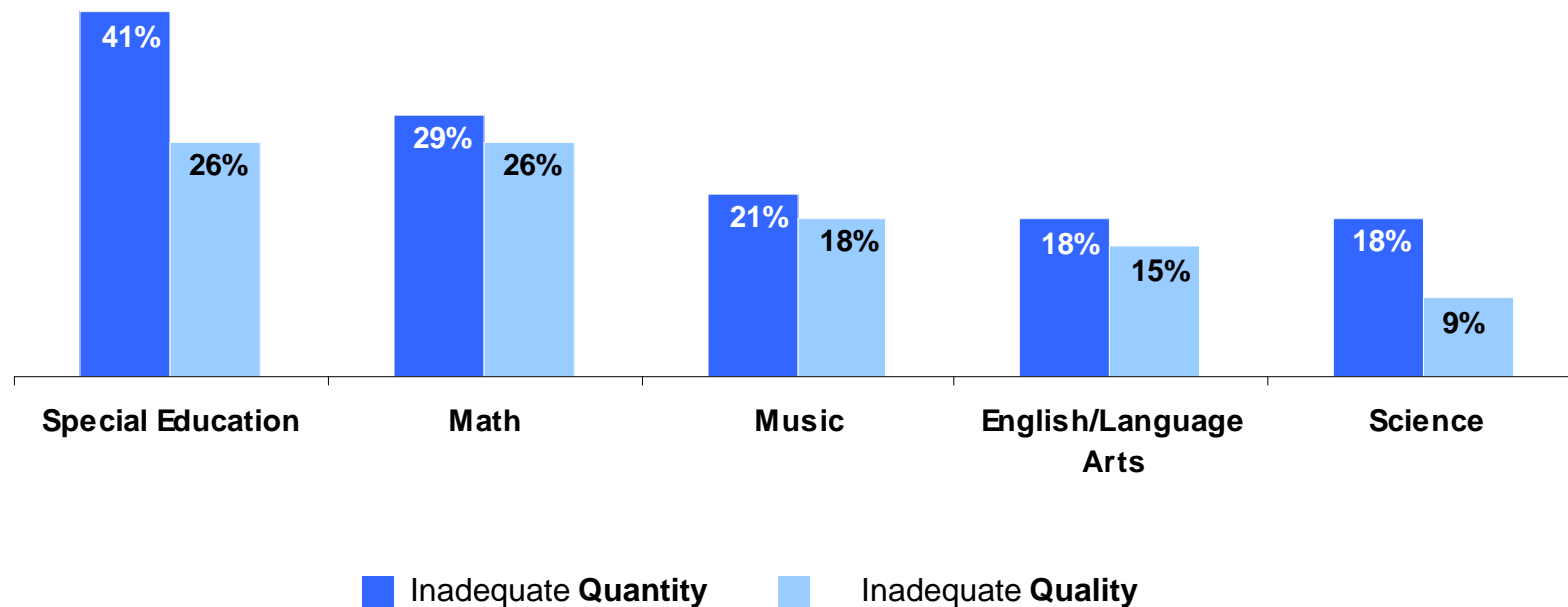
Source: TNTP survey conducted in June 2008 of 34 PCS principals

© The New Teacher Project 2008



Across subjects, applicant quantity is more problematic than quality. Principals report the most severe shortages in special education and math.

Percent of principals reporting applicant pool inadequacies, by subject area



Source: TNTP survey conducted in June 2008 of 34 PCS principals

© The New Teacher Project 2008



Survey data from recent hires point to three strategies for improving the applicant pool in shortage areas.

“I would have been more likely to pursue licensure in a shortage area if...”¹

69%

There had been **financial recruitment incentives** for teachers in that area.

37%

There were **additional opportunities at my university** to do so.

37%

I had **better information about district needs** and vacancies in that area.

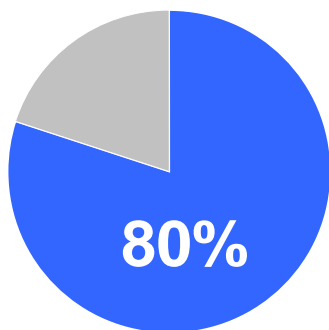
1. Asked of teachers hired in the last three years who did not report licensure in a shortage area. On the teacher survey, shortage areas were defined as foreign language, mathematics, music, science and special education.

Source: TNTP survey conducted in May/June 2008 of 565 PCS teachers, 75 of whom were hired in the last three years

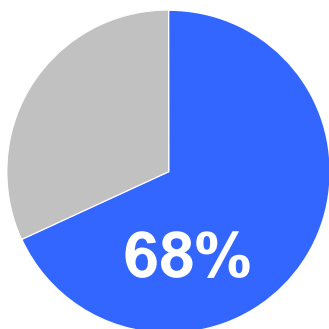
© The New Teacher Project 2008



PCS can target the local applicant pool and utilize the district website to communicate recruitment messages.



80 percent of recent hires **were attracted to PCS because of its geographic location**, suggesting that the district's applicant pool is largely local.



68 percent of recent hires **learned about district openings on the PCS website**, making it an efficient and effective means of communicating with candidates about district needs and recruitment efforts.



Challenged to fill vacancies from an inadequate applicant pool, schools cannot even access that pool until vacancies can be posted.

Policy

Vacancies for the coming school year cannot be posted until schools receive their staffing allocations based on budget and enrollment projections and building-level position cuts and reassignments are resolved. In some cases, vacancies are held for posting until unassigned non-probationary teachers receive new placements.

Impact

In 2007, the first vacancy was posted on **May 18**.

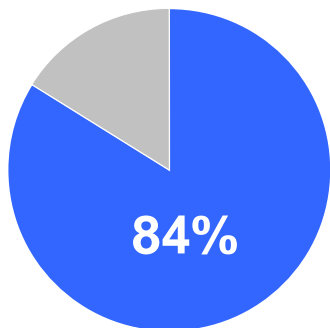
A full 66 percent of vacancies – more than two thirds of all vacancies – were posted in **June, July, or August**.



One thing I think PCS needs to improve on is the time jobs begin to post. The first district I was hired in hired me in April. It was nice not to worry all summer whether or not jobs would post.” - Recent PCS hire



When vacancies can be posted, schools and Human Resources fill them quickly.

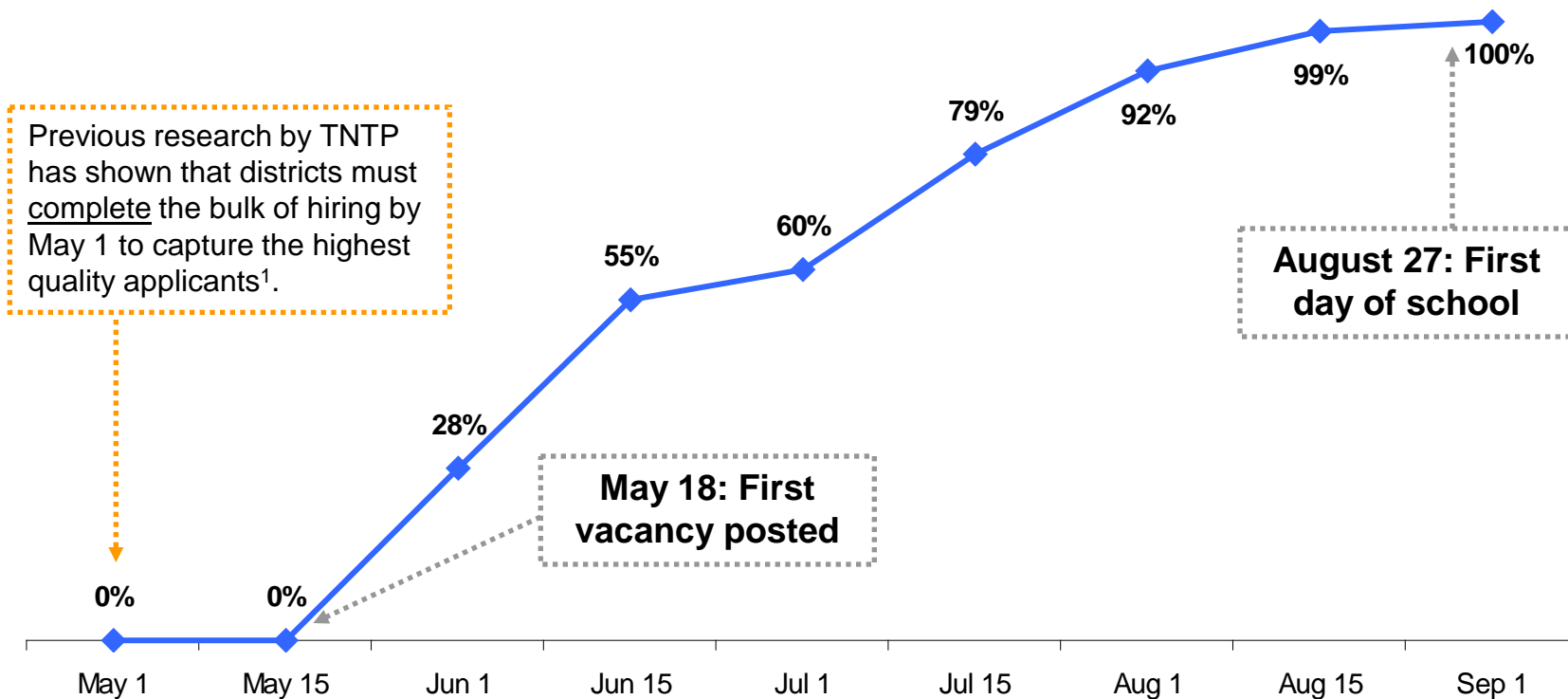


84 percent of vacancies posted for the start of the 2007-08 school year **were filled within two weeks of posting.**



However, the late start of posting and late identification of vacancies push the majority of hiring too late to capture the best new hires.

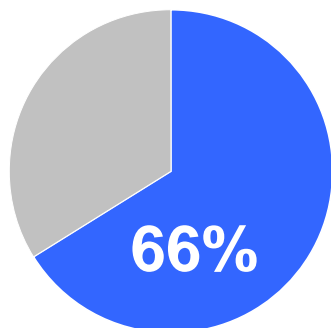
Cumulative Percent of 2007 Vacancies Filled



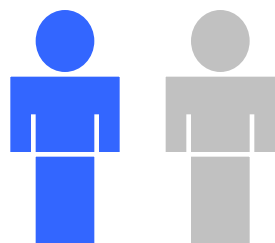
1. J. Levin and M. Quinn, *Missed Opportunities: How We Keep High Quality Teachers Out of Urban Classrooms*, (The New Teacher Project, 2003)
Source: 2007 PCS vacancy posting log. Vacancies posted before September 1.
© The New Teacher Project 2008



Principals confirm that this late hiring timeline dilutes the already weak applicant pool.



66 percent of principals, including 89 percent of middle and high school principals, said that they have **lost a high-quality applicant for a vacancy at their school** because they could not offer that candidate a job in a timely fashion.



50 percent of principals, including 75 percent of middle school principals and 80 percent of high school principals, **disagree that the current hiring timeline allows them to hire early enough** to capture the highest-quality new teacher applicants¹. This is the case, however, for only 39% of elementary school principals.

1. Principals responding “Strongly disagree”, “Disagree”, or “Somewhat disagree”

Source: TNTP survey conducted in June 2008 of 34 PCS principals



The effects of late hiring and an inadequate applicant pool are worrisome for schools and for student achievement.

“When the applicant pool for a vacancy at my school was insufficient in either quantity or quality...¹”

64% of principals hired a candidate of lower quality than they would have preferred.

50% recruited additional candidates themselves.

39% hired a 110 (PCS retiree). These teachers can only work 110 days in a school year and may not be continuously employed from year to year. In addition, their employment imposes supplementary financial costs on the district.

31% hired a candidate who lacked the appropriate certification.

24% opened school with a vacancy.

1. Principals responding “Frequently” or “Sometimes”

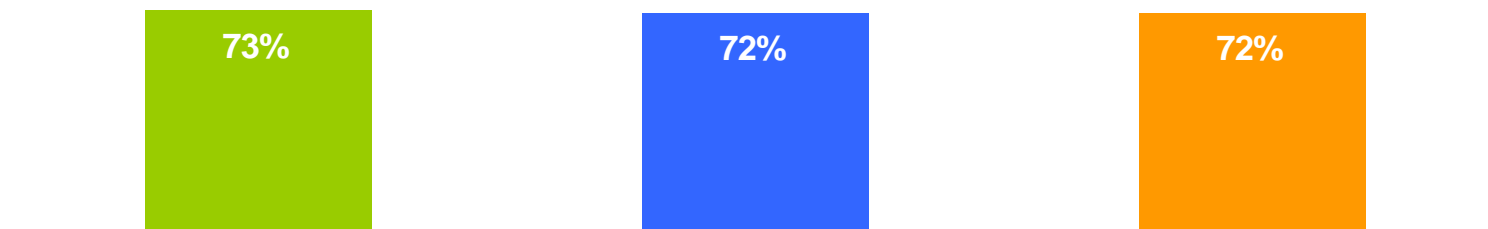
Source: TNTP survey conducted in June 2008 of 34 PCS principals

© The New Teacher Project 2008

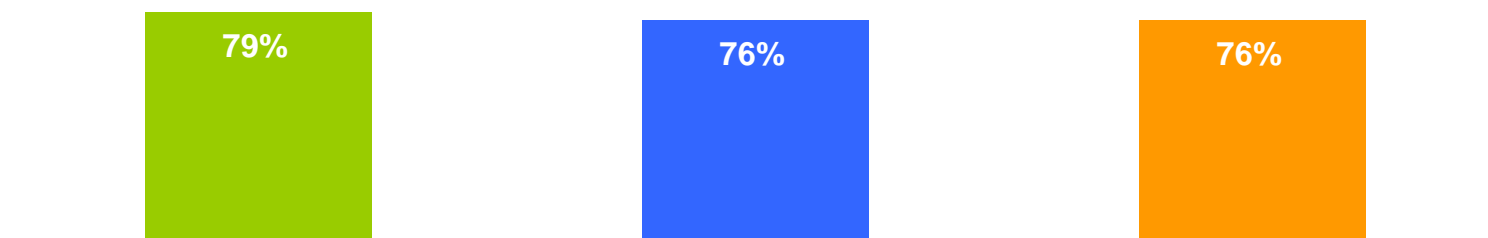


The district's application process and customer service, however, lead to high satisfaction rates among recent hires, including valuable shortage area hires.

Teacher Satisfaction with Aspects of the Hiring Process¹



Shortage Area Teacher Satisfaction with Aspects of the Hiring Process^{1,2}



■ Communication

■ Customer Service

■ Application Process

1. Teachers responding "Very satisfied" or "Satisfied"

2. Shortage areas are English/language arts, math, music, science and special education

Source: TNTP survey conducted in May/June 2008 of 565 PCS teachers, 75 of whom were hired in the last three years



Hiring Process Summary

Summary

- Subject-specific applicant shortages lead schools to fill vacancies with lower quality candidates or not at all.
- High-quality new hires are lost due to late hiring.
- Despite the challenge presented by the district's hiring timeline, recent hires are satisfied with the application process and the customer service they received.

Recommendations

- Determine actual applicant-to-hire ratios and recruitment goals for each subject.
- In cooperation with the PEA and CSU-Pueblo, implement a workforce development initiative to expand the pipeline of high-quality teachers in shortage areas by providing outreach and financial support to prospective/current teachers to earn endorsements in shortage areas.
- Implement a board mandate to finalize school staffing allocations and begin posting vacancies by April 1.
- Implement electronic vacancy tracking to determine the causes of late vacancies, such as late retirements and resignations, late transfers and late approval of additional positions. Use targeted interventions to combat these issues.



#2

Even when schools can hire quality teachers, contractual provisions governing position cuts cause schools to lose teachers that they want to keep and create job insecurity for novice teachers.



Contractual provisions governing the reduction of building staff cause schools to lose valued teachers.

Policy

When a school must make a reduction in building staff, the district must consider the following criteria in order:

1. program needs;
2. teacher qualifications; and
3. district length of service.

In practice, this means that the least senior teacher in the affected subject area is selected.

Impact

In the past three years, 72 percent of principals have **lost a teacher whom they wanted to keep** when cuts were required at their school.



As an unintended consequence, probationary teachers face extreme job insecurity. The district loses most of its new hires.

Policy

When a reduction in building staff is required and the least senior teacher is a non-probationary teacher, the teacher receives an administrative transfer to another school. However, if the least senior teacher is a probationary teacher, that teacher is non-renewed, or “pink-slipped.”

Impact

On average over 2004-07, **77 percent** of the teachers who were hired or re-hired each school year were **non-renewed at the end of the year**¹. The district was able to rehire only 17 percent of these teachers.



“I was pink-slipped only because of budget cuts. I did not want to leave nor did my principal want me to leave; however, my principal did not have a choice.” -Middle school social studies teacher

1. Available data do not distinguish between non-renewals for position cuts and non-renewals for performance.

Source: PCS employee transaction data from 2004 -2007

© The New Teacher Project 2008

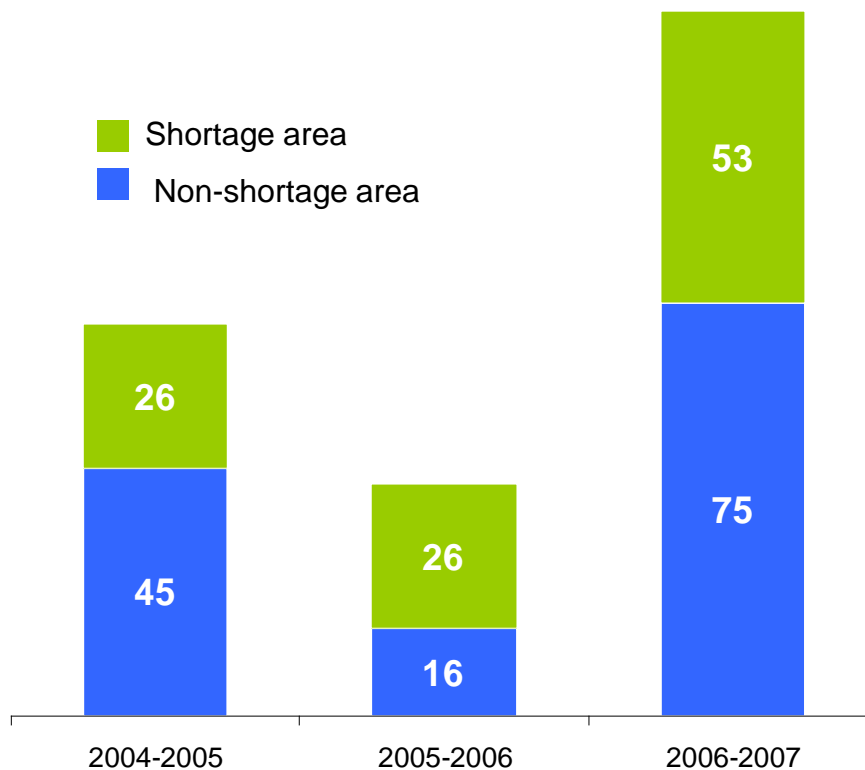


Even probationary teachers in shortage areas are extremely vulnerable to cuts.

68%

From 2004 to 2007, on average, 68 percent of the shortage area¹ teachers hired or re-hired each school year were **non-renewed**² at the end of the year, and just 13 percent of them were re-hired.

Non-Renewals By Subject Area and Year



1. Shortage areas are language arts, math, music, science and special education

2. Available data do not distinguish between non-renewals for position cuts and non-renewals for performance.



Reduction in Building Staff Summary

Summary

- When cuts are required, schools lose valued teachers whom they want to keep.
- Novice teachers, even those in shortage areas, face considerable job insecurity due to non-renewals.

Recommendations

- Empower school selection committees to identify teachers for reduction in building staff. Allow them to consider quality, in addition to length of service, when making such decisions.
- Develop a district-level strategy for the non-renewal of probationary teachers which prioritizes retaining those of highest quality and in shortage areas.
- When high-quality or shortage area probationary teachers must be non-renewed due to position cuts, actively track and cultivate these teachers as candidates for future vacancies.



#3

The current transfer process deprives some teachers of the ability to find satisfactory new placements and deprives schools of choice in filling vacancies.



Transfer Process Overview

Transfer Types

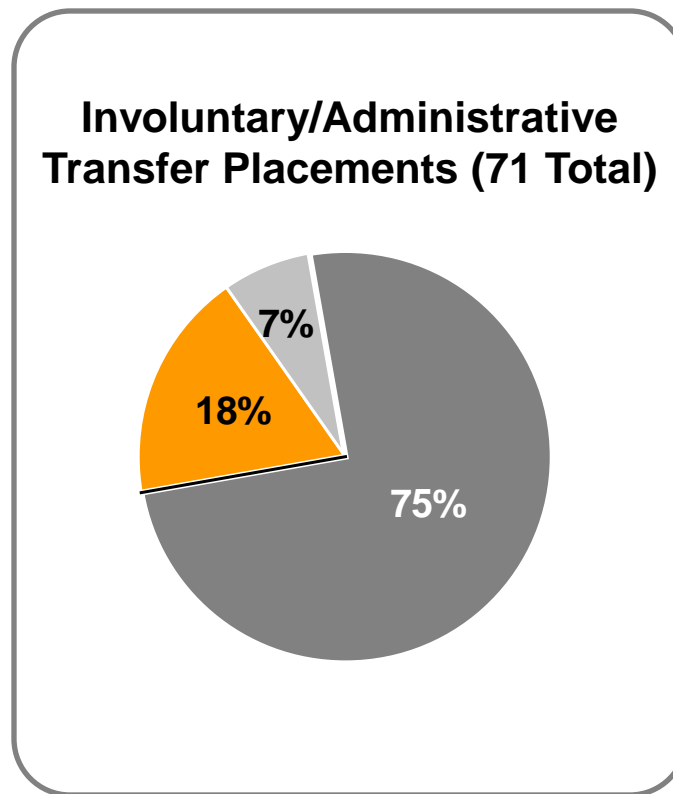
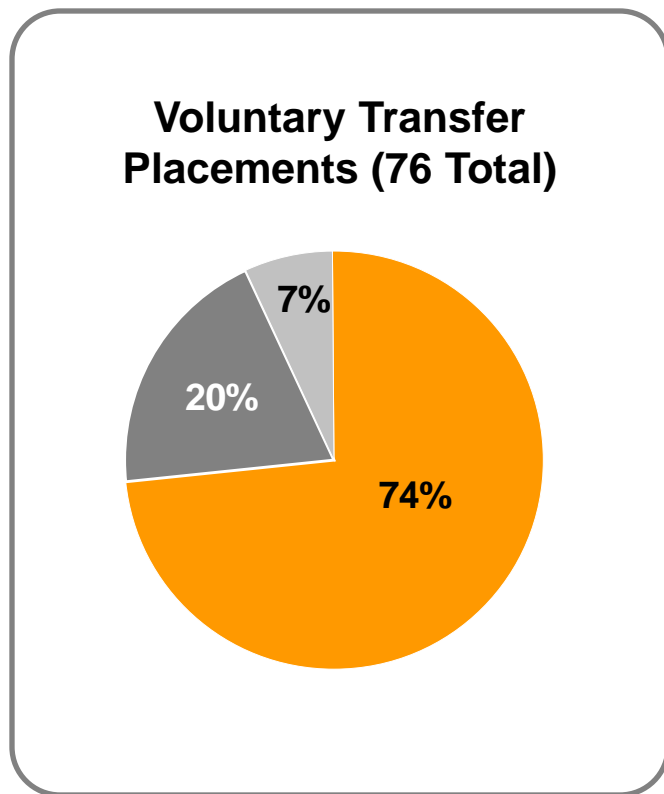
- ▶ **Voluntary transfers** are teacher-initiated.
- ▶ **Involuntary/administrative transfers** are initiated by the administration: when schools close or are restructured; when position cuts are required; for conflict resolution; or for improvement of instructional program.

Placement Mechanisms

- ▶ **School interviews** – Transferring teachers interview with school selection committees. Placements have the mutual consent of the transferring teacher and the school.
- ▶ **Central assignment** – Transferring teachers are assigned to schools by the central administration, without an interview.



Most voluntary transfers obtain new placements through school interviews, while most involuntary/administrative transfers are centrally assigned.



■ School Interviews ■ Central Assignment ■ Unknown



When seeking positions, transferring teachers feel it is important to be wanted by their new schools.

97%

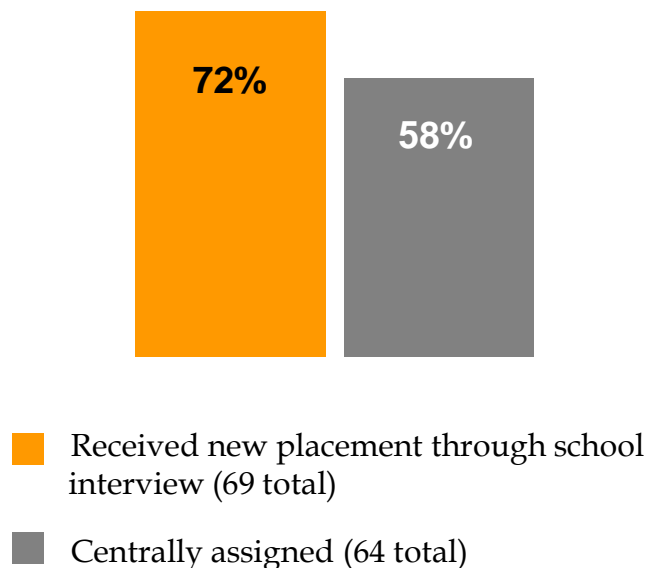
97 percent of PCS teachers who transferred within the last three years **agreed that it was important that principals wanted them to move to their school¹.**

1. Teachers responding “Strongly agree,” “Agree,” or “Somewhat agree”
Source: TNTP survey conducted in May/June 2008 of 565 PCS teachers
© The New Teacher Project 2008



Transferring teachers who received new placements through school interviews were more satisfied with their placements than those who were centrally assigned.

Teachers who were very satisfied or satisfied with the school to which they transferred¹.



"I would have appreciated. . . an opportunity to make a fit that suits me as an educator."

-PCS involuntary transfer who was centrally assigned

"Principal had no say in the process and was angry that I was imposed on her."

- PCS voluntary transfer who was centrally assigned

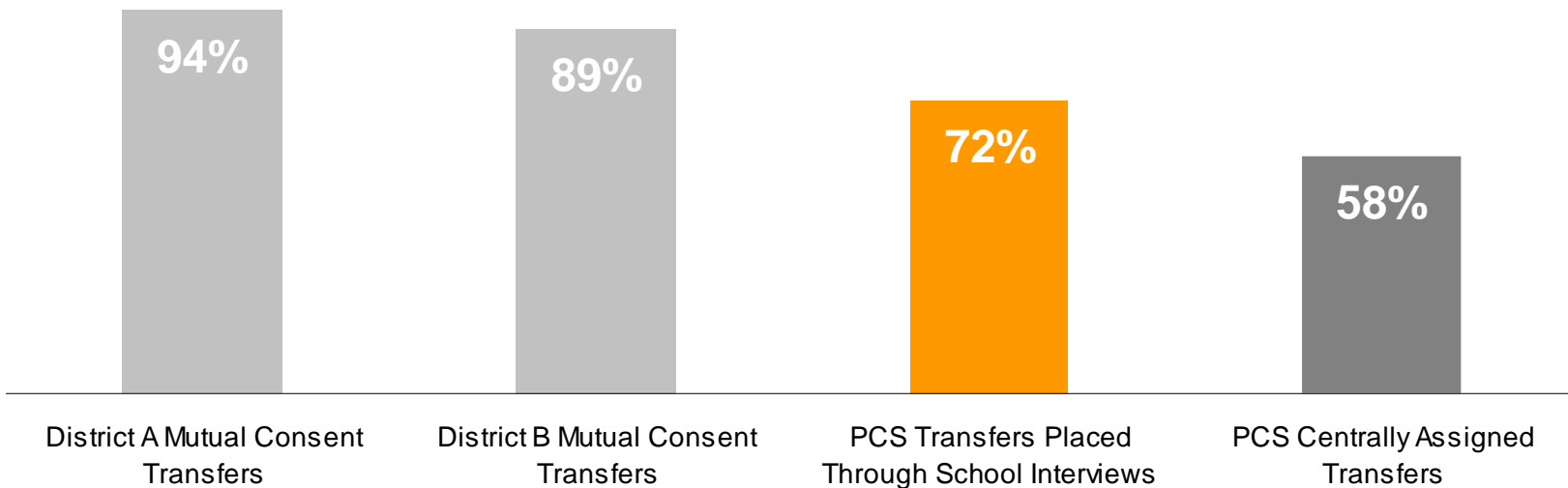
1. Data for voluntary transfers and involuntary/administrative transfers combined.

Source: TNTP survey conducted in May/June 2008 of 565 PCS teachers



The satisfaction of transfers who were hired through school interviews is consistent with transfer satisfaction levels in districts that require mutual consent in teacher placements.

“At the time of your transfer, how satisfied were you with the school to which you transferred?^{1,2}”



1. Teachers responding “Very satisfied” or “Satisfied”

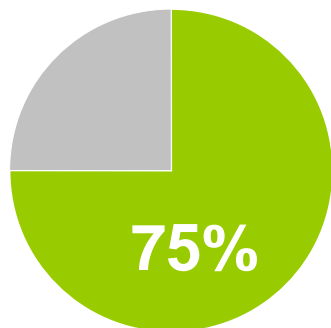
2. Question wording from PCS teacher survey. In District A and District B, teachers were asked to rate their satisfaction with their new position when they first found out about it.

Source: TNTP survey conducted in May/June 2008 of 565 PCS teachers, TNTP survey conducted in April/May 2007 of 2,014 District A teachers, and TNTP survey conducted in March 2007 of 1,446 District B teachers.



The PCS involuntary transfer process limits consideration of teacher preference and undermines job satisfaction.

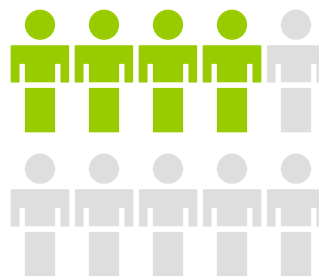
Placement



Of involuntary transfers, 75 percent were centrally assigned to a school without an interview.

Of these, 60 percent were assigned to a school without consideration of placement preferences.

Job Satisfaction



Of involuntary transfers, 41 percent were less satisfied with the school to which they transferred than the school from which they transferred.



Of involuntary transfers, 31 percent were dissatisfied¹ with the school to which they transferred.

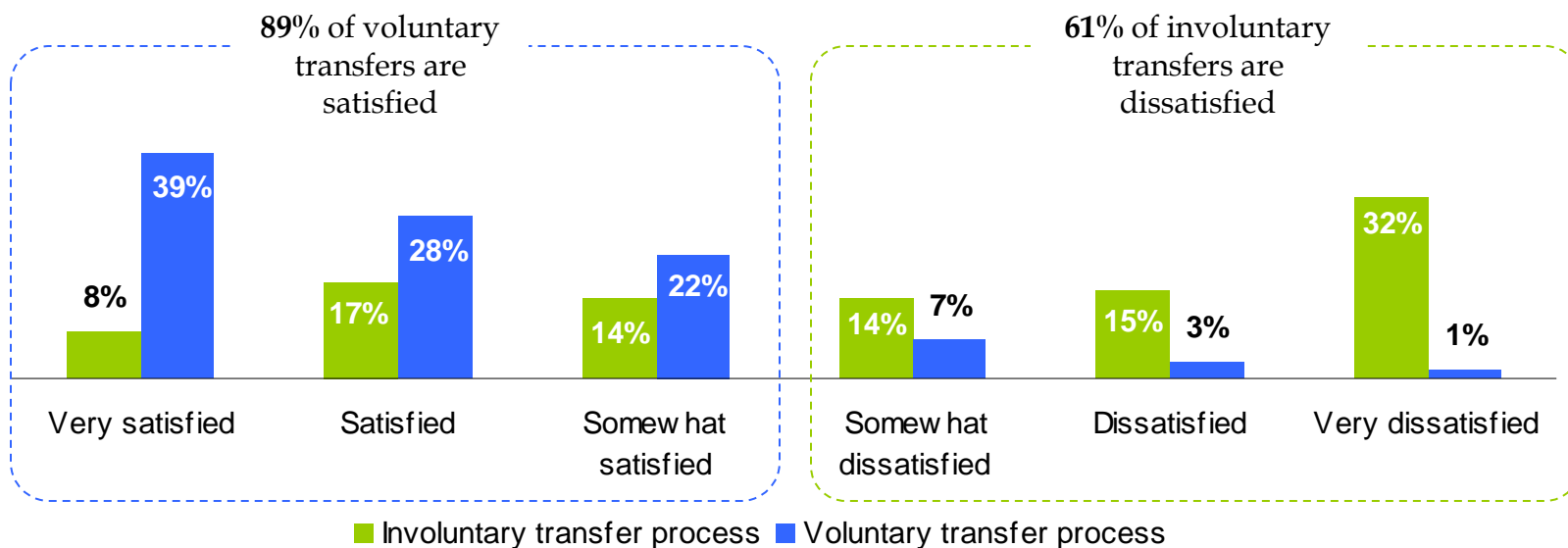
1. Teachers responding "Very dissatisfied," "Dissatisfied," or "Somewhat dissatisfied"

Source: TNTP survey conducted in May/June 2008 of 565 PCS teachers.



Given little or no opportunity to exercise choice, involuntary transfers report considerable dissatisfaction with the transfer process, in contrast to the voluntary transfer process.

Teacher Satisfaction with the Transfer Process

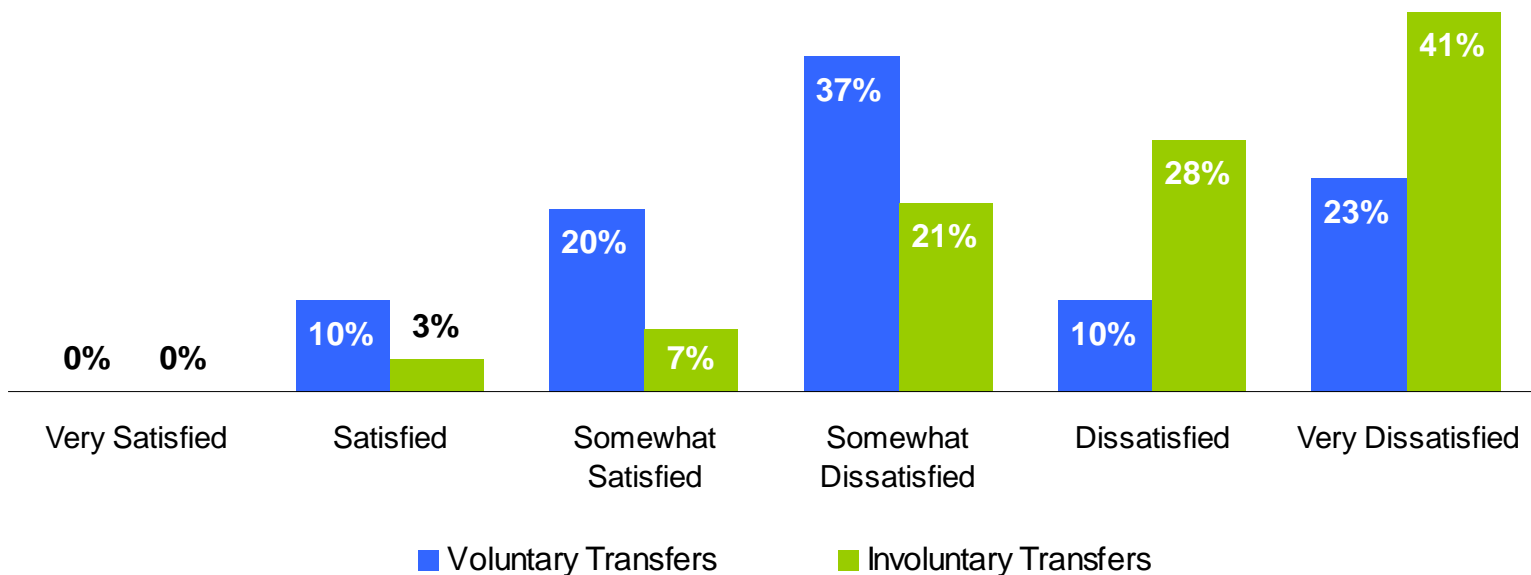


"I received a letter telling me my new assignment. There were no introductions, phone calls, or visits. How cold is that?" – PCS involuntary transfer



The current transfer system also undermines principal satisfaction with the ability to express preferences over transfer hires.

Principal Satisfaction With the Level of Choice Over Transfers Who Come to Their School

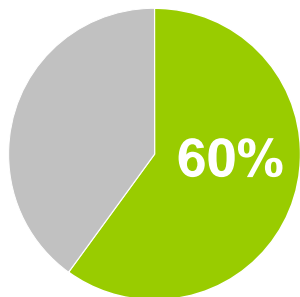


Source: TNTP survey conducted in June 2008 of 34 PCS principals

© The New Teacher Project 2008



Absent the ability to select all transfers, schools must take teachers whom they do not always want and who may not be a good fit for the job or the school.



60 percent of principals say that in the past three years they frequently or sometimes have had an involuntary or administrative transfer placed at their school whom they did not want.

Principals On the Transfer Process

“About 40 percent of our current instructional staff have been transferred to our school without input through the interview process from the site.”

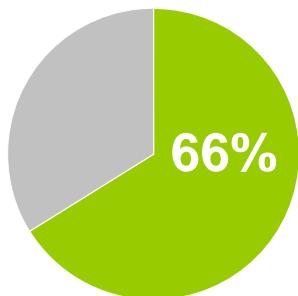
-PCS principal

“Would like to have more choice when it comes to IVT teachers. Was not given a choice for the 2007-08 or the 2008-09 school year. No interviews, so I didn't know what I was getting.”

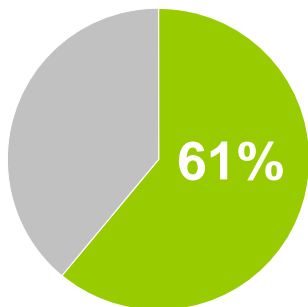
-PCS principal



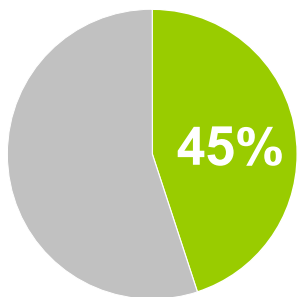
Principals' desire for greater choice in the transfer process may stem partly from concerns about the quality of transferring teachers.



66 percent of principals are **dissatisfied¹ with the quality of teachers** who have come to their schools as involuntary transfers in the past three years.



61 percent of principals report that when they have had an involuntary or administrative transfer placed in their school whom they did not want, they have been **dissatisfied¹ with the performance of those teachers.**



45 percent of principals are **dissatisfied¹ with the quality of teachers** who have come to their schools as voluntary transfers in the past three years.

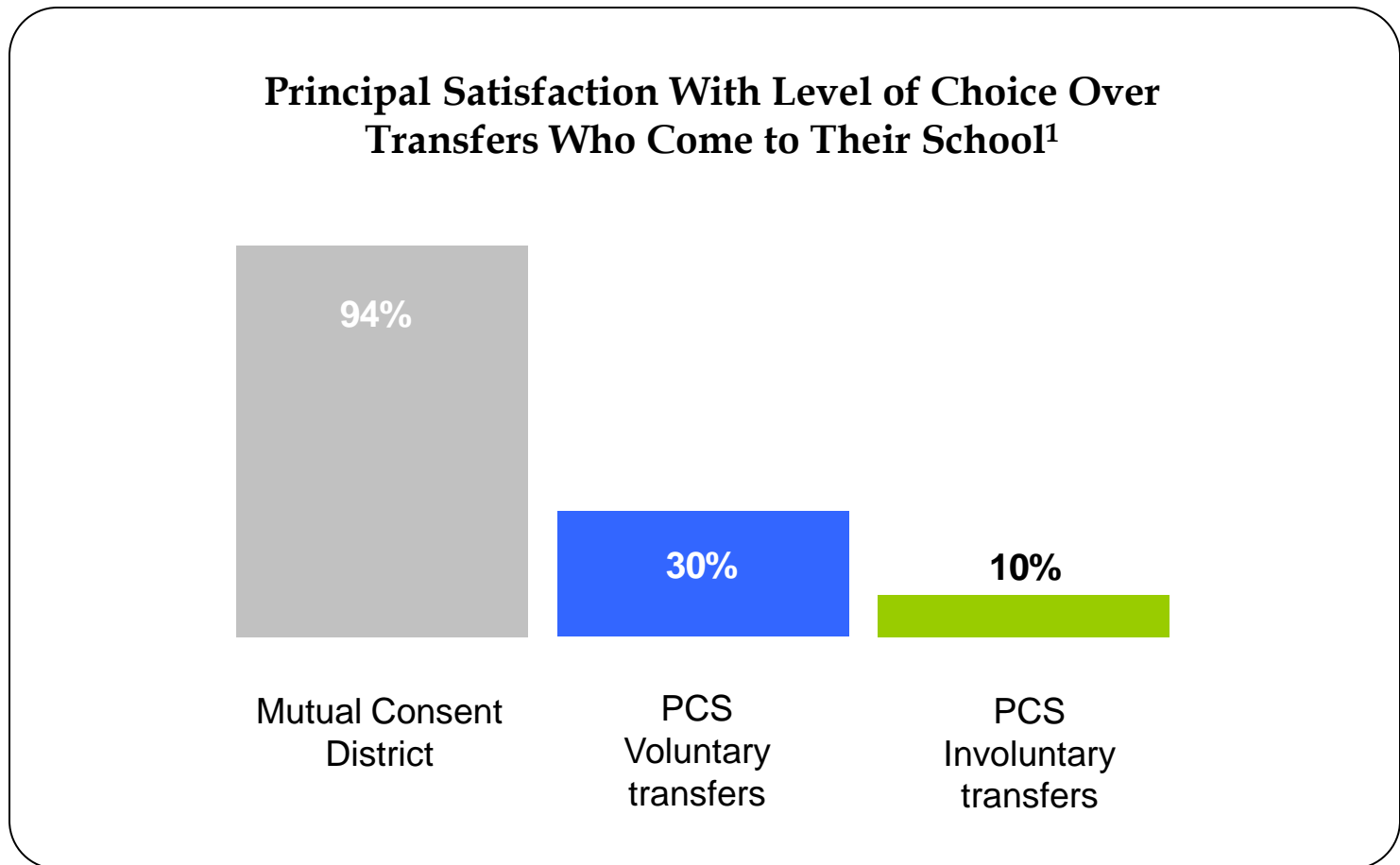
1. Principals responding "Very dissatisfied," "Dissatisfied," or "Somewhat dissatisfied"

Source: TNTP survey conducted in June 2008 of 34 PCS principals

© The New Teacher Project 2008



In contrast, principals in an urban district with a full mutual consent transfer process are highly satisfied with their level of choice.



1. Principals responding "Very satisfied," "Satisfied" or "Somewhat satisfied"

Source: TNTP survey conducted in June 2008 of 34 PCS principals and TNTP survey conducted in March 2007 of 464 District A principals



Transfer Process Summary

Summary

- Teachers are most satisfied with new placements when they obtain them through school interviews.
- The involuntary transfer process undermines teacher choice in placement and job satisfaction.
- Principals are dissatisfied with their level of choice in the transfer process and the quality of transferring teachers.
- PCS principal satisfaction is significantly lower than that of principals in an urban district where all transfers are placed through mutual consent.

Recommendations

- End the practice of centrally assigning transfers. Require transfers to obtain new placements through school interviews.
- Provide support to transferring teachers affected by the transition to full mutual consent. Clearly communicate the benefits of mutual consent to these teachers. Provide them with targeted support in applying for vacancies and training in interviewing with school committees.



#4

Although teachers value the evaluation process and find it to be worthwhile, it does not effectively differentiate teacher performance or provide teachers with adequate feedback to improve.



Evaluation Process Overview

How Evaluation Works in PCS

- 1** Probationary teachers are evaluated every year on the basis of four formal observations.
- 2** Non-probationary teachers are evaluated every three years on the basis of one formal observation.
- 3** Evaluations can result in one of two ratings: Satisfactory or Unsatisfactory.



PCS teachers value the evaluation process in its current form.

85%

85 percent of teachers agree that evaluation is an important part of maintaining and developing a high-quality teaching staff¹.

84%

84 percent are satisfied with the evaluation process at their school².

82%

82 percent agree that the evaluation process has helped them improve their teaching practice¹.

78%

78 percent agree that the evaluation process is worth the time and effort required of them to complete it¹.

1. Teachers responding “Strongly agree,” “Agree” or “Somewhat agree”

2. Teachers responding “Very satisfied,” “Satisfied” or “Somewhat satisfied”



However, the current evaluation system provides almost no meaningful differentiation of teacher performance.



99 percent of teacher evaluations from 2005-2008 resulted in ratings of **Satisfactory**.



“It doesn't make a difference to the teachers who are not doing their job effectively or for those who go above and beyond. The effort by the administration is minimal and the outcomes are the same for all. The admin comes in twice and fills out a form. There won't be effective change with so little observation and feedback.” - Middle school math teacher

Source: PCS evaluation records from 2005-2008. Evaluation records for 122 scheduled evaluations during this time period were not available.



A system in which nearly all teachers are rated “Satisfactory” fails to recognize those who are exceptional or those who perform poorly.

1%

Only 1 percent of evaluations from the period 2005-2008 resulted in Unsatisfactory ratings. But...

57%

57 percent of principals say that more than 1 percent of the teachers currently at their school are unsatisfactory performers.

41%

41 percent of principals and 34 percent of teachers say there are non-probationary teachers at their school who should be dismissed for poor performance but have not been.



School-level student achievement data provide further evidence that evaluation ratings may be out of alignment with teacher performance.



Of the six PCS schools that were rated “Low” on the 2007 Colorado state school accountability reports, there were three schools in which **no teacher has received an evaluation rating of “Unsatisfactory” in the last three years.**

7 / 33

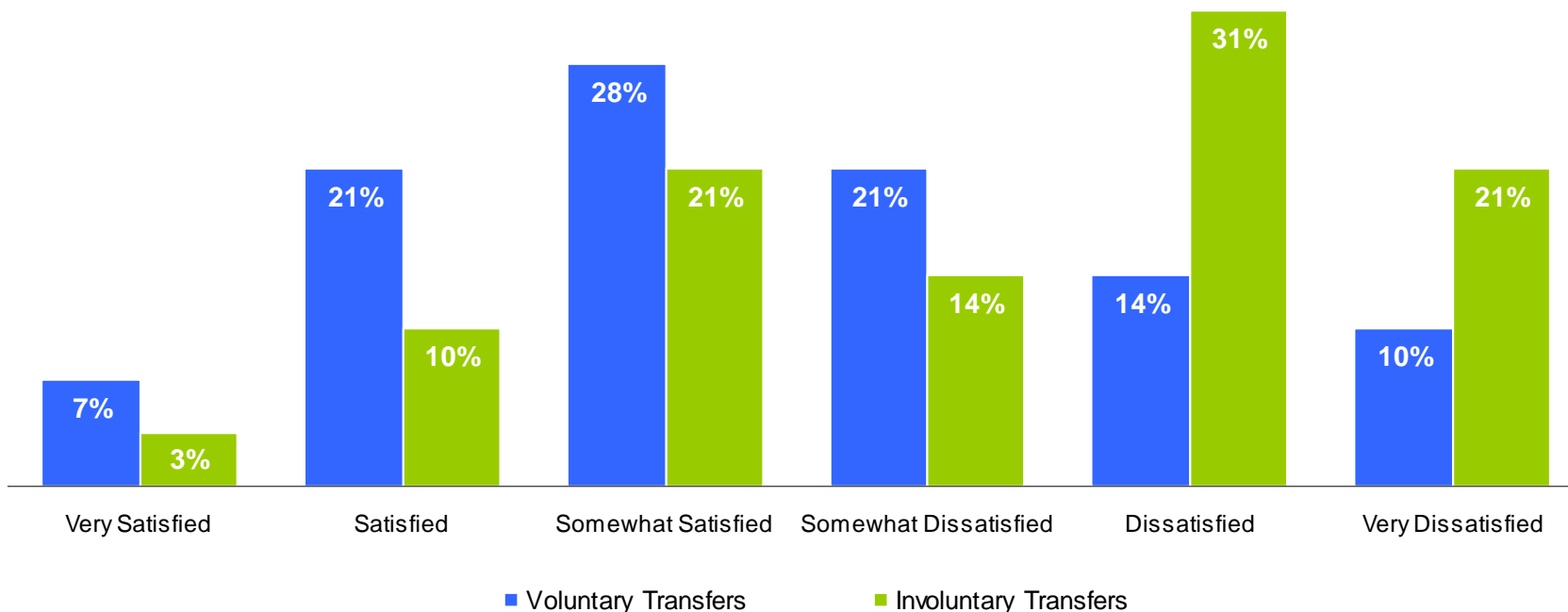
Of 33 PCS schools, there are only 7 in which **one or more teachers have received a rating of “Unsatisfactory” in the past three years.**

Source: PCS evaluation records from 2005-2008. Evaluation records for 122 scheduled evaluations during this time period were not available.



Principal dissatisfaction with transfer quality indicates there may be a pool of poor performers not identified through the evaluation system.

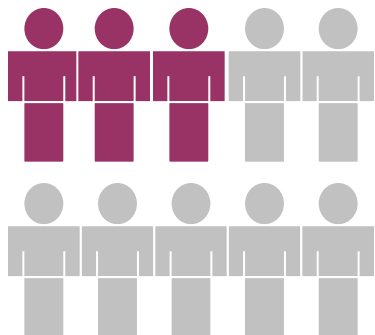
“Rate your satisfaction with the quality of teachers who have come to your school as transfers.”



In interviews, multiple district stakeholders reported that the district has historically used involuntary transfers to address performance concerns.



Moreover, the evaluation process does not identify development areas for most teachers.



Only 29 percent of teachers had development areas identified on their three most recent evaluations.



“I did not receive feedback for professional growth, in fact the process was very disappointing. I believe that evaluation is where an evaluator should target specific areas for growth in teachers to have a positive impact on student achievement.” - Elementary teacher



Infrequent evaluations and inadequate observations might be preventing identification of poor performers and of development needs.



Non-probationary teachers are evaluated **only once every three years**.



48 percent of non-probationary teachers report that they were observed **once or zero times** for their most recent evaluation.



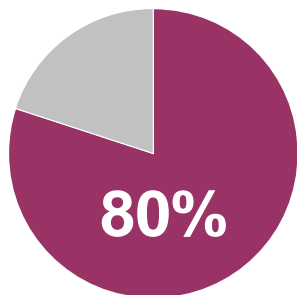
75 percent of these teachers report that their single observation **lasted 45 minutes or less**.

“One observation for 45 minutes is not a true measure of my performance as an educator.”
--Elementary teacher

“I am dissatisfied with how teachers are evaluated. . .A snapshot that often reflects only a part of my curriculum is hardly that revealing. Principals should be allowed to spend more time with their teachers. My principal is so tied up in endless meetings at the district level that he is lucky to spend time at his school.” – High school English teacher

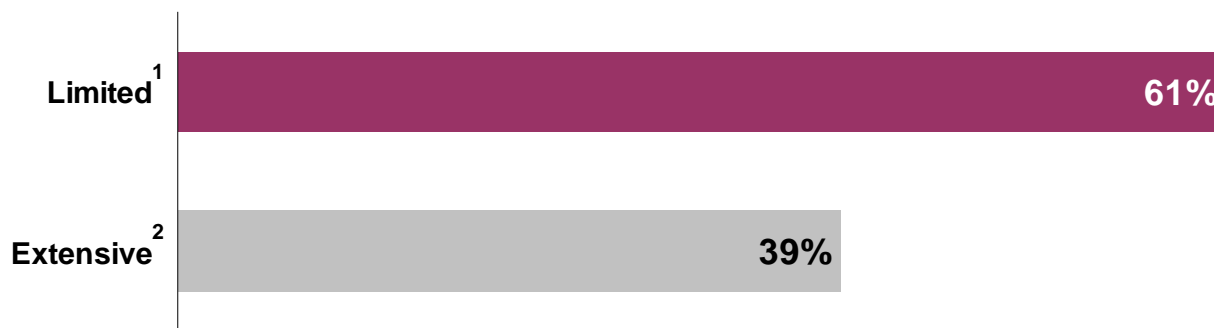


Another contributing factor may be a lack of principal training in evaluation.



80 percent of principals with fewer than three years of experience in PCS describe their training in evaluation as “Somewhat limited,” “Limited” or “Very limited.”

Extensiveness of Training in Evaluation of All PCS Principals



1. All principals responding “Very limited,” “Limited,” or “Somewhat limited”

2. All principals responding “Very extensive,” “Extensive” or “Somewhat extensive”



Evaluation Summary

Summary

- The evaluation process does not effectively identify strong or poor performers.
- Teachers receive inadequate feedback to improve.
- Anecdotal data suggest that the district has used transfers, instead of effective evaluation and dismissal, to address poor performance.

Recommendations

- Partner with an independent, external entity to design a new evaluation system that meaningfully differentiates performance levels and identifies both excellent and poor performance.
- Create clear rewards for teachers who are evaluated as excellent. Such incentives could include first choice among teaching assignments, exemption from being reduced, monetary bonuses and opportunities to attain coaching or specialist positions.
- Use direct communication with principals and teachers to identify instances in which transfers are used to address poor performance. Provide targeted interventions to improve these teachers' performance or dismiss them if necessary instead of executing transfers.



Evaluation Summary (continued)

Summary

- Infrequent evaluations and inadequate observations may prevent identification of poor performers and teachers in need of development.
- A lack of principal training in evaluation may be another factor in the limited effectiveness of the current system.

Recommendations

- Transition to annual evaluations for non-probationary teachers.
- Prioritize effective performance management as one of administrators' top responsibilities and align practice with this priority, as follows:
 - Provide support personnel to schools to relieve principals from extraneous administrative tasks.
 - Determine an appropriate ratio of teachers to a single evaluator and ensure that the administrative staffing at each school meets this ratio.
 - Provide increased training and support to evaluators. Implement regular and structured opportunities for evaluators to reflect on practice with their peers.
 - Track evaluation data to norm ratings and compare evaluators.



Contents

Introduction

Findings



Summary of Recommendations

Appendix



Summary of Recommendations

Recommendations

- ▶ **Hiring**
Implement a workforce development initiative to increase the number of high-quality candidates in shortage areas. Institute a board mandate to finalize school staffing allocations and begin posting vacancies by April 1.
- ▶ **Reduction in Building Staff**
Allow schools to consider quality, in addition to seniority, when identifying teachers for position cuts.
- ▶ **Transfers**
End the practice of centrally assigning transfers. Require all transfers to find new placements through the school interview process.
- ▶ **Evaluation**
Invest in the development of a new evaluation process that effectively distinguishes strong and weak performance. Ensure that evaluators have the time and training necessary to adequately evaluate all teachers.



Additional Recommendations

- **PCS and the PEA should investigate the feasibility of a joint-backed “Teacher Quality” mill levy to be placed before the voters in 2009**, since full implementation of the recommendations contained in this report will require significant investment of district time and resources and might exceed the district’s financial limitations. Passing such a levy will require that the district and the union present the public with a data-driven argument that teacher quality is essential to improving student achievement and that planned reforms will significantly strengthen district teacher quality in the near term. Furthermore, the success of such an initiative will hinge upon the commitment of the district and the union to addressing such difficult challenges as actively identifying and removing poor performers and prioritizing quality over job security.
- **Eliminating central assignment of transfers will require that the district address the issue of non-probationary teachers who do not secure consensual placements through the school interview process.** Current state law prevents the district from releasing these teachers from service, but Colorado Senate Bill 130 (the “Innovation Schools Act of 2008”) provides a mechanism for individual schools to obtain waivers from state laws and provisions of the collective bargaining agreement. The district should actively provide principals, teachers and parents with information about the waivers available under SB-130 and the process for attaining them, and offer support to schools that opt to pursue designation as Innovation Schools.



Contents

Introduction

Findings

Summary of Recommendations



Appendix



Appendix: Methodology

- The data presented in this report were gathered from four sources.
 - Interviews with district stakeholders conducted by TNTP staff in January 2008;
 - Employee transaction and evaluation data provided by PCS Human Resources;
 - An online survey of district teachers, distributed electronically via SurveyMonkey.com during the period of May 16 to June 5, 2008. The teacher survey response rate was 51 percent (565 out of 1,105) and the completion rate was 73 percent (414 out of 565);
 - An online survey of district principals, distributed electronically via SurveyMonkey.com during the period of June 6 to June 16, 2008. The principal survey response rate was 103 percent (34 out of 33¹) and the completion rate was 85 percent (29 out of 34).

1. Email survey invitation sent to 33 principals by PCS. This survey was anonymous, so we are unable to determine the source of the additional response.



Appendix 2: About The New Teacher Project

- TNTP is a national non-profit organization, founded by teachers in 1997.
- Our clients are school districts, charter schools, state education agencies, colleges and universities, and other educational entities.
- TNTP partners with its clients to:
 - o Increase the number of outstanding individuals who become public school teachers; and
 - o Create environments for all educators that maximize their impact on student achievement.
- TNTP's clients, past and present, include school districts in cities such as Atlanta, Baltimore, Chicago, Memphis, Miami, Oakland, Philadelphia, New York and Washington, DC; and states such as Alaska, Arkansas, Louisiana, Texas and Virginia.

Our totals to date

28,000

Teachers recruited, prepared and/or certified

55

Programs established

27

States in which TNTP has worked

200+

School districts with which TNTP has partnered

~3,800,000

Students taught by TNTP-recruited/trained teachers (estimated)



TNTP has a proven track record of using a non-ideological, non-partisan approach to policy and research that is rooted in data.

TNTP's policy analyses evaluate district data from multiple sources:



Analysis of the district's collective bargaining agreement for teachers



Interviews with stakeholders, including district leadership, Human Resources staff, principals and teachers



Surveys of principals, teachers and district teacher applicants



Review of teacher employee transaction data, including data on applicants, hiring timeline, transfers, separations and evaluations



Through this multi-faceted analysis, TNTP develops data-driven, practical recommendations for reform designed to maximize teacher quality while balancing the interests of all stakeholder groups.