



# Teacher Staffing and Evaluation in Indianapolis Public Schools

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July 2009



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## About The New Teacher Project






**The New Teacher Project (TNTP)** is a national non-profit organization dedicated to closing the achievement gap by ensuring that poor and minority students get outstanding teachers.

Our work centers on recruiting and retaining the best talent for the classroom and ensuring that teachers have the environments that allow them to do their best work.

These goals are dependent on a continuum of policies, processes, systems, and services that have a real daily impact on teachers and principals.

The purpose of this analysis is to increase the alignment of these systems to the ultimate goal of excellent instruction in every classroom.

Our inquiry centers around **fundamental questions**, such as:

-  Is the district recruiting teachers effectively?
-  Do placement processes facilitate strong, lasting matches between teachers and schools?
-  Are schools creating effective instructional teams through the staffing process?
-  Does the district have reliable mechanisms for evaluating and improving teacher performance?
-  Is the district retaining its best teachers?



## Methodology for the Indianapolis Project

In the winter and spring of 2008-09, at the request of The Mind Trust, TNTP partnered with the Indianapolis Public Schools (IPS) and the Indianapolis Education Association to analyze the district's human capital policies and practices and make recommendations to increase the concentration of high-quality teachers in IPS schools.

A range of human capital topics were explored, including:

- Teacher recruitment and hiring processes;
- Teacher staffing processes, including displacements and layoffs;
- Teacher evaluation processes; and
- Teacher retention.

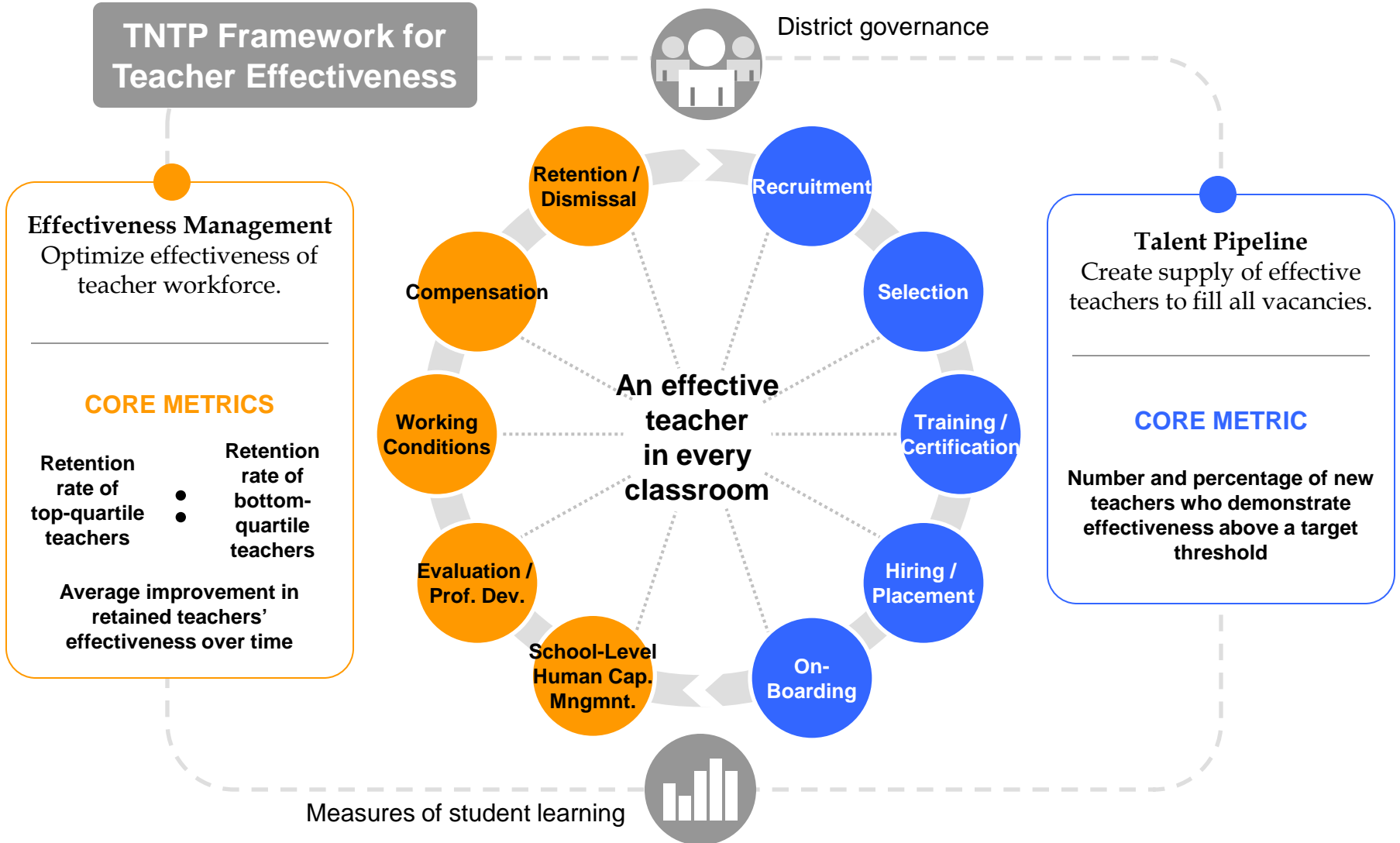
TNTP employed four primary methods in its analysis:

- 1 Analysis of relevant policy documents**, including current state law, IPS procedures, IPS Board policies, and the agreement between IPS and the Indianapolis Education Association (IEA).
- 2 Interviews** with district administrators, HR staff, principals, and teachers.
- 3 Survey data** collected from district teachers, principals, and teacher applicants from the past three years. Surveys yielded a 75% teacher response rate, a 85% principal response rate, and a 9% teacher applicant response rate.\*
- 4 Extant data** on teacher evaluations from the 2007-2008 school year.

\*Teacher response rate calculation dependent upon number of classroom teachers reported to TNTP by the IPS Position Control Office (2,253 Teachers)



To realize sustainable improvement, effective teaching must be the guiding concern behind all elements of a district's human capital system.





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Background



**Findings**

Recommendations



## Summary of Findings

- 1** Teachers and principals want layoff decisions to be based on factors in addition to seniority; currently, IPS staffing policies and procedures **do not consider teacher quality** in many critical decisions.
- 2** Teachers and principals **strongly support staffing decisions based on an interview and select process** and are dissatisfied with forced placements, which cause schools to **lose out on desirable teacher candidates**.
- 3** While teachers and principals believe that teaching expectations are clear and evaluations are conducted well, the process **rarely identifies weaknesses in classroom instruction** and, according to teachers, does not have a clear, positive impact on their performance.
- 4** The quality of support and information provided by the Human Resources department to teachers and principals **is inconsistent and current systems create confusion** throughout the staffing process.



**IPS must change** its policies and practices to ensure that each school is staffed with highly effective teachers.



# #1

**IPS staffing policies and procedures do not consider teacher quality in many critical decisions.**

**▶ Finding**

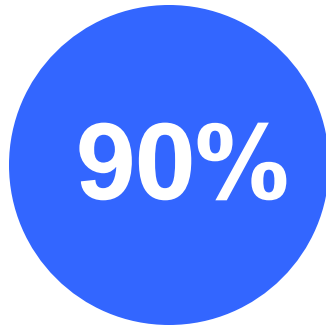
- ▶**
- A. Reduction in Force**
  - B. Displacement**
  - C. Hiring Timeline**



In IPS, schools are unable to keep high-quality teachers due to layoff policies that do not take a teacher's effectiveness into account.

### IPS Reduction in Force Policy:

Article XVII of the IPS-IEA collective bargaining agreement requires that seniority, based upon the length of one's uninterrupted service in IPS, be the deciding factor in layoffs, once specific teaching areas are targeted for reduction.



of principals who have lost a teacher due to a Reduction in Force report losing a teacher they wanted to keep.

*"We are going to lose a lot of very good teachers while keeping others that are not so good because of the RIF which will be occurring this year."*

*IPS Principal*

*"The RIF process denies us the opportunity to refurbish the school's culture because we lose young teachers. The loss of youth reduces the ability of a good school to stay consistently strong."*

*IPS Principal*

Source: TNTP survey conducted in February 2009 of 57 IPS principals.



These rules have become particularly important because this spring IPS announced a significant reduction in force for teachers.

Total teachers in IPS as of February 11, 2009\* ..... **2,253**

Total teachers receiving layoff notices as of April 20, 2009..... **308**

Percent of the teacher workforce receiving layoff notices ..... **14%**

*Among the 308 teachers notified of layoffs in April,  
2 had been nominated for IPS teacher of the year.*

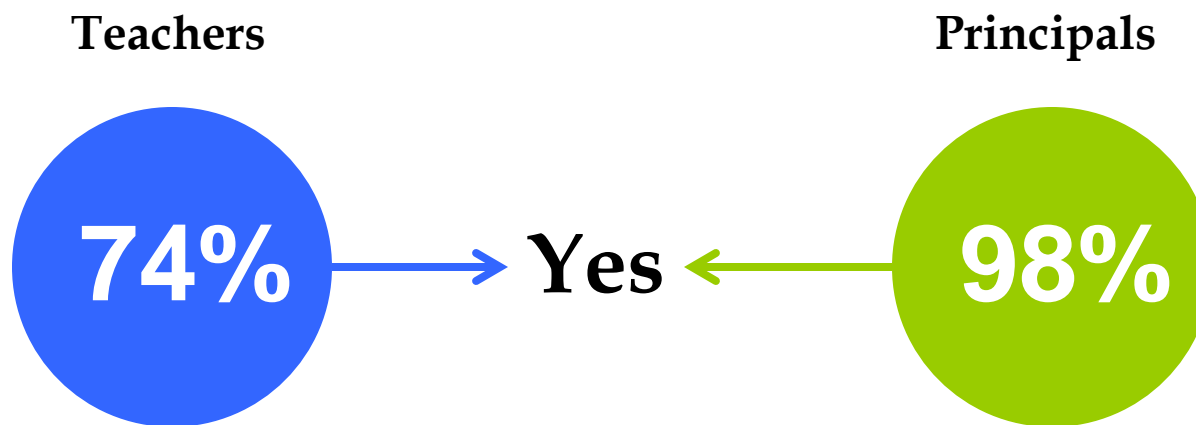
\*Number of classroom teachers reported to TNTP by the IPS Position Control Office.

Source: IPS Human Resources Department



In contrast to current policy, there is overwhelming support among teachers and principals for layoff decisions to depend on more than just seniority.

**“In IPS, length of service teaching (seniority) in the district determines who should be laid off during a Reduction in Force (RIF). Should additional factors be considered?”\***



**Source:** TNTP survey conducted in February 2009 of 1,697 IPS teachers and 57 principals.

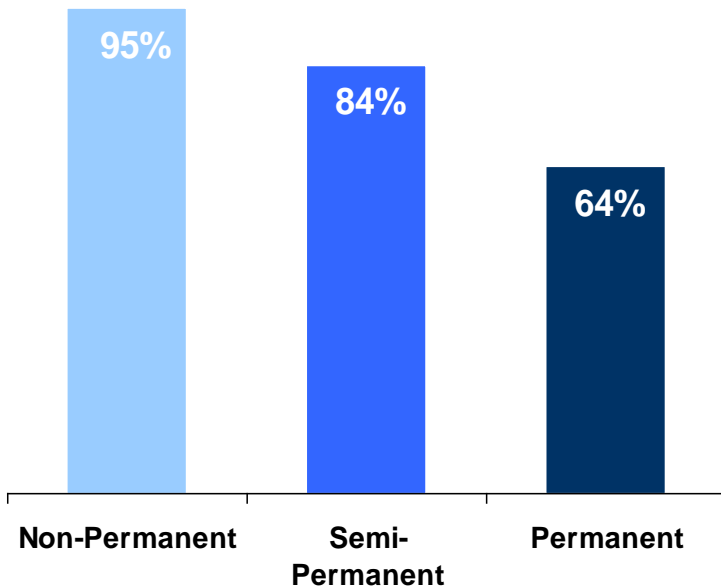
\*Note: Answer choice was binary, i.e.: Yes or No; When the surveys were administered, respondents were aware that IPS was planning to layoff teachers for the 2009-2010 school year.



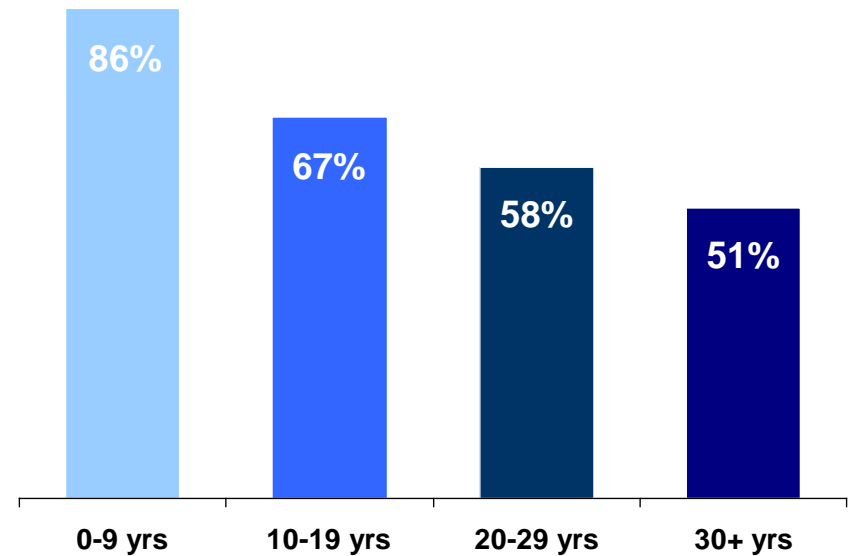
And while support for additional factors decreases among teachers with more experience, a majority at each experience level agree that factors other than seniority to the district should be considered.

**Percent of teachers responding “Yes” when asked if additional factors should be considered during a Reduction in Force.**

**By Teaching Status**



**By Years of Experience in IPS**



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers.



In fact, according to teachers, teacher effectiveness should be considered when determining layoffs.

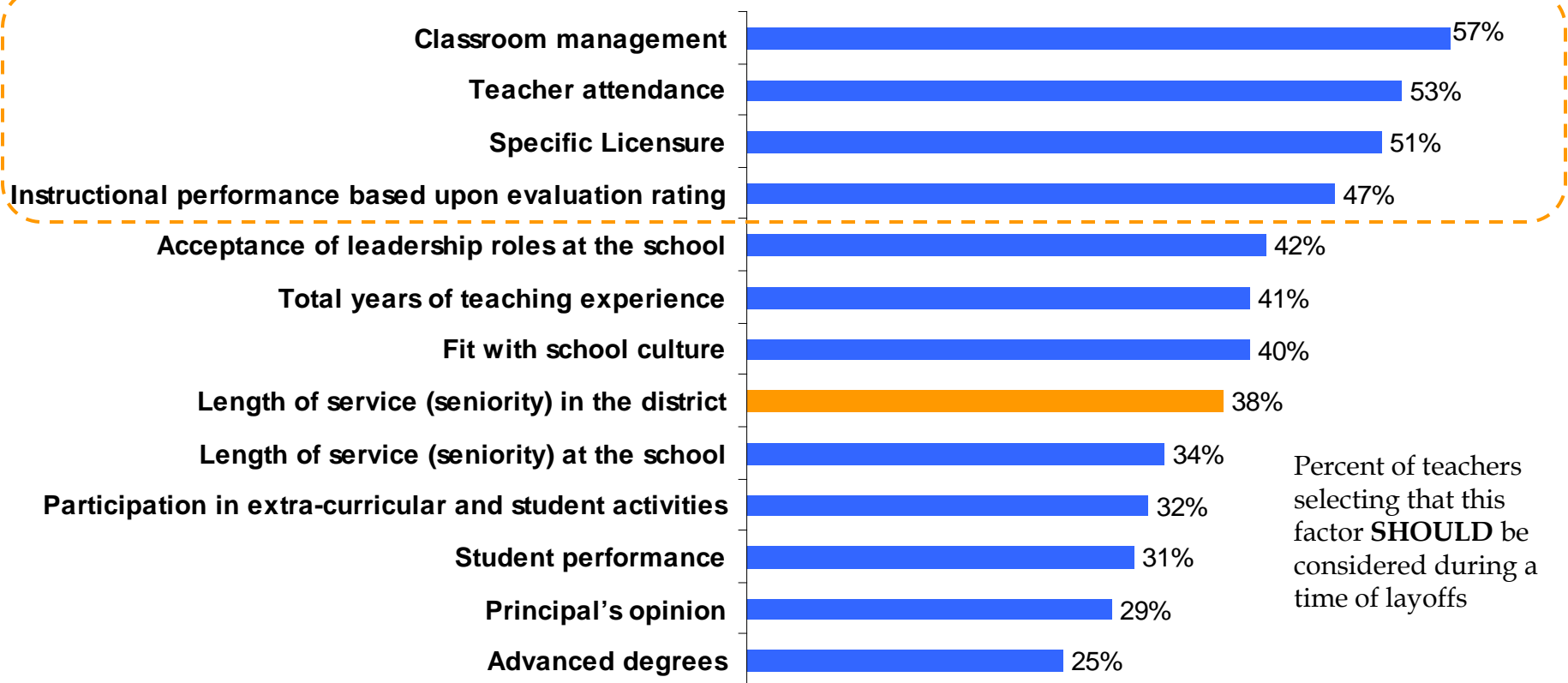
57%

of teachers selected  
Classroom Management

vs.

38%

that selected Seniority in  
the District



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers.

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# #1

**IPS staffing policies and procedures do not consider teacher quality in many critical decisions.**

**▶ Finding**



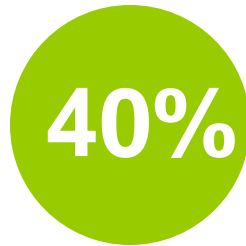
- A. Reduction in Force
- B. Displacement**
- C. Hiring Timeline



Although schools can develop site-based criteria for displacement decisions, many are driven by seniority within IPS and at the school, along with total years of experience.

### IPS Displacement Procedure:

According to the IPS procedure “Guide to School-based Decision-Making,” each school is empowered by state law and the IPS School Board to develop its own set of criteria to determine which teachers will be displaced when individuals schools must reduce the number of positions due to budget cuts or student enrollment changes.



Percent of principals who report that seniority to the district, seniority to the school, or total years of experience **have been the only factors used for determining** which teachers are displaced at their schools.

*A third or less* of principals report that the following factors have been considered at their schools:

- Acceptance of leadership roles
- Classroom management
- Teacher attendance
- Fit with school culture
- Student performance
- Individual teacher performance based upon evaluation rating

Source: TNTP survey conducted in February 2009 of 57 IPS principals.



Principals report that having to displace high-quality teachers under the current approach hinders their ability to build strong instructional teams.

**“Have you ever had to displace (involuntarily transfer) a teacher due to your school closing or position or budget cuts at your school whom you wanted to keep?”\***

**48%**

of principals report having to **“Yes, Frequently”** lose a teacher they wanted to keep.

While **73%**, nearly **3 out of 4 principals**, have at least sometimes lost a teacher they wanted to keep.

**98%**

of principals report that the **requirement to displace and/or accept a displaced teacher “negatively impacts”** their **ability** to build the best instructional teams at their schools in some way.

*“Displacement is not a good thing. Your staff changes so much year to year it is difficult to build an effective culture within your school.”*

*IPS Principal*

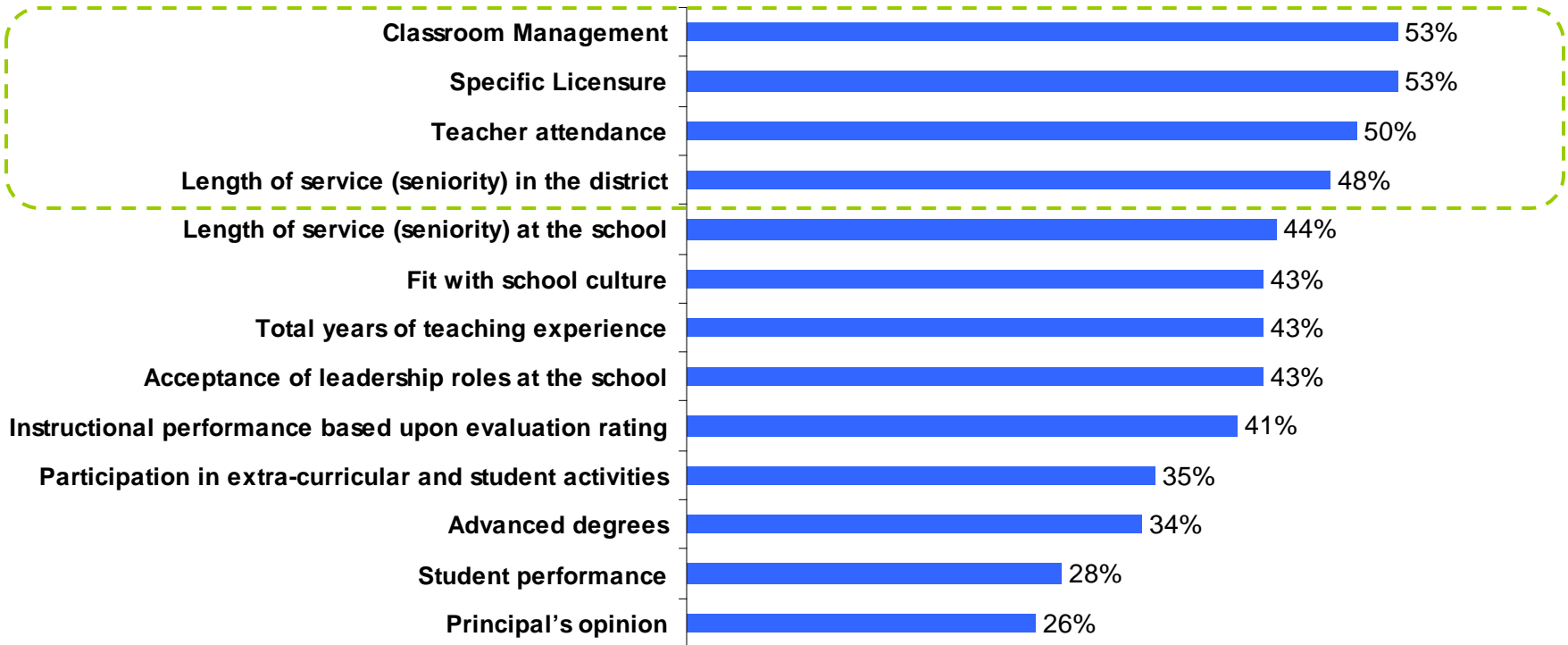
\*Note: IPS has reconstituted 5 schools within the past several years, leading to school closures and teacher movement.

Source: TNTP survey conducted in February 2009 of 57 IPS principals.



## Teachers support a balance between seniority and other factors in determining displacement decisions.

Percent of teachers selecting that this factor **SHOULD** be used by schools in determining staff displacements



**31%**

Of teachers did not select seniority of any kind when asked what factors should be considered when determining who should be displaced.



# #1

**IPS staffing policies and procedures do not consider teacher quality in many critical decisions.**

**▶ Finding**

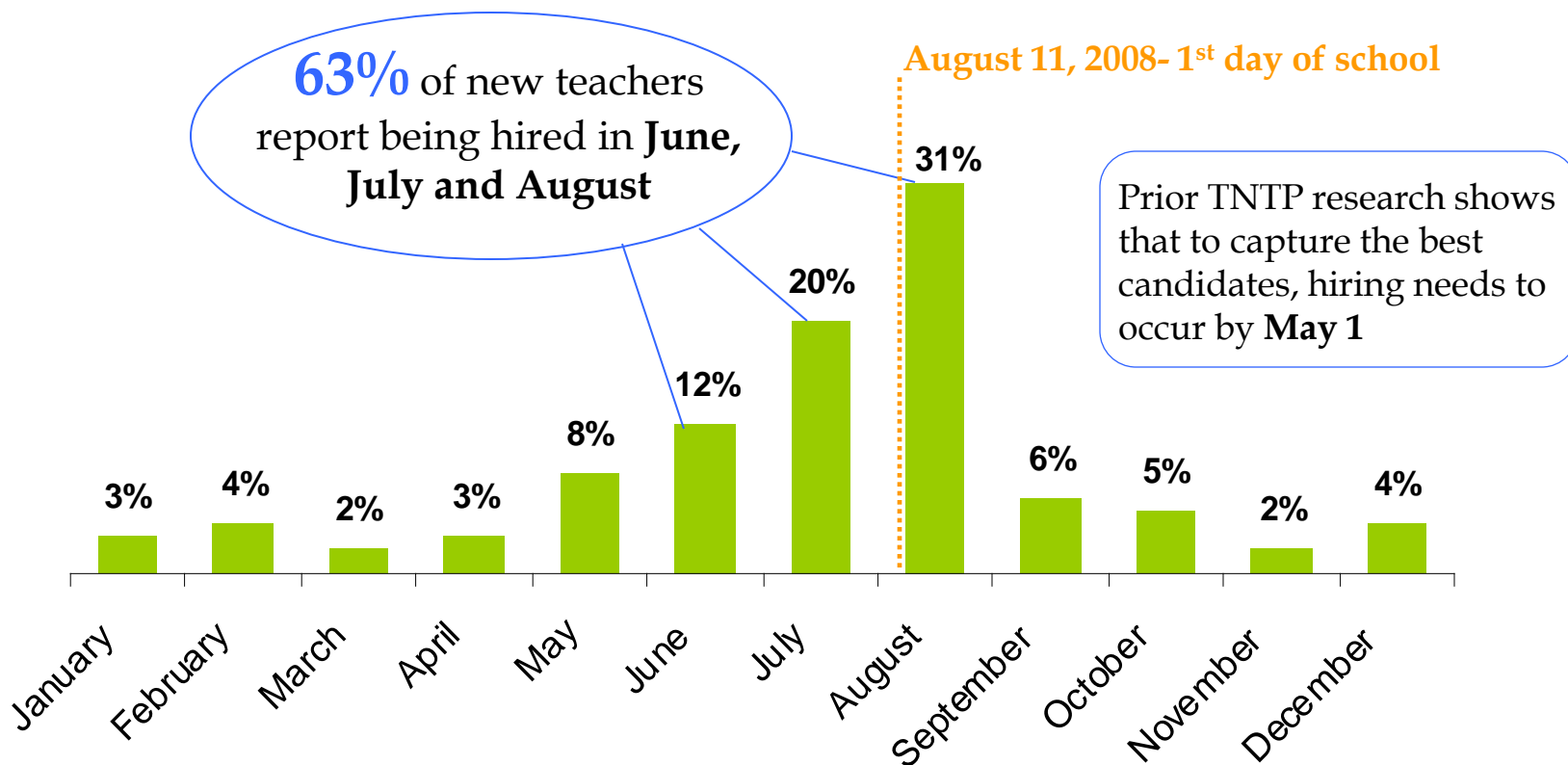
- A. Reduction in Force
- B. Displacement
- C. Hiring Timeline**



## New teacher hiring in IPS occurs very late in the hiring season.

### IPS New Teacher Hiring Procedure

New teacher applicants are not considered for vacancies until after all displaced teachers and any recalled teachers are assigned to open teaching positions.



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers.



As a result of late hiring, IPS may be losing out on high-quality new teachers.

**77%**

of principals have lost a desirable teacher candidate from outside the IPS system because they were **unable to make an offer in a timely fashion.**

**54%**

of principals believe that the hiring timeline **does not allow them to hire early enough** to capture the highest quality new teacher applicants.

**Top factors cited by principals that contribute to the delays are:**



Delays in processing the new hire's paperwork



Late resignation/retirement notifications



Displaced Teacher Timeline

Source: TNTP survey conducted in February 2009 of 57 IPS principals.



## #2

### ▶ Finding

**Teachers and principals strongly support staffing decisions based on an interview and select process and are dissatisfied with forced placements, which cause schools to lose out on desirable teacher candidates.**



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Both teachers and principals in IPS strongly believe that placements should be based upon an interview and select process.

91%

of **teachers** agree that when changing schools it is important that “my new principal wanted me to move to his/her school.”

98%

of **principals** agree that “The ability to choose who my school hires is an important part of building a strong instructional team.”

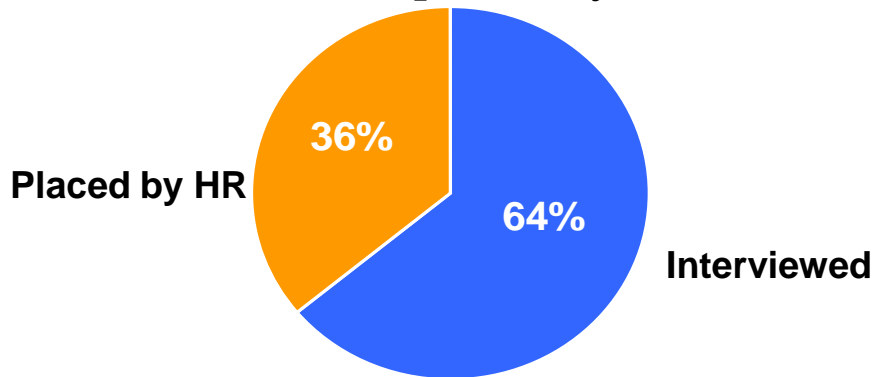


While most teachers interview for positions when changing schools in IPS, over a third are still placed without an interview.

### IPS Placement Procedure

In accordance with IPS staffing procedure 3130 for certified staff, when displaced, teachers are given a specific amount of time to find a position through an interview process. After that period, the Human Resources department then assigns teachers, who have yet to make a match to a position, to a school without an interview. For teachers who are recalled, there is no interview process.

**Percent of teachers who report having interviewed for a position vs. having been placed by HR, within the past five years**



**85%**

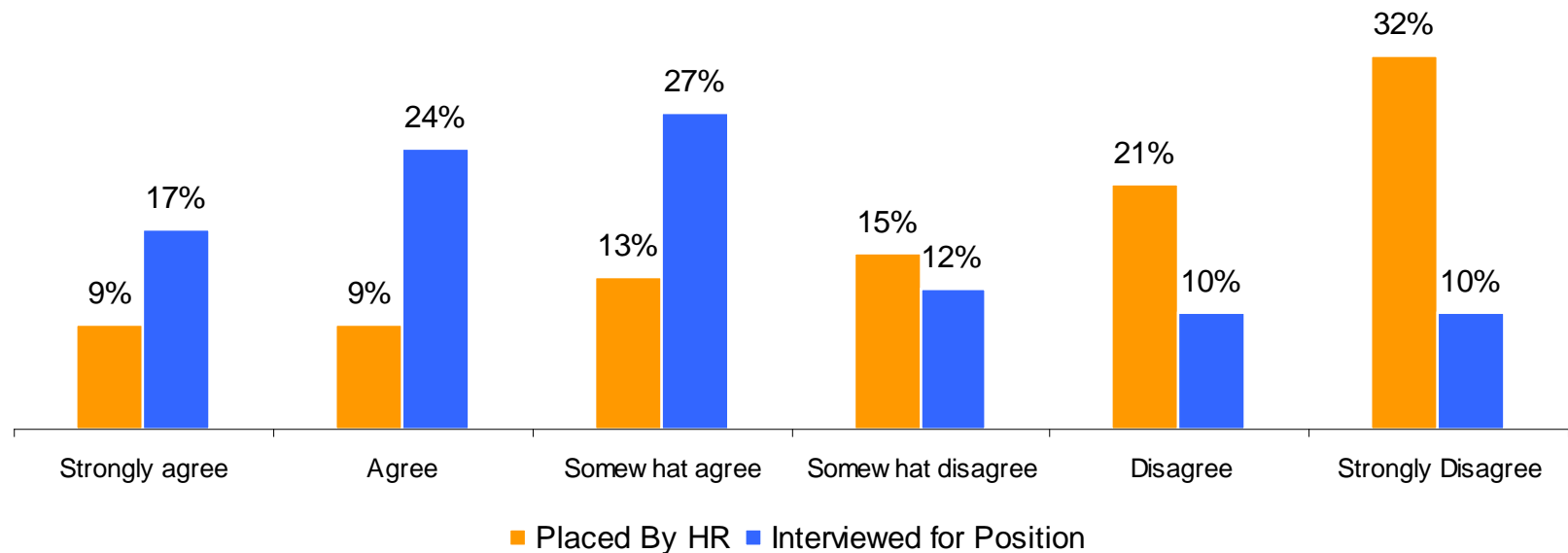
of principals in the past three years have had at least one teacher placed at their school by HR without the opportunity to interview them.

Source: TNTF survey conducted in February 2009 of 1,697 IPS teachers and 57 IPS principals.



IPS teachers placed *without* an interview do not agree that the process helped them find the right position and plan on transferring schools at higher rates than those who interviewed for their positions.

**“The placement process helped me locate a school that is a good fit for me as a teacher”**



Among displaced teachers, those who were placed by HR are almost **three times more likely** to seek a transfer than those that interviewed for their position.



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When school staffing decisions are not based upon an interview and select process, schools miss out on filling vacancies with high-quality teacher candidates, especially in high-need schools.



of principals surveyed report that in the past three years they have **lost a more desirable candidate for an open vacancy** because of a teacher being placed at their school by HR. \*

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**90%** of principals at schools with a high poverty concentration have lost a more desirable candidate because of HR placing someone at their school

*vs.*

**42%** of principals from schools with lower concentrations of students in poverty.\*\*

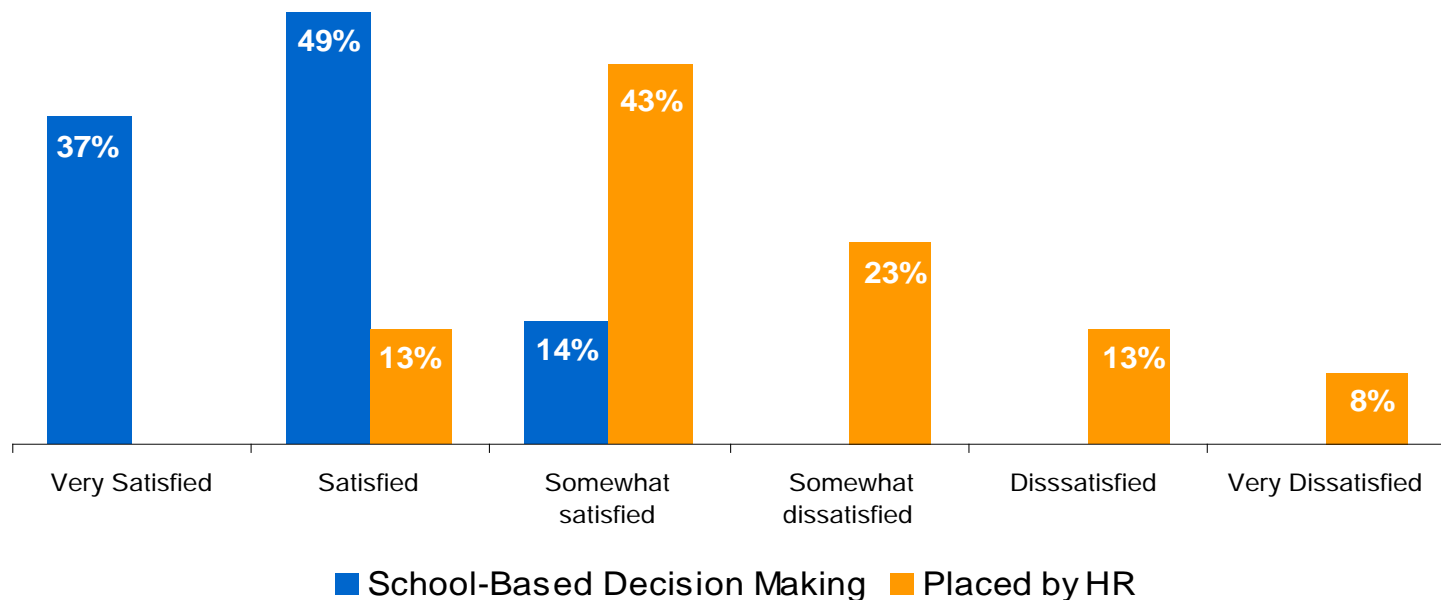
\*Note: IPS has reconstituted 5 schools within the past several years, leading to school closures and teacher movement.

\*\*Note: “High-Poverty” refers to schools with 90% FRPL student population and above while “lower concentrations” refer to all others.  
Source: TNTP survey conducted in February 2009 of 57 IPS principals.



Principals are less satisfied with the overall quality of teachers placed by Human Resources than those who interviewed for positions.

Principals' satisfaction with the QUALITY of teachers, based on how teachers gained their position\*\*



Source: TNTP survey conducted in February 2009 of 57 IPS principals.



## #3

### ▶ Finding

**While teachers believe that teaching expectations are clear and evaluations are conducted well, the evaluation process rarely identifies weaknesses in classroom instruction and, according to teachers, does not have a clear, positive impact on their performance.**

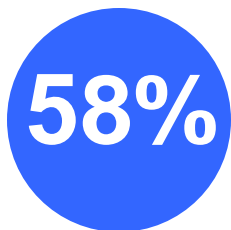


Though there is room for improvement, teachers report that they are evaluated rigorously and fairly. Under the new evaluation system, more report receiving constructive feedback from their evaluators.

Over **80%** of teachers evaluated under either the new or old evaluation system report that **they were evaluated rigorously and fairly** by their evaluator.

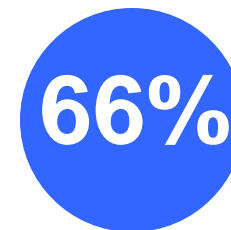
Percent of teachers who “Strongly Agree” or “Agree” that:

Old System



“My evaluator has provided me with constructive feedback and strategies that I could use to improve instruction”

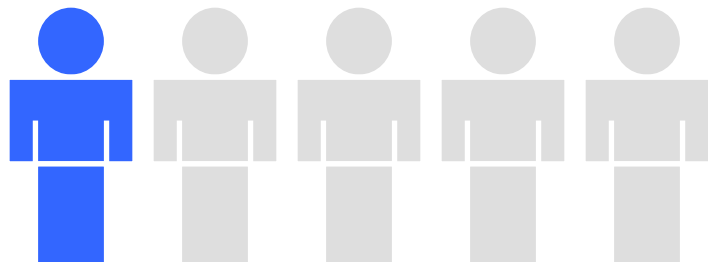
New System



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers. Teachers who were evaluated this school year responded to the “new system” questions, while all others responded to the “old system” questions.



Yet the evaluation process rarely identifies weaknesses in teachers' classroom instruction, leaving poor performance unaddressed.



**Only one out of every five teachers** has reported having an area rated as unsatisfactory or in need of improvement on their three most recent evaluations.

Among those teachers who have had a weakness identified, **only 9%** report being marked as **unsatisfactory because of instruction.**

“*I have always had excellent evaluations, which is nice, but I have not taught that long, so I know I can't be perfect. I would love better, more realistic feedback.*”

*IPS Teacher*

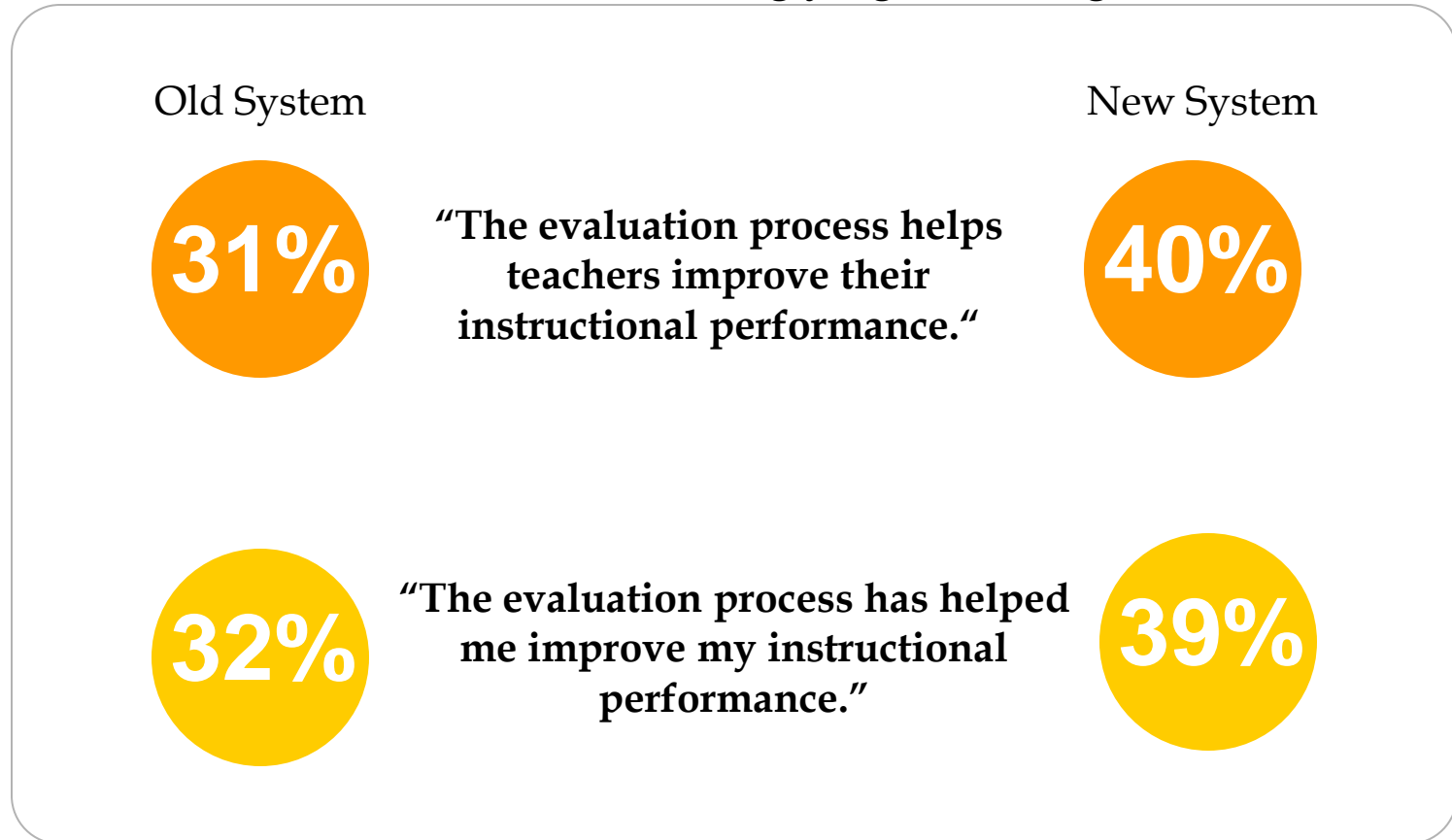
Among all teacher evaluations conducted in 2008, **only 6 out of 587 evaluations resulted in a teacher being recommended for non-renewal.**

Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers and evaluation data provided by IPS on evaluations conducted during the 2007-2008 school year.



While IPS has developed a new evaluation process over the past school year, there is still work to be done to ensure that the process helps to develop teachers and improve classroom instruction.

Percent of teachers who “Strongly Agree” or “Agree” that:



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers. Teachers who were evaluated this school year responded to the “new system” questions, while all others responded to the “old system” questions.



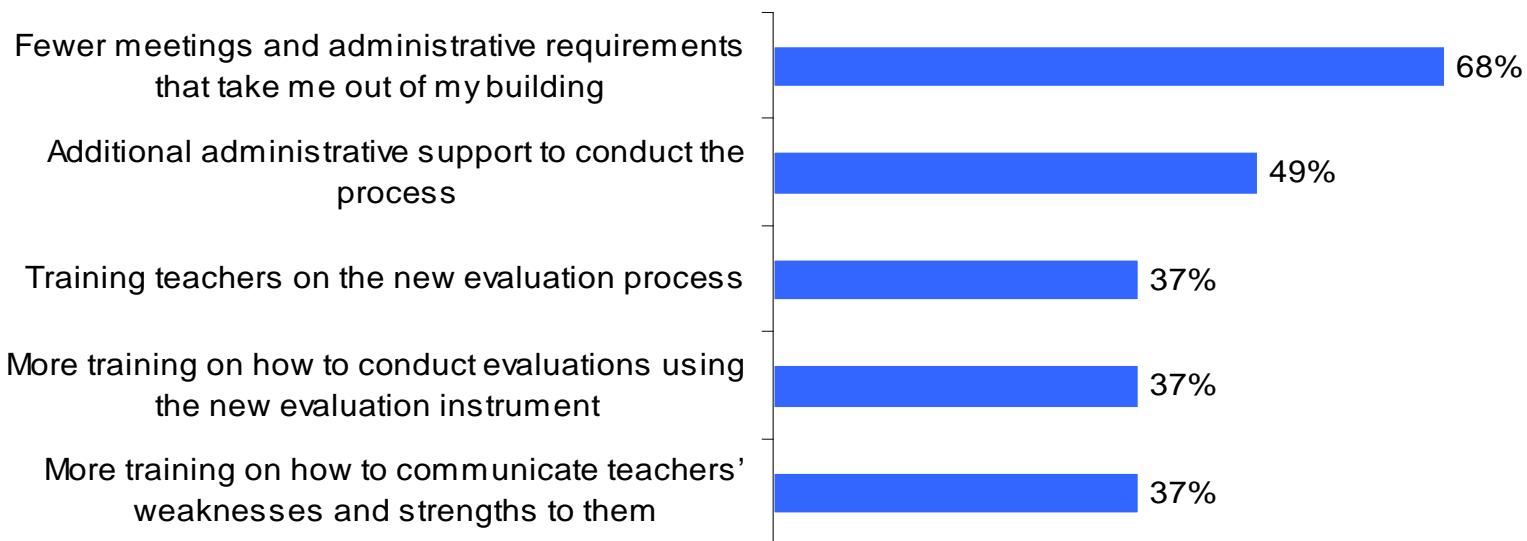
In particular, principals should be afforded more time and resources to conduct rigorous evaluations.

Only **10%** of principals surveyed “Strongly Agree” or “Agree” that they have the time to conduct rigorous evaluations.



3 out of 4 teachers report being observed **2 or fewer times** during their evaluation under the new system.

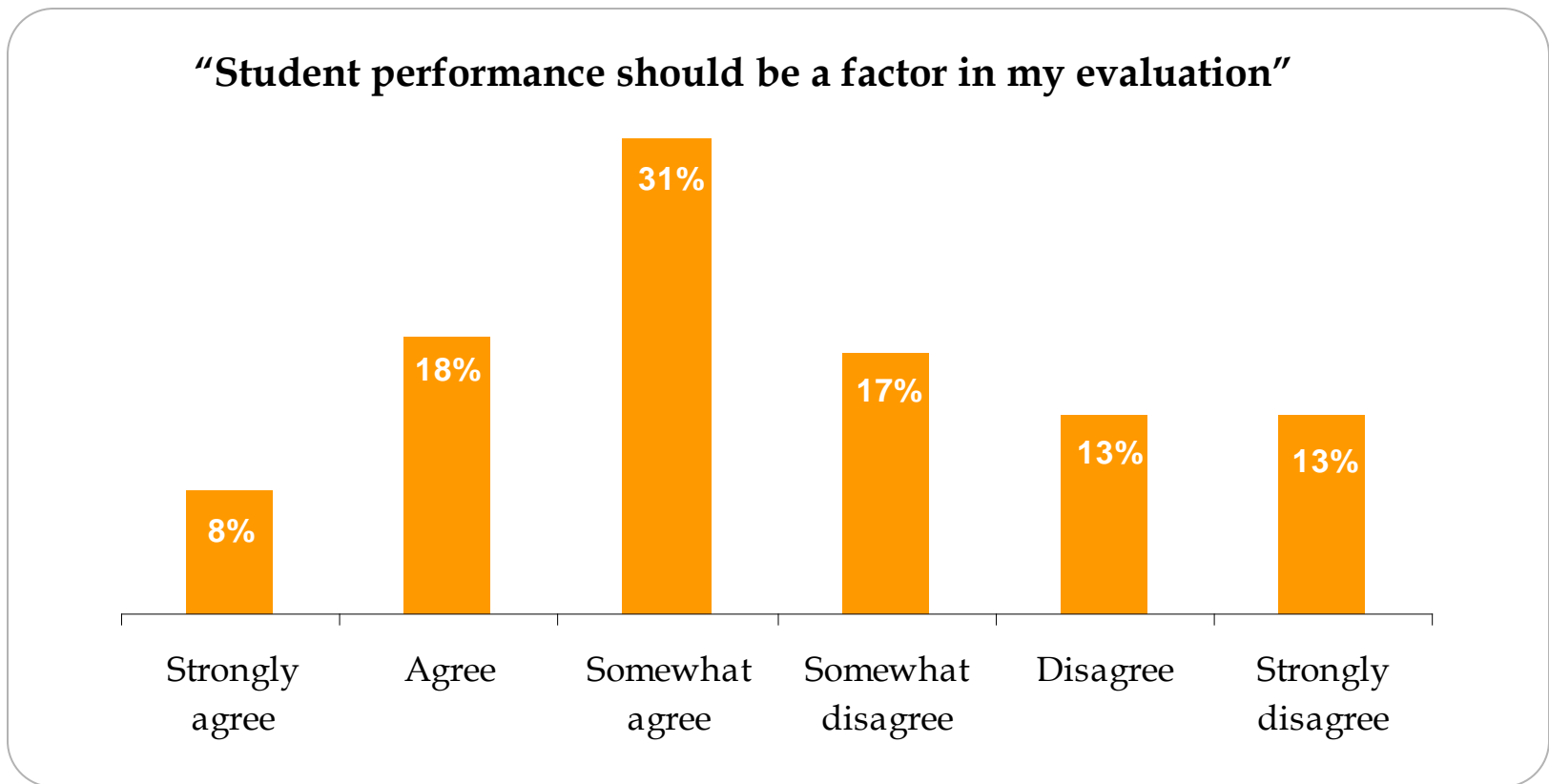
**Percent of principals selecting these options when asked:  
“Which of the following could IPS do to help you in  
conducting your evaluations?”**





Student performance should also be considered in teacher evaluations—a change to which most teachers appear receptive.

**57%** of teachers at least somewhat agree that student performance should be a factor in their evaluation.



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers.

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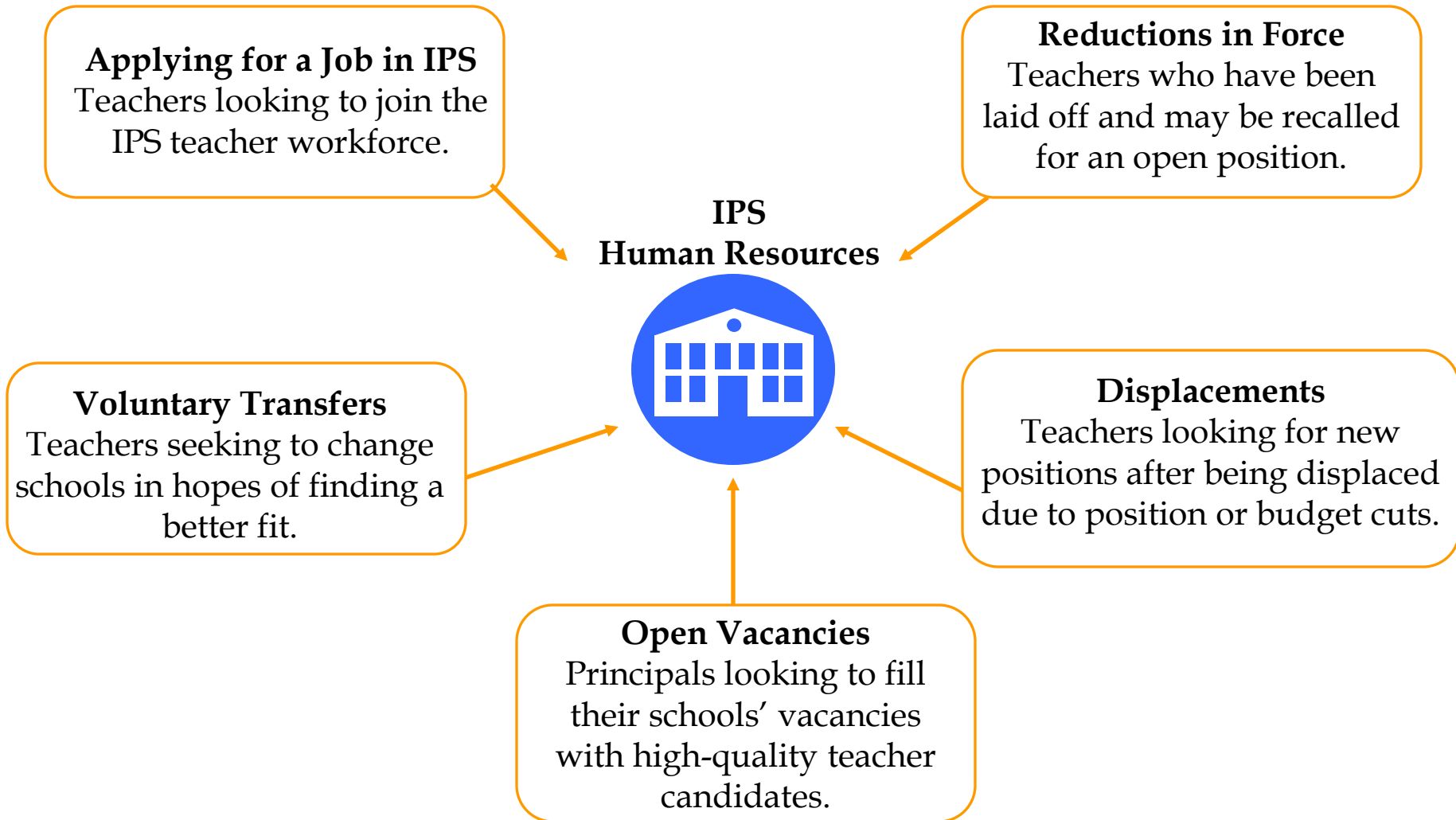
## #4

### ▶ Finding

**The quality of support and information provided by the Human Resources department to teachers and principals is inconsistent and current systems create confusion throughout the staffing process.**



Schools rely on IPS Human Resources to help meet their teaching and learning goals for students by staffing their schools effectively.





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Few teachers who have been laid off and recalled agree that HR was able to answer their questions or provide helpful information about navigating the process.

**Percent of teachers laid off in the past five years due to a Reduction in Force who “Strongly Agree” or “Agree” that:**

**14%**

“Information I received from HR about the RIF (layoff) process was helpful.”

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**16%**

“HR was available to answer my questions about the RIF (layoff) process.”

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**15%**

“Information I received from HR about how the recall process works was shared with me in a timely manner.”



And teachers who have been displaced report vastly different experiences when seeking a new placement.

55%

Of displaced teachers **disagree** with the statement: “I felt supported by HR while looking for a new placement.”

*“All personnel involved in the process of finding new placements need to know the correct procedure and process. I got different answers from different people who were all in the same department. This resulted in a lot of misinformation and confusion.”*

*“My most recent move was seamless - early notification, open positions were posted, interviewed early and placed early.”*

*“I was a new teacher and did not know the process. No one downtown was helpful. I felt very confused. They need to help teachers through the process.”*

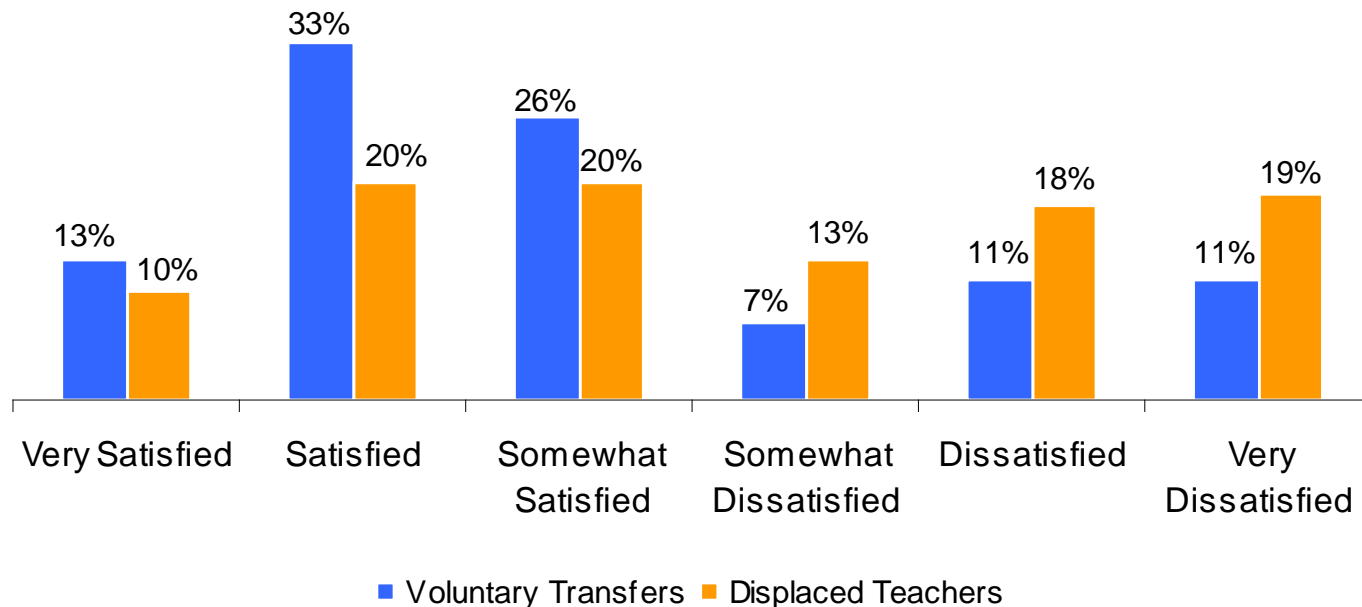


Voluntary transfers report higher rates of satisfaction with the support and communication they receive from HR than displaced teachers.

### Satisfaction of voluntary transfers vs. displaced teachers with communication and support received from HR while seeking a new placement

*Net Satisfaction:*

**72%** of Voluntary Transfers vs. **50%** of Displaced Teachers



Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers.



And newly hired teachers report a high degree of satisfaction with the application process when compared to teacher applicants who either withdrew their application or chose not to teach in IPS.

Among teachers hired within the past three years:

**80%**

agree that the communication from HR about the hiring process was **timely and clear**.

**87%**

report being **satisfied with the IPS hiring process**.

Source: TNTP survey conducted in February 2009 of 1,697 IPS teachers and TNTP survey of 205 applicants, 9 of which withdrew their application or chose not to teach in IPS.

Among the small number of applicants who withdrew or did not accept a position:

**50%**

report being **dissatisfied with the hiring process**.

**33%**

report that the hiring timeline, (i.e. waiting to hear back from IPS, receive an offer) was **“Very Important”** in their decision to do so.

**Top reasons for withdrawing/not accepting a position:**

“Frustration with the hiring process”  
“Received an earlier job offer”



About half of all principals feel supported by HR when filling vacancies, and systems for sharing information regarding potential candidates seem to be flawed.

Percent of principals that “Strongly Agree” or “Agree” that:

51%

“I feel supported by HR while looking for teachers to fill vacancies at my school.”

*Yet, only...*

28%

“Information I receive from HR about teacher candidates clearly states if these teachers are qualified to fill the vacancies at my school.”

22%

“Information I receive from HR about teacher candidates is up-to-date”

“

*“Update the list daily and have it on a website rather than an e-mail. I made many phone calls to principals finding out that the position had been filled for a week and had not yet been updated. This was very frustrating to me.”*

*IPS Teacher*



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**Recommendations**



IPS can adopt several overarching strategies to promote instructional quality and improve its human capital infrastructure.

**Goal A: Promote instructional quality through the IPS staffing process.**

1. Develop a new Reduction in Force policy that considers instructional effectiveness.
2. Ensure that all teacher placements are based on an interview and select process.
3. Allow principals to consider internal and external teacher candidates for vacancies early in the hiring season.

**Goal B: Improve IPS' human capital infrastructure.**

1. Ensure that teacher evaluations are rigorous, differentiate teachers, and provide meaningful feedback to support effective teaching.
2. Support school-based decision-making in all displacement and hiring decisions.
3. Provide a high level of customer service to teachers and principals.



Many of these strategies can be addressed by changing district policy.



### **Strategies requiring changes to the IPS-IEA Agreement:**

- Instituting a new Reduction in Force policy that considers teacher effectiveness.
- Refining the teacher evaluation process and tool to ensure a constant focus on development and feedback to promote effective teaching.



### **Strategies requiring changes to district policy and practice:**

- Ensuring that all staffing decisions are based on an interview and select process.
- Allowing principals to consider all teacher applicants early in the hiring season.
- Implementing a routine, rigorous teacher evaluation system.
- Supporting school-based decision making.
- Providing a high level of customer service to teachers and principals.



## Goal A, Strategy 1: Develop a new Reduction in Force policy that considers teacher effectiveness.

74%

Of IPS teachers responded “Yes” when asked if additional factors, besides length of service to the district, should be considered during a time of layoffs.

### Recommendations

- o Renegotiate layoff terms with the IEA to reflect the opinion of teachers and institute a district-wide Reduction in Force (RIF) policy that considers instructional effectiveness as one of multiple factors in making layoff determinations. Instructional effectiveness should be measured using classroom observations and be informed by teacher evaluations, including a teacher’s impact on student achievement. Seniority should be considered when needed to break a tie among teachers rated as being equally effective.
- o Allow all laid-off teachers who are recalled the opportunity to return to the same school for the same school year at the discretion of the site principal if vacancies exist.



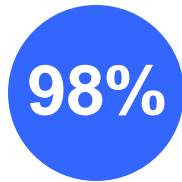


## Goal A, Strategy 2: Ensure that all teacher placements are based on an interview and select process.

Teachers and principals strongly support an interview and select process



Teachers



Principals

59%

of principals surveyed report that in the past three years they have **lost a more desirable candidate for an open vacancy** because of a teacher being placed at their school by HR.

### Recommendations

- o Reformulate staffing procedures so that all teachers, regardless of transfer or displacement status, must interview with a site interview team and be selected.
- o Eliminate use of Administrative Transfers who are force-placed in schools.
- o Require that displaced teachers who cannot find positions be placed in a reserve pool and serve as substitute teachers (they can continue to look for a position and will be given additional placement support); after one full school year from the time they enter the reserve pool, they are released from the district. While in the reserve pool, salary and tenure status are frozen.
- o Provide increased job search support to displaced teachers in the interview/hiring process.
- o Provide administrators with increased training on how to select teachers who will best fit their schools.





## Goal A, Strategy 3: Allow principals to consider internal and external candidates for vacancies early in the hiring season.

63%

of new teachers report being hired in **June, July and August**

54%

of principals believe that the hiring timeline **does not allow them to hire early enough** to capture the highest quality new teacher applicants.

### Recommendations

- o Permit principals to consider teacher applicants and voluntary transfers at the same time as displaced teachers to ensure the highest-quality teacher fills each position.
- o Complete at least 50 percent of new teacher hires (80 percent of new hires in shortage subjects) by May 1. Hire teachers in February to fill at least 10 percent of projected vacancies by giving “early contracts.”
- o Increase small incentives for teachers to report resignation/retirement intentions earlier than currently required and use the payout of accrued sick leave to encourage notice by April 15.





**Goal B, Strategy 1:** Ensure that teacher evaluations are rigorous, differentiate teachers and provide meaningful feedback to help improve performance.

### Recommendations

- o Revisit the new evaluation process to ensure that it:
  - Fairly, accurately and credibly differentiates teachers based on their effectiveness in promoting student achievement;
  - Provides targeted professional development to teachers to help them improve based upon weaknesses identified during their evaluation;
  - Can be implemented with integrity; and
  - Utilizes ratings to inform key decision-making related to hiring, layoffs, displacements, compensation and professional development.
- o Require that all teachers be evaluated on an annual basis, regardless of tenure status.
- o Impact on student achievement should be a predominant factor in teacher evaluations.
- o Utilize current interim assessment data to support the teacher evaluation process.
- o Study how principals currently use their work time to determine how to reduce their activities not directly related to supporting teacher effectiveness.
- o Provide principals with additional resources so that they have the time to increase the frequency and duration of classroom observations and provide ongoing feedback and development to teachers.
- o Incorporate evaluation data into an online data tracking system so that it can be easily accessed to inform key-decision making.
- o Provide principals with additional training so that they can effectively develop individual growth plans which are tied to a teacher's classroom performance.



## Goal B, Strategy 2: Support school-based decision-making in displacement and hiring decisions.

40%

of principals report that seniority to the district, seniority to the school, or total years of experience **have been the only factors used for determining** which teachers are displaced at their schools.

**73%**, nearly 3 out of 4 principals, have at least sometimes lost a teacher they wanted to keep due to budget cuts or enrollment changes at the school level.

### Recommendations

- o Promote existing school-based decision-making committees and enable them to develop individual displacement rules that consider teacher effectiveness in making these decisions.
- o Encourage schools to share displacement and hiring criteria with all members of the school community, including parents.
- o For schools failing to meet Adequate Yearly Progress, utilize the flexibility in state law to build effective instructional teams and base staffing decisions on quality through the Academic Receivership process.
- o Offer training to principals on how to construct displacement and hiring policies and effectively lead school-based decision-making committees.



## Goal B, Strategy 3: Provide a high level of customer service to teachers and principals.

Only **22%** of principals strongly agree or agree that: “Information I receive from HR about teacher candidates is up-to-date.”

**55%**

Of displaced teachers **disagree** with the statement: “I felt supported by HR while looking for a new placement.”

### Recommendations

- o Create an online data management system to monitor all positions, placements, and vacancies and track all teachers, new and incumbent, who apply for any school-level openings. The system should support direct communication between candidates and schools.
- o Provide additional guidance to HR staff and schools on all IPS staffing policies to ensure consistent messages are shared with teachers and create a central repository for sharing this information.
- o Host information sessions and office hours for RIF'd teachers to address questions and concerns.
- o Host information sessions and office hours for all displaced teachers to ask questions and better understand the processes for seeking a new placement.
- o Develop and issue an information packet on reductions in force, recall, and displacement processes to all teachers at the start of every school year and make it available prior to a RIF and/or displacement.





## Recommendations requiring little to no additional funding:

### o **New Staffing Rules**

- Renegotiating layoff terms and allowing teachers to return to schools from which they were RIF'd.
- Reformulating staffing procedures so that all teachers must interview with a site interview team and be selected, rather than being placed by Human Resources.
- Eliminating the use of Administrative Transfers.
- Supporting school-based decision making for all staffing decisions.
- Utilizing Academic Receivership flexibility.

### o **Hiring**

- Hiring new teachers early and efficiently.
- Permitting principals to consider all applicants for all vacancies.
- Encouraging schools to be transparent with the school community about criteria for hiring teachers.

### o **Evaluation**

- Revisiting the current evaluation plan to ensure that all teachers are evaluated annually, and that evaluations result in the differentiation of teacher performance and consider a teacher's impact on student performance as a primary factor.

### o **Good Customer Service**

- Providing guidance to HR staff and schools about all existing staffing policies.
- Hosting information sessions for displaced and RIF'd teachers on district policy.
- Developing an information packet on displacement and RIF's to be shared with teachers.



## Recommendations which require additional funds:

### o **Data Systems**

- Developing an online data management system to track teacher staffing and evaluation information.

### o **School Leadership Support and Training**

- Conducting a time and motion study to better understand how principals currently invest their time and the extent to which it is dedicated to effective teaching and learning.
- Providing principals with additional resources so that they have the time to conduct effective evaluations.
- Providing administrators with increased training on how to select teachers that are the best fit for their school, develop individual growth plans for teachers, and facilitate school-based decision-making.

### o **Incentives**

- Increasing existing incentives for teachers to provide early notification of intent to resign or retire for the small number of teachers exiting each year.

### o **Reserve pool**

- Building a reserve pool for displaced teachers who cannot find placements through the interview process and providing them with increased job support. Cost should be incremental given their service as substitute teachers while in the reserve pool.