THE TEACHING JOB:

Restructuring for Effectiveness

SECTION 2

Hiring

PRACTICAL TOOLS
for District Transformation

ERS Education Resource Strategies

Rethinking Resources for Student Success

ANALYSES AND DO-IT-YOURSELF WORKSHEETS

THE TEACHING JOB WORKSHEET SERES 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. **This document contains Section 2.**

Analyses for restructuring teaching effectiveness

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

Data checklist

Use this list to gather the data and files 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.

☐ **District current-year and previous-year human resources files. These files will allow you to:**

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

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

    a. Identify the hire date for new teacher hires.

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

    a. Identify schools by performance category.

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 other sources, 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 below, 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.[1] 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.

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

Source: The New Teacher Project, Unintended Consequences (2005)

> 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.

1   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.

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.[2]

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.

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

Worksheet 3: 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
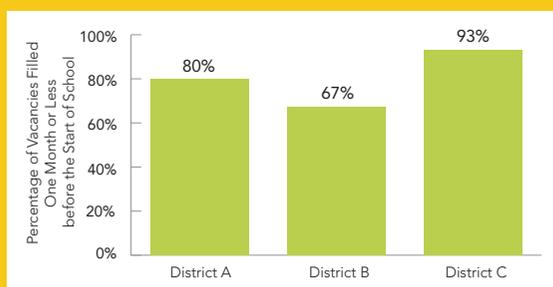
Note: This chart is from The New Teacher Project, Unintended Consequences *(2005), and illustrates this analysis for positions filled a month or less before the start of school. To best understand the timing of the hiring process in your district, it is most useful to track positions opened and filled 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:

$$\begin{array}{r} \text{Number of teaching position hires by end date of hiring cycle} \\ + \quad \text{Number of budgeted positions that are vacant on end date of hiring cycle} \\ \hline \textbf{Total number of vacancies for hiring cycle} \end{array}$$

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:

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

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.
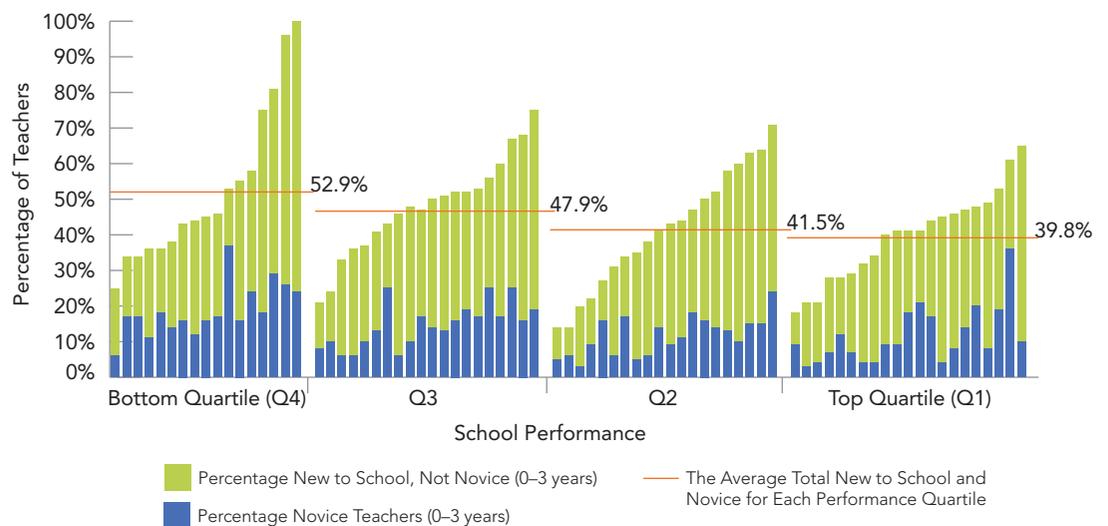
Tracking teacher distribution

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.

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.

Figure 4: Stability of Teaching Force by School Performance*

Percentage of Teachers (y-axis)
School Performance (x-axis): Bottom Quartile (Q4) — 52.9%, Q3 — 47.9%, Q2 — 41.5%, Top Quartile (Q1) — 39.8%

Legend:
- 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

Worksheet 4: 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
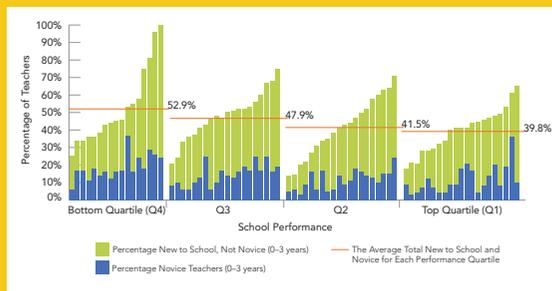
STEP 1: Identify novice and "new-to-school veteran" teachers by school.

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 less of total teaching experience and "new to school" as teachers who have been at their current school for three years or less:

      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:

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

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

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 less 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 less.

   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.

QUESTIONS TO CONSIDER AND ACTION STEPS

Questions to Consider

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

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

3. 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?

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

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

6. 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?

7. 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 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.[3] By finalizing all internal moves early in the spring, districts and schools are better able to attract the strongest external candidates for remaining positions.

- **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.

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

ABOUT ERS

ERS is a non-profit organization dedicated to helping urban school systems organize people, time, and money to create great schools at scale.

ERS Education
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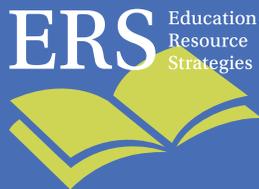
480 Pleasant Street C-200
Watertown, MA 02472

617.607.8000

www.erstrategies.org