



POR VIDA ACADEMY
CHARTER DISTRICT
— F O R L I F E —

**HUMAN CAPITAL
MANAGEMENT SYSTEM
GUIDANCE DOCUMENT**

The comprehensive plan to ensure all students have equitable access to an effective educator.

Version 7
Revised March 28, 2018

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Revisions

1. Title page – Version 7 - added
2. Title page – Revised March 28, 2018, - added
3. Page 38 – Step 3: Under “Final Consensus” - Final Decisions may be based on. -
Revised from: Final decisions will be based on:
4. Page 38 – Moved to Step 3: Under “Final Consensus” - **Some instances will supersede this policy dictated by the laws of certification and individual campus guidelines and policies when it is determined by the administration to be in the best interest of students and/or the district.** – Revised from: Under Implementation Details - There are instances that will supersede this policy dictated by the laws of certification and individual campus guidelines and policies.
5. Removed “Draft” from Version 7 document

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Introduction

The Educator Effectiveness Process (EEP) Human Capital Management System (HCMS), the comprehensive plan to ensure all students have equitable access to an effective educator.

The following guide is designed to help districts with implementation of a strategic comprehensive HCMS. The HCMS is a support for districts ability to effectively prepare, recruit, hire, place, retain, dismiss, compensate, develop, tenure, and promote effective educators and support workforce. This guide focuses on strategic processes that will help guide districts in their decision making. This guide highlights necessary processes with sequenced steps necessary to implement continuous strategic process for obtaining a workforce of leadership, advancement, reward, and recognition for effective educators and others who support the academic growth for teachers and students.

There are many reasons this HCMS guide is relevant to the success of the districts. A well-managed HCMS can help district realize their vision of having an effective educator in the classroom on the first day who are culturally competent in providing rigorous instruction while differentiating for students and providing all students equitable access to an effective educator.

Mini Vision Statement

Texas Education Equity System (TEES) ensures each student equitable access to an effective teacher.

HCMS Objective

To ensure a strategically planned, systematic approach to implementing the 10 components, while supporting, evaluating, developing, equipping, and maintaining effective educators that are culturally competent which ensures all students have access to effective teachers *DAY 1!*

Executive Summary:

HCMS Review and Recommendations

Battelle for Kids (BFK) has prepared this executive summary for San Antonio Youth Empowerment Services (YES) to synthesize the findings and recommendations from our spring 2017 review of the consortium's human capital management system (HCMS). See the full report for detailed analyses and commentary.

Review Process

The HCMS review was informed by the following sources:

- Organizational strategic documents
- Interviews with each of the four districts' superintendents and the YES Project Leadership Team,
- Focus groups with teachers and principals, and
- Feedback and recommendations from the YES Human Capital Management System Advisory Board and Committee.

Data gathered from these sources were then analyzed to examine trends. These trends were compared to the national Human Capital Leaders in Education (HCLE) standards to develop recommendations for supporting the consortium's strategic goals through a world-class human capital management system. Findings and recommendations were organized according to four human capital functional areas:

- **Performance Excellence:** Defining strategic goals, aligning efforts to address those goals, and using data to drive continuous improvement.
- **Strategic Staffing:** Recruiting and selecting staff through a strategic, data-driven approach.
- **Talent Management & Development:** Providing the right resources and support to help educators develop and continuously improve their practice.
- **Culture & Total Rewards:** Fostering a culture where employees feel valued and engaged.

Findings

The Educator Effectiveness Process (EEP) has successfully driven HCMS efforts for the past few years. These efforts have positioned districts to establish a strong and cohesive HCMS that helps ensure all students have access to effective educators.

Strengths of the current HCMS include:

- A comprehensive evaluation and professional development system that includes ongoing feedback and job-embedded learning opportunities.
- A performance-based compensation system (PBCS) that prioritizes transparency and is aligned with organizational needs.
- Proactive district-level recruitment practices such as local partnerships, signing bonuses for hard-to-staff areas, and "grow-your-own" strategies.
- Onboarding and career ladder systems in development to address needs at all phases of the employee lifecycle.

- Demonstrated success of the EEP leading to a vote of confidence (i.e., Teacher Incentive Fund grant) from the U.S. Department of Education.

Possible gaps in the HCMS include:

- Risk of perceived disconnects between the various HCMS components, such that stakeholders may not understand how each initiative contributes to organizational priorities. *(Note: Since the completion of the HCMS recommendations report in April 2017, YES leaders have worked to articulate and strengthen alignment between their ten identified HCMS priority areas.)*
- Various district-level communications strategies that may benefit from being anchored to a centralized, cohesive communications plan that ensures stakeholders' understanding of the HCMS. This communications plan can also support the development of district-specific HR brands that help recruit high-potential applicants.
- A need for a centralized data system to streamline and manage HCMS programs.
- Hiring and new-employee placement processes identified by leaders as being in need of improvement.
- Some employee groups not directly addressed by all HCMS functions, though efforts are in progress to expand the PBCS to all professional staff.
- A need for ongoing collection and analysis of employee engagement data.

Short-Term Recommendations (3 to 6 months)

1. **Align the HCMS.** Engage in strategic planning and alignment efforts at the individual district level to define and communicate how HCMS enhancements align with each district's priorities and values.
2. **Refine the communications plan.** Build additional details into the existing communications plan to avoid misunderstandings and ensure stakeholder buy-in throughout the HCMS design and rollout process.
3. **Adopt a centralized data system.** Develop or adopt a technology platform to house human capital data. Consider the data the district already has and will use to support the HCMS, as well as data that district leaders want to collect moving forward.
4. **Cast a wide net for recruitment.** Meet as a consortium to brainstorm recruitment ideas and share best practices across districts.

Long-Term Recommendations (6 to 12 months)

1. **Formalize staffing strategies.** Project workforce needs based on employee retention/attrition trends, skill gaps, and equity gaps. Determine whether to address gaps through hiring, placement, professional development, promotion, or reassignment. Conduct a sourcing analysis to identify targeted recruitment efforts (narrowed down from the initial brainstorm). Develop a succession plan to establish a pipeline for key leadership positions. Create a comprehensive overall staffing strategy. Consider joint efforts when possible (e.g., cross-district substitute teacher pool).
2. **Establish an HR brand.** Launch a branding campaign to tell each district's story and communicate opportunities and benefits with prospective employees.

- 3. Update current hiring processes.** Ensure selection tools (e.g., interview questions, résumé-screening protocols) are aligned with job descriptions and evaluation criteria. Provide training and support for individuals involved in the hiring process.
- 4. Assess employee engagement and organizational culture.** Collect data through surveys, interviews, focus groups, exit interviews, stay interviews, or a combination of methods. Use the data to plan for the following school year.

Ongoing Recommendations

- 1. Expand existing programs.** Gradually broaden the scope of each human capital function until each employee group is fully represented in the HCMS framework.
- 2. Mitigate risk.** Examine the HCMS through the lenses of resources, structures, systems, culture, and environment (see Sustainability and Risk Management section).
- 3. Revisit HCMS plans and processes.** Monitor progress on an ongoing basis. Make updates as needed to ensure the HCMS remains effective and responsive to organizational needs.

When implemented with fidelity, the activities outlined above will guarantee that school districts will have greater success in providing all students effective educators on day one of each school year.

1. Educator Preparation Component

Defining the Educator Preparation Component: The HCMS Educator Preparation Component is defined as preparing all interested applicants and candidates to be an effective educator on the first day of school of any given school year. This component focuses on all of the activities and strategies each of the participating School Districts have agreed will ensure that persons wanting to become educators in their districts for their targeted students are well prepared to deliver quality instruction to all students in a culturally relevant manner on day one. Each district has agreed that “equitable access” activities will guide them in the hiring and placement process so that every classroom is staffed with an effective educator.

This report offers an overview of the consortium’s action plan related to **Educator Preparation**, defined as, “preparing all interested applicants and candidates to be an effective educator on the first day of school of any given school year.”¹ This priority area aligns with the following HCLE Onboarding standards:

- **T.ON.1** Orient new employees to the organization.
- **T.ON.2** Onboard new employees.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

As stated in the consortium’s Teacher Incentive Fund (TIF) 5 grant application, districts are working to implement a robust coaching and mentoring system to support new and developing teachers and principals. Specifically, new teachers will be paired with expert teacher leaders (ETLs) who will meet with them weekly and update their principals quarterly about their progress. ETLs will receive training around effective coaching and communication techniques to assist them in their work. Additionally, each district currently has a new-teacher orientation process in place, in which participants learn about the EEP, including expectations and professional development opportunities. The Equity Pipeline, described below, will expand the orientation curriculum by coupling it with intensive training in teaching and instructional planning. The above processes appear to be more or less consistent across districts, and as such are described in this report in general rather than district-specific terms.

With respect to their desired state, district leaders note that “The future workforce should be degreed and prepared to educate diverse types of children. They will be culturally competent and equipped to teach students the first day they enter the classroom.”² Additionally, district leaders have expressed a preference for hiring experienced, rather than novice teachers.³

¹ San Antonio YES, EEP. (2017, Spring). *Educator preparation component*. Leadership meeting notes.

² Ibid.

³ Battelle for Kids (2017, Spring). *YES, EEP. district leader interviews*. Personal communication.

Action Plan

District leaders agree that effective, early preparation for teachers is key to achieving their goal of equitable access. They are committed to employing the following strategies for Educator Preparation:

Step 1: Marketing

The “HIRE UP!” marketing campaign, featuring each district, will begin each August and last until March to support early recruitment. This effort will include:

- Mandatory informational sessions for new teachers
- Website, Google ad, and KSAT 12 marketing
- Support from Insight for Education marketing consultant

Step 2: Intensive Preparation

New teacher candidates will be compensated to complete a three-week intensive Summer Educator Program (a.k.a., the Equity Pipeline) in July, briefly described below:

- *Week One—Introductions, Overviews, and Orientation:* Teacher candidates will be introduced to their specific district and campus’ culture and operations. They will also participate in the (modified) Educator Effectiveness Process 101 training, during which they will learn about the EEP rubric, classroom observations, and ‘walkthrough’ protocol.
- *Week Two—Intensive Curriculum Guidance:* Candidates will undergo an intensive lesson planning and teaching techniques workshop. They will be coached and mentored as they practice teaching and lesson planning in their district’s summer school program. They will also continue learning the EEP rubric, and will have their first official scheduled observation with a pre- and post- conference.
- *Week Three—Completion of Summer Session Observation Cycle:* Candidates will continue lesson planning and teaching with coaching and mentoring support. The Summer Educator Program will conclude with teachers’ second and final official observation/evaluation with pre- and post-conferences.

Step 3: Onboarding

Once a teacher has had his/her final summer session observation and has an overall score of 3.23 or better on the EEP rubric, the candidate will be officially selected for hire. At this point, new teachers will continue to receive mentoring and support as they acclimate to their role.

Step 4: Timeline

Develop an Educator Preparation Major Event Timeline for each school year that includes the expectations for each month to be certain that this component is transparent and operational

Implementation Details

District leadership will be instrumental in facilitating the above implementation plan by:

- Allocating adequate resources for marketing, recruitment, and the Summer Educator Program
- Ensuring the program is implemented with fidelity

Rationale

Cultural competence—an essential component of educator effectiveness—requires an understanding of local context and students’ needs within that context. By providing a summer intensive for teachers that is designed in-house and uses the EEP rubric, district leaders can acclimate new teachers to their districts’ culture, expectations, and students prior to the start of the school year. This is important, given that several district leaders have noticed that some new hires are beginning the school year unprepared to manage the responsibilities of teaching.

Risks

While preparation over the summer may help new teachers successfully transition to the school year, the time commitment and possible perceptions of job insecurity (i.e., not being officially hired until after the summer program) may prevent some from applying to work in the district. Additional risks resulting from a shortened summer break may include teacher burnout and a lack of time for teachers to prepare for the school year.

Recommendations

The proposed action plan may yield high rewards, but also pose high risks. As such, careful and gradual program rollout is advised. Options may include:

- Building partnerships with teacher training programs to increase the number of student teachers, and using the EEP rubric for their training and support.
- Allowing for optional attendance, or a shortened program, for experienced teachers.
- Offering the training for new hires, rather than job candidates.

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., mandatory information session, induction activities, resource allocation, roles and responsibilities)
- Integrate the HIRE UP! Campaign and Equity Pipeline into existing communications plans. Develop district-specific HR brands to complement the consortium’s marketing campaign. Provide a list of recommended marketing tools and resources to district leaders.
- Pilot teacher training program.

Long-Term

- Gradually expand the Equity Pipeline, integrating lessons learned from the pilot.

Ongoing

- Collect data to assess program effectiveness and inform future efforts.

2. Recruitment Component

Defining the Recruitment Component: The HCMS Recruitment Component is focused on improving the effectiveness of the hiring process to select teachers that will become master teachers. The district will identify areas of need within our school and attract high-potential candidates who have the right skills, knowledge, and abilities to fill those needs.

This report offers an overview of the district’s consortium’s action plan related to **Recruitment**, defined as, continuously “[identifying] areas of need within our school and [attracting] high-potential candidates who have the right skills, knowledge, and abilities to fill those needs.”⁴ This priority area aligns with the following HCLE Sourcing and Recruiting standards:

- **S.SR.1** Identify sources of high-quality candidates.
- **S.SR.2** Develop a recruitment strategy.
- **S.SR.3** Implement the recruitment strategy.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

In a recent survey Battelle for Kids distributed to district leaders, participants indicated that their recruitment practices are comprehensive, and quite effective. At the same time, district leaders have raised the issue of competition for funding and talent that is prevalent among charter schools in the region.

Following is a brief summary of the current state of recruitment by district:

	Por Vida Academy	Positive Solutions	George Gervin Youth Center	Southwest Preparatory
Current Strategies	<ul style="list-style-type: none"> • Digital marketing strategies • Recruiting from Alamo College, Del Mar College • Loan forgiveness • Alternative certifications 	<ul style="list-style-type: none"> • Retire/rehire • Partnerships with Region 20, A+ Teachers, local universities 	<ul style="list-style-type: none"> • School tour and classroom observations for candidates • Competitive compensation supported by TIF 5 • One-year field experience for alternatively certified teachers 	<ul style="list-style-type: none"> • Hiring stipends • Retire/rehire • Formal process for staff referrals • Social media recruiting • Charter school co-op in development • Contract with private company for substitute teachers

⁴ San Antonio YES, EEP. (2017, Spring). *Recruitment component*. Leadership meeting notes.

Challenges	<ul style="list-style-type: none"> • Recruiting paraprofessionals • Trust lacking for charter schools in Corpus 	<ul style="list-style-type: none"> • Maintaining adequate substitute teacher pool 	<ul style="list-style-type: none"> • Recruitment difficult in the area 	<ul style="list-style-type: none"> • Some difficulty attracting ELL teachers for NW Elementary • Charter job fair occurs after university and traditional school fairs
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With respect to their desired state, district leaders want to hire teachers who are well-positioned to become master teachers.”⁵ The strategies of marketing, early hiring, and preparation and support for new teachers are in pursuit of this goal.

Additionally, the Human Capital Leaders and Education (HCLE) standards can provide some guidance in ensuring recruitment efforts are strategic. Specifically, data collection analyses that help answer the following questions may help districts develop proactive recruitment processes that maximize their return on investment:

- What are some commonalities between current high performers in terms of their background (e.g., many attended College X)? Do these commonalities point to specific sources to be prioritized in our recruitment efforts?
- What recruitment sources or strategies have been the most effective (e.g., social media, job fairs)?
- What incentives, opportunities, etc., matter most to prospective employees?

Action Plan

District leaders aspire to improve the effectiveness of their processes for bringing in teachers who will become master teachers. They are committed to employing the following strategies for recruitment:

Step 1: Marketing

Targeted marketing efforts will include:

- Face-to-face opportunities to build name recognition
- Geo-fencing and global marketing
- University-based recruitment
- Student teacher/intern programs

⁵ Battelle for Kids (2017, Spring). *District leader interviews*. Personal communication.

Step 2: New Teacher Support

Districts will grow their talent pipeline by partnering with alternative certification programs, create a list of participating alternative certification programs, and will support new hires by:

- Pairing each new recruit with a seasoned mentor teacher (district)
- Providing ongoing support through weekly mentor meetings (district)
- Providing quality feedback through transparent evaluations (district)
- Provide time to accomplish this goal

Step 3: Incentives

Districts will review budgets annually to allocate resources strategically to attract high-potential employees. Options include:

- Incentives for applicants who teach science, math, and special education
- Grants for continuing education
- Bonuses for performance based on transparent evaluations
- Professional development
- Opportunities for upward mobility
- Student loan reimbursement, if applicable

Implementation Details

District leaders propose the following timeline as an ideal process for new teacher recruitment, hiring, and preparation:

Option 1

- August–October: Applicant vetting begins for the following school year
- June: Hiring complete
- July: One-week summer intensive for newly hired teachers
District leadership will be instrumental in facilitating the above implementation plan by:
 - Allocating adequate resources for marketing and recruitment
 - Communicating incentives with current and prospective employees
 - Ensuring the program is implemented with fidelity

Option 2

- A one-week rubric training period with options for master teachers or seasoned teachers to demonstrate their ability to perform at a high level. This will allow these teachers to opt out of certain Saturday sessions.
- Discretion will be used for hiring during nonstandard periods.

Rationale

Early recruitment and hiring are key to building a strong talent pool. To support the goal of early hiring, districts must set themselves apart from other local districts by marketing their unique qualities and incentives to prospective employees. Thus, an effective marketing campaign (Step 1) will spread the word about new teacher support (Step 2) and incentives (Step 3), encouraging applicants to see districts as employers of choice.

Risks

A possible risk related to the proposed incentives above is sustainability. Financial modeling and sustainability planning should help mitigate this risk. Another risk is that districts will invest time and financial resources in recruitment and incentives that are not as effective as anticipated. Ongoing monitoring and data collection may be a helpful risk mitigation strategy.

Recommendations

Each district offers a rich culture and unique mission that likely will be attractive to prospective employees. Furthermore, efforts in progress through the Teacher Incentive Fund and EEP have created additional opportunities and benefits for educators. However, these incentives will only be effective to the extent that potential applicants are aware of them. An effective marketing and communications strategy will be critical in this regard. Additionally, as noted above, sustainability planning and monitoring are recommended to ensure feasibility and effectiveness of the proposed incentives.

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., marketing campaign, resource allocation, roles and responsibilities).
- Integrate the proposed recruitment/hiring/training timeline into a comprehensive human capital calendar. Align communications strategies and timeline with the calendar to ensure messaging is timely and cohesive throughout the year.
- Develop district-specific HR brands to complement the consortium's marketing campaign; allow each district to tell its unique story.
- Assess sustainability of proposed incentives.

Long-Term

- Develop a workforce plan to drive future recruitment and staffing efforts. Consider joint efforts when possible (e.g., cross-district substitute teacher pool).
- Bolster current recruitment efforts by employing new strategies. Conduct a sourcing study, if possible, to identify high-potential recruitment methods.

Ongoing

- Collect data to assess program effectiveness and inform future efforts.

3. Hiring Component

Defining the Hiring Component: The EEP HCMS Hiring Component is defined as review of all qualified potential applicants who have completed and received a rating of 3.2 or higher from the equitable access preparation session. This component consists of a focus on the district hiring process once the EEP HCMS Process has been completed to ensure that applicants understand the particular needs of the population served to ensure the wellness of the student body. Applicants will need to complete an additional interview process at the district/campus level. Activities will be outlined to verify that Master Teacher applicants can provide equitable access goals for all students.

This report offers an overview of the district’s consortium’s action plan related to **Hiring**, defined as, “review of all qualified potential applicants who have completed and received a rating of 3.2 or higher from the equitable access preparation session.”⁶ This priority area aligns with the following HCLE Selection and Placement standards:

- **S.SP.1** Develop a selection process.
- **S.SP.2** Select and hire staff.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

In a recent survey, hiring and selection were identified by participants as human capital practice areas in need of improvement in most districts. However, district leaders noted several promising practices during their interviews.⁷ They are summarized below, along with systems or processes leaders would like to have in their district:

	Por Vida Academy	Positive Solutions	George Gervin Youth Center	Southwest Preparatory
Current Strategies	<ul style="list-style-type: none"> • Positions posted as soon as they are available • Candidates teach and visit classes prior to employment offer 	<ul style="list-style-type: none"> • Teachers leased from management company rather than hired directly • Panel interview process 	<ul style="list-style-type: none"> • Parent survey used to gauge enrollment numbers in early spring • Staff and principals share hiring needs • Letter of intent distributed to 	<ul style="list-style-type: none"> • Multi-phase selection process (résumé, interview, performance task, HR vetting, campus tour) • Flexibility allowed at each campus (e.g., sample lesson at

⁶ San Antonio YES, EEP. (2017, Spring). *Hiring component*. Leadership meeting notes.

⁷ Battelle for Kids (2017, Spring). *District leader interviews*. Personal communication.

			teachers in March <ul style="list-style-type: none"> • Positions posted en masse as soon as possible 	some campuses)
Wants	<ul style="list-style-type: none"> • DISC online personality assessment 		<ul style="list-style-type: none"> • Best possible methods to ensure prospective hires understand the context, challenges, etc., related to their new role 	

Across the consortium, district leaders are focused on ensuring educators are prepared for their role. In particular, instructional expertise and cultural competence are essential qualities for new hires. Thus, the desired state in terms of employee hiring is a process that accurately selects individuals who possess the qualities valued in districts. For example, an ideal hiring process for teachers would be aligned with the EEP rubric, and would successfully identify candidates who will demonstrate the effective teaching practices captured in the rubric.

Action Plan

The following action plan for hiring focuses on implementing rigorous selection criteria while maintaining streamlined and efficient processes. They are committed to employing the following strategies for Hiring:

Step 1: Process Efficiencies

District leaders propose to streamline current hiring processes by:

- Eliminating the need for candidates to complete multiple applications.
- Sharing applicant documentation from the online application process and Equity Pipeline between *Hire Up* and districts.

Step 2: Rigorous Selection Process

Educator selection will involve a rigorous, multiple-data-point process that includes:

- Training in interview techniques for individuals involved in hiring.
- Campus-level interview committees to fine-tune selection processes (e.g., develop inbox activities, interview questions).
- Comprehensive selection process involving a mock lesson/inbox activity, campus tour, introduction of Domain 4, evidence of student growth if available, situation-based questions for novice teachers (“How would you...”), and a calendar of events.
- Applicant ranking system based on a rubric.
- Presentation of applicant documentation to HR/superintendents.

Absent an amendment approved by the Commissioner of Education, the Chief Executive Officer/Superintendent retains and shall not delegate final authority to organize the school's central administration or to select and terminate school employees or officers.

Step 3: Support for New Hires

Information collected during the hiring process will be used to provide customized support for new hires. This process will involve:

- At the district level, DISC survey results used to assign mentors to newly hired teachers.
- Onboarding, including new employee orientation, an introduction to EEP, and a professional development journal.
- After hiring, review to support educator retention. Review the hiring process to ask and answer clarifying questions to determine how candidates feel about the process and next steps. This phase should be conducted by the principal and/or HR.

Implementation Details

District leadership will be instrumental in facilitating the above implementation plan by:

- Supporting interview committees as needed (e.g., training individuals involved in hiring; sharing effective practices across districts; assisting in the development of rubrics, interview questions, etc.), while allowing flexibility for each district/campus.

Rationale

Research suggests that districts often miss out on high-potential applicants as a result of slow or inefficient hiring processes.⁸ As such, District leaders have proposed strategies for mitigating unnecessary steps for applicants.⁹ At the same time, hiring processes should be sufficiently thorough to overcome biases (e.g., interviewer bias) and give hiring committees a full and accurate view of applicants' abilities. Finally, strategies like campus tours provide potential hires with a realistic job preview before they accept a position, and are in line with recommended HR practices for educators.⁴

Risks

As districts revise and enhance their hiring practices, one possible risk is that they will find it difficult to find an ideal balance between rigor and efficiency in employee selection. Keeping track of metrics such as average time to hire may help. Additionally, a discrepancy in the timeline for districts' proposed recruitment and hiring process may pose risks. Specifically, meeting notes for the Educator Preparation and Hiring components suggest that teachers' employment is contingent upon successful completion of the three-week summer intensive (i.e., Equity Pipeline) in July, whereas notes for the Recruitment component indicate that teachers will be hired by June. Finally, hiring can become a litigious endeavor, especially if structures are not in place to mitigate bias and prevent adverse impact against individuals in protected employment classes. Thus, employers must be able to demonstrate that all tools and methods used in the hiring process are job-relevant and as unbiased as possible.

⁸ Levin, J. & Quinn, M. (2003). *Missed opportunities: How we keep high-quality teachers out of urban classrooms*. TNTP report. Retrieved from: <https://tntp.org/assets/documents/MissedOpportunities.pdf>

⁹ Liu, E. 2005. *Hiring, job satisfaction, and the fit between new teachers and their schools*. Report for Harvard University Project on the Next Generation of Teachers. Retrieved from: https://projectngt.gse.harvard.edu/files/gse-projectngt/files/liu_aera_2005_hiring_and_job_satisfaction.pdf



Recommendations

The EEP rubric can serve as a valuable foundation as districts work to enhance their hiring processes. For instance, job descriptions, interview questions, and performance tasks used for hiring can all be aligned to the rubric to ensure consistency in human capital operations. The rubric, therefore, would serve as a jumping-off point for the suggested timeline below.

Suggested Timeline

Short-Term

- Clarify and finalize hiring timelines and other relevant details (e.g., resource allocation).
- Identify district hiring committees.
- Ensure job descriptions are up-to-date, and that they can accurately communicate job specifications with prospective employees.

Long-Term

- Support district hiring committees in the development of hiring processes, interview protocols, rubrics, etc., that align with the EEP rubric.
- Justify the use of all hiring tools and methods in accordance with state laws and national guidelines.
- Provide training for individuals involved in hiring.
- Gradually establish hiring processes specific to all major roles in the district.

Ongoing

- Collect data (e.g., time to hire) to assess program effectiveness and inform future efforts.

4. Placement Component

Defining the Placement Component: The EEP HCMS placement component is defined as a system to place effective teachers; maximizing time, talent, and energy to ensure student success.

This report offers an overview of the consortium’s action plan related to **Placement**, defined as, “a system to place effective teachers; maximizing time, talent, and energy to ensure student success.”¹⁰ This priority area aligns with the following HCLE Selection and Placement standard:

- **S.SP.3** Determine placements for new and existing staff.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

Placement is noted in the consortium’s TIF grant as a means of ensuring all students have access to effective teachers. However, this practice has not been prevalent in districts’ human capital operations to date. Furthermore, district leaders have expressed concerns about unintended consequences of moving current teachers; this sentiment appears to be consistent across districts.¹¹ District leaders’ concerns are not surprising, given that placement can be risky, and certain types of placement (e.g., moving current employees) are not recommended for all contexts and circumstances.

As such the desired state for placement, as outlined by district leadership, is primarily focused on new employees rather than current employees. Specifically, it involves strong selection practices that allow new employees to be placed: (1) at schools that are the best fit for them and (2) with mentors and/or support opportunities customized to their needs.

Action Plan

As inferred above, district leaders have elected to direct their placement efforts toward newly hired educators. Proposed steps are as follows:

Step 1: Develop a Selection Process

Building on the action plan for Hiring (see corresponding report), districts will select and hire new staff consistent with campus needs.

Step 2: Determine Placements

Data collected during the hiring process will be used to match new teachers with mentoring and support experiences tailored to their specific needs.

- To recruit mentors who are engaged in the process, it’s essential that mentors meet recommended selection criteria and receive adequate training. Mentors will be responsible for providing ongoing support for up to three new teachers per year.

¹⁰ San Antonio YES, EEP. (2017, Spring). *Placement component*. Leadership meeting notes.

¹¹ Battelle for Kids (2017, Spring). *YES, EEP. district leader interviews*. Personal communication.

- In addition, ongoing professional development is recommended.
- Mentors should be expected to meet with their mentee weekly, gradually decreasing the meeting frequency as allowed.

Implementation Details

District leadership will be instrumental in facilitating the above implementation plan by:

- Providing necessary access to hiring data, and assisting in the use of those data to determine the types of support new employees need.
- Ensuring the program is implemented with fidelity.

Rationale

Matching new employees with experiences that are the right fit for them has the potential to boost educator effectiveness as well as retention. Data used to inform this process will have already been collected during the hiring phase, and as such can easily be leveraged for new-employee support purposes.

Risks

Risks associated with the proposed actions are few, and mainly involve issues of fit between new employees and their mentors. For example, data may suggest that a new employee would benefit from being placed with one mentor, while he or she may personally connect more with another colleague. Monitoring the effectiveness of employee-mentor matching decisions on a regular basis may help ameliorate this issue. In addition, districts could arrange alternate mentors for mentees who do not work well with originally placed mentors.

Recommendations

The proposed strategies can easily be implemented alongside the hiring system proposed by district leadership. Thus, short-term actions are mainly to flesh out the details of the placement strategy. Then, when the hiring system is finalized (see *Hiring* action plan), placement decisions can be made based on hiring data. Over the long term, districts may benefit from a workforce plan that addresses staffing needs proactively through “hiring, promotion, professional development, or reassignment.”¹²

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., placement criteria).

Long-Term

- Once hiring system is in place, implement placement processes.
- Develop a workforce plan to drive future staffing efforts.

Ongoing

- Collect data (e.g., new employee reviews of mentoring system) to assess program effectiveness and inform future efforts.

¹² Battelle for Kids & The American Association of School Personnel Administrators (2017). *Human Capital Leaders in Education professional standards: Workforce planning competencies (5.1.4)*. Retrieved from: <http://battelleforkids.org/solutions/human-capital-leaders-in-education-certification>

5. Compensation Component

Defining the Compensation Component: The EEP HCMS Compensation Component is defined as, “A system of compensation for teachers, principals, and other school leaders that differentiates levels of compensation based in part on measurable increases in student academic achievement. Differentiated levels of compensation, which may include bonus pay, on the basis of the employment responsibilities and success of effective teachers, principals, and other school leaders in hard-to-staff schools or high-need subject areas; and recognition of the skills and knowledge of teachers, principals, and other school leaders as demonstrated through successful fulfillment of additional responsibilities or job functions, such as teacher leadership roles; and evidence of professional achievement and mastery of content knowledge and superior teaching and leadership skills.”¹³

This report offers an overview of the consortium’s action plan related to **Compensation**, defined as, “A system of compensation for teachers, principals, and other school leaders that differentiates levels of compensation based in part on measurable increases in student academic achievement.”¹⁴ This priority area aligns with the following HCLE standards:

- **C.CB.1** Design an aligned compensation system.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

Of all the human capital functions included on a recent survey BFK distributed to district leaders, compensation was ranked as the most successful program in every district. Districts have created a performance-based compensation system (PBCS) for teachers and principals using grant funding, and have high-quality data to suggest the program has been effective in helping to improve campus-wide achievement and educator observation results. Additionally, individual districts employ creative compensation strategies—such as loan forgiveness opportunities and increased compensation for earning additional certifications—to further increase their competitive advantage in attracting and retaining educators.

Districts now have the opportunity to continue pursuing their desired state through refinement of the PBCS based on lessons learned. Planned improvements outlined in the district’s TIF 5 grant application include expansion to include superintendents and other professional staff, embedding the PBCS within a comprehensive HCMS (including career advancement opportunities), establishing a base pay structure, and incorporating principal salary addenda to ensure pay is commensurate with the scope of responsibilities. Year 1 of the TIF 5 project has seen significant progress toward these goals, with a superintendent compensation model established, and additional improvement efforts in place.

¹³ San Antonio YES, EEP. (2017, Spring). *Compensation component*. Leadership meeting notes.

¹⁴ San Antonio YES, EEP. (2017, Spring). *Compensation component*. Leadership meeting notes.

One concern raised in interviews with district leaders is that teachers in tested subjects are subject to highly rigorous criteria for earning increased compensation under their PBCS, whereas it is possible for teachers in non-tested subjects to receive bonuses with no change in their instruction. Depending on the degree to which teachers feel this is a problem, it may also be an issue to address through PBCS enhancements or related efforts.

Action Plan

District leaders are well aware of the benefits and challenges associated with designing and managing a PBCS, and are using their TIF 5 participation as an opportunity to build on lessons learned. They plan to employ the following strategies:

Step 1: Teacher Observation

Each teacher receives a minimum of three formal observations each year—one unannounced that consist of one pre-conference and a post-conference and two unannounced observations, which consist of a post-conference for each. Observation criteria and protocols are grounded in the Educator Effectiveness Process (EEP) rubric.

Step 2: Extra Duty Activities

Campus staff continues teacher and principal observations activities including:

- Weekly leadership meetings
- Weekly unit meetings
- Walk-throughs, coaching, and feedback to support teacher growth

Step 3: Evaluations

The evaluation process is described as follows:

- Teacher evaluations conducted by campus leaders
- “Others” evaluations completed
- Principal evaluations completed
- Superintendent evaluations completed
- Teacher verification by district staff
- Roster verification by Battelle for Kids
- Value-added calculations by EduTEKS and SAS® EVAAS®

Implementation Details

District leaders propose the following annual timeline for PBCS implementation:

- September 30: Three required teacher observations completed
- October 1: Expert Teacher Leaders and Career Teacher Leaders interviewed and identified
- November: Base pay equalization compensation distributed
- January: First-quarter extra duty pay distributed
- April: Second-quarter extra duty pay distributed
- July: Third-quarter extra duty pay distributed
- October: Fourth-quarter extra duty pay distributed
- Six-to-eight months after school data received: Value-added pay distributed

District leadership will be instrumental in facilitating the above implementation plan by:

- Maintaining transparency in compensation practices
- Helping employee groups that are new participants in the PBCS (e.g., superintendents) understand the process
- Ensuring the program is implemented with fidelity

Rationale

In-process and proposed enhancements to the PBCS will position districts to attract and retain excellent educators. By including additional employee groups in the program and making structural changes (e.g., adding base pay components), districts will send the message that excellence is recognized and rewarded.

Risks

As districts' PBCS has been in place for some time, those who have participated in the program before will be comfortable with it, whereas other employee groups may not yet be. Additionally, prospective employees may be unaware of the compensation opportunities available to them, due to a lack of exposure. Thus, a focus on outreach and communicating the PBCS clearly to all affected by it will be essential. Additionally, past TIF recipients across the country have had varying levels of success in sustaining their compensation systems over the long term; it is important to be aware that sustainability poses a risk to the program as well. Ongoing discussions about sustainability, as well as financial modeling based on evaluation data, is recommended to project future funding needs.

Finally, it may be useful to investigate whether differentiated funding models (i.e., models for teachers in tested and untested grades) are perceived as being unfair by PBCS participants. This issue arose through conversations with district leaders, but may or may not be an issue for teachers. If a grievance process is not currently in place to enable employees to address compensation-related concerns, then that is the first recommended step. Then, complaints can be tracked and analyzed for trends (e.g., tested teachers making the majority of complaints). Data such as these may help identify and address issues of unfairness.

Recommendations

The following suggested timeline is proposed to support PBCS implementation.

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., sustainability)
- Develop and implement communications strategies for all affected employee groups.

Long-Term

- Continue or establish formal grievance procedures.

Ongoing

- Collect and data to assess program effectiveness, check for fairness and equity between funding models, and inform future efforts.

6. Professional Development Component

Defining the Professional Development Component: The EEP HCMS Professional Development Component is defined as, “Ongoing learning opportunities available to teachers and other personnel through their school or district.”¹⁵

This report offers an overview of the consortium’s action plan related to **Professional Development**, defined as, “Ongoing learning opportunities available to teachers and other personnel through their school or district.”¹⁶ This priority area aligns with the following HCLE standards:

- T.TD.1 Coordinate training and professional development programs.
- T.PM.1 Implement a comprehensive evaluation system.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

District professional development systems are strong, given that they are grounded in the Educator Effectiveness Process (EEP) framework. That is, the framework itself has structures embedded within it to ensure educators receive specific feedback around their strengths and recommended areas for improvement. Similarly, districts prioritize transparency in their PBCS so that educators know why they earned specific compensation amounts. This structure provides additional feedback to help them improve their practice. Current professional development strategies include regular meeting and collaboration time, support by and for instructional leaders (i.e., ETLs, CTLs), and funding allocated for external professional development.

Efforts are currently underway to further customize professional development experiences to educators’ needs, using the EEP framework as a foundation for job-embedded learning opportunities. Planned enhancements include additional induction support for new teachers, as well as additional coaching and mentoring supports for teachers and principals.

Action Plan

The EEP framework serves as a cornerstone of districts’ current professional development system, and will continue to drive improvement efforts moving forward. Proposed next steps include:

¹⁵ San Antonio YES, EEP. (2017, Spring). *Professional development component*. Leadership meeting notes.

¹⁶ San Antonio YES, EEP. (2017, Spring). *Professional development component*. Leadership meeting notes.

Step 1: Required Job-Embedded Professional Development

Appropriate learning opportunities will be identified using data from teacher observations, walk-throughs, and formative and summative student data. The following processes will help ensure individualized professional development.

- Pre-observation conferences (1 per year) with all teachers
- Post-observation conferences (2 per year) with all teachers
- Classroom walk-throughs and feedback

Additionally, collaboration will drive collective teacher efficacy and effectiveness. Opportunities for educators include:

- Weekly leadership meetings
- Weekly unit meetings (30 per year) run by teacher leaders
- Ownership in designing campus-specific professional development plans that detail the types, locations, and potential attendees for specific learning events; these will be submitted to the Director for review and approval
- Three-week summer intensive training

Step 2: Pre-Service Induction

A comprehensive induction program, grounded in the EEP framework, will be provided to all new teachers, and teachers new to their district (see *Preparation Action Plan* for details). Additionally, onboarding support will occur throughout the school year to assist individuals who have transitioned to new roles. Support will include:

- Coaching and mentoring for teachers and principals
- Monthly professional development for campus leaders (principals, ETLs, CTLs)

Step 3: Summer Institute for Educational Leaders

Summer Institute is a four-day training session that focuses on the gaps identified from the observation systems, and formative and summative student data. Educators will choose which sessions to attend based on their needs.

Implementation Details

District leadership will be instrumental in facilitating the above implementation plan by:

- Supporting management of professional development logistics (e.g., walk-throughs, meetings, trainings)
- Supporting the implementation of campus-wide professional development plans (e.g., allocating sufficient resources)
- Assessing program effectiveness

Rationale

Job-embedded professional development aligned with employees' specific needs is in line with sound principles of adult learning and professional development, and is a logical extension of the EEP framework and districts' current professional development practices. Additionally, the proposed professional development enhancements support the consortium's goal of creating a comprehensive and cohesive HCMS. Specifically, professional development spans the employee lifecycle through induction, onboarding, coaching/mentoring, and career advancement systems that provide tailored support based on individuals' needs.

Risks

Anticipated risks are minimal, as professional growth can support educators' effectiveness, as well as their engagement. It may be possible, though, that certain professional development offerings may turn out to be less effective for educators than initially thought. Thus, it will be helpful to assess the effectiveness of those offerings, perhaps by asking participants for feedback on a regular basis.

Recommendations

Clear communications around the types of opportunities available and how educators can have ownership in their professional growth may help maximize employees' investment in the program. Additionally, a long-term goal could be to expand the professional development system to include more employee groups and clearly position districts as learning organizations.

Timeline

Short-Term

- District leaders meet to solidify program details (e.g., expectations/parameters for campus professional development plans)
- Craft communications strategies and messaging around professional development opportunities.

Long-Term

- Expand the program to include additional employee groups.

Ongoing

- Collect data to assess program effectiveness and inform future efforts.

7. Promotion Component

Defining the Promotion Component: The EEP HCMS Promotion Component is defined as the process of being raised in position or rank due to the furthering of the growth or development of effective educators. Promotion needs to target the segments of teachers and their desires, wants and needs. We came up with two segments: first career teachers and second career teachers. The first career teachers need a leadership path promotion. The second career teachers seek class and professional recognition in performance and compensation.

This report offers an overview of the consortium’s action plan related to **Promotion**, defined as, “the process of being raised in position or rank due to the furthering of the growth or development of effective teachers.”¹⁷ This priority area best aligns with the following HCLE standards:

- **T.CL.1** Support high-potential employees in increasing their organizational impact.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

The district’s TIF 5 grant outlines a career advancement system that includes career teachers (CTs), career teacher leaders (CTLs), and expert teacher leaders (ETLs). Roles have been defined, and logistical structures (e.g., part-time teaching responsibilities, professional development offerings) are in place to help teacher leaders be successful in their roles. Additionally, leaders from Por Vida Academy noted that they are working with some teachers to help them earn dual credit certification.

In terms of their desired state, district leaders envision a promotion system that targets two segments of teachers. First career teachers will benefit from leadership path promotions, while second career teachers seek professional recognition and increased compensation but do not want official leadership positions. Specific strategies for supporting both groups are described below.

Action Plan

As outlined in the TIF 5 grant, districts aim to prioritize career opportunities as essential strategies for increasing instructional excellence and equity. They propose a bifurcated system that differentiates opportunities for teachers in different stages of their career.

Path 1: Leadership

- Career Teacher (see *Hiring* component)
- Career Teacher Leader (CTL)
 - Classified effective educator with a 4.0 TEDS average
 - Certified teacher
 - Shows discipline, responsibility, and effective listening skills

¹⁷ San Antonio YES, EEP. (2017, Spring). *Promotion component*. Leadership meeting notes.

- Expert Teacher Leader (ETL)
 - Demonstrates all CTL requirements (see above)
 - Shows leadership, group management, and communication skills

Path 2: Career

- Years of effectiveness combined with years of service
- TED scores of 4.0 or above
- State score minimum 75 percent

Implementation Details

For the Leadership Path, eligible teachers (i.e., those who have completed the minimum position requirements) may submit applications as positions become available. However, even if positions are not available, eligible teachers may submit applications as an indicator of interest for more opportunities to challenge themselves and grow professionally. These individuals should be tracked and given growth opportunities aligned with their interests until formal career advancement positions are available.

District leadership will be instrumental in facilitating the above implementation plan by:

- Assessing data quality
- Managing the process (e.g., keeping track of applications)
- Ensuring the program is implemented with fidelity

Rationale

Professional growth opportunities are a cornerstone of the EEP initiative, and district leaders are committed to ensuring excellent educators have space to grow in the organization. At the same time, not all employees aspire to engage in traditional leadership roles; thus efforts have been made to accommodate different professional needs.

Risks

While dual tracks can help ensure that teachers do not feel pressured to fit into one common mold, there may be a perception that teachers on the Leadership path have to “work harder” to earn increased compensation than do teachers on the Career path. Compensation systems that adequately account for differences in responsibilities and workload will be key. Additionally, effective communications around the two pathways can help clarify misunderstandings and ensure employees are aware of the opportunities available to them.

Recommendations

Clear job descriptions and can serve as a starting point for aligning compensation and teacher leadership roles, as well as developing communications strategies. Additionally, CTLs and ETLs will serve a critical role in shaping the career advancement system.

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., job descriptions for new roles, alignment of compensation with responsibilities, protocols for when leadership roles are unavailable).
- Craft communications strategies and messaging around career advancement opportunities.

Long-Term

- Work with CTLs and ETLs to identify and meet their specific needs.

Ongoing

- Collect data to assess program effectiveness and inform future efforts.

Educator Promotion Component Step One:

- I. Leadership Path for first career teachers
 - a. After district probationary period a teacher is eligible to apply for a ETL/CTL position.
 - b. By the end of the school year in May, any teacher with a 4 TEDS average or higher may be eligible to apply for ETL/CTL.
 - c. Each applicant will follow the process designated in the EEP manual.
 - d. Promotional compensation is provided to each position.

Educator Promotion Component Step Two:

- II. Class and professional recognition second career teachers.
 - a. Each teacher is eligible for compensation based on teacher payout model.

8. Retention Component

Defining the Retention Component: The EEP HCMS Retention Component addresses the need of school districts to retain "irreplaceable" members of their school community. By retaining quality teachers, schools gain equity and fidelity to the TEES model, while providing consistent continuity within the classrooms. Retention of these valuable resources involves a financial component career advancement opportunities quality school environment on-going professional development, and recognition of successes.

This report offers an overview of the consortium's action plan related to **Retention**, defined as, "the process by which you deliberately maintain a working environment that supports current staff and keeps high-quality educators in place to meet the needs of the school."¹⁸ By this definition—in particular, the word "deliberately"—retention necessarily involves multiple human capital practices that may include onboarding to help new employees feel comfortable in their environment, compensation and promotion systems that reward excellence and allow high performers to feel appreciated, and leadership strategies that engage and motivate employees. See the HCLE standards for recommended practices in these and other areas of human capital management (www.hcedleaders.org).

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

Like most employers, districts face employee turnover to some degree. While it poses a greater challenge in some districts and campuses than in others, all district leaders are committed to increasing retention as a strategy for ensuring equitable access to effective educators.

¹⁸ San Antonio YES, EEP. (2017, Spring). *Retention component*. Leadership meeting notes.

Following is an overview of the current state of retention in each district¹⁹:

Por Vida Academy	Positive Solutions	George Gervin Youth Center	Southwest Preparatory
<ul style="list-style-type: none"> • Testing grades see about 25% turnover each year • Principal retention is high; this is likely due in part to the district working with them to get their license 	<ul style="list-style-type: none"> • Total number of employees is relatively small, as are turnover rates 	<ul style="list-style-type: none"> • Average teacher turnover is 20% in pre-k and kindergarten (identified as shortage areas) • Several retired/rehired teachers plan to stay for the long term • Offers management training for principals to mitigate personality conflicts that can lead to turnover 	<ul style="list-style-type: none"> • Retention was 70% this year • District leaders aspire to have a stronger, larger pool of substitute teachers • Shortage areas include bus drivers and food-service workers • Offers retention bonuses

In terms of desired state, district leaders aim to retain “irreplaceable” employees through compensation, career advancement opportunities, a positive school environment, professional development, and recognition of successes.²⁰

Action Plan

District leaders will leverage opportunities for career advancement and increased compensation as primary tools to support retention of effective educators. They are committed to employing the following strategies:

Career Advancement Eligibility

Teachers are eligible for career advancement (i.e., have the option to enter a pool of available candidates for promotion) based on the following criteria:

- Master Teachers: TEDS score of 4.0 or higher.
- All teachers with three years’ experience and a TEDS score of 4.0 or higher in a tested area may have the opportunity to move to an CTL or ETL role (may be paid based on budget), or move laterally to a more in-need position.
- All teachers with three years’ experience and a TEDS score of 4.0 or higher can move to an CTL or ETL role, or move laterally to a more in-need position (these the Promotion component for more information).

Other factors schools may include in the evaluation of effectiveness may include: benchmarks, TPRI scores, performance standards, and behavioral issues. *Find more information in the Promotion, Compensation, Professional Development, and Recognition components.*

¹⁹ Battelle for Kids (2017, Spring). *YES, EEP. district leader interviews*. Personal communication.

²⁰ Ibid.

Implementation Details

District leaders plan to kick-off the evaluation and career advancement process, including the processes for application and selection of CTLs and ETLs, in August of each year with a review of previous years' data, and discussions with teachers to lay out expectations for the upcoming school year. High-performing teachers will be identified at that time, and will have the possibility for career advancement if they continue to demonstrate effectiveness during the school year.

District leadership will be instrumental in facilitating the above implementation plan by:

- Supporting the data review process and identification of effective educators
- Maintaining transparency in the evaluation and career advancement process
- Ensuring the program is implemented with fidelity

Rationale

Feedback directly from teachers shows that many are in support of fair and accurate systems that reward high performance through career advancement and increased compensation.²¹ By offering meaningful opportunities for excellent educators to grow professionally and increase their impact at their school, districts can support retention and increase stability and student learning at their schools.

Risks

Recognition of good work can be an impactful strategy for increasing employee retention. However, it may become less effective if other aspects of employee engagement—such as school climate and meeting educators' professional development needs—are not sufficiently addressed. Thus, keeping a pulse on employee engagement through surveys or other means can help maximize the effectiveness of recognition strategies. A secondary risk is that some teachers may see the evaluation, compensation, and career advancement process as unfair. For example, teachers in tested grades and subjects may feel that eligibility criteria are more stringent for them than for their colleagues in non-tested areas. Districts' plan to begin each year by meeting with teachers should help mitigate this risk. Ongoing monitoring of the evaluation system may also help in identifying biased or inaccurate data sources.

Recommendations

Employee recognition strategies as career advancement, coupled with systems for gauging and boosting employee engagement are recommended practices for increasing retention. Regarding the latter, options may include:

- Surveys and/or focus groups to assess employees' levels of engagement and satisfaction
- Exit interviews with staff leaving their district
- Management training for school leaders²²

²¹ Coggshall, J.G., Behrstock-Sherratt, E., & Drill, K. (April 2011). *Workplaces that Support High-Performing Teaching and Learning: Insights from Generation Y Teachers*. American Institutes for Research and the American Federation of Teachers. Retrieved from: http://www.air.org/sites/default/files/downloads/report/GenerationY_Workplaces_That_Support_Teaching_and_Learning_0.pdf

²² Battelle for Kids (2017, Spring). *YES, EEP. district leader interviews*. Personal communication.

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., strategies for collecting employee engagement data, roles and responsibilities)
- Integrate evaluation/compensation/career advancement timeline into a comprehensive human capital calendar. Align communications strategies and timeline with the calendar to ensure messaging is timely and cohesive throughout the year.

Long-Term

- Gauge employees' engagement and perceptions of their working environment.
- Offer management training focused on employee engagement as a professional development offering for school leaders.

Ongoing

- Collect data to assess program effectiveness and inform future efforts.

9. Tenure Component (Time in Service)

Defining the Tenure Component: The EEP HCMS Tenure Component is defined as an educator who meets the rigorous standards in five major focus areas. This component will take into account the traditional definition of Tenure and for the purpose of ensuring all students have equitable access to an effective educator additional indicators will be used to compliment Tenure as it is defined in this HCMS. Optimize your talent by placing your most effective teachers in front of the children who most need them.

This report offers an overview of the consortium’s action plan related to **Tenure**, defined as, “an educator who meets the rigorous standards in five major focus areas.”²³ This priority area best aligns with the following HCLE Performance Management standard:

- **T.PM.1** Implement a comprehensive evaluation system.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

As tenure was not discussed in recent interviews with district leaders, this report focuses largely on the desired state. Specifically, district leadership proposes to award their definition of tenure to teachers who excel professionally consistently over time, as evidenced by rigorous and varied criteria aligned with research on educator effectiveness.

Action Plan

The five major focus areas that will be used to make decisions about tenure are as follows:

Component 1: Time in Service with Proven Classroom Effectiveness

Teachers who have worked in their district for three years with proven classroom effectiveness as determined by EEP observation scores will have met the requirements for Component 1.

Component 2: Attendance

Teachers must have a 97 percent attendance status in each given school year to be eligible for tenure. Neither professional/staff development days nor absences from catastrophic injuries will be counted against educators in the attendance metric.

Component 3: Teacher Professional Development

Teachers must complete 30 hours per year (for a total of 150 clock hours every five years) of professional development or should be in the process of pursuing a master’s degree.

Component 4: Attitude, Passion, and Commitment

This component will be gauged in part using peer surveys that provide feedback on tenure candidates’ accomplishments. In addition candidates must provide a portfolio with evidence of their achievements above and beyond their normal teaching responsibilities.

²³ San Antonio YES, EEP. (2017, Spring). *Tenure component*. Leadership meeting notes.

Implementation Details

District leadership will be instrumental in facilitating the above implementation plan by:

- Supporting the collection and analysis of data used to make tenure decisions.
- Maintaining a fair and transparent process.
- Ensuring the process is implemented with fidelity.

Rationale

In districts where teachers are offered tenure almost solely based on their years of service, poor and minority students can be negatively affected. This is evidenced by a 2014 ruling by a Los Angeles County judge that teacher tenure rules are unconstitutional because they assign socioeconomically disadvantaged students to “incompetent teachers who are virtually impossible to fire.”²⁴ A system in which tenure is contingent upon excellent job performance will allow districts to avoid this outcome.

Risks

A possible risk related to the proposed process is that employees will perceive data or methods for determining tenure to be unfair. Similarly, awareness that peer feedback is used for high-stakes decisions may cause some employees to (consciously or subconsciously) to alter their survey scores. Strong systems for vetting data sources and monitoring their effectiveness over time will be essential. Additionally, communications, grievance procedures, and other strategies for maintaining transparency in the process should help mitigate risk.

Recommendations

As with the Dismissal component, a system of due process may be a useful addition to the proposed tenure system. The timeline below reflects this recommendation:

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., specific data and weights used, due process protocols, roles and responsibilities)
- Update employee handbooks to incorporate new process.

Long-Term

- Integrate tenure and career advancement systems, including formal processes and communications documents that show tenured teachers their options for growing professionally.

Ongoing

- Review data (e.g., accuracy of measures used for tenure decisions) to assess program effectiveness and inform future efforts.

²⁴ Magee, M. (2014, June 10). Teacher tenure ruling triggers debate. San Diego Union-Tribune. Retrieved from: <http://www.sandiegouniontribune.com/news/education/sdut-tenure-ruling-roils-education-world-2014jun10-htmstory.html>

10. Dismissal Component

Defining the Dismissal Component: The EEP HCMS Dismissal Component is defined using a method to ensure all teachers are given every opportunity to succeed before dismissal is initiated. This component focuses on all the activities and strategies each of the participating districts have agreed will ensure that teachers with the desire to improve performance are well prepared to deliver quality and instruction before dismissal take place. Each district has agreed that “equitable access” activities will guide them in the dismissal process so that every educator has an equitable opportunity to remain with the district.

This report offers an overview of the consortium’s action plan related to **Dismissal**, defined as “using a method to ensure all teachers are given every opportunity to succeed before dismissal is initiated.”²⁵ This priority area aligns with the following HCLE Performance Management standards:

- **T.PM.2** Address employee discipline and ensure due process.
- **T.PM.3** Manage employee transitions.

Additionally, the document provides a summary of current district practices, possible gaps between current and desired states, and recommendations.

Current and Desired State

While dismissal occurs on at at-will basis, district leaders are committed to ensuring “teachers with a desire to improve performance are well prepared to deliver quality instruction before dismissal takes place.”²⁶ Therefore, the desired future state is one focused on improvement and support for all employees.

Action Plan

Districts will use data to identify deficits in employee performance, and will target identified areas through support and intervention. When possible (i.e., instances not involving extreme misconduct), dismissal decisions made will be based on a variety of data collected over time. Data must be targeted and specific based on factual information.

Step 1: Identifying Deficits

The following data will support this step:

- Mentor data
- Attendance (school and extracurricular*)
- EEP and Campus observations (with systems of accountability for observers)
- Student data (late in the year)
- Supervisor input (late in the process)

*Currently, there is uncertainty around whether extracurricular attendance data should be mandatory and monitored.

²⁵ San Antonio YES, EEP. (2017, Spring). *Dismissal component*. Leadership meeting notes.

²⁶ Ibid.

Step 2: Interventions

- Positive Behavioral Interventions and Supports (PBIS)
- Cap on classroom size
- Different placement (e.g., teacher moved to another grade level)
- Different mentor
- Support for differentiating instruction
- Opportunities to observe ETLs/effective teachers
- Collaboration across campuses/districts
- Co-teaching

Step 3: Final Consensus

Final decisions may be based on:

- Student/parent surveys
- Campus surveys (confidential)
- Mentor input
- Leadership
- Student data (e.g., state assessment benchmarks)*

There are instances that will supersede this policy dictated by the laws of certification and individual campus guidelines and policies when it is determined by the administration to be in the best interest of students and/or the district.

*Weighted less because of the many factors that influence student outcomes.

Implementation Details

The following timeline will help ensure a thorough process, including sufficient time for data collection and interventions:

- *Warning (6 months to 1 Year)*—Any educator who received 2.5 or lower for an average observation score, or who has poor attendance, receives the statement “educator improvement plan” on the respective semester teacher record.
- *Probation (Year 1 to Year 2)*—Any teacher who fails to maintain a cumulative observation score of 2.5 or lower is placed on probation. The statement, “probation,” is placed on the teacher’s professional record. A teacher on probation is required to consult with a supervisor or mentor and may be required to attend additional meetings for support. Teachers are placed on probation only after they have received an educator warning statement. A teacher on probation is ineligible for additional responsibilities (i.e., Coach) unless the supervisor, or superintendent grants special permission.
- *Three-Week Summer Intensive Program*—Low performing teachers will participate in summer retreat and score a minimum of 3.5 on observations
- *Dismissal (Within Year 2)*— A teacher on probation who achieves a 2.5 or lower for the past 2 consecutive academic school year reinstatement must maintain at least a 3.0 observation score in each subsequent semester of attendance. A teacher remains on probation until the cumulative observation score is raised to a minimum of 3.0. A teacher on probation who does not maintain at least a 3.0 observation score may be officially dismissed.

District leadership will be instrumental in facilitating the above implementation plan by:

- Supporting the data review process and identification employees in need of improvement
- Ensuring the program is implemented with fidelity

Rationale

Research suggests that teacher effectiveness tends to increase with experience, at least for the first few years in the profession.²⁷ As such, the proposed process views dismissal as a last resort, to be used only after struggling employees have had sufficient time and support to improve.

Risks

Risks related to the proposed process are relatively minimal, and include data quality issues and employee due process. One possible risk is that data or methods used to inform decisions about dismissal will be perceived by employees as being unfair. Using multiple data points as proposed above should help mitigate this, though each piece of evidence collected should be thoroughly vetted. Second, a warning status or placement on promotion may cause employees to fear they are on the verge of dismissal, even if they are not. Sending clear and consistent messages that the district cares about employees and wants to support their growth will be key.

Recommendations

In addition to the process outlined above, it is recommended that a system of due process is put in place that allows employees to have their complaints and grievances addressed is recommended. Additionally, some district leaders have mentioned a need for management training that allows principals to have sometimes difficult conversations with their staff. These suggestions are reflected in the timeline below:

Suggested Timeline

Short-Term

- District leaders meet to solidify program details (e.g., specific data and weights used, due process protocols, how interventions will be determined and implemented)
- Update employee handbooks to incorporate new process. Also include dismissal procedures for extreme circumstances (e.g., major misconduct).

Long-Term

- Offer management training as a professional development offering for school leaders.

Ongoing

- Review data (e.g., accuracy of measures used for dismissal decisions) to assess program effectiveness and inform future efforts.

²⁷ Kini, T. & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Learning Policy Institute report. Retrieved from: <https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness-review-research>

Appendix

Glossary

Battelle for Kids (BFK)

Battelle for Kids is a national not-for-profit organization committed to collaborating with school systems and communities to realize the power and promise of 21st century learning for every student. For more than 15 years, our team of experienced educators alongside communications, technology, and business professionals has been innovating and helping educators to leverage powerful strategies and solutions to offer an educational experience that prepares all students for success in college, in careers, and in life. Learn more at www.BFK.org.

Career Teacher Leader (CTL)

Career Teacher (CT)

Channel 12 San Antonio (KSAT)

The Educator Effectiveness Process (EEP)

Expert Teacher Leader (ETL)

Educator Effectiveness Process (EEP)

Human Capital Leaders in Education (HCLE) Standards

The HCLE Standards were originally developed by Battelle for Kids in 2013 using articles, research, and best practices. The sources of information that most strongly informed the Standards include empirical evidence about effective HR management, leadership, communications, compliance, and change management practices in schools as well as in high performing organizations from many industries. These standards were designed specifically for PK–12 education.

Human Capital Management System (HCMS)

A system by which a district makes and implements human capital decisions, such as decisions on preparation, recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. *Source: ESSA, SEC. 2211. [20 U.S.C. 6631] PURPOSES; DEFINITIONS. (3), Enacted December 10, 2015*

Performance-based Compensation System (PBCS)

A system of compensation for teachers, principals, or other school leaders that differentiates levels of compensation based in part on measurable increases in student academic achievement.

Texas Education Data Standards (TEDS)

TEDS is a collection of data standards based on the national Ed-Fi XML core for loading data to TSDS. From there, the data powers TSDS PEIMS and the studentGPS® Dashboards.

Source: TexasStudentDataSystems.org; Retrieved June 20, 2017

Texas Education Equity Systems (TEES)

Texas Education Equity System (TEES) ensures each student equitable access to an effective teacher.

Value-Added Data

A metric for student growth.

Resources

The Department of Education (Teacher Incentive Fund, TIF 5 grant)

Westat (Technical Assistance)

Battelle for Kids

Educator Effectiveness Process Evaluation System

HCMS Advisory Committee (TIF 5 EEP Campuses)

HCMS Advisory Board (TIF 5 EEP District Superintendents and AC representative)

EduTEKS

The Evolution of TIF

Preparation Flow Chart

Performance-Based Compensation

At-a-Glance: Job Descriptions



Educator Effectiveness Process (EEP) Position Description

Position Title: Campus Expert Teacher Leader (ETL)

Reports To: Campus Principal **Additional Reports:** EEP EETLs

Reporting to this Position: Career Teacher Leaders & Career Teachers **Salary Addendum:** \$12,000.00 per year

Organization Information: *This information is intended to inform the educator regarding the entity that created this position in EEP.*

Youth Empowerment Services, Inc. (YES, Inc.) is a San Antonio based, grassroots, educational non-profit, non-partisan organization focused on educational endeavors targeting students, parents and educators for the past 21 years. YES, Inc. has been awarded a grant to impact educator effectiveness so that student academic performances improve for the four (4) participating Charter Districts. YES, Inc.'s vision is "YES! We follow the golden rule!"... by treating and respecting all members and stakeholders served by our programs and activities. The major vehicle that YES, Inc. has been implementing for the past six years is the Educator Effectiveness Process (EEP). Our core beliefs mirror the required USDE education-act's mission of "ensuring that all students have equitable access to effective educators." The EEP system includes not only an observation system that is equitable and transparent but also professional development supports and human capital system funding to ensure that the most effective expert teacher leaders qualify for the most funding for salary considerations. Expert Teacher Leaders that are hired by an EEP Campus will receive three (3) observations each year and be given every opportunity to become the most effective educators for the students served. This position description provides the basic understanding and agreement for Expert Teacher Leaders providing educational services on all campuses.

Position Definition: *This position definition defines an EEP Campus Expert Teacher Leader.*

The **Expert Teacher Leader (ETL)** is a teacher who is an established effective educator and will serve in a leadership role while assuming additional duties involving assisting teachers towards achieving a greater degree of effectiveness. The ETL continues to work towards becoming a more effective teacher leader. As an Expert Teacher Leader increases in effectiveness, they will have opportunities to compete for additional roles within the administration on campus. Expert Teacher Leaders are held to a higher performance standard than the Career Teacher Leaders in their school and must earn a Teacher Evaluation Data System (TEDS) score of 4.0 on the teacher observation portion or above to receive an incentive payout on that portion.

Position Responsibilities: *An effective Expert Teacher Leader ensures that educators improve in effectiveness, so students improve academically every year.*

- The Expert Teacher Leader collaborates with the more experienced Principal to become more effective. This collaboration provides support on the development of expertise in all areas of instruction.
- The Expert Teacher Leader collaborates with Career Teacher Leaders and Career Teachers to promote educator effectiveness.
- Expert Teacher Leaders perform walk-through observations and teacher observations, and actively participate in all observation activities including pre and post observation conferences immediately providing classroom-based follow-up and feedback on instructional practices to Career Teacher Leaders and Career Teachers.
- Expert Teacher Leaders facilitate and co-facilitate the Unit group meetings, and are evaluated by the Principal and/or Expert Teacher Leaders, and/or Career Teacher Leaders and other leaders appointed by the District.
- Expert Teachers Leaders attend weekly Leadership Team meetings that analyze data, and develop academic achievement plans and school assessment plans.
- Expert Teacher Leaders participate in all supports provided by the District to include any required mentoring and coaching sessions so that they become more effective in the following areas:
 1. Analyzing student data to identify needs.
 2. Developing academic achievement plans.
 3. Collaborating in the classroom with Career Teacher Leaders and Career Teachers to increase teacher expertise
 4. Using formative/summative assessments to improve student achievement.



Personal Skills Required... To Be Developed: *Effective Expert Teacher Leaders will demonstrate the following skills.*

- Self-motivated and proactive/ Flexible and adaptable /Data- and results-driven mindset /Ability to work independently and multi-task/
- Integrity, positive, and mission-driven attitude, with demonstrated passion for public education/
- Thorough, good attention to detail/Interacts with others in a professional and collaborative manner.

Qualifications: *Be employed at an EEP Campus.*

- An Expert Teacher Leader must become Teacher Observation certified and re-certify each year.
- An Expert Teacher Leader must earn a Teacher Evaluation Data System (TEDS) score of 4.0 or above for the observation portion and must earn 3.0 or above for the SAS-EVAAS campus value-added portion of the PBCS to retain the Expert Teacher Leader position.
- Attend all scheduled EEP PD Academy trainings, and provide all deliverables including Benchmark data as scheduled.

Additional Information: Critical to successfully implementing the EEP process on each campus is each educator having a clear understanding of what is required to become an effective educator so that student performance increases. The principal must work to assure that each **Expert Teacher Leader** is qualified to fill the role of an **Expert Teacher Leader** on each EEP campus.

Expert Teacher Leader Name: _____ Signature: _____ Date: _____

Principal Name: _____ Signature: _____ Date: _____



Educator Effectiveness Process (EEP) Position Description

Position Title: Campus Career Teacher Leader (CTL)

Reports To: Campus Expert Teacher Leader (ETL) **Additional Reports:** Campus Principal

Reporting to this Position: Career Teachers **Salary Addendum:** \$8000.00 per year

Organization Information: *This information is intended to inform the educator regarding the entity that created this position in EEP.*

Youth Empowerment Services, Inc. (YES, Inc.) is a San Antonio based, grassroots, educational non-profit, non-partisan organization focused on educational endeavors targeting students, parents and educators for the past 21 years. YES, Inc. has been awarded a grant to impact educator effectiveness so that student academic performances improve for the four (4) participating Charter Districts. YES, Inc.’s vision is “YES! We follow the golden rule!”... by treating and respecting all members and stakeholders served by our programs and activities. The major vehicle that YES, Inc. has been implementing for the past six years is the Educator Effectiveness Process (EEP). Our core beliefs mirror the required USDE education-act’s mission of “ensuring that all students have equitable access to effective educators”. The EEP system includes not only an observation system that is equitable and transparent but also professional development supports and human capital system funding to ensure that the most effective career teacher leaders qualify for the most funding for salary considerations. Career Teacher Leaders that are hired by an EEP Campus will receive three (3) observations each year and be given every opportunity to become the most effective educators for the students served. This position description provides the basic understanding and agreement for Career Teacher Leaders providing educational services on all campuses.

Position Definition: *This position definition defines an EEP Campus Career Teacher Leader.*

The **Career Teacher Leader (CTL)** is a teacher who is an effective educator and will serve in a leadership role while assuming additional duties involving assisting professional teachers towards achieving a greater degree of effectiveness. The CTL continues to work towards becoming a more effective teacher. As a campus CTL increases in effectiveness, they will have opportunities to compete for the additional roles, such as an Expert Teacher Leader. CTLs are held to a higher performance standard than the career teachers and must earn a Teacher Evaluation Data System (TEDS) score of 3.79 or above on the Teacher Observation portion or above to receive an incentive payout on that portion.

Position Responsibilities: *An effective Career Teacher Leader ensures educators improve in effectiveness, so students improve academically every year.*

- The Career Teacher Leader collaborates with the more experienced Expert Teacher Leaders and/or Principal to become more effective. This collaboration provides support on the development of expertise in all areas of instruction.
- Career Teacher Leaders perform walk-through observations, teacher observations, and actively participate in all observation activities including pre and post observation conferences immediately providing classroom-based follow-up and feedback on instructional practices to career teachers.
- Career Teacher Leaders actively participate and co-facilitate the Unit group meetings, and are evaluated by the Principal and/or Expert Teacher Leaders, other Career Teacher Leaders and other leaders appointed by the District.
- Career Teachers Leaders attend weekly Leadership Team meetings that analyze data, and develop academic achievement plans and school assessment plans.
- Career Teacher Leaders participate in all supports provided by the District to include any required mentoring and coaching sessions so that they become more effective in the following areas:
 5. Analyzing student data to identify needs.
 6. Developing academic achievement plans.
 7. Collaborating in the classroom with Career Teachers, to increase teacher expertise.
 8. Using formative/summative assessments to improve student achievement.

Personal Skills Required... To Be Developed: *Effective Career Teacher Leaders will demonstrate the following skills.*

- Self-motivated and proactive / Flexible and adaptable / Data- and results-driven mindset / Ability to work independently and multi-task
- Integrity, positive and mission-driven attitude, with demonstrated passion for public education
-



- Thorough, good attention to detail / Interacts with others in a professional and collaborative manner

Qualifications: *Be employed at an EEP Campus.*

- A Career Teacher Leader must be Teacher Observation certified.
- A Career Teacher Leader must earn a Teacher Evaluation Data System (TEDS) score of 3.79 or above for the observation portion and must earn 3.0 or above for the SAS-EVAAS campus value-added portion of the PBCS to retain the Career Teacher Leader position.
- Attend all scheduled EEP Leadership PD Academy trainings and provide all deliverables including Benchmark data as scheduled.

Additional Information: Critical to successfully implementing the EEP process on each campus is each educator having a clear understanding of what is required to become an effective educator so that student performance increases. The principal must work to assure that each **Career Teacher Leader** is qualified to fill the role of a **Career Teacher Leader** on each EEP campus.

Career Teacher Leader Name: _____ Signature: _____ Date: _____

Principal Name: _____ Signature: _____ Date: _____



Educator Effectiveness Process (EEP) Position Description

Position Title: Campus Career Teacher (CT)

Reports To: Campus Leadership Team Member **Additional Reports:** Campus Principal

Reporting to this Position: Not Applicable **Salary Addendum:** See PBCS and HCMS Description

Organization Information: *This information is intended to inform the educator regarding the entity that created this position in EEP.*

Youth Empowerment Services, Inc. (YES, Inc.) is a San Antonio based, grassroots, educational non-profit, non-partisan organization focused on educational endeavors targeting students, parents and educators for the past 21 years. YES, Inc. has been awarded a grant to impact educator effectiveness so that student academic performances improve for the four (4) participating Charter Districts. YES, Inc.'s vision is "YES! We follow the golden rule!"... by treating and respecting all members and stakeholders served by our programs and activities. The major vehicle that YES, Inc. has been implementing for the past six years is the Educator Effectiveness Process (EEP). Our core beliefs mirror the required USDE education-act's mission of "ensuring that all students have equitable access to effective educators." The EEP system includes not only an observation system that is equitable and transparent but also professional development supports and human capital system funding to ensure that the most effective career teachers qualify for the most funding for salary considerations. Career Teachers that are hired by an EEP Campus will receive three (3) observations each year and be given every opportunity to become the most effective educators for the students served. This position description provides the basic understanding and agreement for Career Teachers providing educational services on all campuses.

Position Definition: *This position definition defines an EEP Campus Career Teacher.*

The **Career Teacher (CT)** is a teacher who is either a new or established teacher not serving in a leadership position. The CT is working towards becoming a more effective teacher. As campus Career Teachers increase in effectiveness, they will have opportunities to compete for the additional roles, such as Career Teacher Leader, or Expert Teacher Leader.

Position Responsibilities: *An effective Career Teacher ensures that the scholars improve academically every year.*

- The Career Teacher collaborates with the more experienced Expert Teacher Leaders (ETLs) and/or Career Teacher Leaders (CTLs) to become more effective. This collaboration provides support on lesson planning, student assessments, and the development of expertise in all areas of instruction.
- Career Teachers participate fully in Unit group meetings and are evaluated by the Principal, Expert Teacher Leaders and/or Career Teacher Leaders and other leaders appointed by the District.
- Career Teachers attend weekly unit meetings/other meetings that may be required to improve effectiveness.
- Career Teachers participate willingly in professional development opportunities as required, mandated and planned in order to become more effective.
- Career Teachers actively participate in all observation activities including pre and post observation conferences, all walk-through activities and immediately implement all refinement recommendations in order to become more effective.
- Career Teachers participate in all supports provided by the District to include any required mentoring and coaching sessions so that the Career Teacher becomes more effective in the following areas:
 9. Analyzing student data to identify needs and developing academic achievement plans based upon the data.
 10. Collaborating in the classroom with Expert Teacher Leaders and Career Teacher Leaders to increase teacher expertise
 11. Using formative/summative assessments to improve student achievement.

Personal Skills Required... To Be Developed: *Effective Career Teachers will demonstrate the following skills.*

- Self-motivated and proactive / Flexible and adaptable / Data- and results-driven mindset/work independently and multi-task
- Integrity, positive, and mission-driven attitude, with demonstrated passion for public education
- Thorough, good attention to detail / Interacts with others in a professional and collaborative manner



Qualifications: *Be employed at an EEP Campus.*

- A Career Teacher must earn a Teacher Evaluation Data System (TEDS) score of 3.0 or above for the observation portion and must earn 3.0 or above for the SAS-EVAAS campus value-added portion of the PBCS to retain the Career Teacher position.
- Actively participating in all EEP required activities including all professional development, mentoring, coaching as required to become more effective.

Additional Information: Critical to successfully implementing the EEP process on each campus is each educator having a clear understanding of what is required to become an effective educator so that student performance increases. The principal must work to assure that each educator is qualified to fill the role of an educator on each EEP campus.

Career Teacher Name: _____ Signature: _____ Date: _____

Principal Name: _____ Signature: _____ Date: _____

EEP Observation Rubric

Domains and Indicators

Revised October 6, 2016

Domain 1. Facilitating Student Learning

Learning Goals LG

1. Rigor RIG
2. Differentiation DIF
3. Hands on Learning HOL
4. Comprehensible Input CI
5. Time Management TM
6. Formative Assessment FA
7. Checking for Understanding CU
8. Student Engagement SE
9. Cooperative Learning CL
10. Student HOTS SH
11. Active Learning AL

Domain 2. Planning for Learning

1. Learning Structure LS
2. Learning Tasks LT
3. Evidence of Learning EL

Domain 3: Mental, Physical, and Emotional Learning

1. Behavior Norms BN
2. Positive Mental Attitude PMA
3. Learning Climate LC
4. Learning Interactions LI

Domain 4: Campus Responsibilities

[Created by each individual campus]

Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>1. Learning Goals Teacher explicitly communicates aligned and logically sequenced learning goals to reach high expectations for continued growth.</p>	<ol style="list-style-type: none"> 1. Teacher explains all learning goals before instruction including posting goals and referring to them during the lesson. 2. Short-term learning goals are woven into the learning cycle and checked off when completed. 3. Learning goals are derived from gaps in student learning identifies by pre-testing, student profiles, and student interests. 4. Students participate in establishing high student learning standards and are active in setting personal learning goals. 5. Students understand the state standards and know which learning goals apply. 6. Students know their progress towards mastery and set goals to achieve final mastery. 	<ol style="list-style-type: none"> 1. Learning goals are posted and referred to during the lesson. 2. Short-term goals are aligned to the main learning goal. 3. Learning goals integrate prior learning. 4. Students know the standards for successful learning and can set goals. 5. Students understand the posted state standards. 6. Students keep track of their mastered learning goals and goals in progress. 	<ol style="list-style-type: none"> 1. Learning goals are posted. 2. Short-term goals are vague. 3. Learning goals reference content being taught. 4. Standards for successful learning are evident. 5. State standards are posted. 6. Students know if they have mastered the learning goal.

<p>2. Rigor Teacher shares extensive conceptual understanding with students, employs research-based subject specific instructional strategies, teaches conceptual knowledge insufficient depth, prioritizes and links this knowledge with other important concepts. Rigorous instruction is relevant instruction when you meet your kids where they are.</p>	<ol style="list-style-type: none"> 1. Teacher engages students in the extensive conceptual understanding. 2. Teacher implements a variety of research-based subject specific strategies to increase student conceptual understanding. 3. Teacher prioritizes conceptual knowledge and links it to multi-disciplinary concepts. 	<ol style="list-style-type: none"> 1. Teacher shares extensive conceptual understanding. 2. Teacher employs research-based instructional strategies to increase student conceptual understanding. 3. The teacher prioritizes conceptual knowledge and links it to another concept. 	<ol style="list-style-type: none"> 1. Teacher demonstrates simplified conceptual understanding. 2. Teacher employs generic instructional strategies to increase student conceptual understanding. 3. Teacher presents disjointed conceptual knowledge.
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>3. Differentiation Teacher displays an understanding of each student's identified learning needs and alters instructional methods, strategies and learning activities to meet the individual needs of students, but does not alter standards.</p>	<ol style="list-style-type: none"> 1. Teacher targets students' learning needs through customized learning plans. 2. Students participate in the design of learning activities that allow for student interests, skills and different cultural perspectives. 3. Students engage in multiple learning strategies, techniques and modalities in which the teacher facilitates rigorous understanding by altering the classroom environment and the learning activities. 	<ol style="list-style-type: none"> 1. Teacher displays significant understanding of each student's identified learning needs. 2. Teacher designs learning activities with student choice to encourage student interests and skills. 3. Teacher alters instructional methods and learning activities to meet the individual needs of students, but does not alter standards. 	<ol style="list-style-type: none"> 1. Teacher demonstrates knowledge of students' learning needs. 2. Teacher incorporates student interests into lessons. 3. Teacher differentiates instructional methods or content.

<p>4. Hands-On Learning Teacher engages students through activities that support the learning goals, utilize manipulative materials, are challenging, and elicit a variety of thinking.</p>	<p>Teacher fully engages the students with materials and learning activities that:</p> <ol style="list-style-type: none"> 1. Lead to and reinforce the learning goals. 2. Engage all students. 3. Encourage all student interaction. 4. Inspire self-direction and monitoring. 5. Simulate reality relevant to students 6. Spark all students' interests. 7. Induce student inquiry. 8. Enhance student choices. 9. Engender creativity. 10. Encourage exploration and discovery. 11. Integrate technology. 12. Led to a product. 13. Build background knowledge. 14. Evoke problem solving. 15. Force deep thinking. 16. Relate to students' lives. 17. Facilitate metacognition. 	<p>Teacher adequately engages the students with materials and learning activities that:</p> <ol style="list-style-type: none"> 1. Lead to the learning goals. 2. Engage most students. 3. Encourage some student interaction. 4. Are student-directed activities. 5. Simulate reality. 6. Spark some students' interest. 7. Offer students a choice. 8. Engender creativity. 9. Integrate technology. 10. Lead to a product. 11. Build background knowledge. 12. Evoke problem solving. 13. Relate to students' lives. 	<p>Teacher minimally engages the students with materials and learning activities that:</p> <ol style="list-style-type: none"> 1. Are connected to the learning goals. 2. Engage some students. 3. Spark a few students' interest. 4. Are teacher directed. 5. Lead to a product. 6. Build background knowledge. 7. Relate to students' interests.
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>5. Comprehensible Input</p> <p>Teacher provides comprehensible input for all learners using effective communication with multi-sensory contextual cues that promote vocabulary development and understanding.</p>	<p>Teacher provides excellent comprehensible input for all learners with contextual cues that include:</p> <ol style="list-style-type: none"> 1. Effective communication: Clear and distinct and in sufficient volume for all to hear. 2. Visual representations of all content meaning. 3. Physical gestures that cue meaning. 4. Total physical response to auditory cues. 5. Auditory cues to contextual meaning. 6. Multi-sensory cues to meaning. 7. Written vocabulary definitions with visual cues. 8. Examples, illustrations, analogies, histories, and stories. 9. Word walls. 10. Vocabulary development including word parts, antonyms, synonyms, homonyms and etymology. 	<p>Teacher provides adequate comprehensible input for most learners with contextual cues that include:</p> <ol style="list-style-type: none"> 1. Effective communication: Clear and distinct and in sufficient volume for most students to hear. 2. Visual representations of some content meaning. 3. Physical gestures that cue meaning. 4. Auditory cue to contextual meaning. 5. Written vocabulary definitions with visual cues. 6. Examples, illustrations and analogies. 7. Word walls. 8. Vocabulary development including word parts. 9. Natural flow of ideas connected to concepts. 	<p>Teacher provides moderate comprehensible input for some learners with contextual cues that include:</p> <ol style="list-style-type: none"> 1. Effective communication: Clear and distinct in volume for some students to hear. 2. Physical gestures that cue meaning. 3. Auditory cues to contextual meaning. 4. Written vocabulary definitions. 5. Examples. 6. Word walls.

	<p>11. Exemplars of high performance standards.</p> <p>12. Natural flow of ideas connected to concepts.</p>		
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>6. Time Management Teacher manages and protects allotted learning time and eliminates down-time with a structured lesson, a sense of urgency, and efficient use of time.</p>	<ol style="list-style-type: none"> 1. Teacher was prepared with all materials before class begins. 2. The lesson starts as soon as the bell rings. 3. Students are engaged in learning from the moment they walk into the class. 4. The value of student time is respected all of the time. 5. Teacher eliminates all down time. 6. Students are integrated in the lesson's structure and learning cycle. 7. All learning activities have time limits. 8. Learning activities allow for all students who progress at different learning rates. 9. Routines for distributing materials were executed efficiently. 10. Engaged learning time is sufficient. 11. Transitions between all learning activities take minimum time. 12. Teacher incorporates 	<ol style="list-style-type: none"> 1. Teacher was prepared with most materials before class begins. 2. The lesson starts as soon as all students arrive. 3. Students are engaged when they are directed to do so. 4. The value of student time is respected most of the time. 5. Teacher eliminates most down time. 6. Students are integrated in the lesson's structure. 7. and learning cycle. 8. Most learning activities have time limits. 9. Learning activities allow for some students who progress at different learning rates. 10. Students know where to get materials when needed. 11. Engaged learning time is planned. 12. Transitions between some learning activities take minimum time. 13. Teacher incorporates learning into most classroom routines 	<ol style="list-style-type: none"> 1. Teacher was prepared with some materials. 2. The lesson starts within three minutes of the bell. 3. The teacher waits for all students to focus. 4. Students are integrated in the lesson structure and learning cycle. 5. Some learning activities have time limits. 6. Teacher passes out all materials. 7. Teacher incorporates learning into some classroom routines (lining up, taking roll, grouping, etc.)

	learning into all classroom routines (lining up, taking roll, grouping, etc.)	(lining up, taking roll, grouping, etc.)	
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>7. Formative Assessment Teacher assesses student progress and provides high quality feedback and provides opportunities for students to improve based on that feedback during each class.</p>	<ol style="list-style-type: none"> 1. Teacher provides clear learning expectations aligned to learning standards through modeling, high quality exemplars and performance rubrics. 2. Students' performance is compared to the standards and areas of growth clearly identified verbally and/or in writing. 3. Teacher feedback includes methods to gain mastery in growth areas. 4. Feedback is timely -immediate to 24 hours. 5. Feedback is given during guided practice and homework review. 6. The teacher circulates during learning activities to support engagement and monitor student progress. 7. Teacher solicits feedback from students about the effectiveness of learning activities and adjusts learning activities accordingly. 	<ol style="list-style-type: none"> 1. Teacher provides clear expectations aligned to learning standards through high quality exemplars. 2. Students' performance is compared to the standards and areas of growth are clearly identified verbally. 3. Teacher provides feedback for improvement. 4. Feedback is timely-immediate to 48 hours. 5. Feedback is given during guided practice. 6. The teacher circulates during learning activities to support engagement and monitor student progress. 7. Teacher listens to student concerns and adjusts learning activities accordingly. 8. Students are given a few opportunities to improve based on feedback in rough drafts or retakes. 	<ol style="list-style-type: none"> 1. Teacher provides learning expectations. 2. Evaluation of student performance is loosely connected to standards and focused on getting the answer right or wrong. 3. Teacher provides feedback. 4. The teacher circulates during learning activities and identifies student errors. 5. Students are given an opportunity to show learning from mistakes through second chances.

	<p>8. Students are given multiple opportunities to improve based on feedback in rough drafts or retakes.</p> <p>9. Students provide clear feedback to peers that identify growth areas and methods for obtaining mastery.</p>		
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>8. Checking for Understanding Teachers' questions are varied and high quality providing a balanced mix of question difficulty. Teacher involves the whole class in asking and answering questions, both individually and as a group. Teacher checks for understanding before continuing to the next topic.</p>	<ol style="list-style-type: none"> 1. Teacher questions scaffold to build on each other using higher levels of Bloom's Taxonomy ('applying', 'analyzing', 'evaluating' and 'creating'). 2. Questions are prepared beforehand. 3. Questions are designed to incite deep thinking and problem solving. 4. Questions are designed to check for specific levels of understanding before continuing to the next topic. 5. Questions are aligned with all learning goals. 6. The teacher employs a variety of active response techniques to engage the whole class such as TPR, think pair share, and answering in unison. 7. Teacher uses individual student questions sparingly. 	<ol style="list-style-type: none"> 1. Teacher questions scaffold to build on each other using Bloom's Taxonomy (beginning with 'remembering' and working through 'understanding' and 'applying'). 2. Questions are prepared beforehand. 3. Questions are designed to facilitate problem solving. 4. Questions are designed to check for specific levels of understanding. 5. Questions are aligned with some learning goals. 6. The teacher employs some active response techniques to engage the whole class such as think pair share, and answering in unison. 7. Teacher uses individual student questions sparingly. 8. When the teacher seeks clarity or checking for understanding of individual students, wait time is provided. 	<ol style="list-style-type: none"> 1. Teacher questions are mainly 'remembering' and 'understanding' questions. 2. Questions are created on the spot. 3. Questions are yes or no, procedural, and/or short answer. 4. Questions are designed to maintain student attention. 5. Questions are loosely connected to the learning goals. 6. Questions are mostly directed at the group. 7. Sometimes wait time is provided.

	<p>8. When the teacher seeks clarity or is checking for understanding of individual students, wait time is provided before the questions is assigned and after the question.</p> <p>9. Teacher employs student directed techniques for discussion like Socratic Seminars and games.</p> <p>10. Students design and ask questions that incite higher order thinking.</p> <p>11. Teacher creates learning environments that promote student led inquiry.</p>	<p>9. Teacher employs student directed techniques for discussion such as Socratic Seminars and games</p>	
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>9. Student Engagement Teacher creates learning experiences that intrinsically motivate student learning, and reinforce and reward effort in a way that motivates students to further learning.</p>	<ol style="list-style-type: none"> 1. Learning is active and interactive with a focus on engaging all students at multiple levels of understanding and skills. 2. The teacher creates learning environments that intrinsically motivate all students' learning. 3. Learning experiences require high levels of inquiry, curiosity and exploration. 4. The teacher encourages continued student learning by reinforcing and recognizing student achievement and effort. 5. Students create learning plans and projects as individuals and small groups that authentically demonstrate learning mastery. 	<ol style="list-style-type: none"> 1. Learning is active and interactive with a focus on engaging most students at multiple levels of understanding and skills. 2. The teacher creates learning environments that intrinsically motivate most students' learning. 3. Learning experiences require moderate levels of inquiry, curiosity and exploration. 4. The teacher encourages continued student learning by recognizing student achievement and effort. 5. Teacher allows students to choose certain learning activities to demonstrate learning mastery. 	<ol style="list-style-type: none"> 1. Learning is passive and teacher driven through lecture, entertainment, note taking, worksheets, and/or teacher directed discussion. 2. The teacher creates learning activities to engage students based on extrinsic incentives and rewards. 3. Learning activities are teacher driven and procedural in nature. 4. The teacher encourages continued student learning. 5. Students demonstrate mastery using teacher prepared evaluations.

Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>10. Cooperative Learning Teacher groups students appropriately for each lesson objective in order to maximize student learning.</p>	<ol style="list-style-type: none"> 1. Teacher organizes student groups according to size composition and collaboration methods appropriate to each lesson objective in order to maximize student learning. 2. Teacher models effective collaboration techniques for all group work. 3. Student leadership roles and responsibilities are rotated in cooperative learning activities. 4. Students create their roles and responsibilities for individual and group work. 5. Students hold each other accountable for group work and individual work. 7. Students set goals, reflect on and evaluate the effectiveness of their own group learning. 	<ol style="list-style-type: none"> 1. Teacher organizes student groups according to size composition and academic levels. 2. Teacher models effective collaboration techniques for most group work. 3. Student leadership assigned roles are fixed in cooperative learning activities. 4. Students fulfill their roles and responsibilities in group work. 5. Students are held accountable for group work and individual work. 6. Teacher facilitates opportunities for students to set goals, reflect on and evaluate the effectiveness of their own group learning. 	<ol style="list-style-type: none"> 1. Teacher organizes permanent or long-term student groups according to seating charts. 2. Student leadership roles and responsibilities are randomly assigned in cooperative learning activities. 3. Students are only held accountable for group work. 4. Teacher evaluates the effectiveness of group learning.

Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>11. Student HOTS</p> <p>Teacher creates learning environments that require students to incrementally use Bloom’s Taxonomy and metacognitive strategies: Remembering, understanding, applying, analyzing, evaluating, and creating.</p>	<p>Teacher creates learning environments that require students to:</p> <ol style="list-style-type: none"> 1. Apply knowledge to personally relevant and real-life situations. 2. Students generate methods of applying knowledge. 3. Students create new knowledge from existing knowledge. 4. Analyze by comparing and contrasting, conjecturing, estimating and clarifying. 5. Students use analytical tools to reveal relationships and significance of data. 6. Students design and build practical models. 7. Students evaluate the value and importance of the knowledge. 8. Students prioritize learning based on personal and social values and make decisions and judgments according to multiple perspectives. 	<p>Teacher creates learning environments that require students to:</p> <ol style="list-style-type: none"> 1. Apply knowledge to real-life situations. 2. Students create new knowledge from existing knowledge. 3. Analyze by comparing and contrasting, conjecturing, estimating and clarifying. 4. Students build models. 5. Evaluate the value and importance of knowledge. 6. Students understand the learning process and utilize metacognitive strategies to evaluate their own thinking process. 	<p>Teacher creates learning environments that require students to:</p> <ol style="list-style-type: none"> 1. Apply knowledge to isolated problems. 2. Students remember and understand existing knowledge. 3. Analyze by comparing and contrasting, conjecturing, estimating and clarifying. 4. Evaluate the importance of knowledge. 5. Students understand the learning process.

	<p>9. Students understand the learning process and utilize metacognitive strategies to evaluate their own thinking process.</p> <p>10. Students use Bloom's Taxonomy as a tool to ensure deep thinking and adequate academic investigation.</p>		
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 1: Facilitating Student Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>12. Active Learning Teacher implements activities that teach and reinforce a variety of problem solving strategies.</p>	<p>Teacher facilitates learning environments that encourage students to:</p> <ol style="list-style-type: none"> 1. Explore new ideas. 2. Discover new ways of looking at things. 3. Inquire regarding purpose and function. 4. Clarify and increase student comprehension 5. Apply knowledge to abstract principles. 6. Organize knowledge by category or class. 7. Seek solutions to challenges. 8. Research possible options. 9. Hypothesize outcomes. 10. Experiment to prove hypotheses. 11. Evaluate the importance of information. 	<p>Teacher creates a learning environment that encourages students to:</p> <ol style="list-style-type: none"> 1. Explore new ideas. 2. Inquire regarding purpose. 3. Clarify and increase student comprehension. 4. Apply knowledge to abstract principles. 5. Organize knowledge. 6. Seek solutions to challenges. 7. Research a possible option. 8. Hypothesize an outcome. 9. Experiment to prove hypotheses. 	<p>Teacher directs learning through class discussion in order to:</p> <ol style="list-style-type: none"> 1. Explore new ideas. 2. Clarify student comprehension. 3. Apply knowledge to concrete principles. 4. Seek solutions to challenges. 5. Hypotheses outcomes.

Educator Effectiveness Process (EEP) Observation Rubric

Domain 2: Planning for Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>1. Learning Structure The teacher creates an instructional plan that is aligned to specific learning goals, scaffolds up Bloom’s taxonomy, includes multiple opportunities to learn, differentiates according to student needs, and formatively assesses learning.</p>	<ol style="list-style-type: none"> 1. The teacher creates an instructional plan that is aligned to specific learning goals derived from state learning objectives and national standards. 2. The plan is pedagogically sound and rigorous for grade level and subject. 3. The plan scaffolds up Bloom’s Taxonomy through ‘creating’. 4. The plan is cyclical and includes multiple opportunities for student learning. 5. The plan uses various learning strategies and modalities. 6. The plan includes multiple sensory inputs. 7. The plan differentiates according to all students’ needs. 8. The plan consistently checks for understanding before proceeding. 9. The plan formatively assesses learning. 	<ol style="list-style-type: none"> 1. The teacher creates an instructional plan that is aligned to specific learning goals. 2. The plan is pedagogically sound for grade level and subject. 3. The plan scaffold up Bloom’s Taxonomy through ‘analyzing’. 4. The plan is sequential and includes more than one opportunity for student learning. 5. The plan uses various learning strategies. 6. The plan provides auditory and visual sensory inputs. 7. The plan differentiates according to some students’ needs. 8. The plan periodically checks for understanding. 9. The plan formatively assesses learning. 10. Adequate time for learning is included in the plan. 11. The plan includes assessment of student learning aligned to learning goals. 	<ol style="list-style-type: none"> 1. The teacher creates an instructional plan. 2. The plan is minimally appropriate for grade level and subject. 3. The plan scaffolds up Bloom’s Taxonomy through ‘understanding’. 4. The plan is sequential and includes single opportunities for learning. 5. The plan uses one main learning strategy. 6. The plan is primarily auditory in delivery. 7. The plan is designed for the median student needs. 8. The plan proceeds whether students understand or not. 9. The plan assesses learning summatively. 10. The plan includes assessment of student learning aligned to what was taught.

	<p>10. Adequate time for learning and mastery is included in the plan.</p> <p>11. The plan includes assessment of student learning aligned to the learning goals.</p> <p>12. The plan pulls in learning across the disciplines and incorporates it into the current learning goals.</p>		
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 2: Planning for Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>2. Learning Tasks Students engage in learning projects that require them to not only know the content, but be able to apply, analyze, create, and connect the content with their own values and experiences.</p>	<p>1. Students design learning projects that require them to know the content and be able to apply, analyze and connect the content with their own values and experiences.</p>	<p>1. Students engage in a learning project that requires them to know the content and be able to apply, analyze and connect the content with their own experiences.</p>	<p>1. Teacher directs learning projects that require students to remember, understand and apply the content.</p>
<p>3. Evidence of Learning Assessments, pre and post, are created before instruction begins and align learning goals with clear standards. The design of the assessment measures student performance in multiple ways.</p>	<p>1. Assessments, pre and post, are collaboratively created by the teacher and students before instruction begins. 2. Assessments align to clear learning standards. 3. Assessment requires extended written responses. 4. Formative assessments provide learning progress throughout the year. 5. The design of the assessment measures student learning in multiple ways and establishes value-added data.</p>	<p>1. Assessments, pre and post are created before instruction begins. 2. Assessment aligns to clear learning standards. 3. Assessment requires written responses. 4. Formative assessments provide learning progress. 5. The design of the assessment measures student learning in multiple ways.</p>	<p>1. Assessments, pre and post are created during instruction. 2. Assessments follow learning activities. 3. The design of the assessment measures student performance through paper and pencil tests.</p>

Educator Effectiveness Process (EEP) Observation Rubric

Domain 3: Mental, Physical, and Emotional Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>1. Behavior Norms Teacher and students agree to create a high performance learning team that allows students to learn in a risk-free environment in order to reach and exceed learning goals.</p>	<ol style="list-style-type: none"> 1. Teacher and students create and agree to follow behavior expectations that will create a high performance learning team. 2. Teacher and students create a learning environment that allows students to learn from mistakes in a risk-free environment. 3. Students set daily intermediate learning goals in order to reach and exceed major learning goals. 4. Students keep track of their success and make plans to improve. 5. Students evaluate their performance based on the agreed upon high expectation norms. 	<ol style="list-style-type: none"> 1. Teacher and students agree to follow behavior expectations. 2. Teacher and students create a learning environment that allows students to learn from mistakes in a risk-free environment. 3. Students set daily intermediate learning goals in order to reach and exceed major learning goals. 4. Students keep track of their success. 	<ol style="list-style-type: none"> 1. Teacher establishes behavior expectations. 2. Teacher seeks to create a positive learning environment. 3. Teacher sets intermediate learning goals in order to reach minimum learning goals.

<p>2. Positive Mental Attitude Students follow roles and know the procedures and consequences. Teacher models behavioral norms, and addresses misbehavior in a fair, respectful, and firm manner.</p>	<ol style="list-style-type: none"> 1. Teacher encourages students to share positive attitudes through specific and sincere praise of each other. 2. Students create and follow rules and know the procedures and consequences. 3. Teacher models behavioral norms and praises students who also model norms. 4. Teacher considers student safety in applying and administering behavior consequences. 5. Teacher uses effective behavior modification such as proximity, waiting, behavior identification and choice among others to promote student adherence to norms. 6. Teacher addresses misbehavior individually in a fair, respectful and firm manner. 7. Teacher facilitates class resolution of difficulties. 	<ol style="list-style-type: none"> 1. Teacher establishes positive attitudes through specific and sincere praise. 2. Students follow agreed upon rules and know the procedures and consequences. 3. Teacher models behavior norms and praises students who also model norms. 4. Teacher considers student safety in applying and administering behavior consequences. 5. Teacher uses effective behavior modification such as proximity, waiting, and choice to promote student adherence to norms. 6. Teacher addresses behavior individually in a fair, respectful and firm manner. 	<ol style="list-style-type: none"> 1. Teacher praises students as necessary. 2. Students follow teacher created rules. 3. Teacher models behavior norms. 4. Teacher considers student safety in applying and administering behavior consequences. 5. Teacher uses behavior modification techniques such as social approval, contingent activities, and consequences to promote student adherence to norms. 6. Teacher addresses misbehavior as a group.
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Educator Effectiveness Process (EEP) Observation Rubric

Domain 3: Mental, Physical, and Emotional Learning			
Indicators	(5) EXPERT	(3) CAREER	(1) NOVICE
<p>3. Learning Climate The classroom is cheerful, welcoming and organized to promote learning and inquiry. The walls promote student learning with exemplars of students' best work, useful information and interest grabbing visuals. The room is well stocked with hands-on resources.</p>	<ol style="list-style-type: none"> 1. The classroom is cheerful, welcoming and organized to promote inquiry. 2. The walls promote student learning with exemplars of students' best work, useful information and interest grabbing visuals. 3. The room is well stocked with hands-on learning materials and resources. 4. The lighting, noise level, and temperature of the room (heating, and air conditioning) are conducive to learning. 5. Students and teachers take pride in creating a learning environment connected to the current topics of study. 	<ol style="list-style-type: none"> 1. The classroom is cheerful, welcoming and organized to promote learning and inquiry. 2. The walls promote student learning with exemplars of students' best work, useful information and interest grabbing visuals. 3. The room contains and adequate amount of hands-on learning materials and resources. 4. The lighting and noise level are conducive to learning. 	<ol style="list-style-type: none"> 1. The classroom is neat and organized to promote good behavior. 2. The walls promote student learning with useful information or interest grabbing visuals. 3. The room has some hands-on learning materials and resources.

<p>4. Learning Interactions Teacher interacts with students as individuals possessing intelligence and infinite capacity to learn, regardless of ethnicity, gender or economic status. The teacher and the students enjoy the learning process and have fun while learning.</p>	<ol style="list-style-type: none"> 1. The teacher interacts with students as responsible individuals. 2. Teacher addresses students with positive regard and with the understanding that the student possess intelligence and the infinite capacity to learn. 3. The teacher interacts the same with all students regardless of ethnicity, gender or economic status. 4. The teacher depends just as much on the students to do their part as the students depend on the teacher. 5. The teacher and the students enjoy the learning process and have fun while learning. 6. The teacher solicits the concerns and opinions of the students to adjust classroom activities. 	<ol style="list-style-type: none"> 1. The teacher interacts with students as individuals. 2. Teacher addresses students with the understanding that the students possess intelligence and the infinite capacity to learn. 3. The teacher interacts the same with all students regardless of ethnicity, gender or economic status. 4. The teacher depends on the students to do their part. 5. The teacher and the students enjoy the learning process and have fun while learning. 	<ol style="list-style-type: none"> 1. The teacher interacts with the students as a group. 2. Teacher addresses students at their grade level and level of understanding. 3. The teacher interacts with all students regardless of ethnicity, gender, or economic status according to their needs. 4. The teacher periodically attempts to help the students enjoy the learning process and have fun while learning.
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Bloom's Taxonomy

	Competence	Demonstrated Skills and Key Verbs	
	Evaluation	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Asses value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity <p><i>Verbs</i> :assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, supported, conclude, compare, summarize</p>	<p>Evaluation: <i>appraise, assess, rank, recommend, convince, explain, summarize, compare, conclude, criticize, estimate, evaluate, judge, measure, rate, score, select, value, explain</i></p>
	Synthesis	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions <p><i>Verbs</i>: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if...?, compose, formulate, prepare, generalize, rewrite</p>	<p>Synthesis: <i>arrange, assemble, collect, combine, compose, construct, create, design, devise, formulate, generate, invent, manage, organize, plan, propose, set-up, modify, rearrange, what if...? generalize</i></p>
	Analysis	<ul style="list-style-type: none"> • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components <p><i>Verbs</i>: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>	<p>Analysis: <i>analyze, appraise, infer, categorize, compare, outline, contrast, criticize, debate, diagram, inspect, arrange, connect, order, discriminate, differentiate, examine, test, classify, experiment, solve, inventory, question, rate</i></p>
	Application	<ul style="list-style-type: none"> • Use information • Use methods, concepts, and theories in new situations • Solve problems using required skills or knowledge <p><i>Verbs</i>: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>	<p>Application: <i>apply, compute, calculate, show, solve, modify, change, classify, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, prepare, produce, schedule, use, play, complete, relate</i></p>
	Comprehension	<ul style="list-style-type: none"> • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences 	<p>Comprehension: <i>convert, describe, predict, discuss, differentiate, contrast, distinguish, explain, express, extend, generalize, give example of, identify, locate, paraphrase,</i></p>

		<i>Verbs:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend	<i>report, restate, review, select, summarize, translate</i>
	Knowledge	<ul style="list-style-type: none"> • Observation and recall of information • Knowledge of dates, events, and places • Knowledge of major ideas • Mastery of subject matter <p><i>Verbs:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>	Knowledge: <i>define, describe, identify, label, list, match, name, recall, recognize, record, quote, tell, collect, who, what, when, where, relate, repeat, state, underline, write, record, circle</i>

Compensation Process

Defining the Compensation Component: A system of compensation for teachers, principals, and other school leaders That differentiates levels of compensation based in part on measurable increases in Student academic achievement. Differentiated levels of compensation, which may include bonus pay, on the basis of the employment responsibilities and success of effective teachers, principals, and other school leaders in hard-to-staff schools or high-need subject areas; and recognition of the skills and knowledge of teachers, principals, and other school leaders as demonstrated through successful fulfillment of additional responsibilities or job functions, such as teacher leadership roles; and evidence of professional achievement and mastery of content knowledge and superior teaching and leadership skills.

Educator Compensation Component Activity One: Teacher Observation

- I. EEP observations are research rubric based observations.
- II. Each teacher receives a minimum of three (3) formal observations each year. One unannounced that consist of one pre-conference and a post-conference and two unannounced observations, which consist of a post-conference for each.
- III. Educator Compensation Major Event Timeline for each school year
 - a. Base pay equalization pay out November
 - b. Complete 3 required Teacher Observations by September 30
 - c. Interview and Identify Teacher Leaders ETL and CTL by October 1
 - d. Quarterly 1 Extra duty pay out January
 - e. Quarterly 2 Extra duty pay out April
 - f. Quarterly 3 Extra duty pay out July
 - g. Quarterly 4 extra duty payout October
 - h. Value added incentive pay out six to eight months after school data is received.

Educator Compensation Component Step Two: Extra Duty Activities conducted

- I. Campus staff continues teacher and principal observations activities including walk-throughs with coaching feedback.
 - a. Conduct Weekly Leadership Meetings
 - b. Conduct Weekly Unit Meetings
 - c. Conduct walk throughs providing quality feedback for teacher growth.

Educator Compensation Component Step Three: Evaluations Conducted

- I. Teacher Evaluations conducted by Campus Leaders
 - a. "Others" evaluations completed
 - b. Principal Evaluation completed
 - c. Superintendents Evaluations completed
 - d. Teacher verification conducted by EEP staff
 - e. Battelle for Kids conducts roster verification
 - f. EduTEKS and SAS® EVASS® does value added using student data

Qualified Staff Pay Verification Form

2017–2018 Educator Effectiveness Process (EEP)

HUMAN CAPITAL MANAGEMENT SYSTEM – Compensation Component

Qualified Staff Pay Verification Form and Process

DIRECTIONS: This form and process is designed to ensure that qualified staff have their salary amounts confirmed and verified by them and their charter district so that payments are accurate at the beginning of each charter district's school year and are *adjusted* accurately beginning November 2017 and continuing throughout this first year of the implementation of the Human Capital Management System (HCMS) compensation component. Please complete this form at the beginning of each year for all qualifying and when you change the status of qualifying staff. All questions regarding this form can be directed to any EEP staff a communications@yeseep.org.

Staff Name: _____ Years with District _____

Staff Status with District: _____ 2017-2018 HIRED _____ 2017-2018 TERMINATED
Date Terminated: _____

District Name: Please check only one EEP District from the list below:

___ George Gervin Youth Center: ___ Por Vida Academy: ___ Positive Solutions: ___ Southwest Prep

District Position: Please check only one position from the list below. The list contains only those positions qualifying and participating in the evaluation process designed and approved for EEP charter districts.

___ Superintendent _____ Principal _____ Other: *Put Title Here:* _____

___ Expert Teacher Leader _____ Career Teacher Leader _____ Career Teacher: Grade/Subject _____

Campus Name: _____ Campus Number _____

2017–2018 Pay Verification

001	District Base Pay: <i>(beginning of the school year)</i>	\$ _____
002	Grant Base Equalization Pay: <i>(beginning of the school year- funded)</i>	\$ _____
003	Grant Extra Duty Pay: <i>(If Applicable beginning October each year)</i>	\$ _____
004	Observation Performance Pay: <i>(If Applicable/November each year)</i>	\$ _____
005	School/Student/Teacher Value Added Pay: <i>If Applicable/January</i>	\$ _____
006	Other Grant Pay: _____	\$ _____
----	Total Salary 2017-2018	\$ _____

Staff Signature: _____ Superintendent Signature: _____

Date: _____ Date: _____

District Fiscal Signature: _____ Date: _____

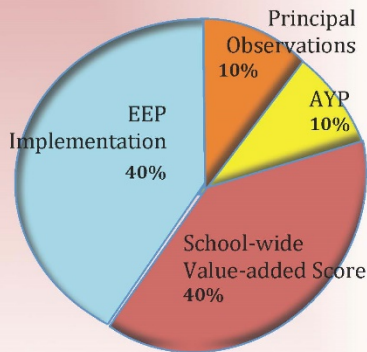
YES, INC. Verification Process Information for fiscal department: _____

Performance Based Compensation System: Teachers and Principals

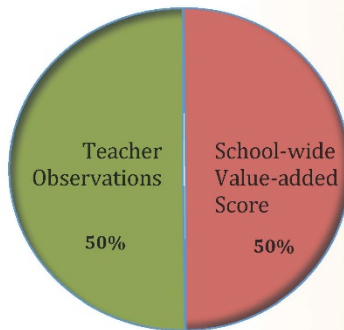
Educator Effectiveness Process

YOUTH EMPOWERMENT SERVICES, INC. (YES)
P.O. Box 18854
San Antonio, Texas 78218
210-735-2341

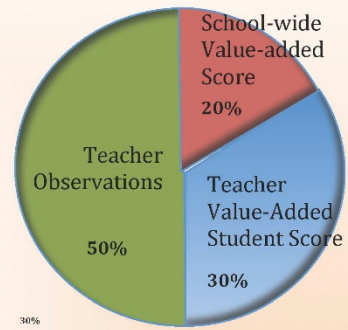
Payouts



PRINCIPALS



Teacher
-Subjects Not Tested



Teacher
-Subjects Tested



Performance Based Compensation System

Youth Empowerment Services, Inc. June 2016