

Human Capital Reform in Cincinnati Public Schools: Strengthening Teacher Effectiveness and Support

The New Teacher Project | December 2009



Summary: The recommendations of this report will help CPS raise student achievement by focusing on teacher effectiveness.

We envision a Cincinnati Public School system that...

- Acknowledges teachers are its greatest asset
- Evaluates all teachers fairly, rigorously and accurately
- Gives all teachers the support they need to improve and removes those who do not
- Retains and rewards its best teachers
- Matches teachers with positions that are a good fit for all concerned
- Increases the concentration of effective teachers in redesigned schools
- Hires the best new teachers in the region—and beyond

Getting there requires cooperation between all stakeholders, including the district, the teachers union, parents and community members.



The New Teacher Project

The New Teacher Project (TNTP) works to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

- National nonprofit, founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- Targets acute teacher quality challenges
- Delivers a range of customized services and solutions on a fee-for-service basis
- Approx. 200 employees, most embedded in school district offices; majority are former teachers
- Past and present clients include:

Districts: Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, San Antonio, Washington, DC

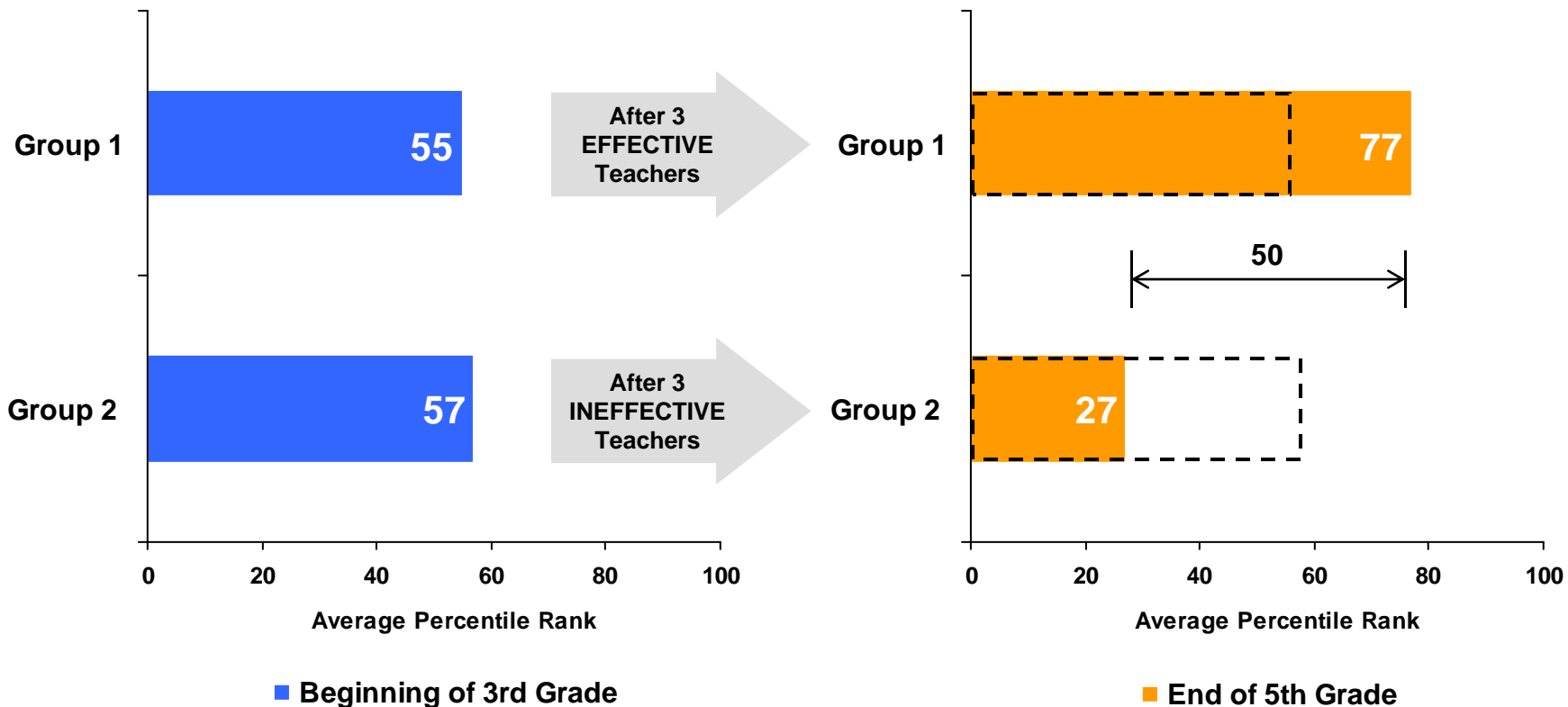
States: Alaska, Louisiana, Texas, Virginia



Research has shown that effective teachers are the solution to improving student outcomes.

Students who start 3rd grade at about the same level of math achievement...

...may finish 5th grade math at dramatically different levels **depending on the effectiveness of their teachers.**

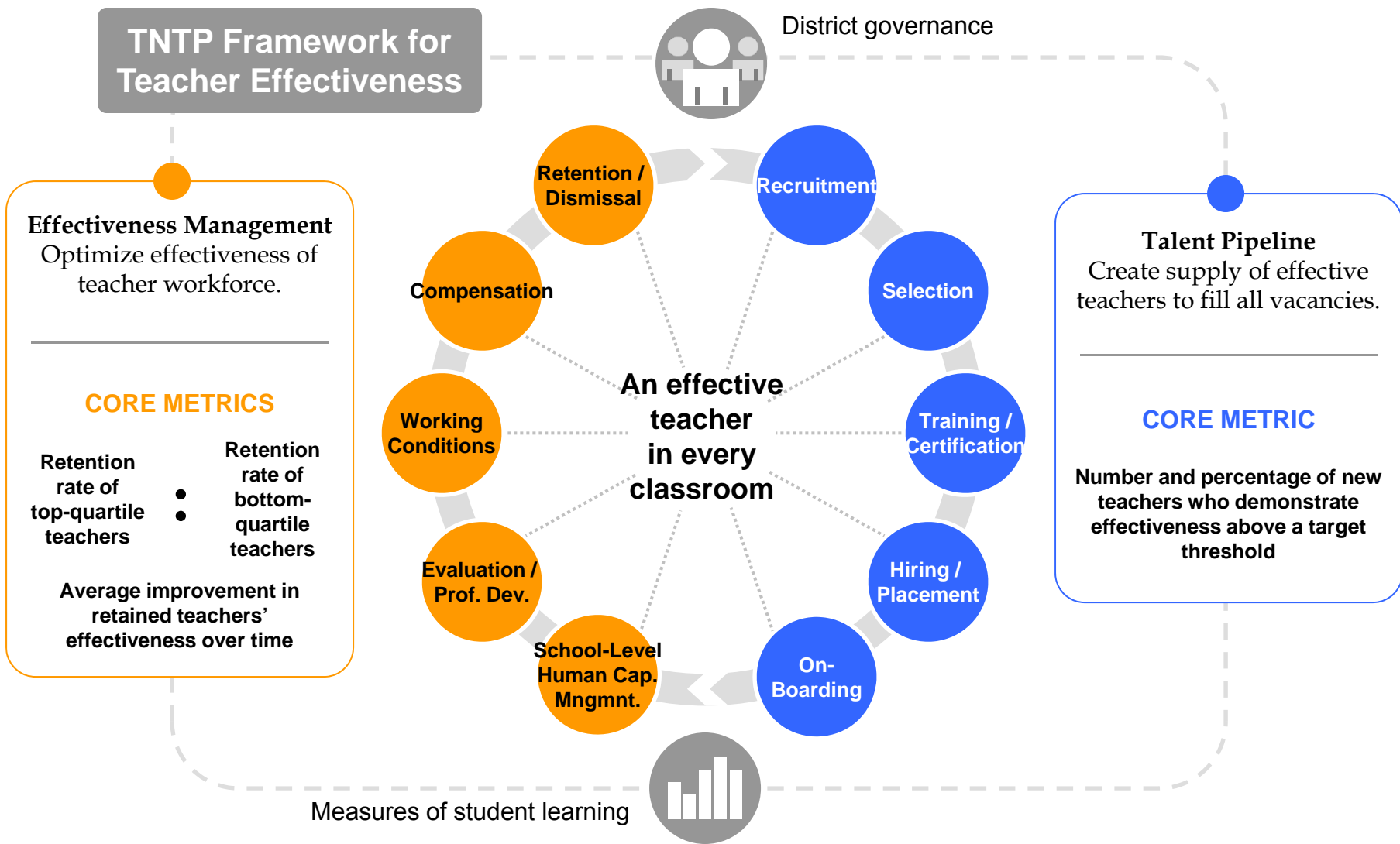


Original analysis by the Education Trust.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.

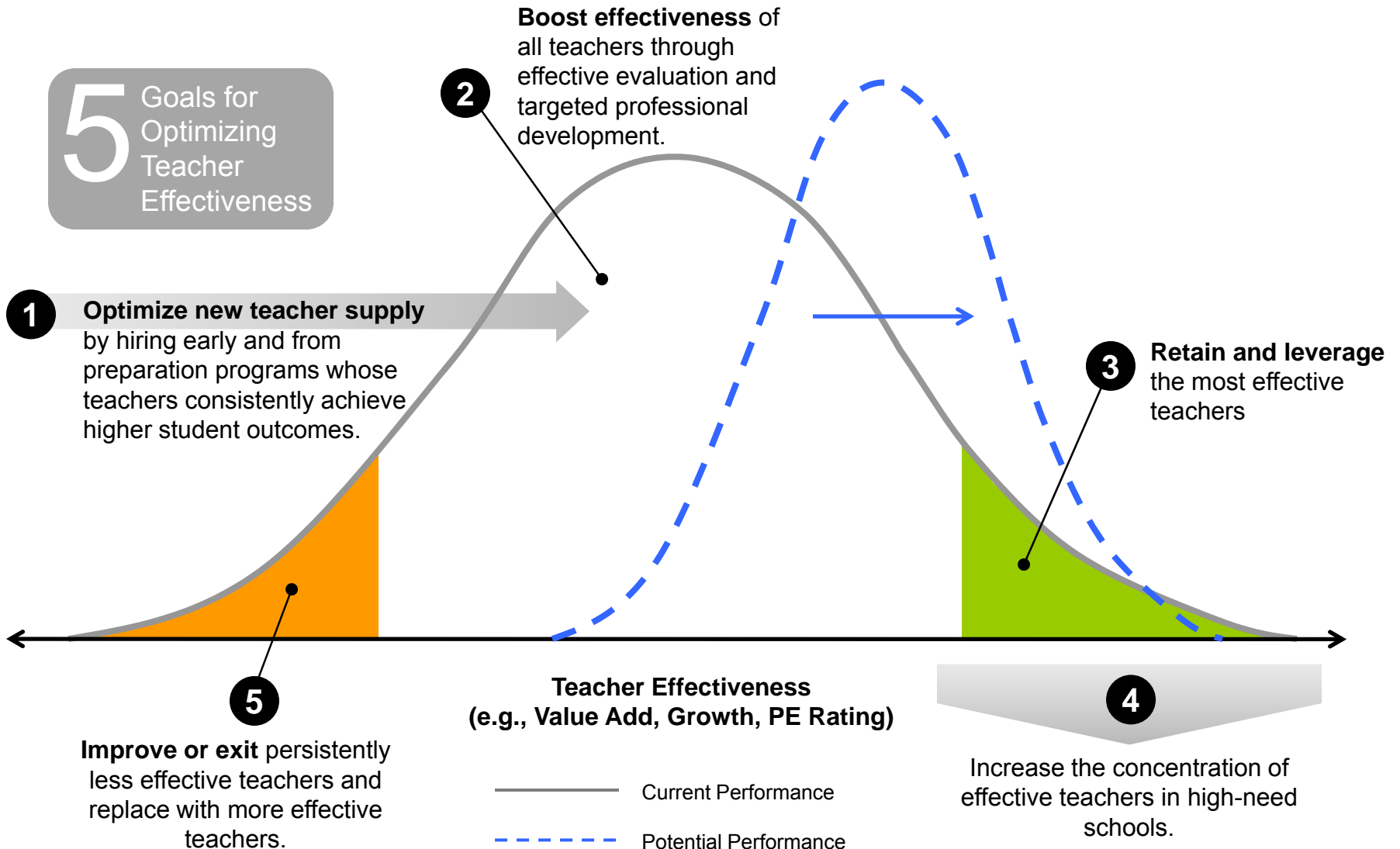


That means effective teaching must be the guiding concern behind all elements of a district's human capital system.





Dramatic improvements in student achievement cannot occur without a sustained and strategic focus on teacher effectiveness.





Background About This Study

Phase I: In late 2008, Cincinnati Public Schools (CPS) participated in TNTP's research for a national study, *The Widget Effect*, published in June 2009.

Phase II: In the summer of 2009, CPS, the Cincinnati Federation of Teachers (CFT), and the Cincinnati Association of Administrators and Supervisors asked TNTP to explore a broader range of topics and identify policies and practices that prevent teachers from maximizing their impact on student learning.



The areas that TNTP examined included:

- Hiring
- Selection and placement
- Evaluation, professional development, and dismissal
- Compensation and retention
- School leadership



This study is based on data gathered from many sources, including CPS teachers and administrators.

- 1 A review of CPS' collective bargaining agreement with CFT.
- 2 An analysis of human resources data on hiring, transfer, separation, evaluation and demographics at the district and school level.
- 3 Online surveys from faculty and administrators, in two phases:
 - *Phase I (February 2009)*
 - 1,287 full-time teachers (57 percent of the 2,250 teachers surveyed)
 - 70 administrators (69 percent of the 101 administrators surveyed)
 - *Phase II (September 2009)*
 - 1,176 faculty, including 1,000 full-time teachers (53 percent of the 2,231 faculty surveyed)
 - 72 administrators (74 percent of the 98 administrators surveyed)
- 4 Interviews and focus groups with CPS and CFT leadership, as well as CPS principals and teachers.



Summary of Findings

- 1 Boosting Teacher Effectiveness:** The teacher evaluation system does not differentiate teachers based on their effectiveness in promoting student achievement. Teachers do not receive the feedback they need to improve, and poor performance goes unaddressed. However, relationships between teachers and principals are strong, and are strongest in schools that are helping students the most.
- 2 Rewarding Excellence:** Many teachers in CPS favor a differentiated compensation structure that recognizes and rewards outstanding performance—an important part of any effective human capital system.
- 3 Distributing Talent Equitably:** The transfer and placement processes are preventing schools from assembling the best possible instructional teams. CPS places many teachers in schools without an interview or any assessment of teacher effectiveness, even though both teachers and principals prefer placements through a mutual consent process.
- 4 Hiring the Best New Teachers:** Delayed hiring timelines cause CPS to forfeit access to the highest quality teaching candidates.



Summary of Recommendations

- 1 Strengthen teacher effectiveness** by revamping the Teacher Evaluation System so that all teachers receive a fair, rigorous evaluation each year based on their ability to positively impact student learning, and also receive individualized support to help them improve their instructional performance.
- 2 Retain and leverage the most effective teachers** by implementing a performance-based compensation program and creating opportunities for effective teachers to share their knowledge and skills across the district.
- 3 Swiftly turn around chronically low-performing schools** by adopting strategies to increase the concentration of highly effective teachers in those schools.
- 4 Improve or exit persistently less effective teachers** using a variety of low-stakes strategies and a streamlined dismissal process.
- 5 Optimize the new teacher supply** by hiring early and from programs with a proven record of producing effective teachers.



A district-wide human capital strategy centered on teacher effectiveness that produces improved student learning outcomes.



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Overview of Cincinnati Public Schools, 2008-09



1,868
teachers



59 principals



59 schools



34,680
students

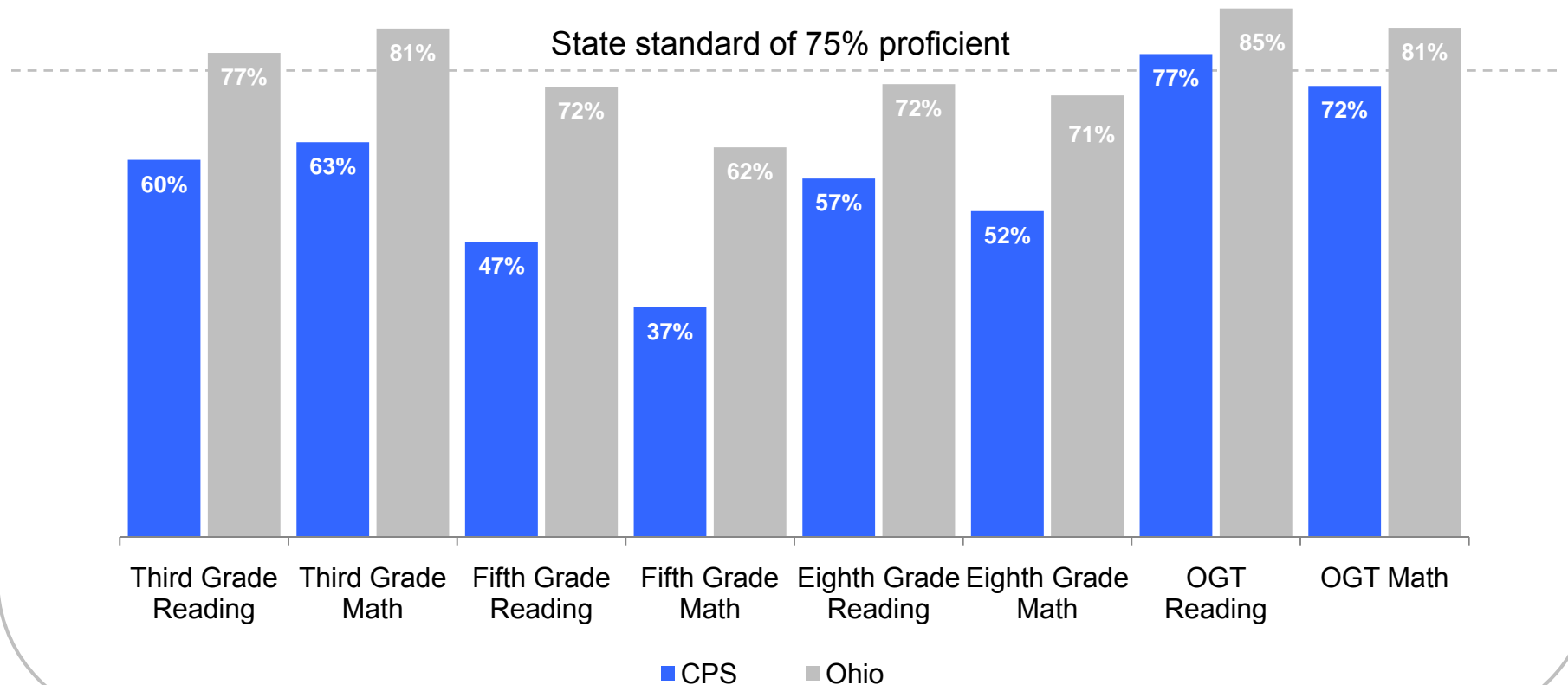
(66%
Free/Reduced Lunch)

Source: CPS (<http://www.cps-k12.org>), 11/09.



Students in CPS lag behind their peers in the rest of the state and are not meeting state academic standards...

Percent of Students Meeting State Academic Standards



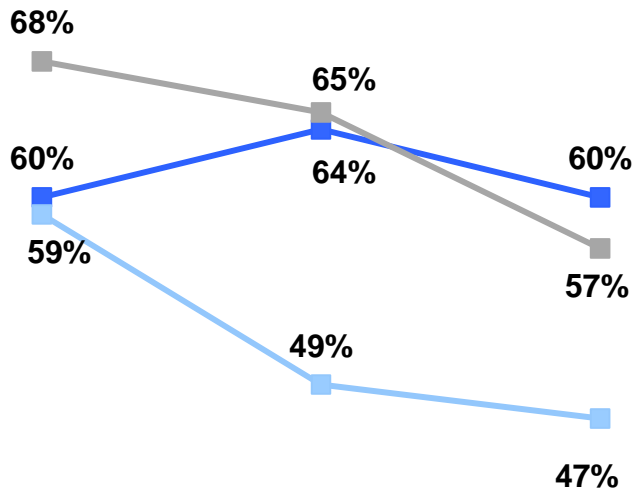
Source: Ohio Dept. of Education; 2008-09 OAT & OGT percent proficient for CPS and average percent proficient for state.



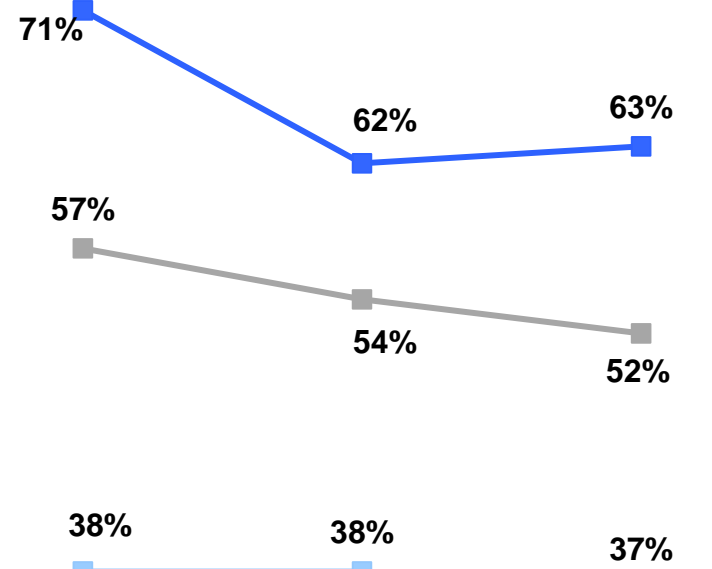
...and achievement is falling in both reading and math.

Percent of CPS Students Meeting State Academic Standards

Reading



Math



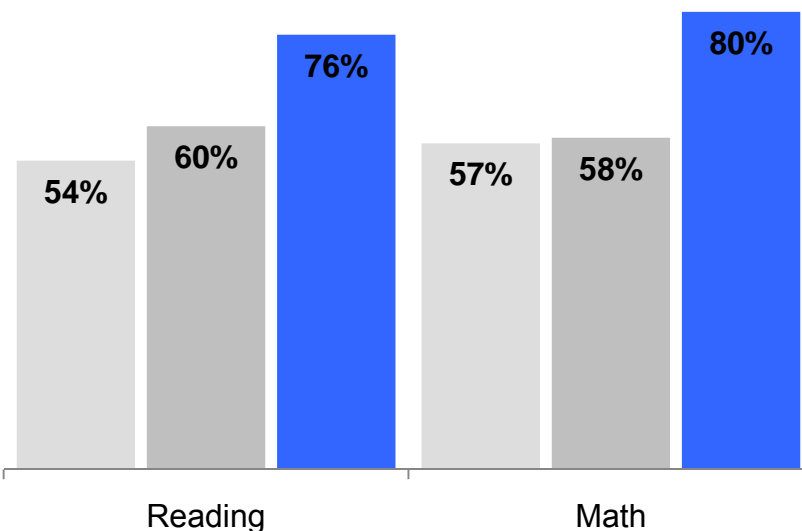
Grade 3 Grade 5 Grade 8

Source: Ohio Department of Education

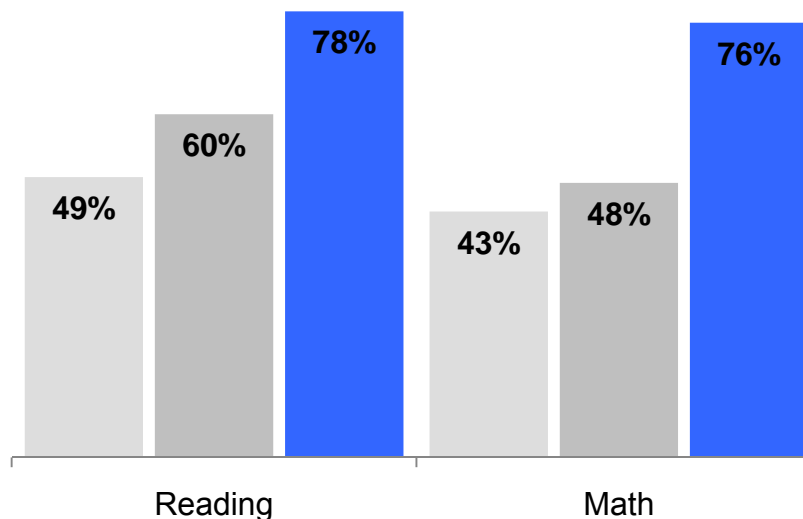


The racial achievement gap in CPS is large, and it widens throughout students' academic careers.

Percent of students meeting standards - Grade 3



Percent of students meeting standards - Grade 8



Black Hispanic White

Demographics of CPS Students, 2007-08

58% Black

39% White

1% Hispanic

Source: National Center for Educational Statistics; Ohio Department of Education 2008-09 OAT percent proficient.



And it's not just a handful of schools that are responsible for these poor outcomes.

Fewer than 1 in 4 CPS schools met their Adequate Yearly Progress targets under NCLB in 2008-09



11

of 59 CPS schools have been in an NCLB improvement status for **five or more years.**



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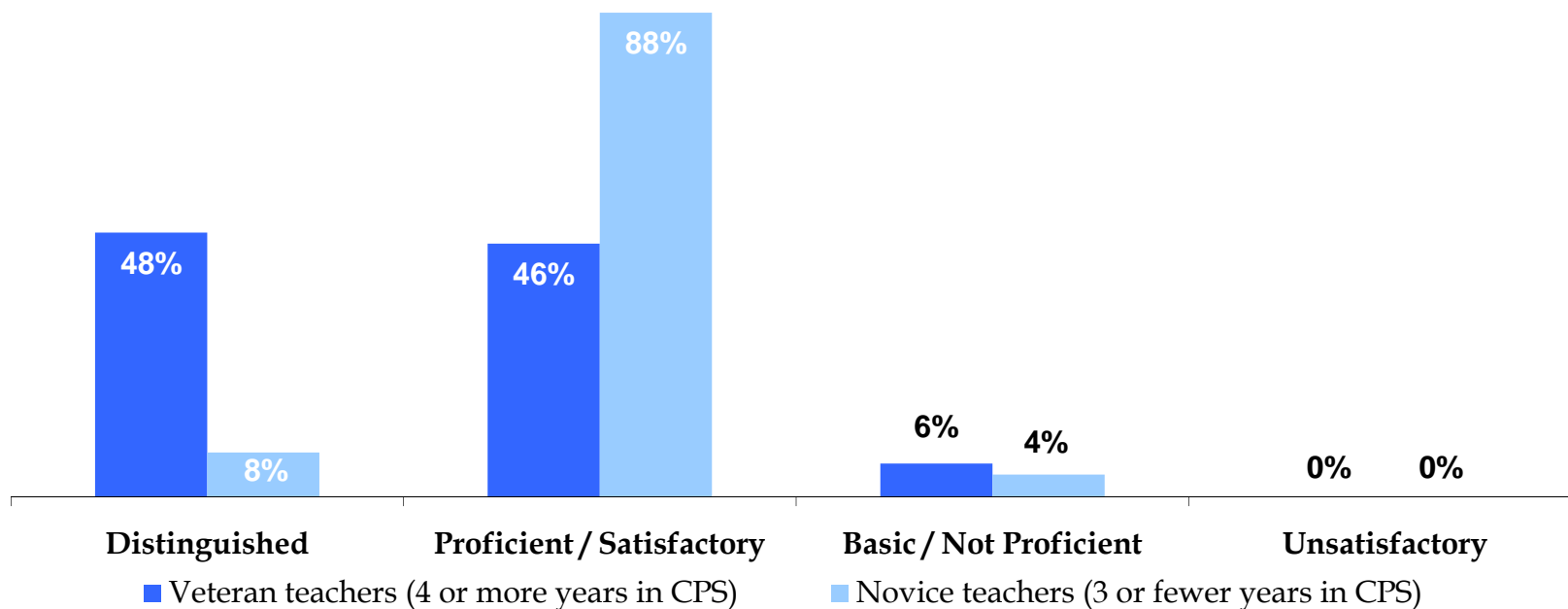
Boosting Teacher Effectiveness

The current evaluation system fails to differentiate teachers based on the effectiveness of their instruction and is not used to make important human capital decisions. Most teachers say it doesn't help them improve.



Most CPS teachers—including many novices—earn the highest ratings for their instruction, while none are rated “unsatisfactory.”

Teacher Evaluation Ratings for Domain III (Teaching and Learning), 2008-09



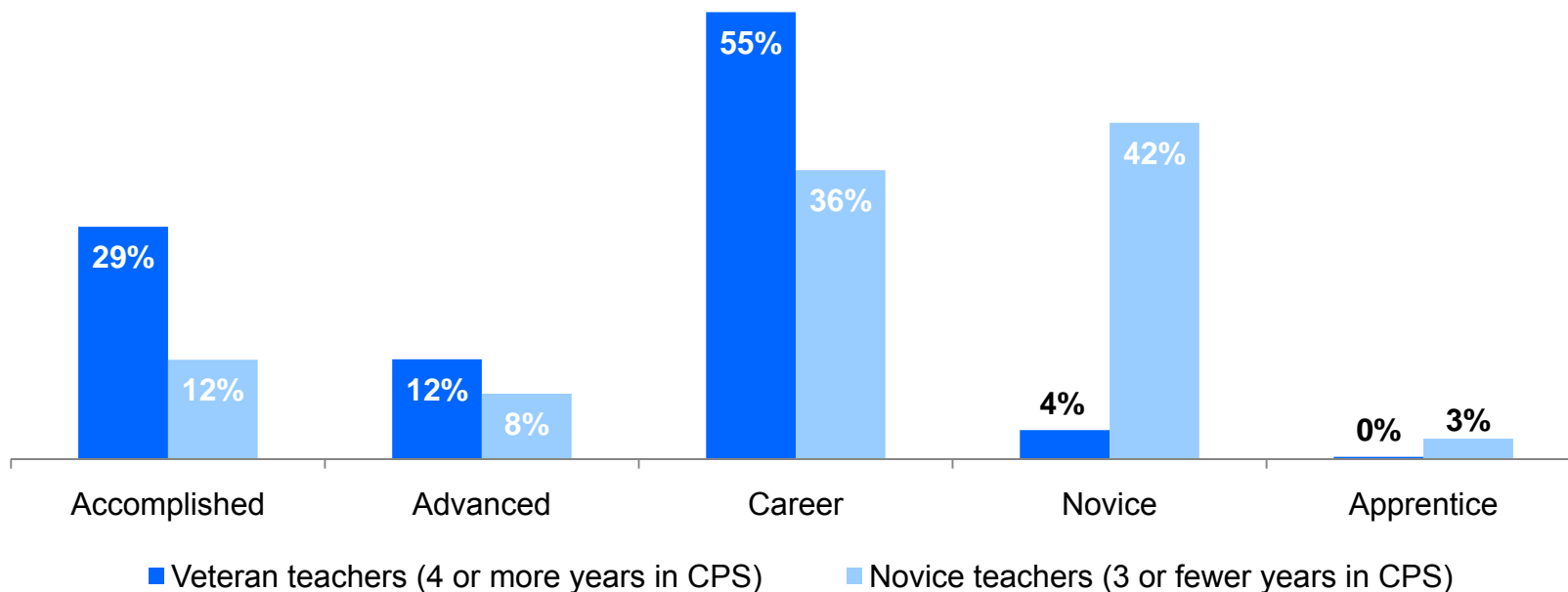
No teachers have been rated unsatisfactory in the “Teaching and Learning” category since 2004-05.

Source: CPS evaluation data for Domain III from 2003-04 to 2008-09, full-time classroom teachers only (FTE≥1). See Appendix for more data.



Although there is more differentiation in summative evaluation scores, more than 10 percent of novice teachers and nearly a third of veteran teachers earn the highest rating.

Distribution of Teacher Evaluation Ratings on the Career Scale*



If not for licensure requirements, most of the novice teachers rated “Novice” or “Apprentice” would have been rated “Career” or higher based on their evaluations.

* Please see Appendix for description of career scale requirements.

Source: CPS evaluation data from 2003-04 through 2008-09, full-time classroom teachers only (FTE≥1).



Even in the lowest-performing schools, very few teachers earn low ratings on their evaluations.



Only 5 of the 12 schools that earned “Red” value-added ratings* in 2008-09 have rated even one teacher “Basic” or “Unsatisfactory” in the past three years.

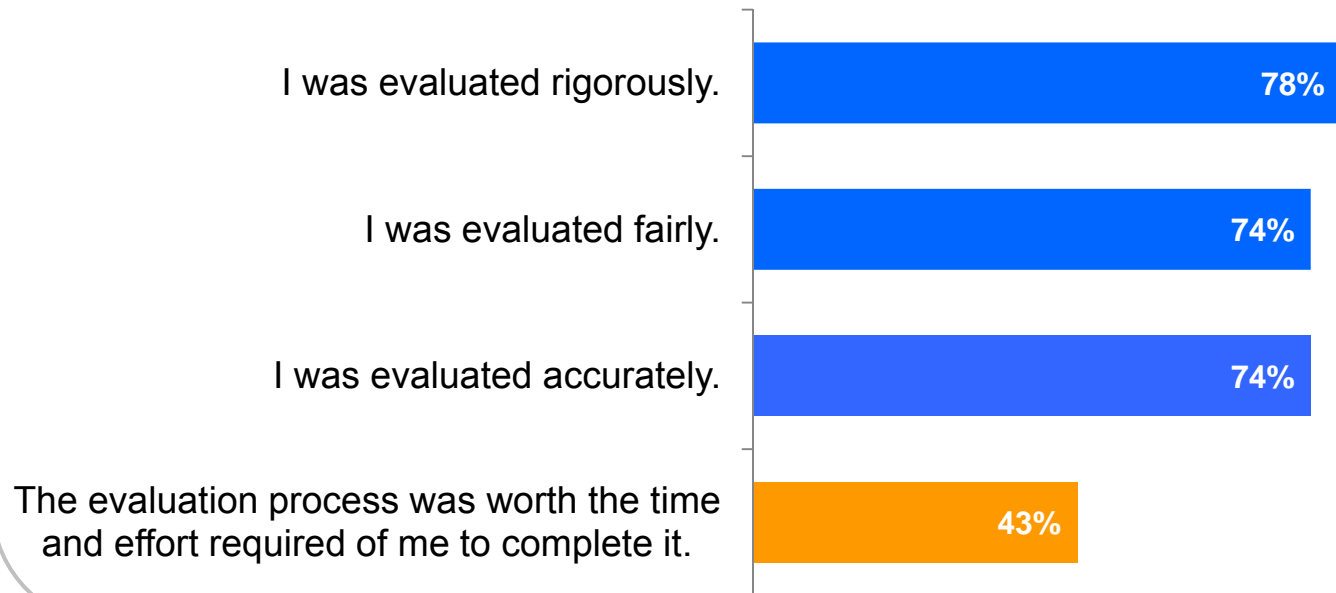
* “Red” value-added scores indicate that a school did not meet state-level growth expectations for a particular school year.

Source: CPS evaluation data for Domain III from 2006-07 through 2008-09, full-time classroom teachers only (FTE≥1); Ohio Department of Education value add composite rating, 2008-09



Although teachers believe they are evaluated fairly, rigorously and accurately, they do not believe the evaluation process is worth their time.

Percent of teachers who “strongly agree” or “agree”



"It is important to reflect and examine your teaching practices on a regular basis... At times the evaluation seemed to be more about participating in the details of the process than demonstrating good teaching over time."

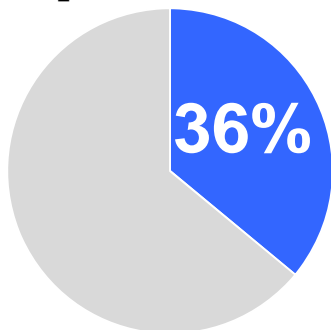
- CPS teacher

Source: Phase I survey of 1,287 full-time classroom teachers, February 2009

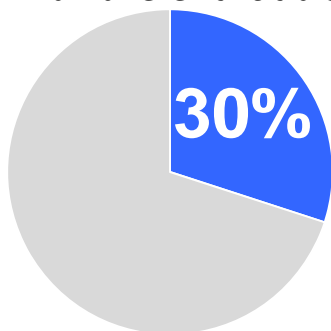


Few teachers are satisfied with the evaluation process and its capability to help them improve their instruction.

Teachers who strongly agree or agree that the evaluation process helps teachers improve their instructional performance



Teachers who are very satisfied or satisfied with the evaluation process



“The evaluation process should have teacher development as the primary goal, not just assigning a number on a rubric. As it is set up now, there is no immediate feedback to the teacher in any constructive format.”


- *CPS teacher*

Source: Phase I survey of 1,287 full-time classroom teachers and 70 administrators, February 2009



Evaluation results are rarely used to make critical human capital decisions—rendering the evaluation process meaningless.

 Recruitment

 Hiring/Placement* ←

 Professional Development

 Compensation ←

 Granting Tenure

 Retention

 Layoffs

 Remediation ←

 Dismissal ←



Only 40 percent of administrators use teachers' prior evaluations when making selection decisions



Only 4 of 59 schools participate in the Teacher Advancement Program (TAP), which give financial bonuses for performance.

Although CPS uses evaluation data to inform remediation and dismissal, these processes are used only rarely.

Source: Phase II survey of 72 administrators, September 2009

* CPS uses evaluation data for lead teacher decisions.



But many teachers and most administrators are open to making surplussing decisions based on evaluations and performance data.

Percent Who Believe The Following Should be One of the Three Most Important Factors in Making Surplussing Decisions

Teachers

Administrators

26%

“instructional performance based on evaluation rating”

51%

28%

“impact on student achievement”

79%

69%

“length of service (seniority) in school/district”

5%

Source: Phase II survey of 1,000 full-time teachers and 72 administrators, September 2009.



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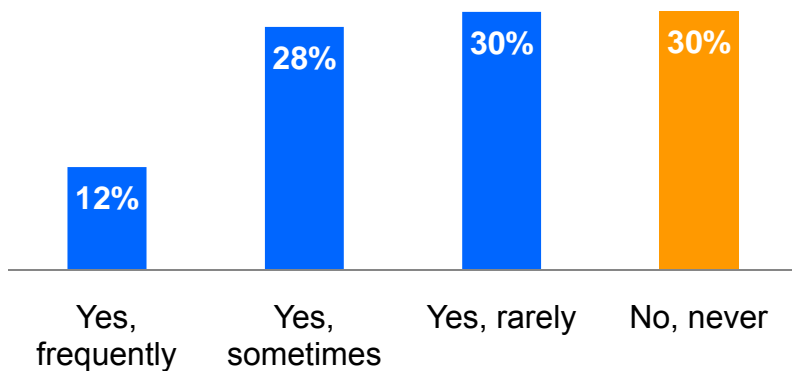
Boosting Teacher Effectiveness

Most teachers don't receive feedback from their administrators that helps them improve their instruction.

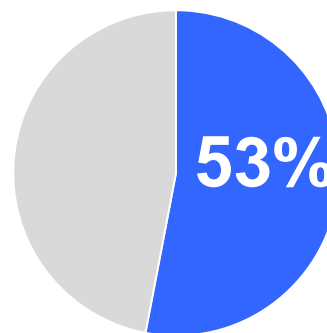


Most teachers rarely, if ever, receive informal feedback from their principals, and of those who do, only half have found it useful.

“Has your school administrator had an informal conversation with you about aspects of your instruction or professional performance that could be improved?”



Teachers who strongly agree or agree that “informal feedback from my school administrator has helped me improve my classroom instruction or professional performance.”

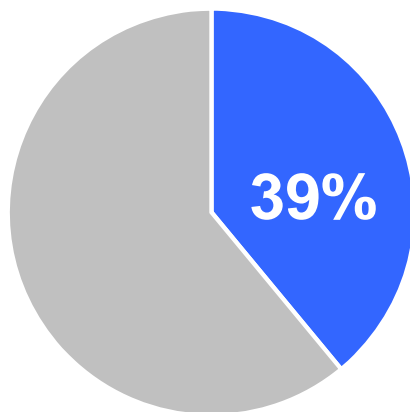


Source: Phase II survey of 1,000 full-time teachers and 72 administrators, September 2009

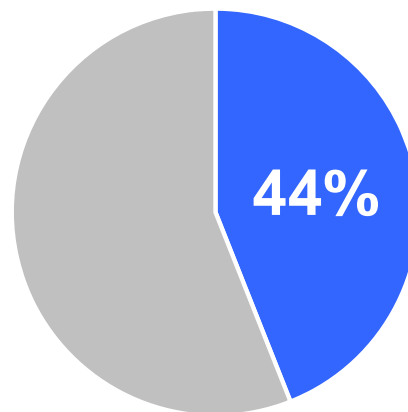


Few teachers believe that professional development helps them improve their instruction.

Percent of teachers who “strongly agree” or “agree”



“Professional development opportunities are aligned to my needs.”



“Professional development opportunities help me to improve.”

Source: Phase II survey of 1,000 full-time teachers, September 2009



Administrators report that they are well-trained in helping teachers improve but don't have sufficient time to do the work.

81% believe that they have sufficient knowledge to support teachers to improve their instructional performance.

77% have attended a professional development opportunity on improving teachers' instructional performance in the last two years.

74% agree or strongly agree that their most recent PD on improving teachers' instructional performance was directly useful to them.

25% feel they have sufficient time to support teachers to improve their instructional performance.

Source: Phase II survey of 72 administrators, September 2009. Administrators responding "strongly agree" or "agree."



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Boosting Teacher Effectiveness

Although the teacher intervention program is effective, principals find it difficult to access, meaning that poor performance goes unaddressed.



Teachers and administrators are keenly aware of poor teaching performance in their schools and believe it should be addressed.

“Are there continuing contract teachers in your school who you think should be terminated for poor instructional performance, but have not been?”

34%

of teachers say “yes.”

57%

of administrators say “yes.”

“Terminating continuing contract teachers for poor instructional performance is an important part of maintaining and developing a high-quality teaching staff.”*

66%

of teachers agree.

98%

of administrators agree.



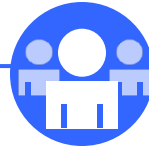
“Once the students leave the outstanding teachers, and go to the worst teachers, they undo all of our hard work...”

- *CPS teacher*

*Respondents who “strongly agree” or “agree”; Source: Phase I survey of 1,287 full-time teachers and 70 administrators, February 2009



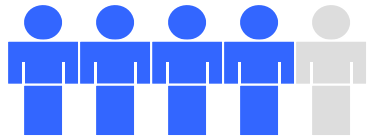
Teachers report that the intervention process helps them improve their instructional performance...



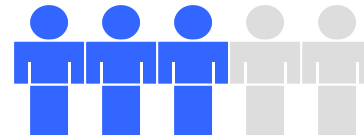
Of the 63 teachers in intervention in past six years, 44 percent successfully improved their performance and continued teaching in the district; the remaining 56 percent exited the district formally or informally.



Among teachers who participated in intervention in the past five years and are still teaching in CPS...



4 of 5 are satisfied or very satisfied that their consulting teacher **aligned strategies to their needs.**

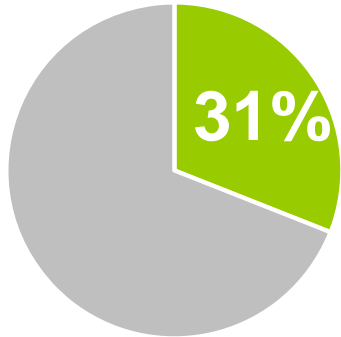


3 of 5 agree or strongly agree that the process effectively supported them **to improve their instructional performance.**

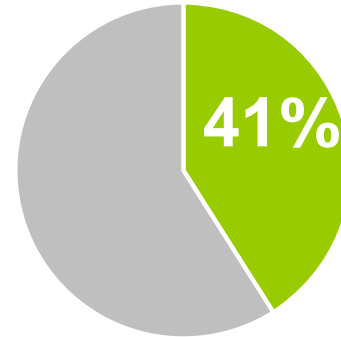
Source: Phase II survey of 1,000 full-time teachers, September 2009; CPS Intervention data from 2003-04 through 2009-10



...but administrators report that intervention can be difficult and time-consuming to access.



of administrators who have referred teachers to intervention strongly agree or agree that **intervention is easy to access.**



of teachers referred to intervention by administrators were **not eventually placed into intervention.**

Process for Placing a Teacher on Intervention

“When the teacher’s principal has concerns about the teacher’s performance, the principal shall inform the teacher in writing of his/her concerns for the evaluation...[and] refer the teacher to the Peer Review Panel to be considered for Intervention.”*

“The process is too cumbersome and too time-consuming. It takes a huge amount of ‘desk time.’ [I] can never stay on top of the voluminous paperwork required for intervention.”

-CPS Administrator

* See Appendix for additional description of the referral process for intervention.

Source: Phase II survey of 72 administrators, September 2009; CPS Intervention data from 2003-04 through 2009-10



Termination for poor instructional performance is rare.

In the last 6 years just...

12

teachers have been formally
dismissed for poor
performance

23

teachers have been
informally dismissed
during intervention.

Source: CPS Intervention and separation data from 2003-04 through 2009-10. "Formal dismissal" is defined as terminated or non-renewed. "Informal dismissal" is defined as resignation, retirement or RIF during Intervention.



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Boosting Teacher Effectiveness

Relationships between teachers and principals are strong, and are strongest in schools where teachers are helping students make the greatest gains.



Professional relationships between teachers and administrators in CPS are strong.

TEACHERS

“I have a respectful professional relationship with my principal.” **78%**

“I trust my principal.” **63%**

“My principal trusts me.” **74%**

ADMINISTRATORS

“I have a respectful professional relationship with the teachers at my school.” **98%**

“I trust the teachers at my school.” **69%**

“The teachers at my school trust me.” **87%**

Source: Phase II survey of 1,000 full-time teachers and 72 administrators, September 2009. Responding “strongly agree” or “agree.”



These relationships are strongest in schools that are helping students get the best results.

Percent of Teachers Who Strongly Agree or Agree with the Following, in “Green,” “Yellow,” and “Red” Value-Added Schools

“I have a respectful professional relationship with my principal.”

84%

77%

70%

“I trust my principal.”

69%

63%

57%

“My principal trusts me.”

79%

73%

69%

The Ohio Department of Education defines “green” value-added scores as growth that exceeds state-level growth expectations, “yellow” represents growth that meets state-level growth expectations and “red” represents growth that does not meet state-level growth expectations.

Source: Phase II survey of 1,000 full-time teachers, September 2009; Ohio Department of Education value add rating for 2008-09



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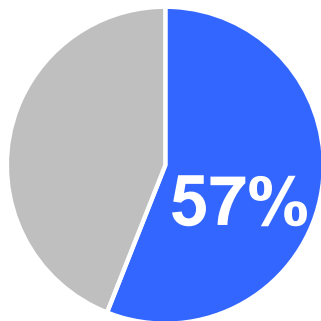
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Rewarding Excellence

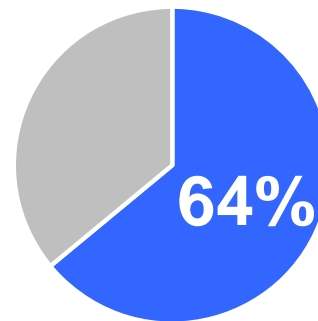
Many teachers favor a differentiated compensation structure that recognizes and rewards outstanding performance – an important part of any effective human capital system.



A majority of teachers are satisfied with the compensation system, but almost two-thirds would find performance bonuses encouraging.



Percent of teachers who are very satisfied or satisfied with the current compensation system



Percent of teachers who would be very encouraged or encouraged by individual, group-level, or school-level performance bonuses, or by steeper salary step increases for high performance



“I believe there should be some type of bonus for the teachers with high performance but I also believe there has to be some unique method to determine high performance.”

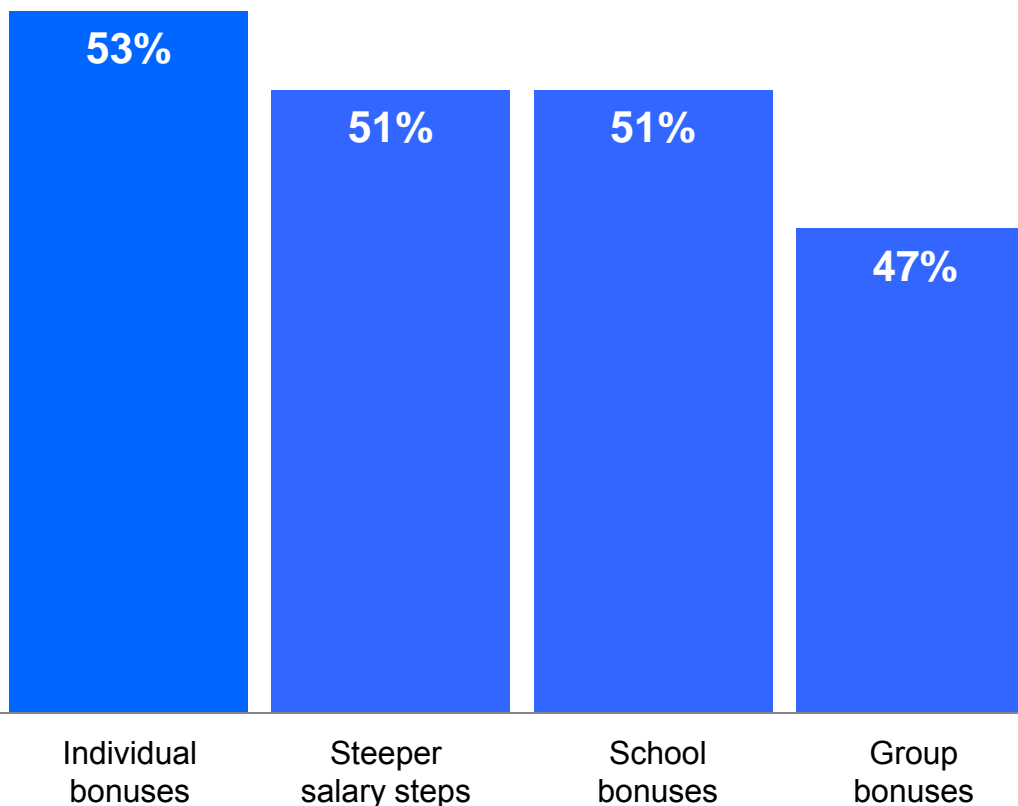
- *CPS teacher*

Source: Phase II survey of 1,000 full-time teachers, September 2009



Although a majority or near-majority of teachers would support any performance bonus, individual bonuses are the most popular.

Percent of Teachers Who Would Find the Following Kinds of Bonuses Very Encouraging or Encouraging

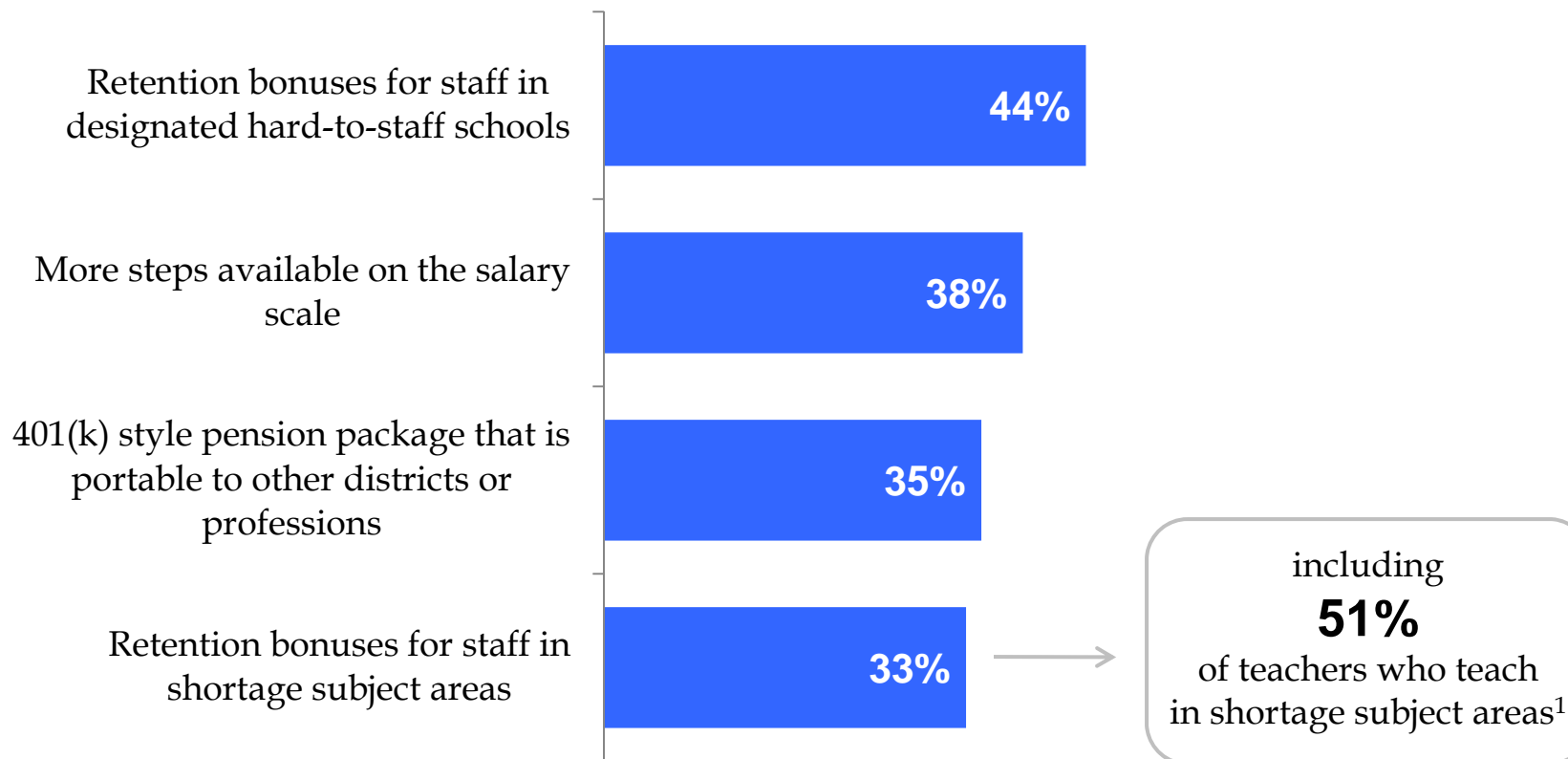


Source: Phase II survey of 1,000 full-time teachers, September 2009



Many teachers would also support other changes to the compensation structure.

Percent of CPS Teachers Who Would Support the Following Changes to the Compensation Structure



Source: Phase II survey of 1,000 full-time teachers, September 2009. Multiple responses possible. Top four responses shown.

¹Shortage area subjects include math, science, special education and bilingual.



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Distributing Talent Equitably

The transfer and placement processes prevent schools from assembling the best possible instructional teams.



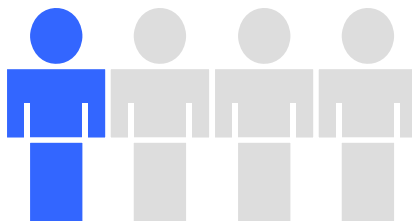
Every year, many teachers who change schools are placed into their new school by HR without the opportunity to interview.

218

CPS teachers changed schools in 2008-09 (by voluntary transfer, surplussing, displacement, RIF or other methods).

26%

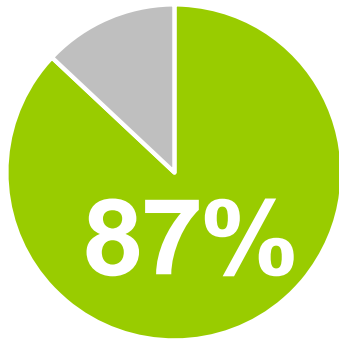
of those teachers were placed into schools without interviewing.



Source: CPS transfer application and completed transfer data from 2008-09



Administrators report that placements made by HR often come at the expense of more desirable teacher candidates.



Administrators who report being forced to hire at least one internal candidate **over a more qualified external candidate** in the last three years

52%

vs.

14%

of administrators are satisfied with teachers selected through the interview process

of administrators are satisfied with teachers placed by HR

Fewer than **1 in 10** administrators believes...



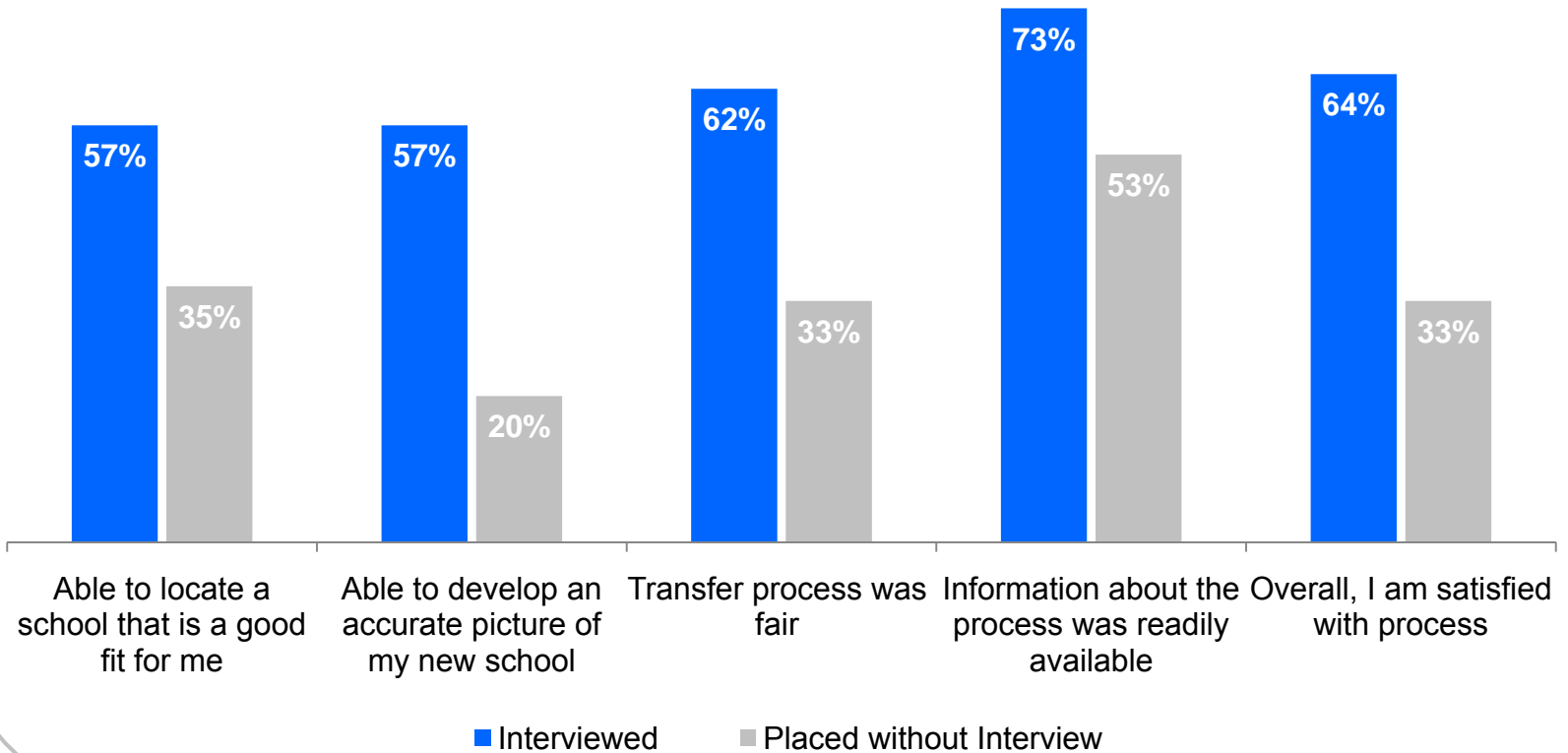
“The HR teacher placement process selects the teachers that create the **best possible instructional team** for my school.”

Source: Phase II survey of 72 administrators, September 2009. Responding “very satisfied” or “satisfied” / “strongly agree” or “agree.”



And teachers who received a placement after an interview are more satisfied with their position than those who were placed by HR.

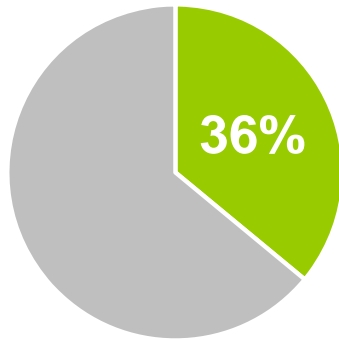
Teachers Who Strongly Agree or Agree With Statements About the Transfer Process



Source: Phase II survey of 1,000 full-time teachers and 72 administrators, September 2009.



To avoid teachers they don't want, some administrators resort to concealing vacancies.



Administrators who believe their colleagues conceal known vacancies or postpone notification to HR of known vacancies.

“Why?”



“To avoid getting notorious non-performers from other schools.”

“To get the best teacher candidates.”

“So that they can maneuver to get the right people on the bus.”

Source: Phase II survey of 72 administrators, September 2009. Responding “strongly agree “ or “agree.”

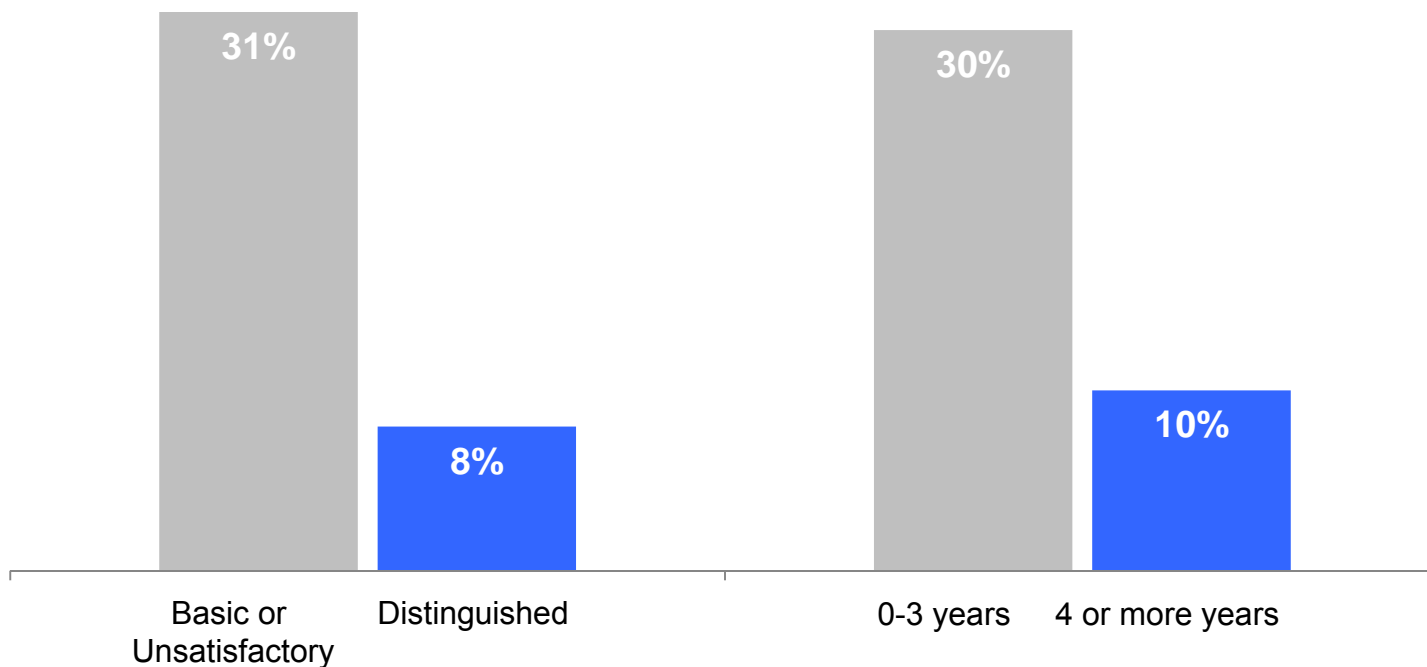


Redesigned schools have difficulty attracting the effective and experienced teachers who could help them improve dramatically.

Percent of teachers who would be interested or very interested in applying for a position in a redesigned school

By last evaluation rating

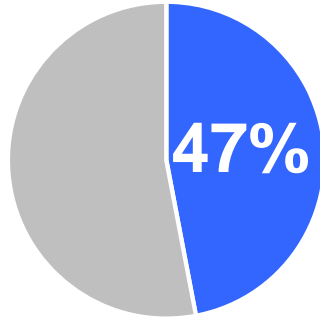
By experience in CPS



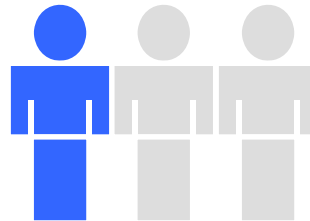
Source: Phase II survey of 1,000 full-time teachers, September 2009. For Basic/Unsatisfactory, n=16.



As a result, redesigned schools often end up with some of the very same teachers they had before the redesign, or with teachers from another redesigned school.



of internal applicants to redesigned schools were applying from the same or another redesigned school.



33 percent of the teachers working in redesigned schools this year **taught in that same school last year** – before it was redesigned.*

*TNTP percentage differs from percentage reported by Fischer, B., "School 'redesigns' less radical," *The Cincinnati Enquirer*, July 6, 2009 as a result of different time points of teacher rosters from CPS.

Source: CPS transfer application and completed transfer data from 2003-04 through 2008-09



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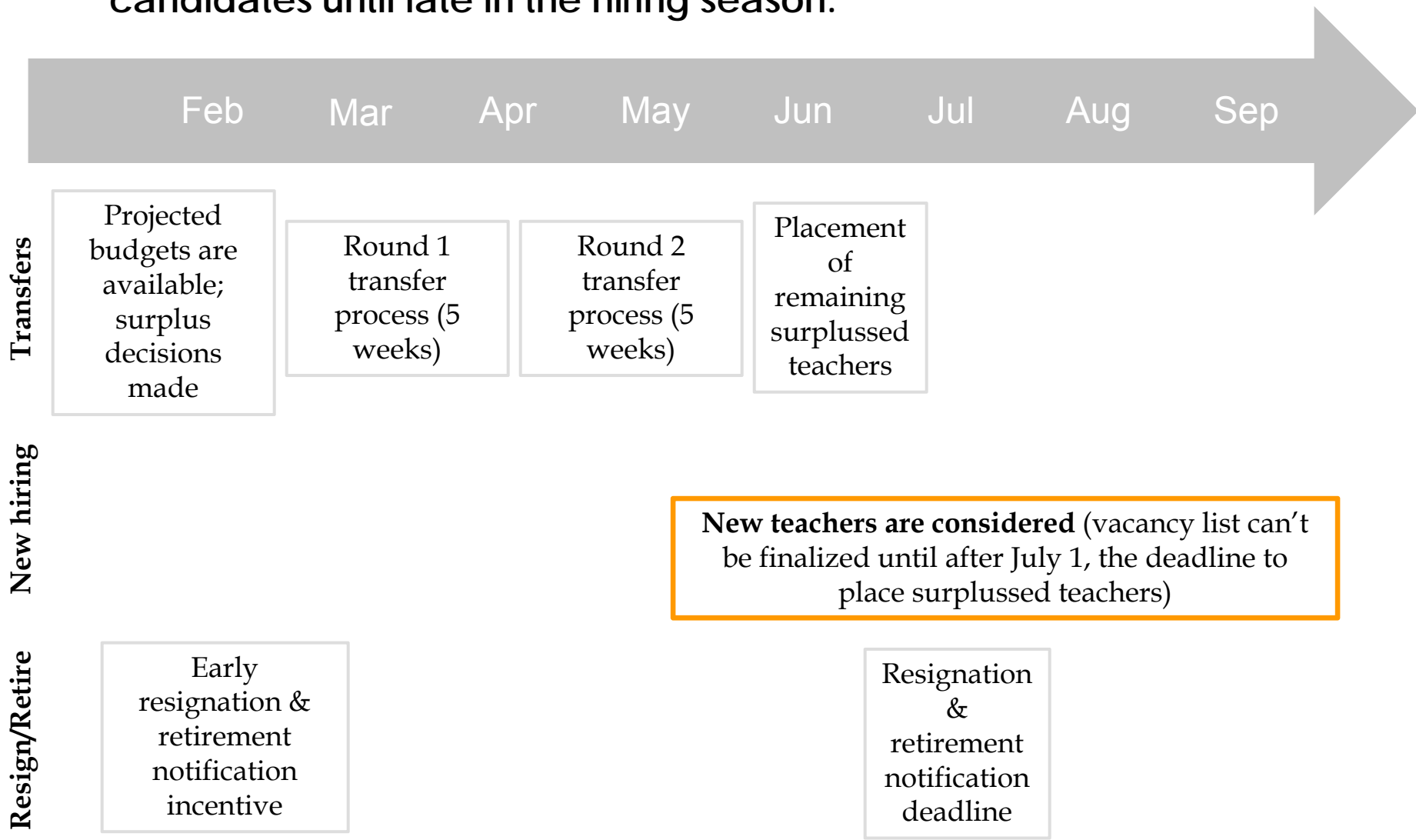
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Hiring the Best New Teachers

Delayed hiring timelines cause CPS to forfeit access to the highest quality teaching candidates.



The CPS hiring timeline prevents schools from considering external candidates until late in the hiring season.

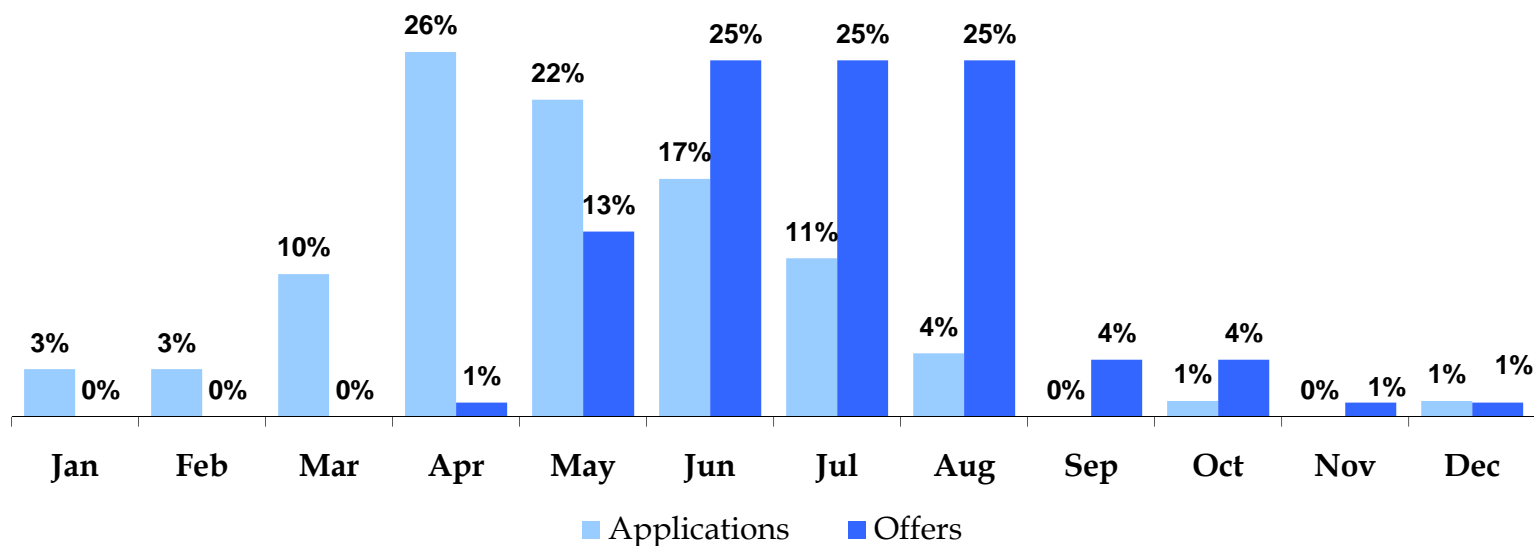


Source: CPS-CFT Agreement, 2007-09; interviews with CPS staff.



As a result, CPS waits until the summer to hire the majority of its new teachers—months after the district receives most applications.

Percent of Applications vs. Percent of Offers, by Month



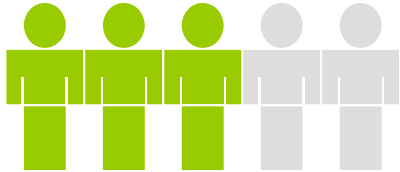
Separate research by TNTP has shown that districts must **complete the bulk of hiring by May 1** to capture the highest quality applicants.¹

¹ J. Levin and M. Quinn, *Missed Opportunities: How We Keep High Quality Teachers Out of Urban Classrooms*, (The New Teacher Project, 2003)

Source: Phase II survey of 1,000 full-time teachers, September 2009. Includes only teachers with 0-3 years' experience in CPS.



Administrators report that they are losing high-quality teacher candidates because of the hiring timeline.

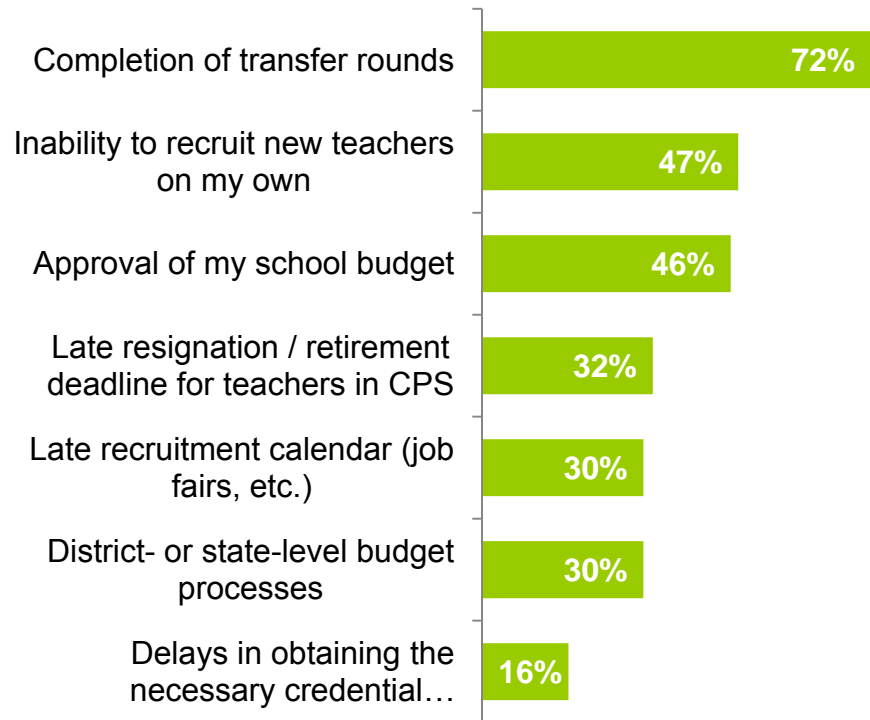


60 percent of administrators have **lost a qualified teacher candidate** from outside the CPS system because of the late hiring timeline.



“Timing is the main issue. Many districts are able to hire teachers in April/May but we have to wait until June or later.” – *CPS Principal*

Percent of Administrators Who Ranked the Following as One of the Top Three Causes of Hiring Delays for New Teachers

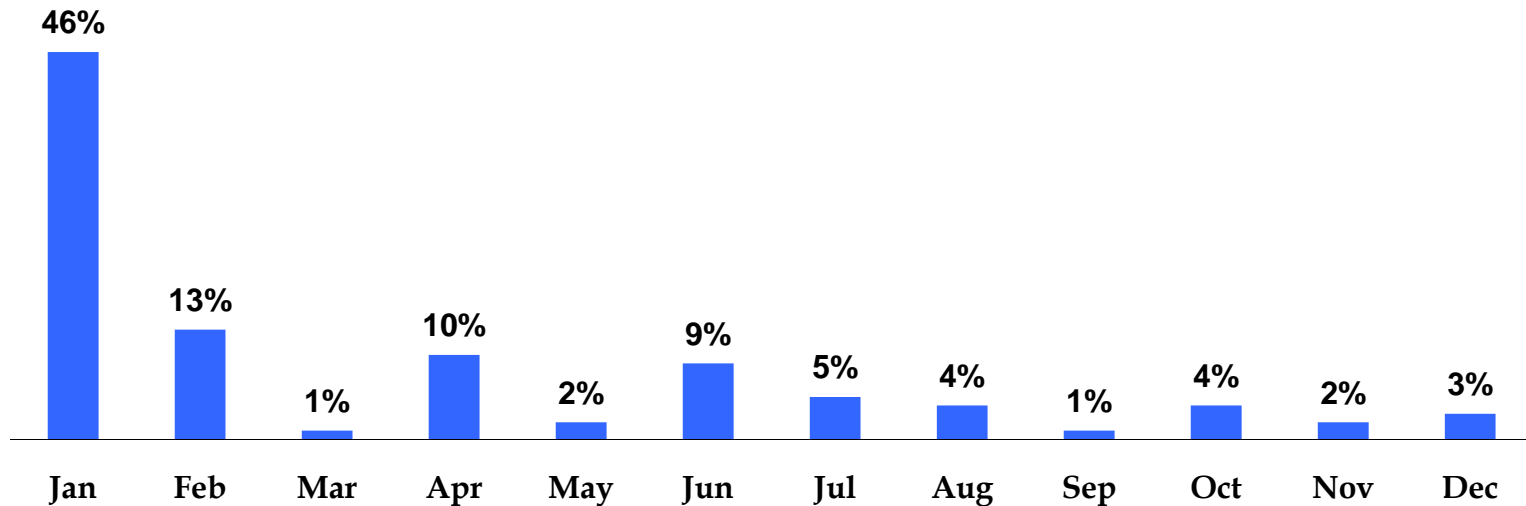


Source: Phase II survey of 72 administrators, September 2009



Although the incentives CPS offers teachers for early notification of resignation or retirement are working, 18 percent of departing teachers still wait until the summer to notify the district of their plans.

Percent of Teacher Resignation and Retirement Notifications



“You want to know what hurts us most... last minute resignations and retirements. There are about 15 teachers every year.” - *CPS district administrator*

Source: CPS separation data from 2003-04 through 2008-09



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Appendix



To strengthen teacher effectiveness and improve student learning outcomes, CPS and CFT should work quickly to achieve five key goals.

- 1 Strengthen teacher effectiveness** by revamping the Teacher Evaluation System so that all teachers receive a fair, rigorous evaluation each year based on their ability to positively impact student learning, and also receive individualized support to help them improve their instructional performance.
- 2 Retain and leverage the most effective teachers** by implementing a performance-based compensation program and creating opportunities for effective teachers to share their knowledge and skills across the district.
- 3 Swiftly turn around chronically low-performing schools** by adopting strategies to increase the concentration of highly effective teachers in those schools.
- 4 Improve or exit persistently less effective teachers** using a variety of low-stakes strategies and a streamlined dismissal process.
- 5 Optimize the new teacher supply** by hiring early and from programs with a proven record of producing effective teachers.



Responsibility for this effort should reside with the Office of Innovation and be led by the superintendent with strategic oversight and assistance from another reform-oriented leader.



Goal 1, Strategy A: Design and implement a comprehensive teacher evaluation system that differentiates teachers based on student learning outcomes.

District Policy and Practice Recommendations

- Revamp the teacher evaluation process so it is useful to teachers and helps them improve their instructional performance.
- Use objective measures of student learning as the most important criteria in teacher evaluations.
 - In tested grades and subjects, measures might include teacher-level value-added data, state standardized test scores and CPS benchmark test results.
 - In non-tested grades and subjects, use assessments of student work using standard rubrics aligned to learning standards.
- Faithfully assign evaluation ratings to differentiate performance levels, with the explicit expectation that the top rating is given only to teachers who demonstrate true excellence, as measured predominantly by student learning outcomes.

Best Practice

The New Haven Public Schools and New Haven Federation of Teachers agreed to implement a new teacher evaluation system in the 2010-11 school year with student progress as a factor.

Suggested Changes to the CBA

- Eliminate the comprehensive evaluation and require all teachers to be rigorously evaluated each year.
- Adopt a 4-point summative rating scale for the evaluation system.
- Allow principals to participate in the evaluation process for novice teachers.
- Establish a joint committee to make recommendations to the board for the design of the new teacher evaluation system with the four summative rating categories and with impact on student learning the predominant factor.

Measures of Success

- A new evaluation system that relies on objective measures of student performance will be implemented at the beginning of the 2010-11 school year.
- All teachers will be evaluated using the new system, and CPS will see a broader distribution in teacher evaluation ratings, with teachers who have the greatest impact on student learning earning the highest rating.
- The district should set goals for increasing the percentage of effective teachers (as measured by the new evaluation system) in subsequent years.



Goal 1, Strategy B: Empower school administrators to lead all aspects of the teacher evaluation process, and hold them accountable for implementing the system correctly.

District Policy and Practice Recommendations

- Provide all school administrators with adequate training on the new evaluation system, including how to deliver formal and informal constructive feedback.
- Use peer or external evaluators to norm evaluation ratings to the new system to ensure it is implemented fairly and accurately across the district.
- Empower school administrators to lead the evaluation process for both novice and veteran teachers, and hold them accountable for effectively evaluating teachers.
- Require a formal evaluation each year for each teacher – one that includes multiple announced and unannounced observations and reviews of student work, is more comprehensive than the current annual evaluation, and is more useful to teachers than the current comprehensive evaluation.
- Evaluate school administrators on their ability to effectively implement the evaluation system.

Suggested Changes to the CBA

- Allow principals to participate in the evaluation process for new hires and determine which teachers are non-renewed.
- Eliminate the comprehensive evaluation process.

Measures of Success

- In fall 2011, a survey of all teachers will show that at least 80 percent of them believe the evaluation process helps them improve their instructional practice.
- In school year 2011-12, an analysis of evaluation scores and supporting data will show meaningful differentiation among teachers based on effectiveness in promoting student learning.



Goal 1, Strategy C: Provide teachers with targeted professional development based on their individual strengths and weaknesses.

District Policy and Practice Recommendations

- Ensure the evaluation system detects development areas for individual teachers, and link effective support activities to each development area.
- Provide teachers with targeted professional development identified through the evaluation system.
- Train administrators in providing differentiated professional development.
- Measure each teacher's progress toward meeting development goals during the next evaluation.
- Monitor the development of novice and veteran teachers across the rating spectrum at the school level.
- Hold school administrators accountable for successfully developing the teachers in their schools.
- Create incentives and consequences for administrators based on their ability to successfully develop teachers.

Measure of Success

- By the end of the 2010-11 school year, 90 percent of teachers, both novice and veteran, will report that the evaluation process helped them improve their instructional performance. Evaluation scores will demonstrate this improvement.

Best Practice

- Schools in Guilford County, NC require all teachers to participate customized professional development that focuses on their specific needs.



Goal 1, Strategy D: Use data on teacher performance, as assessed by the evaluation system, to make key human capital decisions.

District Policy and Practice Recommendations

- Develop and implement a reliable data system to capture and store teacher performance data.
- Performance data should be used to:
 - Reward effective teachers (see Goal 2).
 - Determine which teachers are non-renewed or awarded continuing contract status based on effectiveness.
 - Determine surplussing and reduction-in-force priority using evaluation ratings, with seniority as the tiebreaker when ratings are equal, and provide staff the opportunity to recommend alternative criteria to the principal for surplussing and reduction-in-force decisions.
- Require veteran teachers rated as ineffective to enter intervention. They should be subject to dismissal if they do not improve to an effective level within one school year.

Suggested Changes to the CBA

- Include a formula for surplussing and reduction-in-force priority based on evaluation ratings, with seniority as the tiebreaker when ratings are equal.
- Base contract status decisions on performance as reflected in annual evaluations.

Measures of Success

- By the 2012-13 school year, all key human capital decisions will be based on teacher performance data.
- By the 2012-13 school year, no more than 5 percent of teachers will report awareness of a poor performer in their school.



Goal 2, Strategy A: Adopt a performance-based pay program centered on objective measures of teacher effectiveness.

District Policy and Practice Recommendations

- Allow highly effective teachers to skip steps on the salary scale.
- Grant highly effective teachers annual performance-based bonuses equal to or greater than 10 percent of their base pay. Establish a secure funding source to ensure the program is sustainable.
- Award premiums to highly effective teachers who teach in low-performing schools and in shortage area subjects.
- Provide retention bonuses to highly effective teachers in redesigned schools in return for commitments to maintain employment at the school for three-year periods.
- Monitor each school's retention rate of highly effective teachers and reward administrators who retain their top performers.
- Provide highly effective teachers with leadership opportunities so they can share their knowledge and skills with other teachers in their schools and across the district.
- Enact salary freezes for teachers who receive the second-lowest or lowest evaluation rating.

Suggested Changes to the CBA

- Permit highly effective teachers to skip steps on the salary scale.
- Establish a joint committee to make recommendations to the board for the design of the new performance-based compensation program.

Measures of Success

- In the 2011-12 school year, 75 percent of teachers will report satisfaction with a performance-based compensation program, and 100 percent of highly effective teachers will receive performance-based compensation, with those teaching in low performing schools and shortage areas receiving higher compensation.
- At the end of each school year, the district will retain 95 percent of its top performers (not including retirements).
- In the fall of the 2011-12 school year, all highly effective teachers will have leadership opportunities.

Best Practice

Hillsborough County Public Schools (Florida) employs a performance-based compensation program to identify and reward outstanding individual teachers. Teacher effectiveness is measured using evaluation ratings and objective measures of student learning, with effective teachers earning an additional 5 percent of their pay.



Goal 2, Strategy B: Leverage the knowledge and skills of highly effective teachers (as measured by the new evaluation system).

District Policy and Practice Recommendations

- Create leadership opportunities for highly effective teachers so they can share their knowledge and skills with other teachers in their schools and across the district.
- Grant highly effective teachers release or additional paid time to enable them to share their expertise.

Suggested Change to the CBA

- Eliminate the lead teacher status as specified in the current collective bargaining agreement and replace it with leadership opportunities for all highly effective teachers.

Measure of Success

- In the fall of the 2011-12 school year, 80 percent of teachers will report that highly effective teachers, via expanded leadership opportunities, help them improve their instructional performance.



Goal 3, Strategy A: Identify and adopt strategies to swiftly turn around chronically low-performing schools.

District Policy and Practice Recommendations

- Categorize all schools by value-added category (green, yellow, red) and commit to turning around or closing “red” schools that have failed to demonstrate improved student learning in the past three years.
- Turn around low performing schools using one or a combination of the following strategies:
 - Close the schools.
 - Engage a high-performing charter management organization to run the schools (e.g., KIPP, Green Dot, Achievement First).
 - Re-staff the schools with new leadership and a majority of new teachers through a mutual consent, criteria-based hiring process.
 - Transform the schools through new leadership, rigorous teacher evaluation, additional incentives for effective teachers and additional learning time for students.

Suggested Change to the CBA

- Allow the district to set new terms for turnaround schools regarding scheduling, hours, bonus compensation and other matters, whereby teachers have to apply voluntarily to work in these schools, and teachers can approve changes to terms by a majority vote.

Measures of Success

- By the 2012-13 school year, all low-performing schools will:
 - Show improved student learning outcomes.
 - Have increased the percentage of highly effective and effective teachers in their schools.

Best Practice

The U.S. Department of Education recently published final guidelines for the Race to the Top fund with strategies for turning around the lowest-performing 5 percent of schools. These guidelines permit states and districts to adopt one of four options, each of which is outlined here and appropriate for CPS to consider.



Goal 3, Strategy B: Streamline the transfer process and allow schools to fill all open positions with the most qualified internal or external candidate

District Policy and Practice Recommendations

- Provide small financial incentives for notification of intent to resign/retire by February 1, to identify projected vacancies earlier.
- Provide all surplussed teachers with individualized support from human resources to ensure they receive fair consideration.

Best practice

Chicago Public Schools and the Chicago Teachers Union maintain a popular, effective transfer process based on mutual consent where 4 out of 5 teachers find a new position. Recently renewed through 2012, the mutual consent system protects teachers from being forced into schools they do not choose, and from being forced on schools that do not choose them. Displaced teachers who do not secure a position are taken off the payroll after 10 months.

Suggested Changes to the CBA

- Reduce the transfer process from two rounds over ten weeks to one round over two weeks. Start the process in mid-February and complete it by early March.
- Allow schools to consider internal and external candidates for all vacancies – even during the transfer process.
- Eliminate the placement of teachers without interviews, and require all placements to be made through mutual consent between the principal and teacher.
- Provide surplussed teachers with higher evaluation ratings (top 2 on a 4-point scale) one school year to secure a regular teaching position before being placed on unpaid leave. Place surplussed teachers with lower ratings on unpaid leave, and provide them with one school year to secure a position before being terminated.
- Strike the contract provision that allows a teacher to file a grievance if they do not receive a position through the transfer process.
- Protect health benefits through the summer for those who provide separation notification prior to Feb. 1.

Measures of Success

- Complete 70 percent of all transfers through mutual consent during the next school staffing season. Increase to 85 percent the following year, with the goal of achieving 100 percent by the third year.
- By the 2012-13 school year, 75 percent of school administrators will report they are satisfied with the quality of candidates applying through the interview process.



Goal 4, Strategy A: Provide struggling teachers with the support they need to improve.

District Policy and Practice Recommendations

- Require both school administrators and consulting teachers to provide individualized and adequate support to teachers on intervention.
- Give school administrators a more prominent role in the intervention process, in partnership with the consulting teacher.
- Offer struggling teachers the option of a multi-year unpaid sabbatical (without job guarantees upon return) to refresh, recharge or fill skill gaps without distraction.

Suggested Changes to the CBA

- Allow school administrators to make the final decision about placing a teacher on intervention, while simultaneously considering observation data supplied through the peer review program.
- Grant school administrators the authority to determine whether a teacher has satisfactorily completed the intervention process at the end of the intervention period.

Measure of Success

- By the 2011-12 school year, 75 percent of school administrators report that the intervention program is easy to access.

Best Practice

Minneapolis Public Schools and the Minneapolis Federation of Teachers use a Peer Assistance and Review process that involves the principal and a team of teachers assisting an experienced teacher during intervention. Principals can also decide whether an experienced teacher should be placed in intervention.



Goal 4, Strategy B: Exit persistently low-performing teachers respectfully.

District Policy and Practice Recommendations

- Offer low-performing teachers an opportunity to resign or retire with dignity.
- Offer struggling teachers their full pay through the end of the school year and health insurance through the end of the summer in return for irrevocable resignations.
- Respect a teacher's desire to seek a teaching position in another district – as long as they are not a threat to children – by providing neutral references and not initiating license revocation proceedings.

Suggested Changes to the CBA

- Permit salary freezes for teachers who receive the second-lowest or lowest evaluation rating.
- Grant low-performing teachers a one-day expedited hearing to determine if dismissal is warranted based on their performance history.

Measure of Success

- Ninety percent of teachers enrolled in the intervention program will either improve to an effective level or exit the system.



“Let me be clear: If a teacher is given a chance or two chances or three chances but still does not improve, there's no excuse for that person to continue teaching. I reject a system that rewards failure and protects a person from its consequences. The stakes are too high. We can afford nothing but the best when it comes to our children's teachers and the schools where they teach.” – *President Barack Obama*



Goal 5, Strategy A: Move up the teacher hiring timeline to give schools access to the highest-quality new candidates.

District Policy and Practice Recommendations

- Use historical vacancy and hiring data, in combination with projected budget and population trends, to project approximate hiring needs for each school year.
- Begin recruiting external teacher candidates in January to create a pipeline of effective teachers.
- Continue the process for implementing an electronic applicant tracking system to facilitate easier communication and data gathering.
- Use effectiveness data to determine which teacher preparation programs supply the district with the most effective teachers, and target recruitment efforts accordingly.

Suggested Change to the CBA

- Allow schools to consider internal and external candidates for all vacancies – even during the transfer process.

Measure of Success

- Complete at least 80 percent of new teacher hires (100 percent of new hires in shortage subjects and in the highest-need schools) by May 1.



These recommendations are a call to action for CPS and CFT to work together to move beyond policies and practices that are failing too many students.



If these recommendations are implemented as part of a comprehensive approach to human capital reform, by the 2013-14 school year, the achievement gap in CPS will have significantly narrowed and be continuing on a downward trajectory. CPS will be the highest performing large urban district in the state of Ohio.



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Appendix



Appendix A

Elements of a Comprehensive Human Capital Plan



Elements of a High Quality Teacher Performance Management System

- Teachers are evaluated on standards of effective teaching that reflect the most recent research on what matters for student learning, using criteria that identify true excellence, and including measures of student learning outcomes.
- Principals are empowered and well-trained to manage instructional quality in their schools, and held accountable for doing so rigorously.
- Teachers receive frequent, actionable feedback on their performance, and professional development that is aligned to standards of effective teaching and individually-targeted based on evaluation data.
- Low-stakes and efficient alternatives to dismissal treat teachers with respect and provide a viable, legitimate means of addressing poor performance for which principals can be held accountable.
- Critical human capital decisions – including compensation, retention, layoffs, and the conferral of continuing contracts – incorporate evaluation data as a measure of teacher effectiveness.



Improving human capital requires a comprehensive approach.

Working Conditions

- Safe, healthy learning environments.
- Sufficient resources and technology to facilitate effective instruction.

School-Level Human Capital Management

- Informed, accountable decisions on hiring and retention
- School-level performance management (direction-setting, coaching, peer to peer collaboration).
- Accountability of principals and other personnel who affect teacher effectiveness

Retention / Dismissal

- More effective teachers are rewarded non-monetarily.
- Probationary periods last long enough to assess effectiveness comprehensively.
- Tenure based on effectiveness.
- Fair but efficient process for exiting poor performers throughout career.

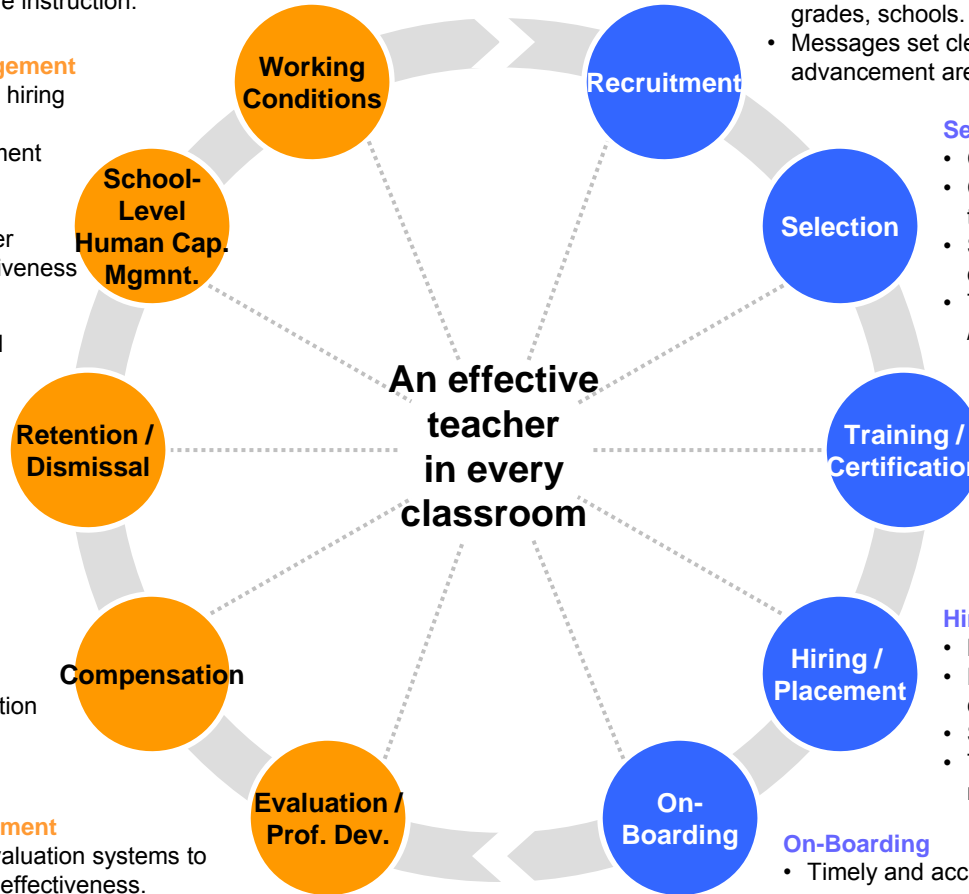
Compensation

- Responsive to supply/demand.
- Differentiated to drive strategic retention of top performers and attrition of less effective teachers.

Evaluation / Professional Development

- Assess teachers using credible evaluation systems to differentiate levels of instructional effectiveness.
- Link effectiveness to key decisions such as development, compensation, job security, and career ladder.
- Recognize excellence and immediately offer support-focused interventions when there is evidence of ineffectiveness.
- Development tailored to each teacher's unique performance challenges.

District Governance
Timely and coherent governance and budget decisions aligned with HC goals.



Recruitment

- Prioritizes sources of most effective teachers.
- Cultivate candidates who have the qualities linked to effectiveness and are qualified for high-need subjects, grades, schools.
- Messages set clear expectation that employment and advancement are based on performance.

Selection

- Competency-based selection model.
- Criteria aligned with research findings on teacher effectiveness.
- Standardized tools and rubrics to support differentiation of candidates.
- Training and periodic norming for HR staff / principals.

Training / Certification

- Backwards design approach that explicitly emphasizes instructional effectiveness.
- Student growth data a primary factor in recommendation for certification.
- Tailored to district needs

Hiring / Placement

- Based in mutual consent – no forcing.
- Early, efficient hiring to avoid loss of top candidates.
- Selection training and norming for principals.
- Technology supports and facilitates effective matching of candidates and schools.

On-Boarding

- Timely and accurate payroll, benefits and other new-hire processes.
- Induction differentiated by subject, grade, and school and that drives internalization of objectives, behavioral norms, and performance expectations.

Measures of Student Learning
Accurately measures student mastery of important standards (including those that can't be measured on multiple-choice tests).



Sample School Comparison Report: School rankings based on differentiating teachers using multiple rating categories and student learning data to measure effectiveness.

School Comparison Data

School Name	School A
School Ranking	1

School Name	School B
School Ranking	2

% of Teachers, by summative outcome rating				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Year 3 Results	13%	34%	37%	17%
Year 2 Results	14%	35%	35%	16%
(Year 1) Baseline Results	2%	8%	45%	45%
Change over time (Year 2 to Year 3)	-1%	-1%	2%	1%

% of Teachers, by summative outcome rating				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Year 3 Results	14%	26%	32%	28%
Year 2 Results	16%	25%	32%	27%
(Year 1) Baseline Results	1%	6%	30%	63%
Change over time (Year 2 to Year 3)	-2%	1%	0%	1%

Student Outcome Data			
Grade-level outcomes, by level of proficiency	% of students below standard	% of students meeting proficiency	% of students above proficiency
Overall (Year 3 Results)	13%	70%	17%
Year 2 Results	19%	68%	13%
(Year 1) Baseline Results	25%	65%	10%
Change over time (Year 2 to Year 3)	-6%	2%	4%
% of students on track for on-time graduation	85%		

Student Outcome Data			
Grade-level outcomes, by level of proficiency	% of students below standard	% of students meeting proficiency	% of students above proficiency
Overall	18%	65%	17%
Year 2 Results	20%	65%	15%
(Year 1) Baseline Results	22%	64%	14%
Change over time (Year 2 to Year 3)	-2%	1%	2%
% of students on track for on-time graduation	78%		

Change in teacher effectiveness outcomes compared to change in student outcomes				
	% Ineffective % of students below standard	% Developing % of students meeting proficiency	% Effective % of students above proficiency	% Highly Effective
Teacher Performance: Change from year 2 to year 3	-1%	-1%	2%	1%
Student Performance: Change from year 2 to year 3	-6%	2%	4%	

Change in teacher effectiveness outcomes compared to change in student outcomes				
	% Ineffective % of students below standard	% Developing % of students meeting proficiency	% Effective % of students above proficiency	% Highly Effective
Teacher Performance: Change from year 2 to year 3	-2%	1%	0%	1%
Student Performance: Change from year 2 to year 3	-2%	1%	2%	



Appendix B

CPS School Day and School Year



The lengths of Cincinnati's school year and school day are comparable to those of other school districts.

Length of School Year and School Day

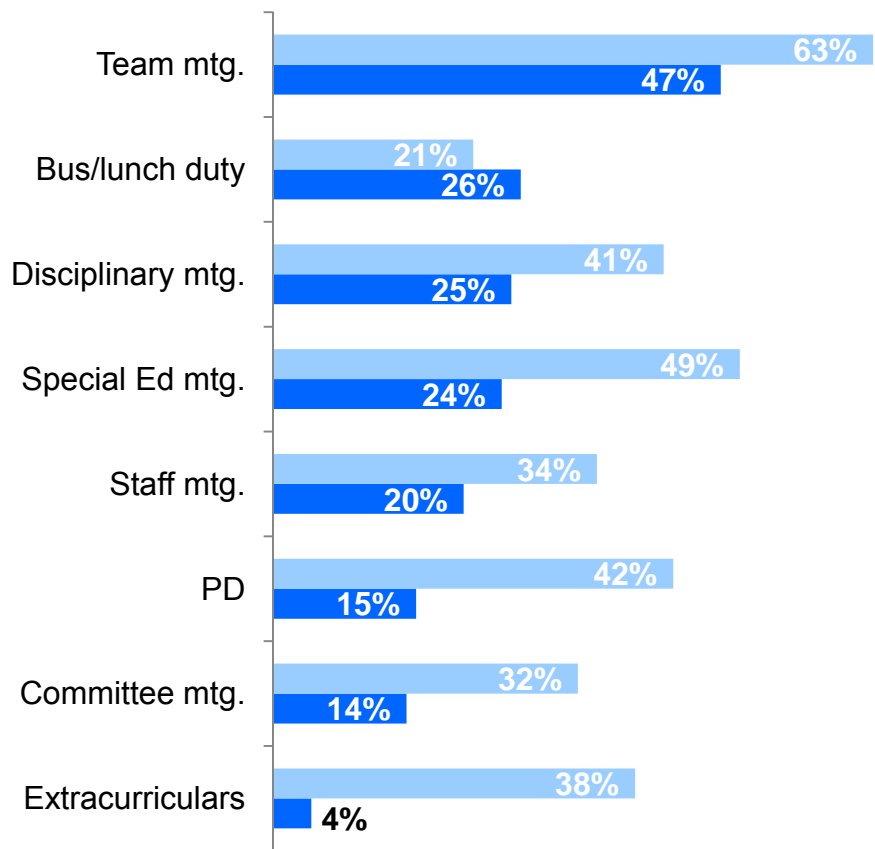
District	# teacher days	# min per day
Cincinnati	191 days	420 minutes
Denver	184 days	480 minutes
Detroit	195 days	407-437 minutes
Milwaukee	191 days	410-435 minutes
Philadelphia	188 days	424 minutes

Source: CPS-CFT Agreement, 2007-09; collective bargaining agreements of other districts.



Teachers have many non-classroom commitments, not all of which are productive uses of their time.

Teachers' experiences with non-classroom commitments



- "Always" or "Frequently" a productive use of time
- Spend time doing during the school day

Source: Phase II survey of 1,000 full-time teachers, September 2009

50%

of teachers "strongly agree" or "agree" that their non-classroom commitments make them **feel more connected to their school community.**

46%

of teachers "strongly agree" or "agree" that their non-classroom commitments are **beneficial to their development** as an effective teacher.



Appendix C

Compensation Best Practices in Selected Districts



Many districts across the country are instituting performance-based compensation structures with the support of teachers.

Selected District Pay-for-Performance Structures

	Size of Payout	Type of Bonus		Metrics for Pay Decisions				Results	
		Individual	Group or School	Student growth	Evaluation scores	Knowledge & Skills	Portfolio	Student scores	Teacher retention
Achievement Challenge Project (Little Rock)	\$350-\$8600	●		●				●	
Benwood Initiative (Hamilton Co., TN)	\$5000	●	●	●				●	
Douglas County, CO	\$1250	●	●		●	●	●		●
Eagle County, CO	8%	●		●	●				●
Mission Possible (Guilford Co., NC)	\$2500-\$4000	●		●				●	●
ProComp (Denver)	\$400-\$2500	●		●	●	●		●	
REAL (Chicago)	\$2000	●	●	●		●			●

Source: TNTP collected research, 2009.



Appendix D

Current Policies as Outlined in the Collective Bargaining Agreement Between CPS and CFT



Evaluation policy

- Teachers shall be evaluated distinguished (4), proficient (3), basic (2), or unsatisfactory (1), in each of four domains. (210.1.b.)
- Teachers may be scheduled for a Comprehensive Evaluation during the teacher's first and third years of service, and every fifth year thereafter. In addition, after subject or position changes, and when the teacher has not met performance standards of TES. (210.1.i.)
- A teacher shall undergo the annual assessment every year s/he is not scheduled for comprehensive evaluation or peer review. (210.1.j.)
- Comprehensive evaluation shall consist of 4 observations for teachers in year 4 and every five years thereafter: one performed by the school administrator, three by a peer evaluator. The first evaluation is notified only by week of evaluation; all others are unannounced.
- New hires have two formal and two informal evaluations with assistance from a consulting teacher throughout the year. New hires have visiting day to view master teachers in their area of teaching. New hires have the ability to co-teach with a consulting teacher (CT) and observe a demonstration lesson by the CT. If new hire is performing in a satisfactory manner, they will be released from evaluation in December. New hires will continue to be mentored throughout the rest of the year.



Career scale policy

- **Accomplished:** Rating of 4 in all 4 Performance Domains. Eligible to apply for lead teacher status.
- **Advanced:** Rating of 4 in Domain 3 and in one other domain; rating of 3's in other 2 domains. Eligible to apply for lead teacher status.
- **Career:** Rating of at least 3 in all 4 domains. No maximum time limit in level.
- **Novice:** Rating of 2 in all 4 domains. Has passed state licensing test. 5 year limit in level.
- **Apprentice:** Entry level for inexperienced teachers; teachers can remain in this level for a maximum of 2 years. BA/BS degree; temporary state license.



Intervention policy

- When the teacher's principal has concerns about the teacher's performance, the principal shall inform the teacher in writing of his/her concerns for the evaluation. The principal shall refer the teacher to the Peer Review Panel to be considered for Intervention.
- Before a teacher may be given a rating in a comprehensive evaluation that results in the teacher being non-renewed, terminated, placed in intervention, denied an increment or placed at a lower salary level, the evaluator(s) must:
 - (1) have made at least five (5) observations (either individually or cumulatively) of the teacher's performance, sufficient in length to justify the conclusions; new hires and teachers on intervention must have at least six (6) observations;
 - (2) have consulted with the teacher being evaluated;
 - (3) have provided the teacher with written suggestions for improvement which are reasonable; and
 - (4) provide written reasons for such decision after a final consultation with the teacher.



Team-based schools policy

- Team leaders will facilitate meetings and professional discourse that focus on the analysis of current school data. The team leader will design and deliver professional development activities based on the data analysis. (145.1.)
- “The team shall determine instructional methods, consistent with the school's adopted program focus, if any, and shall determine how to group and schedule students for instruction in the subjects covered by the team. The team shall determine disciplinary procedures consistent with the district’s Code of Conduct and the Local School Behavior Plan. Continuity in student-teacher relationships shall be a primary consideration. (145.4.a.)
- Schools may apply to be team-based through the EIP application process, including a 2/3 secret ballot vote of the faculty and LSDMC approval. (145.1.)
- “A team shall consist of three to five teachers sharing a common group of students. Four teachers on a team is the preferred structure.” (145.2.a-b.)
- Team-based schools receive increased training and support, and budgetary flexibility. (145.6-7.)



School day / school year policy

- “The teacher workday shall be no more than four hundred twenty (420) consecutive minutes per day, including a duty-free lunch period of thirty (30) minutes. “ (220.7a) The daily schedule shall be determined by the ILT.
 - “Elementary K-8 teachers shall be assigned preparation and/or conference time of 255 minutes per week.” (220.7c)
 - “For high school, the daily schedule shall consist of not more than a homeroom and 280 minutes of classroom instruction. “ (220.7f)
- The total school year shall consist of 191 days; 178 instructional days, three records/conference days, two professional development days, and eight paid holidays. (220.9)



Transfer and staffing policy

- School interview panels are responsible for reviewing applications, interviewing preferred applicants, and selecting teachers to fill vacancies. Selection decisions require the agreement of the school administrator and “a majority of the teachers of the selection panel.” (250.1.e.)
- Voluntary transfer applicants in Round 1 may list five vacancies as their “priority” choices, and “shall be considered” for these vacancies. (250.1.b.)
- If two or more properly certified teachers of “substantially equal” training, experience and individual qualifications apply for the same school or unit, seniority shall control the selection of an applicant to fill the position. (250.1.f.)
- If vacancies remain after the end of Round 2, “requests from qualified teachers... must be honored before new candidates are considered.” After July 1, surplussed teachers and teachers returning from leave who have not found positions through interviews during the transfer rounds are placed by Human Resources. External candidates can be considered only after the completion of Rounds 1 and 2 and the placement of qualified remaining surplus and returning teachers. (250.1.b-c.)



Redesigned schools policy

- When a school is redesigned, all teachers serving at the school are displaced and treated as surplus.
- “All teaching positions at any new school, which replaces the closed school, shall be considered vacancies. Teachers shall be selected, according to the provisions of the plan, based on their training, experience and individual qualifications for the program to be offered at the redesigned school and for specific teaching positions.”
- “Teachers displaced by school redesign shall have the opportunity to apply for vacancies at the newly designed school, if they possess the appropriate certificate or license, and shall have the rights afforded to surplus teachers” (250.3.e.).



Teacher compensation policy

- Teacher salaries in CPS are determined by a single salary schedule. The salary of a teacher is determined by his/her seniority, other coursework, and advanced degrees (700.2.d.). Steps 17, 22, and 27 require an evaluation rating of satisfactory or better (700.2.b.).
- Teachers may also receive additional stipends for: National Teacher Board Certification (700.1.b.); achievement of a Career in Teaching Program level (700.1.a); Team Leader positions (145.2.b.); and being Consulting Teachers or Teacher Evaluators (210.2.f.).
- In TAP schools, formed with two-thirds of teacher vote, teachers can earn annual bonuses up to \$2000, tied to student achievement value-added gains. (145.8.)
- “The Superintendent or his designee may declare areas of shortage... For new hires in the areas of identified teacher shortages, the district shall provide up to \$2,000 per year, for up to three years for a maximum of \$6,000, in areas of mathematics, science, and special education or other declared areas.” (700.1.e.)
- The Redesign Committee can design a formula for annual incentives up to \$2000, tied to student achievement value-added gains; any CPS school is eligible. (145.9.)
- Teachers may also receive \$135 per student per instructional hour over the class size limit (29-32 students, depending on grade level). (500.3.)



Hiring timeline policy

- In each Round, teachers have one week to submit a request for transfer, Human Resources has one week to distribute applicant information to the appropriate schools, and schools then have three weeks to interview and select an applicant for the vacancy. Each round is thus completed in five weeks, and Round 2 should be completed by the end of the school year. (250.1.d.)
- Vacancies that remain or occur after July 1 are filled first by surplus teachers and teachers returning from leave of absence. External candidates can be considered only after the completion of Rounds 1 and 2 and the placement of qualified remaining surplus and returning teachers. (250.1.b.)
- Teachers wishing to resign or retire from CPS should notify the Board of their separation no later than July 10. Teachers providing notice after July 10 have three days' sick leave deducted from their accumulated sick leave. (200.9.)



The New Teacher Project

The screenshot shows the homepage of the The New Teacher Project website. At the top left is the logo and the text "The New Teacher Project". To the right are links for "Contact Us", "Join Our Staff", and "Teach". Below this is a dark navigation bar with links for "Home", "About Us", "Services", "Our Impact", "Publications", "Our Clients", and "News & Press". The main content area features a large background image of a young boy's face. On the left side of this image, the text reads: "Teachers matter. In the fight to eliminate educational inequality, teachers matter most. The New Teacher Project works with school districts and states nationwide to ensure that poor and minority students get outstanding teachers." Below this text is a button that says "FIND OUT MORE >". At the bottom of the page, there are three columns of content. The first column is titled "In Focus" and contains a link to "How Bold is 'Bold'? Responding to Race to the Top with a Bold Teacher Effectiveness Plan" with a brief description. The second column is titled "Publications" and lists three PDF documents: "The Widget Effect", "Mutual Benefits (PDF 7.4M)", and "Unintended Consequences (PDF 414K)". The third column is titled "News & Press" and features a date "11.10.09" and a link to "New! Reports Challenge States to Commit to Bold Reforms in Race to the Top Applications" with a brief description.

For more information:

www.tntp.org