

## Summative Turnaround Principle Rubric

### Turnaround Principle #5- Effective Staffing Practices

EFFECTIVE STAFFING PRACTICES						
TURNAROUND PRINCIPLE 5		Develop skills to better recruit, retain and develop effective teachers.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.	<ul style="list-style-type: none"> <li>• Staff vacancy list</li> <li>• Position control roster</li> <li>• Performance task to utilize for hiring decisions</li> <li>• HR procedures and policies</li> </ul>	Hiring criteria are not defined and it is not clear why teachers are selected.	Processes are in place to identify staffing needs.	The principal and instructional leaders use established processes to identify staffing needs proactively and early.	Selection process is managed by leadership team and includes input of other key stakeholders (e.g. students, family members, and other members of the community)
			School does not recruit teachers. Hiring is based primarily on candidate availability and personality rather than expertise and demonstrated results.	Recruitment efforts are implemented using traditional channels and procedures.	Recruitment efforts cast a wide net for candidates including, but not limited to traditional venues.	School has intensive recruitment selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction and mentoring processes for any new staff.
			The principal has no clear selection criteria or processes in place for interviewing candidates.	The principal uses clear selection criteria and processes are in place for interviewing candidates.	The principal ensures that content/grade level teams or teachers leaders participates in and informs staff selection and is present at demo lessons and formal interviews.	The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews.
			The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations.	The principal operates from clear selection processes that focus on matching staff to specific position expectations	The principal and instructional leaders operate from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes from non-first year teachers.	The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs.
			Paraprofessionals are untrained and/or unqualified.	Paraprofessionals may have received some training, but are utilized ineffectively.	Para-professionals have received necessary training to be instructional assistants rather than providing clerical support.	Para-professionals develop highly qualified status and are utilized effectively to maximize student learning.
			Staff vacancies persist throughout the year. Long-term subs are used to fill these vacancies.	Classrooms may be staffed with full-time, certified and effective teachers.	Classrooms are staffed with full-time certified and effective teachers.	All classrooms are staff with full-time, certified and highly effective teachers.

5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes	<ul style="list-style-type: none"> <li>• Walkthrough observations</li> <li>• School climate surveys</li> <li>• Teacher development practices</li> </ul>	Not all teachers are evaluated.	The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation.	The school leadership engages in school-wide observations and provides feedback using aligned on protocols.	The school leadership has a systematic and frequent approach to engaging in school-wide observations and provide feedback based on a consistent set of expectations and protocols.
			Allocation of instructional resources and professional development choices are not based on teacher evaluations or student learning data.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data OR classroom observations.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations.	Allocation of instructional resources and professional development choices are based on ongoing evaluations of teacher practice and student learning data.
			There is little or no evidence that teachers receive instructional feedback that impacts practice.	Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent.	Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement.	Teachers can articulate their areas for growth; support and monitoring are in place to ensure teachers reach specific growth goals.
			Data are not analyzed in regard to teacher practice and teachers are not held accountable for student learning.	Teacher evaluations do not systematically link teacher practice data with student outcomes data.	Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes.
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	<ul style="list-style-type: none"> <li>• School climate surveys</li> <li>• Professional development plan</li> <li>• Evaluations of PD providers</li> <li>• PD topics links to data from teacher observations</li> </ul>	Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals.	School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan.	Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals.	Professional development is designed and linked teacher practice needs as determined by student learning data and school wide goals.
			Teacher collaboration is not based on student learning objectives, student learning data or common research-based planning practices	During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor.	Structures are established and used for job-embedded collaborative learning.	Master teachers are providing professional development ad follow-up to ensure mastery of professional development learning objectives.
			Professional development is considered an “event” and not part of an on-going system of structures in the school.	Professional development is high quality, though primarily considered an “event” and not part of an on-going system of structures in the school.	Professional development is followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective.	Teachers are operating in self-directed Professional Development Communities focused on student learning outcomes.
			New teachers are not provided with a mentor.	All new teachers are provided with a mentor.	All new teachers and all teachers with specific development needs are mentored by highly skilled peers.	All new teachers and all teachers with specific development needs are mentored by highly skills peers.

			Teachers not rated as effective are still ineffective at the end of the years.	Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.	All teachers not previously rated as effective are effective by the end of the year.	All teachers are rated effective or highly effective.
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths	<ul style="list-style-type: none"> <li>• Mast schedule</li> <li>• Staffing assignment chart</li> <li>• School climate surveys</li> <li>• School focus groups</li> </ul>	Staff assignment is based on something other than matching student learning needs with staff's instructional strengths.	Classrooms are staffed with teachers with the right content knowledge necessary to achieve student learning outcomes.	Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.	Classrooms are staffed with highly effective teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.
			Learning interventions are not staffed with certified effective or highly effective teachers.	Staff provided for learning interventions is effective teachers.	Staff provided for learning interventions is effective teachers with specific content knowledge in the assigned intervention.	Learning interventions are staffed with effective or highly effective certified teachers, with content knowledge and language proficiency required for success.
			Staff evaluations are not rigorous and inhibit the identification of staff that would benefit from improvement plans.	Staff evaluated below effective is identified and supports are provided through an improvement plan.	Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior.	All staff are meeting or surpassing clear performance expectations for instructions, student behavior and learning outcomes.
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers.	There is some documentation on consistently underperforming staff.	Staff identified as "not aligned" and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them.	Struggling staff are quickly identified and supported to meet standards for instructional expectations. There are no consistently underperforming staff members.
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	<ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• School climate surveys</li> <li>• School focus groups</li> </ul>	Professional development is not focused on student learning.	Professional development focuses on student learning.	Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals.	Staff shares a collective awareness of individual skills and growth areas. They self-direct professional development based on student achievement outcomes.
			Professional development does not provide any time for teacher reflections.	Professional development may provide optional opportunities for reflection.	Professional development includes individual, collaborative and shared reflective opportunities.	Professional development includes observation protocol/practice that is not only consistent with school-wide expectations but promotes individual teacher development areas and the student of specific student sub-groups as identified by data.