

Human Capital Self-Assessment Tool

Designed to Accompany District-Level
Human Capital Data Reports

Introduction

With several years of evaluation data available, we are now able to analyze trends in teacher effectiveness data and examine it in the context of other important initiatives across the human capital continuum, like hiring and retention. This tool is designed to support district staff in examining a variety of human capital data metrics and practices. It also provides a list of effective strategies across areas like evaluation, professional learning, retention, and hiring. This self-assessment tool is intended to be used as a supplementary document for district *Human Capital Data Reports* but can also be used as a standalone resource.

Human Capital Continuum

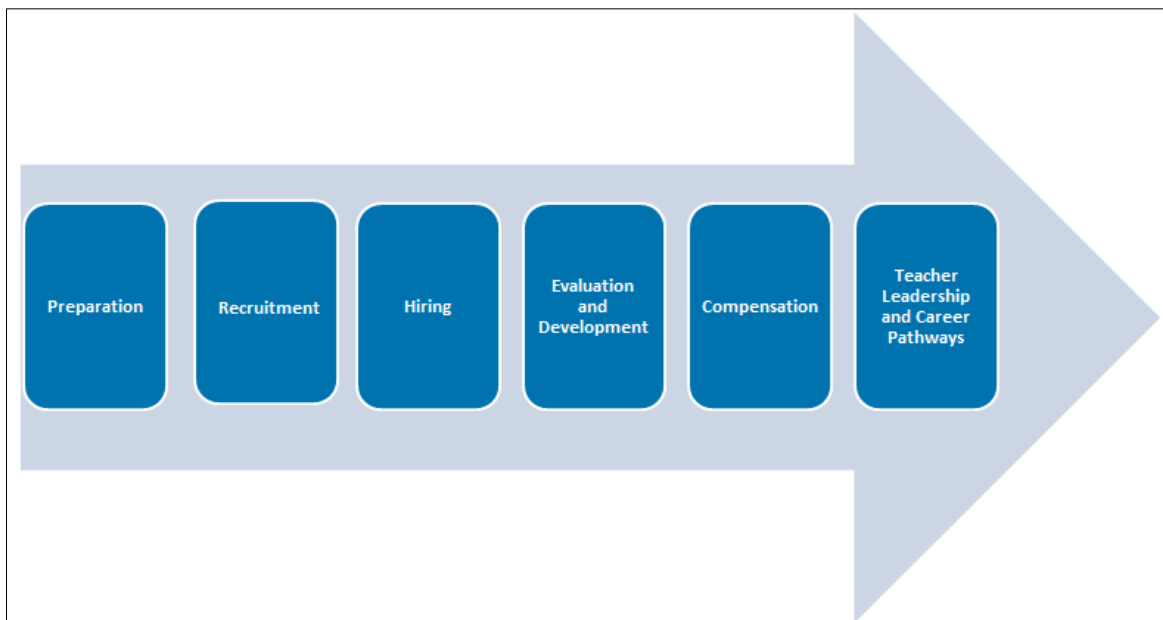


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Evaluation Implementation

Why is this important?

- Effective evaluation implementation is an integral part of providing teachers with feedback to improve their practice and ultimately student outcomes.¹
- Differentiation within the evaluation system allows districts to identify and expand the impact of top performers while simultaneously focusing supports where they are needed most.
- Tennessee research has shown that highly effective teachers are more likely to be retained when they feel the evaluation system is being implemented fairly.²

Directions: Rate your district’s level of implementation or proficiency on a scale of 1-3 for each of the statements below. Use data available in tables 1, 2, and 3 of the *Human Capital Data Report: Part 1* to inform your answers.

1=No/limited evidence of implementation, or the district has limited proficiency in this area.

2=There is evidence of basic implementation, or the district has basic proficiency in this area.

3=There is evidence of robust implementation, or the district has advanced proficiency in this area.

1. There is sufficient differentiation between evaluation scores allowing district staff to know where effective teaching is happening and who needs support.

_____/ 3 pts.

2. By comparing the district distribution of evaluation scores to specific schools, observers who need additional support can be identified and prioritized.

_____/ 3 pts.

3. There is a sufficient number of highly effective teachers in the district and at all schools.

_____/ 3 pts.

4. The district is able to identify causes of the discrepancies between individual growth and observation scores in the same school year and is able to identify and support schools where misalignment is the greatest.

_____/ 3 pts.

5. Teachers perceive the evaluation process to be fairly implemented.

_____/ 3 pts.

_____/ 15 pts.

Total

Development & Professional Learning

¹ http://www.tn.gov/assets/entities/education/attachments/data_survey_report_2015.pdf

² http://www.tn.gov/assets/entities/education/attachments/rpt_teacher_retention.pdf

Why is this important?

- Investments in professional learning are a significant expenditure for many districts and should yield changes in teacher practice, resulting in increased student achievement.³
- Job-embedded professional learning through opportunities like direct coaching or professional learning communities allow professional learning opportunities to be tailored to specific teachers.
- Research in Tennessee has shown that high-quality professional learning opportunities, such as TNCore training, make a positive difference in teacher effectiveness.⁴

Directions: Rate your district’s level of implementation or proficiency on a scale of 1-3 for each of the statements below. Use data available in table 4 of the *Human Capital Data Report: Part 1* to inform your answers.

1=No/limited evidence of implementation, or the district has limited proficiency in this area.

2=There is evidence of basic implementation, or the district has basic proficiency in this area.

3=There is evidence of robust implementation, or the district has advanced proficiency in this area.

1. The district has developed specific professional learning practices that have led to an improvement in individual growth scores and observation scores for teachers.

_____/ 3 pts.

2. District leadership is able to identify those schools and educators who have demonstrated large increases in growth scores and can identify the specific development and support opportunities that have led to those increases.

_____/ 3 pts.

3. Development is differentiated by individual teacher need.

_____/ 3 pts.

4. Teacher professional learning is primarily job-embedded and supported by school-based teacher leaders or instructional coaches.

_____/ 3 pts.

5. School and district leadership look at data to determine which professional learning opportunities to offer.

_____/ 3 pts.

Total

_____/ 15 pts.

Retention

³ http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf

⁴ http://www.tn.gov/assets/entities/education/attachments/rpt_impact_of_TNCore_Training.pdf

Why is this important?

- Continued access to high-quality teachers is essential for those students who are furthest behind.⁵
- Significant personnel and financial investments are needed to recruit, train, and onboard new teachers, making it essential that highly effective teachers are retained whenever possible.
- Highly effective teachers not only have an impact on their students, but their resulting peer effects also contribute to the development of their colleagues.⁶
- Teachers indicate that opportunities for not just administration, but also other teacher-leadership opportunities are critical for long-term retention.⁷

Directions: Rate your district's level of implementation or proficiency on a scale of 1-3 for each of the statements below. Use data available in tables 6, 7, and 8 of the *Human Capital Data Report: Part 1* to inform your answers.

1=No/limited evidence of implementation, or the district has limited proficiency in this area.

2=There is evidence of basic implementation, or the district has basic proficiency in this area.

3=There is evidence of robust implementation, or the district has advanced proficiency in this area.

1. The district is doing an effective job at retaining high performing teachers at a higher rate than low performing teachers.

_____/ 3 pts.

2. The district clearly communicates performance expectations and has a clear process and strategy to exit educators who do not consistently meet those expectations.

_____/ 3 pts.

3. The district has a strong understanding of why teachers are exiting the system or transferring to different schools within the system.

_____/ 3 pts.

4. The district retains a large percentage of teachers without losing them to surrounding districts.

_____/ 3 pts.

5. The district is able to replace the teachers it is losing with teachers of equal or higher quality.

_____/ 3 pts.

Total

_____/ 15 pts.

Hiring & Selection

⁵ Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement* (Research Progress Report). Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

⁶ Jackson, C. K., & Bruegmann, E. (2009). *Teaching students and teaching each other: The importance of peer learning for teachers* (No. w15202). National Bureau of Economic Research.

⁷ <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>

Why is this important?

- The timing of recruitment and hiring is critical to obtaining high-quality candidates. Late hiring tends to have a significant negative impact on the neediest schools.
- Tracking hiring sources to see which locations produce the best teachers and targeting recruiting efforts accordingly will ensure that the district ends up with more effective teachers.
- Spending wisely on recruitment and hiring is a good investment of resources and saves the district money on professional learning and induction over the long-run.
- Hiring and selection tools should require demonstration or evidence of the competencies and skills identified as the highest priorities for new teachers.

Directions: Rate your district's level of implementation or proficiency on a scale of 1-3 for each of the statements below. Use data available in table 5 of the *Human Capital Data Report: Part 1* to inform your answers.

1=No/limited evidence of implementation, or the district has limited proficiency in this area.

2=There is evidence of basic implementation, or the district has basic proficiency in this area.

3=There is evidence of robust implementation, or the district has advanced proficiency in this area.

1. The district has a clear plan for staffing the highest need schools with the most effective teachers.

_____/ 3 pts.

2. The district has robust partnerships with the preparation program providers that are responsive to the district's needs with respect to programming, content development, and on-the-job training.

_____/ 3 pts.

3. Virtually all teaching positions are filled by June 1.

_____/ 3 pts.

4. New positions are filled by teachers who are effective or highly effective.

_____/ 3 pts.

5. Principals have the authority to choose teachers based on the fit of their skills and expertise with school and student needs.

_____/ 3 pts.

Total

_____/ 15 pts.

Self-Assessment Summary

Domain	Total Points
Evaluation Implementation	____ / 15 pts.
Development & Professional Learning	____ / 15 pts.
Retention	____ / 15 pts.
Hiring & Selection	____ / 15 pts.
Total	____ / 60 pts.

Identify the lowest scoring domain along with any others that have fewer than 10 points. Review the strategies below and on the next page for specific suggestions to strengthen practice in those areas.

Successful Strategies

Evaluation Implementation

- Have observers participate in training beyond the state mandated offerings (i.e., district led norming sessions or coaching and feedback training) to ensure consistent scoring and high-quality feedback.
- Implement [portfolio growth models](#) to increase the percentage of teachers receiving individual growth scores (options for fine arts, world languages, physical education, pre-K and kindergarten are available now).
- Use multiple observers or conduct co-observations to increase inter-rater reliability.
- Increase the number of unannounced observations.
- Utilize video technology to encourage reflective practices in both teachers and observers.

Development & Professional Learning

- Require all teachers to have individual professional learning plans, informed by evaluations, and provide support and growth opportunities based on these plans.
- Provide teacher teams in all schools with at least 60 minutes of collaborative planning time per week focused on improving practice by looking at student work and student performance data.
- Have instructional coaches work with teachers during PLCs or grade level meetings to focus on targeted areas requested by the teachers.
- Build a comprehensive teacher leader network using strategies from the [Tennessee Teacher Leader Guidebooks](#).
- Track evidence of whether specific professional learning programs (i.e., mentoring) have an impact on teacher improvement.
- Implement low-cost programs like matching high and low performing teachers on specific rubric indicators.

Retention

- Create a robust strategy including targeted professional learning and improvement plans for Level 1 and 2 teachers.
- Provide non-monetary recognition opportunities for high performers.
- Provide opportunities for monetary recognition in the form of increased salary or performance bonuses for high performers.
- Identify clear leadership opportunities or pathways for high-performing teachers to continue to develop their leadership skills.
- Conduct exit surveys for any employees leaving the district to generate possible recommendations.
- Hold focus groups with persistently high performing teachers to uncover potential incentives or recommendations for improving teacher satisfaction and retention.

Hiring & Selection

- Actively track data (i.e., retirement rates, retention rates) to forecast vacancies and hiring needs prior to the start of the recruitment season.
- Provide training for principals on focused on effective hiring practices and incorporate principal hiring practices into administrator evaluation.
- Develop a dedicated induction program which includes at a minimum mentoring, instructional coaching, and frequent feedback for educators who are new to teaching or new to teaching in Tennessee.
- Tailor hiring processes and screening tools to prioritize demonstration of effective teaching practices (i.e., requiring a teaching video submission or sample lesson activity).
- Create a differentiated compensation plan that prioritizes hiring needs and teacher effectiveness, ensuring competitiveness with surrounding school systems.

Planning for Action: 2x2 Table

Use the table below to consider strategies listed on the previous page for the domain (Evaluation Implementation, Development & Professional Learning, Retention, or Hiring & Selection) that you have prioritized as the area of greatest need. Determine the impact and ease of implementation of the potential strategies for that domain. Repeat for other domains as needed. Your goal is to find some strategies that are high impact and easy to implement, so that you can put them into practice right away, as well as some that may be high impact but more difficult to implement, which may require some longer term planning.

	Easy to Implement	Difficult to Implement
High Impact		
Low Impact		