

ASSET

Achieving Student Success through
Effective Teaching (ASSET)

Nashville's plan to attract, cultivate and retain the most talented educators



A Partnership of Metropolitan Nashville Public Schools and
the Metropolitan Government of Nashville and Davidson County

A LETTER FROM DR. JESSE REGISTER AND MAYOR KARL F. DEAN

Today's students are tomorrow's leaders and workforce, and the 21st century global economy requires that all Nashville students be prepared for success in college and careers. This is a tall order, especially considering the rapid pace at which information, knowledge and technology are evolving. But it is essential if Nashville is to remain a city for families. Families are attracted to cities that offer an abundance of high-wage jobs and high-quality educational opportunities. We stand in partnership to ensure that Nashville continues to offer both. For Nashville's students and their families, it is simply the right thing to do.

In 2008–2009, Nashville benefitted from 33 business relocations that brought 3,138 jobs. These companies—and companies already here—have growing needs for highly skilled employees. Creating and nurturing that talent begins with Metro Nashville Public Schools (Metro Schools) and its teachers and leaders. Put simply, Metro Schools is on the front line to secure not only the economic vibrancy of Nashville but also our future as one of the nation's great cities. This is why we have joined together to create Nashville's Achieving Student Success through Effective Teaching (ASSET).

ASSET is based on the belief that teachers have the single greatest impact on student success in the classroom. To ensure that we provide an excellent teacher in every class, for every student, every year, ASSET offers a comprehensive approach to reinventing how educators are cultivated throughout their careers. This includes how educators are prepared for and recruited into Metro Schools; how they are hired and inducted into the school and district; how they are developed, supported and evaluated throughout their careers; and how they are compensated, retained and rewarded. This work requires a razor sharp focus on teacher and principal leadership, and the development of a collaborative culture in which all stakeholders work together to achieve the district's vision of student success.

ASSET's recommendations were developed by Metro Schools teachers and principals as well as other education stakeholders and experts who have dedicated months to analyzing and addressing the relevant issues. We thank these partners for generously sharing their time and talent.

Collectively, they have built the policies contained in this plan and demonstrated how Nashville is already the beneficiary of some of the best educators in the nation. When implemented, their recommendations will place Metro Schools at the forefront of districts that have begun to holistically improve educator quality.

For ASSET, timing is everything. This plan—an ambitious but achievable roadmap for educator effectiveness—comes on the heels of Tennessee’s successful \$500 million bid for Race to the Top funds and related state legislation that will impact all educators. The spotlight is shining brightly on Metro Schools and the education provided to its students. For the sake of our students and Nashville’s future, we cannot delay implementing this new plan. Together, we will use ASSET to improve student success.

Sincerely,



Dr. Jesse Register
Director of Schools
Metropolitan Nashville Public Schools



Karl F. Dean
Mayor
Metropolitan Nashville and Davidson County

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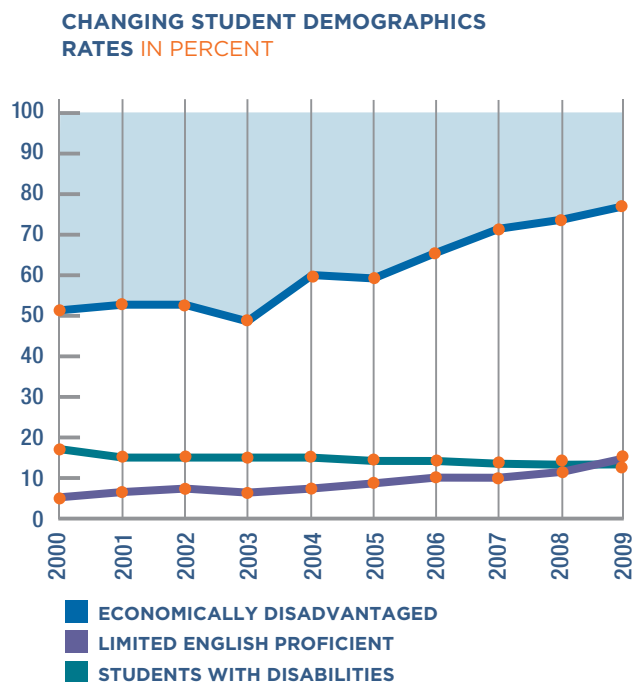
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AN OVERVIEW OF METRO SCHOOLS

METRO SCHOOLS STUDENT PROFILE

Metro Schools, the 47th largest school district in the country, consists of 140 schools serving more than 76,000 students. The district's student body is roughly 50 percent African American, 15 percent

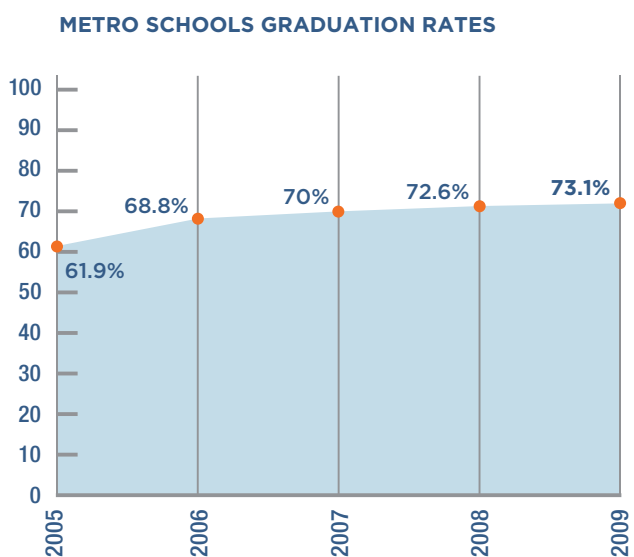
Figure 1



Hispanic, and 33 percent White.¹ The district's enrollment is on the rise, up nearly 2,000 students since the year 2000, and the student body is also changing (Figure 1). The number of Economically Disadvantaged students served by the district has increased by 25 percent, from 35,000 students to more than 53,000, in eight years. Furthermore, in 2009, approximately 13 percent of all students were Limited English Proficient students, eclipsing Students with Disabilities (12 percent). It is safe to say that all of these student groups require special attention and instruction delivered by highly effective teachers.

Student success is changing in Metro Schools as well. The district's graduation rate increased from approximately 62 percent in 2005 to 73 percent in 2009—an 18 percent increase (and an 11 percentage-point increase), as shown in Figure 2. However, significant disparities exist among student subgroups. The 2009 graduation rates of African American, Hispanic and White students were 71.9 percent, 61.3 percent and 77 percent, respectively.

Figure 2



This achievement gap continues to be a struggle for Metro Schools, as well as most urban districts across the country. Although this gap has narrowed over a five-year period, more work remains. Figures 3 and 4 show specific five-year achievement gap trends for K-8 Math and K-8 Reading/Language plus Writing.

¹ African American, Hispanic, White, Economically Disadvantaged, Limited English Proficient and Students with Disabilities are all "subgroups" identified in the Tennessee Department of Education 2009 Report Card.

Figure 3

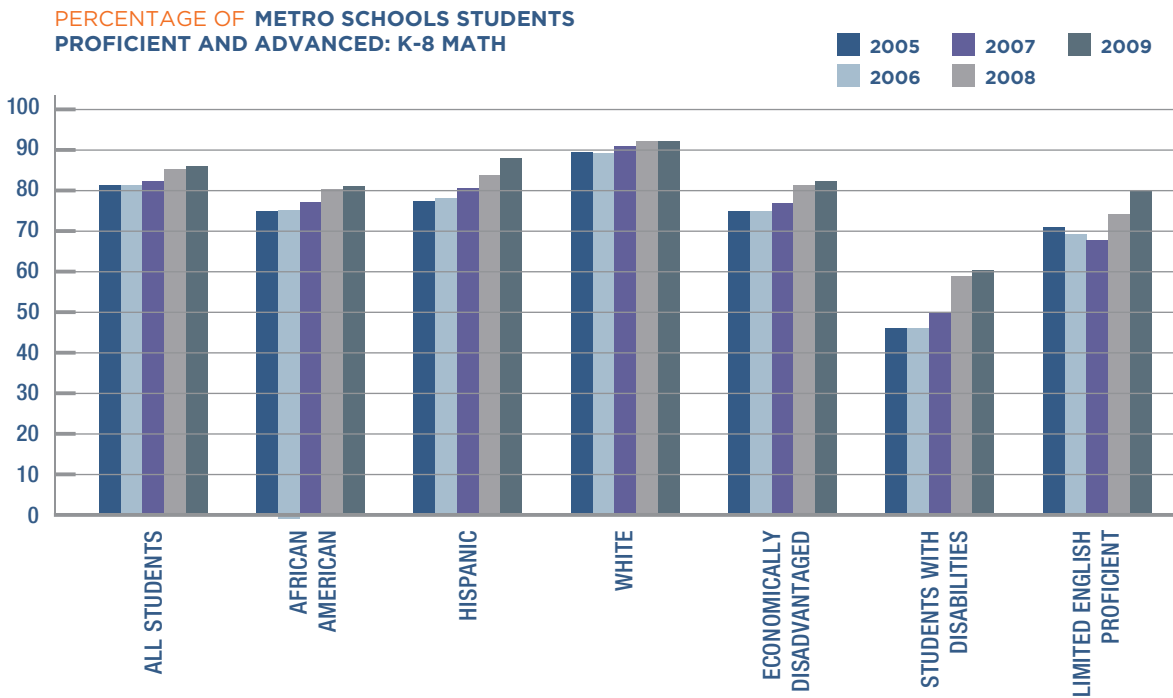
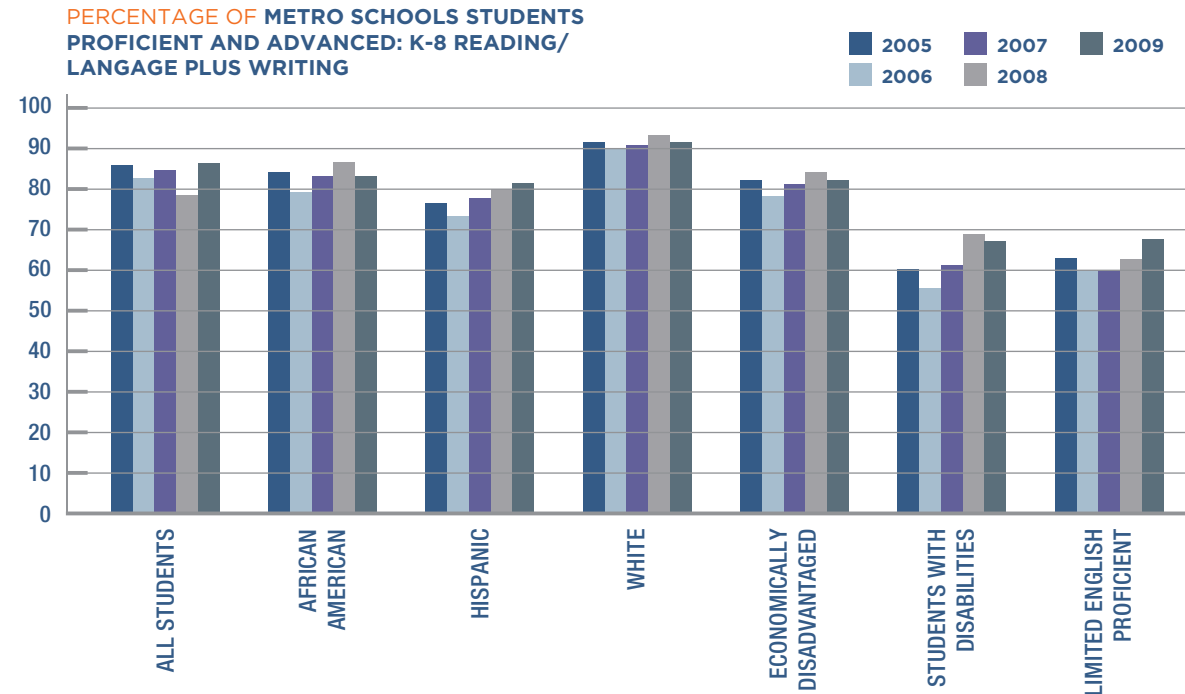


Figure 4



Another challenge for the district is the rate of student mobility. Approximately 35 percent of the district’s K-12 students transferred from one school to another in the district or moved from the district completely in 2009. For students in grades 9-12, the rate was 41.5 percent. Mobility impacts the student’s learning process and requires a teacher to be highly adaptive to lessen the impact of students entering and exiting their classroom.

Closing the district’s achievement gaps in the face of rapidly changing student demographics and improving graduation rates of a highly mobile student population will require Metro Schools to provide all of its educators with the tools and support they need to address the evolving needs of the district and its students.

METRO SCHOOLS EDUCATOR PROFILE

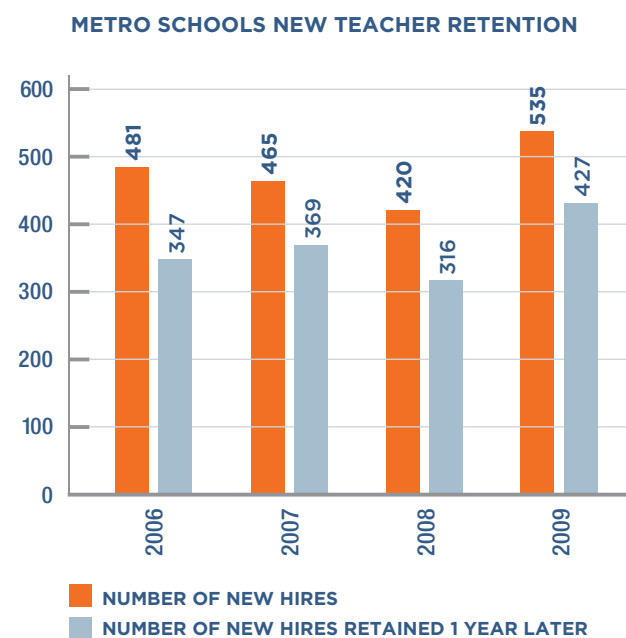
Metro Schools educators include all of the principals, assistant principals, teachers, counselors and other school staff who touch the lives of children in schools every day. The district employs more than 5,800 teachers and 260 principals and assistant principals. More than half of all teachers have a Master’s degree or higher. Table 1 provides a breakdown of the specific degrees held by teachers and principals and assistant principals.

Table 1

	Teachers	Principals and Assistant Principals
Bachelor	2,083	-
Master’s	2,350	101
Master’s +	1,104	82
Ed.S.	191	36
Ph.D.	145	42
Total	5,873	261

Teacher retention continues to be a challenge for Metro Schools. Figure 5 shows the number of teachers hired each year from 2006-2009 and the number of these new teachers retained one year later.

Figure 5



This snapshot of Metro School students and teachers provides context for understanding the need for ASSET’s work. It is clear that what happens in classrooms each and every day is what matters most to student achievement. To make significant improvements, the district must have clear expectations of educators and provide them with the tools and support to do their work well. Understanding educator strengths and challenges, supporting and rewarding effective practice and continually focusing on outcomes for students is what Metro Schools must pursue. To grow student learning, teachers must become more efficient in working with diverse learners, principals must be prepared for a rapidly changing student body and all professionals must be constant learners committed to their own professional growth in order to help students succeed.

ASSET: A ROADMAP FOR TEACHER AND STUDENT SUCCESS

When it comes to the future of Nashville, nothing is more important than the education of our children. Now more than ever, all students must acquire the knowledge, character and skills necessary to succeed in a rapidly changing world. Providing all students with an excellent education is not merely the right thing to do, it is imperative.

As the state's second largest school district, Metro Schools is responsible for ensuring that more than 76,000 students in 140 schools are being prepared every day for college and a career. The district takes this responsibility very seriously.

This is one reason why Metro Schools is charting an aggressive course to systemically improve the quality of education it provides to all students and achieve its vision (see box to right). This initiative, called *MNPS Achieves First to the Top*, is a collaborative effort among the district, government and community leaders, public school parents, outside experts and district employees to transform the district's teaching and learning experiences.

The work of *MNPS Achieves First to the Top*, originally known as *MNPS Achieves*,² operationally focuses on key levers of a high-quality education, such as middle and high school reform and performance of students with special needs. These focus areas are tied to four pillars that support college- and career-ready students (Figure 6):

1. Standards and assessments
2. Data systems to support instruction
3. Great teachers and leaders
4. Turning around low-achieving schools

▶ METRO SCHOOLS VISION STATEMENT

Metropolitan Nashville Public Schools will provide every student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life.

We embrace and value a diverse student population and community. Different perspectives and backgrounds form the cornerstone of our strong public education system.

▶ TO SUCCEED WE MUST:

- Provide an excellent teacher in every class, for every student, every year
- Ensure that school leadership is focused on high student achievement and cultivates an environment that produces excellence for a diverse student body
- Build and sustain effective and efficient systems to support finances, operations and the academic and personal growth of students
- Engage all families, recognizing the power and responsibility of parents and caregivers to drive success for students
- Strengthen connections with the entire community to support all areas of student growth

▶ *Metropolitan Nashville Public Schools will be the First Choice for Families*

² For additional information about MNPS Achieves First to the Top, see <http://www.mnps.org/Page58190.aspx>.

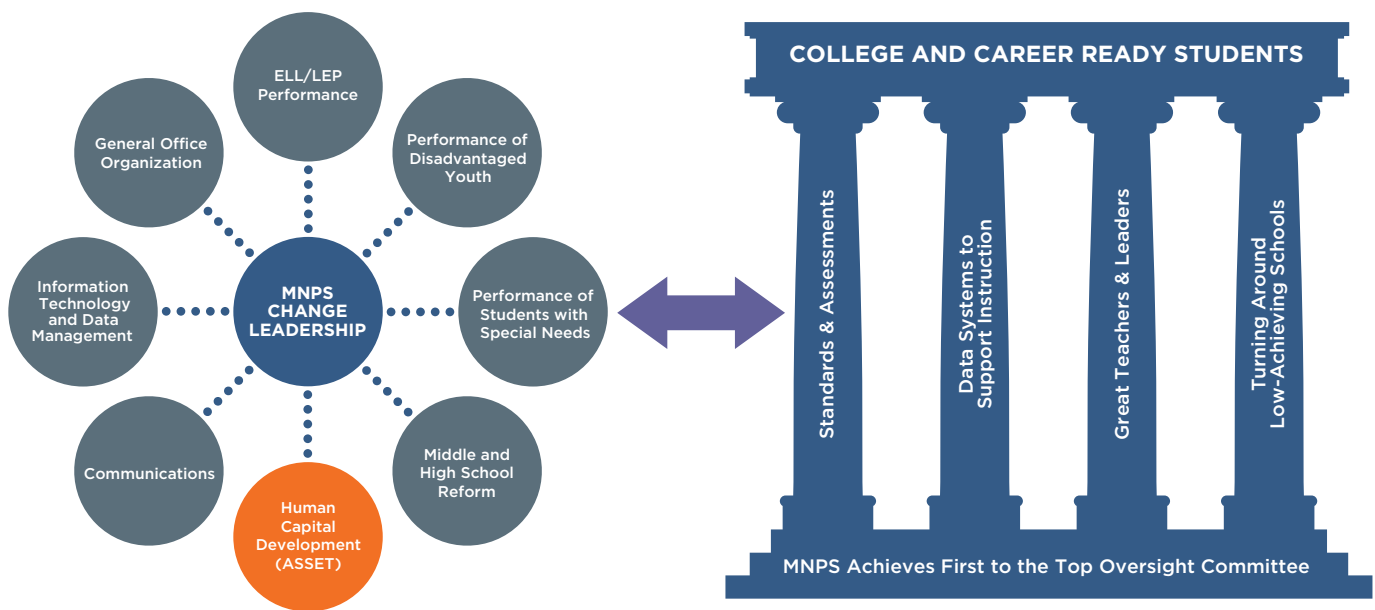
These pillars were presented in the district’s four-year, \$30 million “First to the Top Scope of Work Proposal,” submitted to the State of Tennessee in June 2010. Funding for the proposal will come from a portion of Tennessee’s federal Race to the Top (RTTT) award.³ This work will be led by an MNPS First to the Top Oversight Team to ensure accountability and progress.

Since its inception, *MNPS Achieves First to the Top* has made progress in building a culture of collaboration at Metro Schools by engaging educators, parents, families, business and community partners and other key stakeholders. ASSET followed this collaborative approach, and its recommendations will continue to build a strong and collaborative culture in the district.

ALIGNING MNPS STAFF TO SUPPORT AN EFFECTIVE HUMAN CAPITAL SYSTEM

MNPS is currently working with CSS International, a company with extensive expertise in business practices and processes, to perform a comprehensive review of the business functions and staffing related to the district’s Human Resources Department. This review is intended to identify any barriers that are preventing the district from attracting, developing and retaining effective educators. This work will continue to support and link with ASSET in the *MNPS Achieves First to the Top* initiative.

Figure 6: Aligning the Metro Schools Reform Framework with the MNPS Achieves First to the Top Initiative.



³ Tennessee was one of only two states to win a grant in the first phase of the federal Race to the Top competition. Tennessee was awarded \$500 million to implement comprehensive education reform plans, in partnership with local districts.

ASSET: THE HUMAN CAPITAL COMPONENT OF MNPS ACHIEVES FIRST TO THE TOP

ASSET seeks to enhance how the district attracts, cultivates and retains talented educators. The plan is guided by the understanding that student success is the district's top priority and that teachers have the greatest impact on student success in the classroom. If implemented properly, it will transform Metro Schools into a magnet that attracts and retains the most talented educators.

▶ ASSET CORE BELIEFS

- Successful students are the district's number-one priority.
- Effective educators are the key to student success.
- MNPS will be a magnet that attracts and retains effective educators.

ASSET's timing could not be better. It capitalizes on the state's successful Race to the Top proposal and related efforts to improve how teachers are evaluated.⁴ Together, these initiatives will position Metro Schools to become a national leader in education reform through a laser-like focus on effective teaching.

DEVELOPING ASSET'S RECOMMENDATIONS

ASSET's recommendations were developed by dozens of Metro Schools educators who served on work teams and committees, and a cadre of national experts who collaborated with the work teams. The work teams and committees included participants from the Metropolitan Nashville Education Association (MNEA), Tennessee Education Association (TEA), the Board of Public Education, the Office of the Mayor and district leadership. National expertise came from the involvement and contributions of the New Teacher Center, The New Teacher Project, Stand for Children, Teach for America, the Annenberg Institute for School Reform at Brown University, the National Center on Performance Incentives at Vanderbilt University and many others.

ASSET work teams contributed to a comprehensive analysis of how the district currently develops and supports educators. This analysis of the strengths, weaknesses, opportunities and threats regarding the district's current human capital system was used to identify the most impactful starting point for pursuing a set of targeted initial ASSET recommendations. The recommendations in this report were designed to reflect best-in-class practices while remaining grounded in the everyday realities, experiences and needs of educators in Metro Schools.

See Appendix A for information about the methodology used to develop this plan and a listing of ASSET work teams, committees and participants. See Appendix B for additional information about the analysis of strengths, weaknesses, opportunities and threats.

⁴ As part of the state's effort to win Race to the Top, Tennessee enacted legislation that changes how districts will evaluate teachers (see page 8 for more details).

EFFECTIVE TEACHING: THE KEY TO STUDENT SUCCESS

The district’s rapidly shifting student demographics and performance challenges can be overcome with a steady and systemic focus on effective teaching. This will require Metro Schools to restructure its approach to supporting, developing and retaining teaching talent and attracting skilled new educators who are prepared to meet the changing needs of the district. Metro Schools must use teacher effectiveness as a tool to improve student performance and make the district the “first choice for families.”⁵

“There is little disagreement among experts that the effectiveness of our children’s teachers is the single most important educational factor affecting their classroom achievement.”

— Education Commission of the States

WHAT IS EFFECTIVE TEACHING AND HOW IS IT DELIVERED?

Teachers have diverse skills and interests, so there is no single response to this question. But effective teachers do share common attributes. When asked to describe “characteristics of effective teaching,” Metro Schools’ own educators identified the following (Figure 7):

Figure 7



⁵ From the Metro Schools vision statement, see <http://www.mnps.org/Page63178.aspx>.

MEASURING EFFECTIVE TEACHING

The federal Race to the Top initiative has fueled a new and unprecedented focus on effective teaching and, for the first time, states are beginning to clearly define what that means. Tennessee is no exception. The state is currently developing a definition of educator effectiveness and a process for evaluating effectiveness as required by Tennessee's First to the Top Act, passed into law in January 2010. The legislation also requires evaluations to be the basis for human capital decisions. All Tennessee districts will be required to follow this approach beginning in the 2011–2012 school year. Individual districts will have some leeway in how they implement the state guidelines, but these guidelines will eventually form the baseline for how Metro Schools defines and measures effective educators and must influence the processes the district uses to develop and support teachers at every stage of their careers. These reforms will increase accountability and link professional development to the needs of individual educators, based on data and student outcomes.

ACHIEVING AND SUSTAINING EFFECTIVE TEACHING

Highly effective educators are the district's most important asset in preparing all students for college, career and life. The most important action Metro Schools can take to support its educators and recruit new talent—leading to an effective teacher in every classroom—is to implement a comprehensive approach to talent development.

In most urban districts—as in Metro Schools—this approach to human capital development has been piecemeal. Many districts have only addressed components of their systems (preparation or professional development) or specific subsets of the employee population, usually new teachers.⁶ ASSET attempts to address this challenge by identifying a comprehensive and systemic strategy that the district can use to attract, cultivate and retain the most effective educators in the nation.

A comprehensive approach to human capital development begins with targeted strategies to improve interactions with educators at every stage of their careers—from **preparation, recruitment, hiring,** and **induction** of new educators through **professional development, retention** and **career advancement** of existing educators (Figure 8). These interactions—components of the district's human capital system—must be aligned at every stage with each other, with the needs of teachers and students and with the district's vision. The components of a successful human capital system must also be aligned with the district's staff and financial resources, policies and business functions and its organizational structure.

“You cannot put a price tag on effective educators. They make all the difference. Developing effective teachers is where we should invest all of our resources and efforts.”

— Metro Schools Principal

“Effective teacher means a teacher whose students achieve acceptable rates of student growth.”

— Race to the Top Program Guidelines; U.S. Department of Education


“A systemic approach to human capital in large urban districts requires an understanding of the components of a robust human capital system and a strategy that ultimately addresses each component and their interrelationships to create a comprehensive system.”

— Judy Wurtzel and Rachel Curtis


⁶ Judy Wurtzel and Rachel Curtis, “Human Capital Framework for K-12 Education: Organizing for Success,” The Aspen Institute, July 2008, p. 1.

Proper alignment creates clear expectations and improves the efficiency of district support. It means that a teacher learns the same skills and strategies in preparation institutions that he/she will need in the classroom and that the district recruits, hires, supports, retains and rewards teachers based on these clearly articulated skills and strategies and measurable standards of effective teaching.

Components of a Comprehensive Approach to Achieving and Sustaining Effective Teaching




PREPARATION The methods and programs used to train a strong and diverse pipeline of talented educators to effectively produce desired results in the classroom. Preparation programs should consistently produce successful educators in hard-to-fill positions and ready teachers to perform in the district’s human capital system.




RECRUITMENT The methods of forecasting district needs, identifying the characteristics and attributes of individuals who can meet these needs and securing the service of a sufficient quantity of highly qualified individuals. Special attention should be focused on hard-to-staff schools and content areas.

HIRING The process of hiring new educators in a timely fashion that emphasizes mutual consent between teachers and school leaders around school fit and the differentiated needs of diverse student populations, and pairing the district’s most talented educators with its neediest students.




INDUCTION The process of providing an ongoing and supportive orientation program to new educators that charts clear expectations for success, diagnoses strengths, identifies areas for development and provides mentors and collaborative interventions to help meet differentiated needs of educators and diverse district and building goals.

EVALUATION The process of measuring educator effectiveness based on the state’s standards of practice and data that are tied to student achievement and that hold all educators accountable for results.



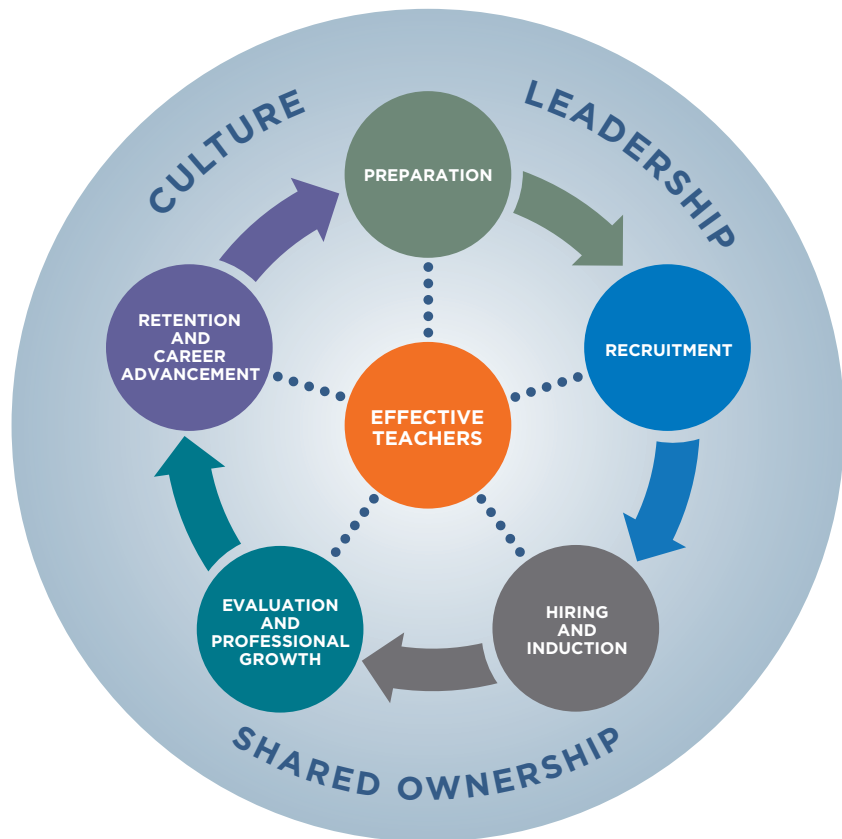
PROFESSIONAL GROWTH The process and interventions that create ongoing opportunities for professional development that are linked with evaluations, meet the unique needs of each educator and promote improved student outcomes.



RETENTION AND CAREER ADVANCEMENT The mechanisms used to identify high-quality educators, provide them with opportunities for advancement and rewards—including monetary incentives and differentiated leadership roles—in order to develop, leverage and retain excellent educators.

In a comprehensive approach to human capital development, the strategies used to develop and support a strong human capital system must be linked to efforts to: increase **leadership** capacity among central office staff, principals, instructional coaches and teacher leaders; improve the school and district **culture**; and build **shared ownership** of these reforms. Improved leadership, culture and shared ownership will directly improve teacher effectiveness and retention and aid in recruitment. At the same time, the development of a fully aligned human capital system will improve leadership capacity, culture and collaboration throughout the district.

Figure 8: A Comprehensive Approach to Achieving and Sustaining Effective Teaching.



Supporting Elements of a Comprehensive Approach to Achieving and Sustaining Effective Teaching

LEADERSHIP A successful district must have strong leaders throughout its organization—including central office staff, principals, instructional coaches and teacher leaders. Districts nurture these leaders through rigorous professional development opportunities that support the differentiated needs of these individuals and the students they work with. The development and deployment of these leaders needs to be aligned with the district’s overall approach to human capital development, the data-driven needs of classroom teachers and the vision of the district.

CULTURE It has long been observed that an organization’s success can be attributed to its culture.⁷ This is particularly true in education, in which the culture of a school—both positive and negative—can have a dramatic impact on the performance of teachers and students. For schools and school districts, a positive culture requires a clear vision that is grounded in the success of students and a dedication to achieving that vision. By improving leadership and support for educators, the district will improve culture. In turn, a positive culture will help the district recruit and retain effective educators.

⁷ Rexford Brown; “School Culture and Organization: Lessons from Research and Experience.” The Denver Commission on Secondary School Reform. November 2004.



Central office staff, principals, teachers and external stakeholders must all work as partners to develop and support effective educators. In particular, educators must be familiar with the core functions and beliefs that will shape their careers and they must be encouraged to participate fully in the opportunities for professional development and career advancement.



By implementing a comprehensive and aligned approach to human capital development, Metro Schools will provide an effective teacher in every class, for every student, every year.⁸ The ASSET recommendations lay out the next steps in this approach.



⁸ From the Metro Schools vision statement.

ASSET PHASE 1 RECOMMENDATIONS

ASSET's recommendations are bold and ambitious. They will provide students in Metro Schools with the best educators in the nation. The recommendations will help the district realize a comprehensive approach to human capital development in two phases. The first phase focuses on developing a culture of support and collaboration for educators who are currently teaching and leading in Metro Schools. By focusing on improving the professional learning culture in the schools first, the district will increase its ability to retain its effective educators. Phase 1 recommendations will be phased in throughout the 2010-2011 school year. Planning for the second phase of the work will take place this school year and will focus on improving preparation, recruitment, hiring and induction of teacher candidates and new teachers. Phase 2 will ensure that the district builds a sustainable pipeline of effective educators.

ASSET's Phase 1 recommendations focus on developing a culture of support and collaboration for educators by:

1. Redefining, evaluating and replicating effective professional development and learning for teachers
2. Creating a Career Development Institute with differentiated teacher and leader roles and a leadership track for effective veteran teachers
3. Developing administrators into highly effective instructional leaders

RECOMMENDATION 1:

- ▶ Redefine, evaluate and replicate effective professional development and learning for teachers

REDEFINING PROFESSIONAL DEVELOPMENT AND LEARNING

For far too long, professional development has been synonymous with episodic, away-from-the-classroom seminars or work sessions. Although valuable on occasion, these sessions often do not translate directly back into the classroom and have little, if any, impact on developing a collaborative culture.

It is time for school districts to rethink professional development and redefine the professional learning community for teachers and principals. High-quality, job-embedded professional learning—including professional development opportunities that allow educators to remain in the classroom and help educators address the unique needs of their students—is essential for supporting effective teaching. A truly transformative professional learning community includes regular teacher feedback from both principals and peer teachers, and weekly (if not daily) opportunities for teacher collaboration. Ultimately, districts must provide the necessary structure to allow this type of professional learning to take place, and teachers and principals must be responsible for their own professional growth. To quote a member of the ASSET Joint Work Team, “Effective educators are doers, they are not done to.”

“I want teachers who are constant learners and strive to get better at their profession.”

— Metro Schools Principal

The first ASSET recommendation seeks to identify where this type of professional learning is occurring in the district, determine what impact it is having on student success and ultimately replicate it throughout the district.

BUILDING EFFECTIVE PROFESSIONAL LEARNING ENVIRONMENTS: THE DISTRICT'S PROGRESS

Metro Schools has already begun the hard work of redefining professional development through its instructional coaches. Instructional coaches work with teachers—based on teachers' needs—and provide support and examples of effective strategies to improve teacher effectiveness. Some schools have used their coaches effectively, and anecdotal evidence suggests that the professional learning environment has improved in those schools. However, the quality of the coaches is inconsistent from school to school, resulting in a system that has not met the professional growth needs of all educators. Additionally, the district needs to know where coaches are being effective and what they are doing that is making a positive impact.

“Teachers want professional development that helps address the specific issues and challenges they face in their classrooms.”

— Metro Schools Teacher

EVALUATING AND REPLICATING EFFECTIVE PROFESSIONAL LEARNING

The goal of this recommendation is to recognize 20-30 schools that have developed effective professional learning environments through instructional coaches, collaborative teaching efforts or other innovative means. ASSET recommends that the district examine the link between highly effective professional learning environments and student success to validate the replication of effective models. In the end, the district will have a group of effective professional learning schools that can serve as models for the rest of the district. Once these effective professional learning environments have been identified, ASSET recommends creating “Professional Development Centers of Excellence” in high-performing schools. These Centers of Excellence are to be led by instructional coaches with the goal of training and supporting other schools' educators in the implementation of effective professional learning. ASSET recommends that Centers of Excellence focus on impacting struggling schools first, and then move to scaling effective professional learning district-wide.

GAUGING SUCCESS AND MEASURING OUTCOMES

To determine the success of this recommendation, ASSET recommends that the district engage in ongoing feedback with teachers and principals, analyze student achievement data for growth and improvement and implement working conditions surveys to gauge professional learning culture and support.

RECOMMENDATION 2:

- ▶ Create a Career Development Institute with differentiated teacher roles and a leadership track for effective teachers

PROVIDING OPPORTUNITIES FOR TEACHER LEADERSHIP

As the New Teacher Center illustrates in its 2009 report, *The Widget Effect*, districts across the country notoriously treat teachers as interchangeable parts of a system that does not differentiate roles or provide opportunities for significant leadership. Few districts offer meaningful career trajectory options that both keep effective teachers in the classroom and provide leadership opportunities for career advancement. The result is that many effective teachers may seek opportunities in other fields in which career development is not only encouraged, but expected.

A Career Development Institute, based on the work of Jane Hannaway and Brad Jupp, will provide leadership opportunities for high-performing teachers and prepare them for different challenges and incentives tied to teachers' unique skills, training and interests. Targeting these teachers for retention and advancement has the potential to systematically drive improved student performance.⁹ A Career Development Institute will provide new leadership opportunities for teachers without requiring them to move into administration. However, if a teacher aspires to an administrative position, the Career Development Institute experience will help facilitate a smooth transition. This initiative is a cultural change that will signal to all teachers the importance of teacher leadership. It will also use the talents of classroom leaders to improve performance across the district.

“Apart from pregnancy, child rearing, and retirement, the reason that teachers most often rated as important to their decision to leave was the pursuit of a different career... offering greater intellectual challenge and greater chance for upward mobility.”

— Jane Hannaway and Brad Jupp

CREATING THE METRO SCHOOLS CAREER DEVELOPMENT INSTITUTE

ASSET recommends that the Metro Schools implement a Career Development Institute to annually identify and recognize a cohort of the district's top 30-40 most effective teachers in the first four years of their career and prepare them for leadership opportunities. The voluntary program will expose participants to a year-long curriculum of leadership training, designed to develop the participants' capacity to work effectively with their peers, manage projects that target their strengths and tackle district- and school-level challenges. The Metro Schools Career Development Institute will be designed to allow participants to maintain their classroom assignments during the program.

⁹ Jane Hannaway and Brad Jupp, “Keeping Second-Stage Teachers on the Radar Screen: An Agenda for Recognizing High-Flying Teachers after Tenure,” from *Teaching Talent: A Visionary Framework for Human Capital in Education*, edited by R.E. Curtis and J. Wurtzel, February 2010, p. 165.

Completion of the Career Development Institute curriculum will culminate in the opportunity to take on various roles or opportunities. Examples of such opportunities include leading the school improvement planning process, developing curriculum, supporting or leading professional learning opportunities, serving on district initiative teams, recruiting teachers and serving on teams of turnaround specialists that target struggling schools.

As part of the Career Development Institute, ASSET also recommends that the district create a Summer Leadership Institute for the top 30-40 teachers with *more* than four years of experience. The Summer Leadership Institute will be used to channel effective veteran teachers into teacher leadership tracks. All leadership opportunities tied to the Career Development Institute, including the Summer Leadership Institute, will include an opportunity for additional compensation.

ASSET recommends that the selection process for Career Development Institute participants be based on measures of student performance and a nomination process involving principals, peer teachers and the Metropolitan Nashville Education Association (MNEA).

The institute will develop proven, effective teacher leaders who can: drive future professional development growth; lead district efforts to bring proven systems and approaches to scale; advocate for additional resources and funding needed to support these systems and approaches; and serve as the model for developing a selection process that identifies effective coaches, mentors, master teachers and other instructional leaders.

“[The Career Development Institute] sounds like my dream job. I don’t want to be a principal. I would like to find a way to learn more, do more, and still get to teach.”

—MNPS Teacher

GAUGING SUCCESS AND MEASURING OUTCOMES

To determine the progress of the Career Development Institute and its impact on teachers and students, ASSET recommends that the district track teacher retention by cohort, develop working conditions surveys with direct questions about career development opportunities and designate a staff person to run the Career Development Institute. Ongoing feedback from teachers and principals impacted by the Career Development Institute will be essential for fine-tuning the initiative.



RECOMMENDATION 3:

- ▶ Focus on instructional leadership to improve teacher effectiveness

CHANGING THE ROLE OF PRINCIPALS FROM BUILDING MANAGER TO INSTRUCTIONAL LEADER

School leaders are second only to classroom teachers in their impact on student learning. Principals affect every facet of a teacher’s career—from recruitment to selection, staffing to induction, development to retention. Historically, principals were charged with operating smooth-running school buildings. The focus on improving instruction was not part of principals’ job descriptions until recent years. Now, principals are expected to manage schools while also providing teachers with the support and guidance to improve instruction. Professional development for principals has not kept up with the changing needs of the job, and many principals are not trained to be effective instructional leaders.

IMPROVING INSTRUCTIONAL LEADERSHIP: THE DISTRICT’S PROGRESS

Metro Schools is already making significant investments in principal leadership and in utilizing the talents of principals to improve teacher effectiveness. The district has launched a pilot of instructional rounds, a research-based strategy from Harvard University that provides principals and district staff with the tools they need to recognize and evaluate effective instruction. The instructional rounds model also teaches principals how to provide teachers with recommendations for improvement. The district has also focused on recruiting principals skilled in instructional leadership. Furthermore, the district has engaged nationally recognized experts to assist in ongoing professional learning around instructional leadership for all principals in the district.

“The principal must assume many roles: building leader, education visionary, disciplinarian, community builder, budget analyst, facility manager, and guardian of legal, contractual, and policy mandates, but none is more important than instructional leader.”

— Jim Kelly and Allan Odden,
Strategic Management of
Human Capital

FOCUSING ON INSTRUCTIONAL LEADERSHIP TO IMPROVE TEACHER EFFECTIVENESS

This ASSET recommendation includes many facets. To ensure that current school leaders have the tools to improve classroom instruction, ASSET recommends that Metro Schools expand its pilot program in instructional rounds to all schools. This research-based program will provide the tools and training that principals and other school leaders need to recognize and evaluate good instruction, an essential component of instructional leadership.

Second, ASSET recommends that Metro Schools implement a program to develop the next class of effective principals and leaders. Targeted recruitment of the district's aspiring leaders is essential to developing a pipeline of effective leaders. The district can select and recruit effective future leaders by developing an Aspiring Education Leaders program. The program would be offered to promising teachers and assistant principals who demonstrate emerging leadership skills, and would provide the appropriate professional learning opportunities to develop these individuals into effective instructional leaders.

Third, ASSET recommends that the district implement a package of mandatory summer and winter Principal Leadership Institutes, based in part on the current professional growth options that the district is offering, for all principals and district staff who support principals. The institutes will provide information about research-based practices for improving student and teacher performance. Following the summer and winter institutes, principals will have access to more in-depth professional development in a variety of leadership tracts.

“Principals are the instructional leaders in schools. They set the tone that everyone else follows.”

—Metro Schools Teacher

This focus on instructional leadership will create a culture in which principals regard themselves as developers of talented educators who have control over and responsibility for the quality of the teachers in their schools.

GAUGING SUCCESS AND MEASURING OUTCOMES

ASSET recommends that the district engage in ongoing feedback with all principals and school leaders and develop and implement a working conditions survey to allow teachers to assess the effect of these initiatives on their leaders. Additionally, the district should track teacher retention and student growth as instructional leadership opportunities are expanded.



ASSET PHASE 2 OPTIONS FOR CONSIDERATION

ASSET recommends implementing the Phase 1 recommendations during the next 12 to 18 months, while the options for Phase 2 are being considered. Phase 2 will focus on improving preparation, recruitment and induction of talented educators. Additionally, Phase 2 will address how the state's teacher and principal evaluation system, currently under development, will be used to enhance human capital decisions. The Phase 2 options will establish the final pieces of a comprehensive and aligned system, focused on developing effective educators. Phase 2 will continue to evolve during the coming months as the district works with stakeholders to develop specific strategies. Phase 2 options for consideration are:

- Improve induction for new teachers and principals
- Work with preparation programs to improve training of future educators
- Improve strategies for recruiting and hiring new educators
- Use teacher and principal evaluation results to guide career decisions

IMPROVE INDUCTION FOR NEW TEACHERS AND PRINCIPALS

Expectations of success are cemented early in an educator's career. A supportive induction process, led by qualified mentors, will help create clear expectations and promote a positive culture of collaboration that will lead to career-long success. Strong school leaders are the cornerstone of a quality induction program. By using evaluations to identify an educator's professional development needs during induction, Metro Schools will enable educators to continue to hone their craft, based on the specific needs of their students.

WORK WITH PREPARATION PROGRAMS TO IMPROVE TRAINING OF FUTURE EDUCATORS

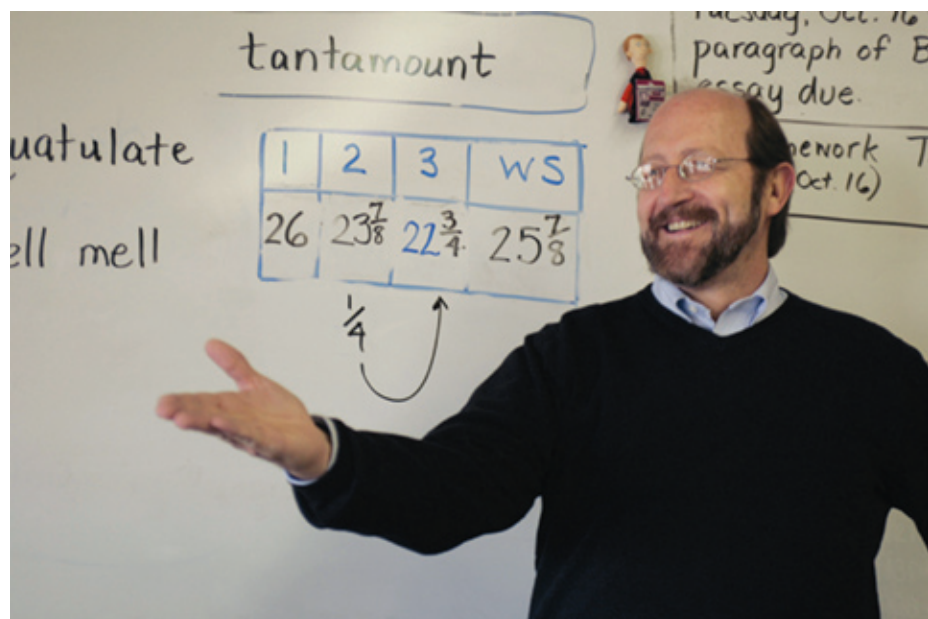
An excellent educator workforce comes from a diverse pipeline of sources and produces a diverse staff. By working in partnership with preparation programs (colleges, universities, and other teacher preparation programs), Metro Schools will help ensure that the level and type of talent being produced by these programs meets the needs of the district, especially in difficult to staff Science, Technology, Engineering, and Mathematics (STEM) fields and for English language learners (ELL) and students with special needs. Preparation programs will enable incoming educators to thrive within the district's aligned human capital system, which will improve culture and make the system stronger.

IMPROVE STRATEGIES FOR RECRUITING AND HIRING NEW EDUCATORS

The district can benefit significantly from a targeted recruitment strategy, based on district shortages and needs. Recruitment and hiring strategies that are in line with the needs of individual schools will help fill holes quickly and cause minimal disruption. Hiring and recruitment will also benefit from Phase 1 strategies to improve supports for teachers and to build a collaborative culture within the district. New educators will be more likely to accept a position in a school if it has a positive culture and policies that will nurture and challenge them as professionals.

USE TEACHER AND PRINCIPAL EVALUATION RESULTS TO GUIDE CAREER DECISIONS

The current teacher evaluation system for Metro Schools—and for most other districts across the nation—does not differentiate teachers based on effectiveness in the classroom. Tennessee is developing an evaluation system that will be based on effectiveness, and state law requires districts to use this system for decisions around professional development, compensation, career advancement and other human capital decisions. By linking evaluations and rewards to student performance, expectations will align with the district’s student-focused mission. It will also help identify which educators have the skills to serve as teacher and principal leaders and provide data that the district can use to develop future leaders.



Metro Schools is committed to implementing the ASSET recommendations in these two phases. These recommendations create the foundation for a comprehensive approach to supporting effective educators and will help improve student success throughout the district.

APPENDIX A:

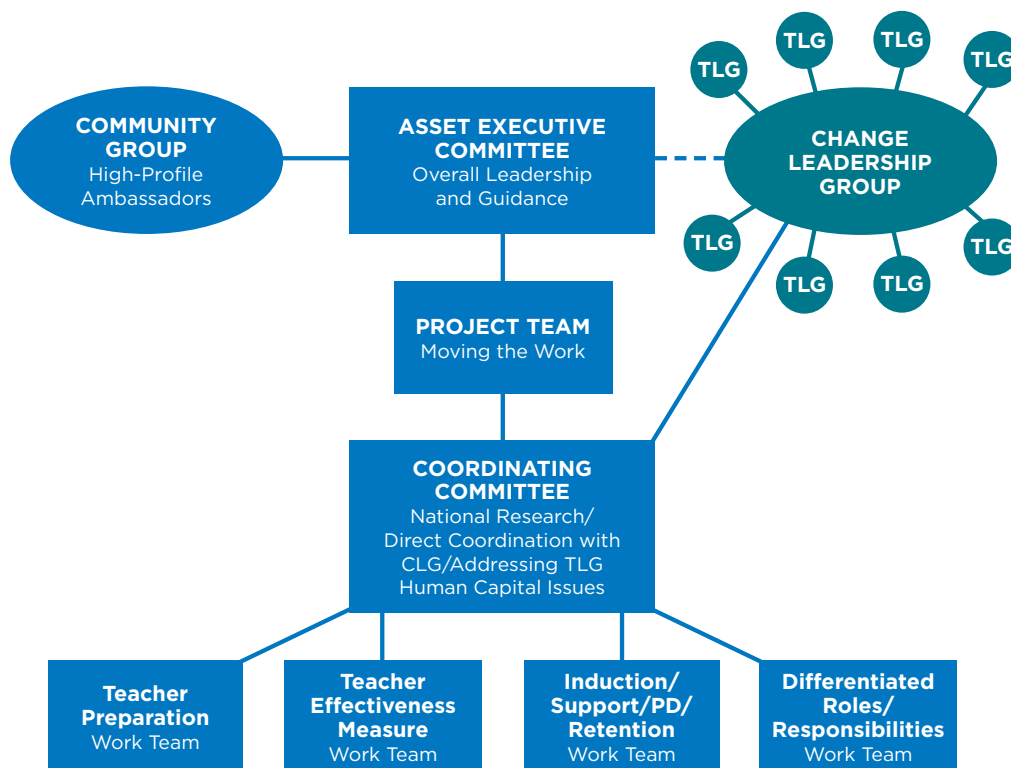
ASSET METHODOLOGY AND PARTICIPANTS

METHODOLOGY

Nashville’s Achieving Student Success through Effective Teaching (ASSET) is a partnership between the Metropolitan Nashville Public Schools (Metro Schools) and the Metropolitan Government of Nashville and Davidson County to transform how the district attracts, cultivates and retains effective educators. ASSET was initially convened as the human capital component of *MNPS Achieves*, a systemic initiative to improve the quality of education the district provides to all students. Following the release of this report, ASSET will continue to provide guidance and leadership on human capital issues as part of the district’s *MNPS Achieves First to the Top* Initiative.

The recommendations in this report were developed by dozens of Metro educators who served on various work teams and committees and a cadre of national experts who worked in conjunction with the work teams. The work teams included participants representing the Metropolitan Nashville Education Association (MNEA), Tennessee Education Association (TEA), School Board members, the Office of the Mayor and district leadership. National expertise came from the involvement and contributions of the New Teacher Center, The New Teacher Project, Stand for Children, Teach for America, the Annenberg Institute for School Reform at Brown University, the National Center on Performance Incentives at Vanderbilt University and many others.

ASSET WORK TEAMS AND COMMITTEES AND THEIR CHARGES



Executive Committee

The Executive Committee leads the work of ASSET. Co-chaired by Mayor Karl F. Dean and Dr. Jesse Register, the body provides leadership and guidance across the full initiative. The policy recommendations that emerge from the Work Teams and Coordinating Committee go to the Executive Committee for final consideration and action. The Executive Committee meets monthly.

Executive Committee members:

Jesse Register, *Director of Schools, Metro Schools*
 Karl F. Dean, *Mayor, Metropolitan Nashville and Davidson County*
 Linda DePriest, *Metro Schools*
 Chris Henson, *Metro Schools*
 Erick Huth, *Metropolitan Nashville Education Association*
 June Keel, *Metro Schools*
 Danielle Mezera, *Mayor's Office of Children and Youth*
 Matthew Springer, *National Center on Performance Incentives*
 Kay Simmons, *Board Member, Metropolitan Nashville Board of Education*
 Earl Wiman, *President, Tennessee Education Association*
 Julie Williams, *Principal, Maplewood High School*

Change Leadership Group (CLG)

The Change Leadership Group includes 100 district and community leaders who are working collaboratively on systemic school district reform as part of the *MNPS Achieves First to the Top* initiative. ASSET is one of the Transformational Leadership Groups (TLGs) that are leading the work in several key focus areas. The TLGs include: ELL/LEP Performance; Performance of Disadvantaged Youth; Performance of Students with Special Needs; Middle and High School Reform; Communications; Information Technology and Data Management; Central Office Organization; and Human Capital Development (ASSET).

Coordinating Committee

The Coordinating Committee was created to inject national expertise—including human capital and teacher effectiveness research and best practices—into ASSET. It has also assumed the work of the Human Capital TLG in order to synchronize and connect the ASSET Initiative to the district's Change Leadership Group.

The purpose of the Coordinating Committee is to: (1) augment and enhance policy recommendations that emerge from the Work Teams (and its recommendations for augmentation or enhancement are fed back to the Work Teams for review and consideration); (2) provide constructive criticism to strengthen the work; and (3) provide a connection to the CLG. Education First Consulting serves as a policy liaison between the Coordinating Committee and the Work Teams to assure accord and unanimity on policy development.

The Coordinating Committee is comprised of research, policy and advocacy experts from a broad array of national organizations with unique expertise in education human capital issues.

Coordinating Committee members:

- Ricki Gibbs, *Teacher, Paragon Mills Elementary*
- Pamela Sexton, *Teacher and Executive Board Member, Metropolitan Nashville Education Association*
- Bill Moody, *Principal, Two Rivers Middle School*
- Francie Hunt, *Stand for Children*
- Lindsay Wright, *Teach For America*
- Matthew Springer, *National Center on Performance Incentives*
- David Sigler, *Annenberg Institute for School Reform*
- Suzette Robotham, *The New Teacher Project*
- Harold Finch, *Metro Schools*
- John Haubenreich, *Mayor's Office of Children and Youth*
- Katie Cour, *Education First Consulting*
- Susan Bodary, *Education First Consulting*
- Shaun Yoder, *Education First Consulting*

Project Team

Designed to move the work on a day-to-day basis, the Project Team consists of key representatives from Metro Schools, the Mayor's Office and Education First Consulting, the firm secured by the Mayor's Office to lead this initiative. The Project Team meets on a weekly basis.

Project Team members:

- Linda DePriest, *Metro Schools*
- June Keel, *Metro Schools*
- Harold Finch, *Metro Schools*
- Danielle Mezera, *Mayor's Office of Children and Youth*
- John Haubenreich, *Mayor's Office of Children and Youth*
- Susan Bodary, *Education First Consulting*
- Katie Cour, *Education First Consulting*
- Shaun Yoder, *Education First Consulting*

Work Teams

The Work Teams serve to create and recommend policies specific to their given names: Preparation, Teacher Effectiveness Measure, Induction/Support/PD/Retention and Differentiated Roles/Responsibilities.

Teams are comprised of respected practitioners from the field, including teachers, administrators and other stakeholders. The Work Teams have been especially designed to “get underneath the hood” of human capital policies based on their experiences and make recommendations aimed at improving MNPS's human capital system

Teacher Effectiveness Measure Work Team (TEM)

Aligned to Tennessee's First to the Top Act, the TEM Work Team was charged with:

- Developing a common vision for and definition of effective teaching for Metro Schools.
- Working to identify major concerns and problems with the current teacher evaluation and observation process.
- Developing a new teacher effectiveness measure that consists of specific areas of measurement that are reflected in the agreed upon definition.
- Creating an improved evaluation process based on teacher effectiveness that clearly illustrates the teacher's role in improving his/her own effectiveness.
- Crafting an implementation plan for the new teacher evaluation system and teacher effectiveness measure.

TEM members:

Tina Stenson, *Research Coordinator, Metro Schools (Co-Chair)*

Julie Hopkins, *Principal, Buena Vista (Co-Chair)*

Paul Changes, *Director of Program Evaluation and Assessment, Metro Schools*

Pamela Sexton, *Teacher and Executive Board Member, Metropolitan Nashville Education Association*

Kay Stafford, *Executive Director of Elementary Schools, Metro Schools*

Earl Wiman, *President, Tennessee Education Association*

Support, Professional Development, Retention and Induction (SPRInt) Work Team

The SPRInt Work Team was charged with:

- Identifying major concerns and problems with the district's current induction, support and professional development processes.
- Outlining a new professional development process that is individualized to teacher needs.
- Considering differentiated career paths for teachers based on a teacher effectiveness measure and professional accomplishments.
- Outlining a process to support underperforming teachers.
- Developing an induction program for new teachers that provides intensive support for the first two years of teaching.
- Considering an implementation plan for a new professional development process that cuts across the entire district.

SPRInt members:

Ronald Powe, *Principal, Edison Elementary (Co-chair)*

David Moore, *Classroom Management Mentor Specialist, MNPS (Co-chair)*

Barbara Broadway, *Math Mentor, Maplewood High School*

Steve Chauncy, *Principal, Hillwood High School*

Forestine Cole, *TEA Uniserv Coordinator, Metropolitan Nashville Education Association*

Ashley Croft, *Teacher, Litton Middle School*

Victoria Greer, *Instructional Facilitator for Exceptional Education, Metro Schools*

Liz Jones, *The New Teacher Project*

Bill Moody, *Principal, Two Rivers Middle School*

Differentiated Roles/Responsibilities (DR/R) Work Team

Differentiated role and responsibilities for teachers is an important factor in keeping effective educators in the classroom. The Differentiated Roles and Responsibilities (DR/R) Work Team was charged with:

- Identifying major concerns and problems with the current compensation structure.
- Outlining a new compensation system that is based on differentiated roles and performance.
- Developing new opportunities to incent effective teaching based on a teacher effectiveness measure.
- Developing an implementation plan for the new compensation and incentive system.

DR/R members:

Dolores Burke, *Principal, McMurray Middle School (Chair)*

Alan Coverstone, *Executive Director of Charter and Private Schools, Metro Schools*

Suzanne Frensley, *Teacher, Hillsboro High School*

Ricki Gibbs, *Teacher, Paragon Mills Elementary*

Stephen Henry, *Vice President, Metropolitan Nashville Education Association*

Preparation Work Team

While Metro Schools does not directly operate or lead teacher education programs, the district stands as their primary costumer and holds a certain amount of leverage over programs in Nashville and across Tennessee. The Preparation Work Team was charged with:

- Identifying the characteristics of the best traditional teacher preparation programs.
- Examining and making recommendations on alternative pathways.
- Considering and recommending entry standards.
- Refining recommendations aimed at closely tracking graduates.

- Recommending an implementation plan for improving teacher preparation among partners that do business with Metro Schools.

Preparation members:

Junior High, *Director of Undergraduate Education, Lipscomb University*
Trevor Hutchins, *Associate Dean, School of Education, Belmont University*
Peter Millet, *Dean, School of Education, Tennessee State University*
Kim Paulsen, *Associate Professor, Vanderbilt University*
Esther Swink, *Dean, School of Education, Trevecca Nazarene University*

Community Group

The Community Group is a cadre of high-profile ambassadors who can speak to the work of ASSET through strategic outreach efforts to key community stakeholders.

Community Group members:

Camilla Benbow, *Peabody College, Vanderbilt*
Gari Cowan, *CAT*
Margaret Dolan, *Ingram*
David Fox, *Metro Schools Board Member*
Marc Hill, *Nashville Area Chamber of Commerce*
Francie Hunt, *Stand for Children*
Erica Lanier, *Parent Advisory Council*
Kristine LaLonde, *Metro Council*
Lewis Lavine, *Center for Nonprofit Management*
Robert Lipman, *Nashville Alliance for Public Education*
Cabot Pyle, *Cal Turner Family Foundation*
Suzette Robothem, *The New Teacher Project*
Brad Smith, *SCORE*
Renata Soto, *Conexion Americas*
Patricia Stokes, *Urban League*
Connie Williams, *Pencil Foundation*

APPENDIX B:

ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS OF THE DISTRICT’S HUMAN CAPITAL SYSTEM



	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
STRENGTHS	Nashville has several preparation programs/multiple avenues	<ul style="list-style-type: none"> • Excellent collaborative relationships between providers (Consortium) • Early practicum experience required • Focus on practical application • Faculty made up of practitioners with recent field experience • Good preparation for urban environments • Education faculty engaged • Using data within own programs 	<ul style="list-style-type: none"> • MNPS has a lot of candidates • Alternative paths (TNTP, TFA have a rigorous selection model) • Urban School Master’s program with VU/ Residency Model • First to the Top legislation requires preparation institutions to report on the quality of their graduates • MNPS allows alternative certification for high-needs subjects
WEAKNESSES	--	<ul style="list-style-type: none"> • Not as strong in middle school candidate preparation • Semester vs. year-long clinical experience variation among institutions • Not attracting many STEM candidates • Not able to authentically track teachers despite requirement 	<ul style="list-style-type: none"> • Emphasis on turning out a lot of candidates can affect quality of programs • Different preparation programs define teacher preparation differently; effectiveness of programs varies • Some of the programs may not be aligned to effective teaching practices • Not enough emphasis on using data to make decisions • Generally speaking, content expertise is not as highly valued in preparation programs as are general education classes
OPPORTUNITIES	--	<ul style="list-style-type: none"> • State standards are good • Nashville’s diverse community • Opportunity to retain teachers based on better placements and support • Opportunity to appeal to career changers 	<ul style="list-style-type: none"> • Excellence in preparation would be a good niche for a higher education institution • If combined output of graduates is higher than the number of available slots then could be more selective • MNPS has an opportunity to set the agenda by requiring high quality teachers from these institutions • Could expand recruitment with Vanderbilt • Not just a single source of teacher preparation; if one institution changes, others may follow • Could expand alternative paths • TNTP and TFA have partnerships with Belmont and Lipscomb

Table continued on next page



	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
THREATS	--	<ul style="list-style-type: none"> Cooperating teachers at the schools don't know how to effectively use candidates during their field work Lack of consistent, supportive cooperating teachers and principals for field placements Some tracks may be weak on content for middle and high school candidates State doesn't focus on middle school candidates MNPS inequity in partnering with some institutions Focus on "junior high" approach Some schools don't want teacher candidates MNPS placement of new teachers encourages attrition Schools not all be practicing research-based methods Teachers not collaborating enough in the schools Inability to track teachers with TVAAS; TVAAS reports are useless for preparation institutions Legislature is focused on grading universities Teachers with add-on certifications (which are based on passing a test) may not be qualified General attitude that anyone can teach weakens the field Trend to weaken state teacher standards 	<ul style="list-style-type: none"> Programs are big money makers for some of these institutions; may be less willing to overhaul them Vanderbilt has a reputation that it doesn't help out their own local district enough



	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
STRENGTHS	<ul style="list-style-type: none"> Ease of online application process Principals can access applicant pool online 	<ul style="list-style-type: none"> MNPS establishes minimum cutoff for applicants Many applicants Competitive salary and good benefits 	<ul style="list-style-type: none"> TNTP's role with online recruiting Dedicated university recruitment staff at MNPS Participation in job fairs Principals can hire their own teachers Incentives for teachers to announce retirement or resignation early (higher payout for sick leave days if you announce your intent to retire by 1/15)
WEAKNESSES	<ul style="list-style-type: none"> Timeline for recruitment, hiring, and staffing/ student projections are not effective/efficient Capacity of HR division to recruit Confusing application process - must apply directly with a principal as well as through MNPS 	<ul style="list-style-type: none"> MNPS not communicating its vision effectively to the public Schools are not collaborating around hiring MNPS not focused on growing its own teacher candidates in high school Perception that teachers don't get enough (consistent) support in MNPS Lack of proficiency among principals around using recruitment software Limited secondary school applicants No middle school HR director at MNPS No incentives to use as recruitment tools (housing, bonus, etc.) 	<ul style="list-style-type: none"> Job postings may not be current or correct District does not hold its own job fair
OPPORTUNITIES	<ul style="list-style-type: none"> TNTP Model Staffing Initiative 	<ul style="list-style-type: none"> Nashville Partnerships with universities Race to the Top Funding Charters/Magnets 	<ul style="list-style-type: none"> Discussions around early hiring have been supported by most stakeholders
THREATS	--	<ul style="list-style-type: none"> Negative perception portrayed by MNPS Appeal of other districts Risk of not getting re-elected for position Race to the Top and impact on teacher evaluations Voter initiatives to increase tax base have often failed Aging population of seasoned teachers/talent changes Instability of hard-to-staff schools TFA model - two year commitment is not long enough 	<ul style="list-style-type: none"> Timeline does not allow principals to have their master schedules in place at an early date (delayed by student projections) Calendars for school choice all different (magnet, open enrollment, etc.)



	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
STRENGTHS	--	<ul style="list-style-type: none"> • MNEA support • Coaches in school help with induction • District has staff who know how to support novice teachers • HR is able to electronically publish positions • Participation in job fairs 	<ul style="list-style-type: none"> • Some principals doing a really good job at getting new teachers on board • MNPS does not have to place all surplus teachers before hiring new teachers
WEAKNESSES	<ul style="list-style-type: none"> • No induction process for late hires • Lack of uniform induction process/no straightforward, streamlined approach; inconsistent induction • Basic initial support (IT, protocols) is lacking 	<ul style="list-style-type: none"> • Definitions and responsibilities of coaches in induction process are inconsistent • Mentors and coaches may be seen as not having the new teacher's back if reporting to administrators 	<ul style="list-style-type: none"> • Little to no communication between district and new staff • District lacks a recruitment strategy/ doesn't know what it's looking for • Many new teachers don't know what they are going to be teaching until the week school starts
OPPORTUNITIES	<ul style="list-style-type: none"> • University partnerships • Teach for America • The New Teaching Project fellows program • Other community partnerships 	--	<ul style="list-style-type: none"> • New director of schools • Not a controversial topic • Precedent of high-quality induction exists in other districts in the state
THREATS	<ul style="list-style-type: none"> • Funding 	<ul style="list-style-type: none"> • Image of teaching/the way the district is represented to the public/represents itself • Idea that teaching is a temporary job for recent graduates 	<ul style="list-style-type: none"> • Issues with teacher and principal preparation • Existing requirements around placing new teachers in less challenging environments (placement is based on seniority) • Hiring timeline



	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
STRENGTHS	<ul style="list-style-type: none"> • Common planning times have provided more job-embedded support (PLCs, coaches) • Emphasis on using data to improve instruction • Focus on collaboration, between central office and school allowing for flexibility, among teachers (cross-curricular and among peers) to provide support • Current evaluation includes future growth plan 	<ul style="list-style-type: none"> • PD tied to SIP • Central office PD funds have been passed along to schools • Flexible and different options for teacher evaluations (comprehensive and focus schedules) • Current evaluation Framework is research-based 	<ul style="list-style-type: none"> • Model Classroom work • Emphasis on data being used in evaluations with new legislation • Evaluation is occurring – especially for new teachers • Evaluations will be annual with new legislation • Some standardization/transparency with the Framework • Framework itself considered useful • In general, principals feel prepared to use existing model to evaluate teachers
WEAKNESSES	<ul style="list-style-type: none"> • Variation in current job-embedded PD/lack of consistent implementation/lack of job descriptions for coaches • Not enough support for teachers (new and veteran) • Need a focus on training on principals and coaches in implementing effective job-embedded PD • No evidence/data on implementation or usefulness of existing PD • Evaluations not done in a meaningful way; done out of compliance rather than a spirit of growth • Evaluations take too long and includes lots of paperwork; Confusing and too many components/forms • Domains are not specific enough; not enough areas to address all needs; not nuanced enough; no 360 degree view of teacher 	<ul style="list-style-type: none"> • Scheduling of joint planning times/meetings is ineffective; very difficult to get all the right people together at the same time • No clear definitions of what should be district PD and what should be school PD • No sustainability for ongoing PD • Does not address the needs of teachers who are already effective • Issues of subjectivity; no hard data; too objective; lack of standardization; no inter-rater reliability • Teachers and principals struggle to determine what the purpose is • Lack of accountability for administrators in performing the evaluations/ observations in a timely manner_ • No online version for performing evaluations; no data records other than paper copy • No electronic means of performing evaluations (handhelds, for example) • No way to address common needs from evaluations; can't pull data to determine needs; no district overview of the teachers' needs/ weaknesses • Educator buy-in 	<ul style="list-style-type: none"> • Need more central office capacity around assisting schools with job-embedded PD • Need clear retention plans and goals around teacher support • Timeline is essential; evaluations should lead to effective, implementable PD growth plan • No MNPS principal evaluation system • Only principals can do evaluations • Disconnect between instructional coach observations and principal evaluations • Evaluation doesn't impact teacher performance • Evaluations disconnected from professional development

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	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
OPPORTUNITIES	<ul style="list-style-type: none"> • Dr. Register is a member of the TEAC 	<ul style="list-style-type: none"> • University partnerships • Online resources • MNEA PD model and support • Connecting with local businesses to expand technology component (Dell) • Data Warehouse opportunities available to look at areas of weakness • Political will to get the right evaluations 	<ul style="list-style-type: none"> • State may be open to MNPS training its own evaluators • Teach for America's PD model • The New Teacher Project's PD model • Potential for state TIF grant • Flexibility for schools to implement their own induction plans • Teachers want to be evaluated • TFA focus is on professional growth • TAP model - in Knox County • Working Conditions survey • Opportunity to use instructional coaches in evaluations/growth
THREATS	<ul style="list-style-type: none"> • Overcoming mindset that PD is something that is done outside the building • Funding • Only one state evaluation trainer - no train the trainer component • Time and money - will require a lot of people to work on growth of teachers/training • Unclear what the purpose of the evaluation is - to terminate teachers or to evaluate growth? 	<ul style="list-style-type: none"> • State and federal mandates • Constant change in district focus for PD • Teacher and administrator mobility • Sense of imminent change is unsettling 	<ul style="list-style-type: none"> • Constant changing in school leadership • Lack of state capacity to train evaluators as part of professional growth • Perception that by focusing on teacher effectiveness there is an attack on teachers • Potential misuse of TVAAS data; potential for overuse in evaluations • Educator buy-in



	Identified by both teams	Identified by work team but not coordinating committee	Identified by coordinating committee but not work team
STRENGTHS	<ul style="list-style-type: none"> • Easy to understand 	<ul style="list-style-type: none"> • Contains steps • Rewards based on education levels • Honors years of experience • Provides support for National Board Certification, plus \$4,000 stipend • Rewards through stipends those who pursue additional responsibilities • Provides good benefits package • Gives principals ownership/autonomy • Provides 10-12 month payout option • Contains co-teach program, providing flexibility in staffing 	<ul style="list-style-type: none"> • Provides incentives for shortage areas
WEAKNESSES	<ul style="list-style-type: none"> • Not competitive • Rewards ineffectiveness/ rewards not aligned to student achievement gains; more responsibilities; leadership roles and placement needs • Rewards more education regardless of focus area and quality • Doesn't address career trajectory/no differentiated roles • Doesn't recognize effective teaching/no rewarding a job well done 	<ul style="list-style-type: none"> • Rapid plateau of salary schedule • Step increases/index calculations unclear • Equity issues in resources • No standard of living increase in three years 	<ul style="list-style-type: none"> • Encourages good teachers to seek administrator positions and leave the classroom because it's the only way to increase pay
OPPORTUNITIES	<ul style="list-style-type: none"> • Support for increasing teacher pay—give teachers a “professional” wage • National/RTTT trends toward differentiated pay for teachers • Growing attitude in the profession to reward teachers based on effectiveness 	<ul style="list-style-type: none"> • Push to increase productivity and performance for all teachers • Internally ensuring a collaborative environment through compensation and non-monetary rewards • Push to incent competent leadership who can motivate staff • Fostering freedom from mandates • Creating more “specialist” positions to support students, teachers and principals 	<ul style="list-style-type: none"> • Differentiated pay already in the MNEA contract • Mayoral focus • History of private funding for MNPS; Mayor's (and others') ability to garner funds for education • New Governor/Commissioner • Legislature makeup • Bargaining room for institutions of higher education
THREATS	<ul style="list-style-type: none"> • Financial shortfalls • Resistance to changing current system/fear of TEM 	<ul style="list-style-type: none"> • Piecemeal implementation of a broader plan • External stakeholder lack of understanding the plan • Reauthorization of ESEA • Implementation of First to the Top Legislation • New Governor/Commissioner 	<ul style="list-style-type: none"> • Some opposition to eliminating education steps and experience steps • Pressure from higher education to stick with current system because it encourages teachers to complete graduate-level coursework • Possible opposition to removing certification/alternative teachers • Legislative changes required to change alternative certification requirements