

THE 2017-2018 WORKFORCE DATA WILL BE RELEASED IN MARCH, 2018 ON THE SECURE SITE.

New data includes information around special education, performance and demand pay, and tenure.

School systems and school leaders develop a quality workforce through the following actions:

- **Recruiting talented educators:** recruiting and hiring high-quality educators who are ready for the classroom on day one
- **Placing educators:** placing educators in the grades and subject areas where they will have the greatest impact on student learning
- **Supporting educators and improving instruction:** supporting educators through meaningful observation and feedback practices and professional development that supports effective instruction
- **Retaining talented educators:** rewarding, promoting, compensating, and granting tenure to educators with strong student achievement results

This guide, a partner to the [School System Planning Guide](#), outlines key questions that will help districts use the 2016-2017 **Educator Workforce Reports** to reflect on and guide local workforce decisions, actions, and policies.

The 2016-2017 **Educator Workforce Reports (which were shared with school system and school leaders via the FTP in Spring 2017)** provide workforce data that may be used to inform decisions related to recruiting, hiring, compensating, promoting, retaining, and granting tenure to educators.

WORKFORCE DATA REFLECTION

EDUCATOR WORKFORCE OVERVIEW	
Reflection Questions	Trends
<ul style="list-style-type: none"> • In which subject areas and school types are there teacher shortages? • How will your district address short- and long-term teacher shortages? • Are minority and/or economically disadvantaged students taught at a higher rate by out-of-field/uncertified, inexperienced or ineffective teachers? If so, how will your district address any inequities observed in access to excellent educators? 	
RECRUITING AND HIRING	
Reflection Questions	Trends
<ul style="list-style-type: none"> • Is your district hiring program completers in the certification areas and schools with the highest need? If not, how could you work with preparation programs to change this? • Does your district have a sufficient number of trained mentor teachers to support new teachers – including teachers on practitioner licenses? 	

EVALUATING RESULTS	
Reflection Questions	Trends
<ul style="list-style-type: none"> In which grades and subjects are a high number of teachers positively impacting student learning, as reflected in their transitional student growth data (TSGD)? Why might that be the case (e.g., professional development sessions, initiatives)? What trends do you see in TSGD? Where are results strong? Where do they need improvement? How will you expand the impact of teachers with exceptional student results? Will they be considered for Teacher Leader and/or mentor teacher roles? How will you provide support to teachers who have consistently low VAM/TSGD ratings? What decisions need to be made regarding those teachers? How will you support principals in strengthening their goal setting, observation, and feedback practices so that they are better able to support and mentor teachers? <p>Note: The 2015-2016 Compass data (available in CIS)</p>	
COMPENSATION	
Reflection Questions	Trends
<ul style="list-style-type: none"> How does compensation in your district compare to your region and the state? Does compensation reflect or address workforce needs in particular subject areas and/or schools? Are the most successful teachers and school leaders rewarded for their positive impact on student achievement? What, if anything, could you change about compensation to address workforce needs and priorities? 	
RETAINING, PROMOTING, AND GRANTING TENURE	
Reflection Questions	Trends
<ul style="list-style-type: none"> Which teachers and school leaders are leaving your district? How will you address these trends? Are the individuals who are on track to earn tenure the individuals you would like to retain indefinitely? 	

ACTIONS

Based upon your review of the workforce data, list one to two high-impact actions you will commit to taking to strengthen your workforce for the 2017-2018 academic year and beyond.

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RESOURCES

The following resources will support districts in developing or strengthening partnerships with teacher preparation program providers.

- [Teacher preparation partnership resources](#), including a partnership assessment, sample MOUs, and a sample governance meeting agenda (*prepared by US Prep*)
- [Believe and Prepare Toolkit](#)