

Human Resources and Talent Management

GAEL Aspiring Principals Support Program
March 25, 2021

Facilitated by:
Candace Norton

A Principal's Thought Process...



Survey Says!

Strengths – Building relationships, first year support, induction, team building, difficult conversations, team building, documenting, interviewing

Help! – Recruitment, retention, coaching, defiant, stubborn and resistant staff, constructive and solid feedback, collaboration focusing on student achievement

Greatness – New teacher mentoring/induction, teacher leader cohort, peer observations with feedback (content chairs)

Afterwards – network of contacts, legalities, documenting unethical behavior, on campus PD, confidante

Staffing planning

Analysis

- How can a principal analyze the school's staffing plan?
- Does the staffing plan support the school district's goals and initiatives?

Enrollment

- What are the enrollment trends for the past 3-5 years?
- Do you agree with the enrollment forecast for the coming year?
- How will enrollment impact the staffing plan?

Allotment

- How does allotment compare to previous years?
- Is there a trend of increasing or decreasing allotment in any area?
- Will you plan to hold any points?

Schedules

- How do schedules and course offering compare to previous years?
- Is there an increase or decrease in certain course or programs?
- What are your class size parameters?

Achievement Data

- Did the current staffing plan yield the expected or desired results?
- What staffing changes will lead to increased student achievement?

Delivery Models

- What instructional/delivery model decisions will lead to increased achievement?
- How will this impact your staffing plan?

Stakeholder Feedback

- What are the staffing priorities for the faculty, PTA, School Council, and community?
- How much involvement will stakeholders have in creating the staffing plans?
- How will you handle competing interests?

Non-Negotiables

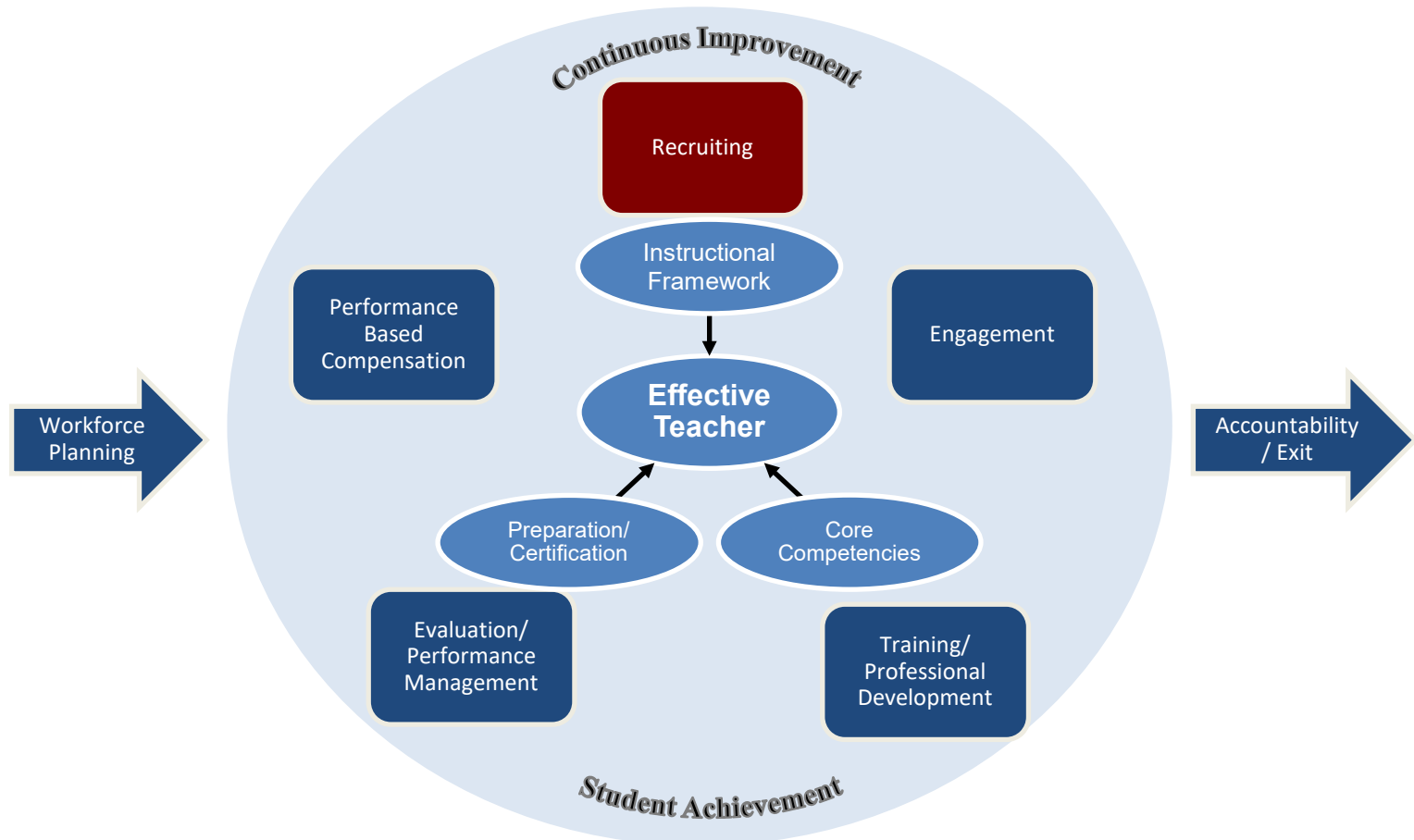
- What is non-negotiable?
- What are you willing to protect above all else?

Improvement Items

- What are the priorities for improvement and how will they impact staffing plans?
- What are you willing to give up in order to accomplish desired initiatives?

Recruitment

Talent Management Model



Top Reasons Hiring is Important

- High Performing Teachers like to work with other High Performers.
- Hire average teachers and attrition of your “exemplary” teachers will increase.
- Hiring smart can be a more powerful tool than retention!

Top Reasons Hiring is Important

- School districts have higher expectations for student achievement.
- Teaching applicants must be “professionally qualified” and effective.
- Applicants are more prepared than interviewers.
- School districts are beginning to focus on the people side of the equation.

Question 1

What is the most WIDELY USED
pre-employment test in America today?

Answer: **The Interview**

Question 2

What is the LEAST ACCURATE
pre-employment test in America today?

Answer: **The Interview**

Top Five Questions

Tell me a little about yourself.

What is your greatest strength?

What is your greatest weakness?

Where do you want to be in 5 years?

What is your philosophy of education?

Poor Odds with High Stakes

- Most Hiring Managers make their selection decision within the first **3** minutes of the interview. Source: Harvard University Study
- More than **75%** of turnover can be traced back to poor interviewing and hiring practices. Source: Harvard University Study
- If an untrained interviewer uses an unstructured interview format, then the probability of hiring the best applicant is less than **15%**. Source: Michigan State University Study



Improving Our Odds



THE BEST PREDICTOR
OF
FUTURE PERFORMANCE
IS
PAST PERFORMANCE.

Job Performance equals...

“Can Do” Factors + “Will Do” Factors



Both factors are essential to successful performance on the job. The teacher who has the ability (can do) but is not motivated to use it (will not do) is little better than the employee who lacks the necessary ability.

Let's change the process

What should be considered?

“CAN DO” FACTORS

- Experience
- Skill
- Training
- Education
- Classroom Management

“WILL DO FACTORS”

- Motivation
- Relationships
- Instructional Strategies

Selection Process

1. Identify Your Vacancy
2. Review Job Description
3. Set Screening Criteria
4. Screen Candidates
5. Prescreening Phone Call

Identify Critical Soft Skills

- | | |
|-----------------------|-----------|
| • Drive | Grit |
| • Self Awareness | Rigor |
| • Accountability | Impact |
| • Tenacity | Teamwork |
| • Empathy | Ownership |
| • Authenticity | Curiosity |
| • Ingenuity | Polish |
| • A fast learner | ?? |
| • A positive attitude | ?? |

According to Roland Barth, “the nature of relationships among adults in a school has a greater influence on the character and quality of that school and on student accomplishment than anything else.”

Selection Process

The “Paper” Screening

Resume

Employment Application

Certification Eligibility

Transcripts

Additional Info?

Resumes

Prepared by the candidate to highlight strengths and experience



Application Red Flags



- Insufficient education or experience to fulfill job requirements (e.g., certification)
- Significant unexplained gaps in employment
- Frequent job changes
- A downward spiral of jobs with less and less responsibility
- Blanks

Prescreening Phone Call

- A brief telephone call is a highly effective way to prescreen applicants.
- In a few minutes, interviewers can ascertain the candidate's background, experience, and continued availability.
- If both parties agree, an interview opportunity can be extended.

The Interview Process

- Interviews are designed to probe areas of interest in order to determine if the candidate can meet the needs of the organization.
- Most organizations rely on interviews more than any other procedure in the selection process.
- Yet, most interviewers are very poorly trained, which decreases the validity of the selection process.

Types of Interviews

- Structured interviews (i.e., the same scripted questions for each candidate)
- Patterned interviews (i.e., similar questions for each candidate)
- Stress interviews (i.e., interviewer assumes an aggressive posture to see how well the candidate responds to stressful situations)
- Behavior-driven interviews (i.e., the interviewer focuses on how the applicant previously handled situations – real experiences, not hypothetical)

Interviewing Skills & Techniques

- Establish and maintain rapport
- Listen carefully
- Observe nonverbal behavior
- Ask questions; candidate briefly teaches
- Provide realistic information (job preview)
- Take notes
- Summarize
- Allow for questions

Interviewing Skills & Techniques

Be prepared for.....

- Portfolios (e.g., electronic format, etc.)
- Candidate introductions
- Candidate questions

Realistic Job Preview (RJP)

- Provides the applicant with honest and complete information about a job and the work environment.
- Gives a clear picture of what the job will be like if the candidate is hired.
- When the job is objectively portrayed, allows candidates to make an informed decision about their suitability for the job.

Structured Interview

All candidates go through the same interview process (i.e., same opportunity to perform)

- Same questions
- Same process (e.g., time, interviewers)
- Same evaluation criteria

Major Benefits

STRUCTURED BEHAVIOR-DRIVEN INTERVIEW

- Increased interviewer comfort
- Improved documentation
- Viewed as professional
- Reduced likelihood of litigation
- Improved job performance

Behavior-Driven Interviewing

- Relatively new mode of job interviewing
- Comes to education from the private sector where it has been used for 15 years
- Premise is that the most accurate predictor of future performance is past performance
- 55% predictive, while traditional interviewing is only 10% predictive
- Better addresses “FIT”

Behavior-Driven Interviewing

- Requires applicants to relate experiences in previous teaching, student teaching, or field experience.
- A candidate who cannot explain how to assign grades on a writing project to you, cannot explain it to fifth-graders.

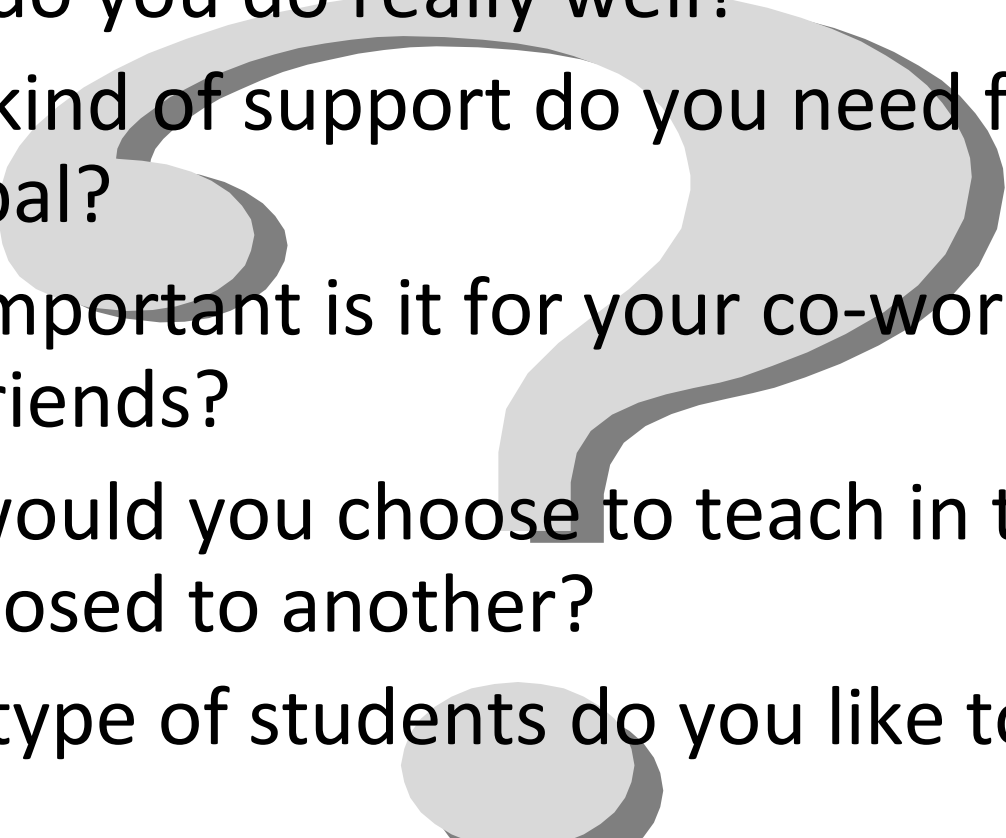
Behavior-Driven Interviewing

- Tell me about a time...
- Describe your experience with...
- How have you...
- What has been your approach...
- Curriculum
- Planning/Methods
- Classroom Management
- Parents
- Student diversity
- Professionalism

Mary C. Clement, “Using Behavior-Based Interviewing”

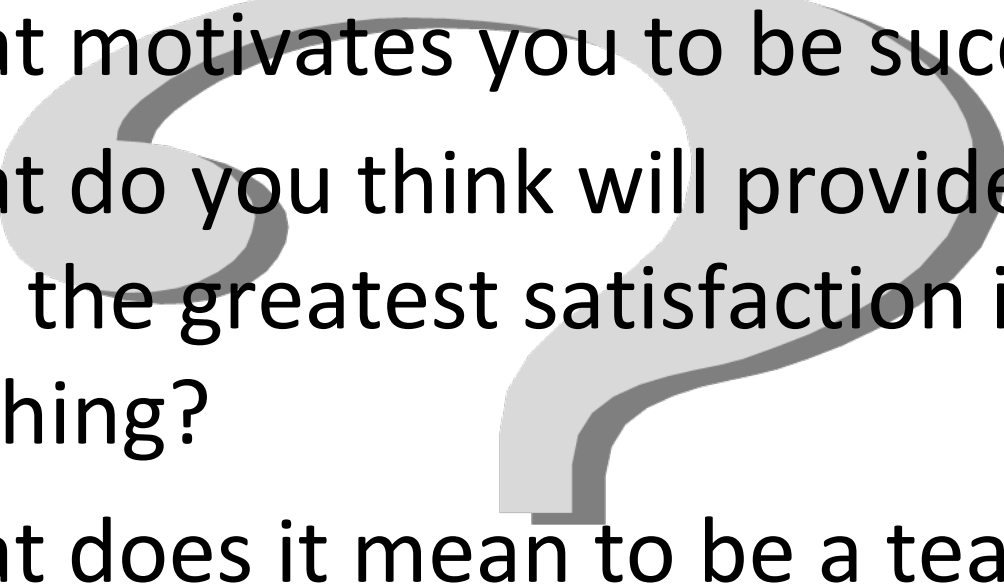
Interview Questions

FIT Questions

- 
- What do you do really well?
 - What kind of support do you need from your principal?
 - How important is it for your co-workers to be your friends?
 - Why would you choose to teach in this school as opposed to another?
 - What type of students do you like to work with?

Interview Questions

Motivation

- 
- What motivates you to be successful?
 - What do you think will provide you with the greatest satisfaction in teaching?
 - What does it mean to be a teacher?

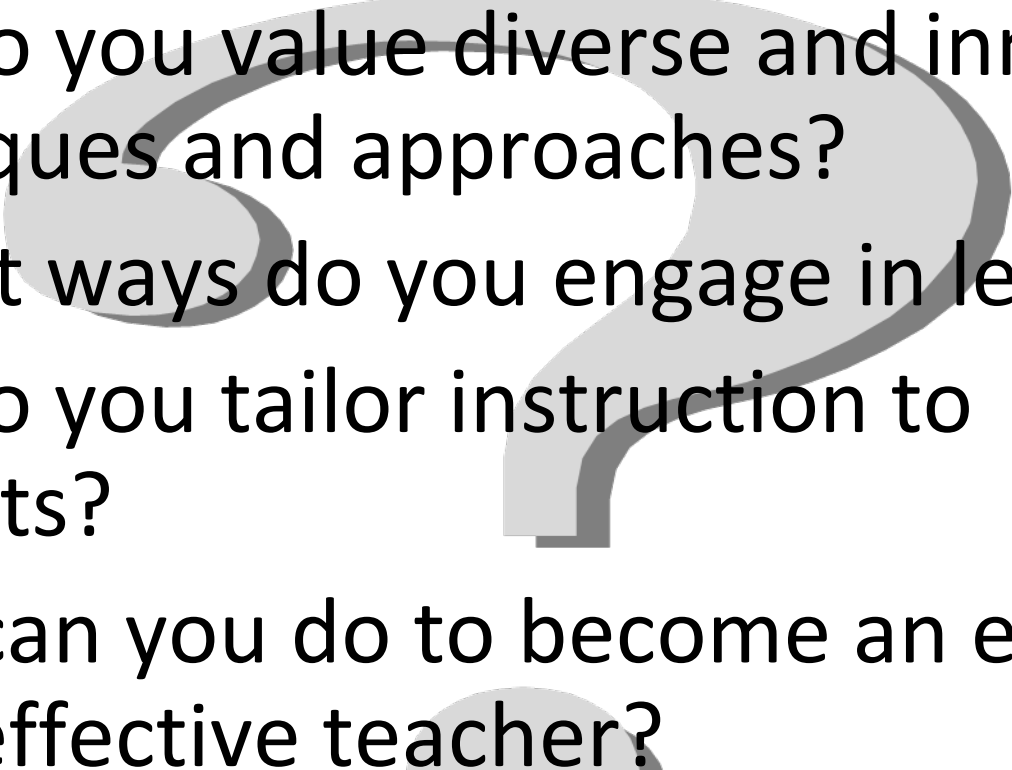
Interview Questions

Relationships

- What do you think is the ideal relationship that a student and teacher can have?
- What are the most important things that a teacher must accomplish during the first few days of school?
- Describe a successful partnership with a colleague.

Interview Questions

Instructional Strategies

- 
- How do you value diverse and innovative techniques and approaches?
 - In what ways do you engage in learning?
 - How do you tailor instruction to students?
 - What can you do to become an even more effective teacher?

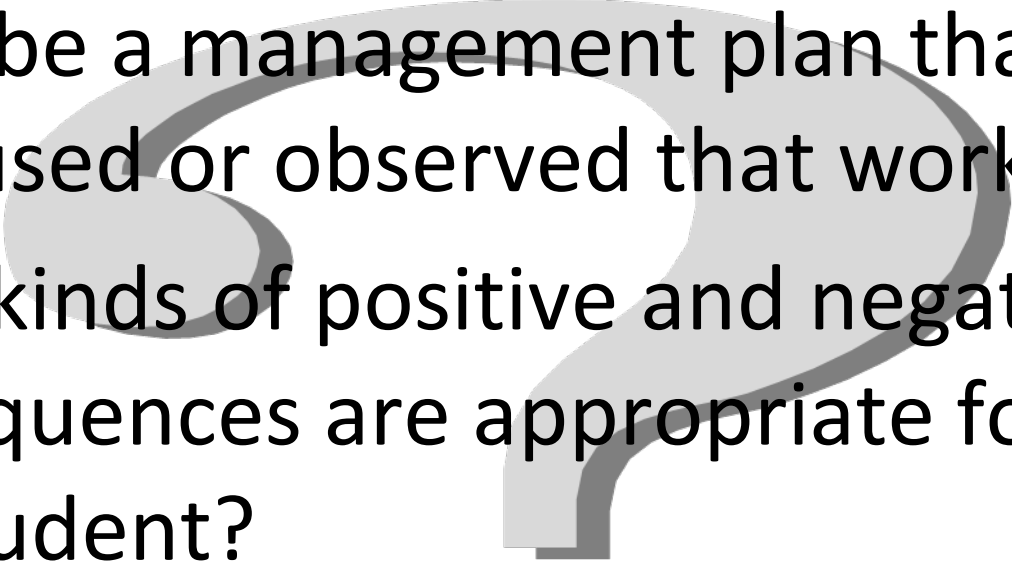
Interview Questions

Curriculum

- How are the common core standards for your subject area guiding your teaching?
- Describe a two-week unit you have taught?
- Tell us about reading strategies that you have used.
- How have you prepared students for Milestone testing?

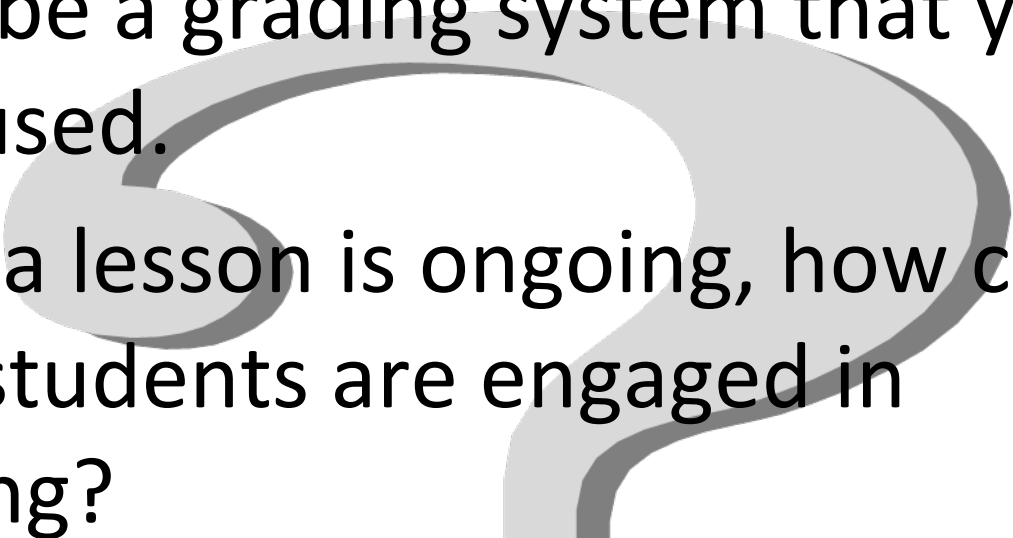
Interview Questions

Classroom Management

- 
- Describe a management plan that you have used or observed that worked.
 - What kinds of positive and negative consequences are appropriate for this age student?

Interview Questions

Assessment and Grading

- Describe a grading system that you have used.
 - While a lesson is ongoing, how can you tell if students are engaged in learning?
- 

Interview Questions

Look for...

PAR (Problem, Action, Result)

Tell me about a time when your lesson did not go as you planned and what you did.

- **Problem:** I was teaching 8th graders about problem solving, but I hadn't looked at previous problems.
- **Action:** I turned to the teacher's guide that day, but...
- **Result:** I learned to preview what students knew BEFORE I planned lessons.

Taking Notes

Tips...

- Inform the applicant you will be taking notes
- Slow the pace if necessary
- Use key words and phrases
- *Avoid judgmental or evaluative comments*



Rating Responses

Don't ask a question that you cannot evaluate!

Tips...

Use a point system - 4-point scale is popular

- Exemplary
- Proficient
- Needs Development
- Ineffective



Great Questions

Tell me about a problem you solved and how you solved it.

What are the failures that you most cherish?

What qualities you like least, and most, about your boss?

What one trait is most used to describe you?

Are you smart, or do you work hard?

What are you most passionate/curious about in life?

What do you enjoy doing in your free time?

What is the most courageous thing you have ever done?

Tell us about an accomplishment that defines you.

What song should play when you walk in a room?

Reference Checks

- Don't just depend on your HR Dept.
- Call, Call, Call!
- Talk with the candidate's former principal.
- What about APs and Department Chairs?
- Remember...past behavior is indicative of future behavior.

Avoiding Discrimination

What to avoid?

- Any pre-employment inquiries which express any limitation, specification or preference due to race, color, religion, sex, disability or age are unacceptable unless they are based on a bona fide occupational qualification (BFOQ).

Key Questions and “Look Fors” Activity

Key Questions:

What are some things you would change about your school?

What are you most proud of thus far in your career?

What do you love about your job? Not like about your job?

Imagine yourself 3 years from now; what might be different?

Key “Look Fors”:

Be sincere – love of kids. Ambitious, goal-oriented, self reflective.

Be honest about what you don’t know – yet.

Impress everyone in the school.

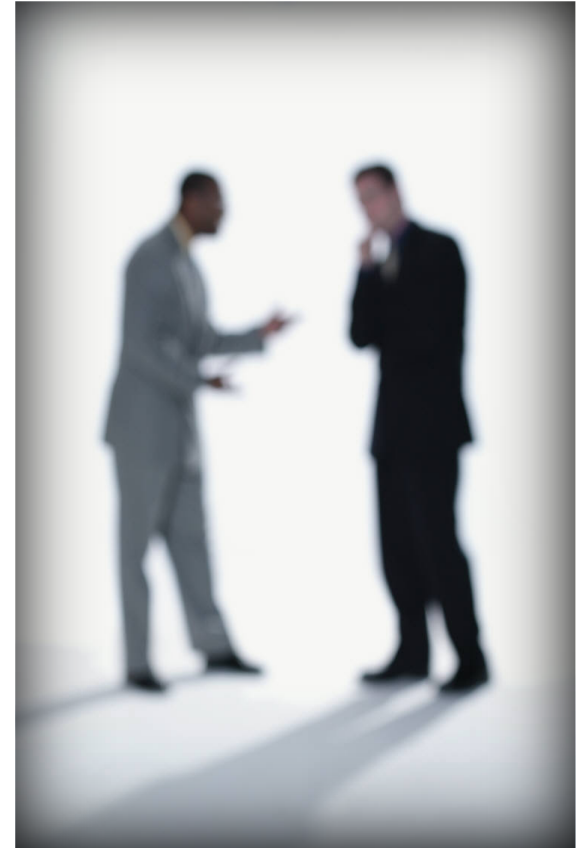
Bad mouthing is fatal.

Faking answers that they don’t know.

Inappropriate posts on social media.

Tell the candidate...

- Your timeline for hiring
- If extra-curricular activities are required
- About the induction program
 - Mentoring!



Extend the Offer

- Remember...there is NEVER an emergency in hiring!
- What you invest on the front end, will pay dividends on the backend.
- How much time do you spend with hiring v. documentation and non-renewal?

Setting the Stage

- If people feel they are making meaningful contributions to their jobs, their organizations, and society as a whole, they tend to be more engaged.
- The connections between what people do every day and the goals and mission of the organization is crucial to engagement.
- People want to be recognized and rewarded for their contributions. Rewards and recognition come in many forms.
 - The most important is the heightened sense of worth employees feel when their leaders take a few minutes to let them know that they are doing a great job and that their contributions are valued and appreciated.
- The right feelings lead to the right behaviors and these right behaviors fuel higher levels of performance.

What is Employee Engagement?

- An employee's level of commitment and involvement in the organization
- Willingness and ability to contribute to the organization's success
- Extent to which an employee puts discretionary effort into the work
- Acceptance of school system's vision, mission, and strategic goals as their own

Why is Employee Engagement Important?

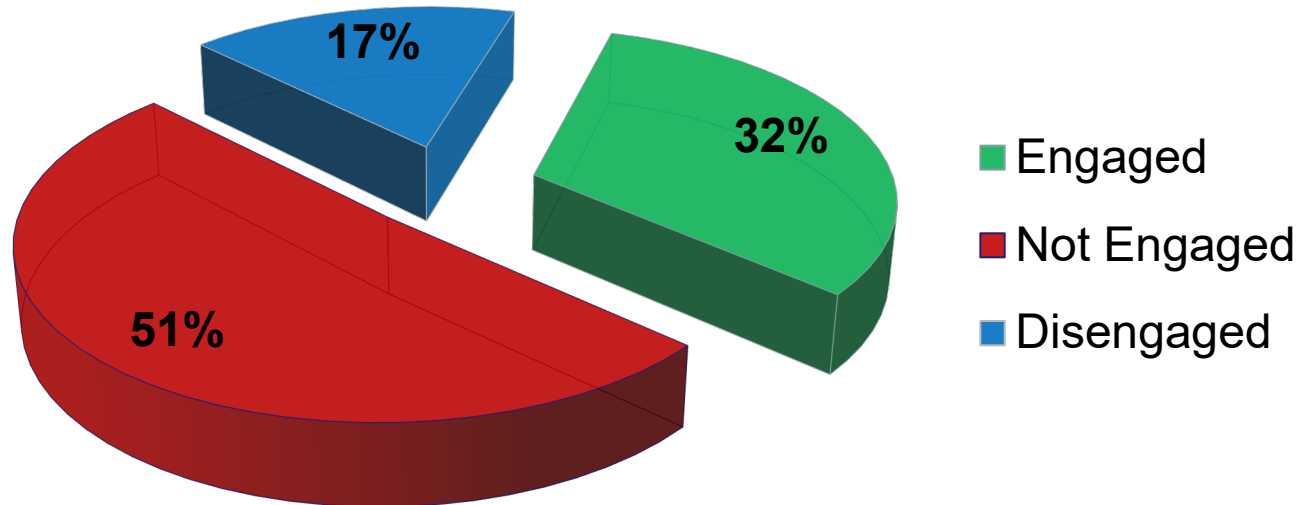
- People have become the primary source of competitive advantage.
 - Teacher Effect
- Retention and the war for talent
 - Employees want to work for organizations where their contributions are valued.
- Engaged employees are energized, passionate about their work, and maintain good attendance.
- Student performance increases when teachers are engaged.

What Attaches Employees to You?

- Ability to inspire loyalty and trust
- Character
- Attitude
- Credibility
- Knowledge
- Leadership and management skills
- Mentoring/coaching skills

Employee Engagement in Education

According to the Gallup Organization...



Qualities of Engaged Employees

- Work smarter, not harder
- Look for ways and opportunities to improve performance
- Willing to share information, ideas, and advice with others
- Look forward to work and sometimes can't believe they are being paid for the job that they enjoy so much

Who are the non-engaged employees?

- Concentrate on tasks rather than goals and outcomes
- Like to be told what to do
- Feel their potential is not being tapped
- Typically do not have positive relationships with their supervisors

Disengaged employees...

- Are disruptive and negative toward the organization and its mission
- Act out their unhappiness at work
- Undermine the accomplishments of engaged employees
- “Quit and stay” rather than resign and move on to other employment
- “Punch the clock,” but leave passion and energy elsewhere

Engaged vs. Disengaged Employees

Engaged employees remain in the job for what they *give*....

Disengaged employees remain with the organization for what they *get* (job conditions, growth opportunities, job security, paycheck).

What conditions must be in place to make employee engagement possible?

- Supervisors demonstrate their sincere interest in the well being of their employees
- Trust, that is built as a result of supervisors treating employees well and consistently
- Supervisors must commit themselves to the daily practices of coaching, rewarding, and managing performance.

Best Practices

Successful organizations make employee engagement an ongoing process.

Leaders can encourage engagement by:

- Helping employees establish a strong connection with work
- Clarifying organizational goals
- Paying attention to organizational culture
- Providing opportunities for professional development
- Making performance expectations realistic and clear
- Taking time to listen to ideas and concerns
- Explaining why decisions are made
- Allowing employees to participate in decision-making

Ten C's of Employee Engagement for Leaders

- Connect:*** Leaders must show that they value employees
- Career:*** Leaders should provide challenging and meaningful work
- Clarity:*** Leaders must communicate a clear vision
- Convey:*** Leaders clarify expectations for employees and provide feedback about performance
- Congratulate:*** Leaders give recognition

Ten C's of Employee Engagement for Leaders

- Contribute:*** Leaders help employees see how their contributions matter to the organization's success
- Control:*** Including employees in decision making creates trust and a culture of problem ownership
- Collaborate:*** Working in teams builds cooperation and relationships
- Credibility:*** Leaders help maintain the organization's reputation and demonstrate high ethical standards
- Confidence:*** Leaders should be exemplars of high performance standards, which creates organizational confidence

12 Core Elements

The Gallup Organization identified 12 core elements to assist supervisors with developing employee engagement.

Employees need:

- to know expectations
- materials and equipment to do their work
- the opportunity to do what they do best
- praise or recognition for good work
- to know their supervisors care about them
- encouragement for their development

12 Core Elements

Employees need:

- to know their opinions matter
- an organization mission that makes them feel their jobs are important
- colleagues who are committed to quality work
- best friends at work
- a supervisor who talks with them frequently about their progress
- opportunities to learn and grow

Common Practices of Engaged Teachers

- Instruction is guided by a preplanned curriculum
- Expectations are high for student learning
- Students are carefully oriented to lessons
- Instruction is clear and focused
- Learning progress is monitored closely
- Re-teaching occurs when students do not understand
- Class time is used for learning
- Routines are smooth and efficient
- Groups are formed to meet instructional needs
- Standards for behavior are clear
- Interactions between students and the teacher are positive
- Students receive incentives and rewards to promote excellence

Professional Qualities of Engaged Teachers

- Have exceptional knowledge of subject matter and instructional strategies
- Closely monitor student progress
- Maintain professional personal interactions with students
- Provide support tailored to the individual needs of students
- Build student self-esteem

ScienceDaily, 2009

Professional Qualities of Engaged Teachers

- Are enthusiastic and motivated about their work
- Expect that all students will be successful
- Are committed and resilient
- Have a love of children
- Build positive relationships
- Engender trust and maintain respect

Beliefs About Employee Engagement

- Engagement is not a short-term initiative
- One of the best ways to have highly engaged employees is to hire them!
- No one impacts the state of engagement more than an employee's immediate supervisor.
- Engagement means reaching the heart!

Hire the best...and support them!

“All good schools have one thing in common: good teachers. Top quality teaching fosters high student achievement and high achievers can harness their talents and energies and become successful, contributing citizens.”

The time between the offer and the first day of school...

Critical for Retention

- Invite the new teacher to new employee orientation/induction
- Help with information about the community, insurance, salary/benefits, who to call with questions, room assignments, etc.
- Assign a mentor teacher!

Engagement Case Study

As a school leader, what can you do to create a culture of employee engagement in your school?

Entry Plan – Establishing Priorities

Meet with as many campus and system staff and community:

1. What is the most important expectation you have of me?
2. If you were in my shoes, what would you do first?
3. What 3 things need to be done to make this the best campus?
4. Who are the most respected members on staff?
5. Who are the eternal stakeholders critical to future success?

Why Teachers Stay

- A feeling of connection
- Feeling valued
- Personal and professional growth
- Continuous learning
- Making a difference
- Can't afford to leave
- Fair pay and benefits
- “Quality+” Principal



Why Teachers Leave

- Leave leaders
 - Career advancement within the district
 - Underutilized skills
 - Job Stress
 - Leave unchallenging work
 - Lack professional growth
 - Greater compensation and benefits
-
- Fit
 - Long commute

Recognition

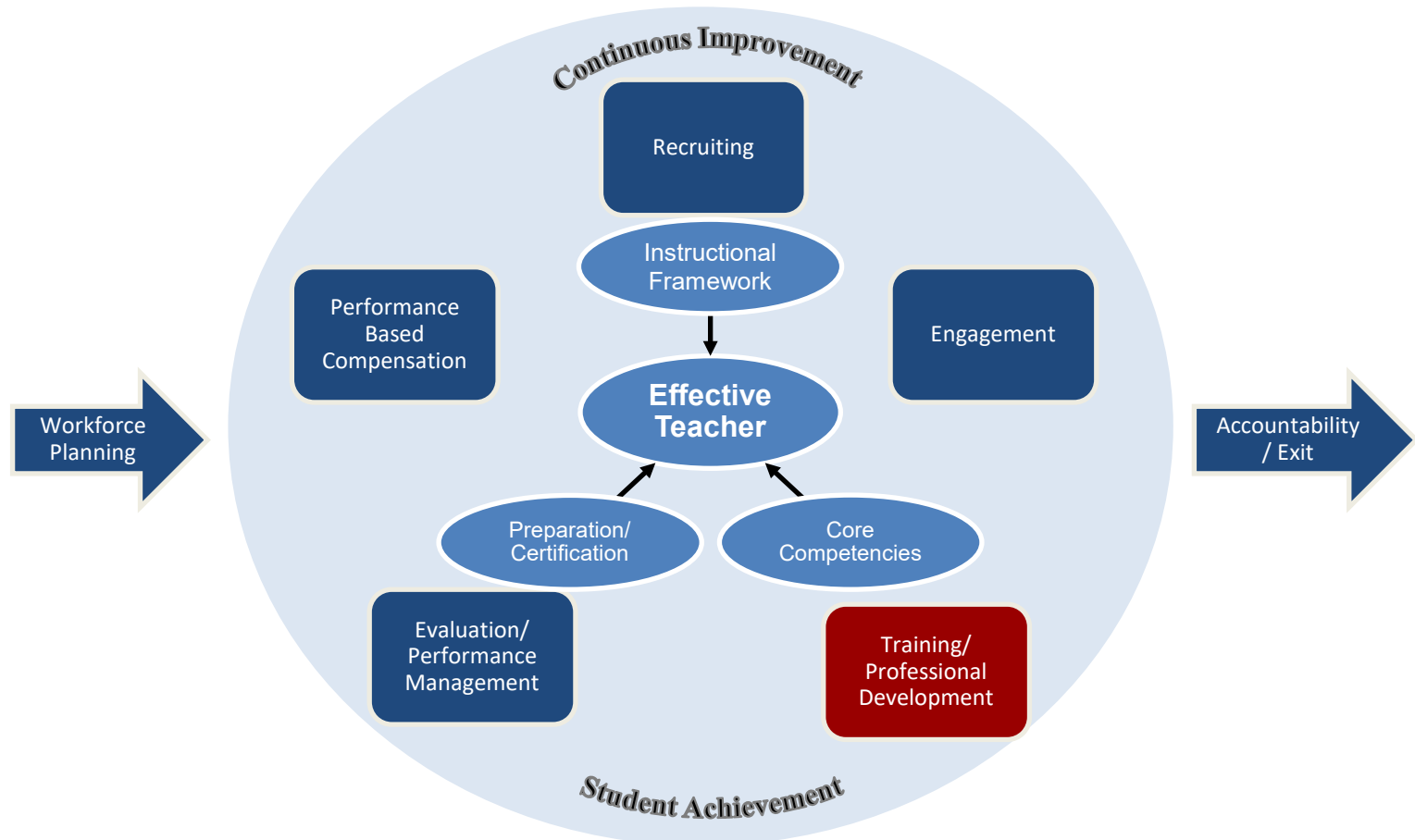


“People will forget what you said. People will forget what you did. But people will never forget how you made them feel.”

~Maya Angelou

Training/Professional Development

Talent Management Model



Professional Development and Training

Two (2) key factors that motivate teachers:

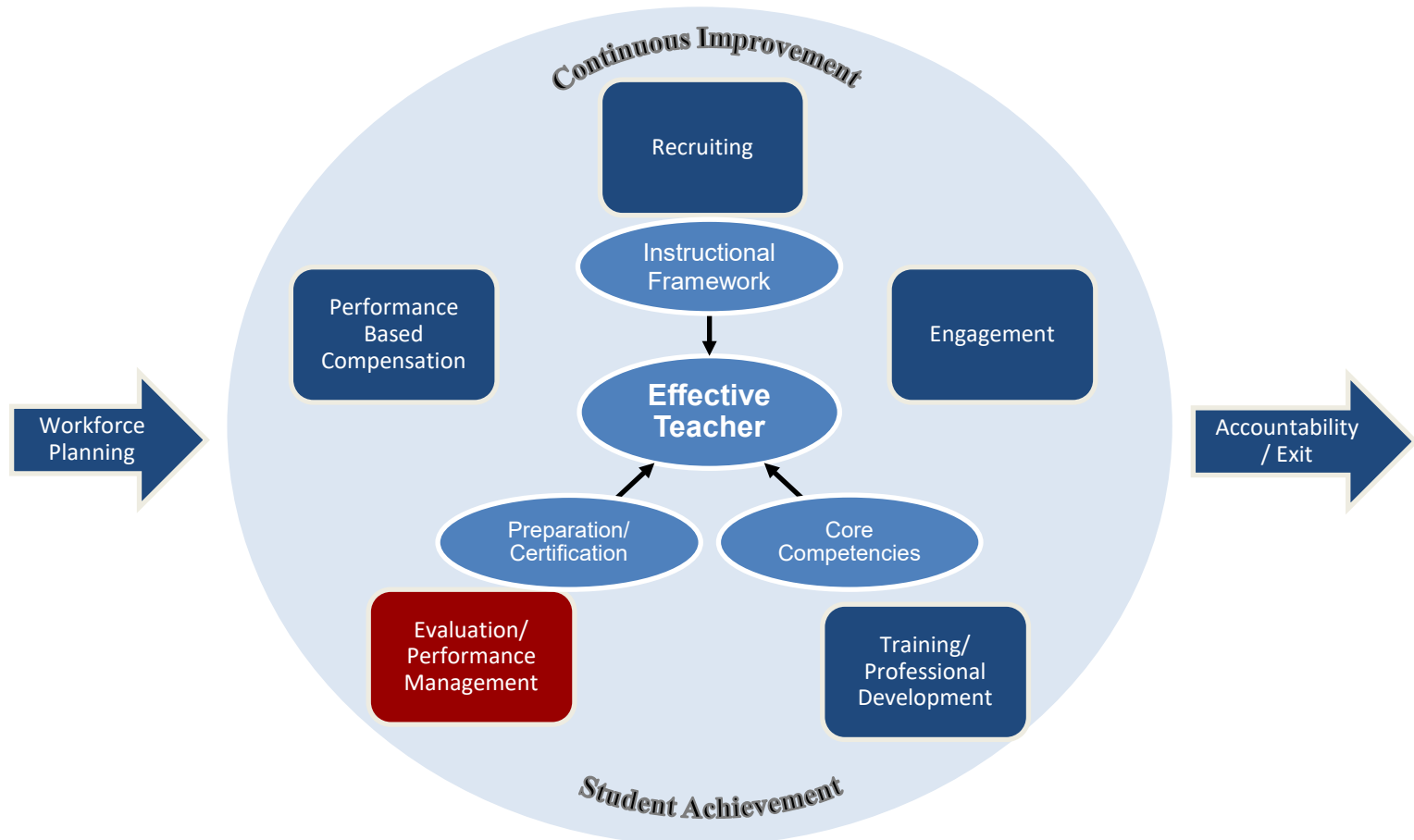
1. Seeing their students improve their academic achievement, and
2. Knowing their professional practice is getting better

Professional Development and Training

- Linking professional development and training to evaluation results provides a road map for training required to effectively enhance and improve expertise.
- Improving expertise motivates teachers.
- Motivated and engaged teachers improve student achievement.

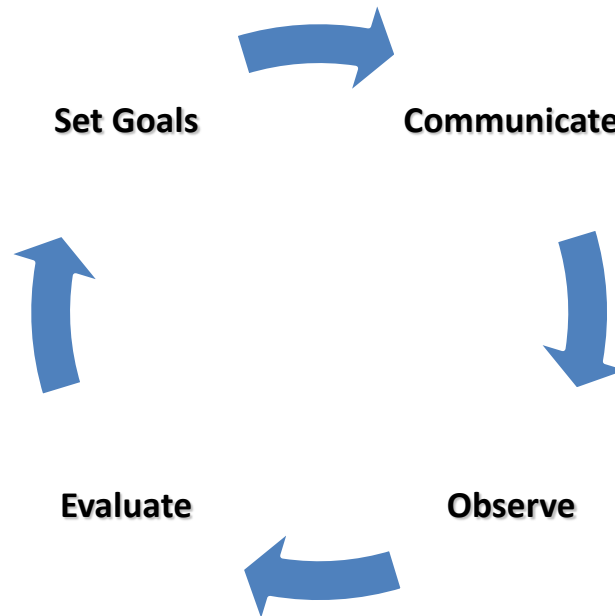
Performance Management

Talent Management Model

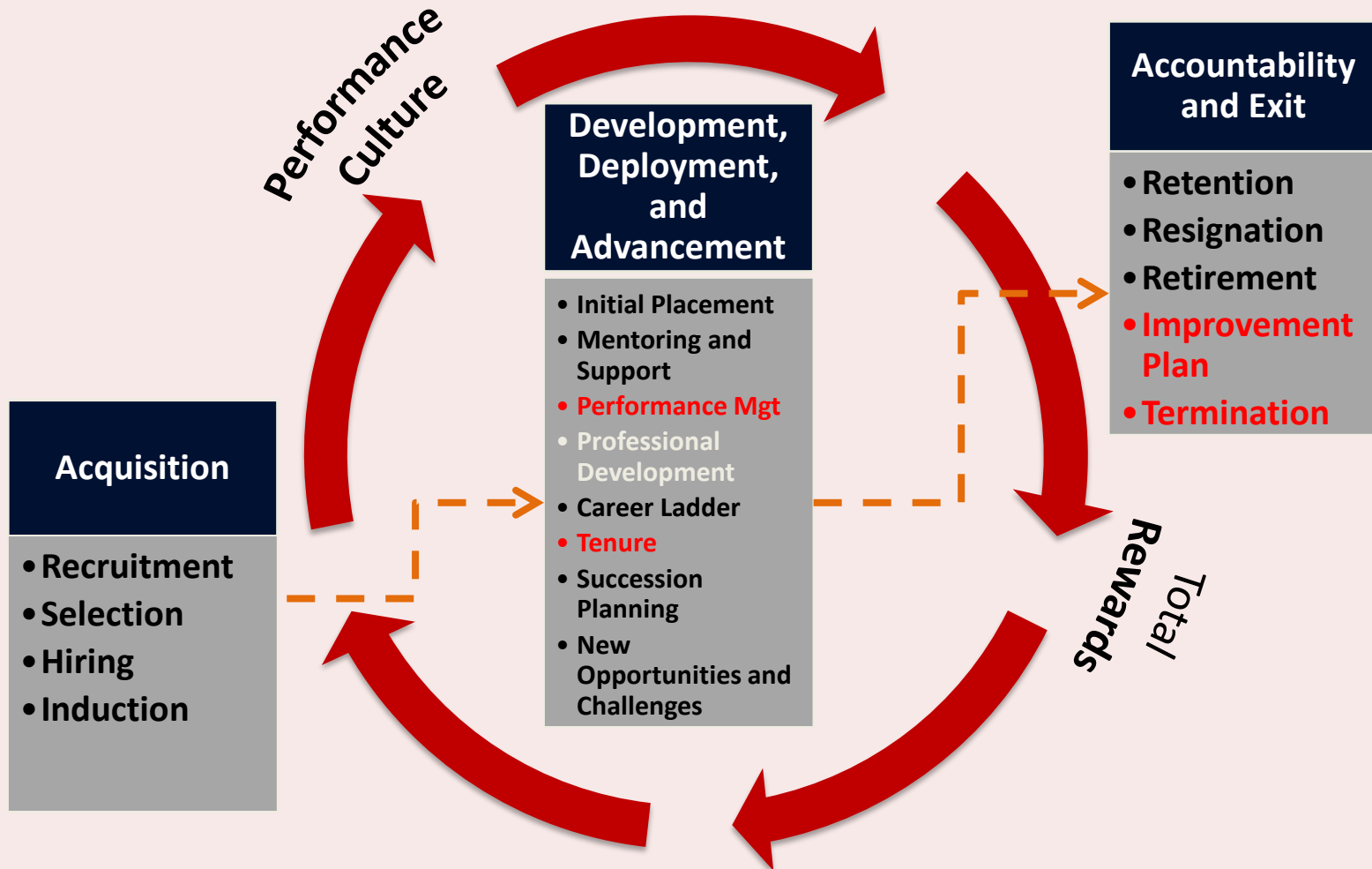


What is Performance Management?

A continuous, interactive process of setting goals/expectations, communication, observation and evaluation to support, retain and develop exceptional employees for organizational success.

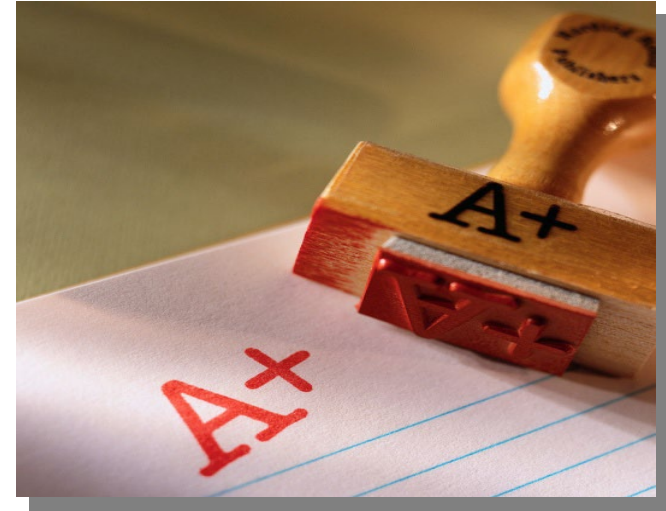


Employee Life Cycle



Why Manage Performance?

To reach the overall goal of increasing student achievement, you should:

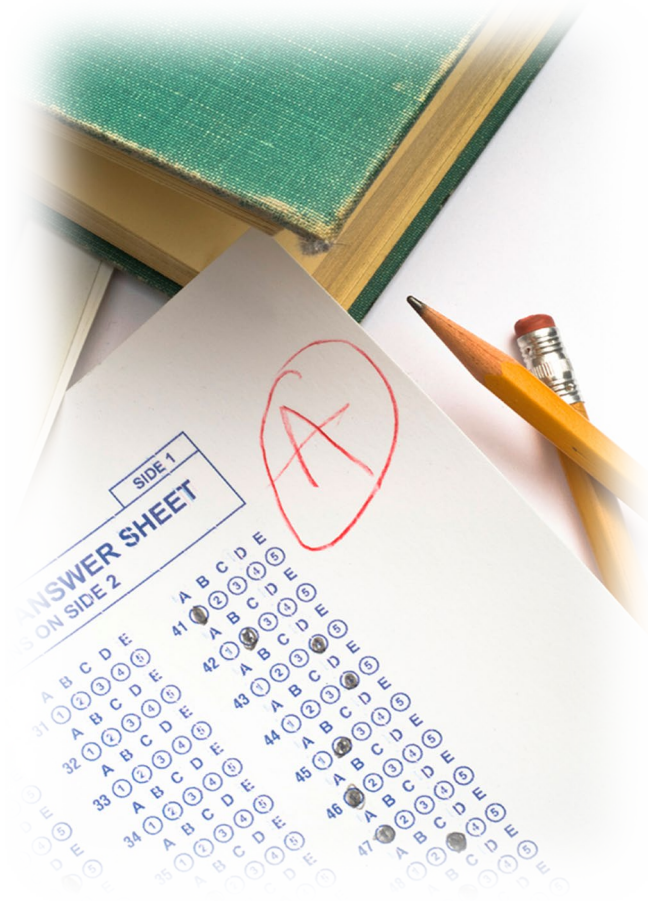


- Encourage and reward behaviors aligned with increasing student achievement
- Promote professional growth
- Redirect job responsibilities to align with this goal

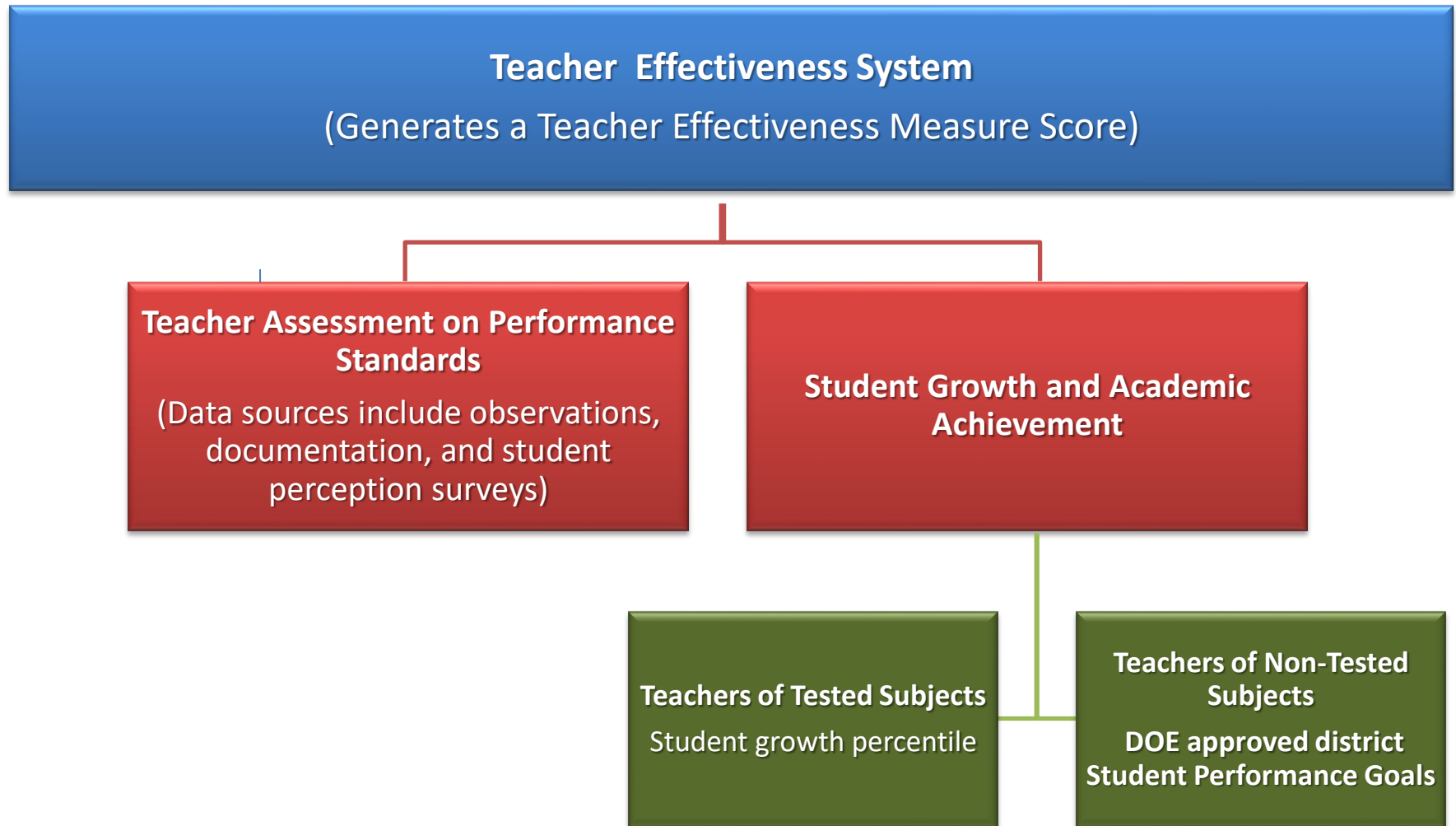
Performance Management Standards

All organizations set performance standards for employees. These standards include:

- Behaviors – What does an organization want an employee to do?
- Results – What does an organization want an employee to produce?



Teacher Keys Effectiveness System



Performance Standards

Teacher Standards	Leader Standards
Professional Knowledge	Instructional Leadership
Instructional Planning	School Climate
Instructional Strategies	Planning and Assessment
Differentiated Instruction	Organizational Management
Assessment Strategies	Human Resources Management
Assessment Uses	Teacher/Staff Evaluation
Positive Learning Environment	Professionalism
Academically Challenging Environment	Communication & Community Relations
Professionalism	
Communication	

Establish Evaluation Calendar



- Meet with the employee
- Set Goals
- Outline data sources that will be used in the evaluation
 - Observation
 - Brief Observations/Formative Assessments
 - Student Surveys
 - Student Achievement Data

Teacher Pacing Calendar

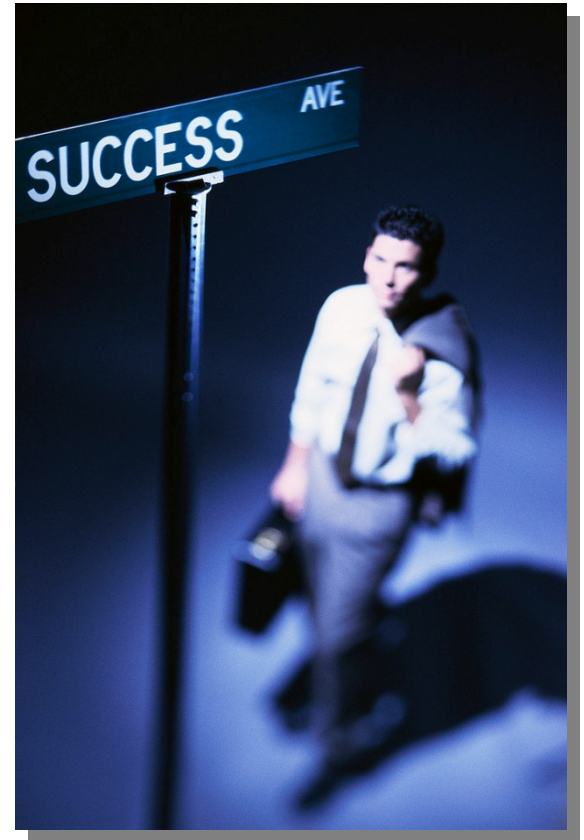


Leader Pacing Calendar



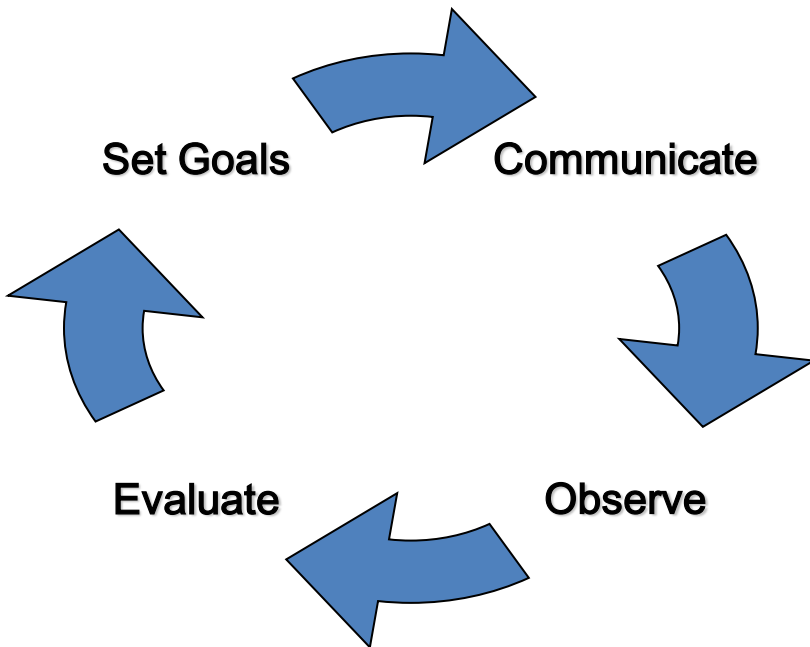
What do Employees Expect?

- Clear expectations
- Positive/constructive feedback on a regular basis
 - Observation Calibration
- Involvement in goal setting
- Fair and consistent treatment
- Sharing of information and resources



Setting Effective Performance Goals

S.M.A.R.T. Goals



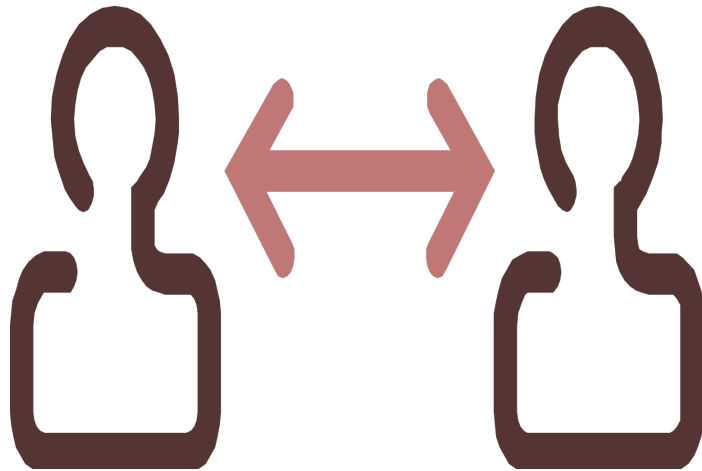
- **S**pecific – outlines exactly what is to be accomplished
- **M**easurable – able to evaluate
- **A**ttainable/Agreed Upon – objectives are attainable and agreed upon by supervisor and employee
- **R**ealistic – appropriate to position
- **T**imely – time line attached to achievement
- Aligned – associated to organizational goals
- Adjustable – able to modify when/if needed

Observation, Measurement and Feedback

- Regular, objective feedback about performance
- Evaluate progress toward goals & expectations
- Encourage input from multiple sources
- Adjust or change goals as needed
- Identify additional training/development needs



Employee Conferencing/Counseling



- Define what is expected v. what is happening
- Questioning the employee to identify the problem: execution v. comprehension
- Emphasis is on listening to the employee
- Discuss solutions
- Document the conference

Evidence-based Feedback

- Better Feedback for Better Teaching: A Practical Guide to Improving Classroom Observations
- Jeff Archer, Steven Cantrell, Steve Holtzman, Jilliam Joe, Cynthia Tocci, Jess Wood
- Move from focus on compliance to effectiveness; from canned feedback to specific feedback based on actual teaching evidence

Conference Strategies



Conference content - Make an outline

- Date, time, names of persons involved, witnesses, what happened, recommendations for improvement, date for next conference

Conduct the conference

- Timing, remain calm, be specific, anticipate employee response, refrain from using discriminatory statements, give employee opportunity for feedback, issue directives

Compile and share summary of conference with employee

- Employee signs summary indicating receipt
- Performance Journal

When and What to Document



When to document:

- After an incident occurs or area of concern is observed

What to document:

- All conferences
- Facts only: dates, times, events, actions, results
- Who, what, when, where and why...

Why Use Documentation?



- Evidence
- Improve performance
- Communication
- A record for personnel actions
- Notice to the employee
- Guidelines for future performance
- Training and development

Sources of Documentation



- Personal notes
- Memos to the employee
- Employee-originated materials
- Conference notes
- Letters of Direction
- Prior evaluations and PDPs
- Brief Observations/Formative Assessments
- Student achievement data

Sources of Documentation



- Policies, procedures, and regulations
- Prior disciplinary actions
- Job descriptions
- Employee attendance and punctuality records
- Complaints about employees
- Employee handbook
- Student Perception Surveys

Documenting Employee Performance Concerns



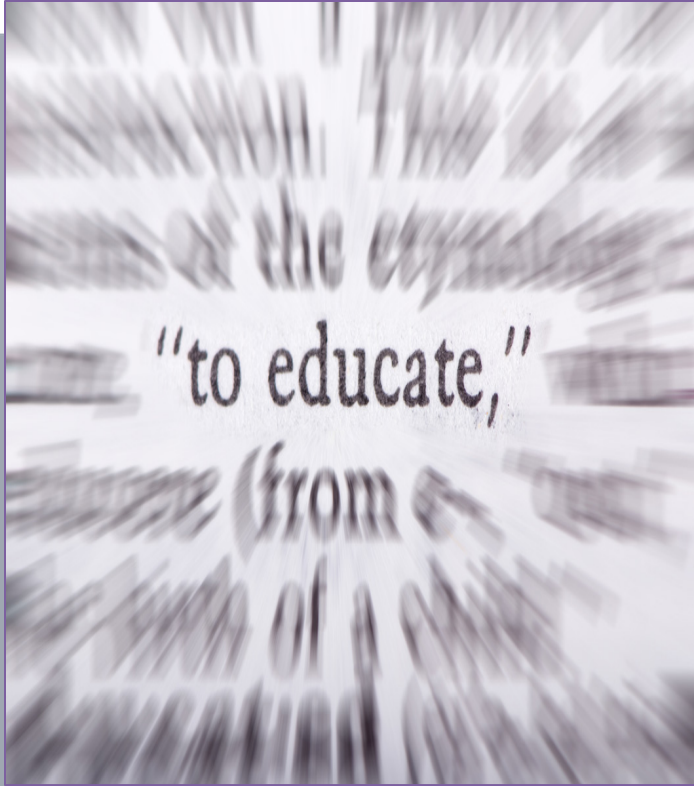
- Minimizes potential misunderstandings
- Preserves accurate sequence of events
- Provides notice to the employee of the problem
- Emphasizes the importance of the situation
- Can illustrate a pattern over time

Documenting Employee Performance Concerns

- Aids memory and prevents distortion of the facts
- Creates credibility
- Provides the reasoning and rationale at the time of the event
- Identifies training and development needs
- Improves performance



Letter of Direction



Content:

- “This is a letter of direction for your...(chronic absenteeism, improper use of sick leave, failure to follow procedures, etc.)”
- State specifics: when (time, date), where, what occurred, who, how, resulting damage, potential danger, rule(s) violated

Letter of Direction



- Brief history related to rule violation
- Action being taken
- “This written documentation will become a part of your annual assessment.”
 - CC: Personnel File
- “This is to verify that I have received a copy of this letter.”
 - Employee
Signature_____Date_____
 - If employee refuses to sign, have a witness indicate that the employee received a copy.

Suggestions for Written Communication

- Remove emotionalism from correspondence
- Use conference outline (if applicable)
- Be timely
- Use “I am directing...” or “It is my expectation...”
- Reference and quote policy manual, staff handbook, evaluation manual and administrative correspondence

Suggestions for Written Communication

- Be specific:

Vague	Specific
Numerous, frequently, often	Six times
Is frequently tardy	Was more than ten minutes late on January 3, 6, 22...
Rarely cleans the school	A check was made of your cleaning schedule on May 2, 5, 7, June 3, 6, 7. It had not been cleaned. This is after you had been explicitly told on April 5 to clean your entire schedule everyday.

- Use employee's statements
- Include offers of assistance

Suggestions for Written Communication

- Date all correspondence
- Check grammar and spelling
- Sign all correspondence
- Copy appropriate files
- Avoid lengthy narratives



What's the next step?



- If performance meets standards
 - Conference with the employee
 - Give positive feedback to encourage continued improvement
 - Continue with the evaluation process

OR

- If performance has not improved or worsened, ask

Questions to Consider before Recommending Disciplinary Action/Non Renewal



- Was this the first incidence of poor performance?
- Has the employee been provided an opportunity to improve?
- Is there evidence of improvement or no improvement?
- Is there a history of unsatisfactory evaluations?

Questions to Consider before Recommending Disciplinary Action/Non Renewal

- Has the employee been treated the same as other employees who have violated the same policy or practice?
- Has the employee shared his/her side of the story?
- Are there grounds for the employee to claim discrimination or retaliation?



Key Points

- Avoiding employee problems leads to long-term challenges for students, employees, supervisors, the school and the school district.
- Counseling employees that have performance concerns is part of your role as a supervisor.



Teacher Non Renewal

- Tenured vs. Nontenured
- Talk with Human Resources
- Prepare documentation
 - Non renewal information

Additional Resources

- HR Evaluation Calendar
- HR Evaluation Matrix
- Sample Letters of Direction

Brainstorming

Brainstorm with your group on additional ideas that your school could use to:

Recruit, engage, develop, evaluate,
reward and retain effective teachers.

