



Implementing S.B. 10-191 Provisions on Effective Hiring Practices:

Building Strong Instructional Teams Through
Effective Staffing Practices

October 2011



Agenda



▶ Introduction

Defining Mutual Consent

Principals' Role in Effective Staffing

Principals' Role in Retaining Staff

Principals' Role in the Displacement Process

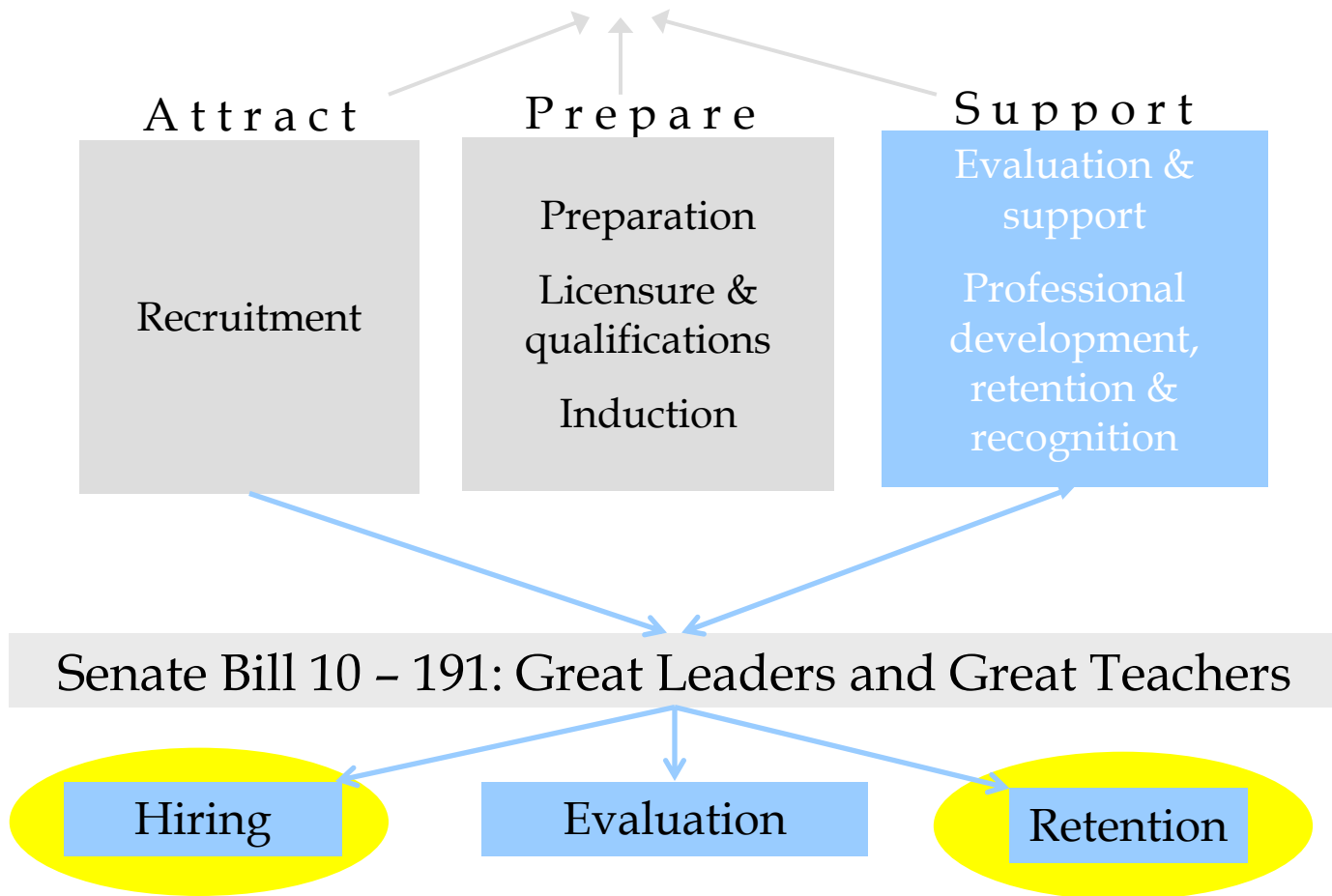
Implementing Effective Staffing Practices



The purpose of S.B. 10-191 is to ensure quality instruction through educator effectiveness.

Effective Educators in Colorado

Every student has effective teachers and school leaders





Objectives



Participants will:

- Be able to articulate the key components of mutual consent staffing.
- Be able to discuss how the benefits of effective staffing practices can build strong instructional teams.
- Be able to articulate what districts can consider when displacing teachers and how to support teachers in the priority hiring pool.



This workshop is intended to create a district leadership model where you will be expected to share what you learn today with others in your district.



This project is a collaborative effort between CLF, TNTP and five school districts of varying sizes and locations

Project Goals

1. Conduct an analysis of district policies, practices and data (human capital assessments) that will inform the implementation of effective teacher hiring practices.
2. Share best practices identified during human capital assessments.
3. Assist in improving the effectiveness of districts human capital strategies.
4. Provide districts with tools, trainings, best-practices and models to help build capacity to implement the hiring provisions of S.B. 10- 191.
5. Facilitate district collaboration to meet the needs of district leaders, teachers and students.
6. Give all districts access to resources designed to support implementation of mutual consent staffing in a smart way.

Adams 14

Weld County 6
(Greeley)

Weld County 8
(Ft. Lupton)

East Grand

Elizabeth



Take a few minutes to think about the current hiring practices in your district.



Current Hiring Practices

Type of placement	Responsibilities of Each Party			
	District	School administrators	School Staff	Candidate
New hire	<i>Ex.) provide and maintain application system</i>			
Voluntary transfer into open position		<i>Ex.) interview qualified candidates</i>		
Involuntary transfer			<i>Ex.) welcome new staff members</i>	
Swapping jobs (two teachers trade buildings and positions based information gathered in their EOY intent forms when no open positions exist)				<i>Ex.) complete EOY intent form</i>



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S.B. 10-191 establishes mutual consent hiring, ending the practice of forced placement.



Mutual consent provision within S.B. 10-191

For the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications and teaching experience support the instructional practice of his or her school.



Principles behind the mutual consent provision in S.B. 10-191

- All students deserve to be taught by excellent teachers.
- All teachers deserve the opportunity to agree to their teaching placement.
- All principals deserve the opportunity to select teachers best suited to their schools' needs.



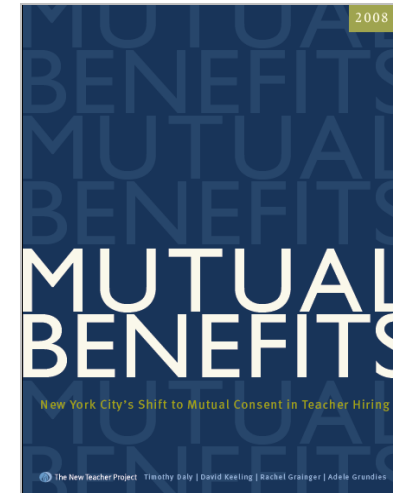
Mutual consent hiring benefits stakeholders at all levels of the education system.

- **Benefits at the district level**
 - Focuses recruitment efforts on finding the highest quality candidates
 - Enables HR staff to respond to principals' needs

- **Benefits at the school level**
 - Allows principals to build a team of educators that share a common vision
 - Assures principals that the candidates they are interviewing want to work at their school

- **Benefits for teachers**
 - Prevents teachers from being forced into assignments they do not want
 - Provides supports to teachers in finding the position that best fits their talents

- **Benefits to students**
 - Ensures students have teachers who want to be in their classroom
 - Aims to provide all students with effective teachers matched to student needs



"I think that schools are a sum of their parts. Good schools excel at collaboration – the principal, the teachers, the support staff all work together with one idea in mind [for] the kids. I want to be part of a school community like that so it was important that the principal and teachers saw me as fitting in with the culture of the school." –from a New York City teacher after securing a mutual consent placement



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S.B. 191 gives principals the responsibility for building strong instructional teams

Principals should:

- Ensure that interview committees consist of **at least two teachers** selected by the faculty in their school;
- **Train staff** involved in interviewing candidates on effective interview techniques;
- Apply **effective interview techniques**;
- **Get input** from interview committee members on candidates; and
- **Choose** the best candidate in all hiring situations.
 - Internal and external applicants must be treated equally
 - Force placements are no longer permitted



Available resources:

Colorado Legacy Foundation: [*Interview Tools and Resources: A Handbook on Implementing a Hiring Process to Attract and Select Outstanding Teachers*](#)



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With the implementation of S.B. 191, districts and principals must think differently about evaluations.

Important points for principals regarding evaluations:

- Meaningful for all staff, not just probationary teachers;
- Intended to be a tool to support teachers' development. They are no longer a compliance exercise; and
- Evaluations are the main instrument for determining who you want to retain.

Important points for districts regarding evaluations:

- Beginning February 15, 2012, evaluation ratings will be used when making staffing decisions including:
 - Hiring
 - Contract status to be granted (probationary or non-probationary)
 - Displacement
 - Cancelling of contracts under RIF policies



Resources available through:

- [Colorado Legacy Foundation](#)
- [Colorado Department of Education](#)



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Key terms to understand within the staffing provisions in S.B. 10-191.



Displaced teacher. – Any non-probationary teacher who is displaced from his or her position because of a drop in enrollment, closing of a program, turnaround, phase-out of a school, reduction in building. This does NOT include teachers who experience a cancellation of their contract due to a fiscal exigency.

Priority hiring pool. Displaced teachers who have non-probationary status and positive evaluation results are placed in a priority hiring pool where they are given the first opportunity to interview for available positions in the school district for which they are qualified.

Limited-term assignment. Displaced teachers who do NOT secure a new position through school-based hiring may be placed in a limited-term assignment such as a teacher assignment, substitute assignment, or instructional support role.

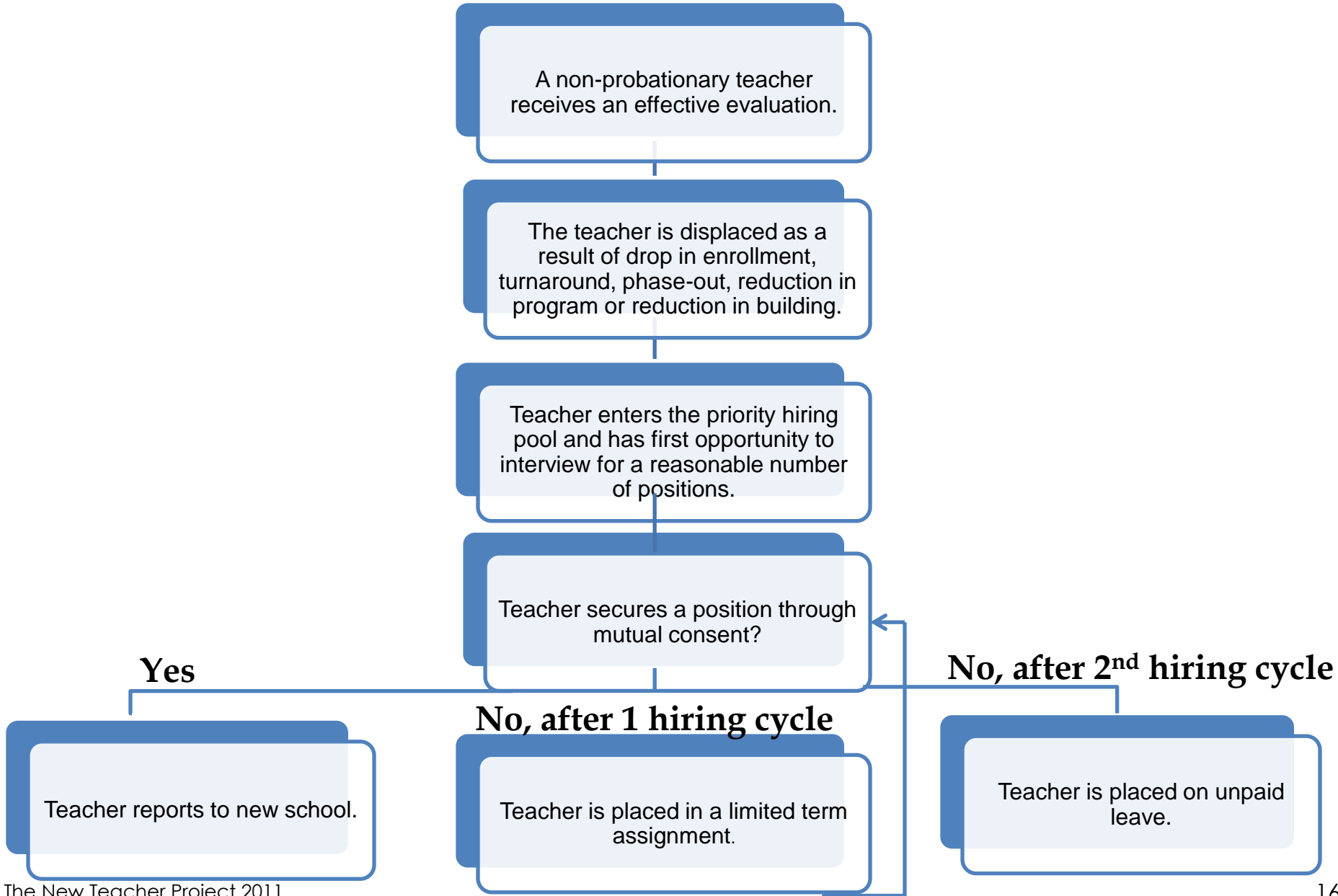
Unpaid leave. Non-probationary displaced teachers who do not secure a new position through school-based hiring within twelve months or two hiring cycles, whichever is longer, are placed on unpaid leave.

Reinstatement. Non-probationary teachers who secure positions within the district while on unpaid leave are reinstated at the salary and benefits level they would have been at if they had not been placed on unpaid leave.





Displacement Process





It is important for school leaders to understand the role of Human Resource staff in supporting teachers in the “Priority Hiring Pool.”

Eligibility for the Priority Hiring Pool

- Non-probationary teachers with satisfactory or effective evaluation rating in the prior year displaced by:
 - Drop in enrollment; Turnaround; Phase-out; Reduction in program; Reduction in building

Job search details

- Displaced teachers must apply for vacancies
- Displaced teachers in the Priority Hiring Pool have first opportunity to interview for vacancies for which they are qualified

Outcomes if new position not secured

- Displaced teacher are placed in a limited-term assignment if a new position is not secured through mutual consent
- They can be put on unpaid leave should they not secure a position through school-based hiring within 12 months or two hiring cycles, whichever period is longer



School administrators play many essential leadership roles in the work concerning displaced teachers.

Principal's roles include....

District leader:

- As appropriate, work with district stakeholders to create transparent policies for selecting and supporting displaced teachers.

Campus communication director:

- When necessary, communicate policies to all staff members so that teachers who are displaced understand their rights and responsibilities, and teachers who are not displaced view the process as "fair."

Hiring manager:

- Interview qualified teachers in the Priority Hiring Pool because they have records of effective service in your district.

Instructional leader:

- Recognize the value that displaced teachers offer the students on your campus. Be open and willing to work with teachers who may be sent to your campus on temporary assignments.



Activity

1. Use the information that you learned today to complete the back of the Hiring Practices worksheet.
2. Be prepared to share your answers.



Use the information that you learned in this webinar to complete the back of the table below.

New Hiring Practices Under S.B. 10-191

Type of placement	Responsibilities of Each Party			
	District	School administrators	School Staff	Candidate
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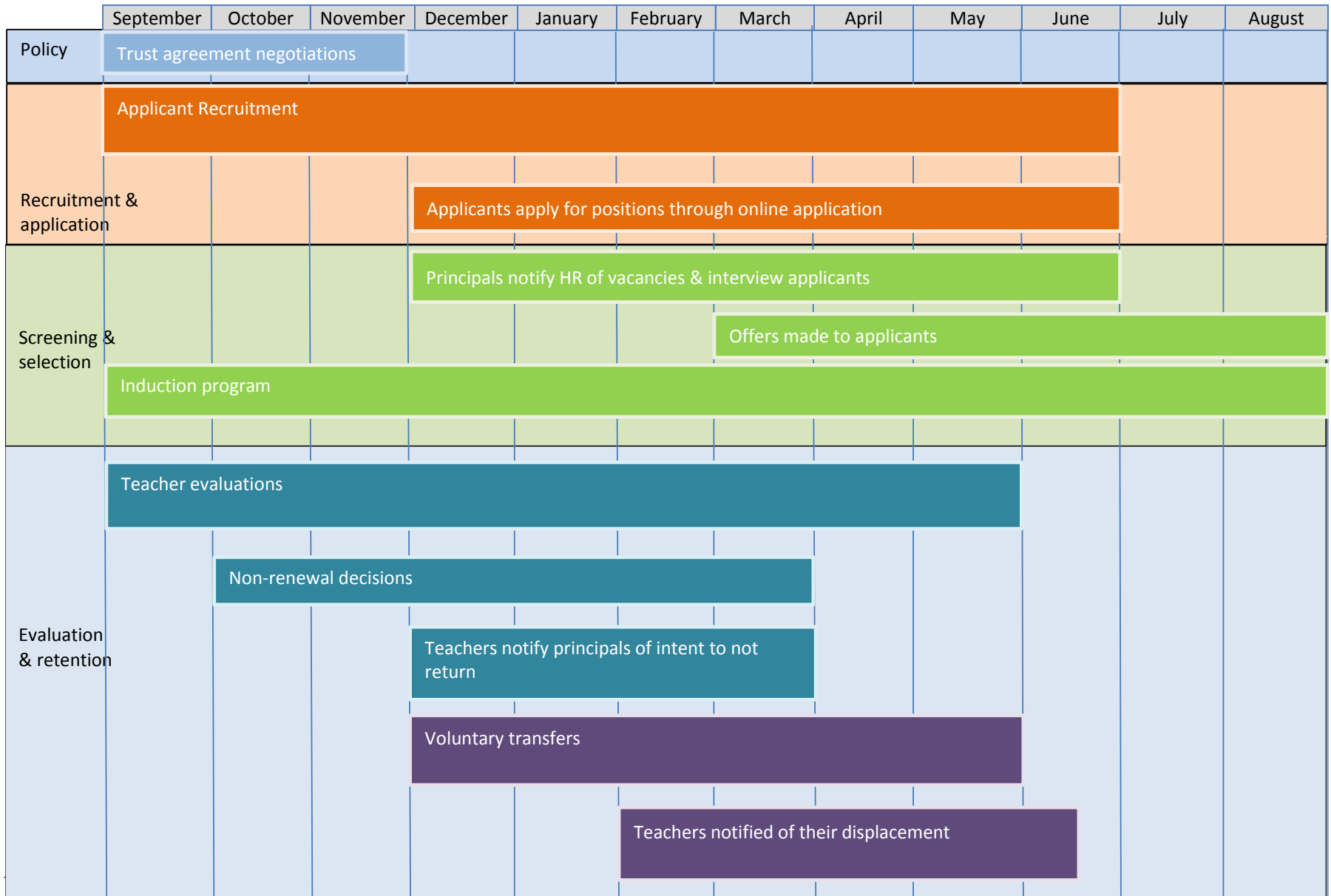
Principals' Role in the Displacement Process



Implementing Effective Staffing Practices



Timeline of events can determine when staffing decisions are made.





Modifying trust agreements or master contracts is the first step to implementing mutual consent staffing.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
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Policy	Trust agreement negotiations

Action Items

- Establish key definitions
 - Hiring cycle
 - Demonstrated effectiveness
- Revise district policy and provisions to align them with mutual consent provisions in S.B. 191.

Resources

[School District Guidance on Implementing Effective School Staffing Practices](#)

Working Group Outcomes Report



Recruiting and cultivating talent is key to having high-quality candidates available for interviews.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
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Applicant Recruitment

- Cultivate university partners
- Attend job fairs
- Cultivate student teachers
- Develop a pool screened applicants

Recruitment & application

Applicants apply for positions through online application

Action Items

- Create and implement an applicant communications plan
- Create standard messages to send to internal and external applicants
- Ensure that displaced teachers can apply for vacancies

Resources

[Guide to Effectively Communicating with Applicants](#)

[Handbook on Consistently Implementing a Hiring Process to Attract and Select Outstanding Teachers](#)



Making offers early allows principals to hire the best candidates and gives teachers time to prepare.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
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Principals notify HR of vacancies & interview applicants

Offers made to applicants

Screening & selection

Action Items

- Develop methods to identify vacancies before the new year
- Clarify for principals and teachers the process for interviewing displaced teachers and external applicants
- Ensure offers can be made by March

Resource

[Handbook on Consistently Implementing a Hiring Process to Attract and Select Outstanding Teachers](#)



Assessing teacher performance early in the school year creates opportunities to identify potential vacancies.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
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Teacher evaluations

Non-renewal decisions

Teachers are notified as early as possible that they cannot return

Teachers notify principals of intent to not return

Voluntary transfers

- Interested teachers must submit an application by the end of the school year

Teachers notified of their displacement

- Teachers in 'Priority Hiring Pool' have 12 months or two hiring cycles to secure a position before going on unpaid leave

**Evaluation
& retention**



Action items and resources for evaluation and retention decisions.

Action Items

- Non-renewal decisions are made as early as possible
- Principals should survey teachers starting in December to learn of their intent to return
 - Provide incentives for early notification
 - Penalize teachers for late notifications
- Define timeline for teachers to voluntarily transfer schools to limit late vacancies
- Create action plan to support displaced teachers
 - Need access to vacancy information
 - Ensure they know temporary assignment

Resources

Teacher evaluation resources

[Guide to Effectively Implementing a Priority Hiring Pool](#)

Other resources



Collaborate to identify solutions that will inspire the implementation of mutual consent staffing.



Directions for the Activity: Use the provided graphic organizer to create a step by step plan that your district can implement to overcome current barriers to implementing mutual consent.

Key components of an effective implementation plan

- ✓ Addresses underlying issues that are currently preventing effective staffing practices
- ✓ Contains a specific communications component
- ✓ Contains a clear timeline of events to secure all necessary changes to policies and provisions
- ✓ Provides appropriate training to staff affected by changes



Evaluation and Questions



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Teachers matter.

In the fight to eliminate educational inequality, teachers matter most. The New Teacher Project works with school districts and states nationwide to ensure that poor and minority students get outstanding teachers.

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In Focus

How Bold is "Bold"? Responding to Race to the Top with a Bold Teacher Effectiveness Plan
Secretary of Education Arne Duncan has called the Race to the Top education's "moon shot." The challenge is meeting this opportunity with a reform plan that matches its vision and ambition. TNTP offers state applicants a blueprint for what we believe will be foundational to any winning Race to the Top proposal.
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Publications

Read our latest research reports on educational reform.

- [The Widget Effect](#)
- [Mutual Benefits \(PDF 7.4M\)](#)
- [Unintended Consequences \(PDF 414k\)](#)
- [Missed Opportunities \(PDF 526k\)](#)

News & Press

11.10.09
News Reports Challenge States to Commit to Bold Reforms in Race to the Top Applications
As the Department of Education prepares to issue final guidance for Race to the Top, The New Teacher Project and The Education Trust call on states to be bold. Two new reports outline strategies for ending educational inequity by building a highly effective teacher workforce.
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For more information:

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