

ASSESS, BREAKTHROUGH AND CHANGE TOOL (ABC): TEACHER QUALITY

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS		DATA	DISTRICT ASSESSMENT	MANAGEMENT RESPONSIBILITY		
I.	Teacher Preparation & Recruitment	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)	Have Metric(s) (Yes/ No/ Don't Know)	District Assessment	HR Manages	List Other Department(s), if they Manage	HR Supports (Yes/No)
A.	Influencing Schools of Education	Rarely engages local Schools of Education or the State Department of Education to meet the hiring needs of the district	Notifies Schools of Education that graduates are being tracked but does not provide School of Ed feedback on their graduates	Tracks number and quality of graduates hired via pathway from each local School of Education and meets semi-annually to provide feedback on supply and demand issues to State and to Schools of Education	Bottom quartile teachers in first three years by subject, pathway and School of Education	100% of graduates of alternative pathways and Schools of Education reach top, second or third quartile based on student achievement by the end of their third year of employment					
B.	Maximizing Student Teachers	Provides student teaching opportunities but does not track student teachers to determine quality candidates or offer early contracts in shortage fields	Provides student teaching opportunities and monitors for high performing student teachers	Carefully tracks student teachers and offers high performing student teachers early offers in shortage fields	Number of student teachers by subject, diversity, shortage fields and performance level	100% of top performers in critical shortage fields (based on interview scores and Principal recommendation) receive early contracts					
C.	Utilizing the Research on Certification and Student Achievement	Requires all candidates to show certification eligibility prior to consideration-does not consider alternative certification candidates	Provides alternative certification routes but does not monitor programs for quality of graduates	Partners with alternative certification providers (e.g. Teach for America, U Teach, TNTP, or local programs) to ensure quality, diverse candidate pool and sufficient critical shortage candidates; understands that certification does not guarantee a talented hire and gets candidates with strong academic backgrounds into alt cert programs	Number and percentage of candidates measured with student achievement gains in first three years of employment by pathways	90% of new hires receive effective or highly effective ratings that include evidence of student learning					
D.	Recruiting from Multiple Pathways	Accepts applications but does not actively recruit	Recruits from multiple pathways but does not monitor numbers or quality of applicants	Recruits aggressively from traditional and alternative pathways including use of social media and monitors the quality of new hires through multiple measures	1. Percentages of available candidates hired annually via pathway and School of Education; 2. Number of applicants available for each vacancy by subject field and grade level	Ratio of 10 applicants for every vacancy; 5 applicants for every vacancy in a shortage field					
E.	Promoting Diversity in the Workforce	Has limited strategies to increase diversity in the applicant pool and new hires' selection	Has multiple strategies to expand diversity in the applicant pool and new hires' selection	Has multiple strategies to expand diversity and tracks the new hires' diversity towards a specific improvement goal	Type and diversity of new hires via pathway and by School of Education	Improves diversity of new hires every year by 10% to mirror student population					
F.	Tracking Quality Applicants	Uses email for applicant tracking and application/ resume submittal	Provides online application system but limits applicant access to vacancies and restricts Principals' access to all applicants	Supports robust applicant tracking systems with 24/7 access for both applicants and Principals	Applicant and Principal satisfaction surveys	80% or above of applicants and Principals respond positively to survey questions on satisfaction					
G.	Using a Validated Interviewing Instrument	Does not use a nationally standardized or validated interviewing instrument to determine quality	May use standardized interviewing process but does not review and apply research on interviews correlated to student achievement	Uses a standardized and validated interviewing instrument that correlates responses to productivity anchored in student achievement results; ensure Principals understand how scoring relates to potential quality	Average score for applicant pool on standardized, validated interviewing instrument	Utilizes cut-off score of validated interview for 100% of new hires in non critical-shortage fields at or above the score and 75% of new hires in critical shortage fields					
H.	Screening for a High Quality Applicant Pool	Screens applicants for compliance only (background check, certification, etc.)	Screens applicants using some quality indicators (GPA, student teaching score, etc.) but does not lead Principals to applicants based on the screening	Screens applicants using performance indicators, ensures Principals have access to and assistance in selecting applicants from the Pool 24/7, and leads Principals to the highest quality applicants	Percent of new hires from the Pool in the top 25% based on screening criteria	100% of new hires in non-shortage field selected from the highest quartile of the Pool; 75% of new hires in critical shortage fields from the highest quartile					
I.	Analyzing Turnover and Retention	Tracks turnover of new teachers each year	Tracks turnover of new teachers each year by pathway and by School of Education	Tracks turnover of new teachers for the first three years of employment by pathway, School of Education, and performance	Turnover (including non-renewals) in the first three years of employment via pathway, performance, and School of Education	1) Bottom 25% of new teachers face non-renewal in their first 3 years based on performance 2) 90% retention of new teachers rated effective or higher					