

## TEACHER RETENTION GUIDE

**Purpose:** To provide a guide for determination of retention of a teacher when negative impacts on student achievement have been identified.

**Objective:** Using measures of student performance and teacher effectiveness, this tool is an optional resource to help supplement LEA evaluations, walk-through data and other factors to determine next steps in regards to teacher retention, growth plans, or possible removal. The district/campus leadership team members can also evaluate the performance of the teacher in order to support the determination that retention of the teacher would be more beneficial to student achievement and campus stability than removal.

**Directions:** Based on data accessible to district/ campus leadership team members, summarize evidence to support the recommendation.

### Evidence considered:

- |   |  |
|---|--|
| <input type="checkbox"/> <i>Data Analysis/Needs Assessment</i>  | <input type="checkbox"/> <i>Teacher Performance Assessment</i>   |
| <input type="checkbox"/> <i>TAPR (formerly AEIS)</i>            | <input type="checkbox"/> <i>Targeted Improvement Plan</i>        |
| <input type="checkbox"/> <i>School/ Classroom Observations</i>  | <input type="checkbox"/> <i>Professional Development Records</i> |
| <input type="checkbox"/> <i>PSP Progress Reports</i>            |  |
| <input type="checkbox"/> <i>TELPAS Results</i>                  | <input type="checkbox"/> <i>Other</i>                            |
| <input type="checkbox"/> <i>Teacher Attendance</i>              |  |
| <input type="checkbox"/> <i>Student Attendance</i>              |  |
| <input type="checkbox"/> <i>Course Grades</i>                   |  |
| <input type="checkbox"/> <i>Locally Developed Data/ Reports</i> |  |
| <input type="checkbox"/> <i>IEP Progress Reports</i>            |  |
| <input type="checkbox"/> <i>Discipline/Removal Data</i>         | :  |

## DETERMINATION SUMMARY

**EVIDENCE SUMMARY:** Based on the evidence presented, summarize your determination from each section of the guide.

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| <input type="checkbox"/> The teacher has demonstrably improved student achievement.   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> The teacher has demonstrably improved teacher effectiveness. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> The teacher has engaged in key turnaround actions.           | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

### FINAL RECOMMENDATION:

- ☐ Based on the teacher's record of implementing change that has led to positive and tangible improvement in student learning and outcomes, the campus intervention team has determined that retention of the teacher will be more beneficial to student achievement and campus stability than removal.
- ☐ Based on the lack of implementation of positive changes resulting in insufficient progress toward meeting improved student performance and meeting state accountability standards, the campus intervention team will require the removal of the teacher from the campus.

**Principal Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**DCSI Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

## CLASSROOM PERFORMANCE PROFILE/OUTCOMES

Check the box(es) that applies to the teacher's subject area.

ACADEMIC MEASURES: Includes STAAR, EOC, and Curriculum-Based Assessment (CBA) and/or Benchmark Results	1 <sup>st</sup> Year of Intervention [insert date]	2 <sup>nd</sup> Year of Intervention [insert date]	EVIDENCE OF SPECIFIC GAINS ACHIEVED, INCLUDING CURRENT YEAR BENCHMARK RESULTS
Growth on state reading/ELA assessments (% met standard)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on reading/ELA CBAs and/or benchmarks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on state writing assessments (% met standard)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on writing CBAs and/or benchmarks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on state math assessments (% met standard)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on math CBAs and/or benchmarks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on state science assessment (% met standard)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on science CBAs and/or benchmarks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on state social studies assessments (% met standard)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Growth on social studies CBAs and/or benchmarks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>OTHER MEASURES</b>			
Increased average daily student attendance?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Decreased referrals?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Overall, has the teacher demonstrated and sustained positive academic gains during the past two years?   ☐Yes                      ☐No

What is the teacher's evaluation history (e.g., formative evaluations such as teacher observations and summative evaluation such as PDAS or other teacher evaluation instruments) over the past two years?

What are the trends in the evaluation history?

Principal Initials \_\_\_\_\_  
DCSI Initials \_\_\_\_\_

## TEACHER ACTIONS

Rate the extent to which you have observed the teacher take the following actions to initiate dramatic improvement efforts in the school:

	<i>No Examples</i>	<i>Limited Examples (i.e., 1-2)</i>	<i>Multiple Examples (i.e., 3+)</i>	<i>Tangible Examples of Teacher Actions</i>
<b>Implements specific changes to achieve early, visible wins for the students</b> (e.g., data-driven instruction to address student needs/interests, utilizes researched-based instructional practices to increase engagement and achievement, improved classroom climate).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Makes changes that alter classroom norms to achieve early, visible wins that lead to positive change</b> (e.g., holds one's self and peers accountable for performance and other changes outlined in the targeted improvement plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Analyzes data and uses information to solve problems</b> (e.g., keeps accurate records of each student's progress, uses multiple means to assess student performance and to establish priorities such as formative assessment results, observations, progress towards explicit goals, and projects).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Demonstrates drive for continuous improvement</b> (e.g., identifies individualized student and instructional priorities, sets goals, implements strategic action plans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Participates in professional development and professional learning community/ learning organization</b> (e.g., selects high quality professional development tied to identified areas of growth based on formative evaluations such as teacher observations and summative evaluation such as PDAS or other teacher evaluation instruments, engages in ongoing job-embedded professional development such as professional learning communities and action research).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Demonstrates adaptability and a solution-oriented mindset</b> (e.g., overcomes obstacles by demonstrating perseverance and that change is necessary and possible, displays leadership qualities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<i>No Examples</i>	<i>Limited Examples (i.e., 1-2)</i>	<i>Multiple Examples (i.e., 3+)</i>	<i>Tangible Examples of Teacher Actions</i>
<b>Measures progress to assess change and report data to stakeholders</b> (e.g., uses formative assessments to track and assess change effectiveness to instruction and student learning, makes data-informed mid-course corrections in instructional plans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Family and Community Engagement</b> (e.g. establishes increased opportunities for input from students, families, and community, acknowledges and seeks to understand cultural background of students, families, and community).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Classroom Climate and Culture</b> (e.g., establishes a welcoming and safe classroom learning environment with a climate conducive to learning and a culture of high expectations, feels a strong sense of responsibility for all students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Curriculum, Assessment, and Intervention Systems</b> (e.g., teaches to the rigorous college and career ready standards that have been adopted, demonstrates expertise in instruction and management, effectively challenges and support students, holds high expectations for all students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Effective Use of Learning Time</b> (e.g., utilizes strategies that maximize the number of sustained and engaging instructional minutes to better meet student needs, increases teacher collaboration focused on improving teaching and learning, engages in data analysis and data talks with other teachers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Effective Instruction</b> (e.g., utilizes research-based effective instruction to meet the needs of all students, implements improved instructional practices to address feedback received from observation data and data analysis, works from the premise that “all children can learn,” continually attempts different instructional approaches to meet each child’s instructional needs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<i>No Examples</i>	<i>Limited Examples (i.e., 1-2)</i>	<i>Multiple Examples (i.e., 3+)</i>	<i>Tangible Examples of Teacher Actions</i>
<b>Enables Student-Directed Learning</b> (e.g., teaches students to make independent decisions, possesses solid understanding of how students learn, students are self-motivated and responsible owners and managers of their own learning process).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*\*Adapted from: School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement, Public Impact for the Center on Innovation and Improvement (2007) and Turnarounds with New Leaders and Staff, Public Impact for the Center for Comprehensive School Reform and Improvement (2006); and ESEA Turnaround Principles*

*ESEA Flexibility Waiver 2013*

**Principal Initials**\_\_\_\_\_

**DCSI Initials**\_\_\_\_\_

## TEACHER ACTIONS KEY<sup>1</sup> TERMS

### *Initial Analysis and Problem Solving*

- **Collect & Analyze Data:** Teachers personally analyze data around student needs to identify high-priority problems that can be fixed quickly.
- **Make Action Plan Based on Data:** Teachers make an action plan to address instructional and student needs so that everyone involved is aware of needed changes. This allows people to focus on changing what they do, rather than worrying about impending change.

### *Driving for Results*

- **Concentrate on Big, Fast Payoffs:** Teachers understand and value the need to concentrate on a few changes to achieve early, visible wins. They are adaptable, solution-oriented and strategize to achieve success in an important area; motivate team, students and families for further change; and reduce resistance by those who oppose change.
- **Focus on Successful Tactics; Halt Others:** Teachers quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results.
- **Do Not Tout Progress as Ultimate Success:** Teachers are not satisfied with partial success. They report progress, but keep the instruction and learning focused on high goals. When a goal is met, they are likely to raise the bar.

### *Influencing Inside and Outside the Organization*

- **Communicate a Positive Vision:** Teachers contribute their discretionary effort and motivate others to do the same by communicating a clear picture of success and its benefits.
- **Personally Feels Problems:** Teachers empathize with – or “put themselves in the shoes of” – those whom they serve and uses various tactics help staff do the same. This helps feel the problems that the status quo is causing and feel motivated to change.
- **Gain Support of Key Influencers:** Teachers gain support of trusted influencers among staff and community and then work through these people to influence others.

### *Measuring, Reporting (and Improving)*

- **Measure and Report Progress Frequently:** Teachers utilize systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.
- **Share Data and Problem Solve:** Teachers make results visible in order to get support and make needed changes to practices. This helps shift the focus of meetings to problem solving.

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<sup>1</sup> **Source:** *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).