



Talent Management System - *Evaluating Staff*

The district has processes and structures to efficiently isolate and remove ineffective educators and staff.

PRACTICE 15

PREPARATION

GETTING AWARE

The talent management team reviews existing policies dealing with guidance, isolation, and removal of ineffective or problematic staff. The team reviews past practices and student outcomes to identify areas where monitoring, policies, or protocols can be revised to better support student outcomes. The team reviews policy recommendations based on evidence-based strategies.

GETTING READY

The talent management team develops plans for educator support, instructional intervention (including co-teaching placements, push-in support, coaching, and removal from instructional roles) for potential scenarios that may arise due to ineffective or problematic instruction or inappropriate actions taken by a staff member. These scenarios are reviewed by the district superintendent and human resource leaders on the talent management team and by the district's legal counsel.

PROGRESS INDICATORS

GETTING STARTED

The district has an evaluation process that reviews instructional practice and student outcomes and identifies ineffective educators as required by law. The district develops educator development plans for teachers with deficient skills as required by law.

GETTING BETTER

The district implements its evaluation process as required by law, and also provides supplemental coaching and observation of teachers who are minimally effective or ineffective. The district develops educator development plans for those whose skills are deficient and actively seeks to remove those who are at risk of causing academic, social, emotional, or physical harm to students.

KEEP IMPROVING

The district implements all evaluation processes required by state law, and engages in co-teaching or other partnership opportunities to ensure that student learning is supported in classrooms with minimally effective or ineffective teachers. The district provides required supports identified in state law, and also provides support structures that seek to remove any negative implications for students from ineffective educators. Educators are provided intensive push-in support or removed and placed in non-threatening support positions until leaders can determine no detrimental impacts on learners are taking place.

RESEARCH REFERENCES FOR THIS PRACTICE:

- DuFour, R., & Mattos, M. (2013). Improve schools. *Educational leadership*, 70(7), 34-39.
- Firestone, W. A. (2014). Teacher evaluation policy and conflicting theories of motivation. *Educational researcher*, 43(2), 100-107.
- Goodwin, B. (1999). *Improving Teaching Quality: Issues & Policies*. Policy Brief.
- Grissom, J. A., & Bartanen, B. (2019). Strategic retention: Principal effectiveness and teacher turnover in multiple-measure teacher evaluation systems. *American Educational Research Journal*, 56(2), 514-555.
- MCL 380.1249 of The Revised School Code for the State of Michigan,
[http://www.legislature.mi.gov/\(S\(apeal5a3kfkpwwxku12qvby1\)\)/mileg.aspx?page=GetObject&objectname=mcl-380-1249](http://www.legislature.mi.gov/(S(apeal5a3kfkpwwxku12qvby1))/mileg.aspx?page=GetObject&objectname=mcl-380-1249)
- Mette, I. M., & Scribner, J. P. (2014). Turnaround, transformational, or transactional leadership: An ethical dilemma in school reform. *Journal of Cases in Educational Leadership*, 17(4), 3-18.
- Nixon, A., Packard, A., & Douvanis, B. (2010). Non-Renewal of Probationary Teachers: Negative Retention. *Education*, 131(1).
- Range, B. G., Duncan, H. E., Scherz, S. D., & Haines, C. A. (2012). School leaders' perceptions about incompetent teachers: Implications for supervision and evaluation. *NASSP Bulletin*, 96(4), 302-322.
- Spradley, M. V., & Harris, M. (2011). The use of growth plans with ineffective teachers. Unpublished manuscript, College of Education, University of North Texas, Denton, Texas.
- William, D. (2014). Teacher expertise: why it matters and how to get more of it. *Ten essays on improving teacher quality*, 27.