**Case Study Background: Booker T. Washington Elementary**

Booker T. Washington Elementary is a school facing many challenges. Ms. Smith, the principal, is now in her third year at the school. She has just led the school through a new kind of hiring process. The school opened without any vacancies – all the new teachers were hired in time. In addition, Ms. Smith has made some important internal staffing moves to support accelerated academic improvement. This year, Ms. Smith has filled her vacancies and thought carefully about teacher assignment, spreading out some of the novice teachers among the teams, along with less effective teachers who were not showing much growth last year. She has tried her best to balance the teams in terms of experience and expertise. She has named grade level chairs for every grade (K – 5) based on effectiveness and data, not simply teacher seniority. Ms. Smith has been meeting with the chairs on a weekly basis. Her leadership team feels much more like a real team this year, with many different roles and responsibilities distributed throughout the team. Ms. Smith feels like this has been the best opening of school yet.

It’s the end of October. Progress reports for the first quarter have just been sent home. Ms. Smith meets with the grade-level chairs and hears some news that teachers (and classrooms) are starting to show signs of stress. One grade level chair reports that she reviewed all the progress reports for 4th grade and that she has concerns about the variation between teachers in their approach to grading students (i.e., the rigor and the expectations) and in the spread of students’ reported progress. For example, one teacher has reported that nearly all of her students are “exceeding expectations,” while another has reported that almost the whole class is “below expectations.” In addition, two of the other grade-level chairs share that teachers have asked for help directly or have shown signs of needing help (i.e. sounds of chaos coming from their classrooms, the raised voices of teachers, frequent disciplinary referrals, etc.).

Ms. Smith calls a meeting of the whole leadership team, which includes the grade level chairs, and they all agree that they need to review some data to identify how to direct their teacher support resources. Through a new district initiative, they have a few hours of a new teacher mentor who can work with teachers with up to three years of experience. The leadership team has the time and attention of the administration. Since the grade-level chairs are new, they don’t have a lot of experience with supporting teachers, but they each have an extra planning period and are willing to help. Ms. Smith is not sure, but she thinks the district has other workshops and professional development opportunities for new teachers. The leadership team tries to make a plan for how to proceed. Ms. Smith wants to use a variety of data to inform the decision. She wants to be sure that the data the team considers include student outcomes in addition to information about classroom management and professional responsibilities.

After talking, the leadership team agrees to gather:

* Notes from classroom walkthroughs and any other informal observations
* Student grades on quarterly progress reports, by class
* Disciplinary referrals, by class
* Student scores on the first benchmarks assessments in core content areas, by class.
* Teacher attendance and tardies

Summative Activity

Module 4

Strategic Talent Management

## Part 1: Identifying needs and setting clear expectations

1. Using the data set provided, analyze the data for each teacher and complete the chart. Begin thinking about where needs are greatest.

The data set includes the following information about **eight** teachers:

* Elementary School Disciplinary Data October
* Elementary School Teacher Tardy, Absent Report October
* Elementary School Walkthrough Data October
* Elementary School District Assessment October
* Elementary School Grade Summary
* TEAM Evaluation Rubric

Table I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Name** | **Identified Areas of Strength** | **Data to Support Areas of Strength** | **Where Support Is Needed** | **Data to Support Areas Where Support is Needed** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |

1. Consider the list of teachers you identified earlier. Choose two teachers as the focus of this step—one “high flyer” and one teacher with the greatest need to improve. Write these names in the chart below.
2. Once those teachers are identified, match the teacher’s need with content domain, component, and/or element in the TEAM evaluation framework. For example, if a teacher is really challenged with classroom discipline, you might identify that as the need, aligned to the TEAM domain “Managing Student Behavior” and/or “Environment”.
3. Finally, identify a support and frequency of that support, to provide the teacher based on the data.

Table II

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher** | **TEAM Domain/Component/Element** | **Assigned Support** | **Frequency of Support** |
| “High Flyer” |  |  |  |
| Teacher in need of support |  |  |  |

## Part 2: Setting clear expectations and ongoing assessment

Objectives:

* Develop plans to set individual expectations for individual teachers.
* Create a plan and timeline for monitoring the implementation of teacher support plans (how, when, and who will monitor the teacher’s efforts/improvements).
* Discuss how to assess the effectiveness of the teacher support plans.

The leadership team of Booker T. Washington Elementary now has a plan for which teachers will receive specific supports, how often, and how this support aligns with the district’s evaluation framework (see above Table II).

Help Principal Smith prepare for the conferences by completing the template below. Transfer the list of teacher names you identified in Data Activity I: Step 2 (Table II) to Table III.

Consider how you will know if the teacher is making improvements. What data can you review, or are there other kinds of evidence you need to collect to provide feedback on improvements? What is the appropriate timeline for review, given the focus of the support? When will you realistically expect to see change? Use the table below to address these questions.

Table III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Name** | **Area of Focus/Need** | **Data or Evidence for Review of Improvement** | **Frequency of Monitoring** | **How Long Until Start of Monitoring**  |
|  |  |  |  |  |
|  |  |  |  |  |