



To Attract Great Teachers, School Districts Must Improve Their Human Capital Systems

By Annette Konoske-Graf, Lisette Partelow, and Meg Benner December 2016

Center for American Progress



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Introduction and summary

To succeed in today's economy, organizations must capitalize on the skills, knowledge, abilities, and experience of their employees. Research shows that investments in human capital improve organizational performance—including team effectiveness, employee retention, and innovation—in both the private and public sectors.¹ In other words, companies that attract and develop strong employees by prioritizing recruiting, investing in professional growth opportunities, and building positive workplace cultures tend to have greater efficiency and better outcomes.²

To build effective human capital systems, organizations must use these proven strategies, as well as be dynamic. Employers must adapt to new landscapes: shifts in the labor market, new technologies, and advancing communication methods all require employers to reexamine the way they approach recruiting, developing, and retaining their employees.³ Within the past two years, for example, 79 percent of job seekers have used online resources to search or apply for a new role—tools that were nonexistent in earlier decades.⁴

Many entities in both the private and public sectors recognize that just as innovation shifts the nature of their work, technology and new ideas must also influence their human capital systems. In response, many organizations have modernized their recruitment and professional development practices in order to recruit, develop, and retain excellent employees.

While there are many techniques to cultivate top talent, many organizations with effective human capital systems embrace the same best practices. They attract quality talent using strategic recruitment systems that engage top candidates through targeted outreach and technology.⁵ They also develop selection processes that evaluate candidates' fit and expected performance on central job responsibilities.⁶ To retain highly sought employees, effective organizations foster positive workplace cultures, compensate their employees at competitive levels, and create opportunities for professional growth to ensure that candidates thrive and mature within the organization.⁷ In addition to an overarching human capital system, many effective organizations also devise specific strategies to recruit and support candidates who come from diverse backgrounds.⁸

To better understand how school districts' human capital systems compare with the best practices employed in other sectors, the Center for American Progress performed the first national survey of school districts' human capital practices. CAP surveyed a sample of 108 nationally representative school districts and asked them to describe how they recruit new talent, select whom to hire, induct new teachers, develop teachers' skills, and measure and reward teachers' success in the classroom.

The results of the survey demonstrate that many public school districts have not kept pace with the human capital innovations and best practices of other fields. CAP's analysis highlights challenges within the current landscape of human capital practices in school districts across the country:

- School districts' recruitment strategies are hyperlocal, untargeted, or nonexistent.
- School districts' application and selection processes often emphasize static application materials—such as written applications, resumes, and proof of certifications—over performance-based measures.
- School districts do not provide new teachers with substantive mentoring or onboarding opportunities to build new skills critical to their roles.
- School districts do not provide teachers with enough opportunities for professional development or access to professional learning systems that support teachers' continuous growth.
- School districts do not compensate teachers similarly to college-educated professionals in other fields or provide teachers with the resources they need to do their jobs well.
- School districts do not strategically recruit diverse candidates or create inclusive, supportive environments to retain them.

School districts across the country must compete with the companies that have more sophisticated human capital systems and offer more competitive salaries. As a result, school districts face obstacles to recruiting and retaining excellent, diverse talent.

Based on CAP's analysis, this report offers the following recommendations for school districts to improve their approach to recruiting, training, and retaining excellent teachers:

- School districts should devote more time and resources to intentional recruitment.
- School districts should include performance measures in their application and selection processes.
- School districts should provide new teachers with opportunities to build their skills and gradually assume increased responsibility.
- School districts should offer teachers opportunities and time to grow, as well as implement professional learning systems that support teachers' continuous growth.
- School districts should ensure that teachers' compensation is similar to that of other professions requiring the same level of education and provide teachers with necessary teaching resources.
- School districts should prioritize teacher diversity and develop strategies to attract and retain teacher of color.

This report provides a direct comparison of the human capital practices in public school districts with best practices elsewhere to underscore the need to reform district human capital practices in order to attract and retain top talent.

A comparison of school districts' human capital systems with those of other fields

School districts' human capital practices lag behind those of high-performing organizations, affecting their ability to attract and retain talented professionals. This section details the findings of a nationally representative survey of school districts' human capital practices, juxtaposing the findings with examples of best practices in other fields.

School districts' recruitment strategies are hyperlocal, untargeted, or nonexistent

Teacher quality is the most important in-school factor related to students' academic success, and low-income students benefit most when taught by skilled teachers.⁹ Just as in other sectors, strategic recruitment in the education sector is critical to identify candidates who are likely to succeed. Strategic recruitment increases overall teacher quality, reduces shortages and turnover, and minimizes the need for additional training. CAP's human capital systems survey, however, found that most school districts use hyperlocal and passive recruitment strategies, meaning that they do not actively seek out new candidates from across the country. Additionally, they do not allocate enough time or resources for recruitment.

Fast facts: School districts' recruitment practices

- An average school district has 1.8 employees assigned to recruitment and a student population of 3,721.
- Ninety-four percent of districts post job openings on their district websites, but only 30 percent of districts post job openings on social media networks.
- Sixty-seven percent of districts post job openings on websites of Schools of Education. Of those districts, only 29 percent post job openings outside of the state in which the district is located.
- Only 21 percent of districts post job openings on websites of alternative certification/preparation programs.
- Fewer than half of districts travel to colleges or universities to recruit at job fairs and other events. Among districts that travel to colleges and universities to recruit at job fairs and other events, only 22 percent travel outside of the state in which the district is located.

School districts' recruitment policies and systems lag behind those of other industries and do not employ accepted best practices. For example, leveraging new technology for recruitment is common across other sectors and fields: 96 percent of job recruiters outside the education sector nationwide report using social media to reach out to candidates in the recruiting process.¹⁰

Additionally, organizations—even the most competitive—benefit from aggressive recruitment strategies that cultivate personal relationships with candidates. For example, FirstMerit Bank proactively identifies and contacts potential recruits. Rather than using general job postings, the company asks all of its employees to participate in the recruitment effort, increasing the reach of those searching for talent. Even before positions are posted publicly, all employees at FirstMerit Bank identify and personally contact prospective candidates, building a pool of candidates for future job placements. Therefore, FirstMerit employees are always looking for potential employees who could add value to the company. Furthermore, FirstMerit Bank dedicates a significant portion of its budget to direct recruiting strategies. The company sends top prospects cookies and cards on their birthdays and New Year's Day with the aim of contacting candidates at moments when they may be rethinking their career path.¹¹

The consulting firm Deloitte is another leader in innovative, targeted recruitment. In addition to a robust employee referral program, Deloitte relies on social media to attract those outside the firm's network—often increasing the diversity of their candidates.¹² The company's Twitter and Facebook accounts reach thousands of talented candidates across the globe via targeted messaging and a universal company platform accessible in dozens of languages.¹³

School districts' application and selection processes often emphasize static application materials over performance-based measures

Across all industries, selecting well-suited, high-quality candidates is critically important for minimizing turnover and, by doing so, the costs of recruitment and hiring.¹⁴ While a teaching candidate's certification, education, and experience are one way to assess his or her qualifications, research provides mixed evidence on whether these things correlate with a teacher's performance in the classroom.¹⁵ Including performance-based tasks during the hiring process—by, for example, requiring candidates to perform a sample lesson or submit a video of a previous lesson—allows administrators to assess teaching style, management techniques, and cultural fit.¹⁶ Unfortunately, CAP's survey found that many school districts hire candidates without first seeing them in action.

Fast facts: School districts' application and selection processes

- More than 90 percent of districts require a written or online application, a resume, a proof of certification, and a reference. Yet only 13 percent of districts require a demonstration or a sample performance lesson with students to evaluate teacher candidates.
- Only 6 percent of districts require a portfolio or a demonstration/sample performance lesson with adults.
- More than one in three districts do not include an interview with the hiring principal as part of the hiring process.

Most successful companies recognize the importance of each hiring decision and consider more than education, experience, and certifications when evaluating candidates' fit. They assess prospective hires' skills in tasks and situations that they are expected to encounter in the role for which they are applying. Clothing company Old Navy, for example, uses a holistic set of criteria when vetting all job candidates. The company employs a multistep interview process, including group interviews and unorthodox questions, that looks beyond GPA and past experience to assess creativity, drive, and problem solving.¹⁷ This kind of application system contributes to the company's diversity. Across all Gap Inc. companies, including Old Navy, women make up 74 percent of the employee population while 49 percent of all its U.S. employees identify themselves as ethnically diverse.¹⁸ Old Navy's emphasis on performance-based metrics during its selection process ensures a strong cultural fit between the company and all hired candidates, and contributes to the recruitment and retention of its diverse employee pool.

School districts do not provide new teachers with substantive mentoring or onboarding opportunities to build new skills critical to their roles

In most careers, professionals gradually gain increased autonomy over a number of years, learning from more experienced employees and progressively demonstrating their capacity to take on more significant tasks. Employees are not expected to complete the same job on day one as they are after five years of experience. New teachers need the same opportunity to refine their skills and assume greater responsibilities as they gain experience. Beginning teachers need to learn new skills from master

teachers, practice those skills, adjust their teaching methods based on actionable feedback, and gradually assume increased responsibility in the classroom and at the school level. Our human capital systems survey found that, while many school districts offer induction programs, they often fail to provide new teachers with enough opportunities to build their skills gradually and assume increased responsibility.

Fast facts: School districts' mentoring and onboarding opportunities

- Almost 20 percent of districts do not provide even the most basic formal district-sponsored induction program for beginning teachers.
- Among districts that do provide new teachers with a district-sponsored formal induction program:
 - Only 14 percent of districts provide beginning teachers classroom assistance, such as teacher aides.
 - Only 14 percent of districts provide beginning teachers with a residency year during which teachers can practice their skills before leading a classroom of their own.
 - Only 6 percent of districts provide beginning teachers with a reduced teaching load.
 - Only 3 percent of districts have all beginning teachers co-teach.
 - Only half of districts allow beginning teachers to attend regularly scheduled meetings with their principal.
- Among districts that do provide new teachers with instructional coaching:
 - Only 7 percent of districts provide new teachers with instructional coaching once a week.
 - Only 18 percent of districts provide new teachers with instructional coaching twice a month.

In contrast, companies committed to developing their employees' talent often provide new employees with an immersive onboarding experience that gives new hires the opportunity to ask questions, learn important components of workplace culture, develop relationships with colleagues, and gradually build their skills on the job. Some companies also use data to better understand retention and workplace engagement discrepancies so that they can mitigate attrition through induction programs, especially among employees of color.¹⁹

For example, Sodexo, a hospitality company that provides food services in 80 countries, instituted the Spirit of Mentoring program in 2004 with the aim of “establishing a diverse pipeline, developing leaders, aligning resources and strategies, driving organizational culture, and cutting costs.”²⁰ Over the course of a year, Sodexo trains and monitors the progress of mentors and mentees, who meet monthly.²¹ A survey

of participants found that for every dollar spent on the mentoring program, there was \$2.28 realized in retention and increased productivity.²² A similar study also found that 72 percent of mentees and 79 percent of mentors cited increased job satisfaction as a benefit of the mentoring program, while 72 percent of mentees and 74 percent of mentors cited increased organizational commitment.²³

In the early 2000s, IBM created its own Assimilation Process, through which each new employee spends his or her first two years on the job developing new skills, exploring his or her interests within the company, receiving coaching, and integrating into IBM's workplace culture.²⁴ Every new hire at IBM has access to both the company's global employee network and a Project Management Center of Excellence, which offers courses related to each employee's chosen skill set.

School districts do not provide teachers with enough opportunities for professional development or access to professional learning systems that support teachers' continuous growth

Multiple studies have demonstrated that organizations that prioritize a performance-management system that supports employees' professional growth outperform organizations that do not.²⁵ Similar to all professionals, teachers need feedback and opportunities to develop and refine their practices.²⁶ As their expertise increases, excellent teachers want to take on additional responsibilities and assume leadership roles within their schools.²⁷ Unfortunately, few educators currently receive these kinds of opportunities for professional learning and growth.²⁸ For example, well-developed, sustained professional learning communities, or PLCs, can serve as powerful levers to improve teaching practice and increase student achievement.²⁹ When implemented poorly, however, PLCs result in little to no positive change in school performance.³⁰

Our survey found that school districts often fail to provide frequent professional development opportunities that can help teachers learn new techniques and become more effective in their classrooms. Likewise, many districts do not provide teachers with professional learning systems that support their continuous growth.

Fast facts: School districts' professional learning systems

- More than half of districts do not provide or offer teachers coursework to improve their teaching.
- One-quarter of districts do not provide or offer teachers the opportunity to participate in professional learning communities, in which groups of educators work collaboratively to improve their teaching skills.
- More than 40 percent of districts do not provide or offer teachers the opportunity to participate in lesson study or study groups with other teachers.
- When responding to teacher evaluations, more than one-quarter of districts do not provide teachers with additional opportunities for professional development.

According to a 2016 Gallup poll, Millennials rate the opportunity to “learn and grow” as an extremely important aspect of jobs to which they might consider applying.³¹ Eighty-seven percent of Millennials said that “development” was an important part of a job.³² Unlike many school districts, various entities elsewhere in the public sector and in the private sector have responded to their interests and are increasing the amount of feedback, professional development opportunities, and support they provide to employees.³³

The U.S. military, for example, has developed a wide range of professional growth opportunities to help recruit and retain highly skilled individuals.³⁴ Members of the military can access a broad array of professional development options, such as advanced education and technical training; opportunities to meet with senior leadership; and chances to participate in leadership development forums.³⁵ Similarly, the American Heart Association launched the American Heart University in 2008. The university provides employees with 150 online, job-related courses on topics that include advocacy, health care, fundraising, and technology.³⁶

School districts do not compensate teachers similarly to college-educated professionals in other fields or provide teachers with the resources they need to do their jobs well

A recent study showed that high-achieving undergraduates rank “salary for those established in the career” as one of the four most important factors when considering a future career.³⁷ Many high-performing organizations prioritize competitive compensation packages to attract qualified employees. Unfortunately, teacher compensation has not kept pace with increases in salaries in other sectors.³⁸

According to a 2016 nationally representative survey of more than 3,000 teachers, nearly half of teachers would leave teaching “as soon as possible” if they could find a higher-paying job.³⁹ Furthermore, most teachers are not rewarded for working in hard-to-staff schools, in shortage areas, or for their excellence in the classroom. (see Appendix B) As a result, teachers who have opportunities in better paying fields are more likely to leave.⁴⁰

Teachers’ low salaries are compounded by the fact that they frequently have to use their own money to pay for basic school supplies. According to a 2015 survey of 1,000 teachers, 91 percent of teachers used some of their own money to pay for school supplies, while 38 percent used only their money for school supplies.⁴¹ Respondents expected to spend an average of about \$500 on school supplies during the school year.⁴² These survey results indicate that many school districts fail to provide teachers with the instructional and classroom resources they need to do their jobs.

CAP’s human capital systems survey reinforced these findings.

Fast facts: School districts’ compensation structures

- The mean average salary for a teacher in all districts was just under \$49,000.
- The mean base salary for the lowest paid full-time teachers in districts was approximately \$36,000.
- The mean base salary for the highest paid full-time teachers in districts was approximately \$66,000.
- Nearly two-thirds of districts are not able to offer pay incentives or differentiated pay to teachers—for example, cash bonuses, salary increases, or different steps on the salary schedule—to reward or recruit teachers.
- Three-quarters of districts do not use cash bonuses, salary increases, or different steps on the salary schedule to recruit or retain teachers to teach in high-need schools.
- 41 percent of districts do not use cash bonuses, salary increases, or different steps on the salary schedule to recruit or retain teachers to teach in fields with shortages.
- Just more than half of districts provide teachers with reimbursements for purchased classroom supplies.

FIGURE 1

Districts' mean teacher salaries

Mean base salary for the lowest paid full-time teachers



Mean average salary for all teachers



Mean base salary for the highest paid full-time teachers



Source: See Appendix A for the survey methodology and Appendix B for the survey instrument.

In order to compete for top talent, many organizations carefully fine tune their compensation programs to keep up with competitors. Netflix, for example, uses base salaries that it believes will recruit candidates within a highly competitive business environment. Due to Netflix's rapid growth over the past decade, the company had to strategically adapt its human capital policies to increase its workforce. Netflix now offers higher market-based pay compared with its competitors rather than the annual bonuses typical of many private-sector organizations.⁴³

In instances when smaller organizations or nonprofits cannot compete with large or private sector organizations, many organizations offer unique benefits—such as comprehensive medical insurance plans, flexible schedules, or financial planning services—to entice employees.⁴⁴ Alpert Jewish Family and Children's Service, or AJFCS, a nationally accredited social services agency in Palm Beach, Florida, uses innovative benefits to recruit and retain talent—especially workers in the later stages of their careers. AJFCS allows employees to customize their work schedules to fit their needs. In addition, the organization offers a competitive benefits package, part of which includes a formal training program for staff and reimbursement for tuition paid toward advanced degrees.⁴⁵

School districts do not strategically recruit diverse candidates or create inclusive, supportive environments to retain them

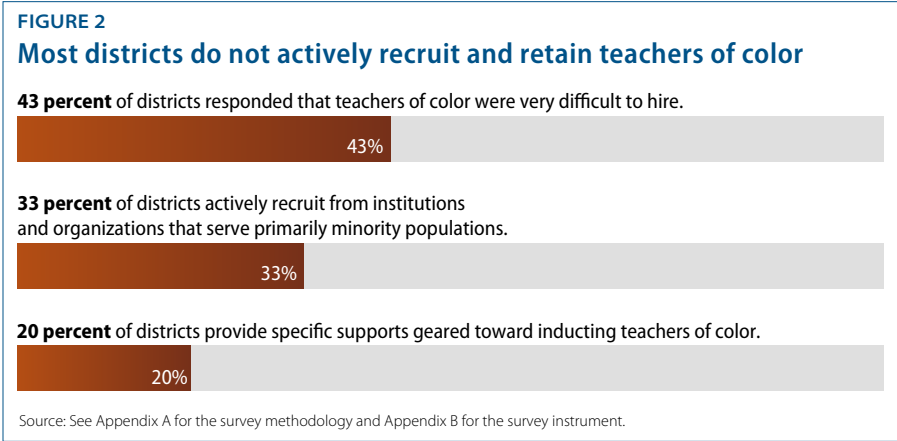
The teachers leading American classrooms remain overwhelmingly homogenous. While diversity of all kinds—gender, religious, cultural, and racial—is beneficial for students and teachers alike, the lack of racial diversity among teachers is especially problematic.⁴⁶ For example, students of color score slightly higher on standardized tests when taught by teachers of color, possibly because they tend to hold these students to higher expectations than other teachers do.⁴⁷

Furthermore, racial diversity of teachers has a positive effect on all students, helping break down biases across races.⁴⁸ Yet while the majority of students enrolled in public schools are students of color, only 18 percent of the teacher workforce identifies as people of color.⁴⁹

Our survey found that while school districts report that it is difficult to attract and retain teachers of color, many are not yet implementing strategies to address these challenges.⁵⁰

Fast facts: School districts' recruitment and retention of diverse candidates

- On average, 90 percent of teachers in each surveyed district identified as white, non-Hispanic.
- Forty-three percent of districts responded that teachers of color were “very difficult” to hire, more so than special education teachers, teachers of English Language Learners, and high school science teachers.
- Only one in three districts actively recruits from institutions and organizations that serve primarily minority populations.⁵¹
- Forty percent of districts consider “contribution to workforce diversity” minimally or not at all when hiring teachers.
- Eighty percent of districts do not provide any specific supports geared toward inducting teachers of color.
- Among districts that recruit from institutions and organizations that serve primarily minority populations:
 - Fifty-six percent of districts post job openings on websites targeting primarily minority populations.
 - Twenty-four percent of districts advertise job openings in publications targeting primarily minority populations.



Many companies have revised their human capital systems to recruit a more diverse talent pool and create a more inclusive work environment. For example, traditional recruitment strategies that rely on informal networks for recruitment often lead to an overwhelmingly homogeneous workforce. Individuals are more likely to recruit those with experiences and backgrounds similar to their own.⁵² To counter this, some businesses now hold recruiting events at historically black colleges and universities, such as Howard University, to diversify their applicant pools.⁵³ These events allow companies to be more selective among a larger, more diverse group of candidates.

The American Heart Association, or AHA, recognizes that a diverse workforce is central to its business plan and has improved its recruitment and professional development strategies to recruit and retain employees of all backgrounds and perspectives.⁵⁴ The AHA invests in a diversity recruiting specialist who builds and maintains relationships with various organizations to identify exemplar diverse candidates.⁵⁵ In addition, the AHA employs a diversity and inclusion manager who designs cultural awareness learning opportunities throughout the year.⁵⁶

Some institutions of higher education have also pledged to increase the diversity of their workforces by recruiting, supporting, and retaining more faculty members of color. In 2015, Columbia University announced a \$33 million commitment to improve faculty diversity, including through funding grants to support junior faculty research and creating various programs to provide mentoring and support to new faculty members.⁵⁷ In addition to better supporting faculty of color, Columbia's initiative also seeks to expand the university's pool of lesbian, gay, bisexual, transgender, and queer, or LGBTQ, faculty members.⁵⁸

These kinds of efforts are not exclusive to Columbia. In 2015, Yale University created a new position—deputy provost for faculty development and diversity—dedicated solely to diversifying the faculty.⁵⁹ In 2014, Brown University's president announced a goal to double the percentage of the university's faculty of color by 2024.⁶⁰ By promoting programs that provide faculty of color with mentoring supports, these universities seek to create and sustain diverse faculty cohorts.

Policy recommendations

Currently, school districts struggle to attract talented professionals into teaching, especially as they are often heavily recruited for more lucrative opportunities outside the classroom. In order to develop a strong teacher pipeline—similar to talent pipelines developed by some of the country’s most successful organizations—school districts should adapt their recruitment and retention strategies and adopt the best practices of high-performing organizations. CAP has developed the following recommendations for school districts to strengthen their human capital systems:

- 1. School districts should devote more time and resources to intentional recruitment.** School districts should develop thoughtful recruitment strategies to strengthen their talent pipelines, including by approaching talented candidates individually. In addition to standard measures—such as posting job openings online and recruiting at local universities—school districts should leverage technology and personal networks to attract talent from near and far. Social media platforms, such as Facebook and Twitter, provide additional avenues to connect with possible candidates. School districts should also ensure that they have ample staff to develop and implement innovative recruitment practices, especially to address priorities based on areas with teacher shortages.
- 2. School districts should include performance measures in their application and selection processes.** School districts should ensure that all potential hires undergo a multistep selection process that allows school districts and schools to assess each candidate’s teaching ability, presence in the classroom, and overall cultural fit. The selection process should include performance measures, including model lessons, and present candidates with real-life teaching scenarios in order to understand and evaluate each candidate’s decision-making skills when leading a classroom. Districts should also include diverse perspectives—both in terms of race and ethnicity and in terms of job position—on the hiring committee and invite teachers to join school leaders and district representatives when interviewing candidates. By doing so, candidates will learn about the culture of the school and teachers will have a voice in selecting their school’s instructional team.

- 3. School districts should provide new teachers with opportunities to build their skills and gradually assume increased responsibility.** School districts should provide new teachers with more intensive induction experiences that allow them to practice their skills and orient themselves within the larger school environment. As a requirement of their preparation, teachers should participate in a multiyear onboarding process that allows them to gradually assume increased responsibility and practice essential teaching skills. Teachers should continue to receive coaching from an accomplished mentor teacher as part of an intensive induction experience that provides new teachers with valuable feedback, fosters continual growth, and allows teachers to demonstrate progress and assume additional responsibilities in the classroom and at the school level. These experiences ensure that new teachers understand their school's professional expectations; receive critical guidance and feedback from more experienced, accomplished teachers; and build their skills over time, as they would in other professions.
- 4. School districts should offer teachers opportunities and time to grow, as well as implement professional learning systems that support teachers' continuous growth.** School districts should create avenues and mechanisms for teachers to improve as educators and assume additional responsibilities. To do so, school districts should prioritize professional development opportunities by ensuring that high-quality skill-development opportunities are available to all teachers and by providing teachers meaningful feedback on their practices. School districts should also ensure that teachers have the time and resources to access a system of continuous professional learning that provides them with actionable recommendations to improve areas of needed growth. Similarly, districts should provide professional learning that responds to teachers' specific needs, rather than generalizing it for all teachers. Additionally, school districts should create career pathways for teachers as they gain experience, allowing these educators to serve as valuable teacher leaders and mentors to their less experienced colleagues.
- 5. School districts should ensure that teachers' compensation is similar to that of other professions requiring the same level of education and provide teachers with necessary teaching resources.** School districts should increase teachers' compensation so that starting and midcareer teachers' salaries are in line with similarly educated peers in other professions. School districts should also shorten the timeline for teachers to achieve maximum salaries. Additionally, school districts should provide teachers with increased compensation for assuming leadership roles and acquiring new skills, thus creating opportunities for teachers to grow professionally without leaving the classroom. School districts should also compensate teachers more for working in hard-to-staff schools and subjects,

including science, math, and special education, especially as these teachers often have more profitable opportunities outside of the teaching profession due to their expertise.⁶¹ To increase overall take home pay, school districts should provide adequate funding for school resources, ensuring that teachers do not have to purchase necessary school supplies out of their own pockets.

- 6. School districts should prioritize teacher diversity and develop strategies to attract and retain teacher candidates of color.** School districts should focus more of their recruitment efforts on identifying high-achieving, diverse candidates, especially through institutions that serve people of color, so that the teacher workforce better reflects the United States' increasingly diverse student population. Once hired, school districts should develop induction and mentoring programs to ensure that teachers of color receive the supports they need to remain in the profession and offer professional development opportunities for all staff to cultivate an inclusive working environment.

While companies across the country have made efforts to modernize how they recruit, train, and pay their employees, these changes have not yet become widespread in the teaching profession. As a result, teaching has become a relatively less attractive choice for talented professionals. In order to attract and retain the excellent teachers that students in this country deserve, school districts must adopt human capital best practices used to attract talent, increase productivity, and improve outcomes within high-performing organizations.

Conclusion

In his bestselling book, *Good to Great: Why Some Companies Make the Leap...and Others Don't*, author Jim Collins argues that “great vision without great people is irrelevant.”⁶² In other words, talent management and human capital systems are crucial parts of building a successful business. Great teachers play a similarly important role in the success and performance of schools. More and more research is available that demonstrates the impact that great teaching has on students and schools, but school districts will not be able to attract and retain these teachers unless they modernize their human capital systems. Doing so could improve both the efficiency and effectiveness of schools, with benefits for teachers and students alike.

About the authors

Annette Konoske-Graf is a Policy Analyst with the K-12 Education team at the Center for American Progress. After studying political science and Spanish literature at the University of California, Berkeley, she moved to Miami, Florida, where she taught ninth and 10th grade literature in Little Haiti. She was one of seven district finalists and runner-up for the 2012 Francisco R. Walker Rookie Teacher of the Year Award and the winner from the Education Transformation Office Region of Miami-Dade County. The Education Transformation Office serves the 27 high-needs schools within the district. Konoske-Graf graduated from Columbia University's Graduate School of Journalism in May 2014 and from Columbia's School of International and Public Affairs, or SIPA, in May 2015. Upon graduation from SIPA, she won the Raphael Smith Memorial Prize for her essay on a taxi ride in southern Chile.

Lisette Partelow is the Director of Teacher Policy at the Center. Her previous experience includes teaching first grade in Washington, D.C.; working as a senior legislative assistant for Rep. Dave Loebsack (D-IA); and working as a legislative associate at the Alliance for Excellent Education. She has also worked at the U.S. House of Representatives Committee on Education and Labor and the American Institutes for Research.

Partelow has a master's degree in public affairs from Princeton University and a master's degree in elementary education from George Mason University. She received a bachelor's degree from Connecticut College.

Meg Benner is a Senior Consultant to the Center. Previously, she was a senior director at Leadership for Educational Equity. Benner worked on Capitol Hill as an education policy advisor for the House Committee on Education and the Workforce, where she advised Ranking Member George Miller (D-CA) and served as a legislative assistant for Sen. Richard Blumenthal (D-CT) and Sen. Christopher Dodd (D-CT). She received her undergraduate degree in American studies from Georgetown University and a master's degree of science in teaching from Pace University.

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Appendix A: Methodology

The survey was developed, administered, and analyzed with support from Policy Studies Associates, or PSA, CAP’s contractor for this project.

Survey sample

PSA used the 2012-13 Common Core of Data Local Education Agency Universe Survey conducted by the National Center of Education Statistics, or NCEES, to develop the sampling frame, or the school districts selected to participate in the survey.⁶³ This publicly available dataset contains information on 18,968 elementary and secondary education agencies located in the 50 U.S. states and the District of Columbia; Puerto Rico, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands; the Department of Defense schools; and the Bureau of Indian Education.

From the dataset of 18,968 education agencies, 7,233 agencies were removed that did not match the study population criteria, for a total of 11,735 districts in the sample frame. In addition, the agencies located outside the 50 states and the District of Columbia were removed from the sampling frame, as were agencies that were not in operation; that were temporarily closed; or that were regional education service agencies, federally and state-operated agencies, charter agencies, or designated as “other education agencies.”

The dataset also included agencies that were component(s) of a supervisory union, sharing a superintendent and administrative services with other local school districts. In these cases, the agency defined as the “supervisory union” was retained, but component agencies associated with the unions were removed. Also removed from the sampling frame were local education agencies, or LEAs, that did not directly educate students through the employment of teachers and the operation of school buildings; many of these agencies represented towns that sent

their students to neighboring districts or cooperative districts. Finally, agencies that solely served specific segments of the population, such as vocational centers or schools for special education students, were removed. Figure 3 summarizes the deletions made to the dataset to arrive at the final sample frame.

The final sample includes a nationally representative sample of 200 public school districts.

FIGURE 3
Variables used to build the sample frame

Variable name	Variable description	Use*	LEAs subtracted	Unduplicated deletions**
FIPST	American National Standards Institute state code	Eliminated LEAs from locations outside the 50 states and the District of Columbia and states that have not adopted the Common Core State Standards (X > 56; X = 2; X = 27; X = 31; X = 48; X = 51; and n = 2,642)	2,656	2,656
BOUND	The boundary change indicator is a classification of changes in a local education agency's boundaries since the last report to the NCES.	Eliminated LEAs that had closed (X = 2 and n = 174) or were temporarily closed (X = 6 and n = 36)	210	2,838
TYPE	Agency type code	Eliminated agencies defined as "regional education service agencies" (X = 4 and n = 1,354); "state-operated agencies" (X = 5 and n = 282); "federally operated agencies" (X = 19); "charter agencies" (X = 7; n = 2,808); and "other education agencies" (X = 8 and n = 150)	4,613	6,697
UNION	Indicator linking supervisory units and component agencies	Eliminated agencies that were represented in the data set as component agencies of a "supervisory union"	701	7,213
SCH	Number of schools associated with the agency	Eliminated LEAs that did not directly educate students (n = 133)	133	7,233
N/A	N/A	Eliminated LEAs that served special populations of students, such as special education students or youth in the criminal justice system.	47	7,233

As stated in the figure, the FIPST variable eliminated LEAs that existed outside the 50 states and the District of Columbia and that have not adopted the Common Core State Standards; this variable netted 2,656 deletions, which brought the total number of unduplicated deletions to 2,656.

*"X" stands for the variable name in each row.

** The unduplicated count is cumulative from top to bottom.

Source: See Appendix B for the survey instrument.

Survey development

The purpose of the survey was to understand district successes and challenges with respect to teacher recruitment, selection, compensation, induction, evaluation, and support. As part of survey development, PSA sent a draft of the instrument to human resource directors or superintendents in 32 LEAs and asked them to review it and provide feedback on the appropriateness and clarity of the wording and on

the focus of the survey questions. PSA drew the sample randomly by assigning a random number to each district. It then sorted the districts, using the first 32 for the pilot sample and the remaining 200 for the full survey. The LEAs were also asked to estimate the amount of time they would need to complete the survey and to indicate who else in their district might be involved in responding to individual items on the final survey. The final version of the survey reflects the feedback that PSA received from the 12 districts that agreed to participate in the pilot. Because the final survey did not change significantly from the draft survey, PSA did not administer the survey a second time to the original 32 LEAs.

Survey administration

In late September 2015, CAP mailed a letter to human resource managers and/or district superintendents of the sampled districts to describe the study purposes and to invite their participation. Within one week, PSA emailed each respondent inviting them to participate in the survey and directing them to click on the personalized link embedded in the email to begin the online survey. PSA sent reminder emails once a week for three weeks and then followed up by phone with all non-respondents. Finally, toward the end of the survey administration period, CAP mailed a hard copy version of the survey—including a self-addressed, stamped envelope—to all nonrespondents and asked that they return the survey to PSA as soon as possible.

As an incentive, all respondents received a \$50 gift card for submitting their completed surveys.

Districts returned surveys between October and November 2015. PSA received completed responses from 108 of the 200 districts, 7 partial responses, and 11 refusals in the sample; this corresponds to a response rate of 63 percent.

Appendix B: Survey Instrument

**Survey Administered by Policy Studies Associates
November 2015
108 Survey Respondents**

Q1: As a Human Resources professional in your school district, to what extent do you face challenges in each of the following areas of human resource management? NOTE: if you DO NOT have job responsibility for a particular human resource area, select “N/A.”

	Major challenge	Moderate challenge	Minor challenge	Not a challenge	Not applicable
Teacher recruitment	24.07%	51.85%	10.19%	9.26%	4.63%
Teacher hiring and selection	15.74%	48.15%	17.59%	13.89%	4.63%
Teacher induction programming	5.56%	19.44%	36.11%	28.70%	10.19%
Teacher retention	12.04%	23.15%	32.41%	27.78%	4.63%
Teacher support	4.63%	22.22%	36.11%	31.48%	5.56%
Teacher evaluation	9.26%	26.85%	31.48%	25.00%	7.41%
Teacher dismissals	11.83%	18.28%	39.78%	21.51%	8.60%

Q2: Do you have job responsibilities related to teacher recruitment? (Data not included in this report)

Q3a: Does your district have a staff member(s)—in addition to yourself—whose job it is to recruit teachers?

Yes.....	42.7%
No.....	53.4%
Other.....	3.9%

Q3b: How many staff members work on teacher recruitment in your district?

Mean.....	1.8
Standard deviation.....	1.8

Q4: What among the following does your district do to recruit teacher candidates?

Post job openings on your school district website

Yes.....	94.2%
No.....	5.8%

Post job openings on websites of Schools of Education

Yes.....	67.0%
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	No.....	33.0%
<i>Within the county in which the district is located</i>	Yes.....	65.2%
	No.....	34.8%
<i>Outside the county in which the district is located</i>	Yes.....	82.6%
	No.....	17.4%
<i>Outside the state in which the district is located</i>	Yes.....	29.0%
	No.....	71.0%
Post job openings on state education agency website	Yes.....	64.7%
	No.....	35.3%
Post job openings on website of alternative certification/ preparation/certification programs	Yes.....	21.4%
	No.....	78.6%
<i>Within the county in which the district is located</i>	Yes.....	68.2%
	No.....	31.8%
<i>Outside the county in which the district is located</i>	Yes.....	63.6%
	No.....	36.4%
<i>Outside the state in which the district is located</i>	Yes.....	40.9%
	No.....	59.1%
Post job openings on LinkedIn, Facebook, Twitter, and/or other social media networks	Yes.....	30.1%
	No.....	69.9%
Travel to colleges/universities to recruit at job fairs or other events	Yes.....	49.5%
	No.....	50.5%
<i>Within the county in which the district is located</i>	Yes.....	43.1%
	No.....	56.9%
<i>Outside the county in which the district is located</i>	Yes.....	88.2%
	No.....	11.8%
<i>Outside the state in which the district is located</i>	Yes.....	21.6%
	No.....	78.4%
Recruit from institutions and organizations (e.g. universities, campus groups, religious groups) that serve primarily minority populations	Yes.....	33.0%
	No.....	67.0%
Advertise with newspapers/magazines	Yes.....	63.1%
	No.....	36.9%
<i>Within the county in which the district is located</i>	Yes.....	72.3%
	No.....	27.7%
<i>Outside the county in which the district is located</i>	Yes.....	52.3%
	No.....	47.7%

<i>Outside the state in which the district is located</i>	Yes.....	24.6%
	No.....	75.4%
Obtain referrals from local Schools of Education	Yes.....	53.4%
	No.....	46.6%
Obtain referrals from current teaching staff	Yes.....	61.2%
	No.....	38.8%
Recruit retired teachers	Yes.....	30.1%
	No.....	69.9%
Recruit teachers certified through alternative routes	Yes.....	42.0%
	No.....	58.0%
Recruit substitute teachers	Yes.....	48.5%
	No.....	51.5%
Provide assistance to paraprofessionals to become certified teachers	Yes.....	34.0%
	No.....	66.0%
Other	Yes.....	10.7%
	No.....	89.3%

Q5 (If checked "Recruit from institutions and organizations that serve minority populations"): What among the following does your district do to recruit teacher candidates from institutions or organizations that serve primarily minority populations?

Post job openings on websites of institutions or organizations serving primarily minority populations	Yes.....	55.9%
	No.....	44.1%
Travel to recruit at events such as job fairs at institutions or organizations serving primarily minority populations	Yes.....	64.7%
	No.....	35.3%
Advertise in publications issued by institutions or organizations serving primarily minority populations	Yes.....	23.5%
	No.....	76.5%
Obtain referrals from staff	Yes.....	44.1%
	No.....	55.9%
Other	Yes.....	14.7%
	No.....	85.3%

Q6: In what month(s) during the year is your district most actively recruiting teachers?

Month 1 Month 2 Month 3

December	0.0%	0.0%	0.0%
November	0.0%	1.0%	2.1%
October	0.0%	1.0%	1.0%
September	0.0%	0.0%	1.0%
August	0.0%	2.9%	10.3%
July	3.9%	5.9%	16.5%
June	4.9%	22.5%	18.6%
May	19.4%	21.6%	25.8%
April	32.0%	28.4%	16.5%
March	26.2%	12.7%	5.2%
February	9.7%	3.9%	3.1%
January	3.9%	0.0%	0.0%

Q7: Does your district offer any of the following as recruiting incentives to teachers?

Signing bonus	Yes, for all teachers.....1.9% Yes, but only for teachers in high need areas....10.7% No.....87.4% Don't know.....0.0%
Additional compensation for extra-curricular or administrative functions	Yes, for all teachers.....79.4% Yes, but only for teachers in high need areas.....5.9% No.....14.7% Don't know.....0.0%
Flexibility in crediting teaching experience in other districts or states	Yes, for all teachers.....54.4% Yes, but only for teachers in high need areas....10.7% No.....32.0% Don't know.....2.9%
Flexibility in crediting job experience in non-teaching occupations	Yes, for all teachers.....15.5% Yes, but only for teachers in high need areas....10.7% No.....69.9% Don't know.....3.9%
Additional compensation for teaching in hard-to-staff fields.....3.9%	Yes, for all Yes, but only for teachers in high need areas....23.3% No.....71.8% Don't know.....1.0%
Additional compensation for National Board for Professional Teaching Standards certification	Yes, for all teachers.....33.0% Yes, but only for teachers in high need areas.....0.0% No.....64.1% Don't know.....2.9%
Certification (i.e., if coming from outside the state)	Yes, for all teachers.....23.3% Yes, but only for teachers in high need areas.....2.9% No.....66.0%

	Don't know.....	7.8%
Induction program	Yes, for all teachers.....	59.2%
	Yes, but only for teachers in high need areas.....	0.0%
	No.....	37.9%
	Don't know.....	2.9%
Mentoring	Yes, for all teachers.....	82.5%
	Yes, but only for teachers in high need areas.....	3.9%
	No.....	11.7%
	Don't know.....	1.9%
Professional development (i.e., in addition to what is already offered to current teachers)	Yes, for all teachers.....	70.9%
	Yes, but only for teachers in high need areas.....	1.9%
	No.....	26.2%
	Don't know.....	1.0%
Subsidized college tuition	Yes, for all teachers.....	32.0%
	Yes, but only for teachers in high need areas.....	5.8%
	No.....	61.2%
	Don't know.....	1.0%
Housing assistance	Yes, for all teachers.....	1.9%
	Yes, but only for teachers in high need areas.....	1.9%
	No.....	96.1%
	Don't know.....	0.0%
Forgiveness of student loan(s) funded by the district	Yes, for all teachers.....	7.8%
	Yes, but only for teachers in high need areas.....	1.0%
	No.....	91.3%
	Don't know.....	0.0%
Finders' fee to existing staff for new teacher referrals	Yes, for all teachers.....	1.0%
	Yes, but only for teachers in high need areas.....	0.0%
	No.....	98.1%
	Don't know.....	1.0%
Relocation assistance	Yes, for all teachers.....	1.0%
	Yes, but only for teachers in high need areas.....	5.8%
	No.....	91.3%
	Don't know.....	1.9%
Other	Yes, for all teachers.....	1.0%
	Yes, but only for teachers in high need areas.....	1.0%
	No.....	86.4%
	Don't know.....	11.7%

Q8: To what extent does each of the following district factors challenge your district's efforts to recruit teachers? NOTE: If a particular factor does not apply to your district—e.g., you district is not located in a remote/rural location—please select "N/A" for "Not applicable."

Teacher salary	Very challenging.....	34.0%
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	Somewhat challenging.....	29.1%
	Minimally challenging.....	23.3%
	Not at all challenging.....	12.6%
	Don't Know.....	1.0%
	Not applicable.....	0.0%
Teacher benefits package	Very challenging.....	12.6%
	Somewhat challenging.....	30.1%
	Minimally challenging.....	27.2%
	Not at all challenging.....	29.1%
	Don't Know.....	1.0%
	Not applicable.....	0.0%
Nonrenewable teaching contracts	Very challenging.....	1.0%
	Somewhat challenging.....	9.7%
	Minimally challenging.....	17.5%
	Not at all challenging.....	42.7%
	Don't Know.....	5.8%
	Not applicable.....	23.3%
District's location near other districts or states offering more competitive teacher compensation packages	Very challenging.....	23.3%
	Somewhat challenging.....	37.9%
	Minimally challenging.....	21.4%
	Not at all challenging.....	14.6%
	Don't Know.....	1.9%
	Not applicable.....	1.0%
District's remote/rural location	Very challenging.....	22.3%
	Somewhat challenging.....	29.1%
	Minimally challenging.....	15.5%
	Not at all challenging.....	18.4%
	Don't Know.....	1.0%
	Not applicable.....	13.6%
District's high cost of living	Very challenging.....	1.9%
	Somewhat challenging.....	10.7%
	Minimally challenging.....	21.4%
	Not at all challenging.....	57.3%
	Don't Know.....	2.9%
	Not applicable.....	5.8%
District's history of low student performance	Very challenging.....	4.9%
	Somewhat challenging.....	12.6%
	Minimally challenging.....	16.5%
	Not at all challenging.....	58.3%
	Don't Know.....	1.0%
	Not applicable.....	6.8%
Other	Very challenging.....	3.9%
	Somewhat challenging.....	1.0%
	Minimally challenging.....	0.0%
	Not at all challenging.....	8.7%
	Don't Know.....	9.7%

Not applicable.....76.7%

Q9: In the past three years, what has been your district’s most common strategy for addressing unfilled teacher vacancies?

Increase class sizes.....6.8%
Assign a teacher to teach out-of-field/outside their area of licensure.....23.3%
Hire long-term substitutes.....40.8%
Hire day-to-day/short-term substitutes.....5.8%
Don’t know.....4.9%
Other.....18.4%

Q10: What involvement do district central office staff have in teacher hiring decisions?

Total involvement.....30.1%
Moderate involvement.....26.2%
Little to no involvement.....30.1%
Other.....13.6%

Q11: Which of the following are required as part of the teacher application process?

Written or online application	Yes.....92.2%
	No.....7.8%
Resume	Yes.....92.2%
	No.....7.8%
Certification exam scores	Yes.....41.7%
	No.....58.3%
College grade point average (GPA)	Yes.....49.5%
	No.....50.5%
Writing sample	Yes.....13.6%
	No.....86.4%
Teaching portfolio	Yes.....5.8%
	No.....94.2%
Proof of certification	Yes.....95.1%
	No.....4.9%
References/recommendations	Yes.....95.1%

	No.....	4.9%
Demonstration lesson or other performance activity with adults	Yes.....	5.8%
	No.....	94.2%
Demonstration lesson or other performance activity with students	Yes.....	12.6%
	No.....	87.4%
Interviews with a hiring/selection committee	Yes.....	80.6%
	No.....	19.4%
Interviews with hiring principal(s) (i.e., separate from committee)	Yes.....	65.0%
	No.....	35.0%
Interviews with district staff (i.e., separate from committee)	Yes.....	29.1%
	No.....	70.9%
Written/online personality test (e.g., Myers Briggs)	Yes.....	3.9%
	No.....	96.1%
Don't know or varies by principal	Yes.....	1.0%
	No.....	99.0%
Other	Yes.....	4.9%
	No.....	95.1%

Q12: To what extent does the district consider each of the following factors when hiring teachers?

College grade point average, or GPA	To a great extent.....	9.5%
	Somewhat.....	49.2%
	Minimally.....	36.5%
	Not at all.....	4.8%
Quality of teaching portfolio	To a great extent.....	11.1%
	Somewhat.....	36.5%
	Minimally.....	25.4%
	Not at all.....	27.0%
Teaching experience	To a great extent.....	50.8%
	Somewhat.....	34.9%
	Minimally.....	14.3%
	Not at all.....	0.0%
Whether candidate has an advanced degree	To a great extent.....	14.3%
	Somewhat.....	50.8%
	Minimally.....	27.0%
	Not at All.....	7.9%
References/recommendations	To a great extent.....	62.9%
	Somewhat.....	33.9%
	Minimally.....	3.2%

	Not at all.....	0.0%
Certification in subject area to be taught	To a great extent.....	91.9%
	Somewhat.....	3.2%
	Minimally.....	1.6%
	Not at all.....	3.2%
Performance in teaching sample lesson	To a great extent.....	22.9%
	Somewhat.....	29.2%
	Minimally.....	16.7%
	Not at all.....	31.3%
Instructional practices align with district's teaching standards	To a great extent.....	33.3%
	Somewhat.....	39.6%
	Minimally.....	20.8%
	Not at all.....	6.3%
Subject matter knowledge demonstrated in the interview	To a great extent.....	68.8%
	Somewhat.....	27.1%
	Minimally.....	4.2%
	Not at all.....	0.0%
Data analysis skills demonstrated in the interview	To a great extent.....	29.2%
	Somewhat.....	39.6%
	Minimally.....	25.0%
	Not at all.....	6.3%
Professional/career goals	To a great extent.....	20.8%
	Somewhat.....	45.8%
	Minimally.....	29.2%
	Not at all.....	4.2%
Contribution to workforce diversity	To a great extent.....	16.7%
	Somewhat.....	43.8%
	Minimally.....	27.1%
	Not at all.....	12.5%
Cultural sensitivity	To a great extent.....	33.3%
	Somewhat.....	33.3%
	Minimally.....	27.1%
	Not at all.....	6.3%
Leadership experience	To a great extent.....	22.9%
	Somewhat.....	45.8%
	Minimally.....	29.2%
	Not at all.....	2.1%
Willingness to serve on committees	To a great extent.....	16.7%
	Somewhat.....	43.8%
	Minimally.....	35.4%
	Not at all.....	4.2%
Willingness to manage school-based	To a great extent.....	18.8%

extracurricular activities (e.g., sports teams, debate team, etc.)	Somewhat.....50.0%
	Minimally.....22.9%
	Not at all.....8.3%
Selectivity of teacher preparation or alternative certification program	To a great extent.....14.6%
	Somewhat.....47.9%
	Minimally.....29.2%
	Not at all.....8.3%
Score on telephone screening	To a great extent.....8.3%
	Somewhat.....8.3%
	Minimally.....14.6%
	Not at all.....68.8%
Timed submission of required documents	To a great extent.....33.3%
	Somewhat.....45.8%
	Minimally.....14.6%
	Not at all.....6.3%
Ability to navigate the interview process	To a great extent.....35.4%
	Somewhat.....45.8%
	Minimally.....16.7%
	Not at all.....2.1%
Other	To a great extent.....2.1%
	Somewhat.....2.1%
	Minimally.....6.3%
	Not at all.....89.6%

Q13: During the hiring process, to what extent does your district have a sufficient pool of applicants for open teaching positions?

The size of our applicant pool significantly varies depending on the type of position.....	44.7%
We have an excessive number of applicants for most positions.....	6.8%
We have a desirable number of applicants for most positions.....	19.4%
Our applicant pool is too small for most positions.....	28.2%
Other.....	1.0%

Q14: To what extent is it difficult for your district to fill positions for each of the following types of teachers?
NOTE: If your district does not hire or offer positions for particular type(s) of teachers, select "N/A" below.

Special education teachers	Very difficult.....	39.8%
	Somewhat difficult.....	37.9%
	Minimally difficult.....	16.5%
	Not at all difficult.....	3.9%
	Not applicable.....	1.9%
Teachers of English Language Learners (ELLs)	Very difficult.....	28.2%
	Somewhat difficult.....	28.2%
	Minimally difficult.....	22.3%

	Not at all difficult.....	6.8%
	Not applicable.....	14.6%
Pre-K/Kindergarten teachers	Very difficult.....	1.9%
	Somewhat difficult.....	11.7%
	Minimally difficult.....	35.0%
	Not at all difficult.....	47.6%
	Not applicable.....	3.9%
High school math teachers	Very difficult.....	40.8%
	Somewhat difficult.....	34.0%
	Minimally difficult.....	8.7%
	Not at all difficult.....	4.9%
	Not applicable.....	11.7%
High school science teachers	Very difficult.....	41.7%
	Somewhat difficult.....	32.0%
	Minimally difficult.....	9.7%
	Not at all difficult.....	4.9%
	Not applicable.....	11.7%
Middle school math teachers	Very difficult.....	29.1%
	Somewhat difficult.....	43.7%
	Minimally difficult.....	21.4%
	Not at all difficult.....	4.9%
	Not applicable.....	1.0%
Middle school science teachers	Very difficult.....	25.2%
	Somewhat difficult.....	45.6%
	Minimally difficult.....	22.3%
	Not at all difficult.....	5.8%
	Not applicable.....	1.0%
Elementary school teachers	Very difficult.....	1.9%
	Somewhat difficult.....	16.5%
	Minimally difficult.....	19.4%
	Not at all difficult.....	61.2%
	Not applicable.....	1.0%
Music/art teachers	Very difficult.....	19.4%
	Somewhat difficult.....	28.2%
	Minimally difficult.....	22.3%
	Not at all difficult.....	23.3%
	Not applicable.....	6.8%
Foreign language teachers	Very difficult.....	37.9%
	Somewhat difficult.....	27.2%
	Minimally difficult.....	16.5%
	Not at all difficult.....	8.7%
	Not applicable.....	9.7%
Career and technical education teachers	Very difficult.....	25.2%
	Somewhat difficult.....	25.2%

	Minimally difficult.....	19.4%
	Not at all difficult.....	9.7%
	Not applicable.....	20.4%
Reading specialists	Very difficult.....	9.7%
	Somewhat difficult.....	20.4%
	Minimally difficult.....	37.9%
	Not at all difficult.....	22.3%
	Not applicable.....	9.7%
Teachers of color	Very difficult.....	42.7%
	Somewhat difficult.....	16.5%
	Minimally difficult.....	22.3%
	Not at all difficult.....	7.8%
	Not applicable.....	10.7%
Male teachers	Very difficult.....	9.7%
	Somewhat difficult.....	39.8%
	Minimally difficult.....	30.1%
	Not at all difficult.....	15.5%
	Not applicable.....	4.9%
Teachers with experience working in low-performing schools	Very difficult.....	10.7%
	Somewhat difficult.....	32.0%
	Minimally difficult.....	23.3%
	Not at all difficult.....	15.5%
	Not applicable.....	18.4%
Other teaching staff	Very difficult.....	1.0%
	Somewhat difficult.....	19.4%
	Minimally difficult.....	12.6%
	Not at all difficult.....	9.7%
	Not applicable.....	57.3%

Q15: When a teacher begins teaching in this district, does he/she participate in a district-sponsored formal induction program?

Yes, all teachers new to the district.....	63.5%
Yes, but only for first-time teachers.....	11.5%
No.....	19.8%
Other.....	5.2%

Q16 (If teachers participate in a district-sponsored formal orientation program): Which of the following, if anything, are part of the new teacher induction program?

Assigned a mentor teacher	Yes.....	87.5%
	No.....	12.5%
Receive instructional coaching	Yes.....	62.5%
	No.....	37.5%

Receive additional principal observations	Yes.....	65.3%
	No.....	34.7%
Attend regularly scheduled meetings with the principal	Yes.....	50.0%
	No.....	50.0%
Have a reduced teaching load	Yes.....	5.6%
	No.....	94.4%
Receive classroom assistance	Yes.....	13.9%
	No.....	86.1%
Receive professional development targeted specifically to new teachers	Yes.....	66.7%
	No.....	33.3%
Participate in a residency year	Yes.....	13.9%
	No.....	86.1%
Co-teach	Yes.....	2.8%
	No.....	97.2%
Participate in district's new teacher orientation program	Yes.....	86.1%
	No.....	13.9%
Receive a new teacher handbook	Yes.....	48.6%
	No.....	51.4%
Other	Yes.....	1.4%
	No.....	98.6%

Q16 (If teachers receive instructional coaching): How frequently do new teachers in your district receive instructional coaching?

Once a week.....	6.7%
Twice a month.....	17.8%
Once a month.....	26.7%
Once a semester.....	35.6%
Other.....	4.4%
Don't know.....	8.9%

Q16 (If teachers participate in a new teacher orientation program): For how many hours or days do teachers participate in the district's orientation program?

One to four hours.....	16.1%
Five to eight hours.....	25.8%
Two days.....	12.9%
Three to five days.....	22.6%
More than five days.....	17.7%
Don't know.....	4.8%

Q17: Does your district provide any supports geared specifically towards inducting teachers of color?

Yes.....	3.9%
No.....	80.3%
Don't Know.....	15.8%

Q18: To your knowledge, which of the following are the most common reasons why teachers leave your district?

Retirement	Yes.....	76.7%
	No.....	23.3%
Transfer to another district	Yes.....	57.3%
	No.....	42.7%
Reduction in force	Yes.....	14.6%
	No.....	85.4%
Change of career	Yes.....	9.7%
	No.....	90.3%
Personal reasons	Yes.....	35.0%
	No.....	65.0%
Transfer out of state	Yes.....	13.6%
	No.....	86.4%
Dismissal/involuntary termination	Yes.....	3.9%
	No.....	96.1%
Pay scale	Yes.....	26.2%
	No.....	73.8%
Working conditions	Yes.....	4.9%
	No.....	95.1%
Resigned in lieu of termination	Yes.....	5.8%
	No.....	94.2%
Other	Yes.....	4.9%
	No.....	95.1%
Don't know	Yes.....	1.0%
	No.....	99.0%

Q19: Among the following what was the most common reason why teachers were dismissed or did not have their contracts renewed this past school year (2014-2015)?

Layoffs due to school closing	Yes.....	0.0%
	No.....	100.0%
Layoffs due to school mergers	Yes.....	0.0%

	No.....	100.0%
Layoffs due to reduced enrollment	Yes.....	14.0%
	No.....	86.0%
Other reductions in force, unrelated to reduced enrollment or school closings (e.g., budget cuts)	Yes.....	9.0%
	No.....	91.0%
Failure to meet NCLB-defined Highly Qualified Teacher (HQT) requirements	Yes.....	3.0%
	No.....	97.0%
Poor performance (e.g., failed to perform professional duties and responsibilities, did not meet performance expectations)	Yes.....	41.6%
	No.....	58.4%
Teacher misconduct (e.g., exhibited behavior that was illegal, disruptive, and/or counter to standard norms of conduct; generally not related to performance)	Yes.....	5.9%
	No.....	94.1%
Other	Yes.....	25.0%
	No.....	75.0%

Q20: To what extent does your district have difficulty retaining, for any reason, each of the following types of teachers? NOTE: If your district does not hire a particular type of teacher, please select “N/A—my district does not hire this type of teacher.”

New teachers (0–3 years of experience)	Very difficult.....	3.4%
	Somewhat difficult.....	23.0%
	Minimally difficult.....	36.8%
	Not at all difficult.....	34.5%
	Don’t Know.....	1.1%
	Not applicable.....	1.1%
Veteran teachers (i.e., 10+ years of teaching experience)	Very difficult.....	0.0%
	Somewhat difficult.....	12.6%
	Minimally difficult.....	27.6%
	Not at all difficult.....	56.3%
	Don’t Know.....	1.1%
	Not applicable.....	2.3%
Special education teachers	Very difficult.....	5.7%
	Somewhat difficult.....	25.3%
	Minimally difficult.....	37.9%
	Not at all difficult.....	26.4%
	Don’t Know.....	1.1%
	Not applicable.....	3.4%
Teachers of English Language Learners (ELLs)	Very difficult.....	10.3%
	Somewhat difficult.....	6.9%
	Minimally difficult.....	31.0%
	Not at all difficult.....	20.7%
	Don’t Know.....	5.7%

	Not applicable.....	25.3%
Pre-K/Kindergarten teachers	Very difficult.....	1.1%
	Somewhat difficult.....	3.4%
	Minimally difficult.....	29.9%
	Not at all difficult.....	59.8%
	Don't Know.....	1.1%
	Not applicable.....	4.6%
High school math teachers	Very difficult.....	12.6%
	Somewhat difficult.....	18.4%
	Minimally difficult.....	31.0%
	Not at all difficult.....	25.3%
	Don't Know.....	1.1%
	Not applicable.....	11.5%
High school science teachers	Very difficult.....	9.2%
	Somewhat difficult.....	21.8%
	Minimally difficult.....	29.9%
	Not at all difficult.....	26.4%
	Don't Know.....	1.1%
	Not applicable.....	11.5%
Middle school math teachers	Very difficult.....	10.3%
	Somewhat difficult.....	16.1%
	Minimally difficult.....	36.8%
	Not at all difficult.....	34.5%
	Don't Know.....	1.1%
	Not applicable.....	1.1%
Middle school science teachers	Very difficult.....	5.7%
	Somewhat difficult.....	23.0%
	Minimally difficult.....	35.6%
	Not at all difficult.....	33.3%
	Don't Know.....	1.1%
	Not applicable.....	1.1%
Music/art teachers	Very difficult.....	5.7%
	Somewhat difficult.....	14.9%
	Minimally difficult.....	29.9%
	Not at all difficult.....	40.2%
	Don't Know.....	1.1%
	Not applicable.....	8.0%
Foreign language teachers	Very difficult.....	12.6%
	Somewhat difficult.....	13.8%
	Minimally difficult.....	31.0%
	Not at all difficult.....	28.7%
	Don't Know.....	1.1%
	Not applicable.....	12.6%
Career and technical education teachers	Very difficult.....	4.6%
	Somewhat difficult.....	21.8%

	Minimally difficult.....	23.0%
	Not at all difficult.....	27.6%
	Don't Know.....	1.1%
	Not applicable.....	21.8%
Reading specialists	Very difficult.....	2.3%
	Somewhat difficult.....	9.2%
	Minimally difficult.....	31.0%
	Not at all difficult.....	41.4%
	Don't Know.....	3.4%
	Not applicable.....	12.6%
Teachers of color	Very difficult.....	8.0%
	Somewhat difficult.....	11.5%
	Minimally difficult.....	28.7%
	Not at all difficult.....	33.3%
	Don't know.....	8.0%
	Not applicable.....	10.3%
Male teachers	Very difficult.....	2.3%
	Somewhat difficult.....	17.2%
	Minimally difficult.....	32.2%
	Not at all difficult.....	43.7%
	Don't know.....	2.3%
	Not applicable.....	2.3%
Teachers in low-performing schools	Very difficult.....	4.6%
	Somewhat difficult.....	6.9%
	Minimally difficult.....	23.0%
	Not at all difficult.....	36.8%
	Don't know.....	12.6%
	Not applicable.....	16.1%
Other teaching staff	Very difficult.....	0.0%
	Somewhat difficult.....	2.3%
	Minimally difficult.....	3.4%
	Not at all difficult.....	3.4%
	Don't know.....	20.7%
	Not applicable.....	70.1%

Q21: On a scale of 1–5, where "1" is low teacher retention and "5" is high teacher retention, how would you characterize the teacher retention rate in your district?

High.....	32.0%
Medium-high.....	46.0%
Medium.....	15.0%
Medium-low.....	4.0%
Low.....	3.0%

Q22: To what extent is the teacher retention rate a concern in your district?

Major concern.....	9.0%
Somewhat of a concern.....	25.0%
Minor concern.....	40.0%
Not a concern.....	25.0%
Other.....	1.0%

Q23: How many K-12 certified teaching staff were employed by your district at the start of the 2014-15 school year? NOTE: Please provide HEAD COUNTS, not FTEs (full-time equivalents). Also, if you do not know or the data are unavailable, please type “DK” (Don’t know) or “ND” (No data) in the box.

Mean.....	271
Std. Dev.....	489
Min.....	10
Max.....	3,438
No data.....	3.0
Don’t know.....	4.0

Q24: For the 2014-15 school year, how many K-12 certified teaching staff were newly hired by this district for grades K-12 and comparable ungraded levels? NOTES: “Comparable ungraded levels” refers to schools that classify students by an alternative means other than particular grade levels. “Newly hired” teachers are teachers not employed in this district last school year (2013-14) as teachers. Please provide HEAD COUNTS, not FTEs (full-time equivalent). If NONE, write “0” in the space provided. If you do not know or the data are unavailable, please type “DK” (Do not know) or “ND” (No data) in the box.

Mean.....	23
Std. Dev.....	57
Min.....	0
Max.....	480
No data.....	2
Don’t know.....	11

Q25: Approximately how many K-12 certified teaching staff left the district FOR ANY REASON (e.g., dismissed, retired, moved away, etc.) over the course of the 2014-15 school year? NOTE: If NONE, please write “0” in the space provided. If you do not know or the data are unavailable, please type “DF” (Don’t know) or “ND” (No data) in the box.

Mean.....	16
Std. Dev.....	31
Min.....	0
Max.....	190
No data.....	1
Don’t know.....	10

Q26: Of the K-12 certified teaching staff who left the district this past school year (i.e., 2014-15), approximately how many were DISMISSED or did not have their contracts renewed for any reason? NOTE: If NONE, please write “0” in the space provided. If you do not know or the data are unavailable, please type “DF” (Don’t know) or “ND” (No data) in the box.

Mean.....	3
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Std. Dev.....	8
Min.....	0
Max.....	50
No data.....	0
Don't know.....	7

Q27: Does your district offer teacher tenure?

Yes.....	68.3%
No.....	31.7%

Q28: Of the K-12 certified teaching staff who left the district for any reason this past school year, how many were denied tenure? NOTE: If NONE, please write "0" in the space provided. If you do not know or the data are unavailable, please type "DF" (Don't know) or "ND" (No data) in the box.

Mean.....	1
Std. Dev.....	2
Min.....	0
Max.....	16
No data.....	1
Don't know.....	7

Q29: Of the K-12 certified staff who were dismissed or did not have their contracts renewed this past school year (i.e., 2014-15), how many had tenure in the district? NOTE: If NONE, please write "0" in the space provided. If you do not know or the data are unavailable, please type "DF" (Don't know) or "ND" (No data) in the box.

Mean.....	1
Std. Dev.....	1
Min.....	0
Max.....	6
No data.....	1
Don't know.....	8

Q30a: Of the K-12 certified teaching staff who were dismissed or did not have their contracts renewed this past school year (i.e., 2014-15), how many were NOVICE teachers (i.e., teaching for less than 1 year and up to 3 years)? NOTE: If NONE, please write "0" in the space provided. If you do not know or the data are unavailable, please type "DF" (Don't know) or "ND" (No data) in the box.

Mean.....	2
Std. Dev.....	6
Min.....	0
Max.....	50
No data.....	5
Don't know.....	10

Q30b: Of the K-12 certified teaching staff who were dismissed or did not have their contracts renewed this past school year (i.e., 2014-15), how many were VETERAN teachers (i.e., teaching for more than 3 years)? NOTE: If

	Minimum.....	\$30,000
	Maximum.....	\$80,000
The base salary of the LOWEST paid full-time teacher, in dollars per year?	Mean.....	\$36,432
	Std. Dev.....	\$6,143
	Minimum.....	\$27,000
	Maximum.....	\$60,000
The base salary of the HIGHEST paid full-time teacher, in dollars per year?	Mean.....	\$65,523
	Std. Dev.....	\$17,655
	Minimum.....	\$32,350
	Maximum.....	\$133,000

Q34: Does your district—or state—require teachers to meet in grade-level or subject-area teams?

Yes.....	64.6%
No.....	28.1%
Do not know.....	4.2%
Other.....	3.1%

Q35: Among the following, what types of professional development did your district provide or offer to teachers this past school year (2014-15)? NOTE: For each type of professional development activity that the district provided in 2014-2015, indicate whether teacher participation was mandatory or voluntary. If the professional development activity was not among district-sponsored offerings, select “N/A.”

In-person workshops (e.g., district- or state-sponsored training, often held onsite, that helps educators learn a skill or content area that does not extend beyond one day)	District provided: Participation mandatory.....	71.9%
	District provided: Participation voluntary.....	21.9%
	N/A: Not among offerings.....	3.1%
	Don’t know.....	3.1%
Seminars (e.g., district- or state-sponsored training that helps educators learn a skill or content area that extends beyond one day)	District provided: Participation mandatory.....	25.0%
	District provided: Participation voluntary.....	56.3%
	N/A: Not among offerings.....	11.5%
	Don’t know.....	7.3%
Conferences (e.g., multiday learning experiences, sponsored by the district, state, or an educational association, that help educators learn a new skill/ content area or build connections with colleagues)	District provided: Participation mandatory.....	13.5%
	District provided: Participation voluntary.....	69.8%
	N/A: Not among offerings.....	14.6%
	Don’t know.....	2.1%
Summer institutes/academies	District provided: Participation mandatory.....	5.2%
	District provided: Participation voluntary.....	71.9%
	N/A: Not among offerings.....	19.8%
	Don’t know.....	3.1%
College Courses	District provided: Participation mandatory.....	2.1%
	District provided: Participation voluntary.....	37.5%
	N/A: Not among offerings.....	53.1%
	Don’t know.....	7.3%
Professional learning communities	District provided: Participation mandatory.....	50.0%

Professional learning communities	District provided: Participation mandatory.....50.0% District provided: Participation voluntary.....24.0% N/A: Not among offerings.....24.0% Don't know.....2.1%
Coaching/mentoring	District provided: Participation mandatory.....44.8% District provided: Participation voluntary.....35.4% N/A: Not among offerings.....17.7% Don't know.....2.1%
Lesson study	District provided: Participation mandatory.....7.3% District provided: Participation voluntary.....39.6% N/A: Not among offerings.....42.7% Don't know.....10.4%
Study groups	District provided: Participation mandatory.....4.2% District provided: Participation voluntary.....42.7% N/A: Not among offerings.....40.6% Don't know.....12.5%
Critical friends groups	District provided: Participation mandatory.....0.0% District provided: Participation voluntary.....11.5% N/A: Not among offerings.....70.8% Don't know.....17.7%
Webinars or other online learning	District provided: Participation mandatory.....6.3% District provided: Participation voluntary.....65.6% N/A: Not among offerings.....20.8% Don't know.....7.3%
Opportunities to observe teaching in other schools in the district	District provided: Participation mandatory.....2.1% District provided: Participation voluntary.....65.6% N/A: Not among offerings.....25.0% Don't know.....7.3%
Opportunities to observe teaching in schools outside the district/state	District provided: Participation mandatory.....1.0% District provided: Participation voluntary.....52.1% N/A: Not among offerings.....39.6% Don't know.....7.3%
Other	District provided: Participation mandatory.....1.1% District provided: Participation voluntary.....2.1% N/A: Not among offerings.....33.7% Don't know.....63.2%

Q36: Does your district administer an annual survey that asks teachers about their job satisfaction?

Yes.....	34.4%
No.....	59.4%
Don't know.....	6.3%

Q37: Which of the following areas does the annual survey of teachers ask about?

Their job	Yes.....	70.6%
	No.....	29.4%
Their school leaders	Yes.....	79.4%
	No.....	20.6%
Their working conditions	Yes.....	73.5%
	No.....	26.5%
The effectiveness of the professional development they receive	Yes.....	91.2%
	No.....	8.8%
The induction program	Yes.....	32.4%
	No.....	67.6%
The quality of curricular materials	Yes.....	52.9%
	No.....	47.1%
Other	Yes.....	2.9%
	No.....	97.1%

Q38: Is your district able (e.g., allowed by law) to offer pay incentives or differentiated pay to teachers (e.g., cash bonuses, salary increases, or different steps on the salary schedule) to reward or recruit teachers?

Yes.....	29.2%
No.....	65.6%
Do not know.....	5.2%

Q39: Does your district currently use any pay incentives (e.g., cash bonuses, salary increases, or different steps on the salary schedule) for the following purposes?

Reward teachers who have attained National Board for Professional Teaching Standards certification	Yes.....	41.4%
	No.....	58.6%
	Don't know.....	0.0%
Reward excellence in teaching	Yes.....	31.0%
	No.....	65.6%
	Don't know.....	3.4%
Recruit or retain teachers to teach in a less desirable location	Yes.....	20.7%
	No.....	75.9%
	Don't know.....	3.4%
Recruit or retain teachers to teach in fields of shortage	Yes.....	55.2%
	No.....	41.4%
	Don't know.....	3.4%
Reward teachers for coaching or mentoring	Yes.....	69.0%

other teachers	No.....	27.6%
	Don't know.....	3.4%
Reward teachers for taking on additional roles within the school that benefit the school community	Yes.....	79.3%
	No.....	17.2%
	Don't know.....	3.4%
Other	Yes.....	6.9%
	No.....	51.7%
	Don't know.....	41.4%

Q40: Can a teacher advance through the salary schedule faster based on performance?

Yes.....	90.6%
No.....	3.1%
Don't Know.....	6.3%

Q41: Does your district provide any of the following opportunities, supports, and benefits to teachers?

Opportunity to select curricular materials	Yes.....	83.9%
	No.....	11.5%
	Don't know.....	4.6%
All or most of the necessary curricular materials	Yes.....	87.4%
	No.....	9.2%
	Don't know.....	3.4%
Money/gift cards/reimbursement for classroom supplies	Yes.....	52.9%
	No.....	40.2%
	Don't know.....	6.9%
General medical insurance	Yes.....	95.4%
	No.....	4.6%
	Don't know.....	0.0%
Dental insurance	Yes.....	81.6%
	No.....	17.2%
	Don't know.....	1.1%
Group life insurance	Yes.....	82.8%
	No.....	14.9%
	Don't know.....	2.3%
Defined-benefit retirement plan	Yes.....	81.6%
	No.....	16.1%
	Don't know.....	2.3%
Defined-contribution retirement plan	Yes.....	69.0%
	No.....	25.3%
	Don't know.....	5.7%

Tuition reimbursement	Yes.....	41.4%
	No.....	56.3%
	Don't know.....	2.3%
Housing, housing subsidies, or rent assistance	Yes.....	4.6%
	No.....	92.0%
	Don't know.....	3.4%
Subsidized meals (e.g., free meals in the school cafeteria)	Yes.....	4.6%
	No.....	93.1%
	Don't know.....	2.3%
Subsidized transportation	Yes.....	5.7%
	No.....	92.0%
	Don't know.....	2.3%
Other	Yes.....	3.4%
	No.....	56.3%
	Don't know.....	40.2%

Q42: To what extent are each of the following measures used to evaluate the performance of teachers of tested and nontested grades and subjects?

	Teachers of state-tested grades and subjects		Teachers of nonstate-tested grades and subjects		N/A—district does not use this measure to evaluate teachers	
	Yes	No	Yes	No	Yes	No
Classroom observations by principal	97.9%	2.1%	72.3%	27.7%	2.1%	97.9%
Classroom observations by an external observer/reviewer (i.e., individuals hired by the district to come into schools from the outside to observe and evaluate teachers)	22.3%	77.7%	14.9%	85.1%	76.6%	23.4%
Feedback from students on the teaching they receive	29.8%	70.2%	26.6%	73.4%	67.0%	33.0%
Feedback from parents	27.7%	72.3%	27.7%	72.3%	70.2%	29.8%
Evidence of student learning based on district assessments	77.7%	22.3%	48.9%	51.1%	22.3%	77.7%
Evidence of student learning based on teacher-defined student learning objectives (SLOs)	68.1%	31.9%	46.8%	53.2%	31.9%	68.1%
Evidence of student learning based on the state test	77.7%	22.3%	34.0%	66.0%	22.3%	77.7%
Evidence of student learning based on other measures (e.g., PSAT, AP exams, etc.)	52.1%	47.9%	31.9%	68.1%	46.8%	53.2%
Teacher's classroom management skills	95.7%	4.3%	70.2%	29.8%	4.3%	95.7%

Professional development undertaken by the teacher	70.2%	29.8%	53.2%	46.8%	29.8%	70.2%
Teacher's professionalism (e.g., show up on time, works well with colleagues, etc.)	95.7%	4.3%	72.3%	27.7%	5.3%	94.7%
Assumption of additional school-level roles and responsibilities (e.g., grade-level chair, athletic coach, etc.)	58.5%	41.5%	41.5%	58.5%	41.5%	58.5%
Other measures of practice	11.7%	88.3%	9.6%	90.4%	89.4%	10.6%

Q43: When teachers' work is evaluated in this district, can these appraisals directly lead to any of the following consequences for the teacher? NOTE: If a particular consequence is not applied to teachers in this district, select "N/A" for "Not applicable."

A change in salary	Yes.....	15.3%
	No.....	80.0%
	N/A.....	1.2%
	Don't know.....	3.5%
A financial bonus or another kind of monetary reward	Yes.....	15.1%
	No.....	75.6%
	N/A.....	3.5%
	Don't know.....	5.8%
A change in the likelihood of career advancement	Yes.....	38.8%
	No.....	50.6%
	N/A.....	7.1%
	Don't know.....	3.5%
Opportunities for professional development activities	Yes.....	66.7%
	No.....	27.8%
	N/A.....	4.4%
	Don't know.....	1.1%
Change in teachers' work responsibilities to make their job more attractive	Yes.....	23.3%
	No.....	62.8%
	N/A.....	10.5%
	Don't know.....	3.5%
New placement or job assignment (e.g., different grade or subject area)	Yes.....	63.2%
	No.....	31.0%
	N/A.....	3.4%
	Don't know.....	2.3%
A development or training plan to improve their teaching	Yes.....	90.9%
	No.....	9.1%
	N/A.....	0.0%
	Don't know.....	0.0%
Dismissal	Yes.....	94.2%

	No.....	4.7%
	N/A.....	1.2%
	Don't know.....	0.0%
Tenure decision	Yes.....	52.3%
	No.....	30.7%
	N/A.....	1.1%
	Don't know.....	15.9%
Contract renewal	Yes.....	95.4%
	No.....	4.6%
	N/A.....	0.0%
	Don't know.....	0.0%
Additional observations or other performance monitoring measures	Yes.....	85.9%
	No.....	8.2%
	N/A.....	1.2%
	Don't know.....	4.7%
Other	Yes.....	2.4%
	No.....	15.3%
	N/A.....	16.5%
	Don't know.....	65.9%

Q44: Among the consequences that can occur for teachers based on their evaluations, which are the TWO most common in your district? (Select up to two choices)

A change in salary	Yes.....	6.4%
	No.....	93.6%
A financial bonus/monetary reward	Yes.....	4.3%
	No.....	95.7%
A change in the likelihood of career advancement	Yes.....	2.1%
	No.....	97.9%
Opportunities for professional development activities	Yes.....	27.7%
	No.....	72.3%
Changes in teachers' work responsibilities that make their job more attractive	Yes.....	2.1%
	No.....	97.9%
New placement or job assignment (e.g., different grade or subject area)	Yes.....	7.4%
	No.....	92.6%
A development or training plan to improve teaching	Yes.....	56.4%
	No.....	43.6%
Dismissal	Yes.....	12.8%
	No.....	87.2%

Tenure decision	Yes.....	14.9%
	No.....	85.1%
Contract renewal	Yes.....	41.5%
	No.....	58.5%
Additional observations or other performance monitoring measures	Yes.....	18.1%
	No.....	81.9%
Other consequences	Yes.....	0.0%
	No.....	100.0%

Q45: To the extent that your district confronts any significant HR challenges, please tell us what they are AND what you believe would be solutions to those challenges? (Data not included in this report)

Q46: What is your primary role in the district?

Assistant superintendent.....	5.9%
District director of human resources.....	23.5%
Other.....	11.8%
Superintendent.....	58.8%

Endnotes

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As progressives, we believe America should be a land of boundless opportunity, where people can climb the ladder of economic mobility. We believe we owe it to future generations to protect the planet and promote peace and shared global prosperity.

And we believe an effective government can earn the trust of the American people, champion the common good over narrow self-interest, and harness the strength of our diversity.

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We develop new policy ideas, challenge the media to cover the issues that truly matter, and shape the national debate. With policy teams in major issue areas, American Progress can think creatively at the cross-section of traditional boundaries to develop ideas for policymakers that lead to real change. By employing an extensive communications and outreach effort that we adapt to a rapidly changing media landscape, we move our ideas aggressively in the national policy debate.

