O5. EMPLOYMENT AND CERTIFICATION

A. HUMAN CAPITAL. District leaders recruit, develop and retain instructional and support personnel with the necessary expertise to achieve the district purpose.

i. The district hiring process and the system of mentoring and induction ensure that staff have the necessary expertise for their position.

> Districts must ensure that fair employment practices, including advertising, hiring, firing, promotions, harassment, training, wages, and benefits, are consistently followed for all positions (EEOC, n.d.). Comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on investment, and improve student learning. (NTC, 2016)

ii. The district verifies that certified staff have the necessary certification, and processes are in place to quickly catch problems with certification.

> All teachers and administrators employed in a Wyoming school district must be licensed in accordance with Wyoming state law. To avoid repayment of salaries and benefits to the state, all districts should have a process in place to ensure that certified staff who have not met the initial certification requirements, or who allowed their certificate to lapse are not paid by the district. Teacher assignment must be consistent with their area of certification.

iii. The district maintains an employee handbook and requires staff to complete mandatory compliance trainings.

> An employee handbook provides guidance about current district policies and practices. Districts should require all employees to provide written acknowledgement of having received the handbook, and the acknowledgement should be saved in the employee's personnel file (Inc., n.d.). In addition, employees must complete mandatory compliance trainings (e.g. Bloodborne Pathogens, Bullying Prevention).

B. EMPLOYEE RECOGNITION. District leaders appropriately recognize instructional staff and support personnel that are making an outstanding contribution to the district or their school.

i. The route to staff leadership roles, increased authority and autonomy, and the opportunity to mentor new employees is defined and shared with employees.

Strong districts identify and recruit teachers to fulfill leadership roles, including encouraging outstanding teachers to become principals, rather than depending entirely on self-selection (Sutcher, Podosky, & Expinoza, 2017). Some districts offer opportunities to become instructional facilitators and to mentor new teachers.

ii. Staff are provided opportunities for candid input, and changes are made to improve the system and processes based on their suggestions.

Consistent with the Carnegie Foundation principles of improvement, "…the more people believe that they can influence and control the organization, the greater organizational effectiveness and member satisfaction will be" (Kouzes & Posner, 1987, p. 10)

iii. Staff recognition, which is respectful of employee wishes regarding public recognition, is routinely used across the district.

The type of recognition provided to staff depends on who is being recognized, and for what. People like team and individual recognition if it is based on work that was meaningful and for which the outcome was valuable (Seder, 2018). Some people like notes of praise and thanks, but don't want to have celebrity status bestowed upon them through public recognition (Hopkins, 2012).

06. PROFESSIONAL DEVELOPMENT

A. COLLABORATIVE EXPERTISE. District leaders maintain an ongoing, collaborative approach to professional development designed to increase the individual and collective expertise of leaders and instructional staff.

i. Professional development provides staff with opportunities for collaboration, peer observation, and shared practice.

> Several studies indicate traditional professional development has limited return on investment (Schmoker, 2015). However, research shows when teachers talk with and substantively engage in meaningful work with colleagues, student achievement rises significantly. Creating a climate of trust and information sharing among peers is essential to collaborative professional learning (Leana & Pil, 2014)

ii. An ongoing professional development activity is the creation of shared curriculum units and formative assessments by collaborative teams.

> Content-specific work with grade level or subject area teams is the preferred activity for many teachers and has proven more effective than generic professional development (Gulamhussein, 2013). Working in teams to create common curriculum units and common assessments improves equity of opportunity for students to learn and collaborative expertise among teachers.

iii. District instructional priorities are addressed through professional development.

> Research shows that job-embedded professional development provided through coaches that can be highly effective. Coaches can demonstrate skills and help teachers to implement proven practices in the classroom (States, 2018). "Mastery born of repeated practice and ongoing guidance must become the new goal of professional development" (Schmoker, 2015).

B. COLLECTIVE EFFICACY. District leaders evaluate the effectiveness of professional development by monitoring the collective efficacy of instructional staff.

i. Structures are in place that promote collective efficacy and internal coherence across the district.

> Collective efficacy is a measure of the extent to which instructional staff believe they can collectively impact student achievement. As discussed in 02.B.i. work by Harvard University related to internal coherence shows a correlation between effective leadership, coherent processes, collective efficacy and student achievement.

ii. Collective efficacy is measured using a collective efficacy scale or a similar approach, and results are used to evaluate the impact of staff collaboration.

> Collective efficacy is measured using a 21 question scale called a collective efficacy scale developed by Ohio State University (Ventura, 2018). Internal coherence can be measured using the Internal Coherence Assessment Protocol (ICAP). The ICAP survey questions are available in the Internal Coherence book. Because collective efficacy is one of the categories in the ICAP, there is no reason to administer both (Forman, Bocala, & Leisy Stosich, 2017).

iii. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective efficacy.

> Research shows that collective efficacy is near the top of all influences on achievement, and that it is well within the control of the school. However, it is the result of evidence of impact and not something that can be mandated, developed quickly, or accomplished through individual effort. It can be influenced through formal, frequent and productive collaboration (Donohoo, Hattie, & Eels, 2018).

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