

The Professional Learning Communities at Work™ Continuum: Selecting and Retaining New Instructional Staff Members

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

Our school has a thorough process for selecting new instructional staff that includes input from several sources and evidence of the candidate's teaching effectiveness. Once a new staff member is hired, we have an ongoing process of orientation that ensures the teacher has the benefit of a collaborative culture, the wisdom of his or her colleagues, and ongoing monitoring and support.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Our instructional staff selection process includes input from several sources and evidence of the candidate's teaching effectiveness. We have an intentional orientation program that ensures new staff members have the ongoing support of both their teammates and the administration.	Hiring decisions are made by the personnel office. The school site has little or no say regarding who will be assigned to the school. The orientation for new staff members is limited to the first week of school and focuses on helping new staff members learn about policies and procedures.	The principal has the major responsibility for hiring decisions. The principal makes those decisions primarily based on his or her perceptions of candidates during the interview process. New staff members may be assigned a mentor.	The principal solicits the opinion of others in making hiring decisions. The assistant principal, department chairperson, or team leaders are included in the interview process. They have worked together to create interview questions that present the candidates with scenarios to determine if they will be a good fit for the PLC process and for their potential team. The collaborative team process is considered the primary strategy for supporting new staff members as they make their transition into the school.	Because the collaborative team is primarily responsible for ensuring new staff members have a positive experience in the school, team members participate in the interview and selection process. In addition to scenario-based questions, the process includes a thorough review with each finalist of the team's norms, essential outcomes, common assessments, and protocols for analyzing data. The principal and team also observe finalists teach an essential skill. Once a candidate is hired, every team member accepts responsibility for his or her success. The principal continues to meet with the new staff members on a regular basis. Teacher leaders have created an ongoing professional development program based on the needs of new teachers. The program is presented each month.	Selection and orientation of new staff members are recognized as a joint responsibility of teachers and administrators. Members of a teaching team are fully engaged in the selection process, and their perceptions and preferences play a major role in hiring. Teachers have assumed the leadership role in the monthly orientation program. Every new staff member recognizes that there are many people to turn to and talk to for assistance who are interested in their success. The comprehensive orientation process is so much a part of the school's culture that it continues without interruption even when the principal and key teacher leaders are no longer at the school.

Where Do We Go From Here? Worksheet Selecting and Retaining New Instructional Staff Members

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>Our instructional staff selection process includes input from several sources and evidence of the candidate's teaching effectiveness. We have an intentional orientation program that ensures new staff members have the ongoing support of both their teammates and the administration.</p>				

The Professional Learning Communities at Work™ Continuum: Retaining Veteran Staff Members

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

Our school has a process to identify and seek to remove obstacles to teacher satisfaction and our school's progress on the PLC journey. Expressions of appreciation and admiration are commonplace throughout the school. The leadership team conducts stay interviews with key staff to explore ways to enrich their jobs.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Our school has a low rate of teacher turnover because of an ongoing process to create the conditions that lead to high levels of teacher satisfaction. We recognize that working together to make our school a high-performing PLC is a key factor in creating the satisfaction and sense of accomplishment that lead to high teacher retention rates.	There is no process for gathering information about the concerns and hopes of veteran staff members outside of the negotiation process. Administrators are often surprised to hear the concerns and question how widespread they might be.	The personnel office administers teacher satisfaction surveys each year and conducts exit interviews when staff members leave the district to find out why they are leaving.	The principal meets with a representative group of teachers on a quarterly basis to identify and address issues that are of concern to the faculty.	The principal makes a point to express appreciation to staff members individually and collectively. The principal sends personal notes of appreciation to individual members of the staff on a regular basis. The school's progress on the PLC journey is noted and celebrated.	The leadership team recognizes that one of its primary responsibilities is to identify and remove obstacles and impediments so that educators can succeed at what they are being asked to do. The principal conducts stay interviews with key individual staff members to express appreciation and explore strategies for enriching their jobs.

Where Do We Go From Here? Worksheet Retaining Veteran Staff Members

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>Our school has a low rate of teacher turnover because of an ongoing process to create the conditions that lead to high levels of teacher satisfaction. We recognize that working together to make our school a high-performing PLC is a key factor in creating the satisfaction and sense of accomplishment that lead to high teacher retention rates.</p>				