



People

Goal 1 – Recruit, hire, induct, support and retain high-performing staff

Obj. 1 – Provide vigorous and effective personnel recruitment strategies that achieve greater diversity, fill critical needs and identify the most talented applicants

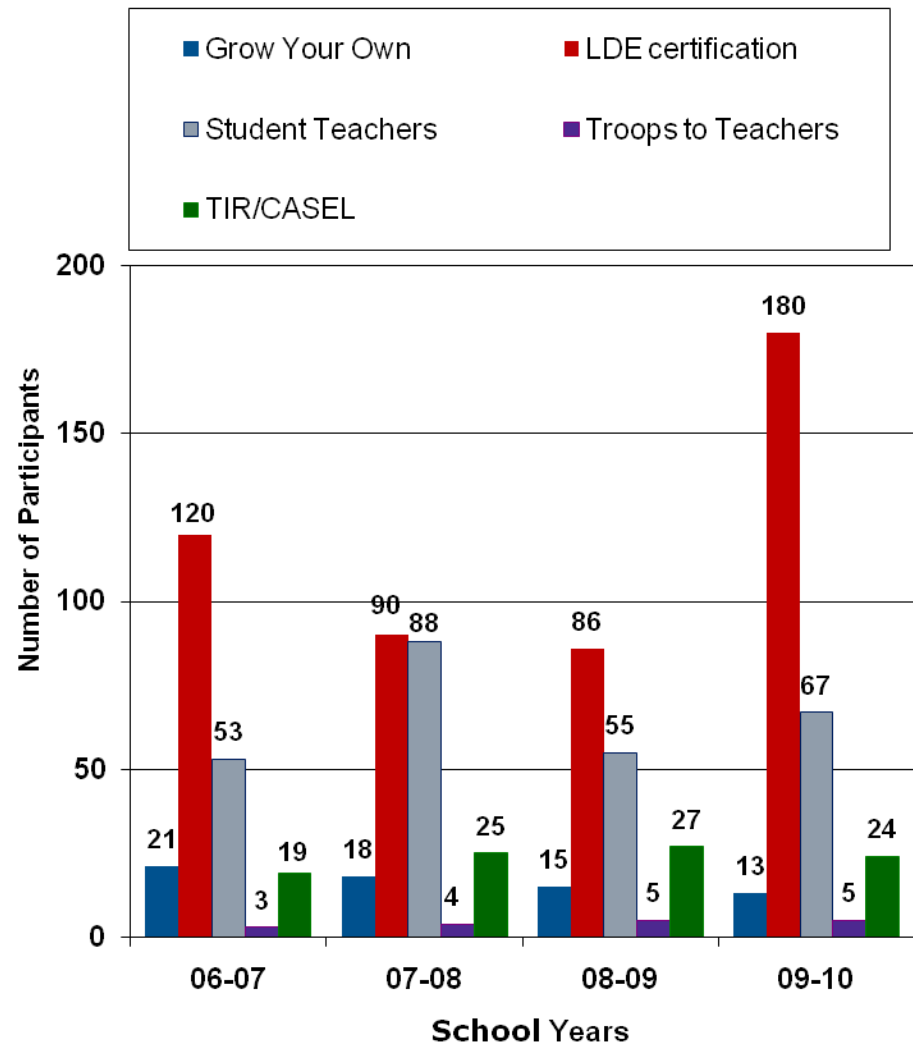
Action 1: Further develop partnerships with colleges, universities foundations and leadership organizations resulting in increased participation in hiring options

Metric:

□ Annually report number of participants in the following programs: student teachers and placements in professional learning centers, “grow your own” and residence programs, Troops to Teacher and District-sponsored Linguistically Diverse Educator cohorts.

Tasks:

- Participate in university panel discussions related to teacher recruitment (CG annually)
- Redesign APS Grow Your Own program for classified employees (KS 1/09)
- Enhance partnerships with UCD and Regis for Linguistically Different Educator (LDE) certificate cohorts (DS & LD annually)
- Increase the number of Troops to Teachers participants using the Teacher in Residence program as a licensure option (DS annually)
- Enhance partnerships with universities to increase student teacher placements; implement two new professional development centers for student teachers and determine appropriate placement criteria for student teachers (DS, LD annually)
- Research and implement the Boettcher Fellows Urban Teacher Residency or a similar program (JK 6/09)



Data collected annually in September.



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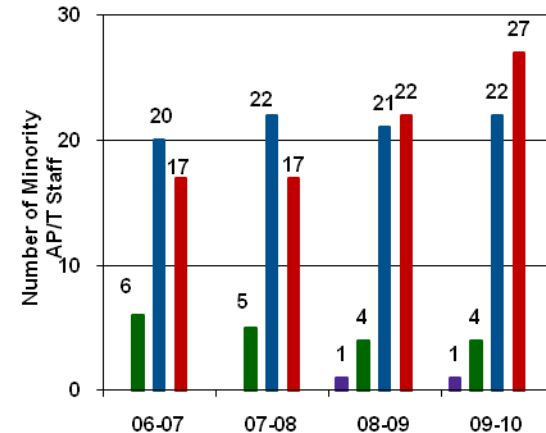
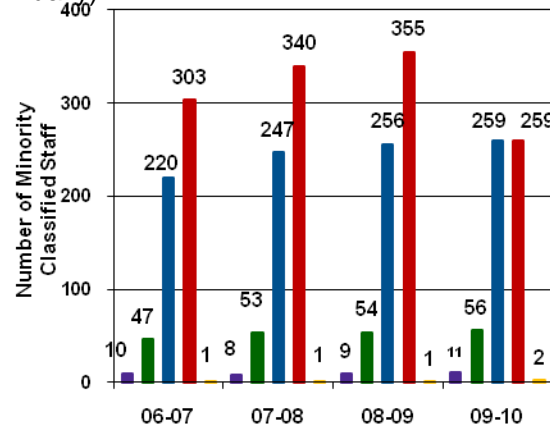
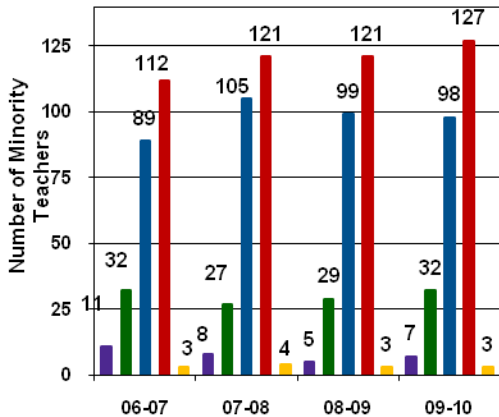
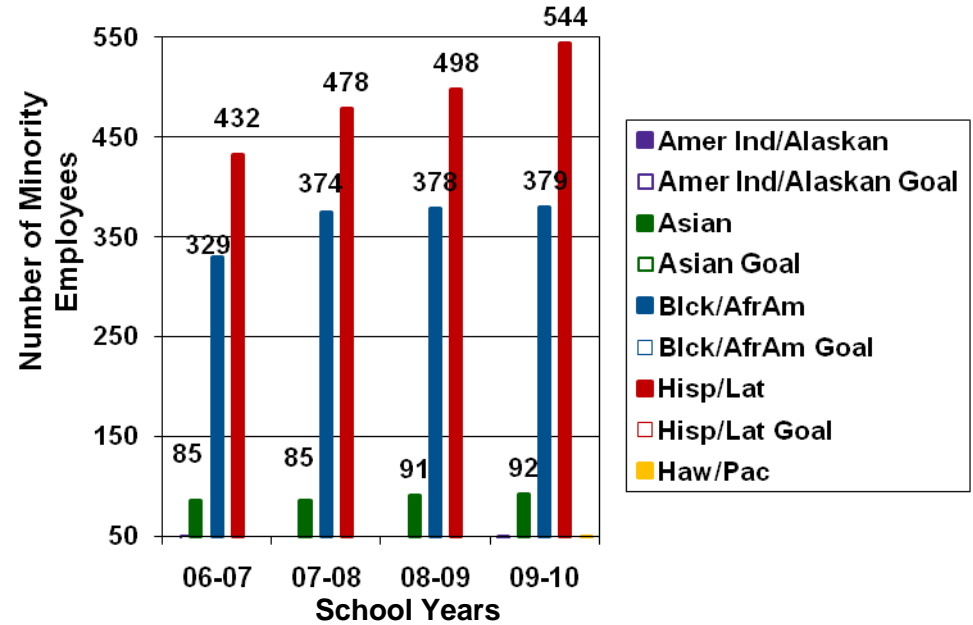
Action 4: As positions become available, and while always seeking to hire the best qualified person for any position, increase gender and ethnic diversity by 10 percent annually through recruitment in the work force

Metric:

Determine the number of employees in each minority group; increase each number by 10 percent annually

Tasks:

- Redesign the grow your own and residence programs; continue seeking Troops to Teachers candidates (DS & KS annually)
- Participate in CDE's Legacy Foundation stakeholder planning sessions (DS 6/09)
- Facilitate partnership with Teach for America program (CG 7/09)
- Attend university recruitment fairs with high numbers of minority teacher candidates (JO annually)



Data from Oracle collected annually on October 15

PACEsetters!



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Goal 1 – Recruit, hire, induct, support and retain high-performing staff

Obj. 2 – Attract and retain talented employees by providing market-competitive compensation and effective work rules

Action 6: Base compensation and bargained agreements on annual analysis of contracts and salaries of neighboring districts in order to maintain competitive compensation/benefits and fair/effective work rules within available resources

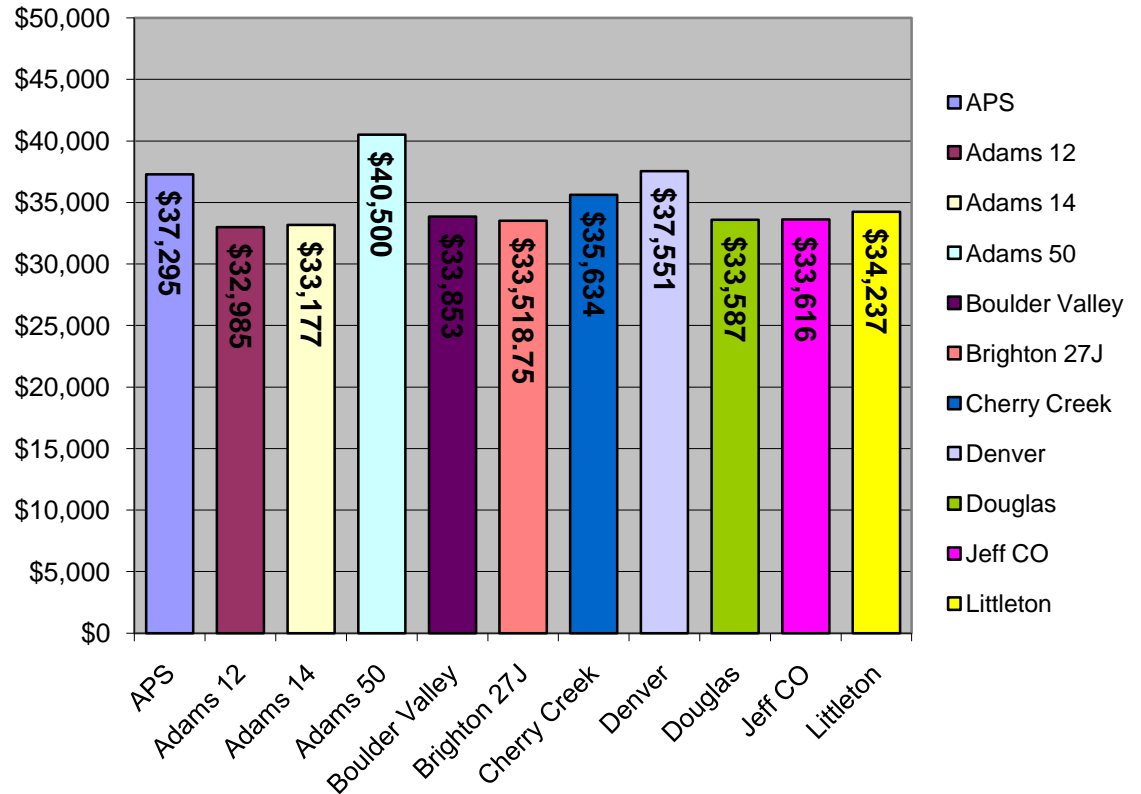
Metric:

- APS total compensation will continue to rate in the top half of all Denver metro area school districts as measured by annual Colorado Education Association data

Tasks:

- Analyze the Oehms Consulting Survey to identify salary topics and needed adjustments (KA annually)
- Interview metro area HR leaders regarding salary and contract issues and outcomes (SA annually)
- Collaborate with principals, AEA, SEA, CEC, division/department leaders, Superintendent’s Leadership Team, and the Board of Education to identify compensation and work rules issues. Bargain with the Aurora Education Association for compensation and work rules (KA annually)

BA, Step 1



Data from analysis of metro area salary schedules and collected annually in August.



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Goal 1 – Recruit, hire, induct, support and retain high-performing staff

Obj. 3 – Improve retention rates by being responsive to professional concerns and needs of employees

Action 8: Provide all beginning teachers ongoing support through an effective induction program

Metric:

Survey of completers, mentors, and principals will indicate level of satisfaction with the induction program

Tasks:

- Evaluate the induction program through a survey of those who complete the program (LE annually)
- Conduct new teacher conference (LD annually)
- Revise induction program to include Linguistically Diverse Educator certificate course work (LD & JB 7/10)
- Revise induction program to meet differentiated needs of new hires as appropriate (LD 7/09)
- Revise the Diverse Learners induction course to include diversity training content from School Services (LD & BC 7/09)
- Refine mentor selection and provide mentor training, expectations and support. Provide administrator training and monitoring guidelines for the induction/mentor program. (LD 4/09)
- Offer a school-based new teacher course that supplements the district induction program (LD 8/09)

Satisfaction with Induction Program



Data from Survey Monkey and collected annually in January.



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Obj. 3 – Improve retention rates by being responsive to professional concerns and needs of employees

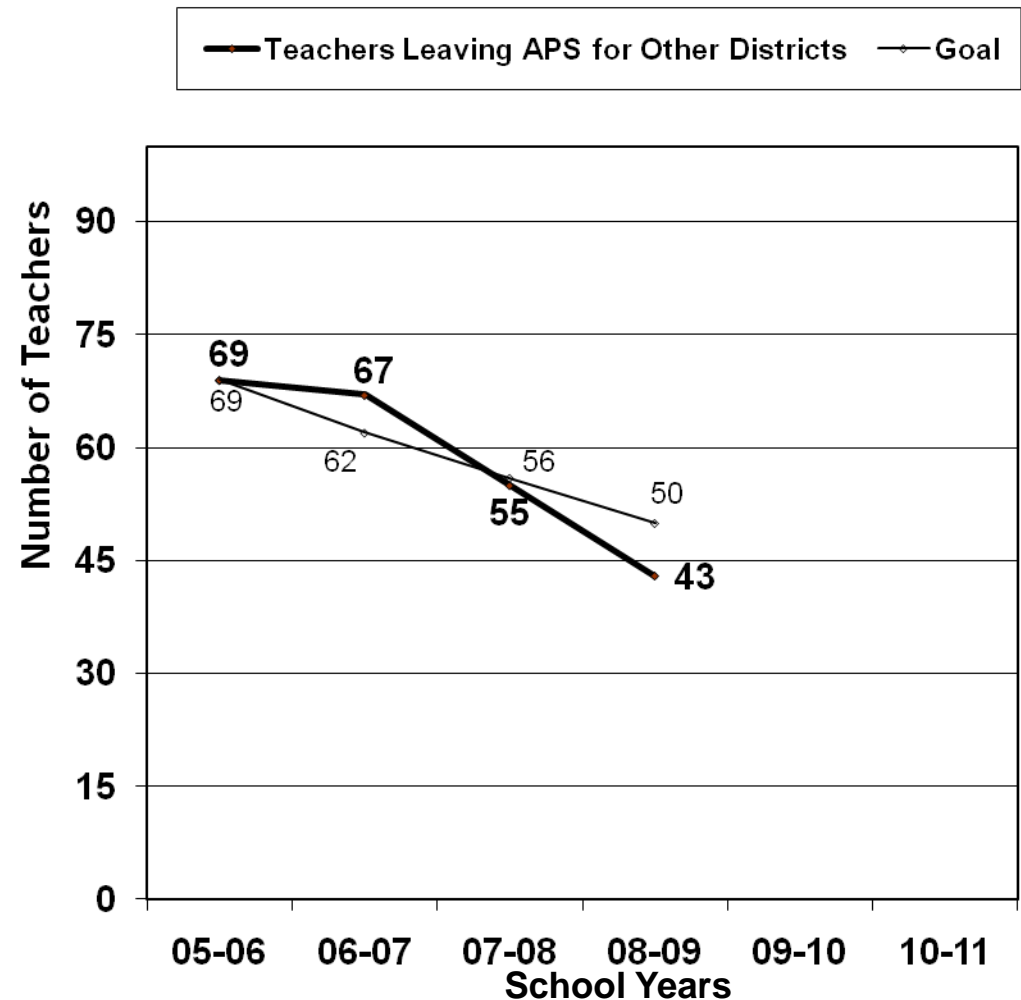
Action 9: Partner with school administrators and the Aurora Education Association to decrease teacher turnover annually by 10 percent

Metric:

- ☐ Determine the number of teachers who leave APS to work in other school districts; reduce this number annually by 10 percent

Tasks:

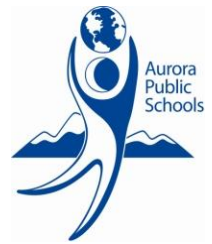
- Conduct and analyze annual new-hire surveys, retention rate data, focus groups and employee exit data (JO annually)
- Work with respective divisions and teachers' association on appropriate adjustments to respond to staff concerns (KA annually)
- Conduct exit interviews with those who leave APS to teach in other metro districts and track trends (JO annually)
- Review and revise new hire and induction surveys to ensure relevant and useful data is being collected. (JO)



Data from Oracle and collected annually on October 15.



People



Goal 2 – Ensure all employees are highly qualified and skilled for their positions

Obj. 1 – Ensure all teachers and instructional support staff are highly qualified as defined by the federal No Child Left Behind Act

Action 10: Employ no teacher or instructional support staff in APS who is not eligible to become highly qualified

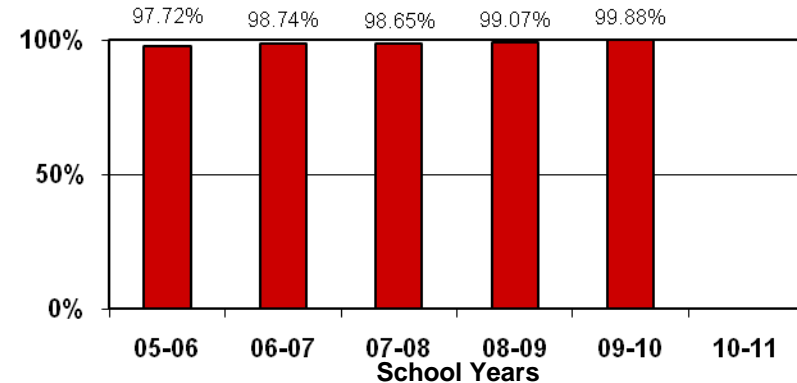
Metric:

- 95 percent or more of teachers will be highly qualified as measured by the Colorado Department of Education, including charter schools
- 95 percent or more non-probationary instructional support classified employees will be highly qualified as measured by district data, not including charter schools

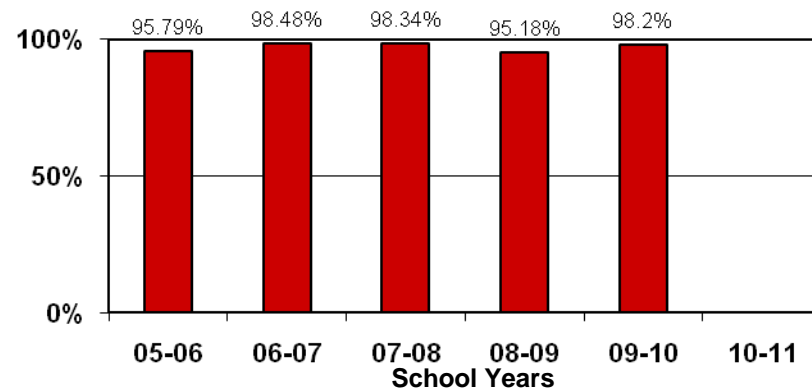
Tasks:

- Provide classified employee NCLB training to ensure compliance with federal NCLB guidelines.
- Revise Diverse Learners course to include diversity training content from School Services (SA & BC 7/09)
- Use the Teacher in Residence program and SEE Authorizations to hire highly qualified teachers in hard to fill subjects (DS annually)
- Meet with principals twice per year to discuss teacher assignments, highly qualified status, and license requirements (DS, CG, and JK annually)

Percentage of Highly Qualified Teachers

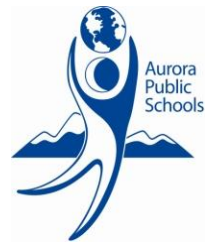


Percentage of Highly Qualified Classified Instructional Staff





People



Goal 2 – Ensure all employees are highly qualified and skilled for their positions

Obj. 2 – Provide all staff with relevant, job-specific professional learning

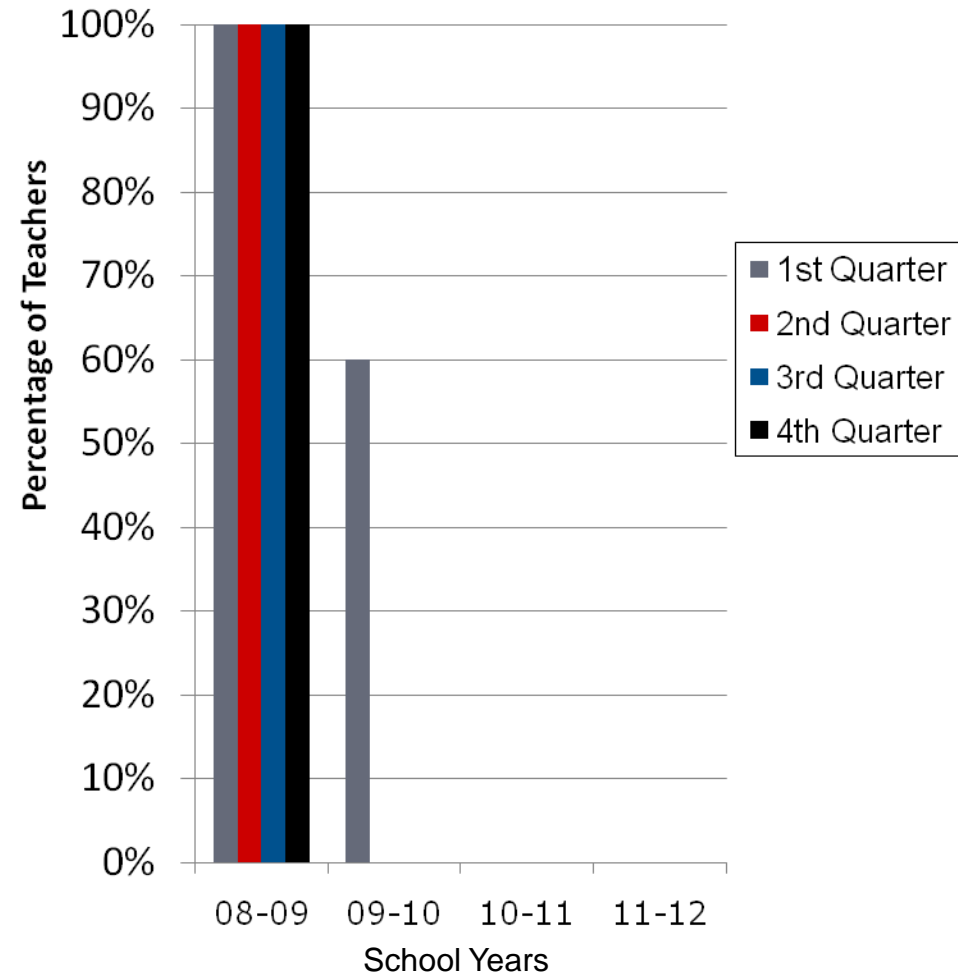
Action 12: Develop an annual learning plan with each teacher based on his or her specific knowledge, skills, experience and job assignment

Metric: Report percentage of teachers who have an updated learning plan with a goal of 100 percent of all learning plans revised quarterly.

Tasks:

- Annually, teachers will develop individual professional learning plans correlated to their school's School Improvement Plan and based on summative student data (LD 8/07)
- Teachers will revise their plans based on quarterly student data (LD 6/08)

Learning Plans Updated



Data from Student Achievement Directors during site visits and collected quarterly



People



Goal 2 – Ensure all employees are highly qualified and skilled for their positions

Obj. 2 – Provide all classified staff with relevant, job-specific professional learning

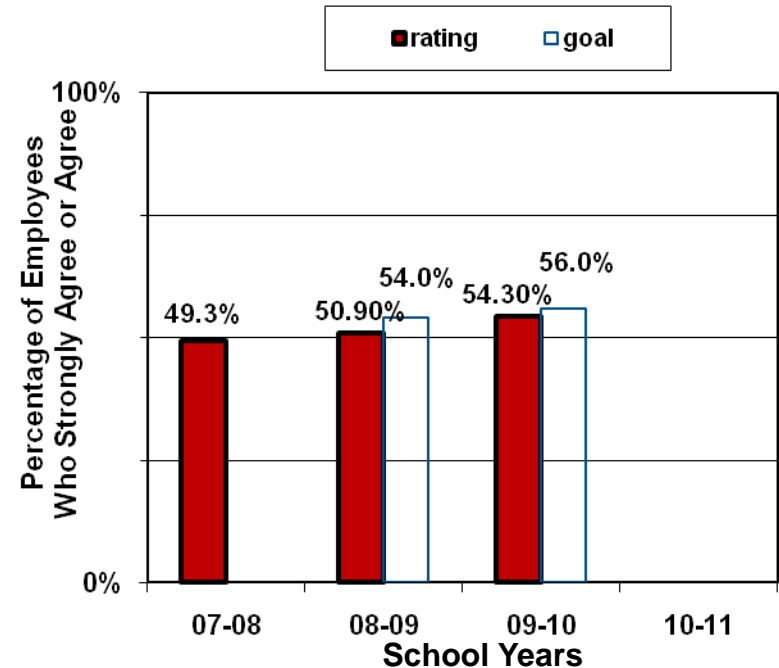
Action 13: Collaborate with supervisors to provide professional learning for all classified employees, including leadership opportunities, mentoring, and acculturation/orientation programs

Metric: The classified staff climate survey will indicate the satisfaction with classified professional learning programs and resources. (baseline established 2/08)

Tasks:

- Maintain apsnet resources for classified professional learning. Communicate those resources regularly to supervisors and classified employees including the acculturation/orientation program (SA & KS annually)
- Coordinate an ongoing analysis of classified professional learning needs. Work with supervisors to address those needs. (KS annually)
- Evaluate alignment of current classified NCLB training curriculum with original program intent. Standardize format of classified NCLB training curriculum materials (SA & LD 6/09)
- Advertise and manage the mentoring program for new classified employees (SA annually)
- Research options for customer service and technology training for classified employees (KS annually)

Satisfaction with Classified Professional Learning Resources and Programs



Data from the climate survey and collected annually in February



People



Goal 2 – Ensure all employees are highly qualified and skilled for their positions

Obj. 3 – Hold employees accountable to a high standard of performance

Action 17: Review and revise current teacher evaluation process by June 2010 including development of job descriptions for Appendix A employees

Metric:
 An evaluation tool to measure teacher performance indicators based on job descriptions will be implemented by 2010

Task Description	Originated	In Progress				Completed
Assemble Teacher Performance Evaluation Committee						
Establish Roles and Goals of Evaluation Committee						
Review Existing Evaluation Instrument, State Law, Other Evaluation Instruments						
Develop Evaluation Pilot Program Parameters						
Create Draft Copy of Revised Evaluation Instrument						
Develop Feedback Processes						
Solicit Feedback from District Personnel/Committees						
Incorporate Modifications to the Instrument Based on Feedback						
Revise Draft for Presentation to Negotiations Team (April 2010)						
Launch Pilot of New Evaluation Instrument (August 2010)						
Review Results of Pilot Program (March 2011)						
Incorporate Modifications into Evaluation Instrument						
Establish Training Protocol for New Evaluation Instrument						
Launch New Evaluation Instrument (August 2011)						