**QUESTIONS to ASK about Personnel Systems & Capacity**

**Preparation, Recruitment & Selection**

1. How does the district recruit teachers and principals?
2. How many teacher/principal vacancies did the school system have to fill for each of the last 3 years? How many people applied for these teaching/school leadership positions for each of the last 3 years?
3. Follow the selection process from the point when a teacher applies for a position to the point when s/he is hired: How long is the process and during which months does it happen? How many people are involved in the process? How is the candidate communicated with throughout the process?

**Hiring, Placement & Induction**

1. What must a principal do to hire a teacher? Ask principals to talk candidly about how they engage in this process, particularly when they have a particular candidate they are trying to hire or are trying to avoid hiring a candidate they know is not a good for the position/school.
2. How are new teachers supported and assessed?
3. What is the retention rate of new teachers and principals in their first three to five years?

**Development & Support** (including human resources services and communications)

1. How are professional development priorities defined and by whom? To what extent are they differentiated for teachers at different levels of performance and/or different stages in their career?
2. Is there a system for assessing teacher perceptions of working conditions? How is the information used?
3. To what extent do schools have common planning time (CPT)? If they have it, how is it used?
4. What is the relationship between continuing education and salary increases? Are there incentives for teachers to focus their professional development on district priority areas?
5. What is the annual retention rate of all teachers and principals for the last 3 to 5 years?
6. What is the distribution of teacher experience by school? 0-3 years, 4-6 years, 7-10 years, 11-20 years, more than 20 years? Identify any patterns based on school need.

**Evaluation, Compensation, Promotion & Recognition**

1. What is the process for making decisions about teacher reappointment and professional status? What are the criteria on which these decisions are made beyond those required by the educator evaluation regulations?
2. How well do principals understand the requirements of the district’s educator evaluation system? How confident are they that they observe classrooms knowledgeably and provide useful feedback? Is that confidence warranted?
3. What proportion of teachers was evaluated last year consistent with the collective bargaining requirements? What was the distribution of ratings?
4. What do the teacher and principal compensation systems value and reward?
5. To what extent and in what ways are high performing staff (teachers, principals and central office employees) identified, nurtured, and assigned to address specific district needs?