



Recommendations from *Human Capital in Seattle Public Schools*,  
A Report by the National Council on Teacher Quality

COMPENSATION	
<p><b>Washington State</b></p> <ul style="list-style-type: none"> <li>Eliminate salary schedule</li> <li>Eliminate TRI structure</li> <li>Support district efforts to create new compensation systems</li> </ul>	<p><b>Seattle Public Schools</b></p> <ul style="list-style-type: none"> <li>Work toward elimination of all lanes on the salary schedule *</li> <li>Do away with incentives paid for advanced degrees or coursework all together, grandfathering in teachers already receiving the premiums *</li> <li>Equalize pay raises that newer teachers receive *</li> <li>Apportion higher pay raises when teachers earn tenure *</li> <li>Reallocate money saved from eliminating degree based compensation to raise the salaries of the most effective teachers *</li> </ul>
TRANSFER AND ASSIGNMENT	
<b>Transfer and Layoffs</b>	
<p><b>Washington State</b></p> <ul style="list-style-type: none"> <li>Pass Education Budget in March</li> <li>Consider a 2-year budget</li> <li>Impose a state deadline for teachers to notify districts of their resignation or retirement</li> </ul>	<p><b>Seattle Public Schools</b></p> <ul style="list-style-type: none"> <li>Remove super seniority privileges *</li> <li>Eliminate Phase II hiring *</li> <li>Track the performance of excessed teachers to make sure principals are not using excessing as a means to pass off poor performers</li> <li>Institute an exit plan for teachers in the pool of excessed teachers who are unable to secure a permanent position through site-based hiring *</li> <li>Base teacher layoffs on a combination of factors, rather than on seniority alone *</li> </ul>
<b>Hiring</b>	
<p><b>Washington State</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<p><b>Seattle Public Schools</b></p> <ul style="list-style-type: none"> <li>Make the transfer season a discrete period early in the spring, one that includes excessed teachers *</li> <li>Adjust hiring policies to maximize the recruitment of talented new hires</li> <li>Establish an early notification bonus for resigning and retiring teachers who notify the district by April 30</li> </ul>
<b>Distribution of Talent</b>	
<p><b>Washington State</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<p><b>Seattle Public Schools</b></p> <ul style="list-style-type: none"> <li>Track the academic caliber of teachers, particularly of new hires; teacher retention and the proportion of new teachers on staff at each school</li> </ul>
WORK DAY	
<b>Length of Work Day</b>	
<p><b>Washington State</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<p><b>Seattle Public Schools</b></p> <ul style="list-style-type: none"> <li>Lengthen the teacher work day *</li> <li>Provide elementary teachers with more planning time *</li> <li>Designate weekly meetings for team/grade level collaborative planning</li> <li>Meet the state's legal requirement of 180 student instructional days</li> </ul>

\* Negotiated between Seattle Education Association and Seattle Public Schools



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WORK DAY	
<b>Sick Leave</b>	
<b>Washington State</b> <ul style="list-style-type: none"> <li>Eliminate the accumulation of sick leave and any retirement payouts</li> </ul>	<b>Seattle Public Schools</b> <ul style="list-style-type: none"> <li>Closely monitor teacher attendance</li> <li>Schedule Professional development during the summer, after school and on teacher workdays</li> <li>Make teacher attendance a component of teacher evaluations *</li> </ul>
DEVELOPING EFFECTIVE TEACHERS AND EXITING INEFFECTIVE TEACHERS	
<b>Evaluation</b>	
<b>Washington State</b> <ul style="list-style-type: none"> <li>Require districts to include evidence of student learning as preponderant criterion in teacher</li> </ul>	<b>Seattle Public Schools</b> <ul style="list-style-type: none"> <li>Instructional effectiveness should be the preponderant criterion in all teacher evaluations *</li> <li>No more effort grades</li> <li>Use an evaluation system with multiple ratings for all teachers</li> <li>All teachers should be observed frequently in unscheduled visits</li> <li>Validate a principal's ratings with the use of outside observers</li> <li>Hold principals responsible for evaluation ratings</li> </ul>
<b>Tenure</b>	
<b>Washington State</b> <ul style="list-style-type: none"> <li>Increase the provisional period for new teachers to four years</li> </ul>	<b>Seattle Public Schools</b> <ul style="list-style-type: none"> <li>District officials should take an active role in deciding tenure</li> <li>Give teachers a significant pay increase for earning tenure *</li> </ul>
<b>Teacher Dismissal</b>	
<b>Washington State</b> <ul style="list-style-type: none"> <li>Shorten the probation period to 60 calendar days</li> <li>Appeals should be made before a panel of educators, not in a court of law</li> <li>Distinguish the process for dismissing ineffective teachers from dismissal or license revocation for dereliction of duties, or felony and/or morality violations in state statute</li> <li>Allow teachers one opportunity to appeal a decision dismissal; appeals should be made before a panel of educators, not in a court of law</li> </ul>	<b>Seattle Public Schools</b> <ul style="list-style-type: none"> <li>Give consulting teachers a greater role in providing support for teachers on probation</li> <li>Any teacher whose remediation plan that spills over from one school year into the next should be assigned as a co-teacher the following school year</li> </ul>

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