



# Building a Talent Decision Map

How School Systems Can Promote  
Strategic Talent Management at Scale

## **Acknowledgments**

This paper is built on over a decade of research, feedback, and evolution on the question of how districts can use data more effectively to guide human capital decisions. It began with the Teacher Effectiveness Dashboard project that Education Resource Strategies worked on with Atlanta Public Schools, and became the Talent Decision Planner tool, which was beta tested by teams at Tulsa Public Schools and Hartford Public Schools.

We are deeply grateful for the input we've received at various stages from the following leaders in the field: Karen Hawley Miles, Betsy Arons, Danielle Pickens, Tequilla Banks, Sean Berkstresser, Naomi Calvo, Celine Coggins, Ben Fenton, Katherine Pippert, Guillermo Garcia, Heidi Haggerty, Nicole Ireland, Jeff Kang, Kim Levengood Andrews, Lauren O'Mara, Sean Precious, Talia Shaull, Angela Smith, Megan Mitchell, and Elizabeth Stock. ERS gratefully acknowledges the work of Chris Lewis and Sarah Robinson to synthesize this input with other resources to create the Talent Decision Planner. We also acknowledge Melissa Galvez and Allison Hausman for their help with writing, editing, and communications. Design by Pat Nieshoff of Nieshoff Design and graphics by Annemieke Beemster Leverenz.

ERS thanks the Bill & Melinda Gates Foundation for supporting the development and distribution of the Talent Decision Planner and this publication. ERS is solely responsible for the ideas presented in this paper and for any errors.

OCTOBER 2016

# Building a Talent Decision Map:

## How School Systems Can Promote Strategic Talent Management at Scale

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*Talent management—recruiting, selecting, organizing, developing, and retaining excellent teachers—may be the single most important lever school systems have to improve student outcomes. The most successful principals make talent management a part of instructional leadership, but in general principals need more robust, strategic support from the system to be effective in this role. This paper describes how systems can empower all principals to be strategic talent managers—by mapping out the what, who, when, and how of strategic talent management at scale, and organizing data, support, and timelines around the most critical talent decisions that should be made throughout the year. We also introduce a new tool to help.*

### Seeking Direction

It's 10:30 a.m. on a Tuesday in April, and Principal Sarah Salazar is working on next year's staffing plan. She knows that one of her best 3rd grade teachers, Ms. Nye, is leaving at the end of this year. She looks over the 3rd grade teacher candidate profiles sent by the district, wondering how best to decide whom to interview. The 3rd grade team has had some struggles this year and she is concerned about how it will do without Ms. Nye. She glances up at the clock and sees that it's almost time for a parent-teacher conference. She hasn't even had time to look over the hefty binder of student performance and teacher effectiveness data that the district sent last week, partially because she doesn't know where to start. But district deadlines are looming, so she chooses a few names and runs out the door, wondering if there is a better way.

## Building a Map—and Using It to Support Principals

This scene might sound familiar to many principals—and the district leaders who support them. School leaders are second only to teachers as the most important in-school factors for student success, accounting for up to 25 percent of a school’s impact on student achievement, according to some research.<sup>1</sup> Yet principals’ jobs are more complex and demanding than ever before: part disciplinarian, cheerleader, building manager, budget hawk, and above all, *instructional leader*. This last role is where principals have the biggest impact on student success. But are all school leaders supported to build great teams and make the best use of their teacher talent?

Much of the conversation about instructional leadership focuses on how well the principal can directly support teachers to improve their practice. But there is a broader set of instructional leadership skills that may be equally or more important. These can be called “talent management” skills, where teachers are the “talent,” and “management” refers to how one recruits, selects, organizes, develops, and retains highly-effective teachers.\*

School leaders who act as strategic talent managers do things like hire staff to fill specific skill gaps, not just vacancies; balance teacher skill sets in team assignments; examine teacher evaluation and student performance data and address common needs through their professional development plans; rigorously select and support teacher leaders; and focus on keeping their most effective teachers while supporting or exiting the least. They make hundreds of crucial talent decisions a year based on teacher input, data, judgment, and research-backed strategies. Principals are the “front-line” talent managers, but the rest of the system—including principal supervisors, the district central office, and even teachers themselves—must support this process as well.

\* We use either “human capital management” or “talent management,” but lean toward talent management in this paper to emphasize the value of teachers and other staff.

## SIX TALENT DECISION AREAS

*Principals as well as teachers, principal supervisors, and the central office all have a role in:*

### HIRING



Recruiting and selecting the most qualified staff, who also fit school needs and culture

### JOB & TEAM ASSIGNMENT



Matching teacher expertise and skills to student needs, well-balanced teacher teams, and roles

### MEASURING TEACHER EFFECTIVENESS



Evaluating teachers fairly, consistently, and in ways that promote growth

### PROFESSIONAL GROWTH & SUPPORT



Planning for job-embedded professional growth and expert support for teaching teams and for individuals over their careers

### CAREER PATH



Designing and using the teacher career path to provide opportunities for leadership and advancement

### VALUE PROPOSITION



Ensuring that effective teachers are recruited, rewarded, and retained through attention to salary, benefits, career opportunities, working conditions, growth opportunities, and non-monetary rewards

And yet we know that in many districts—particularly our neediest—principals aren't able to act as strategic talent managers today.<sup>2</sup> They often end up making talent decisions based on tradition, happenstance, or compliance. Of course, school systems must always confront an imperfect set of options—teacher shortages, city-wide budget cuts, constraining legislation. But the system is often not set up to support strategic talent decisions, given the resources they have. Several barriers get in the way:

- **Confusion:** The district hasn't identified and shared a clear vision of what strategic talent management is, what the key decisions are, and who should decide what when.
- **Little Time and Support:** Principals are overwhelmed with responsibilities and have little time to think strategically, and districts don't offer enough coaching or share best practices among principals.
- **Bad Data:** Districts provide principals with too much data without clear guidance about what's most important—or they do not provide enough relevant data at all.
- **Constraining Policies and Practices:** The district may have policies and practices that hinder strategic talent management—like forced placement, delayed hiring timelines, or budget or data cycles that are misaligned with principal planning. Teachers may not be equitably distributed across the district in part because there aren't enough incentives to teach in high need schools.

The strongest principals find ways to strategically manage talent, in spite of the barriers above. But many principals are new or inexperienced—a national survey found that 27 percent of principals at high-needs schools leave each year, and one study of Texas districts reported that just over 50 percent of all newly hired principals stay for three years.<sup>3</sup> But experienced or not, no principal should have to struggle to do one of the most important components of his or her job.

How can school systems ensure strategic talent decision-making, for *all* schools? And do so in ways that honor teachers, empower school leaders, spread best practices, and evolve over time—not by increasing mandates from the central office?

Central office teams have a unique opportunity to achieve these aims by setting up a clear, coherent system of supports for strategic talent management. This means mapping out four key ingredients:

- WHAT** • What strategic talent management should look like—and how it breaks down into clear decisions
- WHO** • Who should play what role in decision-making—including how teachers contribute to their own professional development, how principal supervisors advise and support, and what decisions the central office owns
- WHEN** • When key decisions should be made, and how district timelines and processes will change to support them
- HOW** • How to make strategic decisions supported by **guiding questions** and **relevant data** as well as judgment, experience, and thought-partnership with supervisors and others

Central office teams should do this mapping in partnership with stakeholders—including teachers, principals, principal supervisors, and other central office departments. And the map is just the start. The information could be translated into supporting documents or supervisor training materials such as decision calendars or monthly support packets with guiding questions and notes on best practices. It could point toward data that needs to be gathered, cleaned up, and given to principals and others at the right time, paired with the right support. It can serve as a guide to how the central office needs to adjust timelines, processes, and policies to support the work of principals and teachers.

## The Importance of Strategic Talent Management

Awareness of the importance of talent management is growing. Stanford University researchers Eileen Horng and Susanna Loeb use a related term, “organizational management” and have found that “schools demonstrating growth in student achievement are more likely to have principals who are strong organizational managers.”<sup>4</sup> The Center for Educational Leadership and The Wallace Foundation both advocate for expanding instructional leadership to include talent management skills.<sup>5</sup> And the Urban Schools Human Capital Academy, which has worked with more than 30 urban school districts, was created specifically to develop, support, and network district leaders “to become great managers of teacher and principal talent” and drive measurable talent improvements at the system-level.<sup>6</sup>

Additionally, in 2008, a set of district and state leaders came together as the Strategic Management of Human Capital Task Force. The task force developed a set of principles for the strategic management of human capital in public education, highlighting the need for system-wide alignment between learning goals, curriculum, standards, assessments, organization, professional development, human resources, and administration. They define “strategic management” as “...the systematic process of aligning school district goals with school district organization and practices, from curriculum and assessment to teacher and administrator recruitment, retention, and compensation.”<sup>7</sup>

“Strategically managing human capital in education is about restructuring the entire human resource system.”

—Allan Odden

*Director of Strategic Management of Human Capital,  
a project of the Consortium for Policy Research in Education*

This might seem like a complex undertaking, but it can be broken down into many small steps. This does not constitute a new initiative or program—it is a process to streamline decision-making and create a common language around the practices districts already hope to see. Central office teams could start with just one talent management topic, like hiring or job and team assignment; clarifying the role of one decision-maker, like principal supervisors; or focusing on cleaning up just one set of data. By providing clarity and timely, strategic support to principals from all levels of the system, districts can empower principals to be strategic talent managers—so that teachers and students succeed.

### **A Tool to Help School Systems Build the Map**

We believe that any school system can go through this process itself, but to help, ERS has created a free interactive tool that guides system leaders through mapping the what, who, when, and how for strategic talent management. The central office can also create practical tools like decision and question lists, calendars, and data action plans (including guidance on how to prioritize and display key data) with the tool. It includes a comprehensive framework of decisions and questions based on our experience and research, that each district can customize for its own circumstances. This paper will give you an introduction to the content, but you can find much more in

**The Talent Decision Planner at:**

[https://www.erstrategies.org/library/the\\_talent\\_decision\\_planner](https://www.erstrategies.org/library/the_talent_decision_planner)

## WHAT

What talent decisions need to be made, grouped into the following areas



HIRING



JOB & TEAM  
ASSIGNMENT



MEASURING  
TEACHER  
EFFECTIVENESS



PROFESSIONAL  
GROWTH  
AND SUPPORT



CAREER PATH



VALUE  
PROPOSITION

## WHO

Who owns each decision



TEACHER



PRINCIPAL



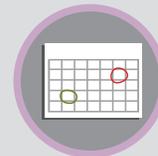
PRINCIPAL  
SUPERVISOR



CENTRAL  
OFFICE

## WHEN

When each talent management decision should be made



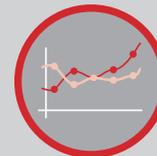
CALENDAR

## HOW

How guiding questions, data, and experience inform each decision



GUIDING  
QUESTIONS



DATA



EXPERIENCE

# What, Who, When—and Most Importantly, How

## WHAT

- What strategic talent management should look like—and how it breaks down into clear decisions

The first step in mapping talent decisions involves creating a shared vision for what strategic talent management means, and then breaking that down into concrete decisions—especially highlighting what decisions the central office needs to own. This will change somewhat depending on each district’s circumstances, community, and overall priorities. But there are several models to start from, including the Urban Schools Human Capital Academy’s (USHCA) eight “[Teacher ABC Puzzle Pieces](#),” The Center for Educational Leadership’s [4 Dimensions of Instructional Leadership](#) (Which includes talent management), researcher Allan Odden and James Kelly’s three “[macro-components of strategic human capital management](#),” Eileen Horng and Susanna Loeb’s “[organizational management](#)” concept, and New Leaders’ “[Playmakers](#)” concept.<sup>8</sup> Odden and Kelly stress that a district’s talent management strategy needs to be rooted in its student achievement goals and the plan for reaching those goals (i.e. their educational improvement strategy and vision of effective instructional practice).<sup>9</sup> Talent management must support good instruction, teacher development, and staff satisfaction.

ERS has drawn from existing frameworks and our experience working with schools and districts across the country to identify six talent management areas, broken down into multiple sub-categories of decisions. We also solicited feedback from teachers, principals, principal supervisors, central office staff, and peer organizations such as USHCA to make sure we incorporated the full possibility set. The chart on the next two pages is a summary of the six talent areas with one example decision for *a principal* in each talent area.

**Refer to the Appendix on page 23** for the full list of decisions, broken down by each of the four decision makers.

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## THE SIX TALENT DECISION AREAS

	TALENT DECISION AREA	SUB-TOPICS	EXAMPLE PRINCIPAL DECISION
	<h3>Hiring</h3> <p>Recruiting and selecting the most qualified staff, who also fit school needs and culture</p>	<ul style="list-style-type: none"><li>• Hiring Needs</li><li>• Recruitment</li><li>• Selection</li><li>• Hiring Process</li></ul>	<p><b>HIRING NEEDS:</b> <b>Assess</b></p> <p>Determine hiring needs based on assessment of students and faculty.</p>
	<h3>Job &amp; Team Assignment</h3> <p>Matching teacher expertise and skills to student needs, well-balanced teacher teams, and roles</p>	<ul style="list-style-type: none"><li>• Job Assignments</li><li>• Teacher Teams</li><li>• Distribution of Teachers</li></ul>	<p><b>JOB ASSIGNMENTS:</b> <b>Differentiate workload</b></p> <p>Determine how to differentiate the teacher workload (number of courses, subjects, student load) according to each teacher's skills and experience.</p>
	<h3>Measuring Teacher Effectiveness</h3> <p>Evaluating teachers fairly, consistently, and in ways that promote growth</p>	<ul style="list-style-type: none"><li>• Evaluation Accuracy</li><li>• Evaluation Training</li><li>• Evaluation Load</li></ul>	<p><b>EVALUATION ACCURACY:</b> <b>Gather data</b></p> <p>Determine what additional information and data you need to evaluate each teacher.</p>

	TALENT AREA	SUB-TOPICS	EXAMPLE PRINCIPAL DECISION
	<h3>Professional Growth &amp; Support</h3> <p>Planning for job-embedded professional growth and expert support for teaching teams and for individuals over their careers</p>	<ul style="list-style-type: none"><li>• Professional Development Plans (individual, school, team)</li><li>• Instructional Leadership</li><li>• Professional Development Resources</li><li>• Struggling Teachers</li></ul>	<p><b>STRUGGLING TEACHERS:</b></p> <p><b>Identify needs</b></p> <p>Identify struggling teachers and determine what additional supports I should give them.</p>
	<h3>Career Path</h3> <p>Designing and using the teacher career path to provide opportunities for leadership and advancement</p>	<ul style="list-style-type: none"><li>• Career Goals</li><li>• Teacher Leader Selection</li><li>• Tenure</li><li>• Ineffective Teachers</li></ul>	<p><b>TENURE:</b></p> <p><b>Grant</b></p> <p>Grant tenure only to teachers who meet high standards of effectiveness.</p>
	<h3>Value Proposition</h3> <p>Ensuring that effective teachers are recruited, rewarded, and retained through attention to salary, benefits, career opportunities, working conditions, growth opportunities, and non-monetary rewards</p>	<ul style="list-style-type: none"><li>• Strategic Teacher Retention</li><li>• Working Conditions</li><li>• Salary and Benefits</li><li>• Career Ladder</li><li>• Teacher Recognition</li></ul>	<p><b>STRATEGIC TEACHER RETENTION:</b></p> <p><b>Adjust strategies</b></p> <p>Determine changes needed, if any, to my school's value proposition to attract and retain highly effective teachers.</p>

This framework represents a comprehensive, research-backed vision of what strategic talent management entails, yet every district will need to tailor it for its own priorities, contexts, and constraints on issues like tenure, evaluation, compensation, and more. Since the full picture can feel overwhelming, districts may want to focus on only one talent management area at a time, depending on their strategic goals. For example, Measuring Teacher Effectiveness is a good starting place, as effectiveness data underlies all other talent management decisions; or Job and Team Assignment, which is a hugely impactful but often overlooked talent management skill. It is important that central office teams identify their key talent decisions in partnership with stakeholders like teachers, principals, supervisors, and other central office departments.

*Let's return to Principal Salazar's dilemma about Ms. Nye's departure. If her district had mapped out talent management decisions and provided supports, she might receive a packet of materials every month with key decisions, guiding questions, and data to help her think proactively about hiring, job and team assignment, professional growth, and more. In her decisions list she might see:*



Decision List	
Hiring	<b>Hiring Process: Adjust.</b> Decide if I need to adjust my hiring process.
	<b>Hiring Needs: Assess.</b> Determine hiring needs based on assessment of students and faculty.
	<b>Recruitment: Interview Targeted Candidates.</b> Target candidates to interview that are likely to succeed in my school and in the district.
	<b>Selection: Make offers.</b> Select candidates based on the skills, credentials and traits that best fit my school's needs.
Job & Team	<b>Job Assignments: Match teachers to students.</b> Determine how to assign teachers to students, considering student need.
	<b>Job Assignments: Differentiate workload.</b> Determine how to differentiate the teacher workload (# of distinct courses, subjects, student load)
	<b>Job Assignments: Advise on certification options.</b> Determine which teachers, if any, should pursue additional certifications to maximize flexibility.
	<b>Teacher Teams:</b> Determine team types. Determine priority teacher team types (i.e., content teams, vertical teams, and teams with shared stu

The decision list guides principals to think about important topics, while leaving the ultimate decision up to each principal and his or her supervisor. Additionally, though we are focusing on Principal Salazar's hiring decision for this paper, it's important to note that all talent decisions must work together. The central office must think about how talent management fits with the district's overall educational improvement plan, and then how different talent decisions connect with each other.

## WHO

- Who should play what role in decision-making—including how teachers contribute to their own professional development, how principal supervisors advise and support, and what decisions the central office owns

We can't really speak about what decisions need to be made without also defining who the different talent decision makers are. The principal is a primary part of the system, but stakeholders at all levels must work together to be truly strategic and leverage the full power of the system. In general:

- **Teachers:** Identify and share their individual development needs; have input on assignments; lead teams and other initiatives; and offer feedback on school-wide needs, policies, and procedures
- **Principals:** Identify opportunities, plan, and execute as talent managers
- **Principal supervisors:** Support principals in looking at data and integrating judgment and expertise, differentiate support for new and experienced principals, identify trends across schools and plan interventions or spread best practices, and serve as a link to the central office
- **The central office:** Maps the what, who, when, and how, and adjusts that plan over time; reviews and adapts policies and procedures; disseminates best practices; makes decisions on districtwide issues like compensation and benefits; and allocates resources

*For example, Principal Salazar might think the decision is relatively simple—she has a 3rd grade vacancy and should interview candidates for that role. But actually, there is a set of stakeholders and supporters influencing her decision. The various roles are:*

- **Teachers:** Decide their own teaching assignment preferences (grade, teaching partners, type of students). Teacher leaders should assess and share the preferences, strengths and needs of their teams with the principal.
- **Principal:** Decides how to hire to fill skill gaps and other needs, and decides how to assign teams to maximize everyone's skills.
- **Principal supervisor:** Decides how to support Principal Salazar in using data and judgment to think through hiring and teaming decisions, as well as all of the vacancies and other team assignments she could make. She could decide to share Principal Salazar's experience with others as a "best practice."
- **The central office:** Decides how to improve the hiring process from year to year to recruit the best candidates, that correspond to the needs of principals. Decides how to set salary, benefits, and other aspects of the value proposition to attract candidates.

Some of these relationships may exist already, but it's up to the central office to clarify roles and provide support. For example, a district might decide to focus first on clarifying the role of principal supervisor across several talent decision areas. The central office would lead the process of working with principal supervisors and other stakeholders to assign decisions and plan training.

## WHEN

- When key decisions should be made, and how district timelines and processes will change to support them

Decisions and roles are theoretical until they are placed on a calendar. The unrelenting and immediate everyday demands on principals leave them little time to plan for the future. The central office can help principals by creating “decision calendars” that lay out key considerations by month over the course of a year, and then provide reminders each month. For example, a yearly calendar might list when they should begin to think about hiring, adjusting their school-wide professional development plan, identifying teacher leader candidates, and recognizing highly effective teachers. This kind of guidance empowers principals by giving them structure and information—*not* by making decisions *for* them. It also creates a shared focus among all principals at each point in the year, which makes it easier to collect and spread best practices.

However, talent decision calendars are less effective if district timelines and processes are not aligned to support them. In general, budgeting projections should align to when staffing plans are due, and data cycles should provide relevant data at the right time. If the district wants Principal Salazar to start assessing her hiring needs in the fall to begin interviewing in January or February, (a best practice to get access to high quality candidates), then the human resources department has to be set up to recruit and vet candidates much earlier than most districts typically do. Of course, all of these changes may be outside of the scope of what a human capital or HR team can change right now. However, the team can paint a clear picture of what it takes to recruit, develop, and retain excellent teachers that should inform the reorganization of district processes. Cleveland Metropolitan School District created a [new school planning process](#) based on when and how principals need data and support, which can serve as a model for other districts’ efforts.



## Spotlight on Tulsa Public Schools

When ERS worked with Tulsa Public Schools (TPS) the district used a “calendar item” as an opportunity to map their what, who, when, and how, with a particular focus on principal coaching. TPS has a role called Talent Management Partners, who work with principals to understand their human capital data and plan next steps. Every spring, Talent Management Partners would meet with principals in

what are called “STAT meetings” to discuss staff performance and upcoming vacancies. TPS wanted to build out the fall STAT meeting to help principals with the key talent management decisions they make in the winter and spring. To plan out the structure of these fall STAT conversations, the central office convened a group of stakeholders and used the Talent Decision Planner tool to map out the decisions that principals

need to make and identify how the Talent Management Partners should support them. They then matched each decision to a set of guiding questions and identified the data needed to inform those guiding questions. This will not only better prepare the Talent Management Partners for their conversations with principals, but allow them to better share best practices and insights year after year.

### HOW

- How to make strategic decisions supported by **guiding questions** and **relevant data** as well as judgment, experience, and thought-partnership with supervisors and others

While clarifying key decisions, roles, and timelines is important, those only help illuminate the path. To truly improve student outcomes, principals need to be adept at combining data with judgment and experience to make decisions that truly transform instructional culture. The key ingredients here are asking *strategic* questions and consulting *relevant* data—not just making decisions based on tradition, compliance, or on data that is confusing and overwhelming. Many human capital leaders have told us that knowing the right guiding questions connected to specific and relevant data is the “special sauce” of strategic talent management. Otherwise, principals can feel like they’re “drowning in data,” without a clear sense of how that data helps them reach a decision. Or, they may not have relevant data at all.

These guiding questions help break the decision down into manageable chunks and prompt school leaders to consider aspects they might not normally think about. They spur strategic thinking without mandating the same actions for every school.

*For example, as Principal Salazar is reading her packet of materials, she might see these guiding questions:*



of expertise, philosophy, and commitment?

D. What percent of my candidates have had the chance to meet other teachers at the school as part of the interview process?

**2. Hiring Needs: Assess.** Determine hiring needs based on assessment of students and faculty.

**A.** What are our hiring vacancies for next year, including newly created positions?

**B.** What skill sets are lacking in the school that we should prioritize in hiring (e.g., pedagogical skills, particular subjects, cultural competencies, etc.)?

**C.** What skill sets are lacking on subject and/or grade teams that have vacancies that we may want to prioritize in hiring?

**D.** Can skill sets that are lacking on subject and/or grade teams be met with current staff from other teams, allowing more flexibility in hiring?

**E.** What combinations of skills or certifications could I hire for that would build new flexibilities into my school design?

**F.** How does the current make-up of our teaching staff reflect the diversity and backgrounds of our students? How should the diversity of candidates better reflect the current student and teacher population in my school?

For the full list of guiding questions we have identified for each decision, see the Talent Decision Planner tool or sample decision guides:

[www.erstrategies.org/library/the\\_talent\\_decision\\_planner](http://www.erstrategies.org/library/the_talent_decision_planner).

To answer these questions, Principal Salazar will doubtless reflect on her observations of her teacher teams. But relying just on “feel” might obscure trends that data can highlight. Ideally she would also receive a data packet containing important data on teacher experience, effectiveness, and student performance, broken down by team. For example, here is teacher evaluation data drawn from past observations. Each teacher received a ranking from 1 to 4, and the data was color coded to show trends. Principal Salazar is looking at her 3rd and 4th grade teams:

### 3RD GRADE

Teacher Skill	Name				
	Team avg	N. Bintz	O. Garrit	R. Mayes	K. Nye
P1: Creates a safe, productive learning environment	2.8	2.5	2.8	2.3	3.6
A11: Uses a variety of effective assessment techniques	2.7	1.9	3	2.3	3.6
SB12: Challenges all learners to achieve at a high level	2.5	1.8	2.5	1.9	3.8

### 4TH GRADE

Teacher Skill	Name				
	Team avg	S. Omer	P. George	O. Lopez	M. Robbins
P1: Creates a safe, productive learning environment	3	1.9	3.7	3.2	3.5
A11: Uses a variety of effective assessment techniques	2.9	2.7	3.6	1.9	3.7
SB12: Challenges all learners to achieve at a high level	3.2	2.5	3.8	2.8	3.8

Using Questions C and D from the previous chart as a guide, Principal Salazar might consider how to balance teachers’ strengths and weaknesses on their teams, making it more clear what skills and personality traits to prioritize in hiring.

Again, some principals will make these kinds of decisions instinctively, based on knowing their staff and on recognizing the power of well-balanced teacher teams. And this is not to say that data should trump personal judgment or teacher preferences. But receiving guiding questions and relevant data opens up new possibilities that principals might not have considered, especially for new principals, those at large schools, or those who have always worked within a compliance framework.

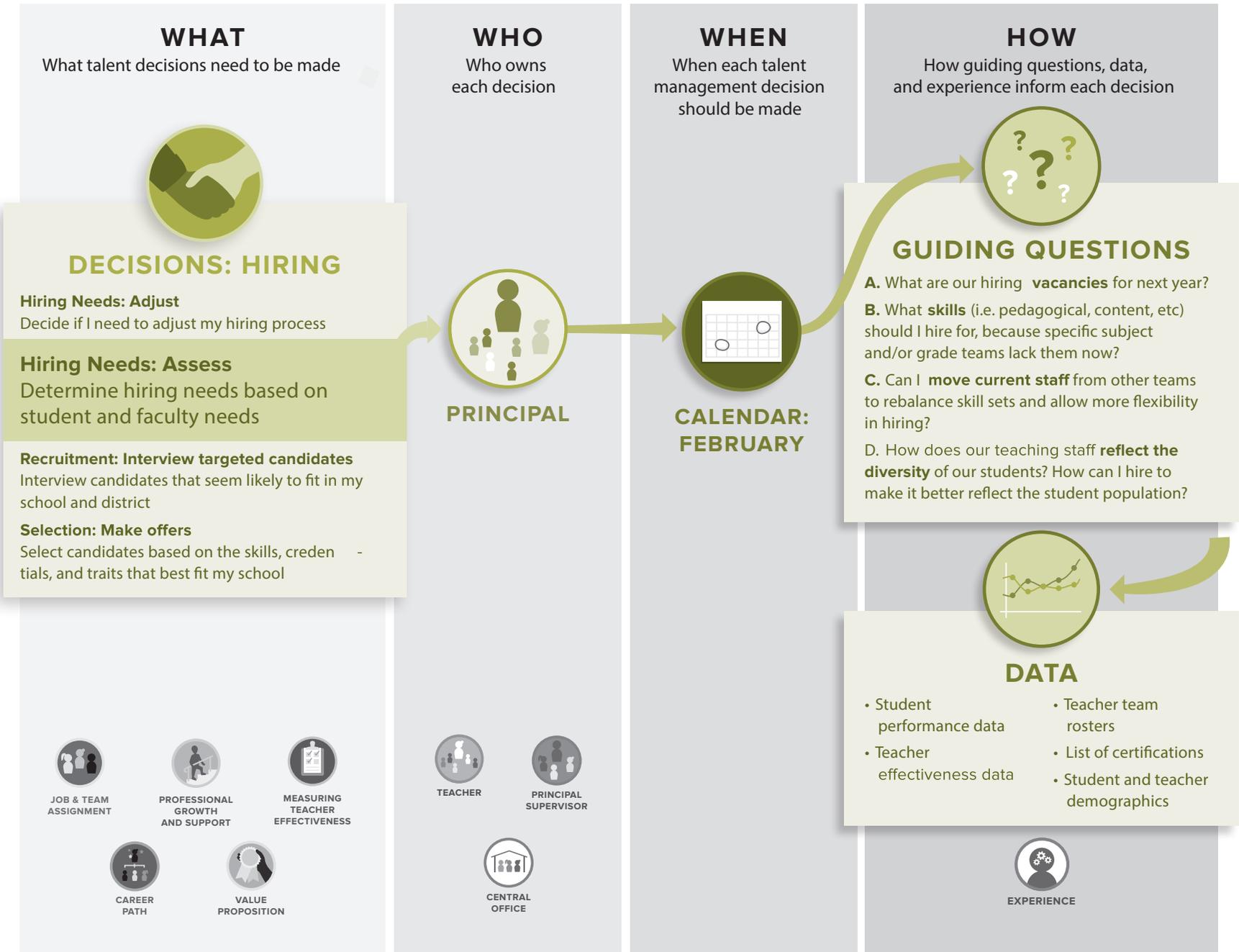
And principals should not be left to sort through these decisions alone. Principal supervisors can use these questions as a common framework to structure coaching conversations, and to collect and spread the best practices of the most effective principals. Connecting decisions to guiding questions and data ensures a structure for feedback and accountability for principals, making the logic of those choices more explicit and based on evidence. Moreover, the central office staff need their own set of guiding questions and data, to help them make crucial system-wide policies and procedures.

The biggest barrier to this ideal world is gathering and distributing the data. We know how hard it is for districts to aggregate data housed in different silos, fill in gaps, ensure accuracy, display it in clear and compelling reports, and deliver those reports when principals need them. So districts must simply proceed patiently, and take the work in chunks. Having a clear map of which data elements and reports are most important to priority decisions, questions, and decision makers will help the district focus their efforts.

## Putting It All Together

The conceptual map that the central office creates—the set of decisions, questions, and data points that they highlight, tied to moments on the calendar—that is actually only the first step. This map can then be used in myriad ways. For example, as we've highlighted here, the district could provide supporting materials to guide principals and their supervisors throughout the year. It could form the basis of principal supervisor training, or even teacher professional development, to help them better understand their role in talent management. It could guide the cleanup and dissemination of the “relevant” data, tied to guiding questions, or prompt the central office to change policies and practices to better support principals.

The implementation possibilities are endless. And the map is not static. It will change every year as the central office receives feedback and as conditions change. But going through the process to create the map will establish the basic structure that the team can refer to again and again.



## WHAT

What talent decisions need to be made



### DECISIONS: HIRING

#### Hiring Needs: Adjust

Decide if I need to adjust my hiring process

#### Hiring Needs: Assess

Determine hiring needs based on student and faculty needs

#### Recruitment: Interview targeted candidates

Interview candidates that seem likely to fit in my school and district

#### Selection: Make offers

Select candidates based on the skills, credentials, and traits that best fit my school



JOB & TEAM ASSIGNMENT



PROFESSIONAL GROWTH AND SUPPORT



MEASURING TEACHER EFFECTIVENESS



CAREER PATH



VALUE PROPOSITION

## WHO

Who owns each decision



PRINCIPAL



TEACHER



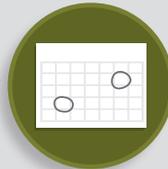
PRINCIPAL SUPERVISOR



CENTRAL OFFICE

## WHEN

When each talent management decision should be made



CALENDAR: FEBRUARY

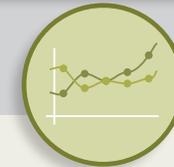
## HOW

How guiding questions, data, and experience inform each decision



### GUIDING QUESTIONS

- A. What are our hiring **vacancies** for next year?
- B. What **skills** (i.e. pedagogical, content, etc) should I hire for, because specific subject and/or grade teams lack them now?
- C. Can I **move current staff** from other teams to rebalance skill sets and allow more flexibility in hiring?
- D. How does our teaching staff **reflect the diversity** of our students? How can I hire to make it better reflect the student population?



### DATA

- Student performance data
- Teacher effectiveness data
- Teacher team rosters
- List of certifications
- Student and teacher demographics



EXPERIENCE

## On the Path

It's 10:30 a.m. on a Tuesday in January, and Principal Sarah Salazar is working on next year's staffing plan. She knows that one of the best 3rd grade teachers, Ms. Nye, is leaving at the end of this year. She accesses her talent management materials, provided by the district, which lists five important decisions for this month. She looks over the decisions about Hiring, and then reads in her Guiding Questions materials about the importance of carefully targeting new hires to fill skill gaps. She looks at the teacher effectiveness data provided by the district. She knows that Ms. Nye was a great team leader, but she notices in the data that one of her particular skills is challenging all learners to achieve at a high level. Principal Salazar now looks at the 4th grade team, and is reminded that Mr. George and Ms. Robbins are also strong in that skill. Principal Salazar knows that Mr. George has been a great team leader and that Ms. Robbins has been looking for opportunities to lead. She makes a note to ask Mr. George if he would be willing to move to the 3rd grade to replace Ms. Nye, and to ask Ms. Robbins to become team leader for the 4th grade. Principal Salazar now plans to look for a new 4th grade teacher who can integrate into an already strong team. She jots down some questions to discuss with her supervisor later that day. It's 11:00 a.m., and she sails out the door to meet with a parent—feeling confident in having done productive work that morning.

# Appendix

## STRATEGIC TALENT MANAGEMENT 101

Each one of the human capital areas is a rich topic of study. If you're unfamiliar with the details of topics like how to assign teachers strategically to teams and groups of students; or how to set up successful teacher leadership roles, we suggest you dive into this list of online resources.



### HIRING

- [TNTP: Hiring Resources](#)
- [USHCA: ABC Tool for Teacher Preparation and Recruitment](#)



### JOB & TEAM ASSIGNMENT

- [ERS: Shared Content Teams at UP Academy](#)
- [ERS: Designing Schools that Work](#)



### MEASURING TEACHER EFFECTIVENESS

- [TNTP: Teacher Evaluation Resources](#)
- [NEA: Resource Guide to Teacher Evaluation](#)



### PROFESSIONAL GROWTH & SUPPORT

- [ERS: A New Vision for Teacher Professional Growth and Support — White paper, self-assessment, spending calculator, and case studies](#)
- [ERS: Data-Driven Instruction at Queens Metropolitan High Schools](#)
- [ERS: Building Professional Development at Match Community Day](#)



### CAREER PATH

- [ERS: Teacher Leadership Checklist](#)
- [Bain and Co: Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools](#)



### VALUE PROPOSITION

- [ERS: Do More, Add More, Earn More](#)
- [ERS: Teacher Compensation Calculator](#)
- [ERS: First Steps – What Schools Can Do Right Now to Improve Compensation and Career Path](#)
- [ERS: Rethinking the Value Proposition to Improve Teacher Effectiveness](#)

# The Talent Decision Planner

The Talent Decision Planner is a tool that helps central HR teams create coherence in their talent management system, use data effectively, and empower all staff—teachers, principals, principal supervisors, and the central office itself—to become transformational talent leaders. You can use the planning tool to:

- **Choose talent management decisions:** Review and customize ERS' framework of talent management decisions for your school system's particular priorities and context. See the rest of this Appendix for a summary and full text of the decisions
- **Assign roles:** Assign decisions to different decision makers
- **Schedule decisions:** Review and customize a calendar of decisions
- **Choose guiding questions:** Review and customize guiding questions to support each decision
- **Assess your available data:** Prioritize among the data you have and the data you need, and create a data action plan
- **Make practical tools:** Create and print Decision Guides for each decision maker. The Guide includes the list of decisions and guiding questions they should think about each month, supporting research and other district tools, and monthly calendars.

ERS has created a Facilitator's Guide with step-by-step guidance for any talent leader to use the tool effectively within a group of stakeholders.

You can find the tool and the Facilitator's Guide at:

[https://www.erstrategies.org/library/the\\_talent\\_decision\\_planner](https://www.erstrategies.org/library/the_talent_decision_planner)

Note: You must register for a free ERS account in order to download the tool. An ERS account allows you to save your work in all ERS tools, get updates about future ERS tools, and access exclusive tools and resources.

## High Level Summary of the ERS Talent Decision Framework

	Teacher/Teacher Leader	Principal
<b>Hiring</b>		
Hiring Needs	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Assess</li> </ul>
Hiring Process	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust</li> </ul>
Recruitment		<ul style="list-style-type: none"> <li>• Interview targeted candidates</li> </ul>
Selection		<ul style="list-style-type: none"> <li>• Make offers</li> </ul>
<b>Job &amp; Team Assignment</b>		
Job Assignments	<ul style="list-style-type: none"> <li>• Determine personal preferences</li> <li>• Help match teachers to students</li> <li>• Consider certification options</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate workload</li> <li>• Match teachers to students</li> <li>• Advise on certifications</li> </ul>
Teacher Teams	<ul style="list-style-type: none"> <li>• Advise assignments</li> <li>• Design collaborative planning time</li> </ul>	<ul style="list-style-type: none"> <li>• Define teams</li> <li>• Assign teachers</li> <li>• Organize for effectiveness</li> </ul>
Distribution of Teachers		
<b>Measuring Teacher Effectiveness</b>		
Evaluation Accuracy		<ul style="list-style-type: none"> <li>• Audit and adjust</li> <li>• Gather data</li> </ul>
Evaluation Load		
Evaluation Training		
<b>Professional Growth &amp; Support</b>		
Individual PD Plan	<ul style="list-style-type: none"> <li>• Develop</li> <li>• Adjust</li> </ul>	<ul style="list-style-type: none"> <li>• Support</li> </ul>
Team PD Plan	<ul style="list-style-type: none"> <li>• Develop</li> <li>• Advise</li> </ul>	
School PD Plan		<ul style="list-style-type: none"> <li>• Develop</li> <li>• Adjust</li> <li>• Plan observation cycles</li> </ul>
Instructional Leadership		<ul style="list-style-type: none"> <li>• Build out team</li> </ul>
PD Resources		
Struggling Teachers		<ul style="list-style-type: none"> <li>• Identify needs</li> </ul>
<b>Career Path</b>		
Career Goals	<ul style="list-style-type: none"> <li>• Plan</li> </ul>	
Teacher Leaders	<ul style="list-style-type: none"> <li>• Recommend</li> </ul>	<ul style="list-style-type: none"> <li>• Select for school roles</li> </ul>
Tenure		<ul style="list-style-type: none"> <li>• Grant</li> </ul>
Ineffective Teachers		<ul style="list-style-type: none"> <li>• Manage out</li> </ul>
<b>Value Proposition</b>		
Strategic Teacher Retention	<ul style="list-style-type: none"> <li>• Recommend high performers</li> <li>• Advise on process</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high performers</li> <li>• Adjust retention strategies</li> </ul>
Working Conditions		<ul style="list-style-type: none"> <li>• Adjust</li> </ul>
Salary and Benefits		
Career Ladder	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust</li> </ul>
Teacher Recognition	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust strategies</li> </ul>

Principal Supervisor	Central Office
• Support principals	• Project out
• Identify best practices	
	• Adjust
	• Adjust
• Support student-teacher matching • Support workload differentiation	• Provide certification incentives
• Support principals	
	• Assess • Assign excessed teachers
• Spread best practice	• Prioritize rubric skills
	• Assess overall resources • Assess school need
• Adjust	• Adjust
• Support principals	
• Identify and disseminate best practices	• Ensure equity • Ensure focus • Identify and disseminate best practices
	• Adjust supports
• Support principals	• Select for district roles • Support principals
• Support principals	• Ensure rigor
• Support managing out	• Review managing out process
• Support principals • Disseminate best practices	• Assess strategy • Identify best practices
• Support principals	• Assess strategy
	• Assess strategy
• Advise on strategy	• Assess strategy
• Support principals	• Assess strategy

# High Level Summary of the ERS Talent Decision Framework with Sample Decisions, Questions, and Data

	Teacher/Teacher Leader	Principal
<b>Hiring</b>		
Hiring Needs	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Assess</li> </ul>
Hiring Process	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust</li> </ul>
Recruitment		<ul style="list-style-type: none"> <li>• Interview targeted candidates</li> </ul>
Selection		<ul style="list-style-type: none"> <li>• Make offers</li> </ul>
<b>Job &amp; Team Assignment</b>		
Job Assignments	<ul style="list-style-type: none"> <li>• Determine personal preferences</li> <li>• Help match teachers to students</li> <li>• Consider certification options</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate workload</li> <li>• Match teachers to students</li> <li>• Advise on certifications</li> </ul>
Teacher Teams	<ul style="list-style-type: none"> <li>• Advise assignments</li> <li>• Design collaborative planning time</li> </ul>	<ul style="list-style-type: none"> <li>• Define teams</li> <li>• <b>Assign teachers</b></li> <li>• Organize for effectiveness</li> </ul>
Distribution of Teachers		
<b>Measuring Teacher Effectiveness</b>		
Evaluation Accuracy		
Evaluation Load		
Evaluation Training		
<b>Professional Growth &amp; Support</b>		
Individual PD Plan	<ul style="list-style-type: none"> <li>• Develop</li> <li>• Adjust</li> </ul>	
Team PD Plan	<ul style="list-style-type: none"> <li>• Develop</li> <li>• Advise</li> </ul>	
School PD Plan		
Instructional Leadership		
PD Resources		
Struggling Teachers		
<b>Career Path</b>		
Career Goals	<ul style="list-style-type: none"> <li>• Plan</li> </ul>	
Teacher Leaders	<ul style="list-style-type: none"> <li>• Recommend</li> </ul>	
Tenure		
Ineffective Teachers		
<b>Value Proposition</b>		
Strategic Teacher Retention	<ul style="list-style-type: none"> <li>• Recommend high performers</li> <li>• Advise on process</li> </ul>	
Working Conditions		
Salary and Benefits		
Career Ladder	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust</li> </ul>
Teacher Recognition	<ul style="list-style-type: none"> <li>• Advise</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust strategies</li> </ul>

**PRINCIPAL DECISION**

**Assign teachers:** Assign teachers to strong and effective grade and subject teams by considering individual teacher strengths, preferences, and development needs.

↓

**EXAMPLE GUIDING QUESTIONS:**

- Do all my teacher teams have the right mix of high performing, novice, and struggling teachers?
- Is subject area expertise distributed strategically across the elementary grade teams?

↓

**POSSIBLE DATA NEEDED:**

- Lists of teams and members, and subject area expertise
- Each teacher's years of experience
- Each teacher's summative evaluation rating or score
- Annual student growth measure organized by teacher and subject

Principal Supervisor	Central Office
• Support principals	• Project out
• <b>Identify best practices</b>	
• Support student-teacher m	certification incentives
• Support principals	
	• Assign excessed teachers
• Spread best practice	the rubric skills
• Adjust	overall resources • Assess school need
• Support principals	
• Identify and disseminate be	equity • <b>Ensure focus</b> • Ide
	supports
• Support principals	• Select for district roles • Support
• Support principals	• Ensure rigor
• Support managing out	• Review managing out process
• Support principals • Disseminate best practices	• Assess strategy • Identify best pra
• Support principals	• Assess strategy
	• Assess strategy
• Advise on strategy	• Assess strategy
• Support principals	• Assess strategy

**PRINCIPAL SUPERVISOR DECISION**

**Identify Best Practices:** Identify school leaders who exhibit best practices in hiring, and those who need support from HR and/or principal supervisor.



**EXAMPLE GUIDING QUESTIONS:**

- What is the track record of each of my schools and principals in hiring effective teachers?
- How does that compare to other schools with similar levels of student need?
- Which schools within my cluster are doing the most hiring and thus may need additional assistance—particularly schools with novice principals?



**POSSIBLE DATA NEEDED:**

- Lists of new hires by school and year
- Each teacher's summative evaluation score, by school and year
- Name of the principal who originally hired each teacher into the district

**CENTRAL OFFICE DECISION**

**Ensure Focus:** Ensure professional growth resources target the most pressing teacher growth areas.



**EXAMPLE GUIDING QUESTIONS:**

- Which teaching standards are most correlated with student outcomes?
- What are the most common areas of weakness for teachers across the district, and how does this align with the system of supports provided by the central office?



**POSSIBLE DATA NEEDED:**

- Teacher evaluation ratings for each teaching standard, by teacher
- Annual student growth measure organized by teacher and subject

## FULL DECISION TEXT FOR EACH TALENT AREA

# Hiring

## Teacher

**Hiring Needs: Advise.** Advise my principal on team and school hiring needs (positions, skills) based on assessment of our students, team, and faculty.

**Hiring Process: Advise.** Advise my principal on adjustments to the teacher hiring process.

## Principal

**Hiring Needs: Assess.** Determine hiring needs based on assessment of students and faculty.

**Hiring Process: Adjust.** Decide if I need to adjust my hiring process.

**Recruitment: Interview targeted candidates.** Target candidates to interview that are likely to succeed in my school and in the district.

**Selection: Make offers.** Select candidates based on the skills, credentials, and traits that best fit my school's needs.

## Principal Supervisor

**Hiring Needs: Support principals.** Plan how to support principals in identifying hiring needs.

**Hiring Process: Identify best practices.** Identify school leaders who exhibit best practices in hiring, and those who need support from HR and/or principal supervisor.

## Central Office

**Hiring Needs: Project out.** Annually project teacher hiring needs (positions, skills) based on the district's academic needs, historical trends, and budget projections.

**Recruitment: Adjust.** Adjust the recruitment process based on performance, retention, and characteristics of new hires.

**Selection: Adjust.** Adjust the selection process based on performance, retention, and characteristics of new hires.

# Job & Team Assignment

## Teacher

**Job Assignments: Determine personal preferences.** Identify my preferences for teaching assignments based on my development goals, desired career path, and expertise.

**Job Assignments: Help match teachers to students.** (For teacher leaders) Assign students to teachers on a flexible basis (considering small group, large groups or blended learning options for each subject).

**Job assignments: Consider certification options.** Decide if I should get an additional certification in order to reach my career goals and meet school needs.

**Teacher Teams: Advise assignments.** (For teacher leaders) Make recommendations to my principal about which teachers should be on my team.

**Teacher Teams: Design collaborative planning time.** (For teacher leaders) Set agenda and purpose for collaborative planning meetings (e.g., data analysis, instructional coaching, student social, and emotional needs, etc.).

## Principal

**Job Assignments: Match teachers to students.** Determine how to assign teachers to students, considering student need.

**Job Assignments: Differentiate workload.** Determine how to differentiate the teacher workload (# of distinct courses, subjects, student load) according to each teacher's skills and experience.

**Job Assignments: Advise on certification options.** Determine which teachers, if any, should pursue additional certifications to maximize flexibility in job and team assignments.

**Teacher Teams: Define team types.** Determine priority teacher team types (i.e., content teams, vertical teams, and teams with shared students) and which should receive expert-supported collaborative planning time.

**Teacher Teams: Assign teachers.** Assign teachers to strong and effective grade and subject teams by considering the combination of individual teacher strengths, preferences, and development needs.

**Teacher Teams: Organize for effectiveness.** Determine whether teams have the time, expert support, tools, and processes to work effectively together.

## Principal Supervisor

**Job Assignments: Support student-teacher matching.** Plan how to support principals in assigning teachers to students, based on need.

**Job Assignments: Support workload differentiation.** Plan how to support principals in their plans to differentiate teacher workloads according to skill and experience.

**Teacher Teams: Support principals.** Plan how to support principals in their plans for assigning and supporting teacher teams.

## Central Office

**Distribution of Teachers: Assess.** Determine if the district should change its policies and practices to ensure equitable and strategic distribution of talent across schools.

**Distribution of Teachers: Assign excessed teachers.** Determine where I should place teachers who have been excessed and not rehired by other schools, but must legally remain within the district.

**Job Assignments: Provide certification incentives.** Determine what incentives, if any, the district should provide to teachers who pursue additional certifications in high-needs subjects or hard-to-staff areas (eg., SPED, ELL, etc).

# Measuring Teacher Effectiveness

## Principal

**Evaluation Accuracy: Audit and adjust.** Align evaluation practices to student outcomes, district standards, and across raters.

**Evaluation Accuracy: Gather data.** Determine what additional information and data I need to make decisions about each teacher's evaluation ratings.

## Principal Supervisor

**Evaluation Training: Adjust.** Determine which schools and evaluators need additional training and support to evaluate teachers according to district standards accurately, reliably, and rigorously.

**Evaluation Accuracy: Spread best practice.** Identify schools with strong teacher evaluation practices and disseminate across the cluster.

## Central Office

**Evaluation Load: Assess overall resources.** Determine if the district needs to dedicate more resources to teacher evaluation to manage the load.

**Evaluation Load: Assess school need.** Determine which schools and principals may need additional support to manage their evaluation load.

**Evaluation Accuracy: Prioritize rubric skills.** Determine which parts of the evaluation rubric should receive greater attention from evaluators.

**Evaluation Training: Adjust.** Assess whether evaluators across the district rate teachers in comparable and accurate ways according to the rubric, and whether we need to adjust training to address any issues.

# Professional Growth & Support

## Teacher

**Individual PD Plan: Develop.** Develop an individual professional growth plan (in conjunction with the team leader or principal) that builds strengths and addresses improvement areas.

**Individual PD Plan: Adjust.** Adapt the individual professional growth plan as needed over time.

**Team PD Plan: Advise.** Identify and advise principal of team professional growth needs, and my potential role in supporting them.

**Team PD Plan: Develop.** (For teacher leaders) Develop a team professional growth plan by setting team goals and planning the supports to meet those goals.

## Principal

**Individual PD Plan: Support.** Support teachers in developing individual professional growth plans in the context of school and team needs.

**School PD Plan: Develop.** Develop and manage a school PD plan based on needs assessment and district best practices.

**School PD Plan: Plan observation cycles.** Develop and execute a teacher observation and coaching plan that is differentiated by teacher need, including frequency and focus of observation and coaching cycles.

**School PD Plan: Adjust.** Monitor implementation of school professional growth plan and adjust as necessary.

**Instructional Leadership: Build out team.** Ensure there are sufficient instructional leaders (amount, type) to meet school professional growth goals.

**Struggling Teachers: Identify needs.** Identify struggling teachers and determine what additional supports I should give them.

## Principal Supervisor

**School PD Plan: Support principals.** Determine which principals to provide the greatest support in developing their school professional growth plan.

**PD Resources: Identify and disseminate best practices.** Determine which teacher development practices appear to be generating the best results within my cluster and should be disseminated across the cluster.

**PD Resources: Identify and disseminate.** Determine which teacher development practices appear to be generating the best results across the district and should be disseminated across all schools.

**PD Resources: Ensure focus.** Ensure professional growth resources target the most pressing teacher growth areas.

**PD Resources: Ensure equity.** Determine if we need to adjust professional growth resources across schools and clusters to ensure equity and sufficiency.

**Struggling Teachers: Adjust supports.** Survey and adjust (if needed) how low-performing teachers are matched to support, and what supports they are provided.

## Central Office

# Career Path

## Teacher

**Career Goals: Plan.** Identify career goals and plan steps to achieve them.

**Teacher Leaders: Recommend.** (For teacher leaders) Advise principal on which of my teachers are prepared for role changes and/or increased responsibility.

## Principal

**Teacher Leaders: Select for school roles.** Select teachers to leadership roles based on performance and capabilities.

**Tenure: Grant.** Grant tenure only to teachers who are sufficiently effective.

**Ineffective Teachers: Manage out.** Determine which teachers, if any, should be managed out due to persistent low effectiveness.

## Principal Supervisor

**Teacher Leaders: Support principals.** Plan how to support principals in selecting high-performing teachers for leadership opportunities and recognition.

**Tenure: Support principals.** Plan how to differentiate support for principals to ensure consistent application of tenure standards.

**Ineffective Teachers: Support managing out.** Plan how to support principals in managing out low-performing teachers.

## Central Office

**Teacher Leaders: Select for district roles.** Select candidates for district teacher leadership roles and programs.

**Teacher Leaders: Support principals.** Identify changes, if any, to how the district supports principals in selecting high-performing teachers for leadership opportunities and recognition.

**Tenure: Ensure rigor.** Plan how to support and train principals and principal supervisors to ensure that tenure standards are clear, rigorous and consistently applied.

**Ineffective Teachers: Review managing out process.** Identify changes needed, if any, to the district's process for managing out ineffective teachers to ensure it is fair to teachers while protecting education quality.

# Value Proposition

## Teacher

**Strategic Teacher Retention: Advise on process.** Advise my principal on changes to my school's value proposition to ensure we attract and retain highly effective teachers.

**Strategic Teacher Retention: Recommend high performers.** (For teacher leaders) Advise my principal on which teachers we should target to retain.

**Career Ladder: Advise.** Advise my principal on changes to my school's value proposition regarding opportunities for teachers to develop and advance.

**Teacher Recognition: Advise.** Advise my principal on changes to my school's value proposition to recognize teachers in ways beyond monetary compensation.

## Principal

**Strategic Teacher Retention: Adjust strategies.** Determine changes needed, if any, to my school's value proposition to ensure we attract and retain highly effective teachers.

**Strategic Teacher Retention: Identify high-performers.** Determine which particular teachers, if any, I want to target to retain.

**Working Conditions: Adjust.** Determine changes needed, if any, to strengthen my school's value proposition regarding working conditions.

**Career Ladder: Adjust.** Determine changes needed, if any, to my school's value proposition regarding opportunities for teachers to develop and advance.

**Teacher Recognition: Adjust strategies.** Determine changes needed, if any, to my school's value proposition to recognize teachers in ways beyond monetary compensation.

## Principal Supervisor

**Strategic Teacher Retention: Support principals.** Plan how to support principals in developing plans to retain highly-effective teachers.

**Strategic Teacher Retention: Disseminate best practices.** Identify principals and schools that have successful teacher retention practices, and share these best practices with other principals in my cluster.

**Working Conditions: Support principals.** Determine which principals need support in making changes to their school's value proposition regarding working conditions.

**Career Ladder: Advise on strategy.** Determine which principals need support in changing their value proposition regarding opportunities for teachers to develop and advance.

**Teacher Recognition: Support principals.** Determine which principals need support in changing their value proposition to recognize teachers in ways beyond monetary compensation.

## Central Office

**Strategic Teacher Retention: Assess strategy.** Determine changes needed, if any, to the district's value proposition to retain the most effective teachers.

**Strategic Teacher Retention: Identify best practices.** Identify principals and schools with successful retention practices and disseminate.

**Working Conditions: Assess strategy.** Determine changes needed, if any, to the district's value proposition regarding working conditions.

**Salary and Benefits: Assess strategy.** Determine changes needed, if any, to the district's value proposition regarding teacher benefits.

**Career Ladder: Assess strategy.** Determine changes needed, if any, to the district's value proposition regarding opportunities for teachers to develop and advance.

**Teacher Recognition: Assess strategy.** Determine changes needed, if any, to the district's value proposition regarding how teachers are recognized beyond monetary compensation.

## Endnotes

1. K. Leithwood, et al. *How Leadership Influences Student Learning*. New York: Wallace Foundation, 2004. R.J. Marzano, et al. *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Retrieved from Leadership Matters: What the Research Says About the Importance of Principal Leadership, <http://www.naesp.org/sites/default/files/LeadershipMatters.pdf>
2. Researchers Steven Kimball, Anthony Milanowski, and Herbert Heneman studied two large school districts to see how principals enact their role as talent managers. They found that in the areas of recruitment and selection, induction and mentoring, professional development, evaluation, and rewards and recognition, school leaders “did not appear to approach human capital management in strategic ways.” Across schools with both an upward trend in student achievement and flat lining schools, the researcher found that “human capital management did not seem to be at the forefront of principals’ leadership practice,” “School leaders did not structure the selection process to clearly focus on [teacher] competencies they had articulated as important for their school,” and “The teachers we interviewed did not identify the same aspects of the school’s strategy as the principals.” It is important to note that these findings were shared as part of a preliminary summary of a work in progress and are not meant to be taken as final; additionally, this is just one small scale study. However, the researchers’ observations match what ERS has observed in working in dozens of school districts over ten years, and consulting with leaders in the field. But the research paints a surprisingly specific picture of the lack of strategic practice. Kimball, Steven, Anthony Milanowski, and Herbert Heneman. “Principals as Human Capital Manager: Evidence from Two Large Districts.” Madison, WI: The Consortium for Policy Research in Education, Strategic Management of Human Capital Project, University of Wisconsin-Madison, 2010. Accessed May 1, 2016, <http://cpre.wceruw.org/publications/School%20HCM%20paper.pdf>
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4. Horng, Eileen and Susanna Loeb. “New Thinking About Instructional Leadership” *Kappan*, 2010. [http://www.schoolturnaroundsupport.org/sites/default/files/resources/Kappan\\_leadership.pdf](http://www.schoolturnaroundsupport.org/sites/default/files/resources/Kappan_leadership.pdf)
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