



Talent Management System - *Developing, Engaging, and Supporting Staff*

The talent management team provides job-based professional learning for staff that is differentiated to individual needs.

PRACTICE 10

PREPARATION

GETTING AWARE

The talent management team reviews recent programming for professional learning for the district, as well as data related to outcomes for teachers and students. The team reviews standards for professional learning and research summaries on the design of effective professional learning.

GETTING READY

The talent management team identifies priority areas for district and building professional development. The team schedules a calendar of professional learning opportunities for staff that will take place over the school year, including district-provided professional development (DPPD), teacher collaborative routines, and observation and coaching. The team maps areas of need to the schedule and identifies facilitators or presenters to plan professional learning sessions.

PROGRESS INDICATORS

GETTING STARTED

The talent management team implements job-based professional learning that focuses on instructional practice as a part of their district-provided professional development (DPPD). Professional learning focusing on the same instructional practices is provided throughout the year.

GETTING BETTER

The talent management team develops and implements a job-based professional learning program that incorporates staff self-selection for various areas (i.e. grade level or subject area) and degrees of expertise (i.e. novice to expert). This learning is integrated into a broader program of learning that incorporates regular reflection on instruction, review of outcome data, and coaching.

KEEP IMPROVING

The talent management team provides job-based professional learning that incorporates individualized planning for staff regarding their goals, needs, and classroom (or role-specific) implementation. Instructional activities within the DPPD are designed for differentiation. The learning is integrated into a broader program that incorporates classroom data review, coaching, and other support.

RESEARCH REFERENCES FOR THIS PRACTICE:

- Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. *The journal of educational research*, 109(1), 99-110.
- Althaus, K. (2015). Job-embedded professional development: Its impact on teacher self-efficacy and student performance. *Teacher Development*, 19(2), 210-225.
- Croft, A., Coggshall, J. G., Dolan, M., & Powers, E. (2010). *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*. Issue Brief. National Comprehensive Center for Teacher Quality.
- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory into practice*, 56(1), 3-12.
- Fullan, M. (2007). Change the terms for teacher learning. *The Learning Professional*, 28(3), 35.
- Hall, A. B., & Trespalacios, J. (2019). Personalized professional learning and teacher self-efficacy for integrating technology in K–12 classrooms. *Journal of Digital Learning in Teacher Education*, 35(4), 221-235.
- Hirsh, S., Killion, J., & Pollard, J. (2013). *Professional development*. Oxford University Press.
- Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). *Beyond PD: Teacher Professional Learning in High-Performing Systems*. *Teacher Quality Systems in Top Performing Countries*. National Center on Education and the Economy.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of educational research*, 81(3), 376-407.
- Owens, M. A., Pogodzinski, B., & Hill, W. E. (2016). Job-embedded professional development policy in Michigan: can it be successful?. *Professional development in education*, 42(2), 201-217.
- Rodman, A. (2019). *Personalized professional learning: A job-embedded pathway for elevating teacher voice*. ASCD.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development* (Vol. 18). International Adacemy of Education.