



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

District and building leaders utilize instructional coaching within a broader professional learning system to provide individualized support to educators and leaders.

### **PRACTICE 11**

#### **PREPARATION (Indicator 11a - Focusing on Personalized Professional Learning Systems)**

##### *GETTING AWARE*

The talent management team surveys staff to identify perceptions of need for individual or group professional learning, as well as for desired strategies for the delivery of such learning. The team conducts a problem-solving protocol to evaluate past practices and to determine potential areas for improvement. The team prioritizes areas of focus for improvement and identifies specific staff (groups or individuals) to prioritize this learning.

##### *GETTING READY*

The talent management team develops a learning progression for identified areas of focus, along with the resulting impacts for educators, staff, and students. The team defines multiple strategies for professional learning connecting learning progressions to these strategies. The team develops a plan for implementation to pilot with a small group of educators based on need, interest, and capacity to support. The team uses the pilot as a learning process to develop a plan to scale to other district staff.

#### **PROGRESS INDICATORS**

##### *GETTING STARTED*

District and building leaders establish a professional learning system that addresses staff needs based on instructional data and identifies gaps in skills and competencies of educators.

##### *GETTING BETTER*

District and building leaders establish a professional learning system that utilizes information about individual skills, competencies, and knowledge of educators to provide personalized support based on educator interests and goals.

##### *KEEP IMPROVING*

District and building leaders implement a professional learning system that incorporates teacher collaboration, coaching, internal and external professional learning opportunities, and mentoring. The system utilizes information from student outcomes, classroom observation, evaluation data, and perception data from individual educators to inform programming and personalization needs.

## PREPARATION (Indicator 11b - Focusing on Coaching Practices for Educators)

### GETTING AWARE

The talent management team reviews existing policies and practices of the district to coach staff and leaders, as well as recommendations and evidence-based strategies for coaching and feedback. The team conducts a problem-solving protocol to evaluate past practices and to determine potential root-cause issues for improvement. Team members review different coaching models and use the Hexagon Tool to determine which model provides the best fit and readiness for planning and implementation.

### GETTING READY

The talent management team identifies an initial set of leaders who will be providing coaching and support for various roles and provides training around the coaching model. The team develops a plan to implement coaching with a select group who can provide feedback on the process before scaling to a larger group of staff. The team also develops a strategy and plan for scaling the coaching process that addresses readiness of staff, resource allocation, scheduling, training, and integration with other development and support functions.

## PROGRESS INDICATORS

### GETTING STARTED

District and building leaders provide instructional support for educators through individual observation and coaching.

### GETTING BETTER

The district provides instructional support based on need through classroom observation and coaching sessions from building and district leadership and from instructional coaches.

### GETTING BETTER

The district provides instructional support to all educators based on a combination of classroom observation, student data, and instructional planning sessions. District/building leaders regularly engage in coaching, along with instructional coaches. Coaching is integrated into a broader professional learning plan that is personalized to each educator and leader.

## PREPARATION (Indicator 11c - Focusing on Job-Embedded Leadership Development)

### GETTING AWARE

The talent management team inventories leadership development practices and growth from past practices to see whether leadership skills and competencies were developed from within in those instances. The team reviews evidence-based strategies for leadership development from internal training, coaching, and mentoring.

### GETTING READY

The talent management team identifies a set of leadership competencies and skills that are critical for all leadership functions and specific leadership roles within the buildings and district. The team maps out strategies for developing these skills through practice, professional learning, coaching, and mentorship. The team uses this information to develop plans of support for new leaders based on their role in the district.

## PROGRESS INDICATORS

### GETTING STARTED

District leadership identifies relevant skills for building and district administrative staff. Leaders engage in partnerships with executive leadership of the district to develop individualized competencies and skills that support leadership practices.

### GETTING BETTER

District leadership establishes a list of knowledge and skills and associated tasks and expectations for building and district administrators and provides a program of professional learning, informal coaching, and learning-focused partnerships with executive leadership to develop these competencies.

### GETTING BETTER

District leadership develops a leadership development program that provides shared leadership opportunities for those seeking administrative roles within the district. The program addresses key skills, beliefs, and competencies identified by the district, and focuses on strategies for coaching, mentoring, and managing staff to develop collective efficacy.

## RESEARCH REFERENCES FOR THIS PRACTICE:

### Indicator 1Ia (Focusing on Personalized Professional Learning Systems)

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### Indicator 1Ib (Focusing on Coaching Practices for Educators)

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### Indicator 1Ic (Focusing on Job-Embedded Leadership Development)

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