



## Talent Management System - *Recruiting, Selecting, and Placing Staff*

The talent management team supports the development of aspiring educators through instructional programming in K-12, community outreach, and partnerships.

### **PRACTICE 7**

#### **PREPARATION (Indicator 7a - Focusing on Introducing Students to Teaching Careers)**

##### *GETTING AWARE*

The talent management team reviews information on K-12 pathways to education through state career and technical education programs, early middle colleges, and other programs that currently exist. The team surveys students and community members to gauge interest in such programs. The team seeks input from educators within the district about potential interest in establishing programs and planning considerations for implementation.

##### *GETTING READY*

The talent management team explores partnerships with local or regional teacher certification programs to connect K-12 programming with post-secondary programs to provide direct and accelerated pathways to teacher certification. The team reviews existing opportunities within the current structure of the school curriculum and schedule for students to participate in teachers' assistants or apprenticeship programs to pursue careers in education, and works to align such opportunities with desired goals of a local educator pipeline.

#### **PROGRESS INDICATORS**

##### *GETTING STARTED*

District leaders and teachers provide informal guidance and shadowing/teacher's aide opportunities to students in their district to provide a general orientation to education as a career.

##### *GETTING BETTER*

The district provides both informal guidance or extracurricular programming and a formalized structure/course for students wanting to learn about teaching as a profession.

##### *KEEP IMPROVING*

The district provides a set of curriculum options at both the elementary and secondary levels to orient students to education as a career. The district may partner with post-secondary institutions to provide for a continuum of learning and educator pipeline into pre-service teaching.

## PREPARATION (Indicator 7b - Focusing on Non-Traditional Pathways to Teaching)

### GETTING AWARE

The talent management team reviews information on alternative certification programs within the state or beyond, and on policy and legislation regarding such programs. The team reaches out to local, regional, and state colleges/universities with teacher certification programs to explore possibilities for district-based alternative certification programs. The team explores partnerships that have been established between local districts and certification providers regarding considerations for program implementation.

### GETTING READY

The talent management team identifies potential partners that can provide alternative routes to certification or that are interested in establishing such programs. The team interviews non-certified staff who may be interested in such opportunities, and surveys members of the community or region to gauge interest in participating in such programs. The team explores funding options and collaborates with colleges/universities, local or regional community foundations, and interested parties to identify funding streams for such programs.

## PROGRESS INDICATORS

### GETTING STARTED

The district provides opportunities for qualified individuals from within the community who may be interested in a career in education, to gain classroom experience through observation, volunteering, or joining the staff as a paraprofessional.

### GETTING BETTER

The district establishes a program for interested and qualified individuals from within the community to participate in volunteering, observation, and classroom support as a paraprofessional, and seeks partnerships from established alternative certification providers to offer a pathway to teacher certification through service.

### GETTING BETTER

The district implements an ongoing program to recruit and employ interested and qualified members of the community in paraprofessional or long-term substitute teaching opportunities for experience, and partners with higher education institutions to develop an internal educator pipeline to certify and employ teachers for an extended period of time.

## RESEARCH REFERENCES FOR THIS PRACTICE:

### Indicator 7a (Focusing on Introducing Students to Teaching Careers)

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