

Talent Management System

One of the most critical components of a school district lies in its personnel – the people who are tasked with implementing the educational mission of the district. The talent management system addresses the people who work for the district, how these individuals are able to bring their skills, knowledge, and beliefs to help the district achieve its mission of educating students, and how they continue to grow professionally to support the district over time. The actions a district takes to attract, engage, develop, and retain these individuals are the components of the Talent Management System.

Practices and Progress Indicators

Research on effective practices for a talent management system identifies the following set of practices in five key areas. First, the district establishes a talent management team and an operational plan that aligns with the district's vision and mission. Next, the district identifies needs for specific talent and fills those needs through a recruitment, selection, and placement process. Third, the district supports educators through a dedicated program of engagement, professional learning support, and mentorship. Fourth, the district provides leadership opportunities and other structures to retain and advance the careers of its staff. Finally, the district provides formative feedback and ongoing evaluation of its staff and seeks to remove those who are not able to positively contribute to the district's mission and goals. This document identifies each of these practices by area and identifies the relevant indicators of progress in implementation for each practice.

OPERATIONAL PLAN

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
1. The district establishes a talent management team with operational expertise and multiple perspectives.	1	The district has a talent management team that is charged with leading and coordinating talent management and/or coordinating aspects of this system. The team includes members from the human resources department and district and building leaders.	The district has a talent management team that is charged with leading and coordinating talent management and/or coordinating aspects of this system. The team is composed of members with strategic and operational knowledge of human resource operations and multiple educator perspectives, including district, building, and instructional leaders.	District leaders set up a structure within the talent management team for addressing all relevant practices at the district and building levels. Team membership includes training around relevant practices and incorporates permanent and revolving members with ranging perspectives. Membership is reviewed regularly to ensure team composition is appropriate for the practices and desired outcomes of the process.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
2. The talent management team identifies necessary and desired talent management processes to support the district's vision and mission.	2a	The talent management team develops processes for recruitment, selection and hiring, development, and evaluation that address the district's vision and mission.	The talent management team ensures that each process of the system deliberately addresses the district's vision and mission, and is reviewed periodically to ensure that each process has measurable outcomes that demonstrate a positive impact on the mission and goals of the district.	The talent management team embeds a review component within each system process that has measurable outcomes aligned to the district's vision, mission, and goals. Processes are reviewed annually (or semi-annually) to ensure they are addressing staff needs identified through a district needs-assessment process.
	2b	The talent management team has an identified set of processes for recruitment, selection and hiring, development, and educator evaluation that are compliant with state and federal law.	The talent management team has identified processes for recruitment, selection and hiring, professional learning and support, and evaluation that are legally compliant and based on research. The team reviews processes annually using staffing data and perceptions, staff evaluation and retention data, and other considerations to gauge effectiveness of processes.	The talent management team reviews processes for talent management using all available data and regularly explores such processes from research literature and research-based practices. The team annually revisits each step of the process to identify gaps or barriers and identifies potential solutions.
3. The talent management team identifies beliefs, competencies, skills, and certifications needed for various staffing positions.	3a	The talent management team identifies and documents individual and collective beliefs addressing issues relevant to the mission and vision of the district, including beliefs about the expectations of students, the ability of the school to support student needs, and expected role and actions of educators and other staff.	The talent management team develops indicators and screening questions or observation protocols that demonstrate the documented set of beliefs relevant to the vision and mission of the district, and uses these for staff selection for specific roles.	The talent management team utilizes belief statements within selection and screening for employment and placement of staff. Data from indicators around beliefs are reviewed regularly for refinement of beliefs and related tools.

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	3b	The talent management team identifies a set of desired skills and competencies for each role. Relevant experiences are identified that contribute to the development of skills and competencies for use in recruiting and selection of new staff.	The talent management team uses evidence-based indicators and observations to inventory skills and competencies among existing staff. Selection criteria for the skills and competencies is identified and used during the hiring and placement of new staff.	The talent management team periodically reviews needs and existing capacity around desired skills and competencies among staff. Selection criteria for the skills and competencies is identified and used during the hiring and placement of new staff, and are annually reviewed for their effectiveness.
	3c	The talent management team identifies the needed certifications and endorsements to meet state requirements for each administrative, instructional, and support role within the district.	The talent management team identifies certifications and endorsements needed to meet state requirements, and inventory existing staff endorsements to ensure compliance, and identify potential adjustments to staffing that maintain or resolve compliance.	The talent management team identifies and maps for existing and future staff the needed endorsements to meet state requirements. Leaders work with staff to develop and expand endorsements for future areas of need and use flexibility options to allow for staffing decisions based on other beliefs, skill, and competency considerations.
4. The talent management team uses data and feedback to continuously improve processes related to the talent management system.	4	The talent management team engages in regular reviews of academic and behavioral data to inform needs regarding programming and personnel support.	The talent management team plans time for reviews of academic, behavioral, observation, and perception data to inform needs regarding programming and personnel support, coaching needs, and personnel placement. Reviews are held 1-2 times per month by decision-making groups at the district and building levels.	District and building leaders, building and district network teams, and teacher collaborative teams all engage in regular (at least once a month) data reviews of academic, behavioral, observation, and perception data to inform needs and determine actions for continuous improvement, including specific support for professional learning, coaching, mentoring, and social emotional supports for staff.

RECRUITING, SELECTING, AND PLACING STAFF

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
5. The talent management team establishes processes and networks to effectively recruit staff to the district.	5a	The talent management team utilizes processes for communicating hiring opportunities through established recruitment platforms.	The talent management team utilizes a standardized, documented process for communicating hiring opportunities through multiple regional, state, and online recruitment platforms. The team tracks usability and platform data to identify higher-priority platforms for ongoing use.	The talent management team utilizes a standardized, documented process for communicating hiring opportunities. The team tracks user data to prioritize platforms and reviews data periodically for changes in trends in platforms. The team uses interactive tools to reach out to interested educators (and other talent) and analyzes processes of similar schools to identify emerging recruitment practices.
	5b	The talent management team engages existing staff to share information about hiring opportunities.	The talent management team utilizes online social media and personal networks of individual staff to share information about hiring opportunities. The district standardizes information and processes to enable staff to share such information.	The talent management team utilizes online social media and personal networks of individual staff to share information about hiring opportunities. The team tracks network data for hiring and offers incentives to staff for successful recruitment efforts. Network-based hiring data is reviewed periodically to determine evidence-based successful practices.
6. The talent management team establishes a selection and placement process for the identified beliefs, competencies, skills, and certifications to align with district needs.	6a	The talent management team establishes a process for selection of staff that incorporates beliefs, competencies, skills, and certifications to determine who to offer a contract for new hires.	The talent management team utilizes a process for selection of staff that incorporates beliefs, competencies, skills, and certifications, that utilize multiple strategies to gather this information. Each component of the process is reviewed regularly based on hiring and evaluation data for continuous improvement of the process.	The talent management team utilizes a process for selection of staff that incorporates beliefs, competencies, skills, and certifications through multiple screening indicators. Data is reviewed with each individual selection process to refine the tools and protocols of the process. The team refines each factor used in the selection process. The team develops an immediate support plan for new staff based on information gathered in the selection process.

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	6b	The talent management team separates the placement of staff from the selection process for new hires, so placement considers beliefs, competencies, skills, and certifications of all staff.	The talent management team establishes selection and placement stages of the process that allow for building-level adjustments to placement to ensure best outcomes for students. The team establishes appropriate coaching and mentoring for new staff.	The talent management team conducts separate selection and placement stages of the hiring process that incorporate existing staff at the building level in the placement process to ensure that new staff has an appropriate workload and support for onboarding and mentoring. Equity considerations for student learning are central to placement decisions.
7. The talent management team supports the development of aspiring educators through instructional programming in K-12, community outreach, and partnerships.	7a	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.	The district provides both informal guidance or extracurricular programming and a formalized structure/course for students wanting to learn about teaching as a profession.	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.
	7b	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.	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.	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.

DEVELOPING, ENGAGING, AND SUPPORTING STAFF

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
8. The talent management team engages staff through structured learning experiences and community-building opportunities.	8	The talent management team establishes specialized professional learning and networking experiences for staff that are new to the district/building to familiarize them with colleagues and the school.	The talent management team establishes a year-long program of professional learning and networking for staff that are new to the district/building to familiarize them with colleagues and the school.	The talent management team establishes an ongoing program of professional learning and networking with colleagues and the school, with a specific set of learning activities for new staff.
9. The talent management team provides multiple mentorship structures and learning opportunities to support staff.	9	District and building leaders assign an experienced mentor to new educators and staff.	The talent management team develops a mentorship program to support new educators and staff. Mentors are provided training around effective mentorship and expectations for providing ongoing support over the course of the first three years of a new teacher's career.	The talent management team develops and implements a mentorship program that provides multiple mentors and connections for instructional, content, and community building functions. Mentors are trained in mentoring and in coaching techniques. New teachers are allowed to shape their plan and select new mentors throughout the first three years of service in the district.
10. The talent management team provides job-based professional learning for staff that is differentiated to individual needs.	10	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.	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.	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.

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11. District and building leaders utilize instructional coaching within a broader professional learning system to provide individualized support to educators and leaders.	11a	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.	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.	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.
	11b	District and building leaders provide instructional support for educators through individual observation and coaching.	The district provides instructional support based on need through classroom observation and coaching sessions from building and district leadership and from instructional coaches.	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.
	11c	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.	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.	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.

RETAINING AND ADVANCING STAFF

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
12. The district provides career growth and leadership opportunities to its staff.	12	District and building leaders establish opportunities for staff to participate in leadership activities, including working teams or committees, mentoring support, or other leadership functions.	District and building leaders establish short-term and permanent leadership roles within the organizational structure at the building and district levels. All staff are interviewed at least once per year for interest in career growth or leadership roles.	District and building leaders establish leadership roles within the structures and systems of building and district level functions. All staff are invited into such opportunities based on interest, which is reviewed regularly and documented by staff in a career growth plan. The district has an organizational structure that allows for career growth through administrative and non-administrative tracks, as well as support for career and leadership growth through external organization involvement (i.e. professional organizations, etc.).
13. The district utilizes contract structures and incentives to attract and retain staff.	13a	The district designs and implements an incentive structure in the negotiated contracts and salary structure for educators in high-needs areas.	The district designs and implements incentive structures, leadership roles, and special projects to retain staff. The district works with the local education association and other organized staff groups to incorporate such structures in staff contracts.	The district designs and implements incentive structures, leadership roles, and special projects in staff contracts to retain and attract staff. The district seeks leading strategies from the field and community support to regularly update incentives and incorporates contract language that allows for such modifications.
	13b	The talent management team gathers information about staff through "stay surveys" and exit interviews for determining priorities for staff retention.	The talent management team gathers staff perspectives through surveys and interviews to inform support and incentives. Representative staff are included in committees to develop and communicate retention strategies.	The district implements incentive structures in contracts, leadership roles, and special projects to retain staff. The district uses community-building practices including teacher collaboration and networking, specialized professional development, and other programs to retain staff.

EVALUATING STAFF

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
<p>14. District and building leaders evaluate educators and staff based on identified role-based competencies and outcomes.</p>	<p>14</p>	<p>District and building leaders use a state-approved evaluation model that identifies domains and competencies critical to instruction and student support. Leaders are trained in the use of the model, which relies on student data and observation of practice.</p>	<p>District and building leaders engage in regular observation, progress monitoring, and coaching using tools aligned with the state-approved evaluation model. Staff are involved in the evaluation process through reflection, data analysis, and self-evaluation strategies.</p>	<p>District and building leaders engage in regular observation, progress monitoring, and coaching using tools that focus on continuous growth in competencies and outcomes. Evaluation tools supplement the state-approved model with reflection, data analysis, and self-evaluation. Student and peer perception information is included in the evaluation data. The evaluation process is reviewed annually based on outcome data.</p>
<p>15. The district has processes and structures to efficiently isolate and remove ineffective educators and staff.</p>	<p>15</p>	<p>The district has an evaluation process that reviews instructional practice and student outcomes and identifies ineffective educators as required by law. The district develops educator development plans for teachers with deficient skills as required by law.</p>	<p>The district implements its evaluation process as required by law, and also provides supplemental coaching and observation of teachers who are minimally effective or ineffective. The district develops educator development plans for those whose skills are deficient and actively seeks to remove those who are at risk of causing academic, social, emotional, or physical harm to students.</p>	<p>The district implements all evaluation processes required by state law, and engages in co-teaching or other partnership opportunities to ensure that student learning is supported in classrooms with minimally effective or ineffective teachers. The district provides required supports identified in state law, and also provides support structures that seek to remove any negative implications for students from ineffective educators. Educators are provided intensive push-in support or removed and placed in non-threatening support positions until leaders can determine no detrimental impacts on learners are taking place.</p>