Talent Management System   Readiness and Planning Actions

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.

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. Below are the practices that support the Talent Management System of a district, including the planning steps to prepare for implementation.

READINESS DETERMINATION, RESOURCES, AND PROTOCOLS

CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Readiness	The district uses the Hexagon Discussion and Analysis tool to consider the fit and feasibility of implementing Talent Management System practices to guide the recruitment, selection, engagement, development, and retention of high-quality staff.	The team reviews and discusses the questions for each indicator and documents relevant considerations. The team rates each Hexagon component using the 5-point Likert scale in each section. If needed, data is gathered, obstacles documented, and notes are used for the final recommendation.	Using the discussion notes and ratings, the team makes recommendations regarding the fit and feasibility of programs and/or practices and, if relevant, what additional support each component may need. While ratings should be taken into account during the decision-making process, the ratings alone should not be used to determine final recommendations.

CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Resources	District and building leaders along with individuals involved in decision-making, dedicate time to planning and discussing issues relative to talent management, and specifically, to understand and recognize the skills, competencies, and beliefs that are desired for staff and for specific roles within the school district. Time is set aside for monitoring, data review, and coaching District and building leaders ensure they have time to regularly observe instructional practice in order to provide quality feedback and support the development of educators.	Building leaders and instructional coaches designate time on their schedules for walkthrough observations, both to identify and inventory desired skills, competencies, and beliefs for educators and other staff in the district. Observations (and the associated qualities of those observed) are reviewed collectively and discussed to calibrate the observations and to ensure that the qualities being observed can be used in selection, mentoring, and coaching processes. District budget personnel allocate resources to support professional learning objectives, and build in planning time for collaboration, coaching, and mentoring into educator contracts.	Districts build in time for district and building leaders and instructional coaches to have regular reviews of practice and to review instructional practice data to ensure that the inventories of educator skills, competencies, and beliefs are regularly updated. Time and capacity are built in for coaching, mentoring, and educator evaluation practices. Districts have identified tools used for documentation and analysis, coaching, and evaluation.
Protocols	Sample norms and protocols for instructional observation and correlation to educator skills, competencies, and beliefs are documented and tested to ensure the practice works for observers with minimal instructional disruption. Protocols for various steps in the hiring process, including application review, interviewing, and review and assessment of performance tasks are documented.	Norms and protocols for decision-making and data review specific to instructional observation and screening and hiring considerations are established through collective development and adhered to by building and district leaders. Hiring-related protocols (applicant screening, interviews, performance tasks, etc.) are revisited with each improvement cycle to ensure the protocols are being used and are effective in meeting the intended goals.	During implementation of the processes identified in this system (classroom observation and coaching, educator evaluation, hiring, and selection, etc.), there is ongoing review and consideration of the protocols for information gathering and data-based decision-making to support improved practices. Improvement cycles are used to support the review of the protocols, as well as the framework for each individual protocol.

OPERATIONAL PLAN

PRACTICE	IN#	GETTING AWARE	GETTING READY
1. The district establishes a talent management team with operational expertise and multiple perspectives.	1	The district engages in an inventory of knowledge, experience, and skills in implementing the talent management system, including human resources staff, and staff with experience in the hiring process. The district seeks external support and consultation for training around talent management processes and strategies to ensure there is a core of district leaders with a foundational knowledge of the system.	District and building leaders develop a plan addressing talent management functions for the district, utilizing research-based practices and state law to guide the process. The district develops a charter for a talent management team, defining the functions of the team, expectations for work, and how the work of the team will intersect with other district systems. The plan identifies key perspectives needed on the team, and how team functions will integrate with individual job descriptions for members.
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 maps out existing processes used in the selection and hiring process and identifies if and where beliefs, skills, competencies, experiences, and certifications are reviewed or tracked in the process. Where there are gaps, district leaders develop possible strategies for capturing such information at different stages of the hiring process.	The talent management team identifies qualities in potential candidates and maps out the complete hiring process, which includes multiple strategies at each stage (i.e. document reviews, interviews, and performance tasks). The district pilots a variety of review processes with current staff to see which strategies capture comprehensive, valid, or useful information to improve and refine the process.
	2b	The talent management team reviews state and federal laws pertaining to hiring practices and reviews hiring considerations in contracts with the local education association or other unions. The team explores research-based processes used in similar districts in the state that would be subject to similar compliance requirements to identify additional options for processes.	The talent management team gathers information for compliance for state and federal programs to use in reviewing any new processes being considered for implementation. The district establishes a committee (including members of the talent management team) to address state and federal program compliance. Committee members participate in regular training / professional learning specifically to address such issues.
3. The talent management team identifies beliefs, competencies, skills, and certifications needed for various staffing positions.	3a	Building and district instructional leaders review information about educator beliefs (including personal and organizational growth, education as a career, student potential, and equity considerations) and develop collaborative definitions that will be used within the district to make selection decisions for staff relative to positions, roles, and groups.	Building and district instructional leaders engage in instructional observation to look for ways to identify and document observable qualities of individuals and their work relative to district-based definitions of beliefs.

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	3b	District and building leaders review information about relevant competencies and skills for educators and non-instructional staff. Strategies are identified for observing competencies and skills through examples of instructional and educator work.	Building and district leaders use observation strategies for identifying skills and competencies and engage in an initial inventory of these qualities of current instructional staff within the district. Similar strategies are used to inventory such information for non-instructional staff as well.
	3c	District leaders review current state laws and policies regarding staffing considerations and requirements for certification.	District leaders develop an inventory of certification and endorsement information of all staff to be able to use in future selection and hiring scenarios.
4. The talent management team uses data and feedback to continuously improve processes related to the talent management system.	4	District and building leaders inventory data from talent management processes. District leaders might engage in a needs assessment using a data analysis protocol both to identify potential root cause issues around the talent management system and to acquaint leaders with data and indicators that are reviewed in the talent management system.	District leaders develop a logic model or framework to use in designing a data analysis and decision process for addressing talent management processes and systems. Using a data inventory of the talent management system, leaders identify processes, actions, and relevant data that will inform system decisions and set up the logistical protocols for gathering and analyzing data. Leaders use this model and begin to map out and implement improvement cycles around practices and processes of the implementation of the talent management system to identify baseline data for monitoring.

RECRUITING, SELECTING, AND PLACING STAFF

PRACTICE	IN#	GETTING AWARE	GETTING READY
5. The talent management team establishes processes and networks to effectively recruit staff to the district.	5a	The district explores various platforms and processes for recruiting and hiring staff, including an inventory of current methods used within the district and relevant hiring information for neighboring and similar school districts, including postings, salary schedules, and other information that may inform the process.	The district uses a selection process (i.e. Hexagon tool or similar review protocol) to identify the appropriate communication and hiring platforms that will be used for posting and reviewing information for new jobs. The district maps out the steps of the recruitment and selection process and identifies any resources that are needed to implement these processes and establishes requirements for all job posting tasks of the district and identifies where processes, tools, and decisions are required in the process.
	5b	The district informally surveys staff to determine how they know about job opportunities that led to their hire, and what they currently review or share with colleagues and friends about possible job opportunities in the district. The district also explores online social media networks to see how neighboring and/or similar school districts share and seek information about hiring opportunities.	District and building leaders develop a small-scale communications plan specifically to recruit educators and staff to the district. This plan includes platforms used, timelines for posting, core messaging, and strategies for distribution using existing networks of staff and community partners.
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 inventories the processes used for screening and selection of applicants for positions. The team reviews processes to determine which have been successful in the past and which processes need improvement. The team explores information on research-based strategies for screening, paper review, interviews, and performance tasks for selection.	The talent management team draws from successful existing selection processes and potential processes identified in a review of research-based strategies to draft processes for each stage in the selection process. The team pilots potential processes with a known group of staff who might provide useful feedback on how each process specifically provides information about individual beliefs, competencies, skills, and certifications. The team uses such pilots for calibration of the review process.

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	6b	The talent management team inventory staff positions within the district and identify groups of positions where competencies, skills, and certification requirements are similar. The team examines potential processes for making placements on an annual basis within groups of similar competencies, skills, and certifications to allow for a balance of experience. The team examines current placements to see if potential changes in position might better address student support, academic performance, or equity considerations.	The talent management team plans a placement process that incorporates beliefs, competencies, skills, and certifications as well as identified needs based on student data. The team develops a survey to gather input from current staff regarding desires for potential placements within the group in which they would be placed. The team identifies initial groups within each building or at the district level to pilot the placement process, so potential issues can be addressed before scaling across the district.
7. The talent management team supports the development of aspiring educators through instructional programming in K-12, community outreach, and partnerships.	7a	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.	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.
	7b	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.	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.

DEVELOPING, ENGAGING, AND SUPPORTING STAFF

PRACTICE	IN#	GETTING AWARE	GETTING READY
8. The talent management team engages staff through structured learning experiences and community-building opportunities.	8	The talent management team inventories existing engagement and community-building practices within their buildings and district. The team surveys staff and seeks suggestions for strategies to support the learning climate and build community within their schools. The team explores successful strategies from similar districts.	The talent management team reviews data from the inventory of past practices and surveys/interviews of staff to identify potential engagement strategies and uses the Hexagon Tool to identify and prioritize for implementation. The team develops an implementation plan for these strategies and maps out a schedule. The team identifies committees at the building and/or district level to plan and implement strategies.
9. The talent management team provides multiple mentorship structures and learning opportunities to support staff.	9	The talent management team reviews existing policies and practices to mentor and onboard staff, as well as recommendations and evidence-based strategies for such efforts. The team seeks data and information regarding mentorship and onboarding to identify possible data sources for monitoring or areas where data collection is needed.	The talent management team identifies the need for mentorship support based on state law to determine the level of mentorship support needed and the capacity for support from experienced mentors. The team seeks information regarding contractual considerations for mentors and allocates resources to provide support as needed to ensure that new teachers have at least one identified mentor. The team provides training for mentors and identifies expectations for support.
10. The talent management team provides job-based professional learning for staff that is differentiated to individual needs.	10	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.	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.
11. District and building leaders utilize instructional coaching within a broader professional learning system to provide individualized support to educators and leaders.	11a	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.	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.

PRACTICE	IN#	GETTING AWARE	GETTING READY
	11b	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.	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.
	11c	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.	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.

RETAINING AND ADVANCING STAFF

PRACTICE	IN#	GETTING AWARE	GETTING READY
12. The district provides career growth and leadership opportunities to its staff.	12	The talent management team inventories and maps career growth opportunities and actual growth from current and recent staff to see where and how frequently such policies exist and whether they resulted in retention or improvement of staff. The team reviews evidence-based strategies for organizing roles within the district for career growth opportunities.	The talent management team analyzes fiscal, contractual, and scheduling considerations for identified strategies for each type of growth or leadership opportunity to determine feasibility. From this, strategies are reviewed for alignment with district and building needs, and a plan for implementation and scaling is developed for each strategy. Pilot tests of strategies may be used with rapid review cycles to work through implementation barriers. Selection criteria and descriptions of roles are developed by the team.
13. The district utilizes contract structures and incentives to attract and retain staff.	13a	The talent management team reviews existing policies and practices of the district to attract and retain staff, as well as recommendations and evidence-based strategies for such incentives. If staff recruitment and retention are significant issues for the district, the team conducts a problem-solving protocol to evaluate past practices and to determine potential root-cause issues for improvement.	The talent management team reviews root cause issues to identify potential strategies for improvement and reviews them using the Hexagon Tool to determine readiness and fit. The team identifies whether strategies require contractual changes or changes in policy and practice, and develops an implementation plan. The team develops a proactive communication plan addressing these strategies.
	13b	The talent management team inventories and reviews perception data the district may have around attracting and retaining staff. The team explores strategies for gathering data through surveys, interviews, and reviews of community and networking practices of the district, including exemplars of practices that may align with perceived needs from informal communication with staff.	The talent management team reviews information-gathering strategies and pilots strategies with selected staff. The team reviews methods of gathering feedback from district personnel to identify ways to gather data where none has been collected and determines priorities for data collection on practices from different audiences. The team develops a plan for data gathering and review around incentive policies, and works with education association representatives to gather data from membership in proactive ways.

EVALUATING STAFF

PRACTICE	IN#	GETTING AWARE	GETTING READY
14. District and building leaders evaluate educators and staff based on identified role-based competencies and outcomes.	14	The talent management team reviews existing requirements as well as evidence-based practices for staff evaluation. The team reviews district data to identify potential gaps between practice and recommended policy and uses a problem-solving protocol to determine areas of focus for improvement.	The talent management team provides training for all staff who will be in an evaluation role and provides information and training resources to all educators who will be evaluated. The team develops a schedule for the year for evaluation activities, and evaluators reserve time on their calendar for evaluation, training observations and calibration.
15. The district has processes and structures to efficiently isolate and remove ineffective educators and staff.	15	The talent management team reviews existing policies dealing with guidance, isolation, and removal of ineffective or problematic staff. The team reviews past practices and student outcomes to identify areas where monitoring, policies, or protocols can be revised to better support student outcomes. The team reviews policy recommendations based on evidence-based strategies.	The talent management team develops plans for educator support, instructional intervention (including co-teaching placements, push-in support, coaching, and removal from instructional roles) for potential scenarios that may arise due to ineffective or problematic instruction or inappropriate actions taken by a staff member. These scenarios are reviewed by the district superintendent and human resource leaders on the talent management team and by the district's legal counsel.