

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■

Talent Development Framework for 21st Century Educators

Moving Toward State Policy Alignment and Coherence

Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence

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The Challenge: Moving Past Piecemeal Policies

What will it take to ensure every student in your state has access to effective teachers and school leaders? The dominant approach to promoting educator quality and educational equity is decidedly piecemeal: states often adopt new policies in response to federal requirements or incentives, state legislative action, or the latest private sector reform agendas. The result is a patchwork of policies that treat each stage of the educator career continuum—such as recruitment, preservice training, certification, evaluation, and retention—as separate efforts and with only nominal attention to relationships and interdependencies across policies.

A litany of recent reforms fit this pattern: college and career readiness standards, new educator evaluation regulations, and Grades K–12 longitudinal data campaigns. Piecemeal policymaking creates different, sometimes contrary, expectations for educators; overburdens and confuses educators; and can drive talented teachers and school leaders out of the profession rather than proactively working to retain and develop a top-quality education workforce.

Piecemeal policies are deeply inefficient for meeting the needs of 21st century educators and *all* the students they serve. Scarce educational resources may be wasted duplicating efforts or working at cross-purposes; and the return-on-investment of education dollars will fall short of what is possible when initiatives are not streamlined and fully thought through. Moving past piecemeal policies requires your state to chart a different course: one that begins with treating each policy area as part of a coherent, aligned system with clear, consistent expectations for teachers and school leaders across the career continuum.

The Talent Development Framework: Charting a Path Toward Integrated Policy Coherence

The Talent Development Framework can help your state chart a path away from piecemeal policies and toward proactive policy development that is grounded in your state’s unique needs and context. Developed by the Center on Great Teachers and Leaders (GTL Center), the framework is a free resource offering a comprehensive, step-by-step process to:

1. Inventory your state’s educator talent development strengths and needs in three key policy areas—attracting; preparing; and developing, supporting, and retaining teachers and leaders.
2. Prioritize policy areas based on state context.
3. Analyze the depth of implementation of existing policies so they align educator quality policy efforts and create consistent expectations, accountability, and supports for educators.
4. Identify the next steps for the state that take into account timing, perceived need, and prioritization.

What Is Talent Development?

Leading industries in the public and private sectors compete to recruit and retain talented, committed professionals to both advance their field and to provide employers with a competitive

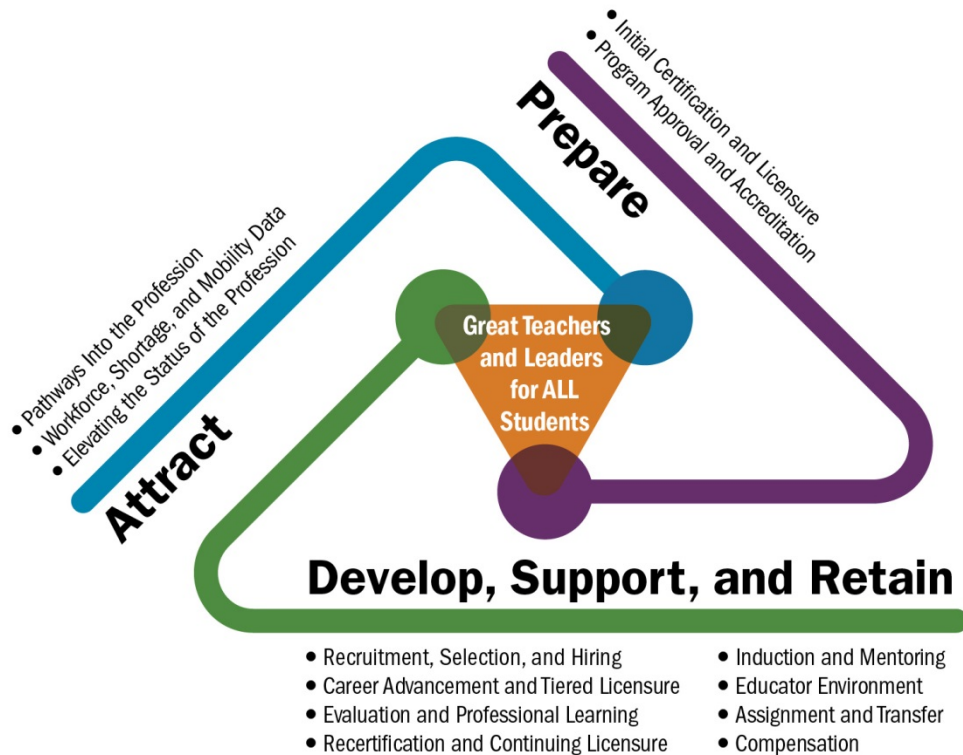
edge. In this “war for talent,” the education field has historically been a nonparticipant (Auguste, Kihn, & Miller, 2010). Through the policies and practices they implement, state education agencies play a crucial role in determining whether the education field will remain on the sidelines or join the marketplace and enact better policies that attract, prepare, develop, support, and retain talented and constantly improving educators.

Consider the following questions:

- Does your state attract and prepare the right proportion of teachers and school leaders in various subject areas, grades, and specializations to meet all your student populations’ needs?
- Do your state’s requirements for preparation, licensure, and performance evaluation encourage a shared or common set of standards and expectations?
- Are your strongest teachers and leaders serving your highest-need students and communities?
- Are policies in place in your state to help develop, support, and retain teachers and leaders who demonstrate highly effective practices and improve student outcomes?
- Do teachers and school leaders have access to induction, mentoring, and ongoing professional learning that actually supports them in meeting all students’ needs?

If you answered “no” or “maybe” to any of these questions, your state should consider changes to the state-level policies and practices that are currently shaping your educator talent development system. The Talent Development Framework (Figure 1) offers a comprehensive model of the state policy and practice areas found in a strong talent development system.

Figure 1. Talent Development Framework



As Figure 1 illustrates, the framework groups state policy and practice into three key interdependent policy and practice clusters:

- Attract the right talent into the profession to meet your students’ needs
- Prepare future teachers and school leaders to meet your students’ needs
- Develop, support, and retain educators in the field to ensure that they can continue to meet your students’ needs

How Is Each Cluster Interdependent and Why Does It Matter?

The clusters are interdependent because each policy and practice cluster (and the subtopics within each cluster) impacts the efficacy of the other clusters if expectations are consistent, rigorous, and supported. Poor planning in one area increases the challenges and puts stress on the other areas. For example, it is much harder to prepare future teachers and school leaders to meet your students’ needs if there are limited pathways into the profession or pathways that attract only candidates from a narrow range of experiences, interests, or specializations. Retaining educators in the field is similarly challenging if teachers and school leaders are poorly prepared for their roles, not offered ongoing supports (for example, induction and mentoring programs), or see few options for career advancement and professional growth. A field that builds positive working environments, good compensation systems, and diverse career opportunities is more attractive to top college students or professionals changing careers and helps to retain existing professionals.

Taken together, the interdependent policy and practice clusters form a talent development *system*. In their study of federal teacher policies, Sykes and Dibner (2009) noted that in spite of the larger number of reform initiatives, “most states also have not advanced strategies for human capital development that assist in cultivating a state-wide teacher workforce” (p. 53). Thoughtful attention to how each policy and practice cluster is connected ensures that your state has a coherent and effective talent development system.

How Can States Use the Talent Development Framework?

Strengthening your state’s educator talent development system is not a simple endeavor. Four challenges arise immediately:

1. It requires examining multiple policy areas, involving staff from numerous departments within the agency, and asking staff to step outside existing organizational structures to create new relationships with shared responsibilities and to work across existing departments.
2. Most state education agencies are not organized to allow for cooperation across departments.
3. It is heavily influenced by state context. For example, the recruitment needs of a state with a mostly rural population or a growing economic base are likely very different from a state where most people reside in large urban centers or that is experiencing economic contraction.
4. Many talent development functions are implemented at the local district level. While some functions are required by state policy, many are driven by policies that are established by the local district. The relationship of state education agencies (SEAs) with local education agencies (LEAs) is a major factor in operating talent development systems, and those relationships differ according to state context.

The Talent Development Framework was designed with all three policy and practice clusters in mind. While the conceptual features of the framework (e.g., Figure 1) show the three clusters that define a comprehensive educator talent development system in any context, the framework also includes a step-by-step, systematic process to guide SEAs and their staff through the following steps:

1. A coherence assessment and planning process to ensure all relevant stakeholders are engaged in the process of developing a complete picture of educator talent management across the state
2. A policy inventory for each policy and practice cluster
3. Policy prioritization to focus on high leverage areas in which to conduct an implementation depth analysis
4. An implementation depth analysis for each prioritized policy and practice cluster, which includes an assessment of your state’s efforts at: integrating research; adopting and implementing aligned policy and regulations; funding and successfully implementing policy; collecting, analyzing, and effectively using data; and engaging stakeholders throughout the process

5. Prioritizing actions steps based on your state's coherence assessment and planning process, including locating areas for improved alignment across the policy and practice clusters and connecting each action step with existing research and information on best practices; SEA members and external stakeholders begin action planning by identifying next steps to improve policy implementation

Theory of Action

The Talent Development Framework coherence assessment will help your state move toward coherence through its five-step process, which is detailed in Figure 2.

Figure 2. The Five-Step Process



The coherence assessment should be completed by departmental leads within the multiple SEAs that impact teacher and leader quality in your state (e.g., Certification and Licensure, Recruitment and Retention, Educator Effectiveness). GTL Center staff will work with your staff to facilitate each step in the framework process via a series of in-person and online meetings and events.

Step 1. Coherence Assessment Planning

The first step of the coherence assessment and planning process is to identify existing SEA goals and priorities and to plan for who will complete the assessment. No SEA works in isolation; instead each agency relies on the support and work of different stakeholder groups. During this first step, different SEA staff will consider their context and the groups and external stakeholders whose expertise and analysis will contribute to the review of your state’s human capital management system. Only by including all relevant stakeholders will the SEAs fully understand the strengths and weaknesses of the current system.

Existing Priorities:

Any endeavor that involves a sizeable group of busy leaders requires a clear and compelling rationale for why the time will be well spent. Begin by clarifying why the coherence assessment is a priority and how the outcomes will save time and resources or lead to other concrete beneficial outcomes.

An SEA priority can come from the strategic plan, the board of education, or state superintendent or legislature. For example, the superintendent wants to build P-16 coherence, which is the third priority on the strategic plan. The compelling rationale could be the expected outcomes, which may include more efficient governance, pooled costs, or an increased return on investment. The financial steps would be to estimate the cost of conducting the coherence assessment as compared to the estimated cost savings.

Rationale for Coherence Assessment:

When identifying Documenters, both internal and external, consider the following questions:

- Who leads the work on this topic in your state?
- Which team members are responsible for carrying out this work at the state level?
- Who is responsible for implementing the work locally?
- Which organizations and individuals support local implementation?

When identifying reviewers to analyze the results, both internal and external, consider the following questions:

- Who is responsible for carrying out work in areas related to this one?
- Who is responsible for implementing the work locally?
- Which organizations and individuals support local implementation?

Table 1 shows a breakout of a cluster, its components, and who the internal and external participants may be.

Table 1. Breakout of a Cluster

Policy and Practice Cluster	Component	Internal SEA Staff	External Stakeholders
Example: P-16 Coherence	1. Pathways Into the Profession	Documenters: Name and title, and Name and title, Department of Education, Division of Educator Preparation	Documenters: Name, dean at local college, and Name, director of state association of institutions of higher education
		Reviewers: Name, head of Division of Educator Preparation	Reviewers: Name, associate director of state association of institutions of higher education
Attract the right talent into the profession to meet your students' needs	1. Pathways Into the Profession	Documenters:	Documenters:
		Reviewers:	Reviewers:
	2. Workforce, Shortage, and Mobility Data	Documenters:	Documenters:
		Reviewers:	Reviewers:
	3. Elevating the Status of the Profession	Documenters:	Documenters:
		Reviewers:	Reviewers:
Prepare future teachers and	4. Initial Certification and	Documenters:	Documenters:

Policy and Practice Cluster	Component	Internal SEA Staff	External Stakeholders
school leaders to meet your students' needs	Licensure	Reviewers:	Reviewers:
	5. Program Approval and Accreditation	Documenters:	Documenters:
		Reviewers:	Reviewers:
Develop, support, and retain educators in the field to ensure they can continue to meet your students' needs	6. Recruitment, Selection, and Hiring	Documenters:	Documenters:
		Reviewers:	Reviewers:
	7. Assignment and Transfer	Documenters:	Documenters:
		Reviewers:	Reviewers:
	8. Induction and Mentoring	Documenters:	Documenters:
		Reviewers:	Reviewers:
	9. Evaluation and Professional Learning	Documenters:	Documenters:
		Reviewers:	Reviewers:
	10. Recertification and Continuing Licensure	Documenters:	Documenters:
		Reviewers:	Reviewers:
	11. Compensation	Documenters:	Documenters:
		Reviewers:	Reviewers:
	12. Career Advancement and Tiered Licensure	Documenters:	Documenters:
		Reviewers:	Reviewers:
	13. Educator Environment	Documenters:	Documenters:
		Reviewers:	Reviewers:

Step 2. Policy Inventory

The second step is for documenters assigned to each component in Step 1 to conduct an inventory for each indicator for that component. The documenters will identify if there already is a policy or practice that addresses this area (yes, partially or no), describe how the work is done and what else might be needed, and write down any notes on the topic. The purpose of this policy inventory is not to suggest that every SEA be engaged in each of these indicators; rather, the purpose is to identify the role and scope of work being completed in each of the components within a state and to identify areas of strength, areas for improvement, and areas with significant gaps.

Table 2 shows samples of components and their inventory.

Table 2. Example of Components

Component 1. Pathways to the Profession							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
1e. Establish a P-16/P-20 Council that includes representatives from each SEA bureau in a design team to establish agendas and provide technical support to the council.		X		<i>There is already a P-20 Council, but in 2014 it focused on implementing the Common Core State Standards. The issue of alignment of policies and standards has not been addressed.</i>	<i>The P-20 Council was established by legislation in 2010. The stakeholders meet quarterly, and are led by the state superintendent.</i>	<i>The council needs to focus on alignment of program standards and needs of Grades K–12. They also need to discuss the quality of preparation for new teachers.</i>	<i>The state superintendent has let the group identify priorities. It might be time to steer them in the direction of systemic human capital management.</i>

Component 1. Pathways to the Profession							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
1a. Create a program approval process that reflects the standards and criteria for the Educator Preparation Program accreditation and review.							
1b. Set requirements for program recruitment and selection processes for Educator Preparation Programs (traditional and alternative).							
1c. Require school districts and Educator Preparation Programs to create and support high-quality university–district partnerships responsive to district and state needs.							

Component 1. Pathways to the Profession							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
1d. Implement reciprocity requirements with neighboring states to ensure teachers and leaders can transfer licenses easily.							
1e. Establish a P-16/P-20 Council that includes representatives from each SEA bureau in a design team to establish agendas and provide technical support to the council.							

Component 2. Workforce, Shortage, and Mobility Data							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
2a. Collect high-quality statewide data on teacher and principal shortages, including by subject, geographic area, and grade and effectiveness levels.							
2b. Collect or encourage districts to collect high-quality data on teacher and leader assignments, qualifications, tenures, and dismissals.							
2c. Collect high-quality data on equitable access to effective teachers and leaders.							
2d. Examine trends in the data on teacher and leader recruitment, retention, hiring, placement, and equitable access.							

Component 2. Workforce, Shortage, and Mobility Data							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
2e. Report data to all responsible parties and governing entities.							
2f. Use data to support state-level policies and initiatives that ensure all students have access to effective teachers and leaders.							
2g. Support districts in using the data to develop policies that will ensure all students have effective teachers and leaders.							
2h. Implement policies and initiatives that will facilitate district access to data (e.g., timely information about funding so that districts can implement hiring timelines to fill their vacancies). Implementation should include							

Component 2. Workforce, Shortage, and Mobility Data							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
regional sharing of staffing data.							
2i. Support Educator Preparation Programs in using the data to inform their communications with and selection of teacher candidates.							

Component 3. Elevating the Status of the Profession							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
3a. Lead efforts or partner with organizations to increase the prestige of the education profession.							
3b. Form partnerships among various education-related associations and organizations to engage teachers in dialogue about priority reforms (e.g., such as Common Core							

Component 3. Elevating the Status of the Profession							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
State Standards and the adoption of teacher evaluation systems).							
3c. Serve as a convener of accomplished teachers and diverse stakeholders to consider strategies that increase teacher engagement in decision making and communication of state initiatives.							
3d. Provide information about ways to use nonmonetary incentives for performance.							
3e. Develop a career-path approach that recognizes teachers' professionalism and accomplishments and provides policies to establish teacher leadership roles, including those that allow teachers to stay in							

Component 3. Elevating the Status of the Profession							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
the classroom (for those who wish to pursue leadership).							
3f. Implement policies to promote, recognize, or reward National Board Certification.							
3g. Create teacher leadership certificates or license endorsements, or work with credentialing institutions to create a teacher leadership program so that teachers can earn credentials to be better prepared for leadership work.							

Component 4. Initial Certification and Licensure

Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
4a. Establish teacher and leader standards for certification and licensure that ensure high-quality and well-trained candidates and that are applied to both traditional and alternative programs.							
4b. Ensure that assessments used for certification and licensure require educators to demonstrate knowledge and skills that are reflective of content knowledge and pedagogical skills essential for new educators and that are aligned with teacher and leader standards.							

Component 4. Initial Certification and Licensure							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
4c. Align certification and licensure standards with state professional practice standards.							
4d. Have stakeholders regularly review and update certification and licensure standards to ensure that they reflect the knowledge and skills needed to teach today's learners.							

Component 5. Program Approval and Accreditation							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
5a. Require stakeholders to review the entry criteria of the Educator Preparation Programs to ensure they are based on supply and demand needs. Also require stakeholders to identify potential barriers that prevent high-quality candidates from entering the profession.							
5b. Require Educator Preparation Programs to demonstrate use of experiential and authentic learning in coursework and clinical experiences.							

Component 5. Program Approval and Accreditation							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
5c. Require Educator Preparation Program curricula to be aligned with standards for teacher and leader performance, as well as standards for Grades K–12 student learning.							
5d. Require Educator Preparation Programs to demonstrate effectiveness of their graduates program accreditation and renewal.							
5e. Collect data on educator effectiveness and link it to preparation program effectiveness, share relevant information with preparation programs, and provide support and resources for continuous improvement.							

Component 5. Program Approval and Accreditation

Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
5f. Hold Educator Preparation Programs accountable by closing programs that consistently receive low ratings based on your state's clear and fair performance rating system.							
5g. Require Educator Preparation Programs to collect data that demonstrate effectiveness and to use that data for continuous program improvement.							

Component 6. Recruitment, Selection, and Hiring							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
6a. Support school districts in identifying strategic marketing opportunities.							
6b. Support districts by investing state resources in attracting high-caliber candidates to the teaching profession, with a specific focus on hard-to-staff schools and subjects.							
6c. Support school districts in aligning recruitment targets and timelines to district goals.							
6d. Support school districts in establishing clear criteria, rubrics, and training to screen teacher and leader candidates; and in developing systematic hiring procedures that create a strong fit between the teacher and district.							

Component 6. Recruitment, Selection, and Hiring							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
6e. Support school districts in using technology to streamline the recruitment, hiring, and selection processes.							
6f. Establish policy that clearly defines accountability for monitoring quality and timeliness of selection processes.*							
6g. Encourage districts to consider how recruitment efforts may be affected by other elements of the system, (e.g., professional growth, leadership, teacher evaluation systems).							

Note. * For examples, see Education Commission of the States (n.d.).

Component 7. Assignment and Transfer							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
7a. Require districts to assign teachers to positions within their fields of specialization.							
7b. Encourage districts to consider educator quality and school-educator fit when making transfer decisions.							
7c. Encourage districts to require early notification of transfers.							
7d. Support districts in sharing educator evaluation results when teachers transfer between districts.							
7e. Create policies that encourage within- and across-district transfers that support equitable access to effective teachers and leaders.							

Component 8. Induction and Mentoring							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
8a. Require school districts to provide a comprehensive induction program for new teachers and new leaders that includes a strong mentoring component.							
8b. Require school districts to assign new teachers a manageable course load and appropriate placement of students.							
8c. Require school districts to ensure that mentors are selected using high-quality criteria and matched with an appropriate teacher.							

Component 8. Induction and Mentoring

Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
8d. Require school districts to ensure that mentors receive high-quality training in coaching skills and that mentors are prepared to help mentees learn about district priorities in curriculum, instruction, and assessment.							
8e. Require mentors and mentees to meet for a minimum number of times per week or per month, or for a set number of times.							

Component 9. Evaluation and Professional Learning							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
9a. Require school districts to implement a high-quality educator evaluation system that includes multiple, valid, and reliable measures of educator effectiveness aligned with state educator standards.							
9b. Provide school districts with detailed guidance on designing and implementing educator evaluation systems aligned with state regulations.							
9c. Provide school districts with supports and resources to identify and train evaluators on the evaluation measures, conducting evaluations, and on delivering effective feedback.							

Component 9. Evaluation and Professional Learning							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
9d. Ensure inter-rater reliability among evaluators or support districts to ensure inter-rater reliability.							
9e. Evaluate the effectiveness of state- or district-designed evaluation systems to support continuous improvement.							
9f. Collect summative educator evaluation data to understand the distribution of educator effectiveness to better allocate resources that ensure equity.							
9g. Establish state standards for professional learning.							

Component 9. Evaluation and Professional Learning							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
9h. Establish requirements for high-quality, ongoing, job-embedded professional learning opportunities at the district level.							
9i. Encourage school districts to align professional learning opportunities with feedback from evaluation systems and with formative and summative data pertaining to professional development learning goals.							
9j. Require districts to ensure teachers and leaders participate in a goal-setting process that aligns performance with professional learning opportunities.							

Component 9. Evaluation and Professional Learning							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
9k. Ensure districts provide teachers and leaders time for coaching, peer observation, collaboration, and reflection that supports shared responsibility and team-based problem solving that supports every student’s learning.							
9l. Identify possible structures for job-embedded professional learning and provide technical assistance or information to inform districts of these models.							
9m. Monitor effectiveness of the state system for implementing the professional learning standards.							

Component 9. Evaluation and Professional Learning							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
9n. Ensure that professional development policies address equity by improving the learning of all students; preparing educators to understand and appreciate all students; creating safe, orderly, and supportive learning environments; and holding high expectations for their academic achievements.							

Component 10. Recertification and Continuing Licensure							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
10a. Require teachers and leaders to demonstrate effective practice through multiple measures in order to renew their license or certificate.							
10b. Establish multi-tiered licensing systems that promote development along a continuum aligned with teacher and leader standards.							
10c. Ensure continuing licensure or recertification requirements align with the research based on professional learning, including the requirement that professional learning be sustained and job-embedded.							

Component 11. Compensation							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
11a. Ensure compensation and personnel decisions are based on substantial educator evaluation results.							
11b. Establish long-term teacher and leader salary policies that are competitive, sustainable, and designed to recognize and reward effective educators.							
11c. Provide opportunities to school districts to offer competitive performance-based salary structures and nonfinancial incentives (e.g., release time for peer observation, professional learning, and collaboration opportunities).							

Component 11. Compensation							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
11d. Provide resources to school districts to support revising teacher and leader salary structures.							
11e. Support districts in providing short-term incentives to address teacher and leader recruitment issues (e.g., relocation bonuses or one-time signing bonuses with a particular focus on hard-to-staff schools and subjects).							
11f. Engage key stakeholders, including unions and teacher associations, in developing compensation and incentive policies at the state level.							

Component 11. Compensation							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
11g. Establish sufficient capacity of the state data infrastructure and assessment system to implement and evaluate performance-based compensation plans.							
11h. Provide ongoing evaluation of the implementation of new compensation systems to assess whether the key goals of the reforms are being achieved.							
11i. Support districts in creating well-paid roles that enable teachers to advance in their careers while continuing to teach.							

Component 12. Career Advancement and Tiered Licensure

Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
12a. Establish a tiered licensure structure for teachers and leaders that highlights differentiated roles for career advancement.							
12b. Establish standards and competencies to recognize when an educator is ready to move from one stage to another.							
12c. Provide resources and supports for school districts considering developing and piloting tiered systems for teachers and leaders that highlight differentiated roles for career advancement.							
12d. Provide resources to districts for professional development to support teachers who take on additional leadership responsibilities.							

Component 13. Educator Environment							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
13a. Provide resources and supports to school districts to ensure school buildings are safe, clean, and appropriately equipped for learning and teaching.							
13b. Include school climate policies within state education policies that address positive approaches to school discipline, development of supportive teaching, learning environments, and bullying.							
13c. Provide resources and supports to school districts to promote effective school leaders and teacher leaders.							

Component 13. Educator Environment							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
13d. Provide resources, technology, and supports to school districts to ensure that teachers have sufficient resources that are aligned with college and career readiness standards.							
13e. Establish criteria for school districts to ensure manageable teacher workloads, including protecting teachers' time to collaborate with colleagues and attending professional learning opportunities, and decreasing administrative paperwork in order to increase instructional time.							

Component 13. Educator Environment							
Steps	Yes	Partially	No	Who is in charge of this work in the state?	How does the state currently do this?	What changes are needed to get the intended results?	Notes
13f. Facilitate a survey of statewide educator working conditions that can provide districts and schools with information on educator working conditions.							

Step 3. Policy Prioritization

In Step 3, the SEA and external stakeholders identified in Step 1 to analyze each component will also analyze the results of the policy inventories from Step 2. The identified components should include three to five areas of strength and areas of weakness within your state (see Table 3).

Table 3. Tracking Components For Further Analysis

Areas of Strength in the State	Areas of Weakness in the State

The following are critical questions to consider when prioritizing topics for future investigation:

- Are there any areas of strength that could help the state meet teacher and leader effectiveness goals at scale?
- Are there particular areas of strength or weakness that would help bring coherence across the teacher and leader efforts in the state?
- How do areas of weaknesses in the state affect the state priorities and goals identified in Step 1?
- What connections are there between areas of weakness in the state and other human capital management topics?
- Which policies and practices have a negative impact or serve as a barrier to achieving teacher and leader goals, responding to equity issues, or meeting labor market demands?
- What partnerships already exist in these areas of weakness or could be considered ripe for further engagement?
- What is the feasibility of addressing the areas of strength and weakness in this list?
- Which strength or weaknesses listed here do you think teachers and principals are most likely and least likely to address?

The SEA and external stakeholders will then identify components for further analysis in Step 4. (see Table 4).

Table 4. Identify Priority Components

Priority areas to investigate further:
Priority 1:
Priority 2:
Priority 3:
Priority 4:
Priority 5:

Step 4. Implementation Depth Analysis

In Step 4, the SEA representatives and external stakeholders will use the implementation rubric (see Table 5) and accompanying implementation questions (see Table 6) to assess the level of implementation of the three to five components identified in Step 3, and they will record the information on the implementation needs assessment template.

As SEA representatives and external stakeholders consider existing policies, they should observe if the current set of policies and practices do not accomplish all of the reform priorities of your state. If they do not, then new policies and practices may be need to be developed.

Table 5. Implementation Rubric

	(0) Not Evident	(1) Emerging	(2) Developing	(3) Applying	(4) Sustaining	(5) Connecting
Research	There is no awareness of research and best practices in this area.	Some SEA members are aware of research and best practices in this area.	The SEA is in the process of determining what research and best practices are available.	The SEA applies aspects of research and best practices in this area when crafting policy.	The SEA applies most relevant research and best practices in this area when crafting policy.	The SEA applies relevant research, best practices, and lessons learned from previous policy implementation when crafting policy and makes intentional connections with other initiatives. The SEA incorporates evaluations and research immediately into policy implementation.
Policy	The state has not developed any policies in this area, or there are outdated or isolated policies in this area.	The policy is still in the early stages of consideration and a task force may need to be convened to research policy options.	There is the political will and interest in passing a law or revising a law related to this policy area.	A state law has been created or passed establishing, revising, or enhancing the policy; and leaders for the policy implementation have been identified.	A state law has been created or passed establishing, revising, or enhancing the policy. Regulatory and non-regulatory guidance has been created through the leadership of	A state law has been created or passed establishing, revising, or enhancing the policy, which intentionally creates coherence with other initiatives or policies. Regulatory and non-regulatory guidance has been created through the

	(0) Not Evident	(1) Emerging	(2) Developing	(3) Applying	(4) Sustaining	(5) Connecting
					identified policy leaders.	work of an identified leader, team, and partners responsible for this policy.
Funding	The state has not provided funding in this area.	The state has begun early conversations about potential funding requirements or is considering the policy solely based on grant requirements.	The state has identified potential funding sources for the initiative.	There is funding to support a partial implementation of the policy.	There is funding to support full implementation of the policy.	There are funding structures in place to support policy sustainability, including leveraging funding across streams, optimizing resources across policy areas, and using partnerships.
Implementation	The state has not started to implement the policy.	There is a policy in place and there are emerging conversations about how to support local implementation and to develop local capacity and support through materials and training.	There is a plan to create materials and training to support local implementation and to develop local capacity. Buy-in may be under development.	There are some materials and training to support state-lead or LEA-lead initial implementation that develops local capacity and buy-in, and may delineate parameters for adaptations for local conditions, accountability, incentives, and monitoring for local implementation.	There are extensive materials and training to support state-lead or LEA-lead full implementation, including parameters for adaptation of requirements for local context and necessary information technology resources; and accountability, incentives and monitoring for local implementation.	There are extensive materials and training to support state-lead or LEA-lead full implementation that encourages and provides accountability for LEAs to make connections using a larger talent management approach and includes parameters for adaptation of requirements for the local context.

	(0) Not Evident	(1) Emerging	(2) Developing	(3) Applying	(4) Sustaining	(5) Connecting
Data Collection	The state has not collected data on implementation.	The SEA has begun early conversations about the kinds of data that should be collected around implementation, and about local adaptations or piloting the initiative.	The SEA encourages but does not require LEAs to conduct a pilot or to collect or submit data on local adaptations or implementation.	The SEA requires LEAs to collect data on adaptation or implementation through a pilot or some other means, but there is not a systematic process to support the use of the data for systemwide decision making.	The SEA requires LEAs to collect data on adaptation and implementation and there is a systematic process to use data to inform decision making.	The SEA collects data on adaptation and implementation, uses it to support systemwide decision making, applies it to other initiatives, and evaluates the policy outcomes for continuous improvement and research.
Stakeholder Engagement and Communication	Stakeholders are not involved in this policy area.	There is minimal outreach through one-time events or “hidden” requests (e.g., hard-to-find links on websites) to a few stakeholders for feedback and direction on policy formulation.	The state collects some formal feedback from minimally representative stakeholders through multiple events or communication strategies. The state is developing messaging around this policy but a full communication strategy is not developed. Methods for	Diverse, well-represented groups of stakeholders are actively engaged, and a communication strategy has been developed but is not being implemented. Two-way feedback or feedback loops are discussed but are not occurring.	Diverse, well-represented stakeholders regularly engage in feedback loops about the policy, though the feedback may not be acted upon. The communication strategy is implemented so that there are multiple methods to share information widely to the field and there is evidence that	There is a system for regularly asking for and incorporating stakeholder feedback into policy and practice so that these areas continue to improve. Information, including connections to other initiatives, is shared with the field through multiple modes of communication; there is evidence of success in building understanding and buy-in about the connectivity of initiatives and policies.

	(0) Not Evident	(1) Emerging	(2) Developing	(3) Applying	(4) Sustaining	(5) Connecting
			regular stakeholder feedback are being considered.		the communication efforts are successful in building understanding and buy-in.	

Table 6. Implementation Questions

Strengths	Weaknesses	Ideas of What is Needed	Next Steps
<ul style="list-style-type: none"> ▪ Which aspects of the state policy or practice are currently working? ▪ What evidence does the state collect to evaluate policy and practice implementation? ▪ What structures are in place in the SEA to support policy implementation? ▪ What structures are in place to support SEA-wide collaboration and collaboration with relevant external stakeholders? 	<ul style="list-style-type: none"> ▪ Which aspects of the state policy or best practices are not working? ▪ Which existing policies could be strengthened? ▪ What are the current barriers to policy or best practices implementation? ▪ What are the barriers for SEA-wide collaboration? 	<ul style="list-style-type: none"> ▪ What strategies can be employed to improve current state policy? ▪ Would new policy or revisions to existing policy remove barriers? 	<ul style="list-style-type: none"> ▪ What policies are missing or what guidance is needed to provide an integrated and robust Talent Development System? ▪ What can be learned from the literature, experts, and other states about potential innovations? ▪ What is the timeline for action? ▪ What are the leadership needs, organizational support needs, or other needs that must be met to take the next steps to generate new policies and best practices that bring existing policies and best practices to scale or that enhance existing policies and best practices so as to meet our state’s vision?

Implementation Needs Assessment Template

SEA representatives and external stakeholders identified for each component will consider the depth of implementation of policies in this area, using the implementation rubric and implementation questions to fill out the Implementation Needs Assessment Template (see Table 7) for the components identified in Step 3 as priority areas to investigate further.

Some examples of evidence that could be used to inform this template include:

- Research: Unclear if legislators considered research when crafting the legislation.
- Policy: Law was passed, administrative rules in the process of being created.
- Funding: Funding was provided for the fiscal year, but it must be reallocated each year. Unsure about sustainability of funding.
- Implementation: Guidebook, several district examples, and timeline are available on website.
- Data collection: Monitoring and data collection were not included in law.
- Stakeholder engagement: Stakeholders were asked for feedback during the public comment period on the administrative rules.

Table 7. Implementation Needs Assessment Templates

State Policies and Practices to Attract Teachers and Leaders									
Component 1: Pathways Into the Profession									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Practices to Attract Teachers and Leaders									
Component 2: Workforce, Shortage, and Mobility Data									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Practices to Attract Teachers and Leaders									
Component 3: Elevating the Status of the Profession									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Practices to Prepare Teachers and Leaders									
Component 4: Initial Certification and Licensure									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Practices to Prepare Teachers and Leaders									
Component 5: Program Approval and Accreditation									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 6: Recruitment, Selection, and Hiring									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 7: Alignment and Transfer									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 8: Induction and Mentoring									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 9: Evaluation and Professional Learning									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 10: Recertification and Continuing Licensure									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 11: Compensation									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 12: Career Advancement and Tiered Licensure									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

State Policies and Develop, Support, and Retain Teachers and Leaders									
Component 13: Educator Environment									
	0	1	2	3	4	5	N/A	Evidence	
Research									
Policy									
Funding									
Implementation									
Data Collection									
Stakeholder Engagement									
Strengths			Weaknesses				Ideas of What is Needed		Next Steps

Step 5. Action Planning Prioritization

SEA members and external stakeholders will take the components investigated in Step 4 and identify how to prioritize the next steps for your state, taking into consideration timing, perceived needs, and priority of the needs. The SEA members and external stakeholders can use the Action Planning Template to plan for next steps and hold responsible parties accountable. More than one copy of these tables may be necessary.

Both the questions in this planning section and the categories for planning prioritization (see Table 8 and Table 9) are adapted from Collaboration for Effective Educator Development, Accountability, and Reform (2014).

Table 8. Action Planning Prioritization

Component:		
Timing	Stakeholder Perceived Needs	Priority of Needs in Your State
<ul style="list-style-type: none"> ▪ Have policies in this area been modified recently? ▪ Is there an existing strategic plan that includes a timeline and process for revisions of policies in this area? ▪ What is the timeline for implementing these changes? ▪ How might this policy impact or conflict with other priorities? 	<ul style="list-style-type: none"> ▪ Do stakeholders perceive a need to make revisions in this area? ▪ Has the state established priorities in this policy area or related policy areas? ▪ Do existing policies increase teacher and leader effectiveness? ▪ Are the necessary results occurring from current policies? 	<ul style="list-style-type: none"> ▪ What political contexts in your state might influence action in this policy area, including legislative priorities and the budgeting cycle? ▪ Does the current policy align with other related policy areas? ▪ What partnerships already exist or are ripe for engagement?

Table 9. Action Planning Template

All Components				
Action Step	Next Steps	Person(s) Responsible	Timeline	Resources Needed

The following three policy and practice clusters are listed with their related components and subcomponents. These subcomponents were identified based on the research summarized in Behrstock-Sherratt et al. (2013), based on other resources, and created in collaboration with content experts.

In the final version of this needs assessment, all of the subcomponents would be included in the policy inventory in Step 2.

State Policies and Practices to Attract Teachers and Leaders

1. Pathways Into the Profession

- 1a. Create a program approval process that reflects the standards and criteria for Educator Preparation Program accreditation and review.
- 1b. Set requirements for program recruitment and selection processes for Educator Preparation Programs (traditional and alternative).
- 1c. Require school districts and Educator Preparation Programs to create and support high-quality university-district partnerships responsive to district and state needs.
- 1d. Implement reciprocity requirements with neighboring states to ensure teachers and leaders can transfer licenses easily.
- 1e. Establish a P-16/P-20 Council and include representatives from each SEA bureau in a design team to establish agendas and provide technical support to the council.

2. Workforce, Shortage, and Mobility Data

- 2a. Collect high-quality statewide data on teacher and principal shortages, including by subject, geographic area, and grade and effectiveness levels.
- 2b. Collect or encourage districts to collect high-quality data on teacher and leader assignment, qualifications, tenure, and dismissal.
- 2c. Collect high-quality data on equitable access to effective teachers and leaders.
- 2d. Examine trends in the data on teacher and leader recruitment, retention, hiring, placement, and equitable access.
- 2e. Report data to all responsible parties and governing entities.
- 2f. Use data to support state-level policies and initiatives that ensure all students have access to effective teachers and leaders.
- 2g. Support districts in using the data to develop policies that will ensure all students have effective teachers and leaders.
- 2h. Implement policies and initiatives that will facilitate district access to data (e.g., timely information about funding so districts can implement hiring timelines to fill their vacancies). Implementation should include regional district sharing of staffing data.
- 2i. Support Educator Preparation Programs in using the data to inform their communications with and selection of teacher candidates.

3. Elevating the Status of the Profession

- 3a. Lead efforts or partner with organizations to increase the prestige of the education profession.
- 3b. Form partnerships among various education related associations and organizations to engage teachers in dialogue about priority reforms (e.g., Common Core State Standards and the adoption of teacher evaluation systems).

- 3c. Serves as a convener of accomplished teachers and diverse stakeholders to consider strategies to increase teacher engagement in decision making and communication of state initiatives.
- 3d. Provide information about ways to use nonmonetary incentives for performance
- 3e. Develop a career path approach that recognizes teachers' professionalism and accomplishments and provides policies to establish teacher leadership roles including those that allow teachers to stay in the classroom (for those who wish to pursue leadership).
- 3f. Implement policies to promote, recognize, or reward National Board Certification.
- 3g. Create teacher leadership certificate or license endorsements, or work with credentialing institutions to create a teacher leadership program so teachers can earn credentials to be better prepared for leadership work.

State Policies and Practices to Prepare Teachers and Leaders

It should be noted that some of the subcomponents align with the recommendations in Council of Chief State School Officers (2012, December).

4. Initial Certification and Licensure

- 4a. Establish teacher and leader standards for certification and licensure that ensure high-quality and well-trained candidates and that are applied to both traditional and alternative programs.
- 4b. Ensure that assessments used for certification and licensure require educators to demonstrate knowledge and skills that are reflective of content knowledge and pedagogical skills essential for new educators and that are aligned with teacher and leader standards.
- 4c. Align certification and licensure standards with state professional practice standards.
- 4d. Have stakeholders regularly review and update certification and licensure standards to ensure that they reflect the knowledge and skills needed to teach today's learners.

5. Program Approval and Accreditation

- 5a. Require stakeholders to review the entry criteria of the Educator Preparation Programs to ensure they are based on supply and demand needs. Also require stakeholders to identify potential barriers that prevent high-quality candidates from entering the profession.
- 5b. Require Educator Preparation Programs to demonstrate use of experiential and authentic learning in coursework and clinical experiences.
- 5c. Require Educator Preparation Program curricula to be aligned with standards for teacher and leader performance and standards, as well as standards for Grades K-12 student learning.
- 5d. Require Educator Preparation Programs to demonstrate effectiveness of their graduates for program accreditation and renewal.
- 5e. Collect data on educator effectiveness, link it to preparation program effectiveness, share relevant information with preparation programs, and provide support and resources for continuous improvement.
- 5f. Hold Educator Preparation Programs accountable by closing programs that consistently receive low ratings based on your state's clear and fair performance rating system.

- 5g. Require Educator Preparation Programs to collect data that demonstrate effectiveness and to use that data for continuous program improvement.

State Policies and Practices to Develop, Support, and Retain Teachers and Leaders

6. Recruitment, Selection, and Hiring

- 6a. Support school districts in identifying strategic marketing opportunities.
- 6b. Support districts by investing state resources in attracting high-caliber candidates to the teaching profession, with a specific focus on hard-to-staff schools and subjects.
- 6c. Support school districts in aligning recruitment targets and timelines to district goals.
- 6d. Support school districts in establishing clear criteria, rubrics, and training to screen teacher and leader candidates; and in developing systematic hiring procedures that create a strong fit between the teacher and district.
- 6e. Support school districts in using technology to streamline the recruitment, hiring and selection processes.
- 6f. Establish policy that clearly defines accountability for monitoring quality and timeliness of selection processes (see Education Commission of the States (n.d.)).
- 6g. Encourage districts to consider how recruitment efforts may be affected by other elements of the system (e.g., professional growth, leadership, teacher evaluation systems, etc.).

7. Assignment and Transfer

- 7a. Require districts to assign teachers to positions within their fields of specialization.
- 7b. Encourage districts to consider educator quality and school-educator fit when making transfer decisions.
- 7c. Encourage districts to require early notification of transfers.
- 7d. Support districts in sharing educator evaluation results when teachers transfer between districts.
- 7e. Create policies that encourage within- and across-district transfers that support equitable access to effective teachers and leaders.

8. Induction and Mentoring

- 8a. Require school districts to provide comprehensive induction program for new teachers and new leaders that includes a strong mentoring component.
- 8b. Require school districts to assign new teachers a manageable course load and appropriate placement of students.
- 8c. Require school districts to ensure that mentors are selected using high-quality criteria and matched with the appropriate teacher.
- 8d. Require school districts to ensure that mentors receive high-quality training in coaching skills and ensure that mentors are prepared to help mentees learn about district priorities in curriculum, instruction, an assessment.
- 8e. Require mentors and mentees to meet for a minimum number of times per week or per month, or for a set number of times..

9. Evaluation and Professional Learning

- 9a. Require school districts to implement a high-quality educator evaluation system that includes multiple, valid, and reliable measures of educator effectiveness aligned with state educator standards.

- 9b. Provide school districts with detailed guidance on designing and implementing educator evaluation systems aligned with state regulations.
- 9c. Provide school districts with support and resources to identify and train evaluators on the evaluation measures, conducting evaluations, and delivering effective feedback.
- 9d. Ensure inter-rater reliability among evaluators or support districts to ensure inter-rater reliability.
- 9e. Evaluate the effectiveness of state- or district-designed evaluation systems to support continuous improvement.
- 9f. Collect summative educator evaluation data to understand the distribution of educator effectiveness to better allocate resources that ensure equity.
- 9g. Establish state standards for professional learning.
- 9h. Establishes requirements for high-quality, ongoing, job-embedded professional learning opportunities at the district level.
- 9i. Encourage school districts to align professional learning opportunities with feedback from evaluation systems and with formative and summative data pertaining to professional development learning goals.
- 9j. Require districts to ensure teachers and leaders participate in a goal-setting process that aligns performance with professional learning opportunities.
- 9k. Ensure districts provide teachers and leaders time for coaching, peer observation, collaboration, and reflection that supports shared responsibility and team-based problem solving to support every student’s learning.
- 9l. Identify possible structures for job-embedded professional learning and provides technical assistance or information to inform districts of these models.
- 9m. Monitor effectiveness of the state system for implementing the professional learning standards.
- 9n. Ensure that professional development policies address equity by improving the learning of all students and prepare educators to understand and appreciate all students; creating safe, orderly and supportive learning environments; and holding high expectations for their academic achievement.

10. Recertification and Continuing Licensure

- 10a. Require teachers and leaders to demonstrate effective practice through multiple measures in order to renew their license or certificate.
- 10b. Establish multi-tiered licensing systems that promote development along a continuum aligned with the teachers and leader standards.
- 10c. Ensure continuing licensure or recertification requirements align with the research based on professional learning, including the requirement that professional learning be sustained and job-embedded.

11. Compensation

- 11a. Ensure compensation and personnel decisions are substantially based on educator evaluation results.
- 11b. Establish long-term teacher and leader salary policies that are competitive, sustainable, and designed to recognize and reward effective educators.
- 11c. Provide opportunities to school districts to offer competitive performance-based salary structures and nonfinancial incentives (e.g., release time for peer observation, professional learning, and collaboration opportunities).

- 11d. Provide resources to school districts to support revising teacher and leader salary structures.
- 11e. Support districts in providing short-term incentives to address teacher and leader recruitment issues (e.g., relocation bonuses and one-time signing bonuses with a particular focus on hard-to-staff schools and subjects).
- 11f. Engages key stakeholders, including unions and teacher associations, in developing compensation and incentive policies at the state level.
- 11g. Establish sufficient capacity of the state data infrastructure and assessment system to implement and evaluate performance-based compensation plans.
- 11h. Provide ongoing evaluation of the implementation of new compensation systems to assess whether the key goals of the reforms are being achieved.
- 11i. Support districts in creating well-paid roles that enable teachers to advance in their careers while continuing to teach.

12. Career Advancement and Tiered Licensure

- 12a. Establish a tiered licensure structure for teachers and leaders that highlights differentiated roles for career advancement.
- 12b. Establish standards and competencies to recognize when an educator is ready to move from one stage to another.
- 12c. Provide resources and support for school districts considering development and piloting tiered systems for teachers and leaders that highlight differentiated roles for career advancement.
- 12d. Provide resources to districts for professional development to support teachers who take on additional leadership responsibilities.

13. Educator Environment

- 13a. Provide resources and support to school districts to ensure school buildings are safe, clean, and appropriately equipped for learning and teaching.
- 13b. Include school climate policies within state education policies that address positive approaches to school discipline, development of supportive teaching, learning environments, and bullying.
- 13c. Provide resources and supports to school districts to promote effective school leaders and teacher leaders.
- 13d. Provide resources, technology, and support to school districts to ensure that teachers have sufficient resources that are aligned with college and career readiness standards.
- 13e. Establish criteria for school districts to ensure manageable teacher workloads, including protecting teachers' time to collaborate with colleagues, attending professional learning opportunities, and decreasing administrative paperwork in order to increase instructional time.
- 13f. Facilitate a survey of statewide educator working conditions that can provide districts and schools with information on educator working conditions.

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