

# Creating a Coherent and Comprehensive Approach to Managing Educator Talent

## The Role of the State

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Rhode Island Board of Education Meeting

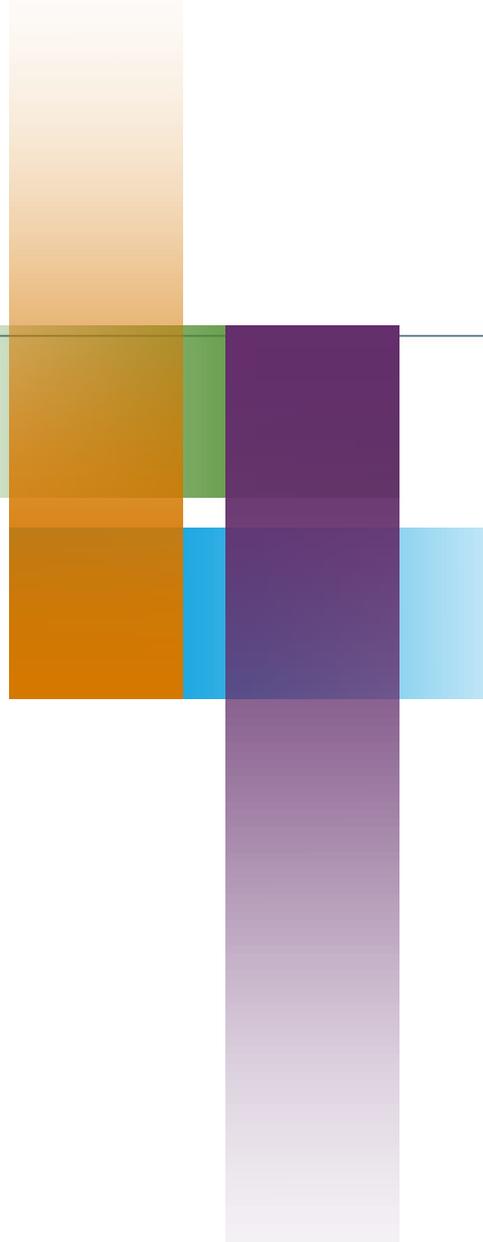
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Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■

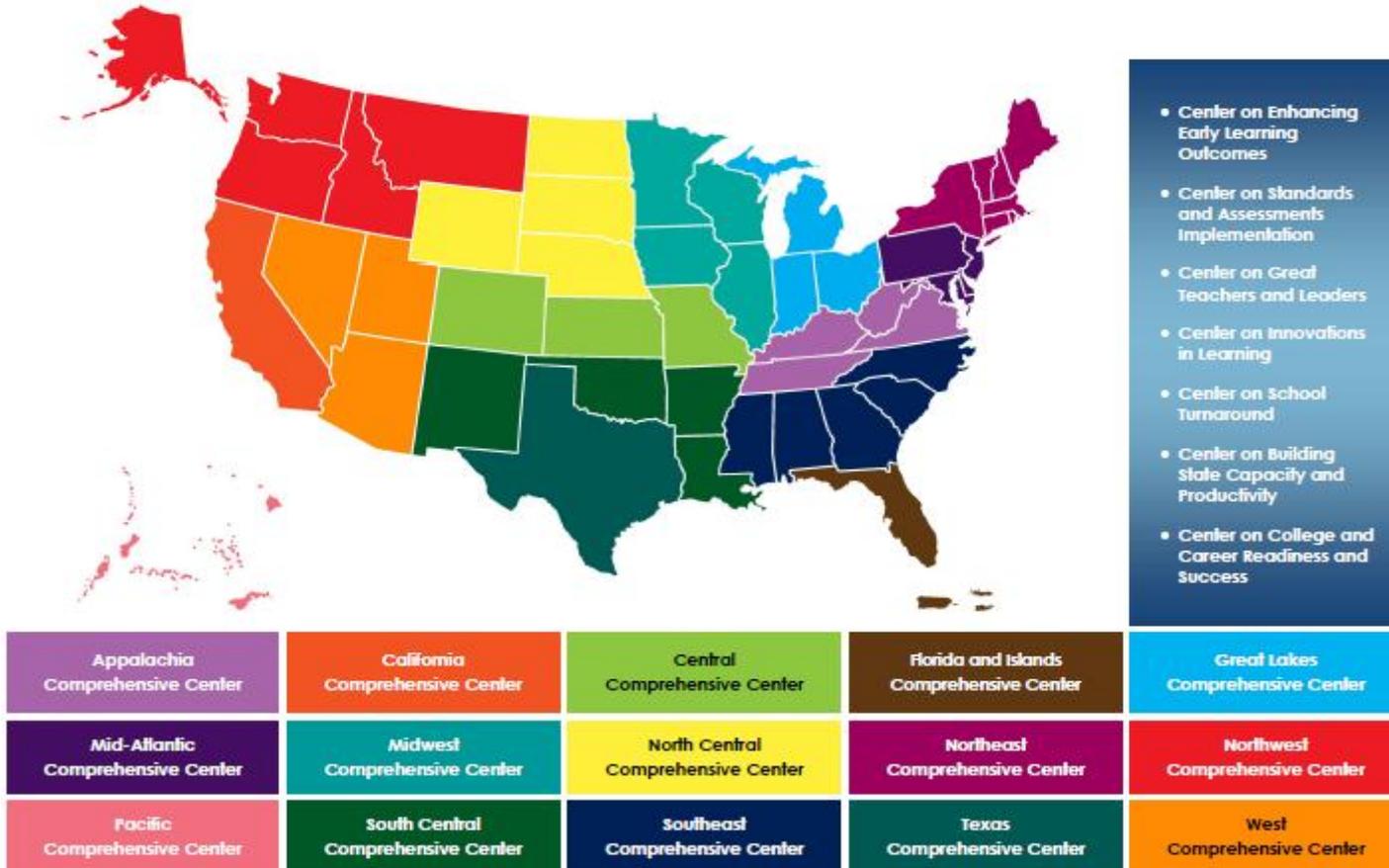


# Center on Great Teachers and Leaders Mission

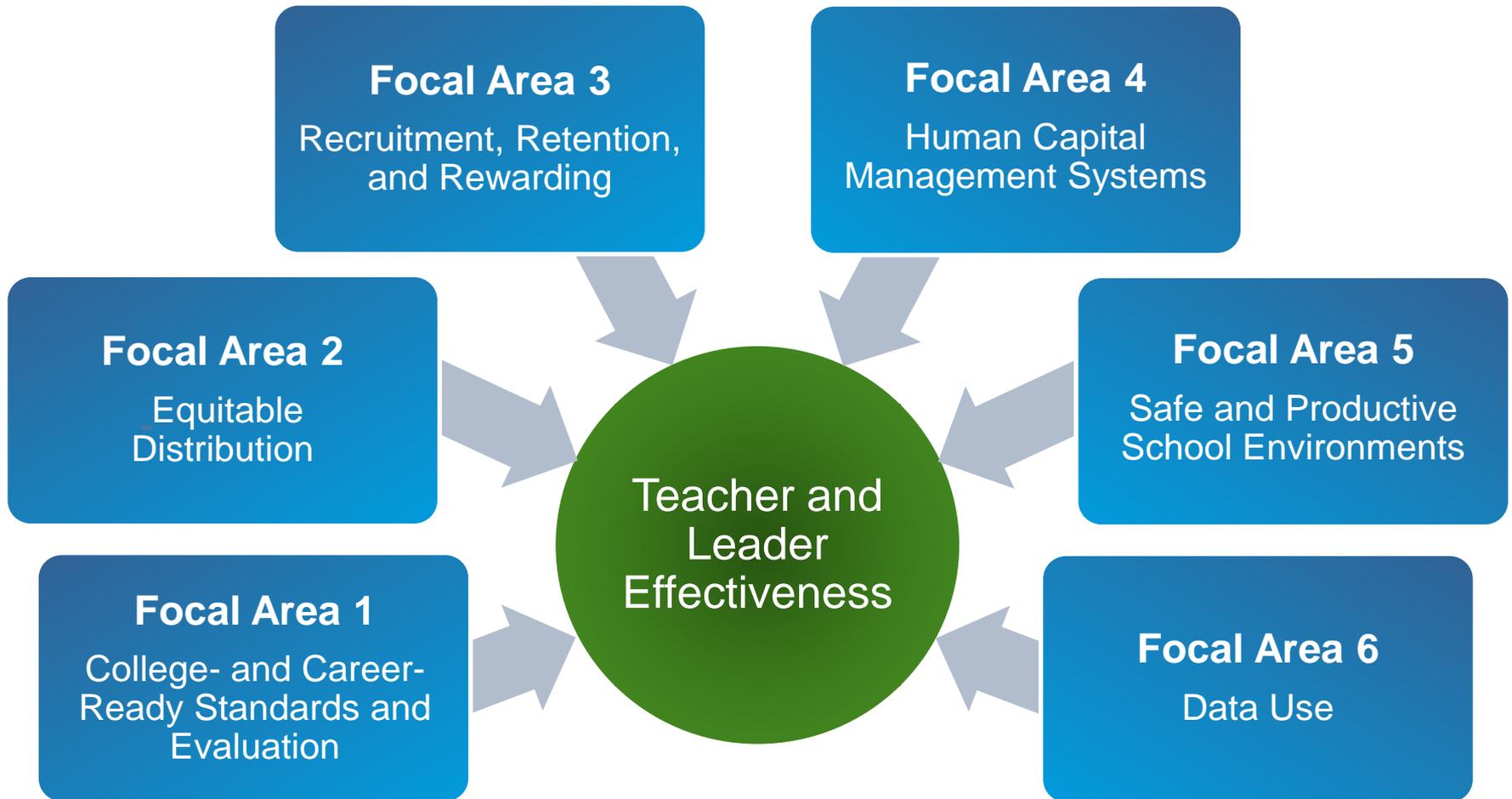


The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

# Comprehensive Centers Program 2012–2017 Award Cycle



# Focal Areas



# The Shifting Landscape

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- The war for talent
- Human capital practices across sectors
- Multidimensional response needed
- Not “business as usual” anymore
- Race to the Top, Teacher Incentive Fund, Elementary and Secondary Education Act waivers
- Sequestration effects
- Declining principal and teacher job satisfaction

# What Would It Take to Attract Top Talent to the Teaching Profession?

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McKinsey & Company conducted a study in 2010 titled *Closing the Talent Gap*. Here are some key results:

- Other countries recruit and retain the top third of graduates.
  - Perseverance, ability to motivate others, passion for children, organizational and communications skills
- Twenty-three percent of new teachers (14 percent in high-poverty schools) are in the top third of graduates.
  - Better for mathematics and science (53 percent)
  - Worse for elementary (21 percent)

# “The Quality of an Education System Cannot Exceed the Quality of Its Teachers”

*Closing the Talent Gap, 2010*

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What common strategies do other countries use?

- Some countries practice selective admissions to teacher training.
- The supply of teachers to match demand is regulated by the government.
- There is a professional working environment.
- Cultural respect is accorded to teaching.
- Teaching is considered a career.

# What Do U.S. College Students and Current Teachers Say?

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What are the most important job attributes?

- The quality of coworkers
- Prestige
- A challenging work environment
- High-quality training

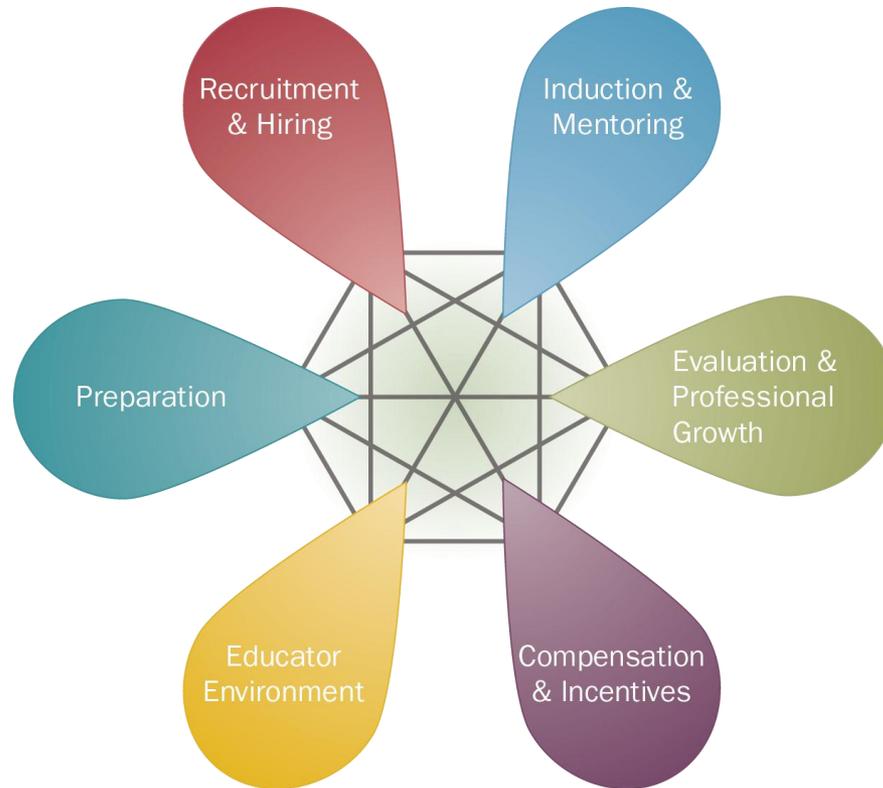
Financial security also matters; people need to perceive teaching as a well-paid profession.

# Main Takeaways

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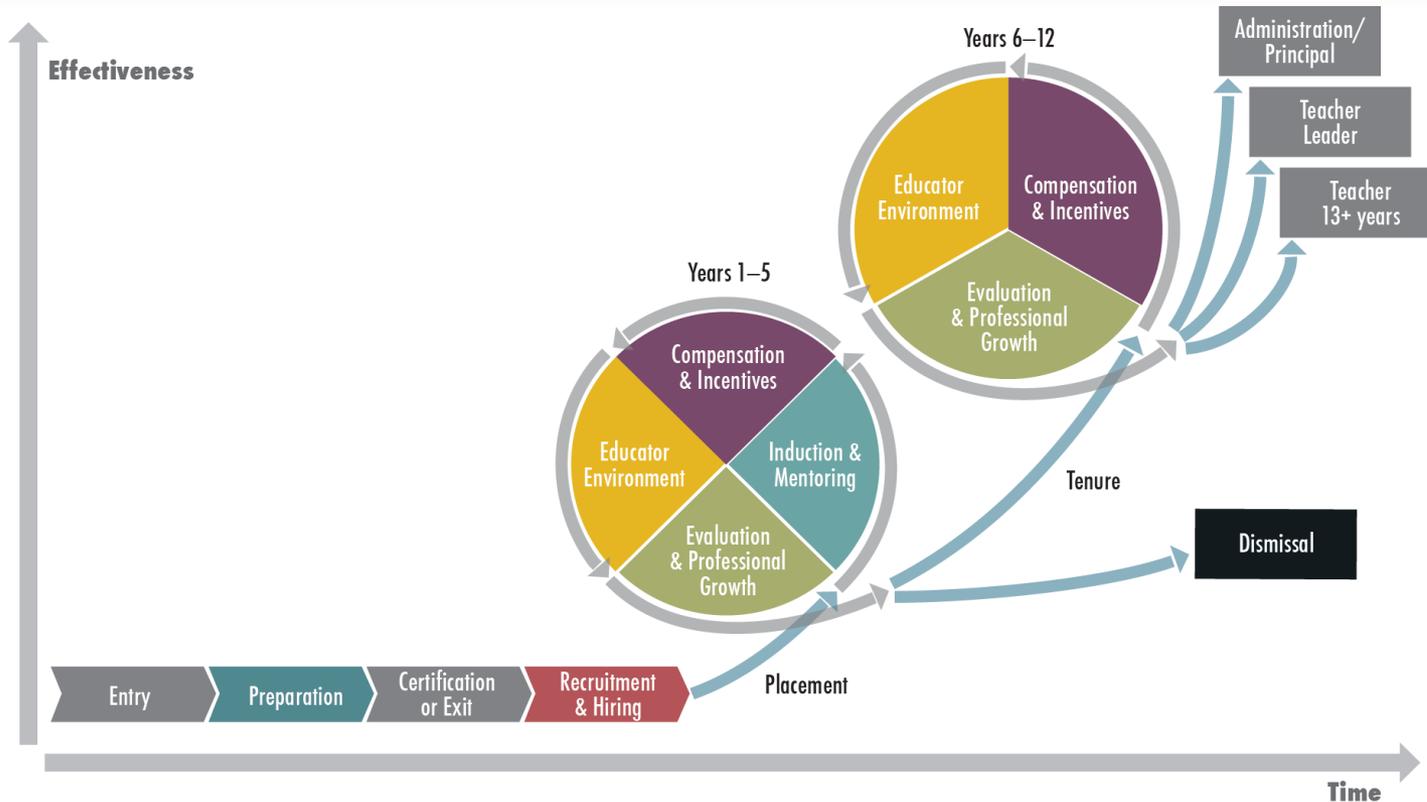
- It's still about a systems approach; no one particular strategy will increase educator quality.
- Increased compensation will attract more to the profession, but it won't keep them there.
- Better working conditions and school leadership will do more to retain current teachers than competitive pay alone, particularly in high-need schools.

# Managing Educator Talent



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# Educator Career Continuum



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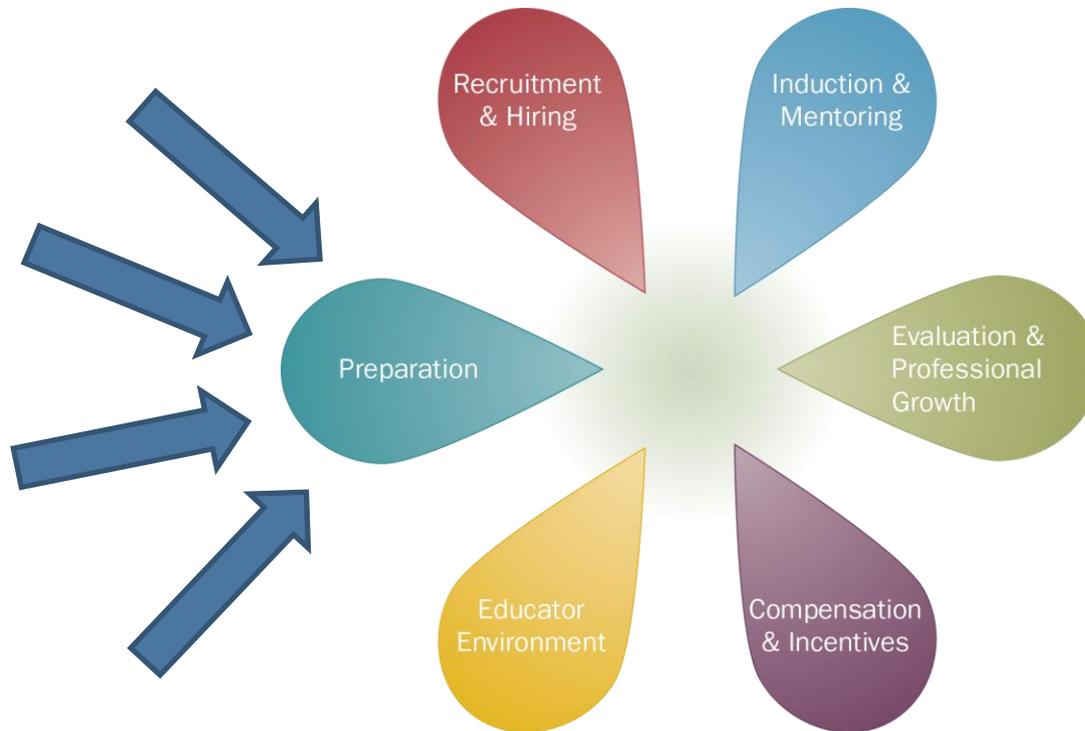
# Preparation (and Certification and Licensure) of Teachers

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- Encourage teacher preparation programs to employ a variety of pedagogical approaches to develop the pedagogical expertise of teacher candidates.
- Promote the development of teacher candidate knowledge and skills applicable to a diverse range of students and teaching settings.
- Ensure that pedagogy, content, and pedagogical content knowledge and teaching beliefs in university and clinical settings are reflective of productive feedback loops between institutions of higher education and local education agencies.
- Encourage teacher preparation programs to be responsive to district needs, paying particular attention to the specific subject areas in which teachers are needed most.
- Require teacher preparation programs to provide data that demonstrate program effectiveness and feedback for continuous program improvement.
- Make entry requirements for teacher preparation programs more selective and rigorous.
- Create standards and requirements for certification and licensure that allow only high-quality, well-trained candidates to enter the profession.

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# Multiple Components, Multiple Levers



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# Teacher Subcomponent—Promote Teacher Candidate Knowledge and Skills

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## **Subcomponent**

*Promote the development of teacher candidate knowledge and skills applicable to a diverse range of students and teaching settings.*

## **Why is this important?**

Given the increasingly diverse nature of current students, teachers must be able to provide instruction that is relevant and accessible to all students in a variety of educational settings.

# Strategies

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- Require programs to actively recruit prospective teachers from diverse backgrounds.
- Aid programs in establishing clinical education settings in high-need schools with students from diverse backgrounds.
- Ensure that programs use assessments of candidate work that provide evidence that teacher candidates are capable of implementing differentiated instruction.
- Support programs that include multicultural awareness.
- Encourage collaboration between general and special education programs.
- Encourage programs to prepare and support teachers in effective parent engagement strategies.

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# Preparation—Leaders

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- Encourage the proliferation of leadership preparation programs that employ relevant, experiential learning opportunities.
- Encourage leadership preparation programs to be responsive to district and state needs with regard to administrator knowledge and skills.
- Ensure adequate funding of leadership preparation programs.
- Require leadership preparation programs to provide data that demonstrate program effectiveness and feedback for continuous program improvement.
- Without imposing artificial barriers, create standards and requirements for certification and licensure that allow only high-quality, well-trained candidates to enter the profession.
- Employ a statewide multitiered licensure system that is tied to performance.

# Recruitment and Hiring—Teachers

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- Promote the district as an attractive workplace for teachers.
- Establish high and unyielding standards to recruit enough excellent teachers to the profession.
- Develop relationships with diverse potential applicant pools; document those relationships to track teacher effectiveness to their preparation programs.
- Streamline the application process using technology.
- Encourage districts to implement early hiring timelines.
- Provide resources for more interactive, information-rich hiring to take place.
- Create equitable access policies and practices to ensure that students from low socioeconomic or minority backgrounds have equal access to highly effective teachers.

# Recruitment and Hiring—Leaders

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- Promote, increase, and market the attractive characteristics of the school principal as a profession.
- Establish high and unyielding standards for recruiting enough excellent school leaders to the profession.
- Actively facilitate the development of relationships between districts and diverse potential applicant pools.
- Encourage the district to identify and develop future school leaders.
- Streamline the application process using technology (e.g., a statewide online school leader recruitment system).

# Induction and Mentoring

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## Teachers

- Require high-quality mentoring for all new teachers.
- Require a comprehensive induction program for new teachers.
- Support districts in ensuring appropriate, manageable teaching assignments for new teachers.

## Leaders

- Require mentoring for new school leaders.
- Require a complete and individualized induction program for new school leaders.
- Align state-level supports and requirements for induction and mentoring with district-level supports and requirements and the goals of other human resource areas.

# Evaluation and Professional Growth

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## Teachers

- Provide support for high-quality teacher evaluation systems.
- Support ongoing, job-embedded, and differentiated professional development for all teachers.
- Align professional development with the state's school improvement goals or vision.
- Monitor and evaluate the effectiveness of professional development for teachers.

## Leaders

- Provide support for high-quality school leader evaluation systems.
- Support ongoing, job-embedded, and differentiated professional development for all school leaders that reflects plan goals and strategies.
- Use professional development to create and support professional learning communities.
- Monitor and evaluate the effectiveness of professional development for school leaders.

# Compensation and Incentives

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## Teachers

- Offer long-term teacher salary policies that are market sensitive and competitive.
- Provide short-term inducements to address immediate recruitment problems.

## Leaders

- Strategically align school leader compensation with state goals.
- Offer long-term teacher salary policies that are market sensitive and competitive.
- In addition to base salary, consider compensation and incentives, such as signing bonuses, tuition reimbursement, relocation assistance, and nonfinancial incentives.

# Educator Environment

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## Teachers

- Ensure that schools are safe, clean, and appropriately equipped for teaching.
- Ensure that teacher workloads are reasonable.
- Send the message to districts and schools that creating attractive, professional working conditions for teachers must be given high priority; support them in creating these conditions.

## Leaders

- Encourage the participation of school leaders in positive and collaborative professional learning communities at the school level, the district level, and beyond.
- Send the message to districts and schools that creating attractive, professional working conditions for school leaders must be given high priority; support them in creating these conditions.

# Creating a Strategic and Coherent Approach

Informal: - - - - -

Intentional: \_\_\_\_\_

Strategic: \_\_\_\_\_

How do you connect all of the key components of educator talent in your state?



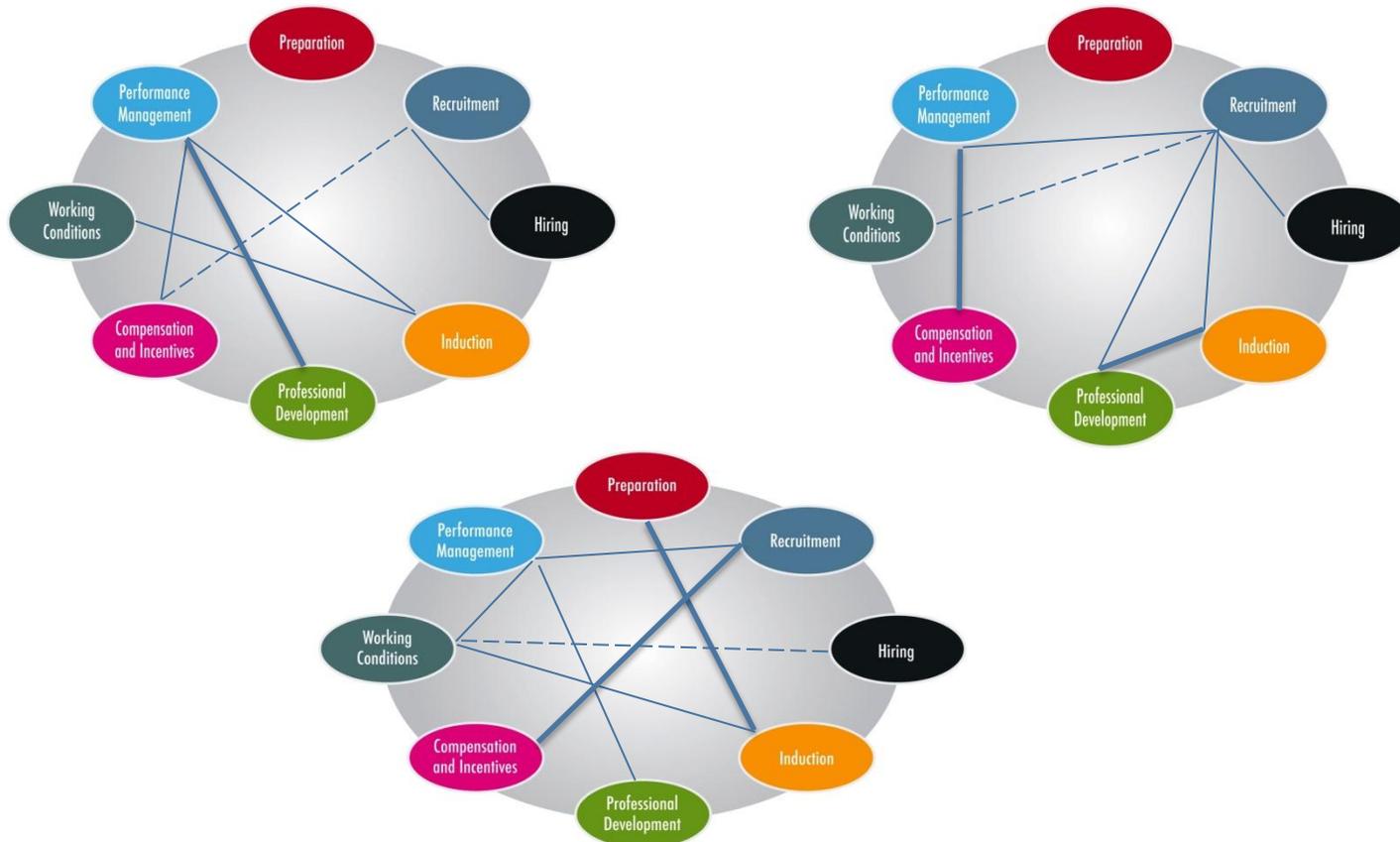
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# Creating a Strategic and Coherent Approach

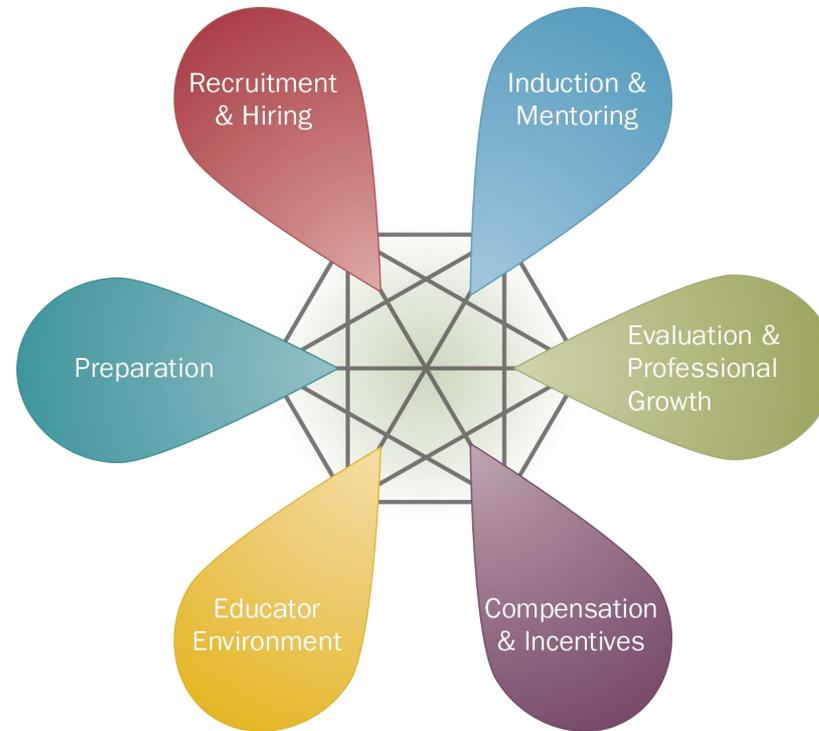
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- How does your system connect the components to build its own approach?
- Because your state is only as good as the talent in it, are you capitalizing on your human capital?
- What more would you need to do so? Are there any barriers and facilitators in the system?
- How do you determine where to begin? How do you strengthen the dashed lines and make the solid ones bolder? How do you prioritize the place to start and then draw all of the lines from?

# What Do the Policies in Your State Look Like?



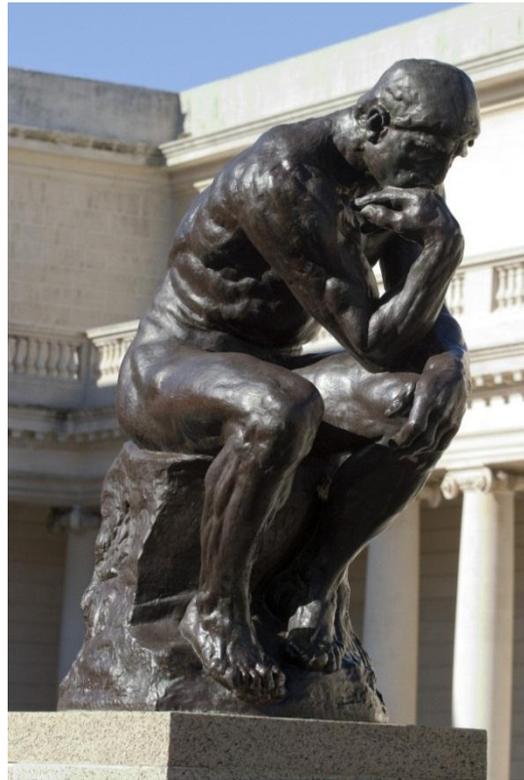
# Remember, It's About a Systems Approach to Managing Educator Talent



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# Questions?

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▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*

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