Talent for Turnaround Leadership Academy: School Improvement Through Equitable Access to Effective Educators
December 1–2, 2016 | National Meeting 1 | Washington, D.C.
Welcome and Introductions

Angela Minnici | Director | Center on Great Teachers & Leaders
Carlas McCauley | Director | Center on School Turnaround
Introducing the T4TLA Core Planning Group
# Introducing T4TLA Cohort 1

**Center on Great Teachers and Leaders**
**Center on School Turnaround**
**West Comprehensive Center**
**Northeast Comprehensive Center**

<table>
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<tr>
<th>Southeast CC</th>
<th>Northeast CC</th>
<th>Great Lakes CC</th>
<th>Mid-Atlantic CC</th>
<th>Midwest CC</th>
<th>West CC</th>
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Opening Remarks

Dana Chambers | Deputy Director | Center on Great Teachers & Leaders

December 1, 2016
Housekeeping Items

- Questions? Ask a T4TLA Planning Group member or email Jenni Fipaza at [jfipaza@air.org](mailto:jfipaza@air.org)
- #T4TLA
- Power strips for charging at all tables
- RCC, state and district teams working and sitting together
- Breakfast, lunch, and snacks provided
- Dinner on your own
  - Optional happy hour gathering in the hotel bar when we adjourn on day 1
T4TLA National Meeting Norms

- Work collaboratively
- Listen openly to other perspectives
- Share air time
- Respect confidentiality
- Be fully present
Setting the Context: Nine States, One Common Goal

Build a shared understanding of how coherent and aligned systems of talent management can be leveraged to attract, support, and retain excellent educators in the highest need and lowest performing schools.
Linking Equitable Access and School Improvement Efforts: T4TLA Premise

IF…

we want to ensure that students in our lowest performing schools are taught by effective teachers in schools with effective leaders,

THEN…

we need systems for attracting, supporting, and retaining educators with the knowledge and skills required to turn around low-performing schools.
T4TLA National Meeting 1 Objectives

- Build a collective vision for bold and innovative talent management strategies with examples from the field
- Increase state capacity to gather and interpret talent management data and identify key challenges
- Review current talent management strategies for alignment with identified challenges
- Design and implement a systems-level bold talent management strategy to better attract, support, and retain excellent educators in the highest need, lowest performing schools
## Day 1 Agenda

<table>
<thead>
<tr>
<th>Session</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Welcome, Introductions, &amp; Opening Remarks</td>
<td>8:00–8:15 a.m.</td>
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<tr>
<td>Warm-up: Been Through Any Changes Lately?</td>
<td>8:15–8:55 a.m.</td>
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<tr>
<td>Exploring Coherence and Alignment Activity</td>
<td>8:55–9:45 a.m.</td>
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<tr>
<td>Break</td>
<td>9:45–10:00 a.m.</td>
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<tr>
<td>A Bold Vision for Talent Management</td>
<td>10:00–11:00 a.m.</td>
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<tr>
<td>Plenary Session: Richard Ingersoll</td>
<td>11:00–11:45 a.m.</td>
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<tr>
<td>Participants are Served Lunch</td>
<td>11:45 a.m.–12:15 p.m.</td>
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<tr>
<td>Q&amp;A with Richard Ingersoll During Lunch</td>
<td>12:15–12:45 p.m.</td>
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<tr>
<td>Step 1. Identifying Our Challenge</td>
<td>12:45–2:15 p.m.</td>
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<tr>
<td>Break</td>
<td>2:15–2:30 p.m.</td>
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<tr>
<td>Step 2. Understanding Our Challenge</td>
<td>2:30–4:00 p.m.</td>
</tr>
<tr>
<td>Team Share-Outs</td>
<td>4:00–5:00 p.m.</td>
</tr>
<tr>
<td>Adjourn: Dinner on Your Own</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>T4TLA Planning Group + RCC Team Lead Debrief</td>
<td>5:15–5:45 p.m.</td>
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</tbody>
</table>
Preview of Day 2

• Session on leveraging ESSA funds to drive strategic talent management priorities
• Step 3. Addressing Our Challenge session
• Post-election forecasting session during lunch
• Team share-outs and action planning
<table>
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<td>• What do we believe are the reasons for our talent management challenges? How do we know?</td>
<td>• What are we doing already to address our talent management challenges? How can we be more bold in our vision?</td>
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**Prework**

- Gather talent management data on attracting, supporting, and retaining educators
- Review data with your team

**Prework**

- Gather equity and school improvement plans at the district and state levels
- Review the plans with your team to become familiar with goals and strategies
T4TLA Conference 1 Road Map: Process Sessions

Step 1. Identify Our Challenge
• What does our talent data tell us about challenges my district faces in attracting, supporting, and retaining excellent educators?

Step 2. Understand Our Challenge
• What do we believe are the reasons for our talent management challenges? How do we know?

Step 3. Address Our Challenge
• What are we doing already to address our talent management challenges? How can we be more bold in our vision?

Sessions to Build Shared Knowledge & Vision

Plenary Session
• What the research says about how to attract, support, and retain excellent educators
Richard Ingersoll

Boldness Benchmarks
• Vision for bold talent management strategies
• T4TLA Boldness Benchmarks
Public Impact

Connecting to ESSA
• Leveraging ESSA funds to drive talent management priorities
Council of Chief State School Officers
Ideas Worth Sharing

- At the end of our vision setting sessions, we’ll take a minute to think:

  What did you learn, hear, or think about during this session that is important to share with your team?

- Record your reflections on your Ideas Worth Sharing worksheet
- Teams will share out at the end of the day
**T4TLA Conference 1 Road Map: Outputs**

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**Outputs**

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<tr>
<td>• Teams identify their key challenges in the talent management continuum.</td>
<td>• Teams reach a shared understanding of the perceived causes of their talent management challenges.</td>
<td>• Teams identify the extent to which existing strategies align to challenges.</td>
</tr>
<tr>
<td>• Is the biggest challenge to ATTRACT, SUPPORT, or RETAIN?</td>
<td></td>
<td>• Teams begin to sketch out bold talent management strategies that align to boldness benchmarks.</td>
</tr>
</tbody>
</table>
Setting Bold (but Realistic!) Expectations For Our Team

- Explore each “step” and related planning template
- Take the time to try to work through at least one example
- Consider district and state perspectives
- You don’t need to finish it all here in DC!
  - Continue the work back at home with RCC support
  - Request TA support from RCCs or other TA partners
  - Reconvene virtually with the cohort to check in
  - Reconvene in person in the spring to support strategy implementation efforts
The Vision for Year 1 of T4TLA

December 1-2, 2016
Washington, DC

• Build a shared vision of coherent and innovative talent management systems
• Review talent data and strategic plans
• Identify key challenges in the talent development continuum
• Explore problems of practice related to key challenges
• Begin to design bold talent management strategies

National Meeting 1

Late 2016—Spring 2017

• Complete talent data and strategic plan review
• Further explore problems of practice
• Identify and design bold talent management strategies aligned to key data challenges
• Explore barriers to implementation
• Connect virtually with national team for needs sensing and networking

Interim Regional Support

Late Spring
Phoenix, AZ
(tentative – details tbd)

• Share vision for bold talent management strategies
• Engage in early implementation planning
• Identify leading and lagging indicators for selected strategies
• Plan to communicate effectively with stakeholders
• Engage in cross-state sharing and learning

National Meeting 2
How will our T4TLA team work together at the national meeting?

• District teams work with state and RCC to review data, understand problems of practice, design bold strategies.
• Record planning process (electronically) through 3-step planning templates
• All participants may review and mark up planning templates – but select one central team note-taker for each district to record planning
• Note-taker uploads planning templates for each district team to GroupSite at end of each day
• Teams share out their planning progress at end of each day
Identifying Team Roles and Responsibilities

• Who will **facilitate** each district team’s conversation?
• Who will be the **central note-taker** for each district team?
• Who will **share out team progress** at the end of each day?
• Who will **upload** each district’s completed planning template to GroupSite at the end of both days?

*Take a moment with your team to clarify your roles. Some roles may be shared or rotate, but there should be just one central note-taker for each district team.*
Questions?
Been Through Any Changes Lately?

Kathy Dunne | Northeast Comprehensive Center

December 1, 2016
Assumptions and Beliefs

- The work you are undertaking represents a significant shift away from “business as usual.”
- These problems of practice are not technical problems. They are adaptive problems.
- Solving these problems of practice will require both technical and adaptive approaches to the work.
- All involved will need to navigate a sea of changes.
“A problem well stated is a problem half solved.”

Charles Kettering
“We cannot solve problems with the same thinking that created them.”

*Albert Einstein*
We have to change our mental models, ways of working, and ways of problem posing and problem solving.
T4TLA: Integrating Key Concepts

Concerns-Based Adoption Model (C-BAM)

Equitable Access and School Improvement

Teaching Conditions

Talent Pipeline
## Defining Key Concepts

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<th>Teaching Conditions</th>
<th>Concerns-Based Adoption Model</th>
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<td>• Attracting <em>(recruiting, preparing, hiring)</em></td>
<td>• Eight essential conditions for attracting, retaining, and supporting educators</td>
<td>• Seven predictable stages of concerns and levels of use that educators will experience within this change effort</td>
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<tr>
<td>• Retaining <em>(inducting)</em></td>
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<tr>
<td>• Supporting <em>(providing ongoing professional learning)</em></td>
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# Defining Key Concepts

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<tr>
<td>Preparation</td>
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<tr>
<td>Hiring</td>
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<tr>
<td>Induction</td>
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<tr>
<td>Ongoing professional learning</td>
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Have you ever resisted change?

What are some of the reasons for your resistance?
Reasons for Resistance to Change

- People do not know enough about the change.
- No one has made a clear case for the change.
- There has been poor communication.
- People do not believe the change is worthwhile.
- People are afraid they will fail.

(Fullan, 1991, 2000, 2001)
Reasons for Resistance

- The change is not aligned with the organizational culture.
- Stakeholders are not adequately involved.
- A lack of trust exists.
- A lack of leadership for change exists.
Concerns-Based Adoption Model (C-BAM)

- Developed at the University of Texas, Austin in 1970 (Gene Hall, Shirley Hord, Susan Loucks-Horsley)
- Used and validated domestically and abroad
- Three facets:
  - Stages of Concern
  - Levels of Use
  - Stages of Concern Questionnaire (SoCQ)
- Innovation configurations (ICs)
## Stages of Concern

<table>
<thead>
<tr>
<th>Stages of Concern</th>
<th>Expressions of Concern</th>
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<tbody>
<tr>
<td>Refocusing</td>
<td>Having some ideas about something that would work better</td>
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<tr>
<td>Collaboration</td>
<td>Concerned about relating my work to what other instructors are doing</td>
</tr>
<tr>
<td>Consequence</td>
<td>Concerned about impact on students</td>
</tr>
<tr>
<td>Management</td>
<td>Concerned about time and materials management</td>
</tr>
<tr>
<td>Personal</td>
<td>Concerned about how using the innovation will impact them personally</td>
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<tr>
<td>Informational</td>
<td>Wanting to know more about the innovation</td>
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<tr>
<td>Awareness</td>
<td>Not concerned about the innovation</td>
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</table>
Stages of Concern Card Sort

- Stages of Concern
- Expressions of Concern
- Appropriate Support for Concern
Stages of Concern Card Sort
Reflection Questions

- What is/are your Stage(s) of Concern?
- What is/are the Stage(s) of Concern of those whom you are supporting?
- How does your current understanding of the Stages of Concern inform your work in integrating equitable access to effective educators and school improvement?
Big Ideas About Change

- Change is highly personal.
- Change is a process, not an event.
- Change happens with individuals first and organizations second.
- Often those planning the change effort are further along the continuum of concerns than those for whom they are planning the change.
T4TLA: Integrating Key Concepts

Concerns-Based Adoption Model (C-BAM)

Equitable Access and School Improvement

Teaching Conditions
Talent Pipeline
Please take a minute to think:

What did you learn, hear, or think about during this session that is important to share with your team?

Write it down on your reflections and ideas worksheet
Activity: Exploring Coherence and Alignment in Our Talent Management Systems

Dana Chambers | Deputy Director | Center on Great Teachers and Leaders

December 1, 2016
“Every system is perfectly designed to get the results it gets.”

—Quotation from Paul Batalden, M.D.
Session Objectives

- Build a shared understanding of the components of a talent management system and its connection to attracting, supporting, and retaining excellent educators in the highest need schools.

- Consider existing alignment and coherence across your state’s or district’s talent management policies in both your equity and school improvement plans.
Talent Development Framework

- Attract
  - Pathways into the Profession
  - Workforce, Shortage, and Mobility Data
  - Elevating the Status of the Profession

- Prepare
  - Initial Certification and Licensure
  - Program Approval and Accreditation

- Develop, Support, and Retain
  - Great Teachers and Leaders for ALL Students

Early Career
- Induction and Mentoring

Ongoing
- Recruitment, Selection, and Hiring
- Assignment and Transfer
- Educator Environment
- Compensation
- Evaluation and Professional Learning
- Career Advancement and Tiered Licensure
- Recertification and Continuing Licensure
The Talent Development Placemat

- Elevating the Status of the Profession
- Workforce, Shortage, and Mobility Data
- Pathways Into the Profession
- Initial Certification and Licensure
- Program Approval and Accreditation
- Recruitment, Selection, and Hiring
- Assignment and Transfer
- Induction and Mentoring
- Evaluation and Professional Learning
- Recertification and Continuing Licensure
- Compensation
- Educator Environment
- Career Advancement and Tiered Licensure

Develop, Support, and Retain

Great Teachers and Leaders for ALL Students
Warm-Up Activity: Aligning Talent Development Strategies, Policies, and Programs
Moving Toward Policy Coherence

Using a Talent Development Framework can help a state or district coordinate and align its Every Student Succeeds Act (ESSA) efforts to improve talent development in low-performing schools across three interconnected policy clusters:

- **Attract** the right talent into the profession to meet the needs of high-need students.
- **Prepare** future teachers and school leaders to meet the needs of high-need students.
- **Develop, support, and retain** educators in the schools where they are needed most.
Aligning Talent Development Systems

Consider the different types of alignment that components of a talent management system might have. For example, to what extent are:

- Teams from these components **collaborating strategically**?
- These components aligned to the same set of **standards**?
- **Roles and responsibilities** aligned (e.g., overlapping staff, departments)?
- **Funding** sources aligned?
- The same **metrics or outcomes** used to measure the success of these components?
- We providing consistent or aligned **messaging** across these components?
Activity: Aligning Talent Development Systems

- Consider the alignment questions on the previous slide.
- Use the placemat to mark the level of alignment in your state or district between the 13 Talent Development Framework “bubbles” on the placemat:

  - **Alignment in 4+ areas**
    - Strong coherence or alignment exists.

  - **Alignment in 2–3 areas**
    - Some coherence or alignment exists among policy components.

  - **Little or no alignment**
    - Weak or implicit coherence or alignment exists.
Considering the Alignment of Your Talent Development System: Examples

We aren’t really using workforce mobility or shortage data to inform our program approval process.

Our teachers and leaders are prepared on the same standards that they will be mentored and evaluated with. District staff are involved in teacher prep, and university staff provide some induction and mentoring in the district.

Teachers and leaders in our highest need schools receive retention bonuses, and educators receive performance pay based on evaluation scores. Our annual communication with teachers includes messaging around compensation and incentives related to performance and retention.
## Types of Alignment

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<tr>
<th>Collaboration across teams</th>
<th>Funding alignment</th>
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<tbody>
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<td>Standards alignment</td>
<td>Data/metrics alignment</td>
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<tr>
<td>Staffing/roles alignment</td>
<td>Messaging alignment</td>
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## Strength of Alignment

- **Alignment in 4+ areas**
  - Strong coherence or alignment exists.

- **Alignment in 2–3 areas**
  - Some coherence or alignment exists among policy components.

- **Little or no alignment**
  - Weak or implicit coherence or alignment exists.
SEA and LEA Teams Debrief Separately

- What areas of your talent development continuum are the most strongly aligned?
- Where could alignment be strengthened?
- When you think about the challenges your state or district faces in attracting, supporting, and retaining excellent teachers and leaders, what types of alignment might be prioritized?
SEA and LEA Teams Debrief Together

- To what extent does the talent management system in place at the SEA level support or present barriers to the LEA-level talent management system?

- Are there particular talent management strategies that support both equitable access and school improvement efforts and should be...
  - prioritized for implementation through your T4TLA work?
  - included in your ESSA consolidated plan?
Idea Worth Sharing

➢ Please take a minute to think:

What did you learn, hear, or think about during this session that is important to share with your team?

➢ Write it down on your reflections and ideas worksheet
Talent for Turnaround Leadership Academy

Break (15 minutes)
Why Schools Have Difficulty Staffing Their Classrooms With Effective Teachers

Richard M. Ingersoll | Professor of Education and Sociology | Consortium for Policy Research in Education | University of Pennsylvania

December 1–2, 2016
Figure 1. The Source of Data

The Schools and Staffing Survey
With the Teacher Follow-Up Survey

- Conducted by the Census Bureau for the U.S. Department of Education
- 7 cycles over 2½ decades:
- The largest source of information on teachers:
  - Sample: 55,000 teachers in 12,000 schools
  - Representing all 50 states
Figure 2. Attrition in Teaching Is Higher Than in Many Occupations

Figure 3. Schools Suffer From a Revolving Door
(Numbers of Public School Teachers in Transition Into and Out of Schools Before and After 2011–12 School Year)

Hires 343,955

Teaching Force 3,385,171

Turnover 531,340

At Beginning of School Year  During School Year  After End of School Year

Source: Ingersoll, R., original analyses of 2011–13 Schools and Staffing Survey/Teacher Follow-Up Survey
Figure 4. Beginning Teachers Leave at Highest Rates
(Cumulative Percent Teacher Attrition, by Years of Experience: 1993–2003)

Figure 5. Schools Vary in Teacher Turnover
(Percent Annual Public School Teacher Turnover, by Selected School Characteristics)

Source: Ingersoll, R., original analyses of 2000–2001 Teacher Follow-Up Survey
Figure 6. Job Dissatisfaction a Leading Factor Behind Teacher Turnover
(Percent Public School Teachers Reporting That Various Reasons Were Important for Their Turnover, 2012–13)

Source: Ingersoll, R., original analyses of 2012–13 Teacher Follow-Up Survey
Figure 7. Teachers’ Working Conditions Are Important for Turnover
(Of Those Public School Teachers Who Moved From or Left Their School Because of Dissatisfaction, Percent Reporting Particular Sources of Dissatisfaction, 2012–13)

Source: Ingersoll, R., original analyses of 2012–13 Teacher Follow-Up Survey
In 2010 President Obama proposed the “100k in 10” plan: Recruitment of 10,000 New Math/Science Teachers per year for 10 years.

But, between 2008 and 2009 alone:

- **32,650** math/science teachers left teaching
  - Of them:
    - **10,265** retired
    - **20,100** left due to dissatisfaction
- **28,400** moved to other schools
  - Of them:
    - Four times as many moved to affluent as to poor schools
Figure 9. The Leaky Bucket
We examined 15 best empirical studies conducted since the 1980s.

Three sets of outcomes:
- Teacher commitment and retention
- Teacher classroom instructional practices
- Student achievement

Most of the studies reviewed showed positive impacts.

The New Teacher Center (NTC; Santa Cruz, California) is the major provider in the United States.

Two of NTC’s many successful induction programs:
- Chicago Public Schools
- Broward County Public Schools (Florida)

https://newteachercenter.org/blog/2016/08/10/new-i3-research-shows-student-achievement-gains-continue-with-ntc-support/
Figure 12. The Teaching, Empowering, Leading and Learning Survey (TELL)

- Since 2002 used in more than 30,000 schools in 23 states
  - www.telloregon.org
  - www.tellkentucky.org
- An excellent diagnostic tool to gather information from teachers and principals on teaching conditions in schools:
  - How Adequate Are School Facilities and Resources?
  - How Effective Is School Leadership?
  - How Well Managed Is Student Conduct and Behavior?
  - How Supportive Are Community and Parents?
  - Is Sufficient Time Provided for Instruction and Preparation?
  - How Adequate Is Support for Instruction?
  - How Effective Is Professional Development?
  - Are There Appropriate Levels of Teacher Input Into Decision Making?
Schools that are designed and run, collaboratively, by teachers.

Teachers have collective autonomy to make the decisions influencing the success of a school, project, or professional endeavor.

For information:

- [www.teacherpowered.org/](http://www.teacherpowered.org/)
- [www.educationevolving.org/](http://www.educationevolving.org/)
For Further Information, Copies of Articles, Reports, etc.:

www.gse.upenn.edu/faculty/ingersoll

rmi@upenn.edu
Ideas Worth Sharing

➢ Please take a minute to think:

What did you learn, hear, or think about during this session that is important to share with your team?

➢ Write it down on your reflections and ideas worksheet
Talent for Turnaround Leadership Academy

Lunch and Q&A with Richard Ingersoll
Step 1. Identifying Our Challenge
Analyzing Talent Management Data to Identify and Prioritize Our Key Challenge

Alex Berg-Jacobson | Center on Great Teachers & Leaders
Reino Makkonen | West Comprehensive Center
December 1–2, 2016
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Session Goals

- Investigate relevant metrics in the three T4TLA topic areas (*attract*, *support*, and *retain*) at the district and state levels, separately and in combination.
- Analyze data to identify key findings and subsequent policy implications and challenges.
- Rank order the identified policy challenges in each area by priority level.
Materials

- Primary Metric Worksheets
- Secondary Metric Worksheets
- Step 1. Identifying Our Challenge Planning Template
Directions

With your T4TLA core team, work through this planning template, focusing on either their teacher or principal workforce (determined by your team).
Part 1. Identifying Key Talent Management Policy Questions

<table>
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<th>Information Needed:</th>
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<td>Example:</td>
<td>Example:</td>
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<tr>
<td>Q1: What are the top factors that influence whether the teachers in our district (1) stay in their current position; (2) transfer to a different school, district, or profession; or (3) choose to leave the teaching profession?</td>
<td>Q1: Teacher mobility data linked across schools and districts, exit survey results for teachers choosing to leave a school, district, or the profession, and survey data on why retained teachers chose to stay</td>
</tr>
</tbody>
</table>
Part 2. Reviewing the Data

Part 2. Planning Template Example

<table>
<thead>
<tr>
<th>RETAIN—Primary Metric: For each certification area, the count (or percentage) of teachers/principals in the district workforce in 2012–13 who were no longer working in the district in 2015–16 (3 years later)</th>
</tr>
</thead>
</table>
| Example: Special education teachers do have a high 3-year attrition rate, and it has in fact increased in the last 3 years. Moreover, although special education teacher attrition is high, the attrition rate of science and mathematics teachers in our district is higher. All rates are even higher in our highest needs, lowest performing schools (in parentheses):
  - Special Education: 30.2% (48.9%)
  - Science and Mathematics: 40.3% (67.3%)
  - Overall: 25.4% (33.5%) |
Part 3. Interpreting the Data to Identify Strengths and Challenges

<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Strength or Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Example: Special education teachers have left at higher rates than teachers in other certification areas.</td>
<td>1. Example: Challenge—Our district faces a significant challenge in retaining special education teachers beyond 2–3 years—nearly 50% of these teachers leave our highest need and lowest performing schools by the third year.</td>
</tr>
<tr>
<td>2. Example: The attrition rate for science and mathematics teachers in the past 3 years has been even higher than that of special education teachers.</td>
<td>2. Example: Challenge—Our district faces a new and acute challenge in retaining science, technology, engineering, and mathematics (STEM) teachers beyond 2–3 years, suggesting a need for new strategies to address this issue.</td>
</tr>
</tbody>
</table>
Part 4. Interpreting the Data to Identify Strengths and Challenges

<table>
<thead>
<tr>
<th></th>
<th>Low Feasibility</th>
<th>Moderate Feasibility</th>
<th>High Feasibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Importance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate Importance</td>
<td>Example: ATTRACTION—Challenge (#2): Despite the stable number of new teachers statewide, our district is not able to attract these individuals to fill our vacancies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Importance</td>
<td>Example: RETAIN—Challenge (#2): Our district faces a new and acute challenge in retaining STEM teachers beyond 2–3 years, suggesting a need for new strategies to address this issue.</td>
<td>Example: RETAIN—Challenge (#1): Our district faces a significant challenge in retaining special education teachers beyond 2–3 years—nearly 50% of these teachers leave our highest need and lowest performing schools by the third year.</td>
<td></td>
</tr>
</tbody>
</table>
Talent for Turnaround Leadership Academy

Break (15 minutes)
Step 2. Understanding Our Challenge
Diving Deeper to Explore the Reasons for Our Talent Management Challenge

Karen Butterfield | West Comprehensive Center
Kathy Dunne | Northeast Comprehensive Center
December 1, 2016
### Step 1. Identifying Our Challenge

- What do my district’s talent data tell me about challenges my district faces in attracting, supporting, and retaining excellent educators?

### Step 2. Understanding Our Challenge

- What do we believe are the reasons for our prioritized talent management challenge? How do we know?

### Step 3. Addressing Our Challenge

- What are we doing already to address our prioritized talent management challenge? What could we do better?
Session Goals

- Identify perceived causes or reasons for the key talent challenged identified in Step 1.
- Prioritize the key cause(s) of the district challenge using the “5 Whys” approach.
Materials

- Data worksheets referenced in Step 1
- Planning templates for Steps 1 and 2
- Flip chart, markers
Teaching Conditions

- Time
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

Source: http://teachingconditions.org/constructs
Part 1. Directions

- With your T4TLA core team, review the district’s identified **single, key talent management challenge** from the *Step 1. Identify Your Challenge* session.
- Using Part 1 of your planning template, identify perceived causes of that challenge and record, “Why do you think so/How do you know?”
### Part 1. Planning Template Example

<table>
<thead>
<tr>
<th>RETAIN</th>
<th>Identified Key Challenge</th>
<th>Perceived Cause(s) of Challenge</th>
<th>Why Do You Think So/How Do You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Close to 50% of our district’s special education teachers leave our highest need, lowest performing schools after 3 years</td>
<td>Low salaries, Poor teaching conditions, Lack of resources and support, Feel isolated in rural community</td>
<td>Teachers have reported these reasons for leaving in exit interviews—e.g., teacher burnout, not being paid well. Comparisons of salaries across districts show that our district has a lower salary scale. Teachers have reported dissatisfaction with teaching conditions in teacher climate surveys.</td>
</tr>
<tr>
<td>ATTRACT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUPPORT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 2. Directions

- Using Part 2 of your planning template, respond to the “5 Whys” questions separately in your district and state teams.
- Reflect and share both district and state perspectives.
- As a final step, prioritize the district’s key perceived deeper dive cause(s) of the challenge.
### Part 2. Planning Template: Digging Deeper Into Prioritized Challenge Cause(s)

#### Our Team’s Key Talent Management Challenge:

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>State Perspective: Possible Explanation</th>
<th>District(s) Perspective: Possible Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we have this challenge?</td>
<td>First response: Our top 3 teacher preparation programs are not sufficiently preparing our special education teachers and principals to work in high-poverty, high-need schools.</td>
<td>First response: Teachers are frustrated with poor working conditions in these high-need, low-performing schools.</td>
</tr>
<tr>
<td>Note: During this phase of the process, ask the question <strong>WHY</strong> five times before moving on to the next set of questions.</td>
<td>And why is that the case: The demographics of our state have changed significantly in the last 20 years with an increased number of high-poverty, high-need schools. Our preparation programs have not changed the curriculum to meet these ever-changing needs.</td>
<td>And why is that the case: Special education caseloads are high and time for teacher collaboration and professional development occurs sporadically episodically.</td>
</tr>
<tr>
<td></td>
<td>And why is that the case: The field experiences provided to our special education teacher candidates rarely occur within high-poverty, high-need schools. In addition, field experiences are limited to an initial 9-week observation practicum sophomore year and an 18-week practicum senior year.</td>
<td>And why is that the case: Building leaders are so busy managing things that they have little time to spend in classrooms and talking with teachers to understand their needs.</td>
</tr>
<tr>
<td></td>
<td>And why is that the case: Many of our teacher preparation programs lack the capacity to supervise extended field experiences for special education teachers.</td>
<td>And why is that the case: We have had a lot of changes in leadership in the last few years and the style of leading by management has been adopted by each new principal without creating a vision for how to balance leadership and management.</td>
</tr>
<tr>
<td></td>
<td>And why is that the case: Historically, we have not built strong university/school partnerships nor adequately prepared university supervisors and school-based cooperating teachers.</td>
<td>And why is that the case: There has been inconsistent leadership from the district office. Now that our superintendent has been in place for 3 years, there is an opportunity for this to change.</td>
</tr>
</tbody>
</table>
## Putting It All Together

### Example: Identifying Our Prioritized Reason for Our Talent Management Challenge

<table>
<thead>
<tr>
<th>From STEP 1. IDENTIFYING OUR CHALLENGES</th>
<th>STEP 2. UNDERSTANDING OUR CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified talent management challenge(s): Attract, Support, or Retain</td>
<td>Perceived reason(s) for these talent management challenge(s):</td>
</tr>
<tr>
<td>Example: Our district faces a significant challenge in retaining excellent teachers beyond 2–3 years—nearly 50% of new teachers leave our highest need and lowest performing schools by the third year. This problem is especially persistent for special education teachers.</td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>(1) We believe our district is struggling to retain excellent teachers in our highest need and lowest performing schools because they experience high rates of teacher burnout due to poor teaching conditions.</td>
</tr>
<tr>
<td></td>
<td>(2) Teachers also may be leaving our highest need schools because there are higher salaries available for the same role in neighboring districts where the teaching conditions are less taxing.</td>
</tr>
<tr>
<td></td>
<td>(3) Many of our teachers come into our schools with little to no experience teaching in high need/low performing school contexts.</td>
</tr>
</tbody>
</table>
Team Share Outs

Mary Peterson | West Comprehensive Center
Andrew Morrill | Center on School Turnaround
December 1-2, 2016
# Ideas Worth Sharing

Please use this sheet to note anything important you heard, learned, or thought about during the Conference Sessions and then share with your team members during the course of the two days.

## Day 1

<table>
<thead>
<tr>
<th>Times</th>
<th>Session</th>
<th>This is important to share with my colleagues...</th>
<th>Because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 a.m.</td>
<td>Concerns-Based Adoption (Kathy Dunne)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:55 a.m.</td>
<td>Coherence and Alignment in Talent Management Systems (Dana Chambers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Bold Vision for Talent Management (Bryan Hassel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Why Schools Have Difficulty Staffing Their Classrooms With Effective Teachers (Richard Ingersoll)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Team Share-Outs

Thursday, December 1, 4:00–5:00 p.m.

Session Description

During this session, participants will share and discuss with their state teams key learnings from the day’s speakers and sessions. State teams will summarize key findings and challenges identified from their data review.

Session Goals

1. Share reflections from presentations by Richard Ingersoll and Bryan Hassel.
2. Discuss key learnings from Step 1: Identifying Our Challenges and Step 2: Understanding Our Challenges.
3. Prepare a summary of key decisions and progress, using the template provided below.

Suggested Agenda

4:00–4:20 p.m. Round robin, everyone shares a major takeaway from Richard Ingersoll’s or Bryan Hassel’s presentation. Teams identify themes or major ideas that are most relevant to their work.

4:20–4:40 p.m. Discuss steps 1 and 2 (Identifying Our Challenges and Understanding Our Challenges). What have you learned together? What are your key takeaways?

4:40–5:00 p.m. Prepare a summary with the information identified below and post on flipchart paper, using the following template.

<table>
<thead>
<tr>
<th>State:</th>
<th>Role Focus (Teacher or Principal):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Revelation About Your Date:</td>
<td></td>
</tr>
<tr>
<td>Your Challenge(s):</td>
<td></td>
</tr>
</tbody>
</table>
Wrapping Up Day 1

- Upload each district’s Steps 1-2 planning templates to your state folder on GroupSite
- RCC debrief for 15-20 minutes
- Optional happy hour gathering in Omni “Marquee” bar
- Breakfast from 7-8am tomorrow
- Day 2 kicks off at 8am in this same room
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