# Talent for Turnaround Leadership Academy Session: Tools for Understanding Your Talent Management System and Identifying Challenges

This **Talent for Turnaround Leadership Academy (T4TLA**)session will lay out a process and set of tools—building upon your recent work developing your State Equity Plan and/or local school improvement plan—to review data and develop a more comprehensive understanding of your current efforts to attract, retain, and support your educators. (Your combined team from your state and district(s) will choose whether you want to *focus on either teachers or principals* during the session.) The session will provide a conceptual framework for identifying challenges and will include interactive review and analysis of workforce data. In preparation for the session, we are asking participants to gather in advance (to the extent feasible) certain key data on their teacher or principal workforces, and our T4TLA team will organize your data for analysis (e.g., creating visualizations) during the session. The review and analysis of these data during the session will help contextualize participants’ understanding of their teacher or principal supply, bridge gaps between state and local officials’ perspectives, and identify strengths and challenges. The specific data metrics requested are described in tables in the following sections—the more comprehensive the data you provide, the more productive your analysis will be during the session. At the same time, we recognize that some data may be difficult to gather, and we have sorted our requested data elements into two tiers: *primary* *data* (key information likely to be available, and which will form the basis of the session) and *secondary* *data* (helpful information that will deepen understanding of strengths and challenges). We have also provided an optional Excel worksheet in which you can enter your primary data.

## **Conceptual Framework**

**IS SUPPLY MEETING DEMAND?**

**EDUCATOR PIPELINE**

**ACTIVE STAFF**

**RESERVE POOL**

**EDUCATOR SUPPLY**

**EDUCATOR DEMAND**

**Figure 1. Fundamental Elements of Educator Supply and Demand**

Your talent management system operates within a framework of educator supply and demand, which can be presented in various ways (but which we’ve represented via the relationships displayed in Figure 1). *Attracting*, *retaining*, and *supporting* educators are all issues related to supply, and this session will help you examine relevant data and metrics in these areas to begin to identify strengths and challenges (including key gaps in your available data).

## **Session Overview**

During this session we will use the session planning template to review and discuss the different data metrics within each of these three issue areas (*attracting*, *retaining*, and *supporting*), for either teachers or principals (depending on which workforce you choose to focus on), and identify
1–2 challenges illuminated by the data — including, for example, key gaps in the available data that might preclude a full understanding of educator supply, for subsequent strategic planning.

## **Attracting Educators**

This first supply issue concerns the entrance of individuals into teaching or school leadership, and into particular positions within your state or district. Entrants might include newly certified individuals (from traditional or alternative preparation programs), mid-career professionals entering through an alternative route, paraprofessionals advancing to a full teaching role, and/or educators entering from out of state. Also relevant is the reserve pool, which includes individuals who are currently certified but not working in schools, as well as educators moving from one district to another within a particular state. Reviewing historical trends in the size and composition of these sources of entry can yield a more comprehensive understanding. To the extent that sources of supply across a state are imbalanced (i.e., candidates are clustered in particular communities or regions), then a parallel examination of state- and district-level data can be useful. With respect to *attracting* educators, we are asking that participants prepare (to the extent available) as many of the following key state and district metrics as possible, and share these with your T4TLA RCC staff contact by November 21 (in either your existing format(s) or using the data entry worksheet provided).

|  |
| --- |
| ***Requested Teacher Metrics*** *(gather as many as are available)* |
| State | Districts |
| **TIER 1: Primary** | **TIER 2: Secondary** | **TIER 1: Primary** | **TIER 2: Secondary** |
| Total number of program completers from each of the state’s top teacher preparation programs, by year (since 2012) | * Total number of newly certified teachers, by year (since 2012)
* Total number of newly certified teachers entering the state teaching workforce, by year (since 2012)
 | * Count of beginning-of-year teaching *vacancies*, by certification area, by year (since 2012)
* Total teacher *hires*, by certification area, by year (since 2012)
* Top 3 preparation programs supplying your teachers
 | Total teacher *applicants*, by certification area, by year (since 2012) |
| ***Requested Principal Metrics*** *(gather as many as are available)* |
| State | Districts |
| **TIER 1: Primary** | **TIER 2: Secondary** | **TIER 1: Primary** | **TIER 2: Secondary** |
| Total number of program completers from each of the state’s top administrator preparation programs, by year (since 2012) | Total number of newly certified administrators, by year (since 2012) | * Count of beginning-of-year principal *vacancies*, by year (since 2012)
* Total principal *hires*, by year (since 2012)
* Top 3 administrator prep programs supplying your principals
 | Total principal *applicants*, by year (since 2012) |

## **Retaining Educators**

A second key supply issue is the extent to which educators remain in their jobs from year to year, with consideration paid to the characteristics of those who exit either their current position for another position elsewhere (mobility) or exit the profession overall (attrition). The relationship between the pool of active staff and the reserve pool is particularly relevant to better understanding retention (as is information on years of experience, grade spans and/or teachers’ certification areas, for example). Moreover, an analysis of educator mobility at the state level can complement a review of district-level data by illuminating, for example, where a transferring educator leaving a particular district ultimately ends up working. A state-level review of educator mobility patterns examined alongside district-level trends in retention can lead to a more comprehensive understanding of workforce patterns. With respect to *retaining* educators, we are asking that participants prepare (to the extent available) as many of the following key state and district metrics as possible (again, to contextualize trends), and share these with your T4TLA RCC staff contact by November 21 (in either your existing format(s) or using the data entry worksheet provided).

|  |
| --- |
| ***Requested Teacher Metrics*** *(gather as many as are available)* |
| State | Districts |
| **TIER 1: Primary** | **TIER 2: Secondary** | **TIER 1: Primary** | **TIER 2: Secondary** |
| Attrition: Overall statewide average teacher attrition rate (1-year, 3-year, and/or 5-year), by certification area | Mobility: For each district in the state, the count (or percent) of teachers in the state workforce database in 2014/15 who moved to teach in a different district in the state in 2015/16 | Attrition: For each certification area, the count (or percent) of teachers in the district workforce in 2012/13 who were no longer working in the district in 2015/16 (three years later) | * Mobility: For each school in the district, the count (or percent) of 2014/15 teachers who moved to teach in another school in the district in 2015/16
* Attrition: Survey data from exiting teachers regarding their reasons for exit
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| ***Requested Principal Metrics*** *(gather as many as are available)* |
| State | Districts |
| **TIER 1: Primary** | **TIER 2: Secondary** | **TIER 1: Primary** | **TIER 2: Secondary** |
| Attrition: Overall statewide average principal attrition rate (1-year, 3-year, and/or 5-year) over time | Mobility: For each district in the state, the count (or percent) of principals in the state workforce database in 2014/15 who moved to lead another school in the state in 2015/16 | Attrition: The count (or percent) of principals in the district workforce in 2012/13 who were no longer working in the district in 2015/16 (three years later) | Mobility: For each school in the district, the count (or percent) of 2014/15 principals who moved to lead another school in the district in 2015/16 |

## **Supporting Educators**

The final issue we’ll consider in this session is how educators are supported in their current positions—activities after their entrance that can prevent their exit. Unlike the other two areas, this does not directly relate to entry or movement. Support might include the provision of induction and/or mentoring, working conditions, the professional development opportunities offered, and other supports. While many of these factors are contingent on district-level factors, there may be statewide opportunities for training and support as well. With respect to *supporting* educators, we are asking that participants prepare (to the extent available) as many of the following key state and district metrics as possible, and share these with your T4TLA RCC staff contact by November 21 (in either your existing format(s) or using the data entry worksheet provided).

|  |
| --- |
| ***Requested Teacher Metrics*** *(gather as many as are available)* |
| State | Districts |
| **TIER 1: Primary** | **TIER 2: Secondary** | **TIER 1: Primary** | **TIER 2: Secondary** |
| Top 3 (most well-attended) teacher training activities offered by the state education agency in 2013/14, 2014/15, and 2015/16 | Distribution of overall/summative teacher evaluation ratings in 2015/16, by district  | List of professional development activities most common among teachers in 2015/16 | * Distribution of 2015/16 overall teacher evaluation ratings, by school
* Top 3 most common (instructional/ pedagogical) areas of need identified via teachers’ 2015/16 evaluations
 |
| ***Requested Principal Metrics*** *(gather as many as are available)* |
| State | Districts |
| **TIER 1: Primary** | **TIER 2: Secondary** | **TIER 1: Primary** | **TIER 2: Secondary** |
| Top 3 (most well-attended) principal training activities offered by the state education agency in 2013/14, 2014/15, and 2015/16 | Distribution of overall/summative principal evaluation ratings in 2015/16, by district  | List of professional development activities most common among principals in 2015/16 | * Distribution of 2015/16 overall principal evaluation ratings
* Top 3 most common areas of need identified via principals’ 2015/16 evaluations
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