Applying Bold Action in Talent Management: Lecturette and Case Study

Bryan Hassel and Shonaka Ellison, Public Impact

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Session Goals

- Review the T4TLA Boldness Benchmarks.
- Look for boldness in a case study.
- Reflect on how your team could use these ideas.
Why Is Boldness Important for Turnaround?
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Why Is Boldness Important for Talent?

- What it takes to close learning gaps
- Size of the teaching workforce
25% Excellent Teachers = Flat Growth

With 25% excellent teachers— the average percentage for schools—a student starting 2 years behind will remain **2 years behind** after 4 years.

<table>
<thead>
<tr>
<th>Years Behind Grade Level</th>
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<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>-0.5</td>
</tr>
<tr>
<td>-1</td>
</tr>
<tr>
<td>-1.5</td>
</tr>
<tr>
<td>-2</td>
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<tr>
<td>-2.5</td>
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</tbody>
</table>

- **Entering K**
  - Starts 2 years behind
- **After K**
  - Gains with an excellent teacher
- **After 1st**
  - No gain with average teacher
- **After 2nd**
  - No gain with average teacher
- **After 3rd**
  - Falls back with an ineffective teacher

**Finishes 3rd grade 2 years behind**

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**TALENT FOR TURNAROUND**

**EQUITABLE ACCESS | SCHOOL IMPROVEMENT**
50% Excellent Teachers = Still Not Enough

With 50% excellent teachers—an extremely high proportion even in low-poverty schools—a student starting 2 years behind will gain some ground but still be 1.5 years behind after 4 years.

- Starts 2 years behind
- Stays 2 years behind with typical teacher
- Gains with two excellent teachers in a row
- Falls back with an ineffective teacher
- Finishes 3rd grade 1.5 years behind
Magnitude of the Workforce

156,000 teachers in bottom 5% of schools

Architects
Human resource managers
Family and general practitioner doctors
General dentists
Web developers
Photographers
Chefs
Nurse practitioners
Writers and authors
Boldness Benchmarks

- Ambition
- Large-Scale Impact
- Change the Fundamentals
- Financially Focused
- Sustainable
- Systemic
What Makes These Benchmarks Bold?

- They test whether our strategies are likely to move the needle far enough for all students.

- They challenge us to make maximum change from limited resources.

- They challenge us to assume nothing is a given.
Case Study: Project L.I.F.T. in Charlotte-Mecklenburg Schools

Read the case study; then discuss with your table:

- How does this example stack up against each of the Boldness Benchmarks?
What to Expect, Pitfalls to Avoid

<table>
<thead>
<tr>
<th>EXPECT THESE THINGS</th>
<th>AVOID THESE PITFALLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in student learning</td>
<td>Too many efforts, spread too thin</td>
</tr>
<tr>
<td>Discomfort among adults</td>
<td>Spending temporary dollars on teacher pay</td>
</tr>
<tr>
<td>Iteration</td>
<td>Being satisfied with small-scale success</td>
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Discussion
Quick Reflective Writing Activity

- How might your team incorporate the ideas presented here into your T4TLA challenge?
# Action Planning

## T4TLA Action Plan

**Directions:** Work with your T4TLA district team to complete an action plan for each of the strategies you plan to implement as part of your T4TLA work. Each strategy should have its own action plan table. You may add extra tables for additional strategies as needed. The space in each field will expand as you type. Please upload draft action plans to GroupSite at the end of each day of the national meeting, to enable by your full T4TLA team.

<table>
<thead>
<tr>
<th>State:</th>
<th>LEA:</th>
<th>Date:</th>
<th>SEA Lead(s):</th>
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**LEA Team Members/Positions:**

**RC Facilitator(s):**

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## Area(s) of Focus:

Select one:

☐ ATTRACT
☐ SUPPORT
☐ RETAIN

**Identified Challenge:**

(based on your talent data review during and after national meeting)

**How do you know?**

(e.g. quantitative and qualitative data, other information sources)

**Why does this challenge(s) exist?**

(e.g. 5 whys)

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**Your Team’s Long-Term Goal(s) for Addressing the Identified T4TLA Challenge:**

(Note: This long-term goal should be pulled from your team’s monitoring plan (developed during the monitoring breakout session) and reflect your selected “lagging indicators” for success.)

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**Connections Between Your T4TLA Goals and Other Strategic Planning in Your District:**

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[TALENT FOR TURNAROUND](#)
Shonaka Ellison  
shonaka.ellison@publicimpact.com  
Bryan Hassel  
bryan.hassel@publicimpact.com