Talent Development for Rapid School Improvement

Caitlin Beatson, Mid-Atlantic Comprehensive Center
Dalia Zabala, Mid-Atlantic Comprehensive Center

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Session Objectives

- Identify and describe turnaround teacher competencies.
- Map and analyze current recruitment, selection, and placement processes.
- Discuss alignment of the selection process with performance expectations and supports.
- Consider potential for integration of turnaround teacher competencies into action plans.
Session Agenda

- Introduction
- Engage and Interact
- Strategies in Action
- Q & A
- Connect and Reflect: Applying Learning to Action Plans
Introduction
The Professional Learning Experience

- **Part I**: Exploring Talent Development Practices and Identifying Needs
- **Part II**: Recruiting, Selecting, and Developing Teachers in Turnaround Contexts
- **Part III**: Targeting Professional Learning Opportunities and Leveraging High-Performing Teachers
- **Part IV**: Creating a Comprehensive and Coherent Talent Development Plan
Indicators of Effective Practice

**Practice 2A:** Recruit, develop, retain, and sustain talent.

- Proactively plan for recruiting and developing talent with turnaround-specific competencies to quickly fill the vacancies that inevitably will occur during the turnaround process. \(\text{(St-2A.2, Di-2A.2, Di-2A.3, Sc-2A.1)}\)
- Institute succession planning activities by creating in-house district preparation programs designed to foster and generate turnaround competencies to develop future turnaround leaders and teachers. \(\text{(Sc-2A.3)}\)

**Practice 2C:** Set clear performance expectations

- Create and share expectations for a professional level of performance by every role in the system. \(\text{(St-2C.1, Di-2C.2, Sc-2C.1)}\)

*Source: Center on School Turnaround, 2018.*
What Is a Competency?

- Patterns of thinking, feeling, acting, and speaking
- Most powerful when used for selection
- Related to but different from actions

*Source: Public Impact, 2016a.*
The Role of Knowledge and Skills

Competencies…

- enable teachers to use content knowledge and instructional skills.
- determine whether individuals do what is needed to succeed in their jobs, including acquiring and using the skills and knowledge.

Source: Public Impact, 2016a.
Turnaround Teacher Competencies: Four Clusters of Competence

- Driving for Results
- Influencing for Results
- Problem Solving
- Personal Effectiveness

Source: Public Impact, 2016a.
Engage and Interact
Key Concepts, Key Ideas

- Highlight important or interesting ideas.
- Share and discuss in pairs.
- Identify new thinking and questions.
How are teachers currently recruited, selected, and placed?

Simple

Step 1: Put peanut butter on one slice of bread
Step 2: Put jelly on another slice of bread
Step 3: Put slices of bread together
Step 4: Eat

Detailed

Step 1: Inventory necessary ingredients and tools
Step 1A: If missing, procure items and proceed to Step 2
Step 2: Determine whether half or whole sandwich is needed
Step 2A: If half, cut a single slice of bread in half
Step 2B: If whole, gather two slices of bread
Step 4: Eat
Steps of a Teacher Selection Process

Compare the processes:
- Where do they align?
- Where do they diverge?

Source: Public Impact, 2016b
Strategies in Action
Identifying Challenges

- Limited candidate pool
- Insufficient knowledge of competencies
- Lack of time for recruitment/selection efforts
“Competencies may be used for selection, professional development, promotion, or extending teachers’ reach to more students (e.g., via teacher-leadership).”

Source: Public Impact, 2016a.
Getting Started

- Determine your priorities.
- Let prospective candidates know what you’re looking for.
- Ask questions that get at identified competencies. (See pp. 8–13).
Q & A
Connect and Reflect

Applying Learning to Action Plans
Alignment of Expectations and Supports

- Are your selection criteria aligned to induction and evaluation metrics?
- What processes do you have in place to track and support selected candidates over time?
Integrating Turnaround Teacher Competencies

- Where do you see potential for incorporating turnaround teacher competencies into your action plan?
- How would doing so strengthen your action plan’s alignment with the Four Domains for Rapid School Improvement?
References


Caitlin Beatson
Mid-Atlantic Comprehensive Center
cbeatso@wested.org

Dalia Zabala
Mid-Atlantic Comprehensive Center
dzabala@wested.org