

Talent Development for Rapid School Improvement

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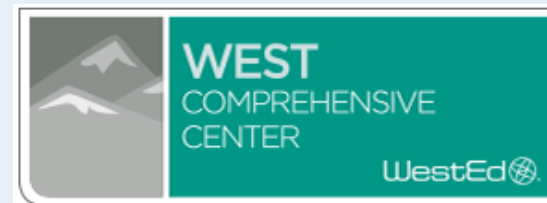
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NORTHEAST COMPREHENSIVE CENTER



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. (**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. (**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. (**St-2C.1, Di-2C.2, Sc-2C.1**)

What Is a Competency?

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

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.

Turnaround Teacher Competencies: Four Clusters of Competence

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

Engage and Interact

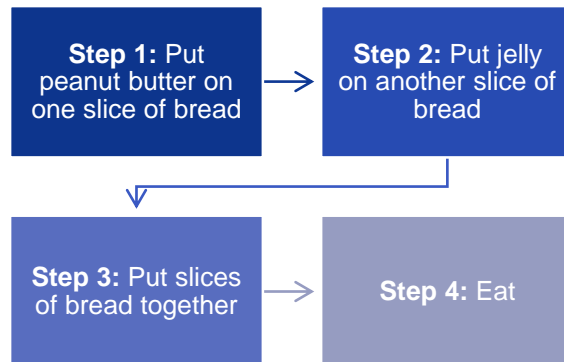
Key Concepts, Key Ideas

- Highlight important or interesting ideas.
- Share and discuss in pairs.
- Identify new thinking and questions.

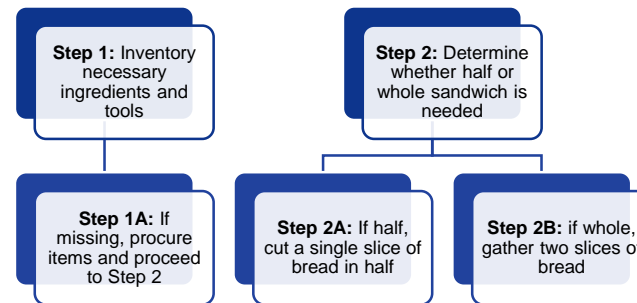
Process Mapping

How are teachers currently recruited, selected, and placed?

Simple



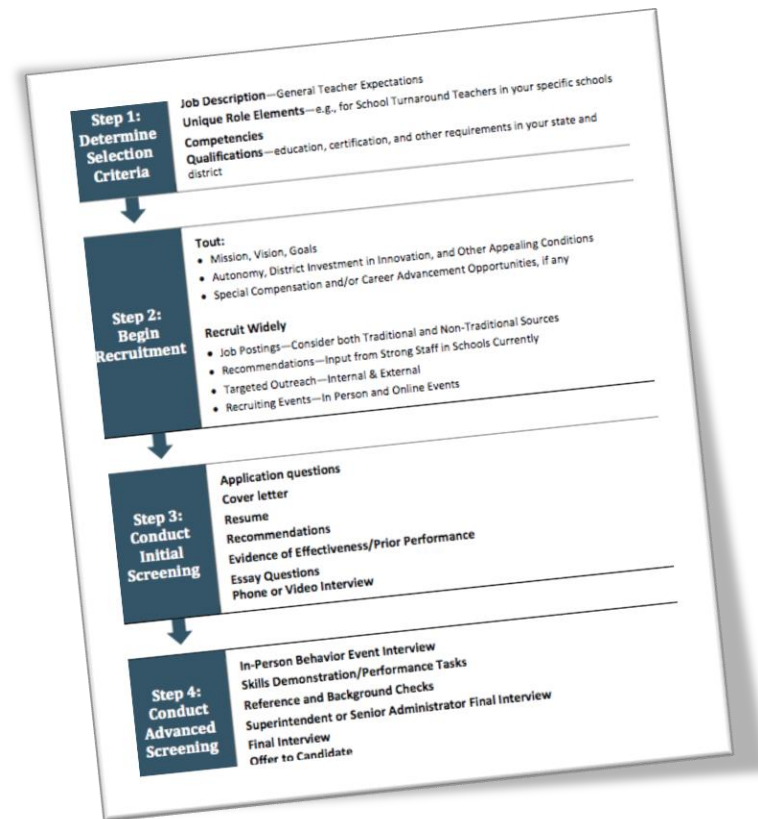
Detailed



Steps of a Teacher Selection Process

Compare the processes:

- Where do they align?
- Where do they diverge?



Strategies in Action

Identifying Challenges

- Limited candidate pool
- Insufficient knowledge of competencies
- Lack of time for recruitment/selection efforts

A Note About Development...

“Competencies may be used for selection, professional development, promotion, or extending teachers’ reach to more students (e.g., via teacher-leadership).”

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

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