



**Talent Management System Notes  
ESSA Community of Practitioners Meeting, 10/19**

**Key:**

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|--|---|
| <ul style="list-style-type: none"> <li>• <b>Bolded</b> items are those that received multiple ✓ and ★ marks (i.e., agreement)</li> <li>• <del>Strike-through</del> items are those that received an x mark (i.e., disagreement)</li> </ul> | <ul style="list-style-type: none"> <li>• Components = categories = buckets</li> <li>• Pieces = the bulleted details under each of the components</li> </ul> |
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**1. Attract**

| <i>What does this component look like when it's high-quality?</i>  | <i>What supports are needed for this component to support an educator's long-term success?</i>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Understanding what teachers really do</li> <li>• <b>Talent pool is diverse and reflects the community it serves (link to higher Ed)</b></li> <li>• Change the conversation to highlight, respect, and show how teaching is prestigious</li> <li>• <b>Clear how to enter the profession – multiple pathways for entry (e.g., high school to college teaching pathways)</b></li> <li>• <b>Essential role of the teacher in society</b></li> <li>• Exposure</li> <li>• College prep</li> <li>• <del>Teach for America</del></li> </ul> | <ul style="list-style-type: none"> <li>• <b>On-going support/PD that is clearly articulated</b></li> <li>• <b>“Career-ladder” – advancement and/or leadership opportunities are made clear from the onset</b></li> <li>• <b>Competitive pay/benefits -- confidence in continued funding</b></li> <li>• Team spirit/excellence of school/district (culture)</li> </ul> |

**2. Prepare**

| <i>What does this component look like when it's high-quality?</i>  | <i>What supports are needed for this component to support an educator's long-term success?</i>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Aligned to RIPTS</li> <li>• Practice-based experiences (3-4 years of program)             <ul style="list-style-type: none"> <li>○ Observation of good/best practices</li> </ul> </li> <li>• <b>More teaching and learning schools</b></li> <li>• <b>Matching Ed Prep to special populations (ELLs, SPED)</b></li> <li>• <b>Literacy/numeracy; blended learning instructional practice</b></li> <li>• High degree of digital literacy</li> <li>• Include child development content in principal/teacher training and coordinate pre-K to 3<sup>rd</sup> grade teacher training</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Familiarity with RTI process</b></li> <li>• <b>Prep to include training on cultural competency</b></li> <li>• <b>Residency-exposure-mentoring-practice teaching</b></li> <li>• On-going culture of support and professional learning opportunities)</li> <li>• Teacher-friendly curriculum</li> <li>• Theory-plan-implement-reflect</li> <li>• <b>Less theory!</b></li> <li>• <b>For teachers of color support for feelings of isolation</b></li> <li>• <b>Mentoring/coaching</b></li> <li>• Reading specialists + Math interventionists</li> <li>• Importance of curriculum design</li> <li>• <del>L.M.S. Design</del></li> <li>• Prepare and develop teachers within the district they will be teaching in – create a pathway</li> </ul> |



### 3. Recruit/Hire

*What does this component look like when it's high-quality?*

- Progressive school environments
- Focus on soft skills/high executive functioning + flexibility
- ~~Many applicants~~
- **Efforts go to creating diverse applicant pools**
- **Regional, national, and international recruitment**
- **Reflects values of the schools**
- **Pipeline programs in middle and high schools**
- **Enhance local recruitment (esp. in urban core)**
- **Team that includes teachers, specialists and admins for hiring/interviews**
- **Interview AND teach a lesson**

*What supports are needed for this component to support an educator's long-term success?*

- Elevate the profession
- **Values reflected in the screening process and interviews**
- **In urban districts: ELL, ESL certs.**
- **Collaboration with stakeholders (principals, community, superintendents)**
- Examine/improve teacher prep programs (explore alternate paths)
- Stop adding so much to teachers' plates!
- Use bonuses to incentivize high-quality teachers to teach in high-poverty districts

### 4. Develop/Support/(Grow)

*What does this component look like when it's high-quality?*

- **Recognize high-quality teachers**
- **Align state priorities with teacher Ed programs or PD**
- **Formal induction/mentoring program**
- **Differentiated for need**
- Teachers have to be able to see good teaching in action
- Money for resources
- Lifelong learning
- **Induction coaching for all new teachers**

**\*ADD BUCKET: DEVELOPING + SUPPORTING TEACHER LEADERS**

*What supports are needed for this component to support an educator's long-term success?*

- **Embed on-going coaching/personalized PD (people embedded in schools)**
  - Dissemination of knowledge
  - Practical application
  - Continuous feedback
- **Empower innovation and provide resources and materials/supplies**
- Labor leadership PD programs
- Leadership/principal
- **Support and development of educators of color**
- To prevent burnout, decrease amount of time spent on non-teaching and learning tasks

### 5. Retain

*What does this component look like when it's high-quality?*

- **Excitement about the profession (wanting to come to work!)**
- **Rewarding (financial, security, incentives for development)**
- Morale
- **Empowered/Autonomy**
- **Supported by peers and leaders**
- Connecting teachers to community/activities and engagement
  - **Team spirit/school culture**
- **Recognition for continued good practice and development**
- A passion for on-going professional growth
- Districts should be required to admin annual anonymous surveys to receive feedback

*What supports are needed for this component to support an educator's long-term success?*

- **Pathways for career ladder/leadership opportunities and NOT just to be an admin, but also for example literacy specialist, interventionist, intra-district work, and to become a coach**
- **Mentoring/coaching**
- Professional development
- **Seeing best practices in action**
- Empowerment
- **Activities/Engagement beyond classrooms**
- **Appreciation**
- **Opportunities to recognize teachers through consistent practices (i.e., teacher of the month)**
- **Evaluation system with specific, helpful feedback**