### Talent Management System Notes

**ESSA Community of Practitioners Meeting, 10/19**

**Key:**
- **Bolded** items are those that received multiple ✓ and ★ marks (i.e., agreement)
- Strike-through items are those that received an x mark (i.e., disagreement)
- Components = categories = buckets
- Pieces = the bulleted details under each of the components

#### 1. Attract

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

- Understanding what teachers really do
- Talent pool is diverse and reflects the community it serves (link to higher Ed)
- Change the conversation to highlight, respect, and show how teaching is prestigious
- Clear how to enter the profession – multiple pathways for entry (e.g., high school to college teaching pathways)
- Essential role of the teacher in society
- Exposure
- College prep
- Teach for America

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

- On-going support/PD that is clearly articulated
- “Career-ladder” – advancement and/or leadership opportunities are made clear from the onset
- Competitive pay/benefits -- confidence in continued funding
- Team spirit/excellence of school/district (culture)

#### 2. Prepare

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

- Aligned to Ripts
- Practice-based experiences (3-4 years of program)
  - Observation of good/best practices
- More teaching and learning schools
- Matching Ed Prep to special populations (ELLs, SPED)
- Literacy/numeracy; blended learning instructional practice
- High degree of digital literacy
- Include child development content in principal/teacher training and coordinate pre-K to 3rd grade teacher training

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

- Familiarity with RTI process
- Prep to include training on cultural competency
- Residency-exposure-mentoring-practice teaching
- On-going culture of support and professional learning opportunities)
- Teacher-friendly curriculum
- Theory-plan-implement-reflect
- Less theory!
- For teachers of color support for feelings of isolation
- Mentoring/coaching
- Reading specialists + Math interventionists
- Importance of curriculum design
- L.M.S. Design
- Prepare and develop teachers within the district they will be teaching in – create a pathway
### 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

**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