

Talent Management Infrastructure

This system is concerned with finding, identifying, and keeping the talent required to impact student, teacher, and leader performance in districts where systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent, aligned district and building systems to ensure success for all students.

Recruitment, Hiring, and Assignment	
Evidence of Practice	Installation Indicators
1. The district can identify its teachers who are willing to collectively implement the <i>Blueprint</i> vision and who have demonstrated the skills to meet the needs of all students.	1. The district has a defined profile of an effective <i>Blueprint</i> teacher. 2. The district has a protocol for using the profile to determine whether or not any given teacher is an effective <i>Blueprint</i> teacher. 3. The list of teachers who meet the <i>Blueprint</i> criteria.
2. The district can identify its principals who are willing to collectively implement the <i>Blueprint</i> vision and who have demonstrated the skills to build the capacity of all teachers.	1. The district has a defined profile of an effective <i>Blueprint</i> principal. 2. The district has a protocol for using the profile to determine whether or not any given principal is an effective <i>Blueprint</i> principal. 3. The list of principals who meet the <i>Blueprint</i> criteria.
3. The district strategically places its most suited teachers in its schools and assignments with the greatest need.	1. In schools with the greatest student need, the ratio of the number of teachers who demonstrate locally defined skills and competencies and who have the will and ability to meet the needs of all students.
4. The district strategically places its most suited principals in its schools and assignments with the greatest need.	1. In schools with the greatest student need, the ratio of the number of principals who demonstrate locally defined skills and competencies and who have the will and ability to meet the needs of all students.
5. The district recruits appropriately skilled teachers from outside the district for placement in its schools and assignments with the greatest need.	1. A strategic recruiting plan designed to market high potential teachers who meet the district's profile of an effective <i>Blueprint</i> teacher. 2. Number of teachers (out of number of vacancies) successfully recruited from outside of the district for placement.

6. The district recruits appropriately skilled principals from outside the district for placement in its schools and assignments with the greatest need.	<ol style="list-style-type: none"> 1. A strategic recruiting plan designed to market high potential principals who meet the district's profile of an effective <i>Blueprint</i> principal. 2. Number of principals (out of number of vacancies) successfully recruited from outside of the district for placement.
7. The district provides principals the opportunity to choose teachers based on fit and need and works closely with human resources to ensure that principals have access to the right candidates.	<ol style="list-style-type: none"> 1. Number of building level hires approved by the building principals. 2. Ratio of number of teachers placed in any given year compared to those selected by the principal.

Evaluation

Evidence of Practice	Installation Indicators
1. The district uses an evaluation system that has clearly defined standards and that combines qualitative and quantitative data from a variety of sources including school and student performance.	<ol style="list-style-type: none"> 1. Existence of this system that meets standard of practice (teachers). 2. Existence of this system that meets standard of practice (principals).
2. The district effectively measures and reports teacher performance in a way that informs the other aspects of <i>Blueprint</i> installation.	<ol style="list-style-type: none"> 1. Number of informal and formal teacher observations (total and per teacher). 2. Teacher evaluation data that separates out qualitative and quantitative components.
3. The district effectively measures and reports principal performance in a way that informs the other aspects of the <i>Blueprint's</i> installation.	<ol style="list-style-type: none"> 1. Number of informal and formal principal observations (total and per principal). 2. Principal evaluation data that separates out qualitative and quantitative components.
4. The district's evaluation system reflects the competencies needed to be successful in schools and assignments with the greatest need.	<ol style="list-style-type: none"> 1. Rubric score that compares the criteria in district's evaluation system to identified <i>Blueprint</i> competencies.

Retention & Removal

Evidence of Practice	Installation Indicators
1. The district has effective incentives to attract and retain the appropriately skilled [experience and capability] teachers for its schools and assignments with the greatest need.	<ol style="list-style-type: none"> 1. Budget line items for “move bonuses” and “performance bonuses”. 2. Number of bonuses awarded. 3. Evidence and number of non-monetary bonuses [and recognition]. 4. Number of teachers who have been mentored into leadership roles.
2. The district has effective incentives to attract and retain the appropriately skilled principals [experience and capability] for its schools and assignments with the greatest need.	<ol style="list-style-type: none"> 1. Budget line items for “move bonuses” and “performance bonuses”. 2. Number of bonuses awarded. 3. Evidence and number of non-monetary bonuses [and recognition].
3. The district re-assigns teachers who are not suited for high needs schools to other locations in the district.	<ol style="list-style-type: none"> 1. Number of teachers who are not suited for an assignment who are reassigned to other locations in the district.
4. The district re-assigns principals who are not suited for high needs schools to other locations in the district.	<ol style="list-style-type: none"> 1. Number of principals who are not suited for an assignment who are reassigned to other locations in the district
5. The district gives teachers the opportunity to self-select out of a high needs assignment.	<ol style="list-style-type: none"> 1. Numbers of teachers who self-select out of a high-needs assignment.
6. The district gives principals the opportunity to self-select out of a high needs assignment.	<ol style="list-style-type: none"> 1. Number of principals who self-select out of a high-needs assignment.
7. The district has quick and effective process for removing low-performing teachers from the district.	<ol style="list-style-type: none"> 1. Evidence of a documented process to remove low performing teachers from the district. 2. Number of low-performing teachers removed from the district.
8. The district has quick and effective process for removing low-performing principals from the district.	<ol style="list-style-type: none"> 1. Evidence of a documented process to remove low performing principals from the district. 2. Number of low-performing principals removed from the district.