Equitable Access Support Network

Increasing Equitable Access to Excellent Educators

A Talent Management Guide for School Districts

JUNE 2017

This *Guide* is a companion to the Equitable Access Support Network's (EASN's) Talent Management Checklist.[1] The *Checklist* is a tool that school district teams can use to assess the effectiveness of their talent management strategies – in particular whether the strategies are providing all students with equitable access to excellent teachers – and refine them as necessary. The *Talent Management Guide* provides links to and examples of resources that districts can use to address portions of the Checklist and address the strategies it advances – as well as other related strategies – in three areas: recruitment, hiring, and placement and retention. The *Guide* does more than simply provide the links to and examples of resources, however; it also provides information about each resource so that district personnel can determine if the resource might be helpful before investing time in examining it. Users of the Guide may choose to read it in its entirety or use the table of contents to choose the topics and resources they want to explore.

Many of the tools, resources, and guidance documents detailed in this guide come from medium- to large-size urban and suburban school districts. This Guide acknowledges that the context for rural school districts might be different and provides, where available, information for rural school district consideration. Links to all resources, current as of the publication of this Guide, are included in the appendix.

The *Guide* was developed by the EASN – a technical assistance network funded by the U.S. Department of Education's Office of State Support. The EASN partners with States and territories as they support school districts in their commitment to ensure that low-income and minority students have the same access to excellent educators as their peers.

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[1] EASN's Talent Management Checklist, along with all other tools and resources developed by EASN, are also located on the U.S. Department of Education's Office of State Support Technical Assistance page: https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/index.html.

The Equitable Access Support Network, sponsored by the U.S. Department of Education, offers collective and individualized technical assistance (TA) and resources to all 50 States and their districts. The Network assists in the development and implementation of statewide equity plans and provides assistance to States as they put in place strategies to ensure equitable access to excellent educators for all students.

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Introduction: Equitable Access to Excellent Educators, the Talent Management Checklist, and the Talent Management Guide

The in-school factor that has the greatest influence[2] on student learning is the effectiveness of classroom teachers. One of the most important jobs of a school district therefore is to employ recruiting, hiring, and placement and retention practices that ensure that a talented teacher leads each and every one of its classrooms. As most school districts know, this is easier said than done. What's more, across many school districts with socio-economic and racial diversity, the most effective teachers are often not spread equitably across a given school district: Minority and low-income students typically do not have the same access to excellent teachers that their white or more affluent peers do.

This *Guide* is designed to help school districts ensure that their low-income and minority students have equitable access to excellent educators. Although this *Guide* does propose strategies school districts can use to get great teachers to move to low-income and high-minority schools, its focus is on opportunities for school districts to expand their overall talent pool and support educators in their induction years and beyond. It posits that school districts will be able to increase the ranks of excellent teachers in schools serving low-income and minority students by effectively implementing talent management strategies in three areas – recruitment, hiring, and placement and retention. In short, developing a stronger pool means improving the pipeline and hiring talented pre-service teachers, improving the talent of those teachers already working in schools and then making sure they stay so that the number of great teachers actually increases over time.

The EASN designed this *Guide* to hew as closely as possible to the Talent Management Self-Assessment Checklist by incorporating most, though not all, of its strategies. The *Checklist* is a resource school districts can use to assess their current abilities to recruit, hire and retain great teachers and then develop strategies to improve those abilities. It provides worksheets with lists of questions that school districts answer to assess if and how well they are implementing specific strategies and space in which school districts can enter their reflections on how they can potentially implement strategies more effectively.

Each of the strategies on the *Checklist* is supported by comprehensive research on how to improve talent management in education and includes a list of promising practices related to one of the three components outlined in Figure A and accompanied by sub-strategies designed to improve a school district's performance on each of the components. Links to all resources, current as of the publication of this *Guide*, are included in the appendix.

The *Checklist* and this *Guide* are designed for cross-functional district teams that should likely include the director of human resources and other key human resource staff; the director of educator effectiveness and/or educator evaluation; administrators, educators, and community members who make job offers on behalf of the school district and/or who hire at the school level; and a representative of the collective bargaining unit, if there is one. Smaller districts with fewer staff may not have the capacity to deploy an entire team. These districts should include district leaders who are responsible for recruiting, hiring, evaluating, and/or developing educators in the review of the checklist.

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[2] See McCaffrey, J. R., Lockwood, D. F., Koretz, D. M., & Hamilton, L. S. (2003). Evaluating value added models for teacher accountability[Monograph]. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/monographs/2004/RAND_MG158.pdf. See also Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2000). Teachers, schools, and academic achievement (Working Paper W6691). Cambridge, MA: National Bureau of Economic Research.

Figure A: Components of a Talent Management Strategy

Components of a Talent Management Strategy

RECRUITMENT

- Create an **attractive professional environment**
- Strategically **advertise** openings
- Develop and maintain strong **relationships with local educator preparation programs**

HIRING

- Establish **early hiring** timelines
- Develop **strong hiring** practices
- Use **stakeholder feedback** to review and revise the hiring process

PLACEMENT & RETENTION

- Consider using **performance evaluation data** as the primary factor in tenure decisions
- Provide new hires **ongoing support** through placement and inductions
- Establish a **healthy and supportive teaching environment**
- **Solicit feedback** from resigning and retiring educators

This *Guide* addresses all three components of an effective talent management strategy and many of the strategies listed in Figure A. It suggests additional sub-strategies to help districts improve their talent management systems.

Component One: Recruitment

Included in This Section of the *Guide*:

Recruiting effective teaching candidates, or candidates that have the potential to be effective, will oftentimes require school districts to change their approaches to recruitment. A recent analysis of equity plans accepted by the U.S. Department of Education in 2015 showed that 42 States identified the need for more innovative human capital management strategies, including recruitment, to address the inequitable access low-income and minority students have to excellent teachers.

This section of the *Guide* explores two strategies from the Talent Management Checklist:

- Create an attractive professional environment
- Develop and maintain strong relationships with educator preparation programs

Within the context of these strategies, it presents information and resources school districts can use to:

- Market themselves effectively to prospective teachers;
- Select and prepare cooperating teachers who will support preservice teachers during their student teaching experiences; and
- Evaluate teacher preparation programs so districts can promote their improvement and make decisions about which programs it will partner with.

Market Teaching for Low Performing Schools

It's a strong practice to market your lowest performing schools to potential candidates, which is what the District of Columbia Public Schools (DCPS) does in "Defying Expectations in our Targeted 40 Schools," a marketing piece aimed at prospective teachers. DCPS tells candidates that "by serving as an educator in our Targeted 40 schools, you will be able to affect the students who need you the most." In its marketing, DCPS promises candidates several opportunities should they teach in one of the Targeted 40 schools: the opportunity to dramatically impact student achievement, additional support through seminars, extra resources, and coaching from master educators, and the possibility of earning a $25,000 annual bonus.

Talent Management Strategy: Create an Attractive, Professional Environment

Typically, districts cannot fill all their vacancies with candidates they have grown on their own. They need to market themselves effectively to teacher candidates outside their districts. These days, most marketing is web-based, so the career pages of school districts' websites must be up-to-date, user friendly, easy to navigate, and appealing to potential candidates. The career pages should also include explanations about what is attractive and exciting about the schools and communities the district serves, and all the opportunities that are available to teachers, such as leadership and professional development opportunities. The pages should also include information about district demographics, compensation, and benefits. For strong models, users of the *Guide* can turn to the web-pages of the New York City Department of Education (see "Why Teach NYC?" section of the website) and Denver Public Schools (see its careers home page). Figure B details what makes each website an effective marketing tool.

Figure B: What Makes for a Strong Marketing Website

What makes the website an effective marketing tool?	New York City Department of Education	Denver Public Schools
It presents an inspiring vision for teaching	The website uses compelling language to describe the characteristics of teachers it wants to hire: "Creating a type of vibrant education takes a special type of teacher. A teacher who sparks students' curiosity and confidence. A teacher who thrives on constant learning and collaboration with colleagues. A teacher passionate about jumpstarting the next generation of innovators, leaders and citizens. In short, we need teachers who spark opportunity."	The website encourages teaching candidates to join the Denver Public Schools community to pursue opportunities to "create diverse and dynamic learning communities," "strengthen your craft," and "develop as a leader."
It suggests that there are excellent career opportunities and benefits	The "Your Career" section of the website tells prospective candidates that "nowhere else will you find as many opportunities to explore your interests and apply your talents" or "craft a varied, long-term career that challenges you professionally and rewards you personally." It notes the career opportunities available to teachers: teacher leadership roles as model teachers, Big Apple Fellows, and peer collaborative and master teachers.	Denver Public Schools' website also lays out career opportunities for teachers. Its page on compensation acknowledges the district's groundbreaking performance pay systems and provides three examples of the total compensation of three real teachers. The page provides a chart comparing their salaries to the State average. Finally, it provides information on salaries for first year teachers.
It presents clear information about the students and schools potential candidates will serve	The website's text highlights the diversity of the school district, the number of languages spoken by students, and the percentage of students who speak a language other than English at home. It also identifies the percentages of students with special learning needs and those receiving free or reduced lunch.	The website contains demographic enrollment data for each of the city's more than 100 schools, showing the percentage of English language learners, special education students, and students of different ethnicities, and the number of students enrolled in each grade. It also lists the program options available at each school and provides details such as whether the school requires uniforms.

Talent Management Strategy: Develop and Maintain Strong and Effective Relationships with Teacher Preparation Programs

School districts typically get most of their teaching talent from local teacher preparation programs. High-quality teacher preparation programs have at their core a strong collaborative relationship in which both the school district and the preparation program are committed to providing pre-service teachers with a high-quality experience. Central to this experience and highlighted below is a partnership to both select and train cooperating teachers and share data.

Selecting and Preparing Cooperating Teachers

Cooperating (or mentor) teachers play an important role in preparing pre-service teachers to be ready to teach the first day they enter their own classrooms. It is essential, therefore, that cooperating teachers deliver expert instruction as a model for pre-service teachers and provide feedback on the pre-service teacher's practice. School districts working with preparation programs should ensure that only those teachers qualified to be cooperating teachers are selected and that they have the tools and preparation to succeed. This section addresses (1) the selection process for cooperating teachers, (2) advance training provided to cooperating teachers so that they succeed, and (3) handbooks educator preparation programs have prepared to ensure that cooperating teachers understand their roles and responsibilities.

1. *Selection Criteria for Cooperating Teachers:* School districts should consider how to articulate clear and high standards for cooperating teachers. Cooperating teacher handbooks often include standards for selection. Some reflect very minimal standards, such as years of experience and area of certification. The National Council on Teacher Quality (NCTQ) notes, however, that cooperating teachers should be able to "model outstanding teaching and be capable of providing guidance and support for the student teachers they mentor." The report notes that although 27 percent of preparation programs require that cooperating teachers be good mentors or receive mentorship training, only 10 percent specify that cooperating teachers be effective instructors, as measured by student achievement, and even fewer programs (9 percent) insist on both. Selection of cooperating teachers should be a collaborative activity, with the school district and the preparation program coming to agreement about standards and potentially even the schools that will accommodate student teachers. District leaders should ask themselves what the minimum standards should be for schools that are allowed to host student teachers.

> ### Standards for Cooperating Teachers
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> Temple University asks for cooperating teachers who can "model high-quality instruction and reflective practice . . . [and] demonstrate teaching methods consistent with contemporary research and standards of excellence." It wants cooperating teachers to "make explicit" to student teachers "instruction objectives, the theory of research on which [lessons are based], and [the rationale for using] specific materials, instructional or management strategies, and mode of assessment." Cooperating teachers also must be able to discuss unique and relevant characteristics of individual students, including effective strategies for mediating behavior problems and/or differentiating instruction to meet the needs of these students.
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> Kutztown University's guidance acknowledges the basic state requirements (three years of teaching, bachelors' degree, etc.) but also asks cooperating teachers to have expertise in his/her area of teaching, the capacity to model lifelong learning and use proven teaching strategies.

2. *Training Cooperating Teachers:* School districts should consider providing training to cooperating teachers or should ensure that partner preparation programs do so. The training delivered by institutions can be either in-person, online, or a hybrid of both. Huston-Tillotson University and the University of Wisconsin provide examples that districts can examine. Huston-Tillotson's Cooperating Teacher & Field Supervisor Support Page provides links to both a training module and the materials used to support it. The University of Wisconsin requires all of its cooperating teachers to complete a 10-hour online workshop and a two-hour face-to-face seminar to follow the workshop before they can become cooperating teachers. Stockton University, in partnership with the Atlantic City (NJ) School District, provides in-school training to all school staff and graduate course credits for those cooperating teachers who complete it.

3. *Handbooks for Cooperating Teachers:* School districts should expect their partner preparation programs to produce high quality handbooks that clearly define expectations and the role of cooperating teachers, outline how the pre-service teacher will be assessed, and provide guidance on how the cooperating teacher should gradually increase the responsibilities pre-service teachers take on in their classrooms. Columbia University's handbook is an example of one that is extensive in the guidance it provides. The Columbia handbook provides cooperating teachers with standards for teacher preparation to which it expects cooperating teachers to adhere, guidance on the role of cooperating teachers, and specific actions a cooperating teacher should take with his or her student teacher. It also describes how the student teacher will be assessed and includes a multi-week schedule that gradually shows the cooperating teacher increasing the pre-service teacher's responsibilities—starting out as observer, moving to planner and teaching assistant, and finally to lead instructor. Other examples of strong guides come from Hope University, Temple University, Indiana University of Pennsylvania, the University of Alabama-Birmingham, and Kutztown University.

Collecting and Sharing Data on Preparation Programs, Including Gathering Feedback from Student Teachers on Their Preparation Program and Student Teaching Experience

It is important for school districts to know which preparation programs graduate strong teacher candidates. Having this knowledge allows districts to work with programs that are not meeting their needs to get better or to disengage with them. It also allows them to work with high-performing preparation programs to increase the number of student teacher candidates they provide. Capturing this knowledge requires that school districts do what they can to collect, analyze, and share data with their preparation programs. Below, this *Guide* presents a range of options for collecting and analyzing data on preparation program graduates and current student teachers, including using student achievement results produced by graduates of preparation programs and surveying student teachers near the end, or immediately after, their student teaching experience.

Evaluating the Effectiveness of Teacher Preparation Programs for Support and Accountability, a resource developed by the National Comprehensive Center for Teacher Quality,[3] recommends a menu of possible measures states (and school districts) can select from: the talent selection process, the teacher preparation program content, the clinical and student teaching experiences, student achievement, and the growth of students in classrooms taught by graduates of preparation programs. Sources of information include: college-course syllabi; surveys of principals and employers; graduates hiring, placement and persistence data; and teacher candidate knowledge and skills demonstrated through an assessment or survey of supervisors.

The Regional Educational Laboratory (REL) Central has also put together information on measures (see Figure C below) that both reflect those presented by the National Comprehensive Center for Teacher Quality and can be used either by states or school districts to facilitate deeper conversations with teacher preparation programs about strengths and potential opportunities for improvement.

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[3] The National Comprehensive Center for Teacher Quality was operated through a contract funded by the U.S. Department of Education from 2005-2012.

Figure C: Measures of Program Quality and Outcomes for Teacher Preparation Programs

Measures of program quality	Measures of program outcomes[a]
• Selection processes (admission requirements, candidate achievement test scores) • Program resources (faculty qualifications) • Program curriculum (emphasis on content, general arts and sciences, education foundations, education methods courses) • Clinical experiences (nature and extent of field and student teaching experiences)	• Teacher knowledge and skills (scores on certification or licensure tests or performance assessments) • Teacher perceptions (ratings of satisfaction with their preparation program and preparedness to teach) • Teacher placement (number of graduates hired as full-time teachers) • Teacher persistence (length of time graduates remain in a school, district, or K–12 teaching) • Employer perceptions (principals' ratings of teacher knowledge and skills) • State and district teacher evaluation results (evaluation ratings based on teaching practice and outcomes) • Student achievement (value-added estimates based on state achievement tests)

[a] Teacher and student data are aggregated to the program level and used to compare outcomes among programs and with benchmarked standards.

Note: This table summarizes a range of quality and outcome measures that have been used to evaluate teacher preparation programs. Categories of measures and examples were identified by the authors.

Source: Adapted from Coggshall, Bivona, & Reschly (2012); Feuer et al. (2013); and Zeichner & Conklin (2005).

Less intensive measures for assessing teacher preparation program are also available. Analyzing student teacher surveys is one less intensive approach.

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Sample Student Teacher Survey

For New York City teachers who were in their first year of teaching in 2004-2005, Teacher Policy Research created a survey that included questions about their teacher preparation experience.

In your preparation to become a teacher, prior to becoming a full-time classroom teacher, how much opportunity did you have to do the following (extensive opportunity, explored in some depth, spent time discussing or doing, touched on it briefly, none)?

- *Study stages of child development and learning*
- *Develop strategies for handling student misbehavior*
- *Consider the relationship between education and social justice and/or democracy*
- *Learn how to fill out IEPs*
- *Learn ways to teach decoding skills*
- *Learn how to activate students' prior knowledge*
- *Practice what you learned about teaching reading in your field experiences*
- *Learn typical difficulties students have with fractions*
- *Study, critique, or adapt mathematics curriculum materials*
- *Study national or New York State standards for childhood mathematics*
- *Learn strategies for addressing the needs of students with mild to moderate disabilities in the classroom*
- *Learn how to encourage scientific inquiry*

Thinking about the supervision and feedback that you received during your experiences in schools as part of your preparation to become a teacher and prior to becoming a full-time classroom teacher, please rate the extent to which you agree with the following statements (response options range from strongly agree to strongly disagree):

- *The teachers(s) I observed were excellent teachers and worthy role models.*
- *When I participated in the classroom, I got useful feedback.*
- *My experiences allowed me to try out strategies and techniques I was learning in my preservice classes.*

Adapted from Surveys from Teacher Policy Research at http://www.teacherpolicyresearch.org/ TeacherPathwaysProject/Surveys/tabid/15/Default.aspx

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Rural Spotlight

Recruiting effective teachers can be challenging in any school district and particularly in those that are rural because of their distance from the institutions of higher education that train teachers. Two strategies that rural districts have employed to recruit teachers are residency programs and grow-your-own programs.

Residency Programs

Some rural school districts use residency programs to get potential candidates in the door, train them, and then, if they meet their entry level standards, hire them. California has at least two such residencies, a partnership between the University of California-Chico and four high-need rural districts in Northern California and the Kern Rural Teacher Residency, a collaboration between California State University-Bakersfield and three Central Valley California districts. The California-Chico residency includes an induction program to support new teachers, and residents are placed in cohorts upon program completion to facilitate professional collaboration and online professional development communities. Residents in the Kern Rural Teacher residency receive a $28,000 stipend, co-teach with mentor teachers in rural schools, and earn a master's degree during the 15-month program. Graduates of the program commit to teach in a rural high-need school district for three years. A third example comes from Colorado, the Boettcher Teacher Residency, which has a rural component. The residency combines graduate coursework with a co-teaching model with mentor teachers. Boettcher residents earn a Colorado teacher's license and a master's degree in education through Adams State University and participate in a full-year apprenticeship in a K-12 classroom under the guidance of a mentor teacher. The program markets the unique advantages of these rural areas: opportunities for hiking, climbing 14,000 foot mountain peaks, fly fishing, hunting, skiing, Colorado's majestic San Juan Mountains and Great Sand Dunes National monument, making an appeal to potential teachers who enjoy the outdoors.

Grow-Your-Own Programs

Rural school districts often report that "teachers from the same background and place usually have stronger ties to the community and children, and are often less likely to pack their bags when the job proves challenging." As a result, they may turn to grow-your-own programs, such as the Ozarks Teaching Corps, which encourages capable and passionate young high-school aged students to become educators and return to their rural hometowns as teacher leaders. Participants must be rising college juniors from a rural community in the Missouri Ozarks who have been admitted to teacher education programs at one of five colleges or universities. Corps members attend seminars on rural education, complete their degree/certificate programs, and return to their hometown or similar rural community to teach for at least three years. They receive $4,000 of scholarship money during their junior and senior years, which is revoked if they fail to complete the programs or return to their hometowns to teach.

The University of Nebraska-Lincoln's (UNL'S) Indigenous Roots Teacher Education Program (ROOTS) is a four-year program from the UNL College of Education and Human Sciences and its consortium partners Little Priest Tribal College and the Nebraska Department of Education. The program will recruit and train a cohort of American Indian undergraduate and/or post-bac students living in or near the Santee, Winnebago, Walthill, and Macy communities in Northeastern Nebraska to become teachers certified in Elementary Education (K-8th) and ESL (K-12th), and employed in Nebraska's reservation schools. ROOTS student services include academic advising and on-site coordinators for the pre-service students (Years 1-3) and first year teachers (Induction, Year 4). Participating students receive monthly stipends and spend up to 20 hours per week in participating schools. The program anticipates certifying at least 10 students in elementary education, and up to 10 graduate students will have the opportunity to earn additional certification and/or master's degrees in special education and/or ESL training.

Component Two: Hiring

Included in this Section of the Guide:

Effective hiring practices are crucial to developing and maintaining a workforce of excellent educators. Even the best recruitment efforts will not withstand hiring practices that turn applicants away or that are not improved based on information collected from applicants who went through previous hiring cycles. Having clear hiring processes and timelines, and overcoming obstacles that prevent teachers from being hired as early as possible are crucial ingredients for hiring successfully.

This section of the guide explores two strategies from the Talent Management Checklist:

- Establish early hiring timelines
- Develop strong hiring practices

It explores one additional strategy:

- Using performance tasks in the hiring process

Within the context of these strategies, it presents information and resources school districts can use to:

- Encourage employees to declare early if they are planning to retire or resign;
- Establish clear hiring processes and timelines;
- Install language in negotiated agreements that supports open hiring processes;
- Communicate effectively with job-seekers; and
- Target student teachers as prospective employees.

TNTP's Teacher Talent Toolbox

TNTP maintains an open-source library of more than 450 resources from over 50 schools and districts. Although many of the tools within the library are school-, not district-focused, it is an invaluable resource. The library has four sections: meeting student achievement goals, development and evaluation, recruitment and retention, and working conditions. It divides resources in each section into three types: ready to go, some assembly required, and build your own. The recruitment and retention subsection on hiring provides users of the library with resources that are both within and outside the intentionally more limited bounds of this Guide. It includes examples of competency-based hiring criteria, sample interview questions, demonstration lesson scoring rubrics, and guidance on how to avoid hiring mistakes and develop hiring systems that match individual school cultures along with a cornucopia of other helpful items.

Talent Management Strategy: Establish Early Hiring Timelines

Encouraging Employees to Declare Early if they are Planning to Retire or Resign

School districts need to overcome obstacles that sometimes prevent them from hiring teachers before the talent pool is exhausted. One barrier is the inability to project vacancies because districts don't know which staff members are planning to leave or retire. To overcome this obstacle, some districts offer early notification incentives. To support its ambitious hiring timeline, Houston ISD began offering an Early Notification Program that pays teachers who are planning to resign or retire a one-time payment ranging from $1,000-$5,000, depending on years of service,

if their notifications are received by mid-January. Fellow Texas school district, **Lubbock** (which offered $1,500) and Florida's **Broward County** (which offered $500 plus two months of benefits) have also paid out early notification bonuses. Boston Public Schools offered a $1,500 notification incentive to teachers on paid or unpaid leave who were at least 55 years of age with at least 10 years of experience in the district.

Denver Public Schools in 2012 developed a declaration of intent form that users of this *Guide* might consider as a model. It can be found on page 29 of Denver's **district staffing document**. A non-binding legal document created to help the district plan for staffing, the declaration of intent form asks teachers to declare if they plan to retire, transfer to another school, take a leave (medical, leave of absence, etc.), or make other moves. Another helpful tool that school districts can use as a model is the District of Columbia Public Schools' **FAQ document**, which answers questions about when and how educators should declare that they plan to retire or resign.

Talent Management Strategy: Develop Strong Hiring Practices

Establishing Clear Hiring Processes and Timelines

School districts should consider having clear processes and written timelines for how school districts fill vacancies. Timelines that accelerate the hiring process are even better because they improve the chances that districts will have access to the most talented teachers on the market. School districts need to be clear with potential candidates about the processes the candidates will go through when they apply at different times of the year – especially because many urban districts with large numbers of teachers fill vacancies year-round. New Visions for Public Schools, an organization that operates 70 schools in New York City serving over 47,000 students, provides its potential candidates with a **clear, five-step process** that includes initial submission of an application, its review, a recorded interview, and eventually an interview at a particular school. San Francisco Unified also presents a **clear application process for candidates**.

In 2016, the Houston Independent School District (HISD) established **three priority application dates**, one in January, one in March, and one in May. This allows the district to fill vacancies it knows about as early as February and as late as May, once the district has an approximate count of the number of teachers who will be vacating their positions. During each of these application windows, candidates apply, then HISD's selection team reviews applications and places successful applicants into a hiring pool. Elementary generalist candidates take an online math assessment, after which principals select candidates from the pool to interview—which may include demo lessons and writing samples—and finally the principals make offers to candidates they want to hire, sometimes as early as February.

Finally, it's important to note that hiring is not just a district function. School districts often rely on principals to complete the process in a timely manner. For these school districts or for individual schools, TNTP has developed a **proposed eight day timeline** for applicants once their materials reach the school level.

Installing Language in Negotiated Agreements that Supports Open Hiring Processes

School districts should work with their bargaining units to place language into contracts that support open hiring processes. The National Comprehensive Center for Teacher Quality[4] in its **2009 issue paper** addressing teacher hiring, placement, and assignment practices sums up on page 9 the challenge that many collective bargaining agreements present to early hiring, particularly when the agreements require principals to consider transferring teachers before considering outside applicants:

> *These agreements fail to address that transferred teachers may not fit the culture that the principal is trying to create. They also create one more step in the hiring process that leads to late hiring. By the time principals are able to open positions to all applicants, the most qualified applicants have accepted other positions. By allowing schools*

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[4] The National Comprehensive Center for Teacher Quality was operated through a contract funded by the U.S. Department of Education from 2005-2012.

to consider internal and external applicants at the same time, teacher unions and districts can provide principals with more options. A balance can be found between teachers' preferences and schools' needs. Districts should work with unions to reform transfer policies in collective bargaining agreements. In some cases, collective bargaining agreements are not as constraining in this regard as school and district leaders assume, so these agreements should be carefully reviewed so that the discretion that employers have over transfers and reassignments is fully understood.

There are steps district leaders can take to provide principals with more options:

- Conduct a thorough review of the language of the contract with those in the district who are responsible for collective bargaining.

- Determine whether language in the contract makes it impossible for principals to consider internal and external candidates at the same time and/or delays the hiring process, making it impossible to hire teaches in April, March, February, or even January.

- If there is such language, open dialogue with union representatives about addressing the challenge the contract presents for the school district.

- Consider the resources the National Comprehensive Center for Teacher Quality lists on pages 9-10 of its 2009 issue paper and share them with union counterparts. One resource is authored by the Brookings Institution and the American Enterprise Institute. On page 42, it provides language from the Poway School District's negotiated agreement that gives districts more flexibility in hiring: "It shall be the intent of the Board of Education to provide qualified members of the bargaining unit an opportunity to be considered for transfer. The welfare of students and, secondly, that of teachers will be the preeminent factor in all transfers."

Effective Communications to Job-Seekers

School districts should consider how to communicate effectively with job-seekers at all stages of the hiring process. Nothing keeps a candidate more on edge than not knowing where he or she is in that process – or even if he or she is being considered for a job. This uncertainty can drive candidates to pursue positions in other districts. School districts must make clear what the hiring process is, if, how, and when they will be contacted in the hiring process, and, if hired, what processes prospective teachers will need to go through to confirm their employment and start teaching.

Many school districts use web-based systems and expect candidates to take ownership of monitoring their own status online or through email updates. For instance, San Francisco Unified invites candidates to complete an application through its online system and create an account. The online system then prompts the candidate to submit specific documents. If the candidate passes the screening process, he or she is eligible for hiring and principals can view their application. Through the online system, the district invites them to regularly review the status of their application and to express interest in specific jobs. The website informs them that principals or the Human Resources Department will notify them directly for an interview. Houston Independent School District's application page tells candidates that within five days of submission and review, they will be notified whether they have been placed in the candidate pool. Once in the candidate pool, an applicant can sign up for one of several scheduled job fairs where they have an opportunity to meet with principals, who can offer the applicant a formal interview. The candidate then chooses whether they want to schedule an interview with the principal for a position at the principal's school. Houston has January, March, and May windows for hiring, which means that a candidate who interviewed before February will know if he or she has a job offer by the time the next hiring window opens in March.

Additional Talent Management Strategies

Using Performance Tasks in the Hiring Process

School districts should consider expanding the hiring process to include more than applications and interviews. Frequently, the hiring process begins and ends with a paper review and, if granted, an interview with questions that the candidate answers. It is essential, however, that those responsible for hiring assess the candidate's ability to perform the essential functions of the job. Tasks might include a student data review, classroom walkthrough, or classroom observation. In a **guidance document** designed to support principals when they hire teachers, the Los Angeles Unified School District recommends that principals give teachers a performance task, a scenario that they work through, a writing exercise, or a mock lesson. Louisiana TAP (**TAP™: The System for Teacher and Student Advancement**) recommends that when TAP programs hire TAP leaders, they should require that they complete one or more authentic performance tasks: reviewing student data, reviewing a portfolio, teaching a lesson, or reflecting on the candidate's own performance in one of the other activities. Two examples of rubrics that hiring committees can use to evaluation performance are Brownsburg Community School Corporation's **Model Lesson Evaluation Form** and West Denver Prep Charter School in Denver's **Sample Lesson Evaluation Guide**. Utilizing performance tasks during the hiring process can provide additional data for districts to winnow down the candidate pool in a rigorous selection process.

Rural Spotlight

While rural districts may not have a large candidate pool to select from, they may choose to use performance tasks in the hiring process in other ways, such as selecting candidates for incentives. This spotlight highlights one way to use incentives for hiring to increase the candidate pool.

Some rural communities offer incentives to get teachers to come to their school districts, whether through the provision of housing, loan forgiveness, or even college tuition. In Alaska's Bering Public Schools, teachers receive a $1,000 signing bonus in August of the year that they join the district, prorated if they join later in the year. Teachers also receive a service recognition credit of $1,000 that can be cashed out after three years. Teachers who defer the credit and remain in the district through their fifth year receive a credit of $1,500 for each of the five years, and teachers who defer and remain through their seventh year receive a credit of $2,000 per year.

Component Three: Retention

Included in this Section of the Guide:

Once school districts have hired teachers who are either effective or have the potential to become effective, nothing matters more than hanging on to them. This is no easy task, especially if teachers are working in low-performing schools with large low-income populations, where the job can be much more difficult than working in schools with predominantly middle- and high-income students. School districts need strategies that support new teachers and reward them throughout their careers.

This section of the guide explores three strategies from the Talent Management Checklist:

- Provide new hires with ongoing support through induction
- Establish a healthy and supportive teaching environment within the School and District
- Solicit feedback from educators who are resigning or retiring

Within the context of these strategies, it presents information and resources school districts can use to:

- Implement effective induction programs for new teachers;
- Decide whether to provide low or high intensity support to new hires – depending on available resources;
- Provide a scope and sequence for what new hires should learn and do;
- Use a teaching and learning framework to scaffold support for new teachers;
- Work with school leadership to create an environment that encourages teacher input;
- Provide professional learning activities that are evidence-based, aligned to teacher evaluation, and take advantage of technology; and
- Develop a retention metric dashboard.

Talent Management Strategy: Provide New Hires with Ongoing Support through Induction

Induction is often pinpointed as that time between point of hire and either the conclusion of the second or third year of teaching. Policymakers and practitioners have for decades set expectations for what supports teachers and leaders should receive during this period of time. Though they have not changed much in that span of time, expectations for and components of quality induction programs are available from numerous recent sources. The Massachusetts Department of Education has published guidelines for school district induction programs, for instance. Each Massachusetts school district is required to include the following components in their evaluation systems:

1. An orientation program before or at the beginning of the academic year for beginning teachers and all other incoming teachers (may include those new to the district, school, or role);

2. Assignment of all beginning teachers to a trained mentor within the first two weeks of the school year (or, where applicable, date of hire); and

3. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers. Provide release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.

The guidelines also include a checklist districts can use to help them implement these components: program planning, program evaluation and refinement, program reporting, orientation planning, developing support structures for beginning/incoming teachers, and mentoring. Figure D highlights what Massachusetts school districts do for the program planning component (the checklist is far too long to show it all):

Figure D: Portion of Massachusetts District Checklist for Teacher Induction Programs

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District Checklist for Teacher Induction Programs

The following items include components that are both required in regulation and recommended in these guidelines.

Program Planning

- Establish a district steering committee charged with developing, evaluating, and refining the induction program.
- Program plans should include: goals, connections to key district initiatives, communication strategies, roles and responsibilities, orientation and training programs for teachers and mentors, process for mentor selecting and matching, confidentiality policy and hold harmless policy for mentors/mentees to be reassigned, reward and recognition of mentors, and program evaluation.
- Include strategy for supporting teachers in years 2 and 3 of their careers, including how they will complete the 50 hours of mentoring required beyond the first year of induction.
- Post induction and mentoring program on district website.

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The California County Superintendents Leadership Association published a report analyzing induction programs across the United States (see pages 5-14). The report includes components that are common across induction programs:

- Mentoring for new teachers;
- Rigorous selection process for mentors;
- The development and use of professional development plans for teachers during the induction period;
- Provisions for support delivered by others than just the mentor; and
- Requirements that induction should be aligned with state teaching standards.

In Wested's brief on supporting beginning teachers, support is divided into low- and high-intensity activities. Under this framework, low-intensity activities are just as necessary as higher-intensity ones but require fewer resources to implement.

Figure E: Examples of Low-Intensity and High-Intensity Activities to Support New Teachers

Low-Intensity Activities	High-Intensity Activities
• Orienting new hires • Matching beginning teachers with veterans • Adjusting working conditions: reducing the number of students new teachers are responsible for, minimizing extracurricular activities and committee assignments, minimizing the number of preparations, and promoting collegial collaboration between senior and new teachers	• Selecting and training effective support providers, namely mentors • Mini courses • Networking time for new teachers • Release time

As users think about establishing or modifying their own induction programs, they can use the WestEd resource to determine which activities make the most financial sense to implement.

Another resource is from Boston's Excel Academy and it provides a scope and sequence for new teachers. The scope and sequence outlines what new Excel teachers should learn and do during their first 10 weeks in the classroom across four areas: instructional planning, instructional delivery, classroom management and culture, and personal organization and time management. Excel assigns each new teacher a mentor, who is tasked with ensuring that his or her mentee meets expectations for each of these four areas.

Excel Academy notes that the scope and sequence is designed as a guide that shows a suggested pathway for a new teacher while leaving room for mentors to customize the curriculum for individual teachers. The introductory section of the scope and sequence tells teachers that it is a tool their managers will use to coach and evaluate them over the first ten weeks of the school year.

Figure F presents a portion of the scope and sequence. Users of this *Guide*, however, are encouraged to review the entire document to consider how they might design a scope and sequence of their own.

Figure F: Three-Week Overview of Instructional Planning Component of Excel Academy Charter Schools' Scope and Sequence

Week & Themes	Instructional Planning

Week 1
 	
Continue to set a tone that is both purposeful and emphasizes accountability.
	• Design weekly plans that:
	  » Contain precise, student-friendly objectives that are measurable and able to be accomplished in 50-minute lesson
	  » Align to the unit and long-term plans
	  » Explain how you will check for understanding of the taught objectives (i.e. exit tickets, rumbles, unit assessment, graded classwork, etc.)
	  » Include activities and content that are aligned to the objective and supportive of kids mastering it

Week 2
 	
Continue to set a tone that is both purposeful and emphasizes accountability.
 	
Begin developing your own personal organization system.
 	
Successfully execute a 50-min. class within the time frame where directions are clear and you are responsive to behavior.
	• **Plan homework activities that include practice and application** of the taught objectives as well as spiraled review at regular intervals
	
	• Design daily lessons that
	  » Include an opening, direct instruction, guided practice, independent practice, and a closing
	  » Have all parts of your lesson sequence align to the objective and are named, numbered, and formatted accordingly

Week 3 Reflect on your practice. Manage your time.	• Reflect on weekly and/or daily planning » With at least 1 colleague on your GLC and 1 colleague at your school, at least 3 times within the first 4 weeks– be able to name 1 positive and 1 key area for improvement • Engage in at least two peer observations

Note: The Excel Academy Charter Schools' Scope and Sequence is the product of a working group of teachers at Excel East Boston who met during the spring of 2014.

Source: Adapted from the Excel Academy Charter Schools' New Teacher Scope and Sequence.

Talent Management Strategy: Establish a Healthy and Supportive Teaching Environment within the School and District

Working with School Leadership to Create an Environment that Encourages Teacher Input and Rewards Outstanding Performance

Schools and districts should consider how to encourage teacher input—or teacher voice as it is sometimes called—because teacher voice impacts attrition. Ingersoll reports in research studies that "dissatifaction underlying migration is often due" to several factors, including the lack of influence over decision-making.

The Reform Support Network, a technical assistance resource funded by the U.S. Department of Education, developed an educator engagement guide to help both states and school districts formalize opportunities for teacher and leader engagement. It presents a framework – knowing, applying, participating, and leading – to help school districts think about how to engage their educators in ways that are satisfying, put teachers in control, and lead to better outcomes and more sustainable reform.

Rewarding Teachers with Compensation and Career Pathway Opportunities

School districts should consider how they might use differentiated compensation and career pathway systems that retain teachers. In 2015, Denver Public Schools convened a task force of more than 30 of its best teachers working in its hardest-to-staff schools to determine what it could do to better retain teachers. The task force produced a set of recommendations that confirmed that teachers want input and leadership. It included the need for districts to provide educators the opportunity to engage in the important activities of the school district through established leadership positions and indicated that outstanding performance should be acknowledged through career pathways and compensation systems. The task force created its own framework for a compensation system that would acknowledge both performance and teacher movement on career pathways.

Compensation does matter. A recent study by TNTP found that effective teachers are twice as likely as ineffective teachers to cite dissatisfaction with compensation as a reason for leaving their assignments. In four urban districts, effective teachers cited compensation as a top-three factor pushing them out of the classroom. Less than half of highly effective teachers in these districts were satisfied with their current level of pay. In another study by the American Institutes for Research conducted for the U.S. Department of Education of one of the nation's leading urban school districts, 47 percent of teachers in Hillsborough, Florida said they would not stay in their high-need schools without additional pay.

Some school districts have made significant strides in rewarding outstanding performance through compensation and career pathway systems. These include Baltimore City Schools' differentiated salary scale system and the District of Columbia Public Schools' performance-based compensation system.

Professional Learning Activities that Are Evidence-based and Aligned to Teacher Evaluation and Supports

High-quality, differentiated professional learning activities aligned to areas for improvement identified by educator evaluation are essential to retention. The quality of the professional development that teachers receive is a factor they consider when deciding whether to stay at a particular school.

School districts with significant populations of low-income students typically pay for their professional development activities with a combination of local and federal Title II funds. They should be advised, however, that there are new Federal requirements for using Title II funds in this manner, namely that professional learning activities need to be evidence-based. In addition, professional learning must be aligned with the definition of professional development outlined in section *8101(42)* of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of the ESEA. Professional development is defined as activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

A resource school districts might use to select research-based professional development is Learning Forward's **Standards for Professional Learning**. All the standards (and they are detailed) are worth review. We highlight three here:

- **Learning Communities**: This standard explores how professional learning conducted through learning communities committed to continuous learning increases teacher effectiveness and student learning;

- **Learning Designs**: This standard addresses various ways to deliver professional learning effectively, including through the use of technology; and

- **Outcomes**: Among other outcomes, this standard addresses the importance of aligning professional learning to teaching standards, which are usually manifest on district evaluation systems.

"Evidence-based" Interventions

The Every Student Succeeds Act (ESSA) requires many activities or interventions to be "evidence-based," including professional development, class-size reduction efforts, and residency program coursework. There are four levels of evidence in ESSA. The four levels require that an intervention in question demonstrates a statistically significant effect on improving student outcomes:

- **Level 1, Strong Evidence:** At least one well-designed and well-implemented experimental study (i.e. randomized);

- **Level 2, Moderate Evidence:** At least one well-designed and well-implemented quasi-experimental study (i.e. matched);

- **Level 3, Promising Evidence:** At least one well-designed and well-implemented correlational study with statistical controls for selection bias; and

- **Level 4, Demonstrates a rationale:** Can demonstrate through the use of a logic model or other tools developed through research or evaluation that the intervention will likely improve student outcomes.

It is up to each State to define what "evidence-based" means for their districts. The U.S. Department of Education's **Non-Regulatory Guidance for Title II-A** has a detailed discussion of the evidence-based requirements and questions that SEAs should ask themselves as they consider the use of evidence-based strategies. Additional **Non-Regulatory Guidance on Using Evidence to Strengthen Education Investments** has a detailed discussion about evidence-based strategies. The non-regulatory guidance documents also point to the **standards** used by the **What Works Clearinghouse** for reviewing the validity, reliability, and rigor of studies.

Learning Forward's standards for professional learning indicate that high-quality professional learning can be a hybrid of in-person and online activities. Some school districts are taking advantage of technology to deliver a hybrid approach to professional learning. These districts have developed web-based professional development portals where educators can find resources and professional learning opportunities that are aligned to indicators on evaluation systems. An example of a portal comes from **Madison Public Schools**, which includes tutorials on the **Danielson Framework**, the tool Madison uses for teacher evaluation.

Talent Management Strategy: Solicit Feedback from Educators who are Resigning or Retiring

Knowing why teachers leave schools or the profession entirely is essential to developing strategies to retain them. One example of guidance on exit surveys come from K12 HR **Solutions**. The guidance notes that exit surveys should focus on perceptions of fairness and equity, reward and pay structures, benefits, leadership, organizational ideology, training and development support, personal well-being, job security, and career opportunities. Users of the *Talent Management Guide* can access examples of exit **surveys from TNTP**, from the **Southampton School District**, and from the **Pasco County School District**. The Southampton example includes a detailed rationale for the survey, a sample letter/email to be sent to those leaving the district, and the survey itself. The Pasco County tool allows users to differentiate their answers based on whether their leaving the district was involuntary or voluntary. Finally, the Ohio Department of Education has produced for its school districts a **comprehensive, thorough exit survey**. Although lengthy, the survey captures fine-grained information in ways that the many surveys do not.

Using Retention Metrics

School districts should consider employing school-based teacher effectiveness and retention metrics to identify where their most effective teachers are placed and develop strategies to retain them in schools they leave more frequently. In light of national, state, and local teacher and leader quality reforms, many school districts are much more able to distinguish between ineffective, effective, and highly effective teachers. Having a dashboard to keep track of where teachers in each of these categories are teaching is important for several reasons. First, it allows districts to see whether students in low-income and high minority population schools have equal access to effective teachers. Second, it allows districts to identify the schools that effective teachers are leaving so that they can intervene with strategies to retain those teachers. The District of Columbia Public Schools uses such a metric. In fact, it **includes the metric on each and every school scorecard**: "The percentage of teachers rated Effective or Highly Effective by DC Public Schools' IMPACT evaluation system who are returning to this school from the previous year."

Conclusion

Every student in America must have a talented teacher leading his or her classroom if he or she is to emerge from his or her K-12 experience college- and career- ready. The standards are rigorous; the consequences of not meeting them high. One of the most important—if not the most important—jobs of a school district is to employ recruiting, hiring, and placement and retention practices that ensure that every student does in fact have an excellent teacher. This *Guide* strives to provide information and tools to help school districts achieve this ambition. To help school districts pursue this goal, the *Guide* presented a number of links to tools, reports, websites and other materials. For easy access, these are compiled by talent management component in the appendices below.

This publication features information from public and private organizations and links to additional information created by those organizations. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed, nor does the Department of Education control its accuracy, relevance, timeliness or completeness.

Appendix A: List of cited resources for recruitment.

This section provides examples of and links to resources school districts can use as models to refine their own recruitment practices. **At the time of this publication all websites were active.**[5] We acknowledge that website content may change; readers should contact the organizations directly if interested in accessing materials.

School district websites that effectively promote the district as an attractive place of employment.

- District of Columbia Public Schools' Target 40 Schools
  - » https://drive.google.com/file/d/0BxnCPCuc3sJ6cE96SnFVWkExa00/view

- New York City Department of Education Career Page
  - » http://teachnyc.net/why-teach-nyc

- Denver Public Schools Career Page
  - » http://careers.dpsk12.org/teachers/

Practices some institutions of higher education are using to train cooperating teachers.

- Huston-Tillotson University's Cooperating Teachers' Training
  - » http://htu.edu/academics/colleges/cas/dept-of-educator-preparation/mentor-teacher-field-supervisor-support-page-ep

- University of Wisconsin's Cooperating Teachers' Training
  - » https://www.education.wisc.edu/soe/pk-12-education/for-cooperating-teachers/becoming-a-cooperating-teacher/getting-qualified-to-work-with-student-teachers

Handbooks that support teachers in whose classrooms student teachers practice teaching.

- Columbia University's Handbook for Cooperating Teachers
  - » https://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/student-teaching-and-edtpa/cooperating-teachers/Cooperating-Teacher-Handbook-2015-2016.-Updated-1.12.16.pdf

- Hope University's Handbook for Cooperating Teachers
  - » http://www.hope.edu/academic/education/studteach/ForCooperatingTeacher.pdf

- Temple University's Handbook for Cooperating Teachers
  - » https://sites.temple.edu/edresources/ofp/student-teaching/cooperating-teachers/ct-roles-responsibilities/

- Indiana University of Pennsylvania's Handbook for Cooperating Teachers
  - » http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=132761

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[5] All websites were last accessed on April 25, 2017.

Equitable Access Support Network

- University of Alabama-Birmingham's Handbook for Cooperating Teachers
  - » http://www.uab.edu/education/studentteaching/images/Handbook_Edition22_022016.pdf

- Kutztown University's Handbook for Cooperating Teachers
  - » https://www.kutztown.edu/academics/colleges-and-departments/education/clinical-experience-and-outreach/cooperating-teachers.htm

Measures school districts can use to evaluate teacher preparation programs, including a student teacher survey.

- NCTQ's Evaluating the Effectiveness of Teacher Preparation Programs for Support and Accountability
  - » http://files.eric.ed.gov/fulltext/ED543773.pdf

- Approaches to Evaluating Teacher Preparation Programs in Seven States
  - » http://files.eric.ed.gov/fulltext/ED550491.pdf

- Surveys from Teacher Policy Research
  - » http://cepa.stanford.edu/tpr/teacher-pathway-project-old

Examples of teacher residency and "grow-your-own teacher" programs being implemented in rural communities.

- Residency:
  - » University of California-Chico partnership with four high-need districts
    - ▪ http://www.csuchico.edu/soe/advanced/education/rtr/index.shtml
  - » Kern Rural Teacher Residency
    - ▪ http://www.kernruralteacherresidency.org/program.html
  - » Boettcher Teacher Residency
    - ▪ http://boettcherfoundation.org/boettcher-teacher-residency/
- Grow-Your-Own:
  - » Ozarks Teaching Corps
    - ▪ http://www.ruralschoolspartnership.org/ozarks-teacher-corps
  - » Indigenous Roots Teacher Education Program (ROOTS)
    - ▪ http://cehs.unl.edu/tlte/student-organizations/roots/#RootsOverview

Appendix B: List of cited resources for hiring.

This section provides examples of and links to resources school districts can use as models to refine their own hiring practices. **At the time of this publication all websites were active.**[6] We acknowledge that website content may change; readers should contact the organizations directly if interested in accessing materials.

Examples of incentives offered to teachers to declare their intent to retire or resign early.

- Lubbock Independent School District
  - » http://lubbockonline.com/education/2011-02-25/lisd-board-oks-incentive-employees-who-give-notice-early

- Broward County Florida
  - » http://www.broward.k12.fl.us/benefits/docs/2016%20Early%20Retirement%20Notification%20Memo%20012116.pdf

- Denver Public Schools' Declaration of Intent
  - » https://tntp.org/assets/tools/DPS_Staffing%20Handbook%20Jan%2030%202012%20Final%20Draft_TSLT%203.12.pdf#page=29

Examples of hiring processes that are made clear to teaching candidates who have applied for jobs.

- New Visions for Public Schools
  - » http://www.newvisions.org/pages/hiring-process-charter-teachers

- San Francisco Unified
  - » http://www.sfusd.edu/en/employment/certificated-careers/teaching-careers/application-process.html

- Houston Independent School District
  - » http://www.houstonisd.org/Page/69321

- TNTP
  - » http://tntp.org/assets/tools/TNTP_Selection.Sample%20Selection%20Process%20Outline_TSLT%203.12.doc

Information on how to address the barrier to early hiring that transfer policies embedded in collective bargaining agreements present.

- National Comprehensive Center on Teacher Quality
  - » http://files.eric.ed.gov/fulltext/ED543675.pdf

- Brookings Institution and American Enterprise Institute
  - » https://www.hks.harvard.edu/pepg/PDF/Papers/BetterBargain.pdf

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[6] All websites were last accessed on April 25, 2017.

Equitable Access Support Network

Examples of effective communications to teachers who have applied for jobs and are engaged in the hiring process.

- San Francisco Unified
  - » http://www.sfusd.edu/en/employment/certificated-careers/teaching-careers/application-process.html

- Houston Independent School District
  - » https://applitrack.com/houstonisd/onlineapp/

Performance tasks that districts can use to make sure that teachers are suitable for hire and information on how to evaluate performance tasks.

- Los Angeles Unified School District
  - » http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/280/Resources%20Links/Complete%20Teacher%20Guide%2010-10-14.pdf

- Louisiana TAP
  - » http://www.louisianabelieves.com/academics/tap

- Brownsburg Community School Corporation
  - » http://tntp.org/assets/tools/BCSC%20Model%20lesson%20rating%20form%20ELEM_TSLT%203.12.doc

- West Denver Prep Charter School
  - » http://tntp.org/assets/tools/WDP%20Sample%20Lesson%20Rubric%20TSLT_0311.doc

Appendix C: List of cited resources for retention.

This section provides examples of and links to resources school districts can use as models to refine their own retention practices. **At the time of this publication all websites were active.**[7] We acknowledge that website content may change; readers should contact the organizations directly if interested in accessing materials.

Examples of support teachers can receive during the induction period.
- Massachusetts Department of Education
  - » http://www.doe.mass.edu/educators/mentor/guidelines.pdf
- California County Superintendents Leadership Association
  - » http://www.slocoe.org/wp-content/uploads/2015/11/Teacher-and-Administrator-Induction-Programs-CCSESA.pdf#page=5

Examples of high and low intensity activities school districts can offer to support new teachers.
- Boston's Excel Academy Charter Schools
  - » http://tntp.org/assets/tools/New_Teacher_Scope_Sequence_Excel_Academy_03Nov2014.docx

A guide on how to engage teachers.
- Reform Support Network
  - » https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/engaging-educators.pdf

Information on the importance of using compensation and career pathways as tools to reward teachers.
- Denver Public Schools Task Force Compensation and Career Pathway Framework
  - » http://careers.dpsk12.org/wp-content/uploads/2015/01/DPS-TeacherRetentionTaskForceReport.pdf
- TNTP Study
  - » http://tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis
- U.S. Department of Education Study
  - » https://www2.ed.gov/rschstat/eval/teaching/providing-effective-teachers/report.pdf
- Baltimore City Schools' Compensation and Career Pathway System
  - » http://www.baltimorecityschools.org/Page/25219
- District of Columbia Public Schools' Compensation and Career Pathway System
  - » http://dcps.dc.gov/page/compensation-and-benefits-teachers

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[7] All websites were last accessed on April 25, 2017.

New evidence-based requirements for professional development required by the Every Student Succeeds Act.

- U.S. Department of Education
  - » http://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf
  - » https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

- What Works Clearinghouse
  - » https://ies.ed.gov/ncee/wwc/FWW

- Standards from Learning Forward
  - » https://learningforward.org/standards-for-professional-learning