

*Talent Management Inventory – District-Level*

**ATTRACT/PREPARE/HIRE**

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO	...collaborates with educator preparation programs to identify potential teachers and leaders.		
YES	PARTLY	NO	...collaborates with educator preparation programs in creating university/district partnerships.		
YES	PARTLY	NO	...has established clear criteria, rubrics, and training to screen teacher and leader candidates to ensure a strong fit between the educator and the district.		
YES	PARTLY	NO	...has developed grow-your-own or other district-developed programs to identify and encourage future educators.		



## ATTRACT/PREPARE/HIRE

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO	...	...	...
...develops deliberate strategies to fill persistent shortage areas.					
YES	PARTLY	NO	...	...	...
...ensures that the school/district workforce is representative of the student demographics.					
YES	PARTLY	NO	...	...	...
...has systematic hiring procedures and ensures the hiring manager/committee is able to select the strongest candidates who are the best match for the position.					
YES	PARTLY	NO	...	...	...
...actively supports pre-service candidates in clinical practice opportunities, inclusive of student teaching.					
YES	PARTLY	NO	...	...	...
...only assigns educators to positions for which they are qualified/certified.					



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**INDUCT**

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO			
...ensures beginning teachers are assigned to a manageable course/student load.					
YES	PARTLY	NO			
... supports beginning teachers in TEAM by matching them with mentors based on specific criteria to ensure a good fit.					
YES	PARTLY	NO			
...uses specific criteria (e.g., effectiveness data, etc.) to ensure high-quality mentors are selected.					



## INDUCT

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO			
...ensures that beginning teachers and mentors are provided time for coaching, peer observation, collaboration, and reflection.					
YES	PARTLY	NO			
... ensures mentors are fully trained and participate in ongoing training to remain current in order to help beginning teachers learn about school and district priorities in curriculum, instruction, and assessment.					
YES	PARTLY	NO			
...provides additional levels/types of support beyond TEAM for early career teachers.					



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**EVALUATE and SUPPORT**

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO	...ensures evaluators are well trained to conduct observations and deliver high-quality feedback to improve instruction.		
YES	PARTLY	NO	...engages teachers and leaders in developing and refining an educator evaluation and support system aligned to the state guidelines.		
YES	PARTLY	NO	...implements an educator evaluation system that requires fair, reliable measures of student and professional growth and development.		



## EVALUATE and SUPPORT

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO	...ensures ongoing calibration of all evaluators.		
YES	PARTLY	NO	...provides teachers and leaders time for coaching, peer evaluation, observation, collaboration, and reflection that support shared responsibility and team-based problem solving to advance student learning.		
YES	PARTLY	NO	...ensures professional learning resources at the school and district level are aligned with the areas of teaching and leading in greatest need for improvement based on data and likelihood of positive impact on student outcomes.		
YES	PARTLY	NO	...monitors the effectiveness/impact of professional learning opportunities.		



## EVALUATE and SUPPORT

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO			
...ensures that professional learning policies address equity by preparing educators to understand and appreciate all students, to create safe, orderly, and supportive learning environments, while setting high expectations for student academic achievement.					
...establishes a system to identify areas of strength at the individual, school, and district levels in order to leverage strengths and expand reach across the district.					
YES	PARTLY	NO			
...encourages school leader and teacher leader participation in professional learning communities.					



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**RETAIN and ADVANCE**

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO			
...establishes fair practices for career advancement within the school/district, inclusive of teacher leadership opportunities.					
YES	PARTLY	NO			
...creates conditions for a positive and supportive workplace culture and climate.					
YES	PARTLY	NO			
...uses data to identify and place highly-effective teachers and leaders in roles to build capacity in developing and sharing effective and innovative practices.					





## RETAIN and ADVANCE

<i>The district...</i>			<i>Who is responsible for this in the district?</i>	<i>How does the district currently do this?</i>	<i>What changes are needed to get the intended results?</i>
YES	PARTLY	NO	...has clear standards for professional practice that enable an educator to move from novice to experienced along a continuum of development.		
YES	PARTLY	NO	...recognizes educators who demonstrate exemplary practice, including but not limited to, extraordinary impact on student learning.		
YES	PARTLY	NO	...uses data for continuous improvement of retention rates, not just high stakes/administrative decisions.		

