

The Five Common Talent Management Challenges

Through research and the collaborative sharing of lessons learned through the Strengthening Teacher and Leader Effectiveness (STLE) program, the Department has determined that five common talent management struggles often contribute significantly to issues of equity. Local Education Agencies (LEAs) can better prepare, recruit, develop, retain, and extend the reach of the most effective educators through their systemic use of the Teacher and Leader Effectiveness (TLE) Continuum.

Preparation

New York State, similar to states across the country, is experiencing a large number of teacher retirements. The influx of early career educators makes the improvement of teacher preparation programs imperative. As novice teachers make up a larger percentage of the teaching force, impacting a higher percentage of students than ever before, it is even more critical that novice teachers are well prepared and competent. Teacher preparation coursework and experiences have been described as mediocre and inadequate in comparison to the level of classroom management and content knowledge necessary to effectively meet diverse student needs.¹ Only approximately 10 percent of programs nationwide ensure that candidates' student teaching experiences will be with teachers who are the most effective, and not just any teachers who are willing to open their classrooms to student teachers.²

Mentoring roles for educator leaders as part of career ladder pathways can help LEAs better prepare pre-service candidates with the knowledge, skills, and dispositions, to demonstrate on-the-job effectiveness.³

Hiring and Recruitment

The ability to attract high quality, diverse educators varies across the state for several reasons. Research has shown that 83 percent of New York State's new teachers take their initial assignments within 40 miles of their hometown.⁴ As a result, teacher labor markets are quite local, which is problematic for regions served by preparation programs that historically produce teachers with low qualifications, as the region is likely going to hire teachers with low qualifications. In addition, compensation plays a significant role in determining who enters the

¹ Greenberg, J., McKee, A., Walsh, K. "Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs." *Nctq.org*. National Council on Teacher Quality, 2013. Web. Nov. 2014.
http://www.nctq.org/dmsView/Teacher_Prep_Review_2013_Report.

² Ibid.

³ Teach Plus. (2015, February). *The Decade-Plus Teaching Career: How to Retain Effective Teachers Through Teacher Leadership*. Retrieved May 2015, from http://www.teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf.

⁴ Boyd, Don, Hamp Lankford, Susanna Loeb, and Jim Wyckoff. "Understanding Teacher Labor Markets: Implications for Equity." Albany.edu. University at Albany, 2002. Web. Nov. 2014.
<http://www.albany.edu/edfin/UnderstdngTeachLabMkts.BLLW.6.03.pdf>.

teaching profession and how long they stay. Lock-step pay structures make it more difficult to attract top talent who seek higher salaries and career advancement opportunities.⁵

Career ladder pathways make the entire profession more attractive to prospective and experienced educators by providing career advancement positions that recognize and reward excellence and provide opportunities for job-embedded development to enable success.⁶ In addition, career ladder pathways can help recruit top talent to positions in high-needs schools or hard-to-staff areas using transfer and recruitment awards.

Professional Development and Growth

Research shows that variation in teacher quality has the largest effect on how much a student achieves compared to any other school-related factor.⁷ Additionally, teaching and principal leadership have become more demanding with new rigorous accountability standards.⁸ It is therefore now, more than ever, important that educators of all effectiveness levels be provided targeted professional development opportunities that allow them to continuously improve their practice.

Career ladder pathways can empower educator leaders to advance their own professional practice as well as their peers, while fulfilling instructional leadership roles as coaches, mentors, or performing non-instructional work related to improving student outcomes.⁹

Selective Retention

In New York State, while schools retain a higher percentage of their most effective teachers compared to teachers rated Ineffective, at 87.9 percent and 84.2 percent respectively, this difference is not substantial and signals that statewide, schools are not using effectiveness-based retention strategies. Similar to the struggles with teacher retention, many LEAs face very high rates of principal turnover. Research shows on average, LEAs lose anywhere from 15 percent to 30 percent of principals each year.¹⁰ One in five of all principals in New York State in 2012-13 were no longer leading the same school the following year. This impact is exacerbated in schools with disadvantaged student populations that face high rates of turnover driven, in part,

⁵ "Shortchanged: The Hidden Costs of Lockstep Teacher Pay." *TNTP.org*. 2014. Web. July. 2014. http://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf.

⁶ Myung, J., Martinez, K., & Nordstrum, L. (2013, August). *A Human Capital Framework for A Stronger Teacher Workforce*. Retrieved July 2014, from Carnegie Foundation for the Advancement of Teaching: http://commons.carnegiefoundation.org/wp-content/uploads/2013/08/Human_Capital_whitepaper.pdf.

⁷ Rice, Jennifer King. *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington, DC: Economic Policy Institute, 2003. Print.

⁸ Doyle, D., and G. Locke. "Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement." *Http://edexcellence.net/*. The Fordham Institute, 24 June 2014. Web. Nov. 2014. <http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Lacking-Leaders-The-Challenges-of-Principal-Recruitment-Selection-and-Placement-Final.pdf>.

⁹ York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 255-316. Print.

¹⁰ Bêteille, Tara, Demetra Kalogrides, and Susanna Loeb. "Stepping Stones: Principal Career Paths and School Outcomes." *Social Science Research* 41 (2012): 904-19. Print.

by educators' desire to move to schools with more advantaged and higher achieving student populations.¹¹

In talking with teacher and principals across New York, the Department has come to believe that one way to retain the most effective educators is to provide them with invigorating, challenging, and meaningful leadership opportunities over the course of their careers. Strategically planned talent management systems that include career ladder pathways can allow the most effective teachers and principals to directly impact more students and teachers, while at the same time, provide additional opportunities for growth, support and impact in traditionally stagnant roles.

Extending the Reach of Top Talent to the Most High-Need Students

Teachers are the single most important school-based factor affecting student achievement¹², but in many places, the most effective teachers are not working with the students who need them most. While LEAs that provide all students with high quality educators can close most gaps quickly, statistics show that most LEAs provide students with high quality educators in only one of four classrooms.¹³ Nationwide, on average, disadvantaged students have less access to effective teaching than other students. Research shows that without providing all students access to high quality teachers, those students who start below grade level rarely catch up to their peers.¹⁴

Career ladder pathways can be designed to provide more students with access to excellent educators by incenting educators to transfer to or stay in high-needs schools or hard-to-staff areas. LEAs can also adopt collaborative teaching models that redesign educators' jobs or use technology to increase the number of students directly taught by top teachers and in charge of their colleagues' development.¹⁵ For example, through the highest rung of the teacher career ladder pathway, top talent in one urban school district is extended by way of Multi-Classroom Leaders. By restructuring the teacher's role and strategic use of technology, a Multi-Classroom Teacher supports the development of students and colleagues across many classrooms through co-teaching, co-planning, and by providing feedback based on formative observations. This allows the most effective teachers' expectations, methods, and results to impact more students immediately.

¹¹ Loeb, Susanna, Demetra Kalogrides, and Eileen Lai Horng. "Principal Preferences and the Unequal Distribution of Principals Across Schools." *Educational Evaluation and Policy Analysis* 32.2 (2010): 205-29. Print. <http://files.eric.ed.gov/fulltext/ED509692.pdf>.

¹² Rice, Jennifer King. *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington, DC: Economic Policy Institute, 2003. Print.

¹³ "Seizing Opportunity at the Top II: State Policies to Reach Every Student With Excellent Teaching." *Opportunityculture.org*. Opportunity Culture, Jan. 2014. Web. Nov. 2014. http://opportunityculture.org/wp-content/uploads/2014/10/Seizing_Opportunity_at_the_Top_II-Public_Impact.pdf.

¹⁴ "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf.

¹⁵ "Redesigning Schools to Extend Excellent Teachers' Reach." *Opportunityculture.org*. Opportunity Culture, Jan. 2014. Web. Nov. 2014. <http://opportunityculture.org/reach/#table>.