

Human Capital Self-Assessment Look-Fors

Based on self-assessment tools from the Tennessee Department of Education, Urban Schools Human Capital Academy, Equitable Access Support Network, and The Aspen Institute

I. RECRUITMENT & HIRING	
Practice 1: The LEA broadly markets job openings using diverse strategies and means of communication.	Practice 2: Known teacher vacancies are filled by June 1. The LEA uses strategies to encourage resigning/retiring educators to notify the LEA in the spring. By tracking educators' intent to leave and student demographic changes, the LEA can successfully forecast hiring needs.
Look-fors: • Job descriptions/postings and other recruitment efforts clearly advertise financial, professional and other benefits of working for the LEA. • Job descriptions clearly and accurately describe the duties, skills, requirements and other expectations for positions. • The LEA uses diverse marketing approaches, including social media, traditional media, job fairs, and teachers as “ambassadors” for recruitment. • Marketing for paraprofessional job openings also uses diverse approaches, including local community outreach. • Job openings, descriptions, and application processes are online. • Recruitment efforts use strategies to reach out to diverse candidates and diversify the applicant pool. • The LEA tracks which subjects have the most frequent openings and/or are hardest to fill. Recruitment efforts use strategies to target educators in shortage subjects. • The LEA annually reviews outcomes of its recruitment efforts and uses this information to revise future work. • The LEA is aware of neighboring LEAs' recruitment and hiring timeline, and strategically sets its own timeline accordingly. • The LEA works with effective educator preparation providers to recruit educator candidates. • School leaders report that the applicant pool meets their schools' needs.	Look-fors: • All teaching positions are filled by the beginning of the school year, except in rare circumstances. • The LEA identifies and addresses barriers to earlier hiring (e.g., not knowing how many positions to fill). • Using data on demographic changes in the local student population, the LEA effectively predicts hiring needs one year out and five years out • The LEA sets and enforces deadlines for educators to give notice of intent to resign/retire, and provides incentives for meeting deadlines (e.g., keeping benefits over the summer); collective bargaining language reflects these processes. • The LEA has strategies to quickly flag the receipt of promising job applications, and efficiently moves top candidates through the application and job offer processes. • As necessary, the LEA makes job offers to candidates in shortage areas in the spring. • LEA has established partnership with EPPs • The LEA surveys all applicants; they report an efficient, professional and coherent hiring process.

Practice 3: The LEA has identified strategies and aligned policies (e.g., early hiring, teacher leadership positions, early recruitment of effective student teachers) to increase the number of effective educators in its highest need schools and monitors whether there are differences in the number of effective educators applying to and hired at the highest need schools as compared to lower need schools.	Practice 4: The LEA tracks the performance of first-year educators by their educator preparation provider. The LEA gives feedback to preparation providers on the readiness of recent graduates, and whether/how their certification areas meet LEA needs.
Look-fors: • The highest need schools use of strategies such as early hiring, teacher leadership positions, or early recruitment of effective student teachers. • The LEA identifies candidates who are a good fit for high need schools and refers them to openings at these schools. • Any applicants to the LEA can be considered for openings at the highest need schools. • The recent hires at the highest need schools are at least as effective as those at other schools (e.g., by evaluation, observation and growth measures). • Leaders of the highest need schools report that the applicant pool meets their schools' needs.	Look-fors: • The LEA keeps and uses data on performance (e.g., evaluation, observation and growth measures) of new hires, by their preparation provider. • Partnerships are structured to be sustainable, rather than based on relationships with one individual in the LEA. • The LEA and its leaders from its primary preparation providers communicate at least annually about how the preparation providers can better prepare educators to meet the LEA's needs. • Preparation providers are aware of what certification areas are in highest demand at the LEA. • Preparation providers communicate how they have adjusted to better meet the LEA's needs. • The LEA tracks the quality of its student teachers' performance, and successfully recruits high performing student teachers when job openings are available—especially in shortage subjects. • LEA and preparation program have a partnership agreement that formalizes how they communicate and collaborate.
Practice 5: Hiring and selection processes are consistent across schools. The LEA provides training to school leaders and other hiring team members on effective interview questions, evaluation of demonstration lessons, and assessment of candidate skills aligned to school needs.	
Look-fors: • Across the LEA, hiring team members have a unified vision of what makes an effective educator. • The hiring process includes a skills assessment (i.e., demonstration lesson; performance task; mock observation and feedback) and aligned scoring rubric • Hiring teams use the same interview materials and other hiring protocols across the LEA (with some room for individualization as necessary). The LEA regularly reviews hiring materials and protocols, and revises as necessary to reflect schools' needs. • The LEA uses new technologies, like video-recorded interviews. • The LEA provides regular training to hiring team members on the hiring practices listed above, as well as other best practices. • Hiring team members report that they are well-prepared and supported.	

II. EDUCATOR PLACEMENT

Practice 1: The LEA ensures that historically underserved student groups have equitable access to educators who are experienced, in field, and effective.

Look-fors:

- The LEA tracks the rates of experienced, in field, and effective educators assigned across the LEA's schools with the highest and lowest proportions of students in poverty and/or students of color.
- The LEA designs and tracks the progress of strategies to increase equitable access to experienced, in field and effective educators (e.g., increasing effectiveness of educators at high poverty/high minority schools; retaining high performing, inexperienced educators to increase the number of experienced educators at these schools).
- Teachers who are experienced, in field, and effective do not teach advanced/honors courses at higher rates than other teachers, especially if historically underserved student groups take such courses at low rates.
- The LEA supports and incentivizes teachers obtaining additional licenses to gain in field status in shortage subjects, especially in high poverty/high minority schools (i.e., with tuition assistance or flexible schedules).

Practice 2: Teacher and student assignments are based on demonstrated teacher ability and student need.

Look-fors:

- Educators with more experience in the school/LEA are not automatically given "preferred" assignments.
- Teacher and/or parent requests are not primary factors in making class assignments.
- The LEA has consistent processes and priorities for determining teacher and student assignments.
- Collective bargaining agreements provide advantages to higher need schools in teacher placement.
- The LEA offers incentives for effective teachers to move to higher need schools (i.e., stipends for additional leadership roles).

III. INDUCTION & DEVELOPMENT

Practice 1: The LEA induction program for new educators includes mentoring, incorporates best practices, and is designed and revised according to the needs of new educators.

Look-fors:

- Mentoring and induction supports last beyond the first year of employment.
- Induction supports extend to all educators, including paraprofessionals and educators who are new to the LEA, but not to the profession.
- The mentoring program is informed by teaching standards, student outcomes, individual mentee needs, and the annual program evaluation.
- The LEA assigns mentors before the beginning of the school year, and mentors share subject and/or grade level with their mentees when possible.
- Mentors receive ongoing training in relevant practices (e.g., providing feedback, adult learning, having difficult conversations with mentees).
- Mentors and mentees can observe one another and meet at least one per month.
- Mentors report satisfaction with the level of support from the LEA.
- Mentees report satisfaction with the induction program.

Practice 2: Observers provide educators with timely and actionable feedback on their practice.

Look-fors:

- After formal and informal observations, the observers provide feedback on practice within two school days—typically via a conversation with the observed educator.
- Observers and other supervisors receive training in providing actionable feedback.
- The LEA has processes for following up on educators' implementation of feedback.
- Across all subjects/roles (e.g., special education, ESL, electives), educators report satisfaction with the usefulness of feedback.

Practice 3: Professional development is linked to educator practice and student outcomes, and particularly aims to support new and/or less effective educators.

Look-fors:

- Educators participate in professional development that meets their specific needs, as demonstrated by ratings, observations, student outcomes, staff requests, etc.
- All professional development has specific objectives that align with priority educator and student outcome goals.
- The LEA selects/designs professional development opportunities that are embedded in educator practice (e.g., coaching, professional learning communities, collaborative planning).

Practice 4: The LEA tracks the impact of professional development on educator practice and on student outcomes.

Look-fors:

- When selecting/designing professional development, the LEA plans how to measure impact on educators' practice and students.
- Professional development activities include a demonstration of gains in educator skills/knowledge (e.g., submission of a sample lesson plan, observation of practice, collaborative project).

IV. CAREER LADDER	
Practice 1: The LEA provides a range of leadership roles/responsibilities for highly effective educators.	Practice 2: The LEA leverages career advancement opportunities to attract highly effective educators to, or retain them in, the highest need schools.
Look-fors: - Highly effective educators can apply for diverse roles that help meet LEA goals. - The LEA has consistent strategies to selecting educators for leadership roles. - The LEA ensures that all educators are aware of the career advancement opportunities available to high performing educators. - Highly effective educators report satisfaction with available opportunities for career advancement and recognition.	Look-fors: - The LEA prioritizes offering leadership roles to educators at the highest need schools. - The LEA regularly checks in with highly effective educators at the highest need schools to learn about their satisfaction with opportunities for career advancement and recognition, and provides support in response.

V. RETENTION	
Practice 1: The LEA uses multiple strategies to retain effective educators.	Practice 2: The LEA prioritizes retaining effective educators in the highest need schools and subjects.
Look-fors: - The LEA tracks the retention rates of educators overall; by effectiveness measures; by race/ethnicity; and by experience level. - The LEA formally and/or informally collects information about all educators' satisfaction with working conditions, with particular focus on effective educators and those in shortage subjects. - By midyear, LEA/school leaders check in with highly effective educators about their intent to stay or leave, and to learn about their satisfaction with working conditions. Leaders tailor retention strategies to the needs of highly effective educators. - Interviews/surveys gather information about educators' reasons for either leaving or staying at the LEA/school. - The LEA uses input from educators to design future retention efforts.	Look-fors: - The LEA tracks and compares retention rates across schools with different performance levels and demographics, and across roles/subjects. - The LEA tracks the rate of effective educators moving from higher need to lower need schools in the LEA, and vice versa. - The LEA tracks the rate of effective teachers leaving shortage subjects (i.e., special education, ESL) for other roles in the LEA, and vice versa. - When planning retention strategies (e.g., additional coaching support, leadership roles), the LEA prioritizes the highest need schools and/or critical shortage subjects.

VI. SCHOOL LEADER HUMAN CAPITAL DEVELOPMENT

Practice 1: The LEA develops school leaders as human capital managers.

Look for:

- The LEA provides training and direct support to school leaders on best practices in educator placement, mentoring, development, career management, retention, and difficult conversations with staff.
- LEA provides targeted human capital training for leaders who manage low performing educators and/or schools.
- Human capital support is informed by personnel data and feedback from school leaders.
- The LEA provides quantitative/qualitative human capital data to school leaders and develops their capacity to apply the data to decision-making.