

High Level Summary of the ERS Talent Decision Framework

	Teacher/Teacher Leader	Principal
Hiring		
Hiring Needs	<ul style="list-style-type: none"> • Advise 	<ul style="list-style-type: none"> • Assess
Hiring Process	<ul style="list-style-type: none"> • Advise 	<ul style="list-style-type: none"> • Adjust
Recruitment		<ul style="list-style-type: none"> • Interview targeted candidates
Selection		<ul style="list-style-type: none"> • Make offers
Job & Team Assignment		
Job Assignments	<ul style="list-style-type: none"> • Determine personal preferences • Help match teachers to students • Consider certification options 	<ul style="list-style-type: none"> • Differentiate workload • Match teachers to students • Advise on certifications
Teacher Teams	<ul style="list-style-type: none"> • Advise assignments • Design collaborative planning time 	<ul style="list-style-type: none"> • Define teams • Assign teachers • Organize for effectiveness
Distribution of Teachers		
Measuring Teacher Effectiveness		
Evaluation Accuracy		<ul style="list-style-type: none"> • Audit and adjust • Gather data
Evaluation Load		
Evaluation Training		
Professional Growth & Support		
Individual PD Plan	<ul style="list-style-type: none"> • Develop • Adjust 	<ul style="list-style-type: none"> • Support
Team PD Plan	<ul style="list-style-type: none"> • Develop • Advise 	
School PD Plan		<ul style="list-style-type: none"> • Develop • Adjust • Plan observation cycles
Instructional Leadership		<ul style="list-style-type: none"> • Build out team
PD Resources		
Struggling Teachers		<ul style="list-style-type: none"> • Identify needs
Career Path		
Career Goals	<ul style="list-style-type: none"> • Plan 	
Teacher Leaders	<ul style="list-style-type: none"> • Recommend 	<ul style="list-style-type: none"> • Select for school roles
Tenure		<ul style="list-style-type: none"> • Grant
Ineffective Teachers		<ul style="list-style-type: none"> • Manage out
Value Proposition		
Strategic Teacher Retention	<ul style="list-style-type: none"> • Recommend high performers • Advise on process 	<ul style="list-style-type: none"> • Identify high performers • Adjust retention strategies
Working Conditions		<ul style="list-style-type: none"> • Adjust
Salary and Benefits		
Career Ladder	<ul style="list-style-type: none"> • Advise 	<ul style="list-style-type: none"> • Adjust
Teacher Recognition	<ul style="list-style-type: none"> • Advise 	<ul style="list-style-type: none"> • Adjust strategies

Principal Supervisor	Central Office
• Support principals	• Project out
• Identify best practices	
	• Adjust
	• Adjust
• Support student-teacher matching • Support workload differentiation	• Provide certification incentives
• Support principals	
	• Assess • Assign excessed teachers
• Spread best practice	• Prioritize rubric skills
	• Assess overall resources • Assess school need
• Adjust	• Adjust
• Support principals	
• Identify and disseminate best practices	• Ensure equity • Ensure focus • Identify and disseminate best practices
	• Adjust supports
• Support principals	• Select for district roles • Support principals
• Support principals	• Ensure rigor
• Support managing out	• Review managing out process
• Support principals • Disseminate best practices	• Assess strategy • Identify best practices
• Support principals	• Assess strategy
	• Assess strategy
• Advise on strategy	• Assess strategy
• Support principals	• Assess strategy

High Level Summary of the ERS Talent Decision Framework with Sample Decisions, Questions, and Data

	Teacher/Teacher Leader	Principal
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Teacher Teams	<ul style="list-style-type: none"> • Advise assignments • Design collaborative planning time 	<ul style="list-style-type: none"> • Define teams • Assign teachers • Organize for effectiveness
Distribution of Teachers		
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Individual PD Plan	<ul style="list-style-type: none"> • Develop • Adjust 	
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PRINCIPAL DECISION

Assign teachers: Assign teachers to strong and effective grade and subject teams by considering individual teacher strengths, preferences, and development needs.

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EXAMPLE GUIDING QUESTIONS:

- Do all my teacher teams have the right mix of high performing, novice, and struggling teachers?
- Is subject area expertise distributed strategically across the elementary grade teams?

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POSSIBLE DATA NEEDED:

- Lists of teams and members, and subject area expertise
- Each teacher's years of experience
- Each teacher's summative evaluation rating or score
- Annual student growth measure organized by teacher and subject

Principal Supervisor	Central Office
• Support principals	• Project out
• Identify best practices	
• Support student-teacher m	certification incentives
• Support principals	
	• Assign excessed teachers
• Spread best practice	rubric skills
	overall resources • Assess school need
• Adjust	
• Support principals	
• Identify and disseminate be	equity • Ensure focus • Ide
	supports
• Support principals	• Select for district roles • Support
• Support principals	• Ensure rigor
• Support managing out	• Review managing out process
• Support principals • Disseminate best practices	• Assess strategy • Identify best pra
• Support principals	• Assess strategy
	• Assess strategy
• Advise on strategy	• Assess strategy
• Support principals	• Assess strategy

PRINCIPAL SUPERVISOR DECISION

Identify Best Practices: Identify school leaders who exhibit best practices in hiring, and those who need support from HR and/or principal supervisor.



EXAMPLE GUIDING QUESTIONS:

- What is the track record of each of my schools and principals in hiring effective teachers?
- How does that compare to other schools with similar levels of student need?
- Which schools within my cluster are doing the most hiring and thus may need additional assistance—particularly schools with novice principals?



POSSIBLE DATA NEEDED:

- Lists of new hires by school and year
- Each teacher's summative evaluation score, by school and year
- Name of the principal who originally hired each teacher into the district

CENTRAL OFFICE DECISION

Ensure Focus: Ensure professional growth resources target the most pressing teacher growth areas.



EXAMPLE GUIDING QUESTIONS:

- Which teaching standards are most correlated with student outcomes?
- What are the most common areas of weakness for teachers across the district, and how does this align with the system of supports provided by the central office?



POSSIBLE DATA NEEDED:

- Teacher evaluation ratings for each teaching standard, by teacher
- Annual student growth measure organized by teacher and subject