



Arkansas Human Capital Handbook

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Introduction



Purpose and How to Use the Handbook

Purpose

In conjunction with the Arkansas State Department of Education, and the Division of Elementary and Secondary Education, the Urban Schools Human Capital Academy has created this Arkansas Human Capital Handbook. The purpose of the Arkansas Human Capital (HC) Handbook is to provide relevant knowledge that school districts can use to implement a strategic HC approach to ensure that school districts have a quality workforce, particularly effective teachers and principals. It is clear that how school districts approach the complexities of the human capital work can be a strong lever for school improvement. The information in this handbook is organized around many of the key components of Human Capital (USHCA Teacher Puzzle Pieces) that school districts must focus on to support their efforts to improve and sustain a highly effective workforce. The handbook will also be attentive to the particular human capital challenges of small and rural school districts.

It is important for school districts to address the “right” components of human capital work to improve teacher and principal quality. These HC components interconnect to symbolize how each element of the work impacts and influences all others. At the center of each of the Puzzle Pieces is the key human capital manager, the principal that those in the central office who perform HR Functions need to serve to improve student results.

USHCA Teacher Puzzle Pieces





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The handbook is organized in chapters: an introductory chapter that provides guidance on how to use the handbook, a chapter on assessing the functionality of a district’s human capital strategy, improvement action planning and additional chapters based on key human capital functions. The handbook includes the following chapters and content:

Chapter	Content
1	Introduction <ul style="list-style-type: none"> • How to use the Handbook
2	Assessing the Functionality of Human Capital Management
3	Overview of Arkansas Human Capital Improvement Planning <ul style="list-style-type: none"> ○ How to self-assess the HC component ○ How to prioritize the area for improvement ○ How to strategically plan ○ How to execute, monitor and track progress
4	Recruitment (Building a robust pool)
5	Hiring and Selection
6	New Teacher Support and Induction
7	Career Management and Retention
8	Principal as Human Capital Leader
9	Regional Approaches to Human Capital Improvement
10	Using Data to Make Human Capital Decisions
11	Implementing Equity Labs in your District

The information in the handbook will provide concrete, practical strategies and tools that the state and districts can use to make a difference in their abilities to recruit and retain effective teachers.

Recommended Audience

The handbook is developed for districts to be used by those staff who perform HR functions in local school districts, superintendents and principals. Additionally, the handbook would assist staff at the State Department of Education and regional cooperatives who support the human capital functions in school districts.

Format of the Handbook

The Arkansas Human Capital Handbook will be organized in Google Docs. Each chapter will have essential information that will be linked for easy access by the users and contains:

- A narrative overview and a PPT presentation of the topic
- Questions to guide the district strategy
- Best practice strategies
- How to evaluate and track effectiveness of your efforts.
- Roles and Responsibilities of district and school staff
- Differentiation for rural and small districts





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- Focus on building diversity and equity
- List of human capital tools to use

How to Use the Handbook

This handbook is a resource for regional/district/school administrators and those who perform HR functions in the district. It offers practical guidance to regional/district/school leaders for a comprehensive approach to strategic human capital focusing on recruiting, selecting and retaining effective teachers. The contents of the handbook are based on the latest research and effective practices. The handbook includes examples of actions, resources and references.

Users of the handbook will be able to:

1. Determine which resources they want to use and/adapt them to the needs of the district/school.
 - a. Tools that support the planning of effective actions
 - b. Roles and responsibilities of district central office staff and school-based administrators.
2. Learn more about effective practices
3. Use the information to put in place improvement plans that the district/school in order to improve the recruitment and retention of effective teachers.
4. Determine, develop and implement additional district/school's policies and procedures



Assessing and Using Data



Assessing the Functionality of Human Capital Management

In order to assess the functionality of your human capital, we recommend the use of two resources. These tools are the [Human Capital 101 Puzzle Piece Overviews](#) and the [Highly Functional Human Capital Management Tool](#). These tools use the USHCA Puzzle Piece Framework to understand the human capital functions that need to be managed effectively in order to attract and retain a highly quality and diverse teaching workforce.

There are two tools that are used in conjunction with each other to assess the functionality.

- The Human Capital 101 Overviews summarizes each component and outlines the Look Fors that demonstrate effectiveness in each area.
- The Highly Functional Human Capital Management Tool identifies the components of the nine functions and describes what each component looks like when highly functional.

This protocol can be used to assess the strengths and gap areas in order to set priorities to achieve district's human capital goals.

Steps for Assessing the Functionality

1. Bring together all staff in your district whose job functions are pertinent to the component being assessed. For each component first review the Human Capital 101 Overview Look Fors
2. Decide and highlight the “look for” that would have the most impact in your district if done in a highly functional way. Why?
3. Discuss and decide if each puzzle piece is:
 - **Red** -This is a “pain point” and a high priority for progress
 - **Yellow** – This is an area with moderate progress. but we need to push the work further
 - **Green** – This is an area that is performing well and not of immediate priority for improvement in our district
4. Use a highlighter to mark red, yellow green on the Highly Functional Human Capital Management Tool
5. Review the areas of strength and those gaps. While all 9 areas of the functional assessment are important, prioritize high leverage areas.
6. The Arkansas Planning Protocol can be used to develop a plan and action steps.

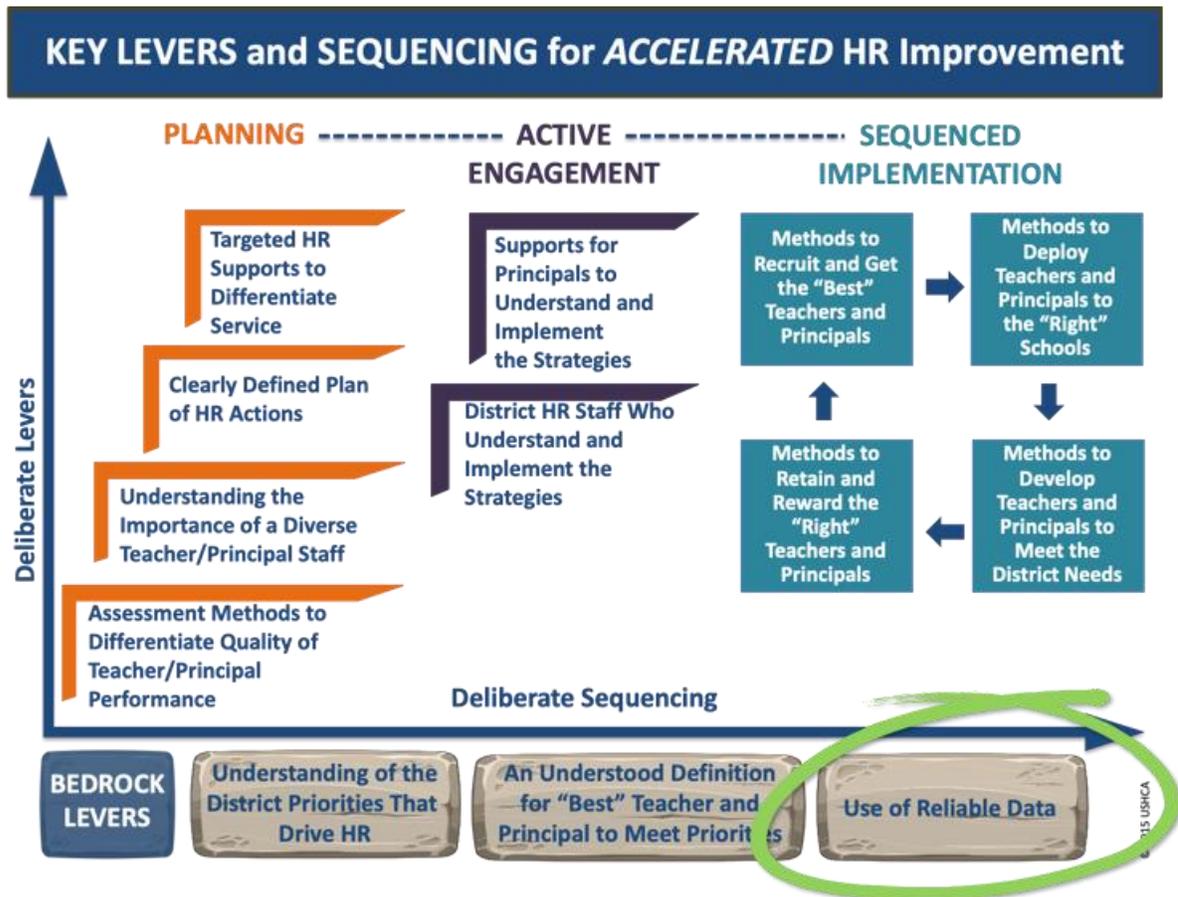


Using Data to Make Human Capital Decisions

The work of Human Capital improvement consists of deeply understanding the most important components of the work and the sequence to build a movement of improvement. Data is a foundational component that is critical to ensuring that the human capital improvement work is deeply integrated with what that district is working to accomplish.

Why is data important?

- Data doesn't lie – it objectively shows areas of strength and growth
- Data shows the results of a team's efforts – and can encourage a change in strategy, if needed
- Measuring human capital impact and improvement to the workforce over time shows the impact of the district's human capital work on students





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School districts typically have access to an array of data; knowing what data to collect and how to analyze and use that data is the key challenge. It is vital for districts to identify what educator¹ data matters most to their organization, department and/or team and prioritize the collection and analysis of data to inform the district's human capital work. In general, analysis of educator data should help districts learn about, inform, and improve human capital initiatives that ultimately help improve educator practice and student learning. Focusing sufficient time and effort on this step results in making decisions and employing strategies that are likely to improve student learning. This brief lays out a process for districts to implement as they work to proactively analyze educator data to inform their human capital work.

Key Steps to Consider for High Impact Educator Data Analysis

1. Establish a human capital data strategy
2. Know what data matter
3. Establish clear measurement priorities
4. Collect data
5. Analyze data
6. Interpret results
7. Engage Stakeholders
8. Prepare for Possible Challenges

1. Establish a Human Capital Data Strategy

The first step in using data to make Human Capital decisions is to set up an overarching strategy. Start by identifying the key Human Capital decisions and questions at each stage of the teacher and principal lifespan that happen on an annual basis; example questions include:

- Recruitment: How big of a teacher pipeline will we need to meet our hiring needs? What subjects do we need to focus on based on hiring challenges in the past? Where and how do we get most of our candidates?
- Hiring: How many teachers do we anticipate we will need to hire for next year? Which schools or subjects are more challenging to hire for? How long does it take to onboard a new employee? When do we do most of our teacher hiring? Is it when our teacher pipelines are at its peak in terms of quantity? Is our interviewing, screening, and hiring efforts identifying the best candidates from the pipeline?
- Performance Management: Are educators being evaluated on what matters most to improve teaching and learning? Do our evaluation results align with how our students are performing?
- Career Management and Retention: How many teachers leave our districts each year? Do we know the reasons? How are we supporting our educators to grow professionally? How are new teachers supported? Are we keeping our best educators?

¹ For the purposes of this document, "educators" refer to teachers and principals.



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Also, consider longer term analytical questions that may guide district policy over time. This analysis may take years to reveal a clearer picture but will provide a more accurate picture. Examples include:

- Recruitment: What are our three to five-year retention measures by recruitment source/program?
- Hiring: How has a new teacher cohort hired from a particular source performed over a three to five-year span? What pre-hiring indicators and professional development programs predict effective teaching of English Language Learners?
- Retention: What factors over the past several years have impacted retention and turnover?
- Consider other one-time decisions that need to be made using data

2. Know What Data Matter

The first step in analyzing educator data is identifying the key data you need to measure to better understand the implementation and results of your human capital work. At a minimum, educator data should help districts understand how well talent is being managed with the following strategies in mind:

- Consistently Get the Best Talent
- Deliberately Deploy
- Strategically Retain and Develop
- Effectively Deliver HR Services

The [Power Metrics](#) (Figure 1) are a subset of metrics identified in Urban Schools Human Capital Academy's (USHCA) [Assess, Breakthrough, Change Tools](#) that define the key metrics that LEAs need to collect and analyze to better understand the quality of their educator workforce. For smaller districts with limited central office capacity, the Power Metrics can bring focus to the most important data to collect and analyze regularly. The [Highly Functional Human Capital Tool](#) and the [Small District Assessment](#) based on the USHCA Puzzle Pieces and have been specifically developed for small districts and is based on the Power Metrics.



Figure 1: Power Metrics

Core Purpose	Teachers	Principals
Get the Best <i>Have we recruited the best?</i>	<ul style="list-style-type: none"> Percentage of new teachers—by educator preparation provider—with effective or higher ratings at the end of Years 1, 2, and 3 (VI.B) Percentage of new teachers—by educator preparation provider—by performance on multiple measures of student achievement and on the classroom observations and practice model (VI.B) Applicants per vacancy by subject and educator preparation provider (I.C) Number and percentage of vacancies filled by May 1, July 1, August 1, and after opening of school (II.A) Number and percentage of diverse candidates meeting the screening criteria by educator preparation provider (I.D) Percentage of principals satisfied with quality of applicant pool, and or support received to help match candidates to vacancies (II.E) 	<ul style="list-style-type: none"> Percent of new principals with effective or higher ratings at end of 1st, 2nd, and 3rd years, by preparation program Percentage of new principals by performance on multiple measures of student performance and on the leadership/observation/practice model Applicants per vacancy Percentage of vacancies filled by April 1 Principal supervisor satisfaction with applicant pool
Deploy Them <i>Have we deployed them deliberately?</i>	<ul style="list-style-type: none"> Distribution of teachers by performance rating and school need type (IV.C) <ul style="list-style-type: none"> Percentage of incoming and outgoing transfers by performance rating and school need type (IV.C) Percentage of new teachers in high need schools (IV.C) 	<ul style="list-style-type: none"> Distribution of principal effectiveness ratings across high and low need schools
Retain Them <i>Have we retained them strategically?</i>	<ul style="list-style-type: none"> Percentage of effective and highly effective teachers retained by high/low need schools and by subject area (VIII.C) Number and percentage of tenured teachers who either improve to effective ratings or are exited (VI.E) Percentage of probationary teachers non-renewed for low performance prior to being granted tenure (VI.B) Percentage of teachers excessively absent that are improved or exited (VI.F) 	<ul style="list-style-type: none"> Retention rate of highly effective principals, by high and low need schools <ul style="list-style-type: none"> Percent of low performers exited Percent of high performers promoted/retained
Deliver Effective HR Services <i>Have we delivered HR services effectively?</i>	<ul style="list-style-type: none"> Percentage of principals satisfied with human capital supports and services (IX.A) Percentage of principals satisfied with data support and insights for HC management (IX.B) 	<ul style="list-style-type: none"> Principal supervisor satisfaction with data and support provided for HC management

3. Establish Clear Measurement Priorities

While districts should aim to collect and analyze all of the Power Metrics, they will need to identify metrics to prioritize based on their needs and context. To measure data in the Power Metrics, districts must be able to answer the following foundational questions:

- Who are your effective teachers and principals?
- Which of your schools are highest need from a human capital perspective? (e.g., high teacher turnover, high absenteeism)
- How satisfied are your principals and principal supervisors with human capital processes?
- How often should this data be reviewed and with whom (e.g., central office stakeholders, school-based leadership)?



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Other guiding questions that should be answered to help your team define priorities for data collection and analysis:

- What is your district's human capital priorities? [Example: Hiring teachers earlier in the year, retaining new teachers]
- What results do you want to see? How will you measure those?
- What is your time frame? (Example: quarterly vs. annually?)
- What is your unit of measurement (Example: new teachers' performance by the preparation program they attended)

4. Collect Data

First, determine what educator data currently is available in existing databases and/or sources, such as educator effectiveness measures. Next, determine if existing data is being used to support human capital decisions. USHCA's [Power Metrics Assessment](#), in addition to the [Highly Functional Human Capital Tool](#) and the [Small District Assessment](#) are tools to help districts assess the availability, use and sharing of metrics and develop next steps for data readiness.

If collecting new data is required, districts should prioritize what data to collect. First identify a core purpose for data analysis by identifying the key questions to be answered (e.g., Have we retained effective teachers strategically?). Next, select one teacher metric (e.g., percentage of effective and highly effective teachers retained by high/low need schools and/or subject area) and principal metric (e.g., percentage of high performers retained) to collect. When making decisions about any new data that needs to be collected, districts should be aware of the time and effort required to collect the data. As a result, they should ONLY prioritize collecting new data that will be used and shared to inform decision-making in the district. This is particularly important for smaller districts that may have limited capacity to collect and analyze new data.

Finally, when collecting data, it's important to catalogue any notes and nuances of the data collected at that given time. Below are two other key topics to consider.

- Types of data
 - Quantitative data that highlights quantities, numbers and typically things that are measurable.
 - Qualitative data that is mostly captured via descriptions, observations, anecdotes, conversations, written responses, etc.
- Data management
 - Inventory / map key data elements by source and owner [Note: source may include a key technology system, or files / trackers; i.e. excel or google suite applications]
 - Determine a shared digital file storage scheme and organize the data in a manner that is transparent and lends itself to collaboration across and within teams.
 - Catalogue any notes and nuances pertinent to the data being collected [Example: Data codebook and/or dictionary that provides clear definitions and parameters such as time period when measuring retention or which positions are included or excluded when tracking and analyzing teacher data].



5. Analyze Data

Although collecting data is an important step, analyzing data with the goal of actionable insights is of greater importance. Below are analytic strategies that can help districts improve initiatives and approaches. It's worth noting that no one strategy is better than the other and the strategies often complement and/or co-exist with one another.

- Descriptive – What happened?
 - This approach provides districts an opportunity to learn from past organizational performance, behaviors, actions and policies. Descriptive analytics require the district to review historical data with the purpose of identifying common trends and patterns. Typically, this approach summarizes what happened and relies on the calculation of sums, averages, percentages, etc.
 - Example: The number of new employees hired in for a particular school year.
 - Sample Tools:
 - [Root Cause Analysis](#) protocol assists in identifying the root cause(s) of adverse outcomes related to human capital challenges. Districts can use this protocol with teams when addressing a specific challenge.
 - Opening of [School Planning Protocol](#) allows a district to reflect as a team, based on data about the effectiveness of their staffing at the beginning of the school year.
- Diagnostic – Why did it happen?
 - This process helps determine what factors caused a positive or negative outcome. During this analysis, the district may need to identify additional data from external sources. This approach may include, but is not limited to, correlations and multiple regressions techniques.²
 - Example: The number of candidates who applied for a teaching position is up 30 percent this year. What additional contextual factors contributed to this increase in applications?

6. Interpret Results

It's important to provide context and perspective for your results (e.g., compare results to what you may have expected, compare results from year to year or by type of school). In this step, consider ways to disaggregate the data that may be useful to understanding what is happening. For example, what does the data look like across different types of schools (high, middle, elementary), what are the similarities and differences between schools in different regions, and how does the data differ by subject area taught? What does the data highlight if broken down by other employee characteristics including gender, ethnicity, or career stage? Below are some of the guiding questions to consider.

- To what extent does the analyzed data answer your original guiding questions?
- To what extent does the analyzed data help the organization learn, inform and improve initiatives and approaches?
- To what extent does the analyzed data identify limitations worth mentioning?

² Please note, data analysts often use a statistical software package (e.g., STATA, R) to conduct the analysis.



7. Engage Stakeholders with Data

After results are analyzed and interpreted, key insights and findings should be shared with stakeholders in order to measure progress and identify focus areas. As part of this effort, the following should be considered:

- What? What questions / decisions need to be answered? What are the critical issues that need to be addressed?
- When? What are the key milestones and deadlines that are imminent? Ideally data engagement timing should allow ample lead time to identify key actions as well as to calibrate current efforts
- How often? Which set of information and data needs to be communicated more frequently?
 - Annual: Retention, new teacher hiring measures, applicant pool measures
 - Monthly: Sub fill rate, attendance
 - Develop a data calendar that outlines key reports and analysis that will be conducted by month. For each item, ownership and frequency should be indicated.

8. Prepare for Possible Challenges in Data Analysis

Although there are several potential obstacles and/or challenges that may occur when analyzing data, below are useful strategies to address them.

- Volume of data being collected
 - The sheer amount of data within a district can lead to employees feeling overwhelmed. This feeling is often compounded by a series of manual processes needed to analyze data. First, review existing data processes and make necessary changes. For medium/large-sized LEAs, purchase or build in-house automation to collect and organize the data needed for analysis.
- Poor data quality
 - If the data inputted is inaccurate or incomplete, then so too is the analysis. Most of the determinants of poor data quality stem from manual errors made during data entry. Uniform approaches to data collection and entry are important. Next, leveraging technology with the use of automation and/or drop-down fields (e.g., Excel, Access, google suite) reduces the likelihood of errors. It's also important to implement a series of regular data quality checks and retrain employees as needed.
- Data located in multiple sources
 - Analyzing data stored in multiple sources often creates obstacles. In addition, manually combining data across sources is time consuming and may lead to data errors. The ideal solution is to develop a centralized system that includes all of the data needed for analysis. In the event this is not feasible, a step-by-step process and/or manual to combine data across sources will be helpful.
- Districts with limited organizational capacity
 - Smaller districts with limited organizational capacity should consider leveraging their small size. Ultimately, people matter, and data can't replace or supersede districts taking the time to listen and engage employees with the explicit goal of gaining insight aimed to improve the organization. Additionally, smaller districts should consider opportunities to partner with other central office senior leadership staff who oversee finance and budget, teaching and learning, principal supervisors and/or other key important district functions.



Key Human Capital Levers



Teacher Recruitment and Building a Robust Pool

The teacher recruitment function aims to build a broad and high potential diverse pool of candidates to meet the needs of your district. To do this, districts must tap new and existing pipelines to expand the potential pool of teachers. Having a rigorous recruitment approach ensures the applicant pool is filled with ready applicants is critical to staffing all schools.

This function includes a robust recruitment program strategy that includes pipelines from a variety of sources and networking tools that expand the potential pool as much as possible. In addition, sources must be tracked to determine which pathways are producing the best performing teachers once in the classroom. Internal pathways that are potential recruiting grounds include such avenues as substitute teacher pools, paraprofessionals and grow your own programs.

An applicant pool that provides the best candidates ready for hire requires constant cultivation from those in your district that perform HR functions that can provide the best matches for the district's needs, especially in critical shortage fields. Feedback loops from principals are important to determine the level of performance of new hires and principal satisfaction with the number and quality of their choices for vacancies.

Definitions

Pipelines are sources of future talent, which can come from internal or external sources. Internal pipelines of candidates include those staff you already employ who might be ready for a promotion, transfer or role change. External pipelines of candidates might include student teachers; those enrolled in alternative certification programs or university programs; employee referrals; past applicants; those you meet at recruitment fairs; or even your own high school students. Pipelines will vary in the amount and quality of candidates they yield.

Pathways are the route by which teachers are prepared and/or certified to teach. Traditional pathways most often refer to university-based preparation programs. Alternative pathways most often refer to programs for college graduates who have little or no previous formal university preparation in teaching or education. Most alternative pathways provide some form of training in a faster route to teaching. New teachers' readiness to meet student needs varies across and within educator preparation programs.

Shortage Area Subjects are those subjects where demand exceeds the supply of teachers available. Shortage area subjects nationally and locally often include math, sciences (especially chemistry and physics), special education, bilingual education, foreign languages (such as Spanish), and English as a second language. Each LEA should review their data to see which subjects present the biggest challenges. Often, fewer than five applicants per one vacancy indicates a shortage.

Vacancy – A vacancy is defined as an unoccupied and approved, funded position that a principal intends to fill. Positions that are open because of long-term sickness, leaves, etc. are temporary and often not defined as a true vacancy.



Questions to Guide your Recruitment Strategy

How do we forecast our teacher needs?
Where do we get our best teacher candidates?
Do you have enough candidates? a. Candidates of color? b. In all subject areas? c. In the schools where they are needed?
How do we track the effectiveness of your recruitment efforts? Which data do you currently track and what does it show? a. Where are your strengths? Where are your gaps?
What factors might be at play that will cause our vacancy forecasts to differ from a “typical” year? How and where might that adjust our forecasted vacancies?
Which schools and subjects are your highest need? What criteria are you using to differentiate HR’s limited resources? What base level of services do you want to provide to every school?
How closely does your teaching workforce reflect the diversity of your student population? What experiences do your teachers of color have in your district?
Are principals and hiring managers satisfied with the quality and quantity of the applicant pool to meet their needs, including in high need schools?

Strategic Steps for Effective Recruitment Strategies

1. Understand recruitment in your current context.

Analyze all components of recruitment processes and procedures. Effective recruitment and selection consist of the six components – from sourcing through new hires. In analyzing where you are in the area of recruitment, focus on the first three, your sourcing, screening and cultivation of candidates. Recruitment and selection intersect at the cultivation of candidates. HR plays the lead role in recruitment. Those in your district who perform HR functions can support principals’ and principal supervisors’ capacity for this work. See [Roles in Recruitment & Selection](#) for key activities by role in each component of the funnel.





Recruitment Components

- **Source:** Proactively searching for candidates for current or future openings; building a pool for now and a continuous pipeline for the future
- **Screen:** Continuously reviewing applications to determine which candidates are the highest potential
- **Cultivate:** Offering early contracts to and keeping interest of highest potential candidates through constant communication is essential

Selection Components

- **Interview:** Meeting between the hiring manager/team and the candidate to review and select; this can include demonstration lessons and other performance tasks
- **Offer & Accept:** Making an offer and closing the deal so the candidate accepts the position
- **New Hires:** Welcoming new hires on their first day and onboarding them for success in the organization

2. Evaluate and track effectiveness of your recruitment efforts. The ultimate purpose of your recruitment strategy is to consistently find the best talent that meets student and school needs. Your pool should be as deep and robust as possible. While there are many input and output metrics to track to [Analyze Your Recruitment and Selection Processes for Missed Opportunities](#), the four most critical questions to ask and metrics to track answer questions related to issues of quality, quantity, and equity:



Key Questions	Metrics
Where do we find our best, highest quality candidates? (Quality)	Percentage of new teachers – by provider – with effective or higher ratings at the end of Year 1, 2, & 3 – disaggregated by subject and school
Do we have enough candidates? <ul style="list-style-type: none"> Candidates of color? In all subject areas? In the schools where they are needed? (Quantity & Equity)	Applicants per vacancy by subject (and by month), provider, and school Percentage of teachers of color in our candidate pool and as new hires – by subject, provider, and school
Are we hiring early enough to ensure quality? (Quality)	Percentage of vacancies filled by May 1, July 1, August 1 and opening of school by subject and school
Are principals satisfied with the quality and quantity of the applicant pool to meet their needs, including in high need schools? (Quality, Quantity & Equity)	Percentage of principals satisfied with the applicant pool and HR’s support to match candidates to vacancies, particularly in higher need schools (Example of a customizable Hiring Manager Satisfaction Survey)

If your district does not currently track the metrics above, this is the first place to start. As you track the data, we encourage you to step back and review your data annually, ideally in the early fall, with the [Recruitment and Hiring Data Protocol](#). Additionally, the [Opening of School Protocol](#) offers another process for reviewing and improving upon recruitment and selection results.

- Forecast vacancies to understand the district’s needs.** [Calculate](#) and [analyze](#) teacher turnover and retention by school, grade level, and subject. Revise policies to ensure earlier notifications of resignations/consequences for late resignations (after July 1) and consider incentives for early notifications of retirements and resignations. For other ideas, see [Improving the Teacher Resignation Process](#). It’s also critical to understand broader demographic shifts within your region as you consider the types of teachers needed by partnering with local governments to understand trends. Understanding these shifts and increased population will help you more accurately forecast your needs.
- Get everyone on the same page.** Create and disseminate an HR staffing calendar with all relevant dates prior to the start of the staffing season. This should include all relevant dates with regard to budget allocations and other staffing and hiring deadlines. Disseminating the calendar early and often prior to the start of the budgeting season to teachers, principals and other central office staff will help set expectations and understanding of key milestones and activities. Posting the calendar on the district’s website can also benefit potential candidates who may be interested in applying. It’s also important for all people involved in recruitment and hiring to know what is expected of them. **Be clear about who does what by outlining [Roles in Recruitment & Selection](#).** This tool provides you a starting point for what to expect of key players and in smaller districts, understand that staff across various departments that perform HR roles.





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- 5. Define who you are looking to recruit.** There is no one definition of a “best fit” candidate. Student, staff, and organizational needs and context determine what’s most needed for a particular vacancy; a strong match to these needs is essential. To determine *who* is needed for district, see the [Best Fit Candidate Activity](#). This resource outlines a process to help with the defining of teachers that are the “best fit” for your context and needs. Teams can use this activity to identify key characteristics of “best fit” teachers and map out the aspects of the organization that might be most attractive to highlight to “best fit” teachers. Create a clear value proposition for why your “best fit” talent should choose to work for your district or school. Highlight what makes your locale unique and special.
- 6. Differentiation for Rural and Small Districts.** Specifically, for **rural areas**, consider how to positively frame what your community can offer prospective teachers. Rural locales can be classified into [four types](#):
- **Urban Periphery:** Rural areas within a 90-minute commute of urban employment, services, and social opportunities. These communities offer proximity to the city and cultural attractions while providing a community feel.
 - **Sparsely Populated:** Areas where the population density is low and often declining and therefore the demand for traditional services, employment, and social opportunities are limited by isolation. These communities offer wide open spaces and a more peaceful and quiet life.
 - **High Amenity:** Rural areas of significant scenic beauty, cultural opportunities, and attraction to wealthy and retired people. These communities offer outdoor recreation and activities that are easily accessible.
 - **High Poverty:** Rural areas characterized by persistent poverty or rapid declines in income. High poverty communities offer an opportunity to make a big impact on the next generation of students and community-at-large, while also benefiting from a close-knit community.

Based on the characteristics of these communities, districts should leverage these factors in support of their marketing and applicant engagement efforts.

- 7. Recruit/source from multiple pathways and sources of talent**, such as alternative certification programs, local universities, student teachers, etc. A teacher’s pathway to certification is less important than the individual program. Certification pathway—traditional or alternative—is not a predictor of teacher effectiveness, but *individual programs* show meaningful differences in teacher performance. For more on certification, see this [Teacher Certification & Preparation Research Brief](#).

Often, districts look only to the graduates of local colleges and universities or at hiring fairs. Districts can also recruit those with content expertise outside of educator preparation programs and have them go through an alternative preparation route.

Review the performance of teachers by pathways regularly to identify your most effective sources of candidates. To better understand your needs, we encourage you to list and [Analyze Your Current Pipelines & Pathways](#). If you choose to grow additional pipelines, review [Considerations for Growing Your Teacher Pipelines](#).



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Practice “active” recruitment—track and identify the best pathways and sources of teacher candidates and proactively work to target those candidates who are part of those specific programs and partnership—rather than “passive” recruitment such as only posting vacancies and attending job fairs hoping candidates will apply or attend. After identifying the best sources of teacher candidates, [develop meaningful partnerships](#) with key preparation programs.

Recruit among local candidates. More than 60 percent of teachers teach within 15 miles of where they went to high school. Therefore, consider how to tap your local talent first, by asking who in your community is already interacting with students. For example, within your district, identify, track, and recruit from student teachers, substitutes, and paraprofessionals. In addition, many districts are launching high-school-to-teaching programs where interested students receive academic support and professional development through high school and college about the teaching profession. Within your community, look to local houses of worship, nonprofits, and other community organizations that provide services to children, to find individuals interested in exploring teaching as a profession.

Leverage your current employees. Your current employees are also a valuable resource for finding new talent. Referral campaigns can be a valuable source for finding new and talented teachers for your district by accessing the networks of your current employees (and others affiliated with the LEA). In the most common and straightforward referral programs, current employees provide a name and contact information for potential teachers and the recruitment team follows up on each referral. Employees then receive some benefit (monetary or non-monetary) if the teacher s/he referred is hired (or after the new teacher completes their first year). Here are [Best Practices & Key Considerations for Referral Campaigns](#) which include key considerations to launch a referral program.

8. Enhance the experience of job applicants. Review all recruitment steps and work to maximize a smooth, clear process for candidates. Candidate experience—their overall perception and opinion of your organization based on their entire (formal and informal) recruitment and selection process—matters for attracting quality candidates.

Assess the candidate’s recruitment experience, e. g. through surveys of candidates, whether or not they were hired.

- a. Review your application and hiring processes to determine how efficient and transparent the processes are from a candidate perspective. *How easy is it for candidates to find career opportunities and apply via your website? Receive timely updates and track their application status?* For more insight and tips, please refer to [Candidate Experience: Best Practices](#) which aims to ensure a positive experience from when a candidate is starting their job search through the application, interview, hiring, and offer stages. Clear expectations at each stage of the recruitment and hiring process, as well as consistent communication, are key aspects of creating a positive experience.
- b. Review your district website and ensure teacher vacancies (and all position vacancies) are available online within two or three clicks for applicants. Easier access to vacancies will help enable more applicants to complete the application process.



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- 9. Differentiate your recruitment processes** for high needs schools and shortage subjects.
- Consider which schools and/or shortage area subjects may need extra support or an edge to be competitive for talent. Offer different or additional services, such as the examples in our [Edges in HC Strategies](#). This tool acknowledges that human capital policies and practices that treat all schools and assignments the same put high needs schools at a distinct disadvantage for recruiting, staffing, and retaining great teachers and leaders. Instead, districts should differentiate HR/HC's policies and practices help level the playing field and allow high needs schools to better compete for talent. In recruitment and hiring, this means giving high needs schools additional edges by providing:
 - Earlier access to applicants than other schools
 - Extra applicants and/or dedicated pipelines or prep programs for HNS
 - Differentiated support to market HNS/vacancies
 - Ability to hire earlier than other schools
 - Supports from HR to hire earlier than other schools – especially in shortage areas and for diversity
 - Differentiated discussion of skills and qualities of “best fit” candidates with school leadership
 - School-specific hiring protocol for each high needs school
 - Differentiated matching processes to identify top candidates for principal & principal supervisor by HR
 - Quality applicants available and prioritized for last minute vacancies in HNS
 - Consider how HR's role needs a [Reboot in STEM subjects](#). If your HR team functions without differentiating by subject, this white paper will help you consider how to address recruitment and hiring for STEM subjects.
- 10. Grow the capacity of principals as human capital leaders.** School leaders' effectiveness in the recruitment and hiring process is a major factor in the quality of new hires. Nearly 75 percent of candidates say that their interview experience is extremely or very important in their final decision to join your organization. More than half say their most important interview is with their prospective manager.
- Provide principals with an overview of strong [Recruitment & Selection – At a Glance](#). As principals have a variety of responsibilities on their plate, this tool provides them a quick summary of what they need to know.
 - Provide principals with [Best Practices for Recruitment & Selection](#) for their role. Based on the areas of the funnel – Source, Screen, Cultivate, Interview, Offer and Accept – this tool provides the key ideas that principals should consider implementing. Critically, before any of this can occur, principals and hiring teams must clearly identify skills, competencies, & characteristics of ideal – or “best fit” teachers based on school and student context and needs. What is fixed? What is flexible? Prioritize the top two non-negotiables in a teacher hire and [Market Your School](#) (TNTP) accordingly. All selection activities should follow from that ideal by [building an aligned selection process to their best fit candidate](#).



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- c. Use the [School Recruitment & Selection Planning Map](#) as a tool to plan for the year ahead. This document lays out a school's recruitment strategy on one page.

11. Focus on building diversity beyond traditional pipelines. Consider Grow Your Own programs to help prepare those in your community to serve as teachers. Diversity matters for students of color when building a pipeline of teachers—it improves student outcomes, increases achievement, decreases suspensions, decreases disparities in referrals to special education, and increases referrals to gifted programs for students of color.

- a. Collect key diversity and other data at the school level using the [School-Level Data Capture Template](#) as one example. This tool provides a way to organize and analyze key data.
- b. Use the [Diversity Research Summary](#) to better understand key challenges.
- c. Take the lead in HR for [Recruiting, Hiring & Retaining a Diverse Staff – What Can HR Do?](#) Use this tool when you want to understand ways in which HR can lead the way.
- d. Spark meaningful conversations in your district using [Diversity Conversation Starters & Strategies](#). These questions and ideas will give you a pathway into conversations that might otherwise feel uncomfortable.
- e. Highlight diverse candidates in your marketing materials – as well as the benefits for teachers of color to live in your community.

Key Take-aways: Teacher Recruitment and Building a Robust Pool

Timing is the key driver in recruiting effective teachers and principals. For teacher recruitment, the principal is the hiring manager and the key customer. Diversity matters when building a robust teacher pool. The experience of the candidate is the single characteristic to be related to teacher effectiveness. Your recruitment strategy should offer differentiated support to high-need schools. Finally, recruitment strategies are integral to your district's retention strategies.



Hiring and Selecting the Best Teachers

Hiring and selection is a broad function and encompasses both internal hiring (promotions, transfers, shared staff, etc.) as well as external hiring. Ideally, the principal/school team is always the "hiring manager," but for critical shortage fields - in most districts, math, science, special education, Spanish, ESL teachers - HR becomes the "hiring manager" for early contract offers and principals select from the pool that is already under contract. As research confirms, the quality of the teacher in the classroom followed by the leader of the school are the two most important factors in driving student learning. Thus, starting with a "great hire" enables the Principal to build his or her team toward the mission of significantly higher student results.

The teacher candidate pipeline is a critical enabler toward effective hiring and selection. However, the "supply" of teaching candidates is decreasing while "demand" is increasing. Increasing teacher attrition, growing student enrollment, and lower class-size policies require even more teachers while, at the same time, we see fewer high school students interested in teaching, declines in enrollment and completion of teacher preparation programs, and decreasing interest in alternative pathways to teaching. Couple these factors a lack of teachers in certain subjects and a lack of teachers of color, and recruitment and hiring challenges can become dire. For example, across the nation, we produce twice as many elementary teachers as we hire every year, the majority of whom are white. Difficulties with teacher shortages contribute to obstacles to improve instruction for students.

Accordingly, the need to hire early and hire effectively becomes even more important. Research shows that early hiring (April and May) not only results in a cohort of higher quality new teachers, but also a more diverse new hire cohort. Early hiring has also shown to have a positive impact on new teacher retention. Lastly, hiring after the start of the school year negatively impacts student achievement.

Both the quantity and quality of the candidate pools are greater earlier in the hiring season compared to later as top candidates are most likely receiving offers from competing districts and not waiting around until the summer to accept a teaching position.

Not only is timing important, but the selection and hiring of "best fit" candidates is important. Although there is no one definition of a "best fit" candidate, student, staff, and organizational needs and context should determine what's most needed for a particular vacancy; a strong match to these needs is essential.

In addition to recruitment, retention is inextricably linked to hiring and selection. Both areas need to be equally addressed and aligned. Impacting one area will have a directional impact on the other. For example, hiring early and enabling best fit placements helps to improve retention; and improving retention helps to ease hiring needs as the number of vacancies are reduced. Conversely, ineffective or late hiring can lead to higher attrition; and high turnover not only increases the hiring needs, but also can be detrimental to recruitment as the reputation of the district may be damaged. Experts identify retention as the more critical lever to solving teacher shortages over the long term.



Definitions

Best Fit Hiring and Placement is the screening, interviewing, and hiring of candidates whose background, experience, and skills align with a school’s student, staff and organizational needs. There is no “one size fit all” definition. For each vacancy, hiring teams should define the “must have” qualities and competencies based on the school specific context and environment.

Candidate Cultivation is the engagement of prospective candidates and applicants during the hiring season. As districts aim to build a candidate pool early, candidate engagement to “keep them warm” is essential to ensure applicants remain interested in seeking teaching opportunities. Engagement should be differentiated based on the stage of the process. For prospects, the focus should be on generating excitement and getting prospects to complete an application. For applicants, the focus should be on keeping them informed of key timelines and referring them to opportunities that best align with their background and skill set. For candidates who have received an offer, engagement aims to confirm their acceptance and guide them through an efficient hiring and onboarding process.

Early Contracts are job offers made to prospective teachers for projected vacancies, often in hard-to-staff subjects or areas. HR can issue early contracts, creating pools from which principals select best matches for their vacancies. When the district offers an early contract, it extends an offer for a position within the district, but not a particular school. Early contracts in hard-to-staff subjects ensure hiring from among the most qualified and available in a time frame prior to real vacancies.

Early Hiring of teachers in May and June (or earlier) has been shown to yield higher quality new teachers as well as drive retention.

Forced Placement occurs when a teacher who loses a position in one school due to loss of student enrollment, program changes or school/grade closures, is placed into another district school’s vacancy without the consent of the teacher and/or the receiving principal. Forced placements often occur when a school closes, a program is cut, or student enrollment declines in one school and a teacher retains employment rights guaranteed by the collective bargaining agreement to another position in the district. Forced placements are often made in order of seniority of the teacher.

Mutual Consent – Mutual Consent is a selection philosophy in which both the teacher or new hire and the principal/selection team at the school choose each other. Practicing mutual consent ends forced placements of teachers into schools without teacher and principal approval. Under mutual consent, teachers who are surplus or excessed from one school must interview and be selected. The New Teacher Project coined the phrase Mutual Consent.

Pipelines are sources of future talent, which can come from internal or external sources. Internal pipelines of candidates include those staff you already employ who might be ready for a promotion, transfer or role change. External pipelines of candidates might include student teachers; those enrolled in alternative certification programs or university programs; employee referrals; past applicants; those you meet at



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recruitment fairs; or even your own high school students. Pipelines will vary in the amount and quality of candidates they yield.

Pathways are the route by which teachers are prepared and/or certified to teach. Traditional pathways most often refer to university-based preparation programs. Alternative pathways most often refer to programs for college graduates who have little or no previous formal university preparation in teaching or education. Most alternative pathways provide some form of training in a faster route to teaching. New teachers’ readiness to meet student needs varies across and within educator preparation programs.

Recruitment is the effort to build a broad and high potential pool of candidates ready to meet your schools’ needs.

Selection is the key action and effort to assess and hire the “best fit” individual(s) from the pool that meet your schools’ needs.

Shortage Area Subjects are those subjects where demand exceeds the supply of teachers available. Shortage area subjects nationally and locally often include math, sciences (especially chemistry and physics), special education, bilingual education, foreign languages (such as Spanish), and English as a second language. Each LEA should review their data to see which subjects present the biggest challenges. Often, fewer than five applicants per one vacancy indicates a shortage.

Vacancy – A vacancy is defined as an unoccupied and approved, funded position that a principal intends to fill. Positions that are open because of long-term sickness, leaves, etc. are temporary and often not defined as a true vacancy.

Questions to Guide your Hiring and Selection Strategy

How do we forecast our teacher needs?
Where do we get our best new teachers?
Do you have enough candidates? <ul style="list-style-type: none"> • New teachers of color? • In all subject areas? • In the schools where they are needed?
How do we track the effectiveness of your hiring efforts? Which data do you currently track and what does it show? i.e. When are you hiring? How long does it take to fill a vacancy? What is our offer acceptance rate?
What factors limit our ability to fill a vacancy with a high-quality teacher?
Which schools and subjects are your hardest to fill? What criteria are you using to differentiate hiring supports? What base level of services do you want to provide to every school?
How closely does your teaching workforce reflect the diversity of your student population? What experiences do your teachers of color have in your district?



Are principals and hiring managers satisfied with the quality and quantity of the applicant pool to meet their needs, including in high need schools?
Are our interviewing, screening, and hiring processes identifying the best talent?

Strategic Steps for Effective Hiring and Selection

1. Prescreening for Quality. Prescreening applicants can be a very valuable tool for both Principals and human resources on interview and selection decisions as well as a means to measure and calibrate hiring efforts. For certain subjects or schools, principals may receive well over 30 applications and in some subjects and geographies, a principal can receive well over 100 applications. A valid prescreening process that provides a qualitative rating can help principals quickly narrow down their pool of candidates, which can also save a lot of time. However, if the prescreen ratings are not valid indicators of quality, or even worse, are eliminating high quality candidates, then the prescreen process is actually causing damage. The key consideration with prescreening is whether the time and resources required is worth the investment to assess the quality of a candidate with a high degree of confidence. Annually tracking and analyzing the alignment of prescreen results to teacher quality will enable districts to make the necessary adjustments and changes to ensure a proper balance of staff effort and valuable applicant insight.

Prioritizing critical shortage areas for a deeper prescreening activity (phone or in person interview) to offer early contracts, will allow the team to focus on the areas and candidates needed the most. In addition, this engagement can also enable a more personalized recruitment and cultivation opportunity where district staff is also “selling” than candidate in addition to interviewing. Establishing prescreening application deadlines allows managers to better plan their staffing needs and allocate resources based on these pre-determined application windows. In addition, this can also serve as an incentive for early applicants to be eligible for a preferred early hiring pool.

At a minimum, most Application Tracking Systems (ATS) in the marketplace today allows districts to identify questions and prompt applicants to answer during the initial application stage. These questions are often leveraged as a filter to decide whether to let an applicant move on to the next stage. The challenge will be in the balancing of identifying questions that will allow the right candidates to pass with questions that may reject the right candidate.

As districts weigh the decision to conduct prescreening or calibrate current efforts, the following questions should be addressed:

- Are there too many candidates in our current pipeline that do not meet our minimum teaching requirements? Are there high-quality candidates that are being screened out or lost due to the current process?
- What do we require from applicants in order to complete an application? Are these requirements necessary at this stage in the process? Do they provide valuable insight into the quality of the candidate?
- Would it be beneficial for principals and hiring managers if the candidate pool was differentiated based on key qualitative characteristics (experience, skills, background)?



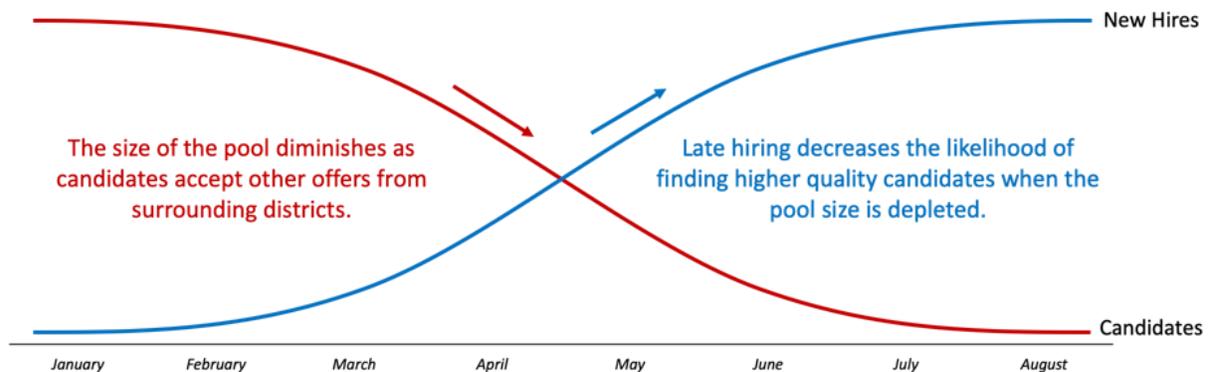
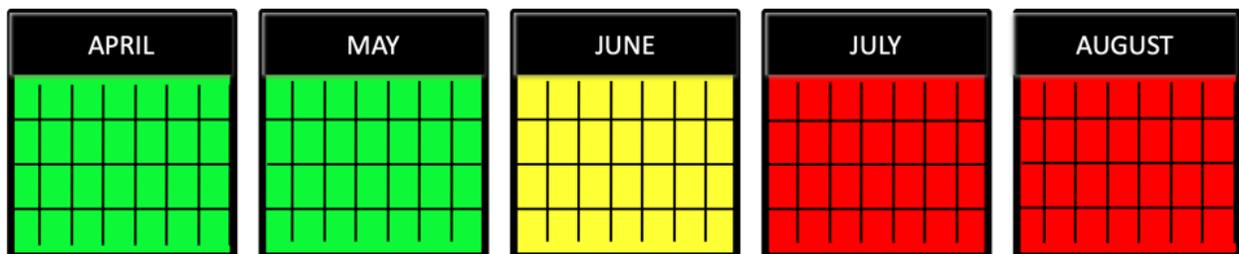


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- How much time and effort are currently required to approve an applicant for interview eligibility?
- Do our prescreening criteria, process, and ratings correlate to new teacher quality / performance?

If districts do choose to conduct prescreening, develop a teacher and principal prescreening rubric and interview guide that combines behavioral questions along with questions aligned with desired competencies and expectations. In addition, to support this effort, leverage the district’s teacher performance evaluation rubric and the district’s definition of an ideal teacher (if available) that aligns with the overall mission, reflects the values and district’s culture of high performance, and exemplifies the expectations and competencies for educators in the district.

- Hire early.** Research has shown that earlier hiring of teachers not only yields a higher performing new teacher, but also increases the probability that they will stay in their current position. In addition, applicant pools also tend to be more diverse earlier. Late hiring is usually caused by late budget allocations, last minute resignations / attrition, and/or staffing and hiring policies that pushes hiring timelines back.



Typically, early hiring efforts are hindered by late budget timelines, internal transfer time periods, and/or late identification of vacancies (resignations and retirements)

Research has shown that late hiring not only hinders districts’ efforts to hire the best candidates, but also their retention efforts as late hires are more likely to leave the district in the first few years



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With budget uncertainties, timelines to identify a final budget earlier may be challenging. Even with hiring peaks and valleys, there are probably some subject areas that a district is continually hiring for year after year. With a strong teacher forecast, districts can project hiring needs by subject which can be leveraged to identify high quality candidates earlier. Districts have options to issue early offers, contracts, or letters of commitments. Each option can vary whether employment is guaranteed or not which has its pros and cons from both a district and candidate perspective. However, a strong forecast calibrated with a degree of conservativeness should provide a safe target and help mitigate the risk of over hiring. For example, if over the past five years, a district has hired between 10 and 20 special education teachers annually, making early offers to seven to eight candidates (or five to be even more conservative) even before budgets are finalized would probably be safe.

Consider posting generic teaching positions in addition to school specific openings. By posting generic teaching positions by subject area/level prior to the budget allocation process, districts can attract a pool of candidates earlier by area that can be cultivated and referred to specific job vacancies as they are identified. Also, this pool can also serve as both a recruitment source for early contracts as well as potential hires for last minute vacancies.

Late resignations are especially challenging as the timing usually coincides with a teacher candidate pool that is diminished from both a quantity and quality perspective as top candidates have probably secured offers already from other districts. Mitigating late resignations can happen either by establishing policies with consequences or rewarding early notification. Consequences should at least include a letter to their permanent file indicating they left with insufficient notice. Some districts will not consider re-employing a teacher who resigned in August or later. More severe policies limit any future rehire opportunities as well as the potential to lose their teaching license (state driven policy).

Districts should consider implementing a declaration of intent process where teachers are asked on an annual basis to inform the district their intent for the following school year. Ideally, this should occur prior to budget allocations in order to allow principals time to plan accordingly.

Some districts offer a small financial incentive to eligible veteran teachers who tender resignation earlier (January to February deadlines). Another approach used by a district is to appeal to the emotional side by describing the ramifications of a late resignation with regard to student learning and achievement. Coupled with a declaration of intent process, districts should be able to gain a clearer picture of hiring needs earlier.

Lastly, take a look at your hiring and staffing policies. Push to finalize all promotions early enough so that principals can backfill positions when the applicant pool is strong. When can principals start to post vacancies, interview and hire? Many districts' policies delay hiring of new teachers until veteran teachers secure a new position either through a voluntary or involuntary transfer process. Revising policies to enable earlier hiring will maximize Principals' hiring efforts when the applicant pool is more robust from a quantity and quality perspective. Unfortunately, these strategies and efforts can only mitigate the need



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for late hiring, not eliminate. USHCA has identified a set of [Late Hiring Strategies](#) based on district exemplars.

Maintaining an accurate method to track when offers are made will enable a district to assess their early offer efforts. As mentioned previously, districts should aim to push to have the majority of their new teacher hires completed by the beginning of June. Tracking prospect and applicant activity will serve as a leading indicator to determine whether early hiring goals and objectives are met.

- 3. Engagement and cultivation of top candidates.** “Keeping candidates warm” throughout the application process is vital to hiring the best teachers possible. As districts push for early hiring and engage with candidates earlier, the time lapse between applying to securing a specific offer can be several weeks at best, if not months. If there is also a significant time gap between receiving an offer to the completion of hiring/onboarding, the risk of losing your highest quality candidates is greater. Cultivation efforts can help address this concern. Process redesign of the hiring process will also help.

With the current generation of new teachers, this group is resistant to being “sold” and need to embrace and adopt your vision in their own way. Efforts to engage and remind them why they are valued will help prevent them from jumping to other opportunities. Districts are hosting networking and affinity group gatherings to connect and engage top candidates. Districts are also identifying specific groups and refocusing events on engagement, networking, and learning more about living and working in the area while moving away from a sole focus on paperwork and transactions. In support of cultivation efforts, human capital leaders and their teams should establish and design a set of communications with standard scripts and messaging that can be used across various mediums (email, newsletters, phone calls) and at different parts of the pipeline process. For example, messaging to prospective candidates who have not completed an application should be different than outreach to candidates who have received a job offer from a school. In addition, differentiation can also be provided based on the background of candidates where a veteran teacher from a nearby district, a recent college graduate, a career changer, or someone relocating from another state may need different supports and information. Efforts like these along with “light touch” communication updates can help ensure your pipeline is not “springing any leaks.” USHCA’s [Candidate Experience Best Practices](#) guide provides strategies and best practices to improve the candidate experience at each stage of the recruitment/selection process. Teams can use this tool to examine and improve the “How” of candidate experience and consider both the organizations and candidate’s perspectives at each stage.



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4. **Supporting Best Fit Placement.** Principals should have the hiring decision making autonomy to hire the best teacher for their schools. However, providing support to ensure their hiring efforts are actually identifying and selecting the best is critical. Nearly 75 percent of candidates say that their interview experience is extremely or very important in their final decision to join your organization. More than half say their most important interview is with their prospective manager. In addition, the principal is a key factor influencing whether a teacher decides to stay or not. See Roles in [Recruitment & Selection](#) for key recruitment and selection activities by role.

With this finding, HR has an important role in expanding the capacity of principals and school leaders as Human Capital managers. Aside from the efforts to build a large pool of the best candidates, there are several initiatives and supports HR should provide to principals in support of their hiring and retention efforts to enable best fit matches.

Getting to Know Schools through Data

To better support principals hiring and retention efforts, HR should gain a deeper understanding of each school it serves. Developing school specific profiles will not only be used to help identify and match talent to schools and to support recruitment, hiring and retention efforts; but, also to help inform principal supervisors and principals around key human capital areas.

- School Profile Characteristics
 - Demographics
 - Programs and initiatives
 - Average teacher service time
 - Average administrator service time
 - Principal service time

"The Principal is not only responsible for many day-in, day-out interactions with staff that influence their decisions to stay or leave and their choices about how they will direct their efforts, but s/he is responsible for translating district management actions that become what teachers experience as human capital management. Thus, the principal is a key link in district strategic talent management efforts."

—Odden, Milanowski & Kimball, 2010



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- Findings from interview with Principal and/or other key members of the school staff
 - Desired skills, competencies, and qualities
 - Culture of school among adults, among students, among community
 - Best part of the school
 - Biggest opportunity areas
- Retention measures by performance rating and by years of experience
- Highlight of key attrition data (retirement, move out of the area, lateral move to another district, promotion to another district, left teaching/education)
- Hiring timing and performance from the past year
 - Timing of new hires
 - Time-to-hire (days) by position
 - Late resignation activity
 - New teacher quality (performance ratings of recent hires and/or other quantitative measures)
 - Hires by source
- Staff profiles: Breakdown of staff by performance rating with other characteristics to help identify retention focus
- Current hiring measures: (updated weekly during the hiring season)
 - Vacancies filled to date with time-to-hire measures and source
 - Open vacancies with status
 - Offer made (awaiting onboarding)
 - Interviewing
 - Open (with the number of qualified applicants for the position)

In addition, site visits conducted in partnership with key HR staff and other stakeholders will provide a deeper assessment of their hiring needs that includes pipeline, hiring, and retention analysis. Additional training, selection and cultivation services should also be provided on a case-by-case basis.

Developing, Tracking, and Calibrating Interview Selection tools and Procedures

In collaboration with key district leaders, identify the key competencies, skills, and behaviors that a highly effective teacher should possess. The teacher evaluation model and rubric should also provide direct insight into these characteristics. Design interview performance tasks, behavioral exercises, and interview questions to assess candidates on “real-life” situations and scenarios that align with this set of competencies. Demo lessons are one of the most effective ways to select candidates.

In order to support monitoring and calibration efforts, provide easy to access / use of tools and interview rubrics to track interview performance which will also assist in applicant and new hire quality measures. Training and support around these tools will be critical to ensure consistent implementation and use.



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Rigorous tracking of this data will provide valuable insight and direction to inform recruitment and hiring efforts.

When choosing a finalist, references are a powerful tool in support of making the right hire; emphasize probing (direct connection) reference checks and not written (minimal value).

Differentiate Supports

For harder-to-staff schools, partner with these schools to offer more intensive support around recruitment and hiring including open houses, and other targeted engagement opportunities. USHCA's [Differentiated Services to Schools](#) guide provides a set of established, well-rounded criteria for identifying the highest-needs schools in the district and a set of differentiated services options to drive improved talent and performance.

Providing opportunities for candidates targeted for specific schools and/or subjects can help focus attention, messaging, and efforts to better resonate with the candidates.

Open houses will:

- Provide candidates an informed view of the building, staff, and general environment
- With the heavy influence of a principal around attracting and hiring teachers, open houses will allow candidates to get to know the principal and his/her staff and students in a more relaxed, lower pressure situation
- Create connections by having candidates observe the best teachers and/or those they have something in common

Also, consider establishing a formal employee referral program. If funding is available, offer financial incentives for each successful referral. If not, identify non-monetary awards such as additional PD opportunities, public recognition, business community sponsored awards. Most likely, employee referrals are already happening on an informal basis. Research by Glassdoor revealed that employee referrals are much more likely to lead to an accepted job offer than those who do not experience any personal contact.

As a reminder, there is no one definition of a best fit teacher. Context matters and these actions will help identify the key characteristics and insight to inform this effort. As critical as obtaining deeper insight from the school and principal perspective, it is also important to identify candidate preferences. After all, to make a best fit match requires a balance of meeting both the hiring manager's as well as the candidate's preferences and needs. For districts that post specific job postings, candidate application activity is a good proxy for job preference. However, candidates' knowledge of particular schools or a district is only as good as the information that they can access. Establish a website that gives job seekers the information they need to understand the hiring process and expectations for candidates at each stage, as well as the ability to easily find and apply directly for positions of interest. The website should also serve as a virtual



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source for job seekers to learn more about the organization’s culture, values, purpose and opportunities for growth and development. In addition, direct engagement with candidates to both confirm their preferences as well as to highlight other schools and programs that align with their preferences will help point them towards other opportunities that they may not have been aware of. See the [Best Fit Candidate Activity](#) which guides teams to document what the “best fit” teacher means for their organization in order to inform recruiting and hiring.

Timing is critical. Late hiring (summer) limits best fit matching as principals will not have as great of an applicant pool to choose from as they would have in the spring.

Measuring best fit efforts can be tricky as the impact may not be known until months, if not years later. In the short term, gauging both principal and teacher satisfaction can provide a glimpse. In the longer term, track employee performance through the observation and evaluation process as well as look at other proxies for quality including attendance, leadership activities, teachers hired from high impact pathways and sources. Principals’ renewal decisions can also be used as a proxy for quality. In the longer term, effective best fit matching should not only yield a highly effective teacher, but also a teacher who chooses to stay.

- 5. Making the offer and onboarding.** The job offer should be a celebratory, congratulatory, and exciting experience. At a minimum, Principals should be contacting the candidate with a verbal offer prior to the candidate receiving the impersonal system-generated email. As mentioned already, the Principal is a huge factor in whether a candidate accepts an offer. Ideally, Principals should be working to “close the deal” and sell the candidate. USHCA has identified a [Top 10 Principal Human Capital Actions](#) list that highlights the most important actions a Principal can take to improve a candidate’s recruitment and hiring experience.

From a process perspective, even though an offer was made and accepted, districts need to ensure that the hiring process is efficient and candidate friendly. Inefficient, paper intensive, and long delays can lead to data entry and transaction mistakes that creates more transactional work to fix the errors. Typical pain points from a candidate perspective include:

- Time (too long) -- multiple forms, paper based, multiple visits
- Unclear communications on timing, status, and process
- Cost -- testing, background costs, licensure, transcripts
- Missing items -- systems and technology access, ID badges

The bigger potential impact with these errors and delays is the risk of losing candidates who opt out for other opportunities.

Tracking and measuring this area should be looked at from two perspectives: 1. Processing cycle times and 2. Candidate Satisfaction. To measure cycle times, break down the process into key stages from job posting to offer to completion of onboarding. From job posting to offer, the bulk of the responsibility falls on the principal or hiring manager. From offer to the completion of onboarding, this is mainly a HR function. Gathering candidate feedback on their experience with hiring and onboarding could be acquired



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via a short survey issued at the time of onboarding or through focus groups. Acquiring this feedback and insight will help inform process improvement efforts and focus areas.

Please refer to the following [process redesign resources](#) to help teams improve and upgrade their processes for maximum efficiency and effectiveness. These resources also provide both steps for redesign as well as ideas about the most critical processes to tackle first.

It is important to set and communicate clear expectations for the candidate at every step of the process, particularly for new teachers as it really helps to retain them.

- Personalized offers and efficient hiring process
- Timely and responsive interview process
- Detailed and accurate job posting that differentiates and highlights the unique characteristics and attributes of each opportunity
- Streamlined and easy application process
- Only collect data that is necessary at this early stage
- Strong branding and outreach efforts to attract candidates

Key Take-aways: Hiring and Selection

Starting with a "great hire" will make the principal able to build his or her team toward the mission of significantly higher student results. Challenges that arise later in performance, attendance, team building, engagement, and a host of other management issues will be mitigated by selecting the best team member for the uniqueness of the school and the assignment. The hiring function is also the first encounter the applicant/new hire has with Human Resources and sets the tone for his or her experience with the school district. Having a well-developed hiring process ensures that there is a collaborative and equitable approach.



New Teacher Support and Induction

Teachers are not finished products when they enter teaching. Strong induction experience during the initial years provides teachers with invaluable support as they develop into accomplished teachers.

It is important to understand the new teacher support and induction function in a broader sense to create and implement actions that are positive experiences. New teacher support and induction functions ensure that there is a process in place to both orient new educators to the district's systems, structures, practices, and beliefs as well as match the teacher to the best placement possible. This function is connected to where teachers are assigned and the intentionality of support. New teacher induction and support is not the sole responsibility of those who perform human resource functions in the district, but they play a significant role in ensuring new teacher are in a continuous improvement mode with instructional support during their novice years. Those who perform human resource functions in the district do have an obligation to ensure that the candidate's experience through the recruitment process to hiring is a positive one, and that employees are supported to perform their roles and responsibilities in a quality manner.

The quality of new teacher induction will increase the likelihood of higher retention and serves as an accelerator of the new teacher's skill set in providing high quality instruction. The extent and quality of instructional mentoring and coaching, the frequency of support, the tracking of new teacher performance, and the satisfaction of principals with the quality of new teacher performance are all part of the functionality of the Induction component. Quality induction is an opportunity for the district to accelerate the instructional skills of new teachers so that students who have a brand-new teacher (often more likely in a high-needs school) are not adversely impacted.

In addition, research on new teacher assignments often cites the challenges they face when selected for high-needs schools and multiple preparations for their first teaching experience. Quality mentoring and working with principals on new teacher assignments will result in higher retention of effective new teachers. A comprehensive induction program should be multi-pronged with a combination of high-quality mentoring, professional development and support, scheduled interaction with effective teachers in the school and in the larger community. If possible, the formal induction program should be more than one-year.

HR/HC Functions

- Facilitating efforts to support new teachers
- Having a program to induct new teachers to the district
- Paying attention to new teacher assignment
- Understanding new teacher turnover
- Aligning professional development to the needs of the new teacher
- Tracking performance of new hires.
- Influencing new teacher support at the school level



Definitions

Induction - A professional development program that incorporates mentoring and is designed to offer “support, guidance, and orientation for beginning teachers during the transition into their first teaching job.” These programs help teachers through their first year of teaching by supporting ongoing dialogue and collaboration among teachers, which accelerate the new teachers’ effectiveness and increases student achievement.

New Teacher Experience – is everything that a new teacher experiences, encounters and feels over the first year or more employed in the school district. These experiences can strengthen a new teacher’s effectiveness and commitment to the district and contribute to increased student achievement.

Mentor - An experienced and exemplary teacher who nurtures professional growth in a beginning teacher by sharing the knowledge and insights that the mentor has learned through the years; someone who is an expert in the subject in which he or she teaches and is able to articulate and model the art of teaching adults.

Beginning (Novice) Teacher - A teacher who is new to teaching, to adult education or new to a specific subject. As part of the Teacher Induction Pathway, he or she engages in evidence-based instructional practices and techniques and a reflective process (that includes the mentor) to understand his or her own strengths and weaknesses and to refine and improve his or her practice.

Questions to Guide your New Teacher Support and Induction Strategy

What are the key actions HR can take to <u>add value</u> to Inducting new teachers, so they succeed in long-term?
How do we ensure a positive new teacher experience?
How do we ensure that a new teacher’s assignment provides for a successful transition into the district?
How do ensure that there is ongoing communication with our new teachers?
How do we obtain feedback from new teachers about their experience? Which data do you currently track to show if you are successful in providing support for new teachers?





Components of the Quality New Teacher Experience

The key components of the new teacher experience occur at the system, school and classroom levels. All new teachers should receive differentiated supports. It is important to always assess the new teacher experience in your district. The [New Teacher Experience - Assessment and Design Principles](#) tool can assist you in understanding the current state of your new teacher support and induction. Keep these Important questions in mind:

- What is the strongest area of our new teacher experience – is it at the system, school, or individual level? Why are we strong here?
- What is the weakest area of our new teacher experience – is it at the system, school, or individual level? Why are we weak here?
- How consistent is the new teacher experience across our schools? How do we know?
- What components of our differentiated supports to high priority teachers seem to have the most benefit? How do we know?
- How are these all aligned?

The table below outlines specific actions that a district should take to support new teachers.

New Teacher Experience	All New Teachers	Differentiated Supports for High Priority Teachers
District Level	<ul style="list-style-type: none"> • Welcome event for all new teachers (HR) • New teacher information packet – who to call for what (HR) • New teacher survey (HR) • Only mutual selection placement in a school (HR) • Developing/ensuring a comprehensive New Teacher Induction program with assigned mentors at the start of the year (HR/Academics) • Online onboarding to smooth the process for salary, benefits and other required documents (HR) • Defining “high priority” teachers with clear plan for outreach (HR) • Support navigating certification issues 	<ul style="list-style-type: none"> • Additional new teacher survey, focus groups or individual contact • Targeted professional learning for those in high-needs schools and/or shortage area subjects, such as math, science, and Special Education



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<p>School Level</p>	<ul style="list-style-type: none"> • Continuous outreach over the summer if hired in the spring/earlier • Welcome and orientation to the building • Ongoing school-level PD • Reduced teaching load and time to visit classrooms of master teachers • Ensuring the assigned mentor is in place for the start of the year • Classroom observations from multiple observers • Notebooks prepared and in their classroom for all the logistics - how to take attendance, leaving lesson plans for subs, etc. • Make sure each new teacher is assigned an in-house “guide by the side.” • Provide an index of all the teachers in the building and their various strengths – encourage teachers to visit each others’ classrooms and ask each other for help when needed. 	<ul style="list-style-type: none"> • Special email welcome • Pair current staff with new teachers
<p>Individual Level</p>	<ul style="list-style-type: none"> • Make the first classroom observation an informal drop-in without consequences. • Mentor/ Coach for instructional support in classroom • Quarterly check-ins with principal on performance • Access to resources and supplies to fulfill their role • Ask each teacher what they need to have a successful year. 	<ul style="list-style-type: none"> • Personal check-in with an HR Partner/Staffing Team



Overview of a High-Quality Induction Program

A comprehensive teacher induction program provides new teachers with clear expectations and information; opportunities for supported practice of new skills; direct, actionable feedback and encouragement; and assistance when new skills or practices present a challenge.

The most effective new teacher induction programs work to build connections and relationships between the new teacher and a variety of colleagues, encouraging the new teacher to feel rooted in the school community. When information or expertise is needed, the new teacher should know from the induction process who to ask. Each new teacher should leave the induction process connected to ongoing structures for collegial support.

Due to the varying needs and skills of teachers new to a district, high-quality induction programs differentiate induction activities based on experiences and assignment to provide a solid and rigorous foundation for all teachers new to the district. Teachers who have significant teaching experience but are new to the district, for example, may not require as much mentoring or classroom management guidance but may still need support for understanding the district's teacher effectiveness standards. Novice special education teachers often need training and support regarding Exceptional Student Education (ESE) procedural requirements, Individualized Education Plan (IEP) team meetings, and family engagement. Ingersoll, Merrill, and May's (2012) research shows that new STEM teachers often benefit from content-specific professional development. Districts need to make a baseline commitment to new teachers.

Your district's Induction Program should:

- Use only highly effective teachers as mentors, coaches, and role models.
- Set clear expectations for mentor/coaches such as how frequent the contact will be, what will be observed, and how feedback will be tracked over time. Train and monitor mentors/coaches and check in, at least quarterly, with new teachers about the quality of mentor/coach support.
- Limit generic district induction activities and encourage high-value school-specific induction activities. At the district level, focus only on high-priority topics that will impact student success, not logistical or managerial items that can be shared on-line or as needed.
- Set clear expectations for principals regarding formal and informal classroom observations and feedback. Many principals will need additional training and support for doing this well with new teachers.
- Pay attention to the emotional and social needs of new teachers. It is typical that new teachers feel anxious, frustrated, isolated, or even over-confident.
- Be sure that the perspectives, skills, and voice of new teachers are heard by more experienced teachers. Encourage new teachers to share at team and faculty meetings. Take advantage of their vitality and curiosity.
- Celebrate the teacher's hard work and progress. Tell them often that you want them to succeed and to stay.

There are a number of resources and tools that identify specific actions that districts can implement to support new teachers.



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[Creating Successful Onboarding Experiences](#) outlines the goals of onboarding and key actions to take to make the hiring experience a positive one. It is important that those tasked with onboarding new employees have easy to use process in place. Additionally, after onboarding, induction and mentoring activities should be provided.

The National Teacher Center has outlined high quality mentoring and induction practices in the document [High Quality Mentoring and Induction Practices](#). This resource provides recommendations to create and improve induction and mentoring programs.

Identify clear roles and responsibilities to support new teachers

It is important that everyone in the district is on the same page and understand their roles to support new teachers. Support for teachers is a joint responsibility of the district and the school. The tool [Roles in New Teacher Experiences](#) outlines the specific role of HR, the principal, and other central offices in supporting teachers.

Those in the district who perform HR duties are responsible to collect and share data about the new teacher experience, help facilitate system and school-level supports for new teachers. It also important to expand principal's human capital capacity. HR fulfills this role by designing talent policies, system and communications to support new teachers. The role of other central offices is to maximize the tools and resources at their disposal to positively impact new teachers. Additionally, the principal and school leadership team's role are to create an environment that grows and retains great new teachers committed to the school and community. USHCA has created a tool that identifies key teacher induction activities and the role of the district and school personnel. The [District vs. School Roles in Supporting Induction](#) also provides templates to build a calendar of induction activities and the assignment responsibilities.

Evaluate and Track Effectiveness of your Induction Efforts

It is essential that the district track how effective the induction efforts. The district should understand what is working and what challenges and challenges the district has in implementing a quality induction and mentoring program. Districts can use the [Highly Functional Human Capital Management Tool](#) to assess the functionality of the district's induction program and how the district assigns new teachers. It is also important to track the key metrics to understand the quality of the teachers and their performance.

The key metrics to understand performance in this function include:

- Percentage of new teachers - by Provider - with effective or higher ratings at the end of Years 1, 2, and 3
- Percentage of new teachers in high-needs schools
- Percentage of probationary teachers non-renewed for low performance prior to being granted tenure
- For new teachers specifically - retention rate of highly effective teachers, by high- and low-need schools
- % of low performers exited
- % of high performers promoted/ retained



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Another way to understand how your district is supporting new teachers is to ask them about their experience. USHCA has a number of survey tools and recommendations to obtain input and feedback to understand the new teacher experience in the district. The [New Teacher Survey](#) can be used to gain insights into and make adjustments to the new teacher experience. Another tool is the [District Self-Assessment High Quality Mentor and Induction Practices](#) allows the district to get a sense of the quality of the practices in your district.

Grow the Capacity of Principals in Supporting the Candidate Experience

The role of the principal in implementing a successful induction and mentoring program for the district is crucial. The leader creates a caring learning community. Research reveals the inadequate support from the leadership in a school is one of the three most often reported causes for new teachers to leave the profession. Principals also set the stage for successful programs by where they assign the new teacher.

Districts should make a commitment to new teachers. The [Guide to the New Teacher Experience](#) outlines specific actions that districts and schools with particular focus on the principal's role, can take to support a strong induction and mentoring program.

The [Top 10 Principal Actions - Induction, Support and Retention](#) outlines specific actions that Principals can take. Strong induction and support are directly related to the retention of teachers.

Key Take-aways: New Teacher Support and Induction

Induction and mentoring have a positive impact on student outcomes and retention of teachers. The number of induction components has a multiplying effect on the rate of teacher retention. Having a mentor who works at the same school decreases attrition rates. The most effective new teacher induction programs work to build connections and relationships between the new teacher and a variety of colleagues, encouraging the new teacher to feel rooted in the school community. Additionally, the district should know that the new teacher experience is a multi-pronged and multi-year experience.



Career Management and Retention

Every effective educator that is retained is a vacancy that does not need to be filled. Strategic retention – retaining educators while exiting low performers – is a powerful lever for strengthening the workforce, improving diversity, and reducing the time and money spent on recruitment and hiring.

Teacher turnover is primarily driven by two factors: school leadership and working conditions that include career opportunities for promotion and growth. HR and principals working together to analyze data and understand the needs of teachers is a powerful way to begin planning for keeping teachers committed to the profession and their school.

While it is important to begin by retaining current teachers, adopting retention as a human capital strategy will shift the focus to each teacher’s experience as a candidate, as a new teacher, as a developing teacher and as an effective teacher looking for a larger role. This handbook provides research-based strategies for each of those career stages and for each teacher sub-group.

Definitions

Retention is the rate at which teachers remain at the school or district.

Turnover is the overall effect of both teachers who leave the profession or district and those who move from a school or the district. Those who leave, cause attrition; those who move, migrate.

Career Management is the path followed for personal fulfillment, work-life balance, goal achievement and financial stability across an entire career. From the district perspective, career management is the intentional creation of roles, options, and structures for individuals to make those choices without needing to leave.

Research

Each year, the nation’s schools lose, on average, 16% of their workforce: half to ‘leavers,’ and half to ‘movers.’ Districts spend, on average, about \$20,000 per vacancy to fill these vacancies (counting the time investment for screening and selection).

Only a third of the ‘leavers’ are retiring. Surprisingly, nearly a third of the ‘movers’ are caused by involuntary transfers from school to school, an action within a district’s control.

Turnover can be good or bad. Research shows that the most effective teachers account for 5-6 more months of student learning each year, so each time one of those teachers moves to a high-needs school it is a net gain. Conversely, while principals are often hopeful that ineffective teachers will leave voluntarily, on average they keep teaching – and working with students – for another decade, which is a net loss. Principals often claim they avoid exiting low performers because the vacancy may be difficult to fill, but recent studies show that there is a 3 in 4 chance that the new teacher will outperform the exited teacher.



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Context

Both principals and district leaders influence teacher retention. Principals are the front-line managers of teachers, shaping the school's culture and how teachers experience support and success. Districts control compensation, promotion, evaluation, and policies that influence leaves and transfers. Teachers' commitment to the profession, the district, and the school are influenced by all these factors.

The factors contributing to retention are consistent across most industries and not unique to teaching: good management, fair compensation, collegial relationships, and opportunities for growth. The organizational structure of K-12 education, though, is comparatively flat – organized around two professional roles, teachers and administrators – which requires deliberate attention to address the retention factors.

Working together, school and district leaders (HR and principal-supervisors in particular) can ensure that teachers experience:

- Great day-to-day leadership
- Opportunities to grow in their profession whether they stay in the classroom
- Acknowledgement and recognition
- Meaningful and fair compensation
- A collaborative working environment with their team and the school's faculty

So-called 'Millennials' – those born between 1981 and 1996 – are nearly half of the current teacher workforce. In addition to the needs above, research shows that Millennials have four preferences for their work environment. They: (1) expect variety; (2) love working in teams; (3) have a can-do attitude; and (4) want constant feedback and opportunities to learn.

As districts adopt a career management strategy, they need to consider that:

- Increasingly, educators want to accommodate their life-space (e.g., young children, caring for parents, the need for additional income) throughout their career.
- The traditional options of teacher, teacher-leader, and administrator are too rigid for the current context and workforce.
- Similarly, the current financial structures – seniority-based pay scales, defined benefit retirement – may no longer be attractive to incoming teachers.
- Educators – especially teachers of color – have other career options and therefore expect more opportunities and increased flexibility.



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Key Principles

One key to improving teacher retention is to take the teacher’s perspective: Why do they stay? Many districts do exit surveys, but few ask teachers who stay about the conditions that are keeping them committed.

That commitment can begin when an applicant applies to a vacancy and it can be strengthened through a good candidate experience: timely response to the application, a fair selection process, explicit timelines for the process, and prompt onboarding. A personalized and responsive new teacher experience deepens that commitment: to the school community and colleagues, to the principal, and to the students and the school’s mission.

Teacher performance identifies *who* should be retained and differentiated retention activities guide *how* they should be retained. While principals lead much of the day-to-day retention work, the district’s HR team and principal-supervisors can use data to identify specific needs and design systems for teacher growth and support.

For career management, the district needs reliable methods for identifying effective and highly effective teachers and a variety of attractive pathway options across instructional and administrative roles.

Elements of Your Strategy

Retention strategy begins with an understanding of different teacher lenses, including:

1. Preparation – traditional or alternative
2. School type – high, average, or low need
3. Subject – hard-to-fill or not
4. Generation – Boomer, Millennial, Gen X
5. Turnover type – Mover or Leaver
6. Gender
7. Diversity
8. Experience level

For each lens, research points the way to approaches that encourage retention. For example:

Preparation

- Provide extra support and coaching to teachers who have minimal pedagogical training.
- Track the success rate from each provider and hire early from the programs with the best track record.
- Observe and give feedback to new teachers early and differentiate support as needed.



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School type

- High-need schools lose >20% of their teachers each year so consider differentiated compensation or other ways of acknowledging the challenges.
- Provide additional classroom and professional development support.
- Pay attention to school culture and leadership at high-needs schools because they are both drivers of attrition.

Subject

- Provide subject-specific professional development for STEM and arts teachers.
- Offer additional support to Special Education staff, who leave at twice the rate of other teachers.
- Consider the pre-service experience and background of teachers and support their pedagogical development when needed.

Generation

- Take advantage of differences in communication, feedback, and collaborative styles.
- Use teaming and planning time deliberately to distribute expertise.
- Pay attention to work-life balance and shifting life-space needs overtime.

Turnover type

- Minimize involuntary movement as much as possible.
- Reduce the voluntary transfer period and make it as early in the year as possible.
- Focus on the quality of support from school-level leadership.

Gender

- Reduce stereotypes about what is and is not 'women's work.'
- Create support cohorts for male educators.
- Allow flexibility in assignments, such as job sharing, to accommodate life-space needs.

Diversity

- Improve the school's cultural competence.
- Amplify the 'voice' and autonomy of teachers.
- Ensure equitable assignment of all teachers and students

Experience level

- Attrition tends to be highest at the beginning and end of careers.
- Actively engage veteran effective teachers in mentoring and decision-making.
- Provide a high-quality new teacher experience, extending it into the 2nd and 3rd years as needed.

Beyond these sub-group retention lenses, the Gallup Organization has identified several across-the-board employee needs including: clear expectations, having the supplies and material necessary to do the job, opportunities to be successful every day, opportunities to work with colleagues who share a similar drive for success and growth, and a manager who cares about employee success.



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The career management implications of these strategies are clear. Teachers need access to a continuum of leadership opportunities beyond traditional teacher-leadership roles or moving into administration. Compensation for these roles should be based on their 'reach' as effective educators: how many students or teachers are they impacting? Providing more flexibility so that teachers can accommodate life-space needs will make the workforce more, not less, stable over time.

All effective retention is predicated on effective planning: Who stays and goes? How does this vary across schools and among teacher sub-groups? Which strategies are likely to be most effective? Which level of the system – school or district – is best poised to deliver this strategy and how can all those efforts be aligned?

Tracking Effectiveness

There are two complementary approaches to tracking the effectiveness of retention work: tracking retention/attrition directly and tracking the efficacy of the leaders who influence retention/attrition. Direct tracking includes measuring a 3-year average and last year's number, as shown in the sample report, for:

- % of effective & highly effective teachers retained
- % of effective & highly effective teachers retained at high-need schools
- % of low-performing tenured teachers improved or exited
- % of non-tenured teachers removed for performance before tenure
- % of teacher excessively absent improved or exited
- Average teacher absences by category of absence

Efficacy tracking metrics are assessing the degree to which principals and their supervisors are paying attention to teacher movement. They include:

- Projections of recruitment needs are within 5% of actual vacancies
- Zero vacancies due to late resignations or retirements
- 90% or higher retention of new teachers
- 100% of transfers and placements completed one month before the last student day
- High-need schools are staffed only with effective and highly effective teachers
- 90% of those effective and highly effective teachers are retained at the high-need schools
- Fewer than 20% of teachers at each high-need school are new or probationary teachers



Tools

- [Guide to Calculating Retention](#)
 - Provides recommended methods and tips for measuring staff retention, particularly for teachers
- [Diagnosing Retention Challenges](#)
 - Assists districts in diagnosing their key challenges related to retention
- [Educator Exit Survey & Educator Stay Survey](#)
 - Complementary documents that provide a way to gauge why educators leave or stay
- [Targeted Retention Strategies](#)
 - Offers district and school strategies to address specific retention challenges and concerns
- [School-level Retention Mapping](#)
 - Provides a principal with a visual map of teachers to retain and offers a place to record retention strategies
- [The Many Layers of Retention – The Role of the District Office](#)
 - Offers a district level hook into the content of retention
- [Research on Retention Lenses](#)
 - Provides key research summaries on retention lenses
- [Top 10 Retention Strategies for HR to Support Schools](#)
 - Offers a list of top 10 actions for HR to take related to retention

Key Take-aways: Teacher Retention & Career Management

Strategic retention means retaining as many effective educators as possible, while exiting low performers. Using Career Management strategies increases the likelihood that you will retain the highest performers. Retention strategies need to be differentiated based on the needs of the teachers you want to retain. Both the district and the schools are responsible for retention. Begin with the end in mind: Start working on retention during the hiring process.



Principals as Human Capital Managers

Principals are the front-line managers of the educator workforce, but few principals are trained in human capital management. They learn what they need to know through trial and error, working with the HR team, and supervision.

The 2002 passage of the *No Child Left Behind Act* asked principals to be “instructional leaders,” elevating teacher evaluation and school improvement planning over operations and management. The efficacy of instructional leadership, though, depends in large part on the quality of the school’s workforce which turns over slowly and is rarely purposively created.

Every day, principals manage adults on issues such as absenteeism, supervision of students, and interpersonal conflict. But beyond these routine topics, principals are the strategists for hiring, teacher assignment and retention. Principals, not the district, make the decisions that build and shape the workforce, quite a responsibility given that districts spend nearly 80% of their budget on labor.

While principals are the primary managers of the workforce, HR teams can take intentional action to develop the human capital management skills of principals to improve both workforce effectiveness and educator satisfaction.

Definitions

USHCA’s [Teacher Puzzle Pieces](#) show eight human capital functions across the life cycle of an educator’s career. Principals influence seven of the eight functions, with “Compensation & Benefits” arguably only a district function.

Principals are the primary decision-makers for five of the functions:

1. Hiring & Selection – Best matches of talent
2. Induction & Assignment – Acceleration of skills and quality retention
3. Staffing & Deployment – Best use of talent
4. Performance Management – Differentiation of quality
5. Linking PD to HR Functions – Quality workforce

As HR leaders start to treat principals as human capital managers, they come to see principals as their primary customer. This shift changes the relationship for one of compliance to support, as HR team members learn about each school from the principal’s perspective.



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Research

Teacher effectiveness accounts for about 40% of a school's impact on student achievement; principal effectiveness accounts for another 25%. The principal's human capital manager role is at the intersection of these two drivers of school success.

Across all industries, employee retention is driven by working conditions. Among these conditions, employee satisfaction with their manager is the primary driver of retention, followed by the level of connection with colleagues. In schools, 40% of teachers who leave cite dissatisfaction with leadership as the reason.

Despite principals' critical role in teacher selection, satisfaction, development, and retention, 80% of the time the typical principal spends on HR/HC work is spent dealing with administrative procedures or problems with low performers, not with strategic human capital or talent management.

Context

Principals work in schools where the workforce was selected and assigned, for the most part, by prior school leaders. By taking a human capital management approach, principals can improve several aspects of this workforce such as diversity, effectiveness, cultural competence, attendance, and collaboration.

As principals take more responsibility for human capital management, they often report frustration at the relationship between the school and the district. These frustrations include:

limited control over teacher selection and placement;

- chronic absenteeism and confusion about leaves;
- lack of support for exiting low performers; and,
- weak induction and mentoring of new teachers.

These frustrations are often caused by confusion over who makes what decisions, poor or missing data, district policies and practices that have an out-sized impact at the school site, and a lack of support for principals' concerns and challenges.

Key Principles

Based on focus groups with hundreds of principals across dozens of districts, USHCA developed a [Principal's HR Bill of Rights](#) to address these frustrations and challenges. The ten actions in that document can be summarized as three principles for creating a supportive partnership between the district's HR team and the schools. The principles are:

1. Know the schools
2. Share data
3. Create calendars

Knowing the schools requires regular contact with the principal, including on-site visits. Through these contacts, the HR team learns about trends such as absenteeism or attrition, specific challenges with low performers or disciplinary issues, and any upcoming staffing needs.



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By sharing data and creating calendars, the HR team – and the principal’s supervisor – have specific content to discuss with each principal. How, for example, do the school’s teacher absences compare to other schools? How does its retention rate compare? Is the principal on track for making retention decisions about new teachers? Will HR know all the upcoming vacancies in time for recruiting?

Elements of Your Strategy

Moving to a principal-as-human-capital-manager approach calls for a systematic approach to the training, engagement and coaching of principals. There are three opportunities to do this work:

1. Partnering with a principal, in person or virtually
2. Meeting with groups of principals, often with the principal-supervisor
3. Working as a district team, using what has been learned about principals’ needs

Working with principals, the highest priorities will likely be hiring and selection; induction and new teacher experience; teacher retention; and general talent management. By using all three opportunities, the HR team can align its work, differentiate support to schools, and build strong relationships with principals.

Hiring & Selection

By knowing the schools and learning how many vacancies and leaves are anticipated, the HR team can refine its recruiting strategy and develop a master calendar for the hiring season to share with all stakeholders. The HR team or principal-supervisors can lead principals through activities to identify the attributes of candidates who are most likely to be successful at each school and create selection prompts focused on these attributes. As the hiring process goes forward, the HR team can track key measures such as how long it takes to fill positions and whether vacancies are being filled by candidates who match the ‘best fit’ profile.

Induction & New Teacher Experience

Seeing new teacher experience as a full-year process, beyond induction, connects the work to the school site. While principals and mentors are working with new teachers at the school, the district can assess the satisfaction and development of new teachers through tracking surveys and on-site visits. The specific opportunities offered to new teachers can be differentiated and refined as principals review this data. Throughout the year, the HR team provides specific activities and actions to principals based on a research-based calendar leading from on-boarding through the springtime retention decision.

Teacher Retention

Prioritizing teacher retention begins with a look at school-specific sub-group data: How does the school compare to other schools? Who is choosing to stay and leave? Principals often lack specific strategies for key sub-groups such as STEM teachers, teachers of color, and those who are ‘irreplaceable’ due to their out-sized contributions to the school’s success. When principals and the HR team work together to better understand the needs of these sub-groups, they can create specific retention strategies and scale best practices from schools with high retention.

Talent Management



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Talent management is about building the capacity of principals to be strategic about workforce development and to address performance or disciplinary issues. A talent management strategy uses metrics and performance benchmarks to prioritize human capital work. Working together, the HR team, principal-supervisor and principal look for root causes and co-design action plans.

Tracking Effectiveness

Data has three purposes in human capital work: It can be used to identify both problems and best practices, it can be used to set improvement targets, and it can measure progress toward the targets. USHCA's [Teacher ABC Tool](#) includes dozens of possible metrics across the eight human capital functions. The [Small District Assessment](#) and the [Highly Functional Human Capital Management Tool](#) are based on the USHCA Puzzle Pieces and have been specifically developed for small districts.

When working with principals it is best to start with metrics that foster the district-school partnership, such as:

- % of vacancies filled by the last student day and the first student day
- Average time from the principal's offer to a teacher to on-boarding
- % of new teachers who are retained the following year
- % of new teachers satisfied with the support they received
- 1-yr and 3-yr teacher retention %
- % of low performers exited
- % of principals satisfied with HR and district support

The best practices for tracking effectiveness include business rules that ensure reliability across schools; the use of dashboards (for data that changes frequently such as teacher attendance) and reports (for data such as retention that is more stable) to facilitate understanding; providing benchmarks or comparisons for each datapoint so principals have context; and protocols and support for data analysis.

Equity & Diversity

The research is clear that diversifying a school's workforce has a significant positive effect on student outcomes – even for white students. The research is also clear that while the percentage of Black and Brown students in the school population has risen steadily, the race, ethnicity and gender of the teacher population is unchanged. This is a challenge where engaging principals in the solution is essential because of the paramount role they play in hiring, induction, retention, and school culture.



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The same three key principles – knowing the schools, sharing data, & creating calendars – apply here but recognize that principals, not the HR team, are the critical influencers and decision-makers in five areas that sustain a diverse workforce:

1. Leading equitable selection processes that provide all candidates opportunities to demonstrate their skills while mitigating unconscious bias on the selection team;
2. Equitably assigning teachers and students;
3. Differentiating support and professional development;
4. Creating a welcoming and hospitable adult culture by continuously improving the staff’s cultural competence and the program’s cultural relevance; and,
5. Growing a school-specific workforce by inviting paraprofessionals and community members into teacher pathway programs and supporting their development and hiring.

Tools

For the Key Principles

Know the Schools: Tools to foster conversation between the HR team and principals.

[Planning tool to help principals be great HC managers](#)

[Monthly planning tool](#)

[Human Capital walk-through tool](#)

Share Data: Tools to identify metrics and processes to identify challenges and track effectiveness.

[Teacher ABC Tool](#)

[Power metrics overview](#)

[How to turn data into action](#)

Create Calendars: Tools to identify timely topics for planning.

[HR discussion topics calendar](#)

[Sample staffing calendar](#)

[Planning calendar overview](#)

For the Elements of Strategy

Hiring & Selection: Tools that improve the candidate experience and improve the selection process.

[Role in recruitment & selection](#)

[Getting the “Best Fit” activity](#)

[Candidate Experience best practices](#)

Induction & New Teacher Experience: Tools to ensure a high-quality experience throughout the year.

[New Teacher Experience checklists](#)

[Starting Strong lesson plan](#)

[Temperature check survey](#)



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Retention: Tools to understand and address retention at the school level.

[Guide to calculating retention](#)

[School-level retention mapping](#)

[Educator stay survey](#)

Talent Management: Tools to continuously improve the HR-Principal partnership.

[Clear Expectations assessment](#)

[Principal's HR Bill of Rights assessment](#)

[Principal satisfaction survey](#)

Key Take-aways: Principals as Human Capital Managers

Expecting principals to be effective human capital managers requires a mindset (seeing principals as partners and customers), a shift in the HR team's work (offering support and service), an explicit purpose (improving each school's workforce to facilitate the principal's instructional leadership), and, most importantly, persistence. Start small. Build on success. Be transparent. Use feedback to improve.

Talking about the next year's staffing needs is an easy way to begin a partnership. Be sure that principals have a single point of contact with the HR team: a 'human capital partner' who they will regularly talk to. Share data and information about the most relevant topics for principals: e.g., teacher attendance, high-potential candidates, teacher leaves, etc. Make and keep commitments.

When principals are together, share and get feedback on calendars for recruiting, new teacher experience and retention. Ask to attend principal meetings and encourage principals to share problems of practice. Provide on-line guidance and exemplars about common challenges such as progressive discipline.

At the district level, share examples of how district policies and practices are influencing principals' work. Discuss the *Principal's HR Bill of Rights* and adopt as many practices as possible.



Implementing Human Capital Improvement with Equity



Overview of Arkansas Human Capital Improvement Planning

It is important to understand your current state in your district and where you need to improve. Planning should focus efforts towards goals and also ensure your plans are aligned with the broader strategies and core values of your district. Additionally, it is important to use performance metrics to track your progress, actively engage others in your plan and ensure resources align with your plan.

The Arkansas comprehensive planning process for HR/HC improvement focuses on the unique needs of each district and it is important to set your district strategy. The primary tool to use is the [Arkansas HC Priority Area Planning Tool](#)

Teams should assess their Human Capital Functionality by using the [Highly Functional Human Capital Management Tool](#). After the assessment, the district should set priorities and then embark on a strategic planning process.

Why do you need a clear planning process?

- Directs the improvement of the human capital in your district
- Allows districts to focus on the most important work, based on data, context and available resources
- Provides a guide to help you create a plan that has aligned to strategies and actions

Factors that Impact your Planning

- Financial: Is significant funding required?
- Technology: Are there technological needs? Do our current tools and systems have the functionality and capabilities? Do we need a new system?
- Policies and Regulations: Are there policies and procedures that would prevent us from implementation? What kind of policies, state, board, past practice, collective bargaining agreements? How hard would it be to adjust policies in support of implementation?
- Capacity: Are there staff members with the right set of experience and skills to implement? Do they have the time?



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Steps in the planning process?

These steps are a systematic way to identify the right work, processes and practices and people to improve HC priority areas identified.

1. Assess the needs

Using the [Highly Functional Human Capital Management Tool](#) analyze your current performance.

Key Questions:

- Where are our human capital strengths?
- What are our human capital gaps?
- Who are our key stakeholders and how can we better meet their needs?
- How are we performing in the key areas that we believe will have the greatest impact on schools and students?

Tips: Schedule protected time (leadership meeting, retreat) to review data and conduct a full assessment of the current state of human capital to support future planning.

2. Identify Priority Areas

Determine those priority areas and set measurable goals

Key Questions

- What do we want to achieve at the end of one year in our key areas of impact?
- At the end of three years? How will we know when we've gotten there (or fallen short)?
- What are the key strategies (within and outside the department) that support/contribute to our goals?

Tips: Less is more; start with your top priority goals and pick a workable set of metrics use the Functional Assessment as a guide to track

3. Create a Plan

Define tactical plans for each strategy you outlined that contributes to a larger goal. What actions or steps need to occur to execute that strategy? Plan and organize people, time, and resources to support these strategies.

Key Questions

- For each strategy, who is responsible? What resources – time, money, people, and technology – do we need?
- Are there activities which we can stop/jettison or activities we must start doing to achieve our larger goals?

Tips: Build ownership and accountability across different teams



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4. Implement the Plan

Key Questions

- What are the actions needed for improvement?
- Who should be engaged in support and implementing the plan?
- Who are the *owners*, those individuals who are responsible and held accountable for a respective strategy, action of history?
- Who are the *users*, those individuals who will implement the strategy

Tips: Identify all individuals who contribute to this effort. Assign the planning process to key lead and assign roles and responsibilities.

5. Monitor the Plan

Define a process to track the plans and measure interim and summative progress. The aim is to be firm on the outcomes, flexible and nimble on the specific plans, and consistent with monitoring.

Key Questions

For each of our goals and strategies,

- How and how often will we monitor our progress?
- What might prevent us from making this practice a reality?
- Have we met our goals?
- To whom do we need to communicate this information?
- What were the key barriers and obstacles my team faced in pursuit of these goals?
- What are the key lessons learned from this past year?

Tips: Establish and model good habits. Build simple and consistent reporting processes into regular leadership and team meetings.

6. Make Adjustments to the Plan as Necessary

Review the [Highly Functional Human Capital Management Tool](#) again to reset priorities and then

Key Questions

- What changes need to be made to continue to move to improvement?

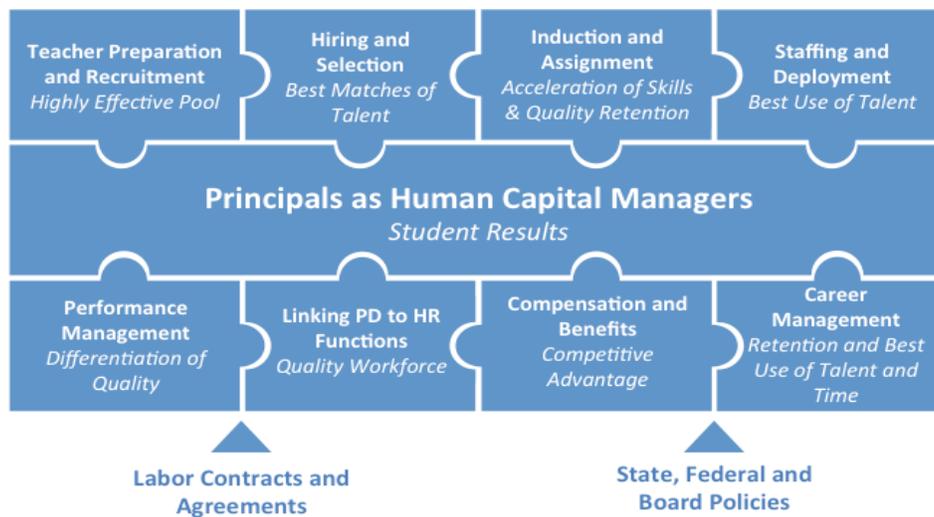
Tips: Create ways to keep key stakeholders engaged to deal with challenges and communicate possible solutions



Regional Approaches to Human Capital Improvement

Small districts, often located in rural areas, frequently do not have the capacity to deliver comprehensive human capital management services; the “scale size” of a small district’s resources may prohibit supporting all the elements necessary to attract, support and retain an effective workforce able to achieve a district’s goals. The reality of constrained resources is compounded by the “location and circumstance” challenges frequently faced by smaller districts.

The puzzle piece framework shows the inter-related components of a comprehensive human capital system:



Principals, who are the front line of human capital leadership and situated in the center of the framework, serve as human capital managers but they must be supported in a timely and meaningful way. In larger districts this support typically comes from the central office with, ideally, a high-performing and service-oriented human resources team. But in small districts the central office staff may be insufficient due to competing demands and constrained resources. Accordingly, regional “shared services” can be an important provider of key human capital functions and initiatives when delivered in a user-informed, efficient and cost-effective manner.

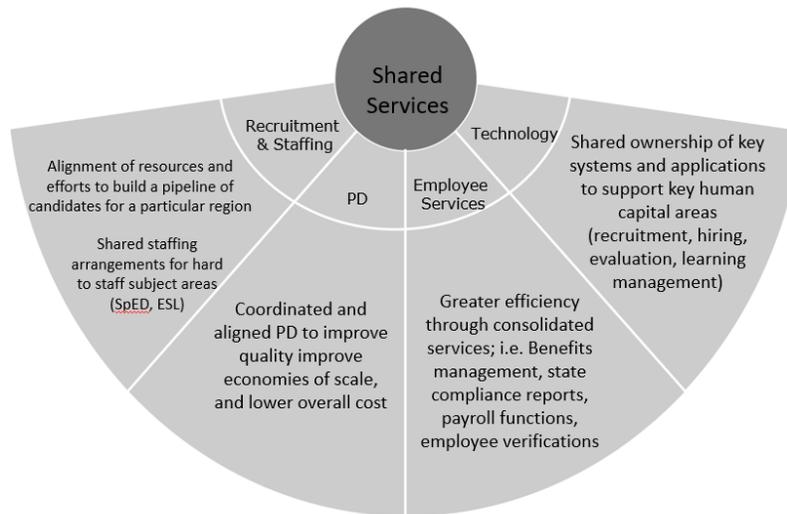
States can play an important role in developing regional approaches by convening districts in an area of the state and facilitating the collaboration and planning necessary to launch a regional human capital initiative. In Arkansas, which has regional cooperatives, the state can be a technical resource to the cooperatives to build their capacity to manage various human capital functions for the districts they support. The triad of State/Coop/Districts can be the framework for a powerful cross functional effort that results in districts receiving meaningful support for comprehensive human capital management.



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The support and engagement of superintendents is important. The state may convene superintendents (virtually, as appropriate) and, using segments of this handbook as well as other data, tools and resources, build their awareness of the importance of comprehensive human capital management. The goal is to situate superintendents as key allies in the effort to develop regional approaches that retain local autonomy but bring added human capital resources through collaboration.

This graphic depicts the types of regional services that can benefit smaller districts:



Definitions

Terms	What they mean in relation to regional approaches
Human Capital Management	This is the comprehensive, district-wide work of recruiting, selecting, supporting and retaining a high-performing workforce. Human resources functions are an important component, but human capital management reaches to principals and all who have a role in this work. For small districts, certain functions may be accomplished more effectively by initiatives that pool resources from multiple districts.
Shared Services	Shared services are formal or informal agreements to share nearly anything. In education, they bring the best of big and small, sharing processes that aren't mission-critical while still retaining local control of the most important aspects of education. Shared services provide pooled resources without overemphasizing regulatory functions.
Equitable Cost sharing	Each partner in a share services model contributes an amount based on total district enrollment or dollars per student enrolled in the program. The deliverables can then be things such as sharing teachers across districts, recruiting teachers regionally or the use of facilities.



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Return on Investment (ROI)	As a performance measure, ROI is used to evaluate the efficiency of an investment. Generally, did one receive the same or greater benefit from an investment of some sort? The goal of a regional approach should be to ensure that all participating districts receive greater benefits (services) than they would have secured acting alone.
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Questions to Guide your Strategy

It is recommended that a cross-functional steering committee be formed to shape regional approaches to ensure initiatives meet the needs of districts, schools, principals, teachers and communities.

Questions such as the following may guide the work of the steering committee:

What role should the coops play – can they lead the planning, can they deliver the services, can they evaluate effectiveness and impact?
How will the “charge” be framed? Is this work aligned to a mandate or strategic plans?
What data do we have and what metrics will drive this work?
How will the options for shared services be developed and how will priorities for implementation be identified?
How will equitable cost-sharing be modeled, and how will a positive ROI be ensured for all participating districts so there are not “winners and losers”?
Do the districts in a region share similar characteristics or is there significant differentiation that must be managed, recognizing that multiple perspectives, skills and relationships are all important?

Best Practice Strategies

1. Create a regional information landscape

The following questions illustrate the type of data and information that should be gathered to ensure that the region develops a program that fits the context of the participating districts:

- What is the # of applicants per vacancy by district?
- What are the hard to staff subject areas by district?
- Where are districts recruiting and what is the yield for each?
- What is the diversity of the educator workforce by district?
- What is the attrition rate by district? What is the early career attrition rate?
- How are early career teachers supported in each district?
- What professional learning opportunities are offered in each district?
- What is the average years of experience by district?
- What positions were unfilled at the start of the school year by subject area?
- How many teachers are unable to teach a full schedule in their certification area(s)?
- How many preparations do most teachers have?
- What is the number of students by grade level to discern trends in workforce needs?



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2. Conduct surveys and focus groups

To augment the information in #1 above, surveys and focus groups can collect valuable information about strong programs and practices that can be models spread through regional initiatives. They can also dig deeper into gaps in services that could be addressed by regional initiatives.

3. Clearly written agreements

In any venture that combines or shares resources, clearly written agreements avoid challenges in the future. For example, if a pool of science teachers will work in multiple districts or support virtual instruction beyond their own district, how are the employment costs for such teachers handled?

4. Voluntary participation

Circumstances can change so, with specified lead time or other steps to protect the interests of the whole group, consider if districts should be able to opt in and out.

5. Equitable cost sharing

Each partner might contribute an amount based on total district enrollment or some other criteria. The important thing is to come to a shared understanding and then reduce it to clear writing.

6. Program review

Always ensure that continuous improvement is the foundation of the initiative.

7. A designated individual should be empowered to manage the program and coordinate the planning

Accountability is the cornerstone of effective implementation but with it should come autonomy, appropriate authority and support. Set the regional approach up for success.

8. Decide in advance how priorities for implementation will be decided

A “degree of complexity vs. ease of implementation” exercise, cost parameters or other approaches to determine how initiatives for implementation will be decided upon should be determined so that other factors (access, influence, etc.) are not viewed as determinative.

Evaluate and track effectiveness of your efforts

The data and focus group information that informed the regional approach can be used to develop a dashboard to evaluate and track effectiveness. Tracking consistent data points year over year to discern authentic trends is important.

Roles and Responsibilities

Principals play a key and irreplaceable role in human capital management. The Principal is not only responsible for many day-in, day-out interactions with staff that influence their decisions to stay or leave and their choices about how they will direct their efforts, but s/he is responsible for translating district management actions that become what teachers experience as human capital management. *Odden, Milanowski & Kimball, 2010*



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Central office staff performing HR functions support principals by creating pipelines, assessing staffing needs, building candidate pools, finding talent, managing performance, and retaining high performers. These are the functions that may be augmented – or best delivered – via regional shared services.

Education Preparation Programs (EPPs) in a region may offer important support to regional efforts and should be included in the cross-functional effort. Regional initiatives such as supporting early career teachers within a region could be led or assisted by EPPs.

Cooperatives (Co-ops) in a state such as Arkansas are positioned to be the “hub” for regional human capital services and initiatives. Depending on capacity and resources their role could range from “convener” to project management.

States (ADE) must enable regional human capital shared service initiatives by removing barriers to their formation and effectiveness that may exist in policies, regulations, accountability systems, budgeting and funding. States can serve as conveners and connectors, as well as supplementing capacity and expertise.

Building Diversity, Equity and inclusion

Regional approaches offer opportunities to advance diversity, equity and inclusion (DEI) goals. Enhanced recruitment capacity can allow more strategic approaches to cultivating more diverse pipelines. Regional early career initiatives - because of an expanded regional pool of early career teachers - will be able to create affinity groups to help navigate experiences with race, sexual orientation and culture biases early career teachers can face in small districts and rural areas. Equity leadership and support can emerge.

Resources

[Shared Services for Small and Rural Schools](#)

[Deloitte Research – Driving More Money into the Classroom](#)

[State Policy Proposals that Recognize Rural Needs](#)

[Bellwether Report: Federal Education Policy in Rural America](#)



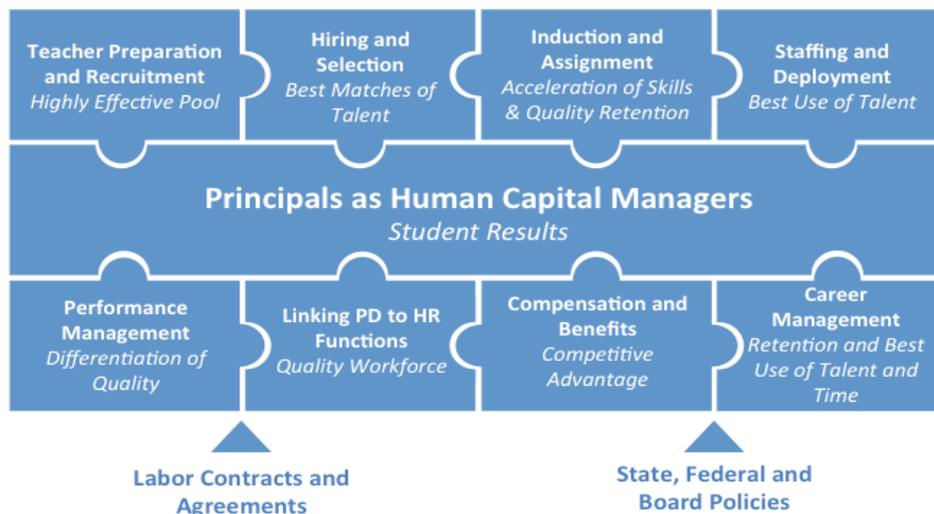
Implementing Human Capital Equity Labs (HCEL) in your District

The goal of a Human Capital Equity Lab initiative is to disrupt inequities in schools, districts and throughout the education system for the next generation of children and for all those that follow. Human Capital Equity Labs support districts and schools as they identify inequities that their human capital data reveal and then be empowered to align on the actions, they will take to address those inequities within their local context.

Human capital management is the foundation for successful schools and districts: Recruiting, retaining, deploying and supporting excellent teachers who can maximize the potential of each student – and meet the needs of each student - is the strongest lever for academic growth for all children. The source of disparities with regard to access to excellent teachers and other resources students need varies by school, district and state, but the imperative to uncover and address inequities is uniform: *A child’s circumstance or characteristics should not predict the quality of education he or she receives.*

In a Human Capital Equity Lab, school and district representatives unpack the “why, what and how” of local equity issues, explore root causes, and identify strategies to improve equitable access and provide all students what they need. To be impactful, a HCEL initiative must honor the current context and build from each school or district’s unique starting point.

The puzzle piece framework shows the inter-related components of a comprehensive human capital system, all of which may contain “data clues” with regard to the causality – and the opportunity for improvement – with regard to inequities that cause some students to have less access than others to the quality of instruction and resources they need:





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Human capital equity labs are “inter-sectional” efforts; the Arkansas Department of Education (ADE), regional co-ops, superintendents, central office staff, school leaders, teachers, and the community must all align on the goal to eliminate disparities and contribute to solutions based on the role they play.

Definitions

Term	What it means in relation to Human Capital Equity Labs
<i>Equity Lab</i>	<i>A gathering of school representatives and other key stakeholder groups to assist in the development of plans to improve access for low-income and minority students to excellent teachers, aligning the identified strategies to a local context. These labs can kick off crucial conversations to overcome racial and socio-economic injustices that may have limited equitable access.</i>
<i>Human Capital Equity</i>	<i>Access to high-quality instruction that is not predictable by race or socio-economic status; to improve access for low-income and sub-group students to excellent teachers.</i>
<i>Human Capital Data</i>	<i>Workforce information that is able to be disaggregated to show its relation to high vs. low needs schools and student characteristics: ex: Length of service, in/out of-field certification, performance, attendance, turnover, etc.</i>

Questions to Guide your Strategy

WHY is it important that we accelerate our efforts to address disparities?

- Believing the “why” is necessary to have the courage this work requires.

WHAT are the disparities in our school/district?

- WHAT is our local context that allows our disparities to exist?
- WHAT strategies would reduce these disparities in our district?



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Questions such as the following may guide the work of Equity Lab participants:

What is the most significant disparity revealed by the data?
Students of which sub-group are experiencing the greatest inequities in access to effective instruction. What data supports your response?
What do we know or believe about our district that allows this to be our situation?
What strategies are currently in place to address these disparities?
Are we satisfied that our strategies are being implemented with fidelity and with the urgency that our students deserve? If not, what commitments are we prepared to make?
How do we improve the strategies or programs we have in place to deepen their impact?
What additional strategies are needed and how will we plan for – and prioritize - their implementation?

Best Practice Strategies

1. Because of the importance of context, leadership and prioritization, it is recommended that a steering committee be formed to shape the core elements and the approach of the HCEL.
2. The HCEL steering committee should include key constituents who are able to serve as ambassadors conveying the intentions and authenticity of the effort.
3. Because equity efforts require individual and collective growth, it is important that the HCEL steering committee membership be contingent on a pledge to attend and participate fully and consistently.
4. External facilitation - and an off-campus location if possible - for both the HCEL steering committee planning sessions and the HCEL experiences is advantageous.
5. Participants should align on the approach of following data wherever it leads in order to identify disparities.
6. Define the purpose of the Human Capital Equity Lab by completing the statement: “We are convening human capital Equity Labs in order to . . .”.
7. An HCEL outcome is to align on the actions and progress that the participants agree to be accountable to; identify the metrics that will be monitored.

Evaluate and track effectiveness of your efforts

Following the identification of disparities revealed by human capital data (disaggregated for high and low needs schools and by student characteristics), goals with benchmarks to assess progress on strategies and efforts should be adopted. A human capital equity dashboard can be shared regularly; strategic adjustments to initiatives and efforts in order to remain on track should be made as necessary.



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Roles and Responsibilities

The State (ADE) can play an important role by convening participants, procuring expertise, offering technical and logistical support and supplying funding as needed to cover HCEL costs. More importantly, the source of disparities may exist in policies, regulations, accountability systems, budgeting and funding – so the state must be prepared to remove barriers.

Superintendents must be leaders in equity work of all types and articulate that equity is a district goal. In districts where the initiative owner is someone other than the superintendent, the superintendent must make clear his or her support both in the short term and in the long term and demonstrate the priority of the work by allocating supportive resources, time and attention.

Allies of equity efforts are necessary for change to occur; therefore, communications and engagement with school boards, unions/associations, parent groups and other constituencies should be planned for by the steering committee.

Principals play a key role in managing many of the practices and formal or informal practices that may – perhaps unknowingly - perpetuate disparities such as teacher assignment, sibling preferences and resource allocation. Participating fully in HCEL initiative allows them to own decisions and be leaders in the work at their schools.

Central office staff performing HR functions create pipelines, assess staffing needs, build candidate pools, find talent, manage performance, and retain high performers. These are all functions that may be sources for strategies to advance equity goals. Additionally, this team often collects and disseminates the human capital data and information that is the foundation of an HCEL.

Cooperatives (Co-ops) in a state such as Arkansas are positioned to be the “hub” for HCEL initiatives, serving as “conveners”, facilitators, and supplying data management expertise.

Differentiation for Rural and Small Districts

Small districts, often located in rural areas, frequently do not have the capacity to deliver comprehensive human capital initiatives; the “scale size” of a small district’s resources may be too small. Regional HCELS convened by the AR co-ops would allow for a more robust experience in terms of sharing ideas and strategies, while allowing district or school teams to work together when planning.

Building Diversity, Equity and Inclusion

Human capital Equity Labs are anchored on disparities revealed by data. The actions to reduce those disparities most frequently address inequities in access to high-quality instruction and the lack of diversity in the workforce. The importance of inclusion must not be ignored, however. Establishing workplaces where all are welcomed, valued and respected for who they are requires attention and ongoing monitoring. Creating affinity groups to help navigate experiences with race, sexual orientation and culture biases can be especially useful in small districts and rural areas.



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Resources

[EDges in HC Assessment – Leading Equity & Differentiation in HC Policies & Practices](#)

[Working with Partners Toward Equity](#)

[Supporting Equity in HC at the School Level](#)

[Diversity Conversation Starters](#)

[Equitable Access Support Network](#)

[Racial Equity Tools](#)

[Equitable Access Supports](#)

Key Take-aways: Human Capital Equity Labs

Understanding the equity issues in your district related to the access and assignment of high-quality teachers can be a strong lever to increased student achievement. Human Capital Equity Labs unpack the root causes and identifies strategies to improve the equity of the district's human capital strategy.



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For more information on the Urban Schools Human Capital Academy, contact Elizabeth Arons, CEO, at earons@theushca.org.



Appendix



Human Capital 101

Summary: Teacher Preparation and Recruitment

The Teacher Preparation & Recruitment function aims to build a highly effective applicant pool to meet the needs of the district. To do this, districts must tap new and existing pipelines to expand the potential pool of teachers as much as possible. In addition, districts must track and analyze their recruitment efforts to determine which teacher preparation pathways are producing the best performing teachers once in the classroom.

Connection to Principals: Principals are Central Office / HR's key customer and should have full authority to pick from a deep and robust applicant pool.

Connection to State Work: States can support districts by ensuring strong teacher preparation providers – traditional and alternative – that balance the supply of teachers produced with districts' needs.

Key Outcomes

An effective Teacher Preparation & Recruitment strategy builds a **Highly Effective Pool** and results in:

- Multiple productive providers
- Matched to the needs of the district
- High quality applicants

Look-Fors

A district with an effective Teacher Preparation & Recruitment strategy:

- Influences Traditional and Alternative Preparation Providers
- Maximizes Student Teachers
- Recruits from Multiple Preparation Pathways
- Increases Diversity in the Applicant Pool
- Provides Online Access to Vacancies and Applicants
- Screens for a High Quality Applicant Pool
- Projects Future Recruitment Needs



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Summary: Hiring and Selection

Hiring and selection is a broad function and encompasses both internal hiring (promotions, transfers, shared staff, etc.) as well as external hiring. Ideally, the principal/school team is always the "hiring manager," but for critical shortage fields - in most districts, math, science, special education, Spanish, ESL teachers – Central Office / HR becomes the "hiring manager" for early contract offers and principals select from the pool that is already under contract. Starting with a "great hire" will make the principal able to build a team toward the mission of significantly higher student results.

Connection to Principals: Principals are Central Office / HR's key customer and should have full authority to make a selection that best fit the needs of his/her school.

Connection to State Work: States can support districts by ensuring that any licensure requirements are proven by research to improve student learning to avoid unnecessarily limiting the potential pool of teachers.

Key Outcomes

An effective Hiring & Selection strategy supports

Best Matches of Talent with:

- Early hiring
- Matched to individual school needs
- Differentiated for high-needs schools and subjects

Look-Fors

A district with an effective Hiring & Selection strategy:

- Develops a Hiring Timeline
- Requires Notification for Resignations and Retirements
- Aligns Hiring with Instructional and Strategic Initiatives
- Hires Early to Ensure Best Quality in Shortage Fields
- Matches Best Applicants to Vacancies
- Develops Principals' Skills in Hiring and Selection Best Practices
- Monitors and Supports Staffing at High-Needs Schools
- Monitors and Supports for Diversity in All Schools
- On-Boards New Hires Efficiently with Quality Engagement



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Summary: Induction and New Teacher Assignment

Induction and New Teacher Assignment functions ensure that there is a process in place to both orient new educators to the district's systems, structures, practices, and beliefs as well as match the teacher to the best placement possible. In addition to new teacher induction, central office needs to ensure new teachers are in a continuous improvement mode with instructional support during their novice years. The quality of new teacher induction will increase the likelihood of higher retention and serves as an accelerator of the new teacher's skill set in providing high quality instruction.

Connection to Principals: Districts can support principals in creating a building-level induction plan for new teachers and encouraging strategic assignment of new teachers.

Connection to States: States can support districts by ensuring adequate funding to districts and schools for new teacher induction and by monitoring the assignment of new teachers at the highest needs schools.

Key Outcomes

An effective Induction & New Teacher Assignment strategy [Accelerates New Teacher Skills and Retains Quality New Teachers](#) and results in:

- Well-inducted and supported new teachers
- Support provided for assignment
- Effective new teachers retained

Look-Fors

A district with an effective Induction & New Teacher Assignment strategy:

- [Inducts New Teachers](#)
- [Influences Assignment of New Teachers](#)
- [Tracks New Teacher Retention](#)
- [Aligns New Teacher Training and Performance Standards](#)
- [Influences New Teacher Support at the School Level](#)



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Summary: Staffing and Deployment

The function of Staffing and Deployment is partnered closely with hiring and selection but expands to support principals in how their existing staff is utilized. In addition, Central Office / HR must ensure a systemic approach to staffing that ensures schools can be competitive for talent and do not lose their highly effective teachers to other districts. Often policies and practices impact the capacity of principals to build and maintain a quality staff. Districts must continue to review their current policies and practices to ensure that they do not adversely impact hiring efforts and that staffing by mutual consent is the prevailing philosophy.

Connection to Principals: Districts can support principals by ensuring systems of mutual consent and policies that allow principals to staff their schools to fit their needs.

Connection to States: States can support districts by helping to provide incentives for teachers to teach in high-needs schools and subjects.

Key Outcomes

An effective Staffing & Deployment strategy encourages **Best Use of Talent** and results in:

- Policies and procedures that work for school hiring efforts
- Mutual consent
- Early Hiring

Look-Fors

A district with an effective Staffing & Deployment strategy:

- Structures Systems for Mutual Consent
- Transfer policies and timing does not interfere or inhibit external hiring efforts
- Staffs Schools with Great Talent
- Places Surplus Teachers Effectively When Necessary for Budgetary Reasons
- Redesigns Layoff and Recall Policies



Arkansas Human Capital Handbook

Summary: Compensation and Benefits

Compensation and Benefits are ways to ensure that teachers are paid commensurately for their hard work and receive those benefits that encourage them to stay in the field. These functions impact the district's ability to have a competitive edge with surrounding districts or private or charter school alternatives.

Connection to Principals: Districts can support principals by creating a competitive compensation package to attract and retain teachers and by limiting unnecessary teacher absences.

Connection to States: States can support districts by clearing all barriers to differentiation of pay and to encourage differentiation in compensation for high-performance and in high-needs fields.

Key Outcomes

An effective Compensation & Benefits strategy ensures a district has a [Competitive Advantage](#) through:

- Compensation based on performance
- Competitive compensation
- Incentivizing teaching in high-needs schools and subjects

Look-Fors

A district with an effective Compensation & Benefits strategy:

- Compares Compensation with Surrounding Districts
- Structures Compensation Systems Based on Performance
- Structures Compensation Systems to Expand the Reach of High-Performing Teachers
- Structures Compensation Systems to Incentivize Teaching in High-Needs Schools and Subjects
- Individualizes Benefits Systems
- Provides and Monitors Leave as a Benefit Locally or Through the State



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Summary: Performance Management

Performance Management is a comprehensive function that includes how the district sets high standards and measures against those standards at the individual, team, school, department, and district-wide levels. Setting high performance standards for all teachers, identifying and retaining the high performers, supporting the development of all others toward highly effective instruction and continuous improvement, understanding that not everyone will perform well enough and taking action when they do not, and paving the way with unions and associations to ensure an environment that encourages high performance from all who work with students.

Connection to Principals: Districts can support principals by providing principals with support for retaining great teachers and support for removing low performers.

Connection to States: States can support districts by asking them how state policies can better advance their work.

Key Outcomes

An effective Performance Management strategy
Differentiates Teacher Quality with:

- Multiple measures
- Effective and timely feedback on performance
- Moving out low-performers

Look-Fors

A district with an effective Performance Management strategy:

- Uses Multiple Measures in Teacher Evaluation System
- Tracks New Teacher Performance & Tenure
- Provides Teachers Regular and Valuable Feedback on Performance
- Negotiates Labor Contracts that Address Low Performers
- Provides Principals Guidance on Low Performers
- Incorporates Attendance into Overall Performance



Arkansas Human Capital Handbook

Summary: Linking Professional Development to HR Functions

Professional Development has changed from a "sit and get" format, often unrelated to either the teacher or student achievement results, to a tailored, interactive continuous improvement process heavily anchored in student learning improvement. Ideal professional development builds capacity of individual and teams of teachers to better diagnose and adapt materials and strategies that result in improved student achievement. Districts must ensure that PD is aligned to performance and that it contributes to improved student and teacher performance.

Connection to Principals: Districts can support principals by ensuring systems are in place that link professional development and teacher observations and needs. Districts can also ensure that teachers are not pulled from classroom to attend professional development.

Connection to States: States can ensure that any professional development required of teachers is grounded in research.

Key Outcomes

An effective strategy of Linking Professional Development to HR Functions ensures a **Quality Workforce**:

- By influencing professional development based on performance
- Using salary scales based on results, not seat time
- Using teachers, not substitutes, in classrooms

Look-Fors

A district with an effective strategy Linking Professional Development to HR Functions:

- Influences How Professional Development is Linked to Individual Performance, with a focus on New and Low-performing Teachers
- Decouples Professional Development from Compensation and Reimbursement
- Monitors Leave Use for Professional Development



Summary: Career Management

Career Management encompasses the differentiated opportunities for teachers and others that maximize the use of talent in the organization. Districts must retain highly effective teachers, principals and central office teams; differentiation of roles and responsibilities - also known as career ladders or lattices - improves retention and expands the impact of these individuals to share their expertise with their colleagues. Career Management is highly aligned to Compensation and Benefits and Performance Management, as differentiation of roles and responsibilities often carry additional compensation, release time, or other benefits. In addition to a systemic approach to maximizing talent, individual support is needed for principals as they annually reconfigure and match staff to the assignments that will best utilize their talent.

Connection to Principals: Districts can support principals by creating differentiated career paths for highly effective teachers and by providing key data on teacher retention by performance.

Connection to States: States can support districts by asking them how the state can help them retain great teachers.

Key Outcomes

An effective Career Management strategy **Retains Teachers and Best Uses their Talent and Time** with:

- Career paths for highly effective teachers
- Great teachers in the district
- Great teachers in high-need schools

Look-Fors

A district with an effective Career Management strategy:

- Provides Career Paths for Highly Effective Teachers
- Recruits Highly Effective Teachers for Differentiated Roles in High-Needs Schools
- Retains Highly Effective Teachers



Arkansas Human Capital Handbook

Summary: Principal as Human Capital Manager

HR/HC has an important role in expanding capacity of principals and school leaders as Human Capital managers. While HR/HC can implement systems that support excellent Human Capital management, the implementation of those systems at the school level will often determine the success of those systems. HR staff can accomplish support for the role of Principal as HC Manager through direct counsel to principals, through structuring processes and systems that encourage best practices, and through providing a variety of data points on staff that inform decision-making and assist instructional directors/superintendents in improving schools.

Connection to Principals: Districts can support principals by providing ongoing learning opportunities and data to principals and by partnering with principal supervisors to meet principal needs.

Connection to States: States can support districts by asking them what they need to better support principals as HC Managers.

Key Outcomes

An effective Principal as Human Capital Manager strategy improves **Student Results** with:

- Higher quality of teaching staff by driving improvements across:
 - Recruitment and Hiring
 - Retention
 - Educator Professional Growth

Look-Fors

A district with an effective Principal as Human Capital Manager strategy:

- Develops Principals as HC Managers
- Access to Data to Support Principals' HC Management
- Aligns services and supports to enable school-level HC management
- Targets and differentiates supports to Principals based on unique needs and challenges



Highly Functional Human Capital Tool

The USHCA uses a Human Capital “Puzzle Piece” framework to depict nine human capital functions that districts should manage effectively in order to attract and retain a high quality and diverse teaching workforce able to achieve a district’s goals.

This document identifies the components of each of the nine functions and describes what each component “looks like” when it is being managed in a highly functional manner. To meet the unique needs and circumstances of small and/or rural districts, this document has been modified for use in such districts. It is recommended that cooperatives and districts collaborate to manage these functions strategically.

I. TEACHER PREPARATION & RECRUITMENT

A. Influencing preparation providers	The number and quality of applicants and hires from various providers is tracked and feedback on supply/demand issues and effectiveness of graduates is provided annually
B. Maximizing student teachers	High performing student teachers are offered positions, including early contracts; Student teachers are assigned only to effective mentor teachers.
C. Recruiting from multiple providers	Recruiting is accomplished both individually and in partnership with districts in the region, from both traditional and alternative pathways including use of social media and monitors the quality of new hires through multiple measures
D. Increasing diversity in the applicant pool	Multiple strategies are applied to expand diversity and each new hire cohort is tracked towards a specific diversity improvement goal
E. Providing online access to vacancies and applicants	Candidates and principals have 24/7 online access and ability to sort information
F. Screening for a high-quality applicant pool	Principals use clearly defined screening criteria that has been correlated to highly effective teacher performance in the district



G. Projecting future recruitment needs	Future needs are projected by analyzing information and data such as the number and type of vacancies over the past several years, individual school needs and principal projections, and diversity goals, and then shapes recruitment strategies based on projections
II. HIRING & SELECTION	
A. Developing a hiring timeline	An annual staffing calendar drives the recruitment, hiring, staffing, and deployment work of the district
B. Requiring notifications for resignations and retirements	Early notification incentives are available for resignations and retirements; Ensures enforcement of deadlines with consequences for late resignations/retirements
C. Aligning hiring with instructional and strategic initiatives	Central Office and School Leaders collaborate on initiatives to ensure appropriate projections and alignment to hiring
D. Hiring early to ensure best quality	The hiring timeline is shifted earlier to ensure a deeper candidate pool; early contracts are offered when possible
E. Matching best applicants to vacancies	Central Office and School Leaders collaborate to meet each individual school's needs and to make the best matches from applicant pool
F. Principals are supported in acquiring skills and tools for hiring and selection best practices	There is accessible information on applicant quality. Principals' and school selection teams' skills in best practices in interviewing and selection are developed
G. Monitoring and supporting staffing at high-needs schools	Central Office and School Leaders collaborate to monitor applicant quality and quantity for high-needs schools and differentiates strategies to ensure every teacher is high quality
H. Monitoring and supporting for diversity in all schools	Central Office and School Leaders collaborate on multiple strategies to increase diversity
I. On-boarding new hires	Candidates are processed efficiently, within 72 hours





III. INDUCTION & NEW TEACHER ASSIGNMENT

A. Inducting new teachers

Central Office and School Leaders deliver a robust mentoring program with trained mentors ensuring new teachers are assigned mentors in their subject and/or grade level; Only effective teachers are selected for mentoring roles

B. Assigning new teachers

Central Office and School Leaders collaborate to determine best match for new hires

C. Tracking new teacher retention

Central Office and School Leaders engage on multiple retention strategies for new teachers

D. Aligning new teacher training with performance standards

New teacher performance is analyzed against standards; providers of new teacher training are informed in order to align training with performance needs

E. Influencing teacher support at the school level

Central Office and School Leaders monitor new teachers' performance and uses the information to influence the level of support provided

IV. STAFFING & DEPLOYMENT

A. Structuring systems for mutual consent

Mutual consent is the foundation for selection; collective bargaining agreements or policies and practices that block mutual consent are addressed

B. Limiting transfer periods

Voluntary transfer periods do not impact students, create last-minute vacancies, or inhibit external hiring efforts

C. Staffing schools equitably and with great talent

Central Office and School Leaders work together to ensure equity in how teachers are assigned by providing incentives and opportunities for effective teachers and quality applicants to seek high-needs schools and/or subjects

D. Redesigning layoff and recall policies

Lay-off and recall policies focus on performance criteria first

V. COMPENSATION & BENEFITS



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A.	Comparing compensation with surrounding districts	The total compensation package is competitive with surrounding and competing districts' salary and benefit structures, and stays competitive for effective teachers over time
B.	Structuring compensation systems based on performance	Compensation is based on performance, including improved student achievement results; freezes salaries of low-performing teachers; fast-tracks salary increases for high-performing newer teachers
C.	Structuring compensation systems to expand the reach of high-performing teachers	Multiple levels of financial incentives are provided for high-performing teachers to take on varied additional roles and responsibilities; Funds incentives sustainably through existing budget
D.	Individualizing benefit systems	Benefits are provided in the most cost-effective way, while maintaining competitiveness; A stipend or refund is provided when no benefits are selected by employee, observing applicable regulations
E.	Providing and monitoring leave as a benefit	Leave use is managed with incentives for low use and penalties for high use; Analyzes leave use and absenteeism by school and identifies trends

VI. PERFORMANCE MANAGEMENT

A.	Using multiple measures in the teacher evaluation system	Multiple measures are used in teacher evaluations, including student achievement and student survey results, and those results are expanded beyond standardized tests to include evidence of student learning for all teachers
B.	Tracking new teacher performance and granting tenure	New hire performance is tracked and shared with key stakeholders to inform which providers/pathways to hire from, to whom to provide additional support, and to whom to grant tenure. Principals make affirmative tenure decisions using performance data
C.	Providing teachers regular and valuable feedback on performance	Teachers receive timely and valuable feedback from multiple sources such as observation from both supervisors and peers, student achievement results, and parent and student survey results
D.	Negotiating labor contracts that address low performers	Low performers who do not improve to effective ratings are exited through a well-defined, supportive, and collaborative process
E.	Providing principals guidance on low performers	Central Office provides templates, documentation support, and dedicated legal assistance to Principals addressing low performers; Processes are streamlined to make it possible to terminate low performers



F. Incorporating attendance into overall performance

Absenteeism and leave use is monitored, and attendance is incorporated into overall performance; Principals are supported when intervening due to excessive sick and personal leave us

VII. LINKING PROFESSIONAL DEVELOPMENT TO HUMAN CAPITAL

A. Influencing how PD is linked to individual performance, with a focus on new and low-performing teachers

Systems are in place that provide development that is done in connection with teacher observation results and reflects the needs of the new or low-performing teacher

B. Decoupling professional development from compensation and reimbursement

Compensation and rewards are linked to performance and differentiated roles based on performance; pay is decoupled from completion of PD and additional coursework or degrees

C. Monitoring leave use for professional development

Pull-out PD is limited and absenteeism due to PD is monitored closely

VIII. CAREER MANAGEMENT

A. Providing career paths for highly effective teachers

Differentiated roles are available for highly effective teachers who are recruited for those roles

B. Retaining highly effective teachers

Individualized retention plans are created utilizing multiple incentives and career opportunities for highly effective teachers with specific targets for high-needs schools and critical shortage fields

IX. PRINCIPALS AS HUMAN CAPITAL MANAGER

A. Developing principals as HC managers

Offers ongoing learning opportunities and direct support to Principals/ leadership team on best practices in interviewing, hiring, staffing, absence management and other aspects of HC management, based on data and input

B. Providing data to support principals' HC management

Provides comprehensive data and dashboards on staff to Principals and assists them in analyzing that data and in making informed decisions





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- | | |
|---|---|
| C. Districts align services and supports to enable School-Level HC Management | Central office collaborates and aligns supports to Principals to optimize resources and efforts |
| D. Targets and differentiates supports to Principals based on unique needs and challenges | Targets intensive and differentiated support to Principals based on individual needs and challenges |



Arkansas Human Capital Priority Area Planning Tool

Purpose	This simplified planning tool provides a focused process for HR/HC to improve in one priority area with a sample completed plan. Teams can use this tool when working on a segment of their Improvement Plan.
Intended User(s)	HR/HC Leads and Teams

STEP 1: IDENTIFY YOUR PRIORITY AREA

Priority #1	Answer
What is the key priority area you want to focus on?	
How does this key priority fit into our district's broader goals?	
Does the long-term strategy impact TEACHER or PRINCIPAL quality?	<input type="checkbox"/> Teacher Quality <input type="checkbox"/> Principal Quality
What is our current performance in this priority area? Document baseline performance.	
How will we measure our progress at the end of the year? List at least one measurable goal.	

STEP 2: OUTLINE YOUR PLAN OF ACTION FOR HR IMPROVEMENT

What Are the Actions Needed for Improvement?	Lead/ Owner	By When?
[List all actions needed to make improvement]		



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STEP 3: ACTIVELY ENGAGE OTHERS IN SUPPORT OF YOUR PLAN

Who Must We Engage to Support This Priority?	How?	Lead/Owner
[List audiences you should engage – e.g., HR team, Superintendent, Principals, etc.]	[List engagement strategies, e.g., sharing data, seeking input on strategies, trainings]	



SAMPLE COMPLETED PLANNING TOOL – FOR REFERENCE

STEP 1: IDENTIFY YOUR PRIORITY AREA

Priority #1	Answer
What is 1 key priority we want to focus on in the coming year?	Hiring teachers earlier in our highest-need schools.
How does this key priority fit into our district’s broader goals?	It focuses on providing more equitable access to students in high-need schools.
Does the long-term strategy impact TEACHER or PRINCIPAL quality?	<input checked="" type="checkbox"/> Teacher Quality <input type="checkbox"/> Principal Quality
What is our current performance in this priority area? Document baseline performance	District average for vacancies filled after July 1 st is 35%. In high-need schools, the average for vacancies filled after July 1 st is 65%, with a range from 50% to 100% across high-need schools.
How will we measure our progress at the end of the year? List at least one measurable goal	By end of the year, we expect to see the average for vacancies filled after July 1 in high-need school decrease to 45% - from 65%, with no school having 100% of vacancies filled after July 1.

STEP 2: OUTLINE YOUR PLAN OF ACTION FOR HR IMPROVEMENT

What are the actions needed for improvement?	Lead/ Owner	By When?
Create an incentive for teachers to resign by March 1 & publicize it	HR Lead	January 15
Work with principals to understand staffing needs	HR Partners	February 15
Offer early contracts to candidates in high-needs fields and high-need schools	Recruitment Lead	March 1
Allow high-need schools access to candidate pool before other schools	Recruitment Lead	March 15

STEP 3: ACTIVELY ENGAGE OTHERS IN SUPPORT OF YOUR PLAN

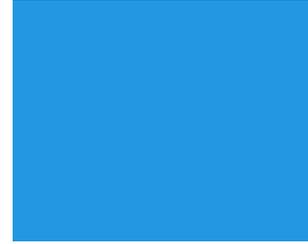
Who must we engage to support this priority?	How?	Lead/Owner
Superintendent & Cabinet	Notify them of our plan, using the current data to show need, and ask for their support	HR Lead
Budget	Work together to ensure budgets are provided early, particularly to high-need schools	HR Lead
High-need Principals	Encourage principals in high-need schools to access the candidate pool early; ask for additional suggestions on what they need	HR Lead & HR Partners
Low-need Principals	Explain the shift in policy and how services will impact them	HR Lead & HR Partners
Principal Supervisors	Seek out their support with specific schools	HR Partners



PowerPoint - Using Data to Make Human Capital Decisions

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Using Data to Make Human Capital Decisions



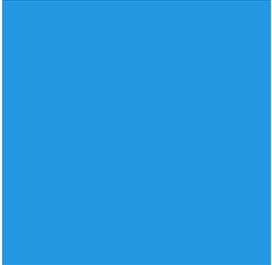
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PowerPoint – Teacher Recruitment and Building a Robust Pool

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Recruitment of
Effective Teachers
Building a Robust
Pool



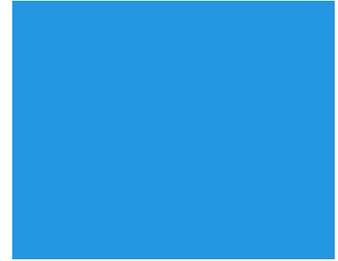
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Hiring and Selecting the Best Teachers



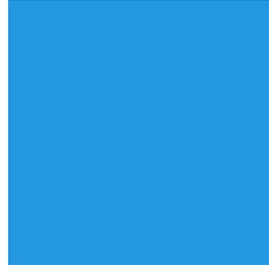
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New Teacher Support and Induction

Ensuring a Great Candidate Experience



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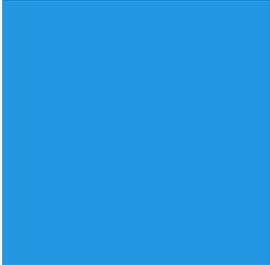




PowerPoint – Teacher Retention and Career Management

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Teacher
Retention &
Career
Management



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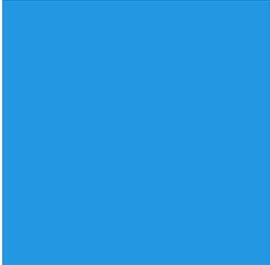




PowerPoint – Principals as Human Capital Managers

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Principals as
Human Capital
Managers



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PowerPoint – Human Capital Improvement Planning Protocol



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Arkansas Association of School Personnel Administrators

Human Capital Improvement Planning Protocol



Find Resources @

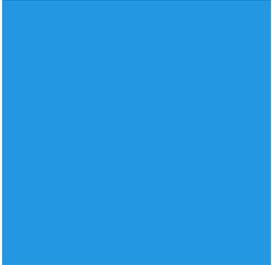
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Regional Approaches to Human Capital Management: “Stronger Together”



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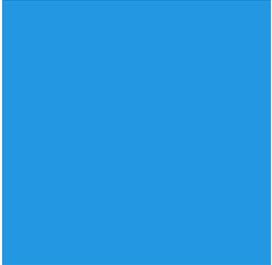




PowerPoint – Implementing Human Capital Equity Labs

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Implementing
Human Capital
Equity Labs



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Bring It Back Lesson Plan – Hiring Teachers Early

LESSON PLAN FOR SUPPORTING SCHOOL DISTRICTS
Hiring Teachers Early

Challenge: We lose high quality teaching candidates due to late hiring.

State Pre-work: Identify districts that have made a concerted effort to hire earlier and ask them to share how they did it.

Role of the State: 1) Convene and facilitate discussion between and among districts so that they learn and share best practices; and 2) Identify and ask districts with best practices and/or challenges to share

Role of the District: 1) Participate fully; and 2) Share challenges and best practices with other districts

Lesson Plan Components

Table with 2 columns: Three Main Takeaways and Key Resources & Content Available. Includes sections for Outcomes, Ideal Timing, and Sample Lesson.





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create one; or at a minimum, be prepared to share key hiring dates with the group. [Use the HR/HC Monthly Planning Tool](#) for suggested timing of Teacher Recruitment, Selection, and Hiring activities.

- i. Ideally, 100% of early contracts should be completed in critical shortage fields by May 1; 30% of vacancies filled by May 1; 60% of vacancies filled by July 1; 100% of vacancies filled by the start of school
 - b. [Help/ Hinder Chart](#) – Districts chart what helps and hinders their hiring efforts and make plans to address at least one hindrance.
4. *Group Presentation: Best Practices Sharing & Discussion*
 - a. For those districts succeeding at hiring early, ask them to share 1-2 practices they use and allow other districts to ask questions.
5. *Problems of Practice*
 - a. Encourage any district(s) with a particularly pressing challenge related to hiring to ask the group for feedback using the [Problem of Practice Consultancy Protocol](#).
6. *Individual District Planning*
 - a. Based on what we learned here, what are 1-2 next steps we can take back at home?
 - b. What will we do? By whom? By when?
7. *Closing* – Encourage districts to use tools available on HRinEd.org at <http://www.humanresourcesineducation.org/implementing-strategies/recruitment-selection/>

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Bring It Back Lesson Plan – Improving Teacher Attendance

LESSON PLAN FOR SUPPORTING SCHOOL DISTRICTS
Improving Teacher Attendance/ Reducing Absenteeism

Challenge: Districts often have high teacher absenteeism that research indicates negatively impacts student achievement.

State Pre-work: Use State data to identify outlier districts – those that succeed at and struggle with teacher absences. Ask those succeeding to share their practices and prioritize support to those that are struggling.

Role of the State: 1) Convene and facilitate discussion between and among districts so that they learn and share best practices; 2) Identify and ask districts with best practices and/or challenges to share; and 3) Collect data from districts to provide statewide averages and trends.

Role of the District: 1) Participate fully; 2) Share challenges and best practices with other districts; and 3) Develop and implement strategies to lower absenteeism.

Lesson Plan Components

Table with 2 columns: Three Main Takeaways and Key Resources & Content Available. Includes sections for Outcomes, Ideal Timing, and Sample Lesson.





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9. *Content:* State shares short 10-minute lecture burst using [Managing Teacher Absenteeism](#) (slides 1-6)

10. *Activity Options (Select 1 or more based on time available)*
 - a. Data Review – Districts review their schools with high and low teacher attendance. What do you know about these schools? What do you want to go back and ask? Why?
 - b. Help/ Hinder Chart – Districts chart what help and hinder their teacher attendance efforts and make plans to address at least one hindrance.

11. *Group Presentation: Best Practices Sharing & Discussion*
 - a. For those districts succeeding at improving teacher attendance, ask them to share 1-2 practices they use and allow other districts to ask questions.

12. *Problems of Practice*
 - a. Encourage any district(s) with a particularly pressing teacher attendance/absenteeism challenge to ask the group for feedback using the [Problem of Practice Consultancy Protocol](#).

13. *Individual District Planning*
 - a. Based on what we learned here, what are 1-2 next steps we can take back at home?
 - b. What will we do? By whom? By when?

14. *Closing* – Encourage districts to use tools available on [HRinEd.org](#)

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Bring It Back Lesson Plan – Infusing Teacher Equity into HC Work

LESSON PLAN FOR SUPPORTING SCHOOL DISTRICTS *Infusing Teacher Equity in HC Work*

Challenge: Our highest need students and schools often have the most ineffective and/or inexperienced teachers.

State Pre-work: Use State data to identify outlier districts – those that *succeed at* and *struggle with* providing effective teachers to high-needs students. Ask those succeeding to share their practices and prioritize support to those that are struggling.

Role of the State: 1) Convene and facilitate discussion between and among districts so that they learn and share best practices; and 2) Identify and ask districts with best practices and/or challenges to share

Role of the District: 1) Participate fully; and 2) Share challenges and best practices with other districts

Lesson Plan Components

Outcomes	
<p>5. Districts share best practices and challenges in deploying effective teachers deliberately to the students and schools who need them most.</p> <p>6. Districts identify 1-2 next steps to improve teacher equity in their work.</p>	
Ideal Timing: Any time between October and May	
Three Main Takeaways	Key Resources & Content Available
<p>D. A number of complementary factors impact teacher distribution within and across schools – fixing one without fixing others will not yield maximum results</p> <p>E. Teacher equity can be measured in many ways – understand the pros and cons of any method</p> <p>F. Provide greater services to those schools and students that need it most – differentiate!</p>	<ul style="list-style-type: none"> • Staffing & Deployment – Equitable Distribution • Staffing & Deployment – Differentiated Services • Guiding Questions for Equitable Distribution Conversations • Lever for Impacting Equitable Distribution • Differentiated Services to Schools • Differentiated Services to Schools – Data Template • Contracts & Agreements – Recommended Language
Sample Lesson	
<p><i>Depending on time, you can do all or some of these steps. We recommend you always do steps, 1, 2, 6 & 7 and at least one of 3, 4, or 5.</i></p> <p>15. <i>Introductions & Warm-Up Question:</i> Discuss with a partner and then whole group – How do you define teacher equity? What is 1 thing you do in your role to ensure teacher equity?</p> <p>16. <i>Content:</i> State shares short 10-minute lecture burst using Staffing & Deployment – Equitable Distribution</p>	





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(slides 1-6)

17. Activity Options (Select 1 or more based on time available)

- a. Identify Your District's High-Need Schools – Use the [Differentiated Services to Schools – Data Template](#) to identify which of your schools are your highest need. Then use the [Differentiated Services to Schools](#) tool to identify at least 1-2 services you can provide to these schools.
- b. Assessment on Equitable Distribution Levers – Review the [Levers for Impacting Equitable Distribution](#) tool and check off all of the practices the district currently uses. Discuss implementing one new lever the district is not currently pressing.
 - i. Discuss: How do you expect this new lever to support your current efforts?
- c. Help/ Hinder Chart – Districts chart what help and hinder their teacher equity efforts and make plans to address at least one hindrance.

18. Group Presentation: Best Practices Sharing & Discussion

- a. For those districts succeeding at improving teacher equity, ask them to share 1-2 practices they use and allow other districts to ask questions.

19. Problems of Practice

- a. Encourage any district(s) with a particularly pressing teacher equity challenge to ask the group for feedback using the [Problem of Practice Consultancy Protocol](#).

20. Individual District Planning

- a. Based on what we learned here, what are 1-2 next steps we can take back at home?
- b. What will we do? By whom? By when?

21. Closing – Encourage districts to use tools available on [HRinEd.org](#)

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Bring It Back Lesson Plan – Retaining Top Teachers

LESSON PLAN FOR SUPPORTING SCHOOL DISTRICTS

Retaining Top Teachers

Challenge: As a state, we are losing too many of our best teachers, which negatively impacts student learning.

State Pre-work: Use State data to identify outlier districts – those that *succeed at* and *struggle with* retaining effective teachers. Ask those succeeding to share their practices and prioritize support to those that are struggling.

Role of the State: 1) Convene and facilitate discussion between and among districts so that they learn and share best practices; 2) Identify and ask districts with best practices and/or challenges to share; and 3) Share any resources or policies that could support retention efforts.

Role of the District: 1) Participate fully; and 2) Share challenges and best practices with other districts

Lesson Plan Components

Outcomes

- 7. Districts share best practices and challenges in retaining effective teachers.
- 8. Districts identify 1-2 next steps to retain their effective teachers.

Ideal Timing: Any time between October and April

Three Main Takeaways

- G. Teacher performance drives who to retain
- H. Retention is individual; there is no one-size-fits-all solution
- I. HR & Principals share responsibility for strategically retaining teachers

Key Resources & Content Available

- [Retention Summary](#)
- [Guide to Calculating Retention](#)
- [Targeted Retention Strategies](#)
- [Educator Exit Survey](#)
- [Educator Stay Survey](#)
- [School-level Retention Mapping & Strategies](#)
- [Research on Retention Lenses](#)

Sample Lesson

Depending on time, you can do all or some of these steps. We recommend you always do steps, 1, 2, 6 & 7 and at least one of 3, 4, or 5.

22. *Introductions & Warm-Up Question:* Pair-share “What keeps you in your role?”

23. *Content:* State shares short 10-minute lecture burst using [Retention Summary](#) (slides 1-9)

24. *Activity Options (Select 1 or more based on time available)*

- a. Data Review – Districts review their schools with high and low retention of top performers. What do you know about these schools? What do you want to go back and ask? Why?



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- b. Group Case Study – HR Partner Retention Scenario – What is the school’s role? What is the district’s role? What would you do if you were Patti, the Chief Human Capital Officer?
- c. Help/ Hinder Chart – Districts chart what help and hinder their retention efforts and make plans to address at least one hindrance.

25. *Group Presentation: Best Practices Sharing & Discussion*

- a. For those districts succeeding at retaining high-performers, ask them to share 1-2 practices they use and allow other districts to ask questions.

26. *Problems of Practice*

- a. Encourage any district(s) with a particularly pressing retention challenge to ask the group for feedback using the [Problem of Practice Consultancy Protocol](#).

27. *Individual District Planning*

- a. Based on what we learned here, what are 1-2 next steps we can take back at home?
- b. What will we do? By whom? By when?

28. *Closing* – Encourage districts to use tools available on HRinEd.org at

<http://www.humanresourcesineducation.org/implementing-strategies/retention/>

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Bring It Back Lesson Plan – Supporting Principals as HC Managers

LESSON PLAN FOR SUPPORTING SCHOOL DISTRICTS

Supporting Principals as HC Managers

Challenge: We expect principals to manage their talent well but we don’t often provide the supports needed to do so.

State Pre-work: Identify 1-2 districts focusing on supporting principals as human capital managers. Ask them to share their practices

Role of the State: 1) Convene and facilitate discussion between and among districts so that they learn and share best practices; and 2) Identify and ask districts with best practices and/or challenges to share

Role of the District: 1) Participate fully; and 2) Share challenges and best practices with other districts

Lesson Plan Components

Outcomes	
9. Districts share best practices and challenges in supporting principals as HC managers. 10. Districts identify 1-2 next steps to better support their principals as HC managers.	
Ideal Timing: Any time between October and May	
Three Main Takeaways	Key Resources & Content Available
J. Principals are the district’s front-line and most important managers of human capital K. Therefore, they are the HR team’s key customer and need key HC data critical to strategic decision-making L. District and state practices and policies should help, not hinder, a principal’s ability to make HC decisions in line with their students’ needs	<ul style="list-style-type: none"> • Principal as HC Manager Summary • Assessing HR Supports for Enabling Principals As Human Capital Managers • HR Partner Scenario • Challenge Scenario on Principal Autonomy • Principal’s HR Bill of Rights & Assessment • Gathering Authentic & Timely Feedback • School-level HR Planning Tool 1 & Tool 2 • School-level Retention Mapping & Strategies • Human Capital Walkthrough
Sample Lesson	
<i>Depending on time, you can do all or some of these steps. We recommend you always do steps, 1, 2, 6 & 7 and at least one of 3, 4, or 5.</i>	
29. <i>Introductions & Warm-Up Question:</i> Pair-share: On a scale of 1-10, with 1 being no autonomy at all and 10 being total autonomy, how much autonomy do you give principals around human capital decisions (like hiring, assignment, promotions, firing, etc.)	
30. <i>Content:</i> State shares short 10-minute lecture burst using Principal as HC Manager Summary (slides 1-7)	



Arkansas Human Capital Handbook

31. Activity Options (Select 1 or more based on time available)

- a. Group Case Study – HR Partner Scenario – What makes Martine so effective? How might this work in your district? OR Challenge Scenario on Principal Autonomy – What are the competing priorities? What would you do as head of HR?
- b. Assessing HR’s Current Supports to Principals – Assess what supports HR currently provides to principals to make critical HC decisions using the Assessing HR Supports for Enabling Principals As Human Capital Managers tool. Identify 1-2 concrete improvements.
- c. Assessing HR’s work against the Principal’s HR Bill of Rights – Where do we have strengths? Where can we improve?
- d. Human Capital Walkthrough – What is a HC Walkthrough? Why is this an important process? Link to Instructional Leadership
- e. Help/ Hinder Chart – Districts chart what district and/ or state policies and practices help and hinder the principal’s ability to make human capital decisions in line with their students’ needs.

32. Group Presentation: Best Practices Sharing & Discussion

- a. For those districts succeeding at supporting principals as HC managers, ask them to share 1-2 practices they use and allow other districts to ask questions.

33. Problems of Practice

- a. Encourage any district(s) with a particularly pressing challenge related to principals as HC managers to ask the group for feedback using the Problem of Practice Consultancy Protocol.

34. Individual District Planning

- a. Based on what we learned here, what are 1-2 next steps we can take back at home?
- b. What will we do? By whom? By when?

35. Closing – Encourage districts to use tools available on HRinEd.org at

<http://www.humanresourcesineducation.org/implementing-strategies/principal-as-hc-manager/>

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